



The Cordell Hull Foundation  
for International

**NEW TEACHER MANUAL**

**ORIENTATION  
PRE-ARRIVAL**

*Honoring Commitment to Global Education and Peace*



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*Moderator: Marianne Mason, Responsible Officer*

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# PART I: EXCHANGE VISITOR ORIENTATION

## OVERVIEW OF THE CHF EXCHANGE VISITOR PROGRAM

**THE CORDELL HULL FOUNDATION (CHF)** has been authorized by the U.S. **DEPARTMENT OF STATE** to sponsor Exchange Teacher Visitor Programs since 1962. The program fosters improved understanding between cultures through international exchange of foreign teachers over the course of a 1-5 year period in the US. After returning to their home countries, teachers share first-hand knowledge of American culture with their fellow countrymen.

The J-1 visa Teacher Exchange Program was established by the Educational and Cultural Exchange Act of 1961 to allow foreign elementary and high-school language teachers to improve linguistic skills and knowledge of American culture by teaching in domestic institutions. Sponsoring schools, organizations and individuals contribute to the effort.

Cultural information is communicated in schools across the country where the Foundation sponsors Exchange Teachers through participation in pageants, plays, readings, field trips, student and teacher exchange trips to countries of origin, and other activities. Students benefit through exposure to customs and mores of other nationalities as well as literature and spoken language skills. CHF's principal immersion schools and foreign languages represented in 40 states are French, Spanish, German, Greek, Italian, and Mandarin. Some participants teach ESL (English as a Second Language) and a variety of other subjects in English.

### **The Vision of Cordell Hull for World Peace:**

The Cordell Hull Foundation was formed in 1951 by a group of Nashville, Tennessee businessmen to further the goals of Cordell Hull, the longest-serving Secretary of State (12 years). Credited by Franklin Roosevelt as "Father of the United Nations," Cordell Hull was awarded the Nobel Peace Prize in 1945. As a shared vision of Secretary Hull and Franklin Delano Roosevelt, the United Nations as we know it took root in the minds of these two great Americans during the dark days of World War II. Secretary Hull worked tirelessly toward a vision of peace and comity among nations and American-inspired notions of democratic process to heal global political divisions.

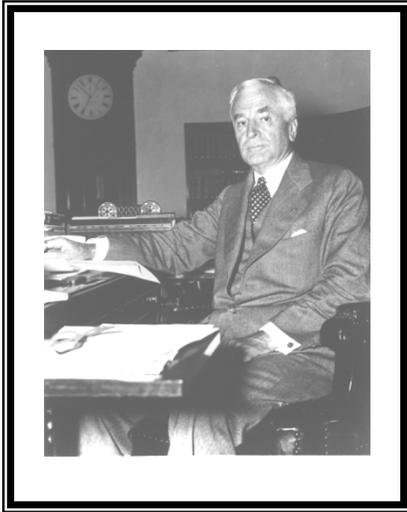
Coming out of the darkest period in human history, World War II, the overriding motivation of Cordell Hull was to prevent World War III. There has not been a World War III since the formation of the UN sixty years ago. At this point in history, Cordell Hull's goals, major and minor, have been achieved.

As the primary force behind the creation of the United Nations, Cordell Hull had a vision of a new era of human progress. Through the neutral venue of the UN, it will continue to evolve by providing common ground where countries may convene and engage in peaceful dialogue over disputes. Some parting words of Cordell Hull:

***"I am firmly convinced that in the world of today all nations will be forced to the conclusion that cooperation for law, justice, and peace is the only alternative to a constant race in armaments—including atomic armaments—and to other disruptive practices that will bring the nations participating in them on either side to a common ruin, the equivalent of universal suicide."***

## Cordell Hull, U.S. Secretary of State

Served in all three govt. branches: Executive, Legislative, Judicial



### Principal Achievements:

1945	Nobel Prize for Peace as "Father of the United Nations"
1933 – 1944	Longest-serving Secretary of State for 12 years
1921 – 1923	President of the Democratic Party National Committee
1930 - 1933	United States Senator
1907 – 1931	Served in the U.S. House of Representatives
18 years	Served on the House Finance Committee
1903 - 1907	Federal Judge

## United States Government

### Presidential Line of Succession:

The Cabinet is also important in the presidential line of succession, which determines an order in which Cabinet officers succeed to the office of the president following the death or resignation of the Vice President, Speaker of the House and the President pro tempore of the Senate.

### Current U.S. Cabinet:

Department of:

1. State—Exchange Visitor Program
2. Treasury
3. Defense
4. Attorney General
5. Interior
6. Agriculture
7. Commerce
8. Labor
9. Health and Human Services
10. Housing and Urban Development
11. Transportation
12. Energy
13. Education
14. Veterans' Affairs
15. Homeland Security—US Border Officers

# LAW GOVERNING FOREIGN NATIONALS

## Staying in Status: It's the Law

In accepting the J-1 visa, you obligate yourself to all terms and conditions stated on the reverse side of Form DS-2019 and to the Memo of Understanding that you signed as a prerequisite for acceptance into the Cordell Hull Foundation Exchange Visitor Program.

Like all nations, the United States has laws governing foreign nationals residing within its borders. It is the responsibility of each nonimmigrant to know the rules governing maintenance of legal status in the U.S. The guidelines listed below apply to individuals in J-1 status in the category of Teacher. If you follow them, you will have few problems maintaining your immigration status.

- 1. Keep your passport valid.**
- 2. Never stay in the United States beyond your authorized stay.**

In J-1 status there is a "grace period" of thirty days in which to prepare for departure beyond the completion date on the form DS-2019. However, if you complete your teaching assignment earlier than the indicated date, you must leave the United States earlier. This earlier date is June 30 of the year in which you leave the United States, even if you have a J-1 visa stamp in your passport with a later expiration date.

- 3. Obtain medical insurance coverage in effect during your entire stay in the US.**

Regulations require those in J status to have very comprehensive medical insurance covering the Teacher and all dependents. Specific minimum coverage requirements for your health insurance policy while in the US must include:

- (1) medical benefits of at least \$100,000 per accident or illness;
- (2) repatriation of remains in the amount of \$25,000;
- (3) expenses associated with medical evacuation of the exchange visitor to his or her home country in the amount of \$50,000; and
- (4) a deductible not to exceed \$500.

- 4. Notify CHF if there is any change in address, other contact information or change of circumstances.**

No later than one month after arriving in the U.S., send the information requested on the datasheet to the Cordell Hull Foundation. See [www.cordellhull.net](http://www.cordellhull.net) for the easy online form. If you contemplate any changes in employment status, e.g. salary, title or rank, completion date, funding, immigration status or outside employment, you must notify CHF immediately.

- 5. Carry a COPY of your passport and U.S immigration documents (DS-2019 form and I-94 card) with you at all times.**
- 6. Be sure your documents are in order before traveling abroad or outside your state, and carry on your person the originals of the documents listed in 5 above (rather than copies).**
- 7. File form 8233 with the school or district's tax staff person before you are working and in January of each year if you are claiming a tax exemption.**
- 8. Pay your income tax on or before April 15 each year.**

**Note: Since May 2006, J-1 exchange visitors in the teacher category are not allowed to transfer to another school during the 1-5 year period allowed in J-1 status.**



THE CORDELL HULL FOUNDATION  
*for International Education*

1745 Broadway, 17<sup>th</sup> Floor  
Telephone 646/289-8620  
Website: www.cordellhull.org

New York, NY 10019  
Fax: 646/ 349-3455  
email: chfny@aol.com

**MEMO OF UNDERSTANDING  
BY CHF APPLICANT FOR J-1 VISA EXCHANGE VISITOR SPONSORSHIP**

By signing this memo, I attest that I understand the following conditions applicable to me as a J-1 visaholder:

- 1. TWO-YEAR HOME-COUNTRY PHYSICAL PRESENCE REQUIREMENT**  
Section 212(e) of the Immigration and Nationality Act and PL 94-484, as amended Exchange Visitor Teachers who are acquiring a skill which is in short supply in their home country will be subject to the two-year home-country residence requirement. This means that I may be required to reside in my home country for the two years following completion of my J-1 visa term before I am eligible for immigrant status, temporary worker (*H*) status or intracompany transferee (*L*) status, if teaching is on the Exchange Visitor Skills list or if my stay is financed in any part by my native country.
- 2. HEALTH INSURANCE:** Exchange visitors are required to have medical insurance in effect for themselves and any accompanying spouse and minor children on J visas for the duration of their exchange program. At a minimum, my health insurance coverage shall include: (1) medical benefits of at least U.S. \$100,000 per person per accident or illness; (2) repatriation of remains (return of body in event of death) in the amount of U.S. \$25,000; and (3) expenses associated with medical evacuation in the amount of U.S. \$50,000. My health insurance policy shall not have a deductible that exceeds U.S. \$500 per accident or illness.
- 3.** I understand that the Exchange Visitor Program regulations, 22 CFR Part 62.14, require that I understand and execute the necessary steps to obtain J-1 visa approval in my home country. If granted a J-1 visa, I agree to abide by these regulations and CHF's Exchange Visitor Program rules and mission.
- 4.** CHF and the host school / district reserve the right to revoke or terminate my J-1 visa program. Grounds for such action include, but are not limited to, the following: violation of the laws of the United States, misconduct, unsatisfactory performance as a teacher, failure to complete the teaching position because of voluntary termination—including premature departure, engaging in unauthorized income-producing activities, lack of funding or other activities that in the judgment of CHF and/or the host school or district are inconsistent with the purposes and best interests of the J-1 Exchange Visitor Program.
- 6. NON-TRANSFERABILITY.** I understand that my J-1 visa is linked to the school to which I was invited to work; that I may not transfer to another school for the second and third years outside the Cordell Hull Foundation Exchange Visitor Program; that I must first get permission from my school and CHF before taking steps to transfer to another school. Under no circumstances will CHF transfer a teacher without permission from the school at which I am currently working.

(continued on page 2)

7. INCOME TAX DEDUCTIONS:

I understand that some foreign countries—but not all—have tax treaties with the United States. Such a treaty might exempt a J-1 visaholder from U.S. income taxes. I agree to (1) prepare all necessary documents to obtain any tax refund due me, if applicable, and to (2) pay all my income tax obligations in my home country and the U.S. according to regulations of both countries. I understand that the host school is not obligated to exempt taxes on my behalf.

