

# REENTRY PACKET

Your Customized Guide to Support your Successful Transition



National Web-based Reentry Resource Center

[www.fairshake.net](http://www.fairshake.net)

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This Reentry Packet has been customized for: **Rodriguez 27316-081**

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### School

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# Attention Budget Worksheet

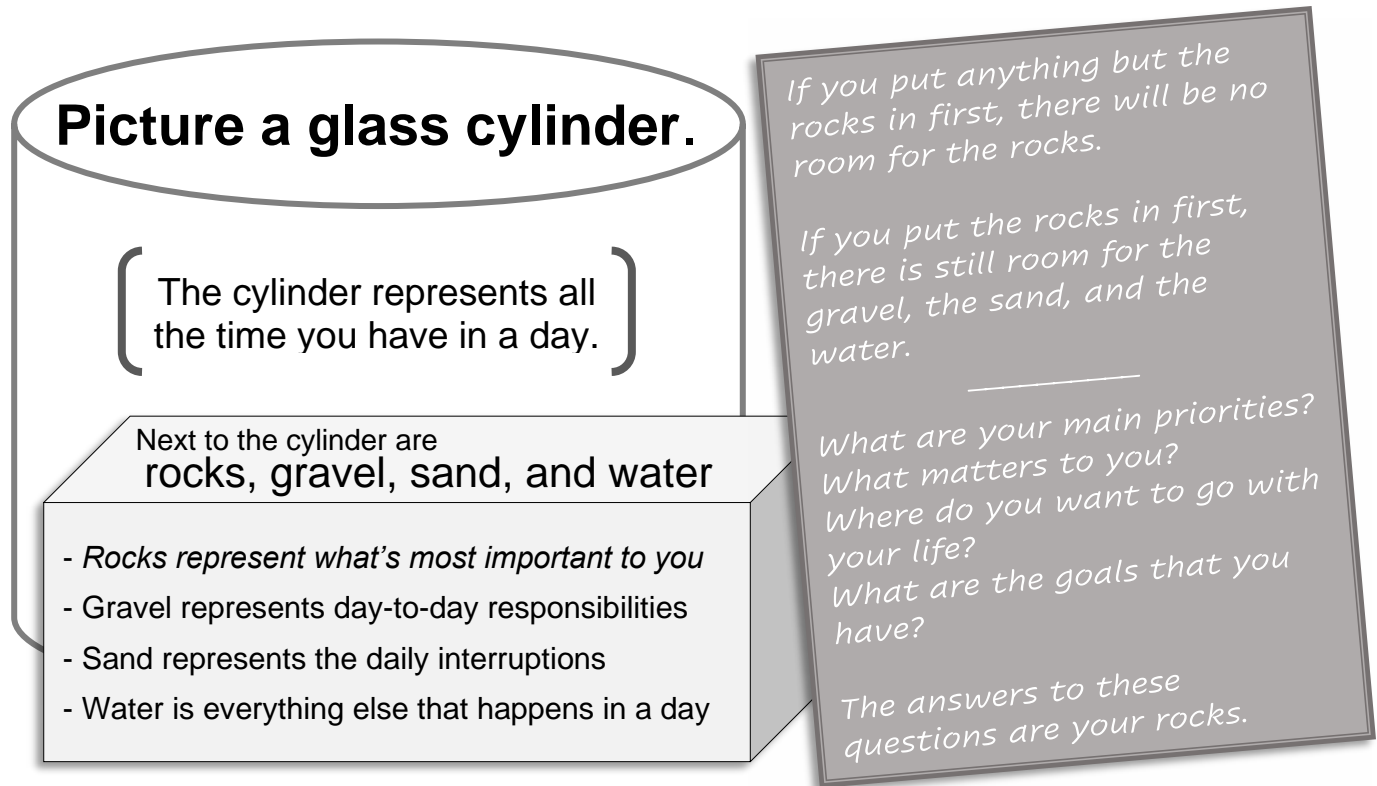
| Time Invested in   |  | Planned | Actual Time Spent |
|--|--|---------|-------------------|
| <b>Daily</b>   | Work   |         |                   |
|  | Work   |         |                   |
|  | Travel time to and from everything                     |         |                   |
|  | Other Travel...for errands, etc                        |         |                   |
|  | Food   |         |                   |
|  | Shopping (perhaps certain days per week?)              |         |                   |
|  | Meals – cooking  |         |                   |
|  | Meals – cleaning up                                    |         |                   |
|  | Meals – away from home                                 |         |                   |
|  | Exercise   |         |                   |
|  | Walk, stretch  |         |                   |
|  | Aerobic – elevate your heartbeat!                      |         |                   |
|  | Meditation / Yoga                                      |         |                   |
|  | Thinking   |         |                   |
|  | Planning and Prioritizing                              |         |                   |
|  | Evaluating (how effective was your plan?)              |         |                   |
|  | Reflecting   |         |                   |
|  | Meditation / Mindfulness                               |         |                   |
|  | Reading  |         |                   |
|  | Frequent   |         |                   |
|  | Family (at home / visiting)                            |         |                   |
|  | Other  |         |                   |
|  | Friends  |         |                   |
|  | Possibilities  |         |                   |
|  | Hobbies  |         |                   |
|  | Classes and Homework (if in school)                    |         |                   |
|  | Personal care: bathing, dressing, hair, teeth, etc.    |         |                   |
|  | Media  |         |                   |
|  | Television, movies, YouTube®, electronic games         |         |                   |
|  | Social Media, Text                                     |         |                   |
|  |  |         |                   |
| <b>Weekly</b>  | Weekly cleaning  |         |                   |
|  | Events with Family and Friends                         |         |                   |
|  | Intentionally building your gift, yourself, your world |         |                   |
|  | Travel time  |         |                   |
|  | Paying bills, balancing money                          |         |                   |
|  | Services   |         |                   |
|  |  |         |                   |
| <b>Monthly</b>   | Auto care  |         |                   |
|  | Volunteering   |         |                   |
|  |  |         |                   |
| <b>Surprise Events</b>                                   |  |         |                   |
|  |  |         |                   |
| <b>Totals:</b>   |  | Planned | Actual Time Spent |
| Time alone: doing stuff                                  |  |         |                   |
| Time alone: thinking, reflecting, reading (books)        |  |         |                   |
| Quiet time with others                                   |  |         |                   |
| Active time with others                                  |  |         |                   |
| Time with Gizmos, Electronics and Screens                |  |         |                   |
| Time dedicated to living your life in the fullest sense. |  |         |                   |
| Time connecting to your own life and all life.           |  |         |                   |

