



Please refer to the DOS [Directory of VISA Categories](#) to accurately advise each dependent on limitations and responsibilities specific to each VISA.

I. Schools

- a. Georgia schools do have a general list of requirements that all students must meet, found on Georgia department of education website here:
<http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-5-1-.28.pdf>
- b. However, please be aware that there will be local rules for each school district and/or private school. It is highly recommended that you contact your local school board to ask what those requirements are.

II. Georgia State Workforce Agency

- a. If you have a J-2 dependent (or L-2, any lingering H-4 EADs) then they may have trouble finding a job. Your local State Workforce Center should be able to help them get started. Direct them to <https://dol.georgia.gov> and they can help the person find a job.
- b. Local centers can be found here: <https://dol.georgia.gov/locations/career-center>
- c. Instructions on how to apply for a J-2 EAD (Please see additional handout)

III. English Language Classes

- a. A common desire of dependents, even more so than their primaries, is to learn English. Unlike their primaries who have duties and responsibilities either as students or employees, dependents do not have ready-made social interactions, which can be hampered even further by a lack of knowledge of English. English language programs not only help promote a feeling of belonging in the society in which they live, but also allow them to meet others in similar situations and forge friendships.
- b. www.esldirectory.com/esl-program-search/usa/georgia/ is a great resource for you to use in finding local or nearby ESL programs that can be for free or a paid fee. However, don't just link to this site, but put the info centers that are near you on your website to better assist your student/scholar dependents.

IV. Georgia Department of Driver Services

- a. dds.georgia.gov is the best resource for dependents (and primaries), to learn how to drive in the United States. Many can get international driving permits, though those generally only allow for 30 days of driving time before needing a local license.
- b. Of course, if they live in a larger city with public transport options, please do you're your local public transport site and give them an idea of how much it would cost to use.

V. Healthcare

- a. Check with your institutional healthcare provider
- b. Emphasize the different costs and maybe breakdowns
 - i. Urgent Care
 - ii. Primary Care
 - iii. Specialist
 - iv. Emergency Care

VI. Safety

- a. Safety protocol on campus
- b. Emergency contact number (on campus)
- c. Emergency contact number (off campus)
- d. How to provide information to your dependents regarding police and safety on a local level

VII. Cultural Adjustment: DSO should point out resources to deal with effects of culture shock

- a. Department of State has a resource page on how to adjust to a new culture:
<https://exchanges.state.gov/non-us/adjusting-new-culture>
- b. The “W curve” model of culture shock:
<https://www.uwsuper.edu/fye/parents/upload/W-Curve.pdf>
- c. Students Abroad has a list of ways to cope with the various stages of culture shock:
<http://www.studentsabroad.com/handbook/adjustments-and-culture-shock.php?country=general>
- d. The University of the Pacific actually offers online tutorials and materials about culture shock: <http://www2.pacific.edu/sis/culture/>

VIII. Banking

- a. DSO can educate dependents that their VISA expiration date is not their duration of status, to avoid confusion of duration of status when dealing with U.S. banks.
- b. They do not need a social security number for a bank account.

IX. Activities/ Events

- a. Inform dependents on local activities and Events we recommend promoting local:
 - i. newspaper event/list
 - ii. check with your local library
 - iii. macaroni kid (for children evets)
 - iv. consider inviting dependents to your programming and other university events.