8. I hereby agree to either obtain an international credit card or to show proof of at minimum the equivalent of US Dol. \$3,000 in my bank account prior to arrival in the United States to help set up residency and purchase personal items during my first six months in the U.S. I understand that the requirements for me to qualify for a U.S. credit card could be up to six months' residency.

9. I hereby agree to attend a one-day Cordell Hull Foundation J-1 Exchange Visitor Orientation prior to or during the first months of my exchange teacher program. I understand that it is my responsibility to book a flight to arrive in time to attend the scheduled workshop for my particular program, whether in New York City or in the city where I will teach. In the event travel costs must be incurred to attend, I will be responsible for related expenses if my school does not cover transportation, lodging, etc. I also understand that this orientation may be scheduled on a Saturday or evening, and that attendance is part of my obligation as a J-1 exchange visitor visaholder.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

PRINT: \_\_\_\_\_  
FIRST NAME MIDDLE NAME LAST NAME

Address in home country: \_\_\_\_\_

Telephone no. in home country: \_\_\_\_\_

email address: \_\_\_\_\_

J-1 VISA EXCHANGE VISITOR SPONSORSHIP APPROVED:

\_\_\_\_\_ Date: \_\_\_\_\_  
CORDELL HULL FOUNDATION FOR  
INTERNATIONAL EDUCATION

I have read, understood and signed this form.

I agree to sign and fax this form to the Cordell Hull Foundation for International Education at: **646-349-3455**



To : ALL TEACHERS IN J-1 VISA STATUS

The Cordell Hull Foundation needs some information to enter into the online SEVIS database for all teachers in J-1 visa status.

NAME :	
TODAY'S DATE:	
Passport No. :	
Social Security number:	
Driver's License number:	
State of Issuance :	
Address in home country	
cell phone number:	
alternate email address:	
home address:	
home telephone no.:	
Repatriation Insurance	Check one: YES <input type="checkbox"/> NO <input type="checkbox"/>
School contact name:	
Name and address of school:	

Write clearly and either scan and return via email or fax to CHF at: 646-349-3455.

No need for a coversheet. It is a digital fax number.

Thank you.

# CULTURE SHOCK<sup>1</sup>

## Many people bring unrealistic expectations to a foreign culture:

- 1) *PEOPLE ARE BASICALLY THE SAME, SO WE SHOULDN'T HAVE ANY PROBLEMS.* Yes, but in the details of how they organize their society people are not the same.
- 2) *MY WAY OF DOING THINGS IS OBVIOUSLY THE BEST.* This is an ethnocentric, arrogant attitude.
- 3) *I'M JUST GOING TO BE MYSELF - THAT'S THE BEST WAY TO GET ALONG WITH OTHERS.* Teachers should make visible and spoken signs that they want to learn about the new culture. One of the most attractive phrases that we often find in our teacher applications is: "I am really looking forward to experiencing a new culture and learning different methods, approaches and perspectives."
- 4) *THE BEST WAY TO DEAL WITH A SITUATION IS TO BE WELL-ORGANIZED.* Being well organized is necessary, but not all that's needed to integrating into a new society.
- 5) *I'LL BASICALLY BE A NICE PERSON AND THEY'LL SEE THAT.* That's probably true, but it's not enough and may not always work in the classroom.
- 6) *I'LL JUST BE ONE OF THE GANG.* You do not need to act against your own values. All cultures have ways of saying yes or no and the way to better integrate is to learn how to say yes or no in a new culture.

## A set of cross-cultural effectiveness guidelines would include:

- 1) Expect people to think, behave and feel differently about things.
- 2) Try to find cultural informants who can help you to learn.
- 3) Expect the unexpected. Cross-cultural differences and problems are not always obvious.
- 4) You do not need to try to understand everything immediately.

## The process of cultural adjustment goes through various stages and at different rates:

Approximate Time Frame	Stage	Situation	Approaches	Reactions
First Six Weeks	Honeymoon	First contact with the new culture	Observe, use preconceptions, stereotypes to understand the new culture.	Excitement; curiosity; slight anxiety.
From October to Christmas	Initial Confrontation	First intensive interaction with the culture, must solve some basic survival problems.	Respond behaviorally as one would in own culture, solve problems in familiar ways.	Surprise and confusion; concern that we don't have an answer for new problems; can't understand why our own behavior doesn't produce the desired results; puzzled about others behavior.
Winter Months	Adjustment Crisis	Ongoing confrontation with the new culture; problems intensify.	Respond now with a mix of old and new ways of doing things; some tentative experimentation with new behaviors.	Becoming judgmental about new culture; feelings of anxiety, embarrassment, frustration, anger; confusion about own identity.

Springtime: April/May	Adaptation; Biculturalism	Accommodation with the new culture replaces confrontation; sense of belonging to culture emerges.	Creative use of a variety coping strategies to help one function effectively.	Regain confidence; feeling that the culture is understandable; very positive sense of personal accomplishment; enjoy many aspects of this culture.
After Return to Home Country: June onward	Reverse <sup>2</sup> Culture Shock	Readjustment to native culture; initial euphoria being back on native turf	Period of psychological disorientation; your overseas experience has changed some perceptions and assumptions, ways of doing things	The country you return to may itself appear to have changed in unexpected ways

Certain personality characteristics which are useful to adjustment include:

- 1) Humility
- 2) Flexibility
- 3) Tolerance of ambiguity or living with uncertainty
- 4) Tolerance of differences in others
- 5) Non-judgmental attitudes - Can you withhold making judgments?
- 6) Patience
- 7) Willingness to fail
- 8) Realistic task orientation
- 9) Sense of humor - don't take everything seriously
- 10) Risk taking

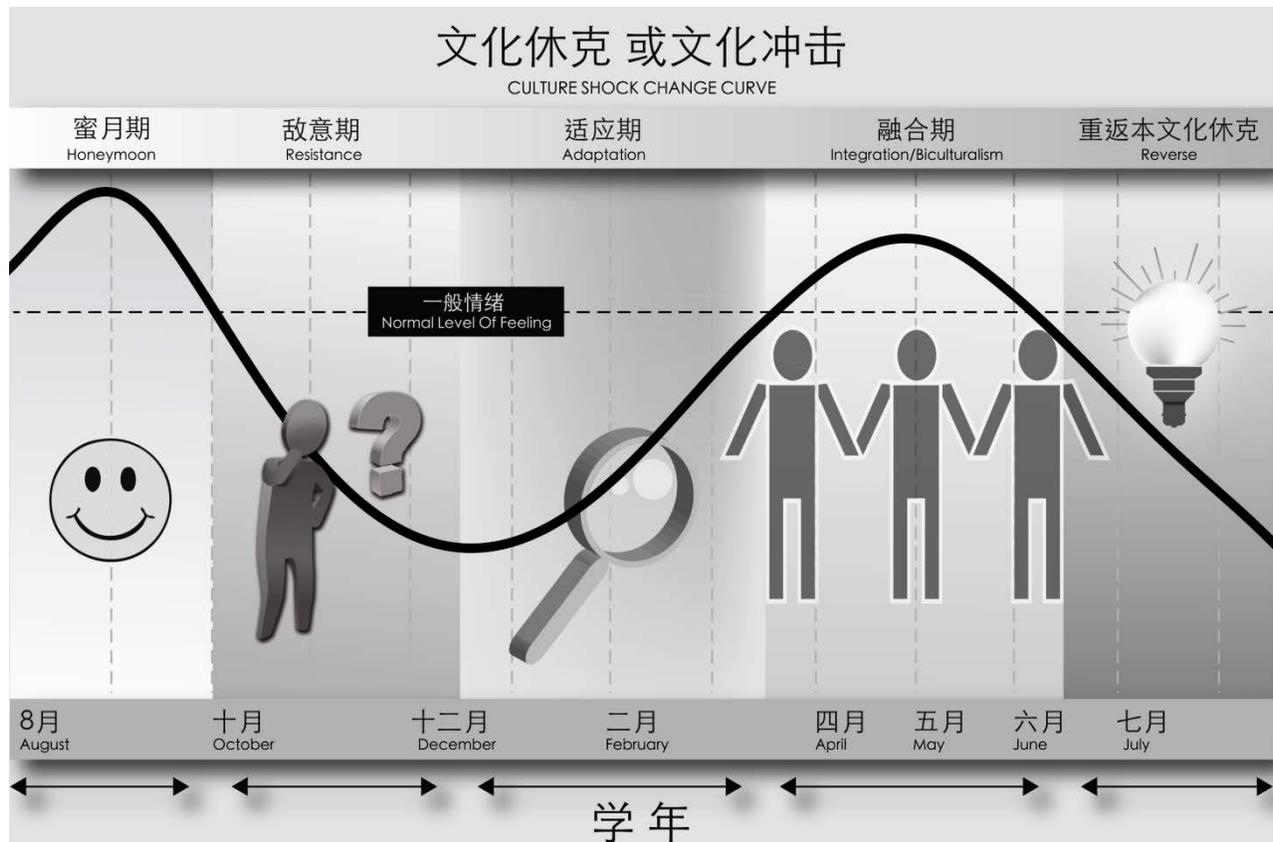
**The following coping strategies may help you accommodate to the culture:**

Coping Strategy	Effective Form	Ineffective Form
Avoidance	Temporary, occasional withdrawal to overcome "cultural fatigue."	Frequent or complete withdrawal; no interaction with the culture.
Participation	Working to learn the ways of the culture (assertive behavior).	Fighting against the culture (aggressive behavior).
Utilizing Resources	Using resources to promote learning and self-reliance.	Becoming totally dependent on resources.
Utilizing Stereotypes	Using only as tentative guide to the culture; constantly challenging them.	Using as a complete guide to the culture; never testing them.
Studying the Culture	Striving to acquire cultural insights; learning new perspectives.	Fitting new culture into own framework; rejecting new insights, perspectives.
Utilizing the Culture	Developing effective coping strategies; enlarging skills; maintaining own identity.	"Going native" - totally adopting the culture as one's own; losing own identity. Most cultures prefer that you learn and respect their culture rather than "go native."

A recommendation that always seems useful: One does not have to accept all the values or behaviors of a different culture, but rather try to understand why a culture is what it is.

<sup>2</sup> Adapted from Robert L. Kohls, *Survival Kit for Overseas Living*, chapter on "Culture Shock: Occupational Hazard of Overseas Living."