# MANAGE YOUR PRECIOUS TIME!

ATTENTION BUDGET Deeply connected to your financial budget!

THIS IS THE FIRST DRAFT! I've included what this one mind of mine could think of; I'd love to hear from you to provide a more accurate range of options!

Steven Covey's great metaphor for managing our time; from his book First Things First:



The world demands your attention! Everyone tries constantly to get your attention. Set boundaries! Make your goals your priority! Slight changes to your path are like a compound-interest investment in your life!

Commit to goals as if they are appointments with your future self. YOU are important. Your goals are important. Goals are proactive, not reactive. Goals help us determine our "no" and our "yes" for investing our time.

All security experts agree: Trust no-one.

- Stay skeptical.
- Turn off cookies.
- Limit tracking as much as possible.
- Don't say anything stupid; don't use hate speech
- Thou shalt not overshare, or share data about friends.
- If the product is free, it means that you are the product.
- Limit your time on each platform (fb, twitter, instagram, et al.)
- Privacy is a myth. Assume if it's on the phone it'll be published.
- Don't live your life online. Take a walk, play a musical instrument, build furniture, live in the real world.

You have to decide what your highest priorities are and have the courage – pleasantly, smilingly, non-apologetically – to say 'no' to other things. And the way to do that is by having a bigger 'yes' burning inside.

- Steven Covey

"Trying to be "safe" while using a "smart" phone is like trying to keep water out of a submarine with a screen door."

"If you join Facebook, you relinquish your privacy."

"When you receive an email from someone that wants to share their fortune with you, do not reply or click on the links!"

You can turn off media, social media, phone, text: YOU set the boundaries. No communication after 8 pm? Sundays? You choose your limit. With your time managed, you can invest time online...time digging for information, learning new things, listening to guided meditations, music and pontificators.