# THE CHANGE CURVE



The change curve is a visual representation of the stages of culture shock, a phenomenon that occurs while spending an extended period of time in a culture very different from your own. Most people who work and live in a foreign country will experience some degree of culture shock.

Sometimes, despite preparation, people find themselves in their host country feeling homesick, bored or withdrawn. They may drink, eat or sleep too much. They might feel hostile or critical of the host culture. Foreign nationals living abroad tend to go through a four-stage process. To complete the cycle, CHF has added the fifth stage, reverse culture shock, to the sequence.

1. The first stage is arrival: the **honeymoon** period, which usually lasts from 1-6 weeks.
2. The next stage is **resistance**. It consists not of refusing to see but of preventing the onslaught of unfamiliar situations for which one has not yet developed an arsenal of coping mechanisms. (“We already know it”; “It’s too expensive”; “It’s unworkable”; “It’s being studied”; “We’re already doing it”; “It’s an American thing”; etc.).<sup>3</sup>
3. Then the **adjustment** stage can occur: experimentation with possible changes in one’s perspective or practice (creativity, problem resolution, etc.).
4. The fourth stage is adaptation or **engagement**, in which renewed energy makes it possible to progress on a new path and to process change. Completion of this stage signals “biculturalism”, that one has learned to comfortably swim in another culture.
5. The fifth stage is reverse culture shock or **re-adaptation** after returning to one’s country of origin.

The real world is more complex than this simple model suggests. Reversals and leaps forward do occur, and several different curves usually overlap because multiple events are juxtaposed.

<sup>3</sup> Pascal Baudry, *French, Americans, the Other Shore*, 2007- [http://www.pascalbaudry.com/cyberlivre/index\\_en.php](http://www.pascalbaudry.com/cyberlivre/index_en.php)

## SOCIAL SECURITY

Information from: [www.socialsecurity.gov](http://www.socialsecurity.gov)

J-1 exchange visitors must report to the Cordell Hull Foundation, the J-1 visa sponsoring organization, before applying. CHF will ensure that the Department of Homeland Security (DHS) verifies your immigration status with the SSA.

To apply for a Social Security Number:

- Complete an Application for a Social Security Card (Form SS-5); this can be accessed at: [www.socialsecurity.gov/online/ss-5.pdf](http://www.socialsecurity.gov/online/ss-5.pdf)
- Have original documents proving:
  - Immigration Status and DHS work authorization –your DS-2019 form
  - Identity – I-94 number (downloaded from the Internet) with your unexpired foreign passport
  - Age – Your passport and signed DS-2019 form
- Take your completed application and original documentation to your local Social Security Office. To locate the closest office use the following link: <https://s044a90.ssa.gov/apps6z/FOLO/fo001.jsp>. Ask the clerk for a receipt when you present your documents. **All documents must be either originals or copies certified by the issuing agency. The SSA cannot accept photocopies or notarized copies of documents.**

For more information see the SSA publication *Foreign Workers and Social Security Numbers* at the following link: [www.socialsecurity.gov/pubs/10107.pdf](http://www.socialsecurity.gov/pubs/10107.pdf).

There is a waiting period from the point that you contact CHF after you enter the country for your information to be downloaded into the Social Security system. The waiting period is usually 24-48 hours but varies state by state. Do not be alarmed if you go to the office and they tell you that SEVIS has not transferred your information to the SSA database yet. But if that happens, you can notify CHF and we will double check, though we do not have a way to expedite the process.

## WHY DO I NEED A SOCIAL SECURITY NUMBER?

You need a social security number in order to be paid, to pay or be exempt from appropriate taxes, to open a bank account, to get a driver's license, to buy a car, and to get a work permit for J-2 dependents, among many other uses.

## CAN I WORK BEFORE I HAVE MY NUMBER?

From [www.socialsecurity.gov/employer/hiring.htm](http://www.socialsecurity.gov/employer/hiring.htm)

Schools may hire foreign workers who have applied for and are waiting to receive Social Security numbers and cards. The teacher may work while the Social Security number application is being processed. If the teacher applied for an SSN but does not have it by the first official day of work, enter "Applied for" on the Form W-2. When the teacher receives the SSN, the employer can file, Form W-2c, Corrected Wage and Tax Statement, to show the employee's SSN.

# **BANKING AND CREDIT IN THE UNITED STATES**

## **Opening a Bank Account**

Opening a bank account in the US, as in any new country, can be a challenge. Most banks will require you to have a social security number before opening an account. Your school should assist you with this process during orientation week. Your most important first task is to apply for a social security number. In order to do that, you must first contact the Cordell Hull Foundation as soon as you enter the US. Write an email to [pro@cordellhull.org](mailto:pro@cordellhull.org) giving the date of your arrival in the US, the port of entry (city to which you first land), and passport number. CHF must validate your J-1 visa status before you are eligible for a social security number.

Most schools establish a relationship with a bank in their particular region of the U.S. Some schools set up agreements with local banks to waive the requirement to have a social security number before opening an account. Banks will in some cases issue a debit card until you have sufficient credit history to qualify for a credit card, which takes about six months.

In order to open a bank account in the US, you will need to submit the following documents:

1. Two forms of picture identification
2. Social Security Number (SSN) – Apply to open a bank account only after you have received your Social Security Number.
3. Some banks require an additional form of identification (options would include your DS-2019 form, credit card, international driver's license or international identification card.)
4. Proof of residence in the United States, such as a lease, utility bill with your name and address
5. Local or cellular phone number

Make a deposit. The deposit amount needed to open a bank account varies depending on which bank and which type of accounts you choose to open. Most schools have set up an existing relationship with a bank and might even guarantee you for 2 months, or longer, until you can establish a credit rating in the U.S.

### **Details to consider in opening your bank account:**

1. The location, whether it is close to your home or school, convenient for you to make deposits, use an ATM, or talk with a bank employee.
2. How many ATMs the bank offers, if they charge a fee, and whether 24-hour customer service is available by phone.

**Credit Cards**— Obtaining a credit card may be difficult. Before leaving your home country, while you are still working, CHF requires you to obtain at least one credit card carrying a minimum of \$3,000 credit that you can use in the US until you are able to obtain a credit card here. Your credit card company will be able to advise you on receiving and paying your bills. Most companies now have online facilities for bill payment. Obviously, there will be increased foreign exchange charges, but hopefully only for a short time to help you over the first weeks.

One possible solution is to investigate if your current credit card company has branches in America. Two such ones are Citibank and Capital One. If you have a current credit rating, the company in your home country may be willing to act on your behalf so you obtain a credit card through the American division, but it will have a much smaller credit limit and may involve several international calls to co-ordinate with the American Division of the bank.

**Paying by Check:** Most retail outlets will accept a check if you don't have a credit card, but they will not accept a check without your name and address printed by the bank on the front of the check. Until you receive imprinted checks from the bank, you will have to use cash or debit card for any retail purchases.

**Debit Cards:** Debit cards are accepted in most retail situations. The difference between a debit card and a credit card is the debit purchase is extracted immediately from your checking account, and a credit card is billed monthly.

## DRIVING IN THE UNITED STATES

### DRIVER'S LICENSE

If you already possess an international driving permit, you may use it in the US along with your home country's driver's license for up to 12 months. If you do not have an international driving permit, then you must obtain a driver's license in the US at the Department of Motor Vehicles (DMV) in the state where you will be living.

It is important to remember that motor vehicle laws vary in different states. Obtain the DMV Driver's Handbook, available at state DMVs and often online, in order to familiarize yourself with state license requirements, traffic laws and regulations. A great resource for access to all of the DMVs throughout the country is [www.dmv.org](http://www.dmv.org), where you can find driver's handbooks for your state:

State	Link
Arizona	<a href="http://www.azdot.gov/mvd/documents/CustomerserviceGuide_99-0117.pdf">http://www.azdot.gov/mvd/documents/CustomerserviceGuide_99-0117.pdf</a>
California	<a href="http://www.dmv.ca.gov/pubs/dl600.pdf">http://www.dmv.ca.gov/pubs/dl600.pdf</a>
Colorado	<a href="http://www.revenue.state.co.us/MV_dir/wrap.asp?incl=Handbooks">http://www.revenue.state.co.us/MV_dir/wrap.asp?incl=Handbooks</a>
District of Columbia	<a href="http://www.dmv.org/washington-dc/driver-handbook.php">http://www.dmv.org/washington-dc/driver-handbook.php</a>
Florida	<a href="http://www.lowestpricetrafficschool.com/handbooks/pdf/Florida%20Driver%20Handbook%202006.pdf">http://www.lowestpricetrafficschool.com/handbooks/pdf/Florida%20Driver%20Handbook%202006.pdf</a>
Georgia	<a href="http://www.dds.ga.gov/docs/forms/FullDriversManual.pdf">http://www.dds.ga.gov/docs/forms/FullDriversManual.pdf</a>
Illinois	<a href="http://www.cyberdriveillinois.com/publications/rules_of_the_road/rrtoc.html">http://www.cyberdriveillinois.com/publications/rules_of_the_road/rrtoc.html</a>
Massachusetts	<a href="http://www.mass.gov/rmv/dmanual/index.htm">http://www.mass.gov/rmv/dmanual/index.htm</a>
New York	<a href="http://www.nydmv.state.ny.us/dmanual/default.html">http://www.nydmv.state.ny.us/dmanual/default.html</a>
Oregon	<a href="http://www.odot.state.or.us/forms/dmv/37.pdf">http://www.odot.state.or.us/forms/dmv/37.pdf</a>
Pennsylvania	<a href="http://www.dmv.state.pa.us/drivers_manual/pa_driversman.shtml">http://www.dmv.state.pa.us/drivers_manual/pa_driversman.shtml</a>
South Carolina	<a href="http://www.scdmvonline.com/DLmanual.aspx">http://www.scdmvonline.com/DLmanual.aspx</a>
Texas	<a href="http://www.txdps.state.tx.us/ftp/forms/DLhandbook.pdf">http://www.txdps.state.tx.us/ftp/forms/DLhandbook.pdf</a>
Washington	<a href="http://www.dol.wa.gov/ds/Guide2006.pdf">http://www.dol.wa.gov/ds/Guide2006.pdf</a>

To apply for a driver's license, you must appear in person at the state DMV in order to take the required tests. When issued a license, you may have to surrender your previous license from your home country. The test in most states is made up of a written exam, road sign recognition and vision tests. You will probably be required to complete a driving skills test as well. You must provide your own vehicle for this portion of the test. The written test is generally given right when you go to the DMV. You will have to schedule your driving test for a later date.

In New York City and Chicago, most people do not drive because of the extensive public transportation available. Also, costs of parking and insurance are extremely high.

## **PROOF OF IDENTITY**

All DMVs require that you present proof of identity and age. You must supply two of the following documents:

- Current, valid and stamped photo passport
- DS-2019 form
- Photo driver's license
- Previous U.S. license
- Certified or original birth certificate

## **CAR REQUIREMENTS**

In order to drive a car in the United States, it must be registered with the State Department of Motor Vehicles. To register your car, you must present:

- proof of ownership
- proof of sales tax payment
- odometer and damage disclosure statements (for used cars)
- a state insurance identification card
- proof of your identity and date of birth

## **PURCHASING A CAR**

CHF recommends buying a used car. Ask your school for help in advising you where you should look to find a used car.

For estimates as to the price, consult Craig's List online:

San Francisco, CA: [www.craigslist.org](http://www.craigslist.org)

Los Angeles, CA: [losangeles.craigslist.org](http://losangeles.craigslist.org)

Portland, OR: [portland.craigslist.org](http://portland.craigslist.org)

Seattle, WA: [seattle.craigslist.org](http://seattle.craigslist.org)

Atlanta, GA: [atlanta.craigslist.org](http://atlanta.craigslist.org)

New York, NY: [newyork.craigslist.org](http://newyork.craigslist.org)

Chicago, IL: [chicago.craigslist.org](http://chicago.craigslist.org)

Austin, TX: [austin.craigslist.org](http://austin.craigslist.org)

Virginia Beach, VA: [norfolk.craigslist.org](http://norfolk.craigslist.org)

Denver, CO: [denver.craigslist.org](http://denver.craigslist.org)

Phoenix, AZ: [Phoenix.craigslist.org](http://Phoenix.craigslist.org)

Dallas, TX: [dallas.craigslist.org](http://dallas.craigslist.org)

For additional locations, go to [www.craigslist.org](http://www.craigslist.org) and look on the right-hand side of the page for a complete listing of locations.

## PARENT COMMUNICATION

Most parents in the United States want to have input on the way that the classroom is run and are often very involved in their child's schooling. Teachers and Parents are partners, not adversaries.

- ✦ Teachers chose teaching because they love and want to work with children, not necessarily their parents.
- ✦ Most teachers have lots of training to work with kids, but not with parents.
- ✦ Most teachers have dealt with a scary/ dysfunctional parent at least once.

This may seem surprising and can be frustrating, but it is important to remember some basic tips for remaining calm and listening to the parents while not losing your role as the teacher who makes decisions on the functioning of your class.

In some countries, other exchange visitors have told us, the teacher is not generally accountable to the parents. In the U.S., however, parents may expect to have more input on issues such as assignments, grading and how teachers structure their class. US parents in independent schools ...<sup>4</sup>

- ✦ Are well educated—the more you know, the more you have to worry about = higher levels of anxiety
- ✦ Have high expectations for what education will do for their children—expect education to be the road to the good life for their children
- ✦ Have chosen the school and want it to work for their kids
- ✦ Accustomed to high levels of control over their lives
- ✦ May bring a myriad of cultural contexts and experiences to bear—the US can be very multi-cultural!

As early in the term as possible, set your guidelines with parents as to what you expect from them, and what they can expect from you in turn.

### ***The 6 Fears of Parents***<sup>4</sup>

- ✦ Parenting is really difficult and no-one is really very experienced at it.
- ✦ Your child-rearing mistakes and your own character flaws are on display through your child's behavior in ways you cannot know
- ✦ Each parent is trapped by hope, love, anxiety
- ✦ In important ways, you (the parent) may not know as much about your child as his/her teacher does
- ✦ Teachers have immense power over children's lives
- ✦ Parents may feel trapped by and with their child's school

### ***The 6 Fears of Teachers***<sup>4</sup>

- ✦ Teaching, like parenting is really difficult, hard to measure and it is a very personal experience.
- ✦ You are on display, warts and all, every day in the eyes of your students—it is a public job and the children soak it all in and, being social, then talk about you with their friends, in the car, at home—everywhere.

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<sup>4</sup> "Understanding Independent School Parents" by Michael Thompson and Alison Mazzola

- ✦ You teach well and effectively, but do not always get all the credit you deserve (or sometimes any!) “Teaching is not a lost art, but respect for it is a lost tradition” Jacques Barzun—A good teacher creates a setting where the children star, not the teacher.
- ✦ Teachers are not accorded enough respect in our culture—other professions that require the same or similar amount of education and study pay more. How do you give advice to a CEO who makes 100x your salary? Easy—in this relationship, you really are the professional.
- ✦ Every teacher with a few years under their belts has been attacked by at least one parent.
- ✦ Teachers feel that parents influence with school administrators could place their jobs at risk.

**Useful links and books regarding parent-teacher interaction are:**

- Kevin Glass in Cordell Hull Foundation video discussing parent-teacher relationships:<sup>4</sup> [www.vimeo.com/106767410](http://www.vimeo.com/106767410) Password: rocke
- Tom Gilbert in Cordell Hull Foundation video discussing culture shock: [www.vimeo.com/53178492](http://www.vimeo.com/53178492) – PW: chfny; [www.vimeo.com/52950751](http://www.vimeo.com/52950751) - PW: chfny; [www.vimeo.com/53178489](http://www.vimeo.com/53178489) - PW: chfny
- “Understanding Independent School Parents” by Michael Thompson and Alison Mazzola
- “Communicating With Parents” by Kathleen Casson at <http://www.learnnc.org/articles/ParentComm1>
- “Dealing With Difficult Parents” by Timothy J. Ilg at <http://www.peterli.com/archive/ts/886.shtm>
- “Dealing With Difficult Parents” by Michael G. Thompson, Ph.D. at [www.ceesa.org/html/DealingDiffParents.doc](http://www.ceesa.org/html/DealingDiffParents.doc)
- “12 Tips for Communicating With Parents” at <http://www.vtnea.org/ti-3.htm>
- <http://www.ed.gov/teachers/become/about/survivalguide/parent.html>
- *Dealing with Difficult Parents and With Parents in Difficult Situations* by Todd Whitaker and Douglas J. Fiore
- *Parents & Teachers Working Together (Strategies for Teachers Series)* by Carol Davis and Alice Yang
- *How to Deal with Parents Who Are Angry, Troubled, Afraid, or Just Plain Crazy* by Elaine K. McEwan
- *What Great Teachers Do Differently: Fourteen Things That Matter Most* by Todd Whitaker
- *Real Teachers, Real Challenges, Real Solutions: 25 Ways to Handle the Challenges of the Classroom Effectively* by Annette L. Breaux and Elizabeth Breaux

## TAX INFORMATION FOR J-1 VISA HOLDERS

Some J-1 visa holders are exempt from Federal income taxes (IRS) for the first two calendar years in the United States. To qualify for such an exemption, there must be a particular tax treaty between the resident country and the United States. Some countries have retroactive provisions if the visaholder stays longer than 730 (2 full years), which cancels the exemption of the first two years. See US TAX TREATIES.

Nonresident aliens in J-1 teacher visa status are also exempt from Social Security/Medicare Taxes on wages for services performed in the United States for at least 2 calendar years (or 1.5 school years if they arrive in August or September).

Because of the complexity of the U.S. tax laws, there is not a sole resource which explains U.S. tax laws relating to foreign nationals. Tax laws can vary greatly depending on your circumstances and country of origin.

Tax treaties are listed in IRS publication 901: <http://www.irs.gov/pub/irs-pdf/p901.pdf>. Table 3 on page 48 of this publication lists the nations that have tax treaties with the U.S. and Table 2 on page 36 lists the corresponding treaty article numbers. Keep in mind that the provisions of some tax treaties are retroactive. Many teachers staying beyond two years will have to pay income taxes for their entire stay.

Specific rules for determining residency status depend upon time present in the United States and are explained in IRS publication 519: <http://www.irs.gov/pub/irs-pdf/p519.pdf>. Rules for determining residency status are found on page 4. The Substantial Presence Test is the rule applicable to J-1 exchange teachers.

This publication also provides an overview of federal income tax filing requirements on page 22. The individual return instructions provide additional details.

### How do I file for tax exemption?

All non-residents must initially complete Form W-4 with new employee I-9 form. If eligible for tax treaty benefits, the teacher must submit a form 8233 each calendar year. This form can be downloaded from: <http://www.irs.gov/pub/irs-pdf/f8233.pdf>. The Applicable Revenue Procedure Statement must be submitted with Form 8233. A sample of this statement is in Pub. 519, Appendix B- pp.62-63.

J-1 exchange teachers need to complete Form 8233 at the time you register at the school. Check with the person at the school responsible for income tax accounting. IRS Publication 515-Tax Withholding rules for J-1 visas: <http://www.irs.gov/pub/irs-pdf/p515.pdf> Following is a list of Internet links to IRS publications that can offer assistance to non-residents.

IRS Website - tax forms and instructions for non-residents	<a href="http://www.irs.gov/">http://www.irs.gov/</a> click on <b>Forms and Publications</b>
Publication 515 – Tax Withholding for Nonresident Aliens	<a href="http://www.irs.gov/pub/irs-pdf/p515.pdf">http://www.irs.gov/pub/irs-pdf/p515.pdf</a>
Form 8233	<a href="http://www.irs.gov/pub/irs-pdf/f8233.pdf">http://www.irs.gov/pub/irs-pdf/f8233.pdf</a>
Form 1040NR–U.S. Income Tax Return	<a href="http://www.irs.gov/pub/irs-pdf/f1040nr.pdf">http://www.irs.gov/pub/irs-pdf/f1040nr.pdf</a>
Form 1040NR-EZ–Simplified Tax Return	<a href="http://www.irs.gov/pub/irs-pdf/f1040nrez.pdf">http://www.irs.gov/pub/irs-pdf/f1040nrez.pdf</a>

Clarification of your status as a Teacher	<a href="http://www.irs.gov/businesses/small/international/article/0,,id=96320,00.html">http://www.irs.gov/businesses/small/international/article/0,,id=96320,00.html</a>
Form 8833 – Treaty Based Return Position Disclosure under Section 6114 or 7701(b) - File with Income Tax Return if entitled to a Treaty exemption	<a href="http://www.irs.gov/pub/irs-pdf/f8833.pdf">http://www.irs.gov/pub/irs-pdf/f8833.pdf</a>
Publication 513 – Tax Information to Visitors to US	<a href="http://www.irs.gov/pub/irs-pdf/p513.pdf">http://www.irs.gov/pub/irs-pdf/p513.pdf</a>
Publication 519 – U.S. Tax Guide for Aliens	<a href="http://www.irs.gov/pub/irs-pdf/p519.pdf">http://www.irs.gov/pub/irs-pdf/p519.pdf</a>
Publication 901 – U.S. Tax Treaties	<a href="http://www.irs.gov/pub/irs-pdf/p901.pdf">http://www.irs.gov/pub/irs-pdf/p901.pdf</a>

### Additional Information:

#### Instructions

<http://www.irs.gov/instructions/i8233/ch02.html>

This link contains the instructions for nonresident alien teachers in filing Form 8233, *Exemption From Withholding on Compensation for Independent (and Certain Dependent) Personal Services of a Nonresident Alien Individual*, to claim a tax treaty exemption from withholding of tax on compensation. CHF J-1 Teachers are classified as Dependent personal services.

#### Income Entitled to Tax Treaty Benefits

<http://www.irs.gov/faqs/faq13.html>

If the tax treaty between the United States and your country provides an exemption from withholding for teaching income, notify the school of your foreign status to claim the benefits of the treaty. Generally, you do this by filing Form 8233 for dependent personal services income as soon as you start working and every calendar year thereafter.

Teachers must attach the appropriate statement to **Form 8233** shown in *Appendix B* in Publication 519 (for teachers and researchers). For treaties not listed in Appendix B, pp. 62 + 63 of IRS publication 519, attach a statement in a format similar to those for other treaties. There are several examples of statements for France on page 63 of Publication 519.

### Appendix B

<http://www.irs.gov/formspubs/display/0,,1%3D50%26genericId%3D26877,00.html>

This appendix contains the statements nonresident alien teachers and researchers must file with Form 8233, *Exemption From Withholding on Compensation for Independent (and Certain Dependent) Personal Services of a Nonresident Alien Individual*, to claim a tax treaty exemption from withholding of tax on compensation. For treaty countries not listed, attach a statement in a format similar to those for other treaties.

If you can claim an exemption from withholding as a teacher, \* complete and submit Form 8233 to the school. The school may have to withhold taxes anyway, because the factors on which the treaty exemption is based may not be determinable until after the close of the tax year. You must file Form 1040NR accompanied by form 8833 to recover any over-withheld tax and to provide the IRS with proof that you are entitled to the treaty exemption.

The deadline for filing your Federal Income Tax return is April 15 of each year.

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\* That is, if your country has established a tax treaty with your country of origin or country of permanent residence that includes a specific "Teaching" category.

## US TAX TREATIES

Country	Official Text Symbol	General Effective Date	Article number	Exemption	Comments or Citation	Applicable Treasury Explanation or Decision
Australia	TIAS 10773	Dec. 1, 1983			1986-2 C.B. 220	1986-2 C.B. 246
Austria	TIAS	Jan 1, 1999				
Bangladesh	TIAS	Jan 1, 2007				
Barbados	TIAS 11090	Jan 1, 1984			1991-2 C.B. 436	1991-2 C.B. 466
Belgium	TIAS 7463	Jan 1, 2008	20	2 years		
Bulgaria	TIAS	Jan 1, 2009				
Canada <sup>5</sup>	TIAS 11087	Jan 1, 1985			1986-2 C.B. 258	1987-2 C.B. 298
China	TIAS 12065	Jan 1, 1987	19	3 Years	One Time Use <sup>6</sup> 1988-1 C.B. 414	1988-1 C.B. 447
Cyprus	TIAS 10965	Jan 1, 1986			1989-2 C.B. 280	1989-2 C.B. 314
Czech Republic	TIAS	Jan 1, 1993	21 <sup>5</sup>	2 years	One Time Use	
Denmark	TIAS	Jan 1, 2001				
Egypt	TIAS 10149	Jan 1, 1982	22	2 years	Not Expected to Exceed <sup>7</sup>	
Finland	TIAS 12101	Jan 1, 1991				
France	TIAS	Jan 1, 1996	20	2 years	Two years	
Germany	TIAS	Jan 1, 1990	20(1)	2 years	Two years	
Greece	TIAS 2902	Jan 1, 1953	XII	3 years		
Hungary	TIAS 9560	Jan 1, 1980	17	2 years	Not Expected to Exceed <sup>10</sup>	
India	TIAS	Jan 1, 1991	22	2 years	Retroactive Provisions Apply	
Indonesia	TIAS 11593	Jan 1, 1990	20	2 years	One Time Use	
Ireland	TIAS	Jan 1, 1998				
Israel	TIAS	Jan 1, 1995	23	2 years	Not Expected to Exceed <sup>10</sup>	
Italy	TIAS 11064	Jan 1, 1985	20	2 years		
Jamaica	TIAS 10207	Jan 1, 1982	22	2 years	One Time Use	
Japan	TIAS	Jan 1, 2005	19	2 years		
South Korea	TIAS 9506	Jan 1, 1980	20	2 years	Not Expected to Exceed <sup>10</sup>	
Luxembourg	TIAS	Jan 1, 2001				
Mexico	TIAS	Jan 1, 1994				
Morocco	TIAS 10195	Jan 1, 1981			1982-2 C.B. 405	1982-2 C.B. 427
Netherlands	TIAS	Jan 1, 1994	21(1)	2 years	Retroactive Provisions Apply	
New Zealand	TIAS 10772	Nov 2, 1983			1990-2 C.B. 274	1990-2 C.B. 303
Philippines	TIAS 10417	Jan 1, 1983	21	2 years	Not Expected to Exceed <sup>10</sup>	1984-2 C.B. 412

<sup>5</sup> Information on the United States-Canada Income Tax Treaty can be found in IRS publication 597.

<sup>6</sup> One Time Use = the treaty restricts the number of times that a teacher may claim a treaty to benefit to one-time.

<sup>7</sup> Not Expected to Exceed = if a teacher expects to stay beyond the two year period, s/he may not be eligible for treaty benefits. Consider seeking professional tax advice in this instance.

Country	Official Text Symbol	General Effective Date	Article number	Exemption	Comments or Citation	Applicable Treasury Explanation or Decision
Poland	TIAS 8486	Jan 1, 1974	17	2 years	Not Expected to Exceed <sup>10</sup>	1977-1 C.B. 427
Portugal	TIAS	Jan 1, 1996	22	2 years	One Time Use	
Romania	TIAS 8228	Jan 1, 1974	19	2 years	Not Expected to Exceed <sup>10</sup>	1976-2 C.B. 504
Russia	TIAS	Jan 1, 1994				
Thailand	TIAS	Jan 1, 1998	23	2 years	Retroactive Provisions Apply	
United Kingdom	TIAS	Jan 1, 2004	20	2 years	Retroactive Provisions Apply	
Venezuela	TIAS	Jan 1, 2000	21 (3)	2 years	Total Limit -Five Taxable Yrs <sup>8</sup>	

**NOTES:**

(TIAS) — Treaties and Other International Act Series.

Information on Canada can be found in Publication 597, *Information on the United States-Canada Income Tax Treaty*.

The U.S.-U.S.S.R. income tax treaty applies to the countries of Armenia, Azerbaijan, Belarus, Georgia, Kyrgyzstan, Moldova, Tajikistan, Turkmenistan, and Uzbekistan.

Date listed is the effective date for most income taxes. Check the treaty and/or protocol for other effective dates, including, for example, taxes withheld at source.

## ACCLIMATING TO NEW ENVIRONMENT

Finding your way around a new town and fitting into the local customs takes time. Some general helpful tips:

### Mail

The United States Post Office (USPS) is the main postal agency: [www.usps.com](http://www.usps.com) Standard domestic letter stamps are 48¢ and available at USPS, Mail-Boxes Etc or at supermarkets. To post a letter from home, simply put it in your mail box for collection. You can also post letters from the school.

The USPS has courier service—Express Mail—similar to Fedex, UPS or DHL overnight mail service. You can send important mail from a Fedex Office store, found in large cities, using a credit card. UPS is a mail and freight courier service used often by merchants to transport merchandise to customers.

### Phone/ Internet Cable Services

This is a competitive market in the US. Take the time to consider your options.

Cell phones are ubiquitous and there are many providers to choose from. You can find retailers such as AT&T, Verizon, and T-mobile in shopping malls or urban streets or you can order online.

Fixed monthly contracts or pre-pay options are usually necessary. Fixed-term contracts require credit history; therefore, pre-pay may, initially, be an easier option. Note that the cell phone owner is charged not only for outgoing calls but also incoming so the cell phone company charges twice for the same call, once to the person making it and once to the person receiving it. Some

<sup>8</sup> Total Limit of # Taxable Years = Limits the benefits for teachers who come to the US on subsequent assignments.

companies are starting to offer, for a higher monthly fee, a free incoming call service. But in the U.S. – unlike most other countries – you are also charged for incoming cell phone calls as well as outgoing ones.

Pay as you go phones are available, but many companies charge a deposit for the phone due to lack of credit history anywhere from \$100 - \$1000, depending upon the cell-phone provider.

If you currently have a TN or QUAD-band phone or can purchase one in your home country, you will be able to purchase a pay-as-you-go SIM card here in the US to cover you temporarily. Depending upon the company, you may be charged a deposit also for the SIM card.

## **Electrical Information**

With any electrical goods you wish to bring to the USA, check with the manufacturer whether it is suitable for use here. The electrical supply and voltage in the USA is 110/120 volts at 60 cycles AC.

Most small appliances have a 2-prong plug fitting although there are also 220 volt lines which require a 3-prong plug. These are used for the more heavy appliances such as stoves, washers, driers and refrigerators.

Wall sockets do not usually have an on/off switch. If a switch is part of the circuit (such as light switches) then the “up” position is “on” and the “down” position is “off”.

Every home and apartment will have its own fuse box and you should familiarize yourself with where it is and have a torch (flashlight) nearby in the event of a failure. Sometimes you will experience a total power failure due to bad weather. Many of the electrical power lines are above ground and are damaged by falling trees. Keep candles and torches in stock. There is also the possibility of a power surge due to strong electrical storms, so sensitive equipment (computers, TV's etc) should be connected to the main supply via surge protectors which are readily available in retail stores. The electric meter is usually outside the property and will be read and billed monthly. You will first need to register with a utilities company that will need proof of residence, proof of ID and may ask for a deposit (approximately \$125).

If you wish to bring expensive electrical items with you, you may use a transformer to adapt them to the US electrical supply. Purchase the transformer before you arrive, as it will be extremely difficult to find a supplier in the US. Your removal company can usually supply these. If not you may be able to find generic ones in stores like Radio Shack, Best Buy and Home Depot, located in many shopping centers or downtown commercial city districts. In general, electrical goods are inexpensive, so avoid bringing items that can be readily purchased here.

## **CLASSROOM MANAGEMENT**

### **Recommended Booklist**

- *Assertive Discipline for Today's Classroom* by Lee Canter
- *Other People's Children: Cultural Conflict in the Classroom* by Lisa Delpit
- *You Have to Go to School – You're the Teacher: 250 Classroom Management Strategies to Make Your Job Easier and More Fun* by Renee Rosenblum-Lowden
- *Crossing Over to Canaan: The Journey of New Teachers in Diverse Classrooms* by Gloria Ladson-Billings
- *How to Be an Effective Teachers: The First Days of School* by Harry K. & Rosemary T. Wong

## CORDELL HULL FOUNDATION J-1 VISA RENEWAL PROCESS

The first step is to obtain a job offer from the school to continue teaching. If your continued participation in our J-1 exchange teacher visitor program for the next school year has been approved, you must obtain a new DS-2019 form after your school has provided the information requested by CHF, including salary raises or change of teaching responsibilities.

Read the back side of your renewal DS-2019 form, then sign and date where required in the bottom portion on the front side.

**\*\*If you do not leave the US, you do not have to renew the J-1 visa in your passport.** The renewal DS-2019 form will keep you in J-1 status.

After completing the bottom line on the front side of your DS-2019 form, fold and staple it inside your passport. Keep all previous DS-2019 forms folded and stapled in your passport, in such a way that the US Immigration Officer may read them without unstapling from your passport. Be sure to keep stapled in your passport your original DS-2019 forms signed by the consular officer at the American Embassy when you got your original J-1 visa passport stamp.

If you are planning to leave the United States, first check the valid dates of the J-1 visa stamp in your passport. If the J-1 visa will expire before the start of the next school year, you must return to an American Embassy in the country you visit to update your J-1 visa stamp.

- You need an updated J-1 visa stamp to RE-ENTER the United States.
- You do not need an updated visa stamp to REMAIN IN J-1 VISA STATUS if you do not leave the US.

You cannot obtain an updated J-1 visa stamp within US borders.

Important note: Depending upon your country of origin, you may be able to re-enter the US two weeks before your J-1 visa passport expiration if you have a renewal DS-2019 form showing you in valid J-1 visa status for at least one more school year.

**Chinese alert:** If you return to China over the summer break, you must renew your J-1 visa stamp before re-entering the US. The American Embassy in China is currently issuing J-1 visas to teachers paid by the Chinese government (Hanban) for one-year periods only.

If you are staying in the US, you will not need to re-enter the US. All you need to remain in status is:

- renewal DS-2019 form from the Cordell Hull Foundation with travel validation signature good for the upcoming school year. If in doubt about the term of your travel validation, read the fine print in the lower right hand corner box above the hand-written date.  
\*\*Don't forget to fold and staple it inside your passport so that the whole form will unfold in its entirety.
- CHF's validation of your program in the online SEVIS database for one additional year, at minimum.

The Exchange Visitor Program was designed to give foreign nationals an opportunity to discover American culture. Living and working in a country is the best way to learn about and adapt to a foreign culture and hone your language skills if you are not a native speaker of English. Traveling in the country is another way. During the summer, we advise you to travel around the US, where you can find a wealth of interesting cities and places to visit. You will benefit from staying and exploring the US rather than returning to your home country, where you have lived all your life and can easily visit again at the end of your Exchange Visitor Teacher Program with CHF. After you return to your home country, travel to the US will be more difficult, expensive and time-

consuming. If you do not leave the US, you never need to return to the American Embassy to update your J-1 visa stamp. All you need is a renewal DS-2019 form from CHF, and we keep your J-1 status active in the online SEVIS database.

If you do decide to plan international travel before or during J-1 passport visa expiration, begin the process of J-1 visa renewal by reading the instructions in the non-immigrant visa section of the American Embassy website in the target country. Check [www.cordellhull.net/CHF1](http://www.cordellhull.net/CHF1) and click on your country for quick links to access American Embassy webpages worldwide.

Be sure to **double-check** the website again just prior to gathering your paperwork. Visa application rules at various American Embassies change frequently and without notice.

You must pay an entrance fee to a bank in advance of \$160 (usually in the native currency) as of 2011. Check the website for instructions as to cost and method of payment. In order to gain entrance to the Embassy, you must show the original receipt for having paid this fee. Download it from the Internet and print it out. You do NOT pay the SEVIS fee again. It is a one-time only fee.

The following U.S. Embassy interactive application form must be completed for your visa application on the Internet: Form DS-160. See <http://www.cordellhull.net/PW10/DS-160.html> for information. Be sure to include all required documents and answer every question on the application forms. List a home address and telephone no. in your home country. One requirement of a J-1 non-immigrant visa is to have a residence abroad. Print out a receipt for completing the DS-160 and bring it to your visa interview. Make sure your application is complete. If not, your visa may be denied. Form DS-160 is available to download at <https://ceac.state.gov/genniv>

To obtain a J-1 teacher or J-2 dependent visa stamp in your passport, most embassies require you to present in person:

- (1) this letter,
- (2) the renewal DS-2019 form that you have signed and dated,
- (3) a digital passport photo meeting the strict requirements described on the American Embassy website,
- (4) your biometric passport, valid for 6 months beyond the expiration date in Section 3 on your DS-2019 form,
- (5) printed-out receipt for completing interactive Visa Application Form DS-160 online,
- (6) original bank receipt for paying the visa application fee - \$160.

When you re-enter the US, you must have your most recent DS-2019 form on your person. If not, you may be denied entry. Before leaving the immigration inspector's desk, check to make sure your passport stamp is marked "D/S" next to "UNTIL" (no expiration date) and that J-1 is your visa classification. If you are photographed and fingerprinted upon entry to the U.S., do not be alarmed. It is a routine procedure.

# PART II: PRE-ARRIVAL INFORMATION FOR NEW J-1 EXCHANGE VISITORS

## PLANNING<sup>9</sup>

Uprooting your home and moving to the US is a big step. A number of preparation stages will benefit from advance planning:

- Finalizing details with your current employer
- Checking travel documents, visas, gathering documents needed for visa application
- Paying bills, closing accounts, and making other financial arrangements
- Deciding what to bring to the USA and what not to bring
- Organizing funds and finances available to you in the USA
- Arranging your first few days' stay in the US
- Arranging your first few days at your assigned school

Most local newspapers have online guides to the city where you can find a wealth of information on a wide variety of topics such as moving assistance, finding housing, local hospitals & schools, buying a car, banks, shopping, transportation. Ask your school contact for the name of the primary newspapers or journals in your city and look up their website on the Internet.

## CHECKLISTS

### 6 WEEKS BEFORE MOVING

- Ensure you have all relevant visa and travel documents
- Inform your bank of your intended move and arrange to have cash, lines of credit established in the USA
- If you have life insurance policies, arrange to keep them maintained while in the USA
- Obtain family medical records and lists of medicines you regularly take
- Arrange for final gas, electric, water meter readings and how the final bills will be paid
- Cancel subscriptions to clubs, magazines, other publications
- Arrange for the redirection of your mail
- Confirm with your children's school that academic records have been/ will be forwarded to their new school
- Check on the regulations and organize the transportation of pets
- Start to reduce the amount of frozen food, household cleaners etc. you may have
- Decide which items you wish to move to the USA and start disposing of furniture, car etc. that you do not intend to bring
- Prepare a detailed insurance list and valuation for items you wish to bring with you and ensure they are fully insured

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<sup>9</sup> Extracted from "Moving to the USA" by Barbara Greenall.

- Organize a transportation company to deliver your personal effects to the USA or arrange for long term storage
- Ensure that friends / family have contact details once you are in the USA
- If you are keeping your current house, have keys cut for the person maintaining it

### **3 WEEKS TO MOVING<sup>10</sup>**

- Collect all official documents (passports, visas, marriage certificates, birth certificates etc.) and have them ready to bring with you
- Confirm your insurance for items you are bringing
- Make sure any removal company has full details of dates, address of your current place of residence and delivery address in the USA
- Give any clothes you are not bringing to charity
- Finalize the disposal of other items you do not intend to bring with you
- Continue with the disposal of household wastes (old paint tins, cleaning fluids etc.)
- Ensure you have had confirmation of cancellation of memberships fees, rental agreements etc.

### **1 WEEK TO MOVING**

- Start packing items that will not be harmed (books, cd's etc.)
- Pack personal items that will travel with you (tickets, passports, insurance documents etc.)
- Ensure you have cash for use in the USA
- Ensure you have enough medication to last you until you are registered with a doctor in the USA - three month supply if possible.
- Arrange transportation to the airport
- Complete the disposal of frozen foods, household wastes etc.
- If you are keeping your house, ensure keys are with the person maintaining it for you
- Return borrowed items (library books, lawn mowers etc)
- Ensure all final bills have been paid
- Make arrangements with neighbors to allow any transport company clear access to your house
- If you are transporting large items, ensure they are made ready for packing
- Tidy up around your house, putting tools etc. away

### **THE DAY BEFORE MOVING**

- Make sure that all information on your computer has been backed up onto disc
- Ensure DVD's, tapes, etc. have been removed from all players
- Ensure your printer cartridges have been removed
- Dispose of any final frozen food, cleaning and inflammable fluids

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<sup>10</sup> *Extracted from "Moving to the USA" by Barbara Greenall.*

- Disconnect the freezer to allow time for it to defrost
- Dispose of any fresh produce
- Finalize packing of clothes etc.
- Ensure your luggage is clearly labeled with your new address in the USA
- Contact friends and family with final goodbyes
- Confirm with any removal firm the time of their arrival tomorrow

### MOVING DAY

- If you have a removal firm, they should take over from here
- Check your documents, wallet, luggage etc. before getting to the airport
- Check all cupboards, drawers, under beds etc. to ensure nothing has been left that you want to take and nothing is left that can rot
- Make sure all electrical appliances are switched off, unplugged and the water, gas and electric are turned off at the mains
- Make sure all windows and doors are locked
- Have a great journey

The above checklists give you a guide to planning your move. Each individual's circumstances will be different, so take the time to plan your move to make it as smooth as possible.

### WHAT TO EXPECT UPON ARRIVAL AT A US PORT OF ENTRY<sup>11</sup>

After you obtain your J visa stamp from the American Embassy or Consulate, you will use the DS-2019 form with your passport to enter the US within 30 days of the "From" date in Part 3 of the DS-2019. If your entry will be delayed beyond this date, do not fail to email the Cordell Hull Foundation at: [pro@cordellhull.org](mailto:pro@cordellhull.org) for instructions. When you enter the US, the immigration officer must stamp and annotate your documents with "J-1" and "D/S" (Duration of Status) in order for you to work in the United States.

- If you are entering the US for the first time as an exchange visitor, you must arrive no sooner than 30 days before the program start date indicated on your Form DS-2019. If you are a continuing exchange visitor, you may leave the US and re-enter at any time provided you have an unexpired J-1 visa in your passport and a DS-2019 form with an unexpired travel validation signed by the Cordell Hull Foundation (CHF), your exchange visitor sponsor.
- Before leaving your home country, confirm that your passport and visa are still valid for entry into the US. The passport should be valid for at least six months beyond the date of your expected stay.
- Also, check to see that your visa stamp accurately reflects your correct visa classification.
- When you receive your nonimmigrant visa at a US embassy or consulate, the consular officer will seal your immigration documents in an envelope and attach it to your passport. Do not open this envelope! The Border Officer at the US port of entry will open it.

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<sup>11</sup> Excerpted from: [http://www.ice.gov/pi/news/factsheets/POEFactSheetUpdate\\_063004.htm](http://www.ice.gov/pi/news/factsheets/POEFactSheetUpdate_063004.htm)

- When you travel, carry your original passport and DS-2019 form(s) on your person... Do not check them in your baggage! If your baggage is lost or delayed, you will not be able to show the documents to the Border Officer and, as a result, may not be able to enter the US.
- You must be able to give to the border officer the telephone number and address where you will stay for your first night or first week or two in the US. Carry this information on your person.

**Documents to carry on your person:**

- Passport (including attached envelope of immigration documents) with J visa stamp
- Form DS-2019. Be sure you have completed the bottom line. Fold and staple it inside your passport so that the Border officer can unfold and read it without having to unstaple
- Evidence of financial resources: bank account statement from home country, credit card statement, school teaching contract, or official job offer or salary statement from your home country if they are paying your salary while teaching in the US

**In addition, carry the following:**

- Evidence of Student/Exchange Visitor status (instruction letter from CHF and this manual)
- Name and contact information for Designated Official at your intended school.  
Note: The Cordell Hull Foundation contact information is printed on the DS-2019 form.
- Writing instrument (pen)

If you are traveling by land from Canada or Mexico, the flight attendant on board will distribute CF-6059 Customs Declaration Forms and I-94 Arrival-Departure Record Forms before you land at your initial point of entry in the United States. Complete these forms while you are on the aircraft and submit them to the appropriate Border Officer upon your arrival. **If you do not understand a form, ask the flight attendant for assistance.**

Upon arrival at the port of entry, proceed to the terminal area for arriving passengers for inspection at one of the Department of Homeland Security stations. As you approach the inspection station, **have your** passport, Form DS-2019, small 3x5" I-94 Arrival-Departure Record card, and CF-6059 Customs Declaration Form available to present to the Border Officer.

If you are entering through a land or seaport, the US Border Officer will provide CF-6059 Customs Declaration Forms but you will not receive a paper I-94 card at the port of entry. **After** you enter the US, you may download your I-94 card number from <https://i94.cbp.dhs.gov/i94>.

Like all entering visitors, the officer will ask you to state the reason you wish to enter the United States. The first thing to say is, **"I am a teacher,"** thereby distinguishing yourself from a student. You will also need to provide information about your final destination. If s/he asks, inform the Border Officer that you are teaching in the US for the purpose of exchange. Be prepared to include the name and address of the school where you will teach and your immediate address in the US (i.e. host family, hotel, etc.).

Once your visa inspection is complete, the inspecting officer will:

- Stamp your DS-2019 form for duration of status ("D/S") for J visaholders
- Stamp either the I-94 form or the passport page immediately following your J-1 visa stamp. Look at the stamp afterwards to make sure there is no definitive end date written in. The end date must be "D/S." (duration of status)

**SECONDARY VISA INSPECTION REQUIREMENTS:**

If your information cannot be automatically verified by the border officer or you do not have all of the required documentation, you may be directed to a side interview area known as "secondary inspection" which could take several hours' waiting time.

You must have readily available the **name and phone number of the contact** at your school. In the event you arrive during non-business hours (evenings, weekends, holidays), be sure to obtain a home or cell phone of the contact person. Failure to provide proper documentation and to comply with entry/exit procedures are cause to refuse the exchange visitor admission into the United States.

Sometimes, if an exchange visitor is mostly, but not fully in compliance, s/he may be issued a Form I-515A "Notice to Exchange Visitor." This form authorizes temporary admission into the US and requires the teacher to take immediate action to submit proper documentation.

## **US CUSTOMS - CHECKING OF LUGGAGE AND CARRY-ONS**

The following items should NOT be brought to the USA:

- Guns, ammunition etc.
- Knives or any sharp instruments
- Any inflammable material or corrosive items
- Foodstuffs (except dried or canned)
- Plant material
- Illegal drugs
- Items made from ivory or any endangered species
- Large amounts of cash
- If you are carrying expensive jewelry, stamp or coin collections or other very high-value items, questions may be asked
- Duties may apply to tobacco, wines and spirits and some states prohibit the importation of any types of alcohol

If a shipping company is transporting most of your belongings to the USA, they should supply you with the relevant custom forms that will need to be completed before shipment.

When you arrive at Custom Control in the USA you will have to have completed a Custom declaration card supplied by the airline. Failure to honestly disclose items you are bringing with you will cause a delay at the airport and may result in your not being allowed into the country.

If you are transporting a pet you must have a veterinary health certificate issued no earlier than one week before you depart. Each airline has its own regulations concerning the carriage used for pets so you should contact the airline directly to ensure compliance. Once in the USA each state has its own regulations concerning the vaccination of pets against various diseases. You should contact a vet (e.g., at a Petsmart store) to get up to date information.

## **ARRIVAL**

If you are traveling by plane, you will be given a customs declaration form either at the airport of departure or on the plane (blue). Make sure it is completed before leaving the plane.

Once in the concourse, you will go to U.S. immigration. Go to the lanes clearly marked for Foreign Visitors. You will need to show your passport, J-visa, and DS-2019 form. You will be asked questions about your circumstances—where you will be working, where will you live etc. Most

teachers have a temporary address to spend the first few weeks. You will also be finger printed and photographed.

Leaving immigration, you will go to the first baggage claim to take your luggage through customs. Have the blue customs card ready.

Passing through customs control, you will then deposit your luggage for transportation to baggage claim. It can be a little chaotic there but don't worry. Once you have given them your luggage, you will go to Baggage Claim.

Once you reach Baggage Claim, there will be several carousels and usually a display of the flight number being serviced. It can be a little chaotic depending on the number of flights arriving. Luggage carts are available but you will need US\$ 3- \$5 for each cart, and they are relatively small. If you have a lot of luggage, ask for a porter. The usual charge is \$1-2 per bag. You will need single or five dollar bills for either the cart or the porter.

## **CHECK-IN**

**IMPORTANT!** Check in with CHF within 3 days of your arrival in the US. Only CHF can validate your arrival/current US address in SEVIS, which is required before you can get a US Social Security Number for employment. Use the email address: [pro@cordellhull.org](mailto:pro@cordellhull.org)

Failure to be validated in SEVIS within 30 days of your program start date on the Form DS-2019 may result in losing your legal J-1 status, having to leave the US, being subject to deportation, or possibly barred from the US for three years or longer. The Department of Homeland Security is very strict about the requirements. The SEVIS electronic database is programmed to instantly detect and flag late dates and J-1 Exchange Visitors who fail to report their arrival and current US address.

Bring original and photocopies of your passport, Form DS-2019, J visa stamp, and proof of medical insurance with you when you check in at your school. Make photocopies of these documents and give them to your school contact to keep on file. If you have family members, bring their documents also.

## **THE HOME COUNTRY PHYSICAL-PRESENCE REQUIREMENT 212(E)**

The two-year home country residence requirement will be ascertained by the US Government and entered, if applicable, on your Form DS-2019. Many (but not all) of the J-1 Exchange Visitors are subject to the "2-year home residence requirement; 212(e)."

The purpose of 212(e) is to have the home country benefit from the J-1 Exchange Visitor's experience in the U.S. J-1 Exchange Visitors come to the U.S. for a specific objective, such as to teach. The requirement is intended to ensure that s/he will spend at least two years in the home country before coming back to the United States for a long-term stay. For the terms of the requirement, please see item (a) page 2, of the Form DS-2019. If you have any questions about whether or not you will be subject to 212-E home-residency requirement, please raise them with the consular officer when you apply for your visa.

## **POST-ARRIVAL CHECKLIST- FIRST THINGS TO DO**

- Write an email to [pro@cordellhull.org](mailto:pro@cordellhull.org) no later than 3 days after arrival to validate your arrival into the U.S. State your date of entry, port of entry (city), and passport number.
- Bring your passport, DS-2019 form and proof of medical insurance (bring same for family member if any) to your assigned school. Make copies of all documents for school records.

- Attend the mandatory CHF orientation. You will be notified at the time you receive your initial paperwork and the CHF Visa and Immigration Booklet of the time, date, and place. Make any flight and hotel reservations necessary as far in advance as possible to minimize travel cost.
- Apply for your U.S. Social Security Number (SSN). If you already have a SSN from a previous visit you do not need a new one. Be sure to have the number with you when you arrive.
- Enroll in medical insurance for the length of your visit. Make sure if the benefits meet the governmental required conditions (see pages 3 & 4 of Part I, Orientation in this manual).
- Arrange for housing, schooling for children, English language lessons for family members, etc.

## MEDICAL (HEALTH) INSURANCE<sup>12</sup>

Government regulations require all J-1 Exchange Visitors and their dependents to carry medical insurance throughout the period of participation in the Exchange Visitor Program as a condition of maintaining legal status. Minimum acceptable coverage required is: Medical benefits of at least \$100,000 per accident or illness; Deductible not to exceed \$500 per accident or illness; Repatriation of remains in the amount of \$25,000; Expenses associated with medical evacuation in the amount of \$50,000.

Failure to maintain this insurance requirement constitutes a VIOLATION OF STATUS. This is a mandatory requirement and no exceptions can be made. See the CHF Visa & Immigration Booklet, p. 4, for suggestions of insurance carriers. You (or the school) may purchase CHF's group medical evacuation and repatriation insurance for \$25/year, covering you and all family members. See also p. 3 of this manual, Section 4 of the Memo of Understanding that you signed before being accepted into the Cordell Hull Foundation Exchange Visitor Program.

Finding a new doctor or dentist who fits your requirements can be hit and miss whatever country you are in and it is sometimes better to go off recommendations. Someone on your school staff living in the area in which you finally settle will be able to assist you with their experiences with medical practitioners. Also ask your new neighbors, always a good fund of local knowledge. Don't be afraid to seek out a new doctor if you feel the one you picked isn't right for you. If you are ill and need medical attention, you need to feel confident about your primary care provider (doctor).

## FINDING A HOME

Everybody approaches this task from a different perspective. Some people want to feel settled immediately and quite often start the search before arriving in the country, whereas some like to rent temporary accommodation first and give themselves time to get to know the many different areas and then choose to live in an area that is more suited to the lifestyle they want to enjoy. Many people start off renting and then buy a home so that they feel more attached and stable, while others enjoy the feeling of renting knowing they can move relatively easily at the end of any lease without any encumbrance or responsibility for maintenance and repairs.

Ask your school for information and suggestions on how to find lodging. In most cities, teachers find Craig's List helpful—[www.craigslist.org](http://www.craigslist.org). However, you may not find exactly what you need and may have to seek help from a real-estate agent. They are very helpful and are willing to answer any questions you may have by phone or e-mail. It is always a little daunting moving house, but to move to a completely unknown country increases the worry. If you feel a little stressed by being confronted by the myriad necessary initial arrangements, it is justifiable!

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<sup>12</sup> See Part I, page 3 - Laws Governing Foreign Nationals, No. 3 - Medical Insurance  
See also Part I, page 4 - for a copy of the MOU which you signed, No. 2-Health Insurance

For those of you wishing to buy a home, you usually need a realtor. A fee is charged for their services. Best to consult first faculty members at your school who have already purchased homes are more than willing to share their experiences and recommendations with you.

## DAILY LIFE

### *COST OF LIVING*

It varies, depending upon the region of the U.S. The Bay Area in northern California—especially San Francisco—and the New York Metro area have the highest cost of living for housing, groceries, transportation, and other daily expenses. Budget costs vary according to region. For example, Atlanta, GA is a big metropolitan city (~ 5 million) with a comparatively reasonable cost of living.

Most Expensive = 1		Cost of Living
Ranking	Urban Areas	Index
1	New York (Manhattan) NY	217.0
2	Honolulu HI	167.5
3	New York (Brooklyn) NY	167.2
4	San Francisco CA	161.6
5	Hilo HI	150.2
6	Truckee-Nevada County CA	147.0
7	Orange County CA	145.6
8	Stamford CT	141.6
9	Framingham-Natick MA	138.7
10	Washington DC	138.2

*The Cost of Living Index* measures regional differences in the cost of consumer goods and services for professional and managerial households in the top income quintile. The composite index is based on six components – housing, utilities, grocery items, transportation, health care and miscellaneous goods and services.

### *CROSS-CULTURAL ACTIVITIES*

All teachers are encouraged to participate voluntarily in activities designed for the purpose of sharing the language, culture, or history of your home country with Americans, provided such activities do not delay the completion of your program. Such activities can extend to integrating cross-cultural exercises part of your lesson plans, planning school presentations for students, to planning and supervising visits to your home country for students and/or adults sponsored by your school or through other organizations. These activities are already well-integrated into the curricula of language-immersion schools. If not yet part of your school, please search the Internet for “cross cultural activities.” You will find thousands of URL references offering ideas and content. Your school will be receptive to your suggestions of methods to promote better understanding and obtain first-hand information from you about your home country and culture.

### *SAFETY AND SECURITY*

Most US cities are safe during the day as well as at night if you adopt prudent practices, such as staying away from remote streets at night and walking down only well-lit, well-populated sidewalks. Of course, do not walk in a public city park at night. Use common sense. The number to call in an Emergency is 911 (free of charge). Keep photocopies of all administrative and travel documents at home, and carry copies of the name page in your passport, your J-1 visa passport

stamp, I-94 card and DS-2019 form on your person around your city, storing your original passport in a safe place. If you travel outside your city or state, you must carry your original passport, original I-94 card, and DS-2019 form folded & stapled inside your passport.

## MULTI-CITY TRANSPORTATION GUIDE

State	Location	Description
Atlanta, GA	<ul style="list-style-type: none"> <li>▪ <a href="http://www.itsmarta.com/">http://www.itsmarta.com/</a></li> <li>▪ <a href="http://www.itsmarta.com/explore/index.htm">http://www.itsmarta.com/explore/index.htm</a></li> <li>▪ <a href="http://www.atlanta.net/meetingplanners/mapsTransportation.html">http://www.atlanta.net/meetingplanners/mapsTransportation.html</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ Rail and Bus Maps</li> <li>▪ Essential Info for first time visitors</li> <li>▪ Maps, shuttles and transportation guides</li> </ul>
Austin, TX	<ul style="list-style-type: none"> <li>▪ <a href="http://www.capmetro.org/riding/howtoride.asp">http://www.capmetro.org/riding/howtoride.asp</a></li> <li>▪ <a href="http://www.capmetro.org/riding/explore.asp">http://www.capmetro.org/riding/explore.asp</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ General information; easy to use guide</li> <li>▪ Information on free transportation and other services</li> </ul>
Baton Rouge, LA	<a href="http://www.brcats.com/know.htm">http://www.brcats.com/know.htm</a>	
Chicago, IL	<ul style="list-style-type: none"> <li>▪ <a href="http://www.transitchicago.com/maps/systemmaps.html">http://www.transitchicago.com/maps/systemmaps.html</a></li> <li>▪ <a href="http://gochicago.about.com/od/gettingaroundchicago/a/cta_overview.htm">http://gochicago.about.com/od/gettingaroundchicago/a/cta_overview.htm</a></li> <li>▪ <a href="http://www.metrotransit.com/">http://www.metrotransit.com/</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ Rail System and Street Maps</li> <li>▪ Essential Information for Visitors</li> <li>▪ Greater Chicago Transport Info</li> </ul>
Los Angeles, CA	<ul style="list-style-type: none"> <li>▪ <a href="http://www.mta.net/riding_metro/default.htm">http://www.mta.net/riding_metro/default.htm</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ Easy to Use Guide for visitors</li> </ul>
New York, NY	<ul style="list-style-type: none"> <li>▪ <a href="http://www.hopstop.com/">http://www.hopstop.com/</a></li> <li>▪ <a href="http://tripplanner.mta.info/">http://tripplanner.mta.info/</a></li> <li>▪ <a href="http://www.mta.info/nyct/maps/submap.htm">http://www.mta.info/nyct/maps/submap.htm</a></li> <li>▪ <a href="http://www.aaccessmaps.com/show/map/manhattan">http://www.aaccessmaps.com/show/map/manhattan</a></li> <li>▪ <a href="http://www.columbia.edu/cu/lweb/eguides/nyc.html">http://www.columbia.edu/cu/lweb/eguides/nyc.html</a></li> <li>▪ <a href="http://www.mta.info/metrocard/index.html">http://www.mta.info/metrocard/index.html</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ NY City Subway &amp; Bus routing</li> <li>▪ Clear directions to and from any address given</li> <li>▪ Subway Map</li> <li>▪ Manhattan Street Map</li> <li>▪ Links to all transportation and area maps</li> <li>▪ Fare Card information</li> </ul>
Providence, RI	<ul style="list-style-type: none"> <li>▪ <a href="http://www.ripta.com">www.ripta.com</a></li> </ul>	
San Francisco	<ul style="list-style-type: none"> <li>▪ <a href="http://www.transit.511.org">www.transit.511.org</a></li> <li>▪ <a href="http://sanfrancisco.about.com/od/munibart/ss/muniandmaps_2.htm">http://sanfrancisco.about.com/od/munibart/ss/muniandmaps_2.htm</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ Links to all transit systems: bus, rail and ferry</li> <li>▪ Information on rail and trolleys; area maps</li> </ul>
Tampa, Florida	<ul style="list-style-type: none"> <li>▪ <a href="http://www.511tampabay.com/transit1_all.html">http://www.511tampabay.com/transit1_all.html</a></li> <li>▪ <a href="http://www.apta.com/Links/state_local/fl.cfm">http://www.apta.com/Links/state_local/fl.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ Traffic and travel information: bus and train</li> <li>▪ Links to various transit agencies</li> </ul>
Washington, DC	<ul style="list-style-type: none"> <li>▪ <a href="http://www.apta.com/links/state_local/DC.cfm">http://www.apta.com/links/state_local/DC.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ Links to public transportation agencies</li> </ul>
Multi-City	<ul style="list-style-type: none"> <li>▪ <a href="http://www.hopstop.com">www.hopstop.com</a> - Boston, Chicago, New York City,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Subway &amp; Bus connections</li> </ul>

	San Francisco, Washington, DC	
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45 Rockefeller Plaza, Floor 20  
New York, NY 10111 USA

Phone: 646-289-8620  
Fax: 646-349-3455

email: [chfny@aol.com](mailto:chfny@aol.com)  
website: [www.cordellhull.org](http://www.cordellhull.org)

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