## Financial Budget Worksheet

| Category                                   | Item                                      | Amount | Due Date |
|--|---|--------|----------|
| <b>Home</b>                                | Rent or House Payments                    |        |          |
|  | Property Tax                              |        |          |
|  | Insurance                                 |        |          |
| <b>Other Home Expenses</b>                 | Electric                                  |        |          |
|  | Gas or Oil                                |        |          |
|  | Water and Sewer                           |        |          |
|  | Repairs                                   |        |          |
|  | Maintenance and Fees                      |        |          |
| <b>Technology</b>                          | Land-Line                                 |        |          |
|  | Cellular                                  |        |          |
|  | Cable / Satellite / Internet              |        |          |
| <b>Transportation</b>                      | Car Payment                               |        |          |
|  | Gas                                       |        |          |
|  | Auto Insurance                            |        |          |
|  | Repairs / Maintenance                     |        |          |
|  | Other Transportation                      |        |          |
| <b>Health Insurance</b>                    | Insurance                                 |        |          |
|  | Monthly Medical Expenses                  |        |          |
| <b>Debt Payments: Loans, Credit Cards,</b> |   |        |          |
|  |   |        |          |
|  |   |        |          |
| <b>Food</b>                                | Groceries                                 |        |          |
|  | Dining Out                                |        |          |
| <b>Family Expenses</b>                     |   |        |          |
|  |   |        |          |
|  |   |        |          |
| <b>Other Expenses</b>                      | 2 <sup>nd</sup> car, loan or credit card? |        |          |
| <b>Surprise Expenses</b>                   |   |        |          |
|  |   |        |          |
| <b><u>MONTHLY SAVINGS:</u></b>             | <b>Total</b>                              |        |          |
|  | <b>Average Monthly Expense</b>            |        |          |
|  | <b>Grand Total</b>                        |        |          |

|  |                               |  |  |
|--|-------------------------------|--|--|
| <b>Annual Expenses</b>                 | Subscriptions and Memberships |  |  |
|  | Vehicle Registration          |  |  |
|  | Dental or Other Medical       |  |  |
|  | Donations                     |  |  |
| <b>Total Annual Expenses</b>           |                               |  |  |
| <b>Divide total by 12</b>              |                               |  |  |
| <b>Result: Average Monthly Expense</b> |                               |  |  |

## **BUDGET SUCCESS by INTENTION:** Break the Paycheck-to-Paycheck Cycle!!

**Give Every Dollar A Job.** Not just the necessities like bills and groceries. You also assign your money to going out, beers, fun stuff, travel – anything you spend your money on, it goes in the budget.

**Embrace Your True Expenses.** What are often overlooked are the once every year or once every few months spends. Better to save for an emergency fund right now than pay down credit cards or loans.

**Roll With The Punches.** Everyone overspends. Oh yes they do. Any budget should be flexible enough to deal with overspend

**'Age Your Money':** pay your bills with money that's been sitting in your bank account for two weeks.

Buy smarter. Cook: buy fresh and bulk foods and eat better! Work a second job. Make a budget. Be unwilling to accept credit card debt; pay cards in full each month or get rid of them. Be honest about your spending habits and adjust them honestly, too.

## **NATIONAL FINANCIAL RESOURCES**

America's Debt Help Organization: Debt.org  
5750 Major Boulevard Suite 350  
Orlando, FL 32819 <https://www.debt.org/>



Need Help Now? Call Us (877) 764-5798

Here's what they say about themselves: Debt.org is America's Debt Help Organization, serving the public with thorough, accurate and accessible information online about financial well-being. We strive to help people in all stages of life. The content on Debt.org is designed for anyone who desires a sound financial future, wants to get out of debt or wants to stay out of debt. Our goal is to be the only financial resource you need to deal with your debt.

### **Financial Literacy**



#### **Money Smart for Adults**

<https://www.fdic.gov/consumers/consumer/moneysmart/adult.html>

14 Money Smart for Adults Training Modules

#### **Money Smart para Adultos**

<https://www.fdic.gov/consumers/consumer/moneysmartsp/adult.html>

14 módulos de capacitación de Money Smart para Adultos

### **Financial Education for Adults**

Tools and Resources. The Consumer Financial Protection Bureau (CFPB), is a government agency that makes sure banks, lenders, and other financial companies treat you fairly.

<https://www.consumerfinance.gov/consumer-tools/educator-tools/adult-financial-education/tools-and-resources/>



### **Benefits after Incarceration: What You Need To Know**

An individual released from incarceration may be eligible for Social Security retirement, survivors, or disability benefits Call to see if you qualify 1-800-772-1213

<https://www.ssa.gov/reentry/benefits.htm>



**U.S. Government Services and Information** <https://www.usa.gov/#tpcs>

Benefits, Grants, Loans; Consumer Issues, Disability Services, Education Health, Housing, Jobs, Military and Veterans, Taxes, Small Business, Voting and a LOT more.

## Handling Frustration

### Dealing with frustration

Life is full of frustrations. From the minor irritations of losing your car keys to the major anxieties of continued failure towards a goal, frustration is not a pleasant emotion in any magnitude. Because of the unpleasantness of this emotion, people will often avoid anything that might lead to it. Unfortunately, many of the things we truly want to experience such as triumph, joy, victory and purpose require a great deal of frustration. Being able to manage frustration allows us to remain happy and positive even in trying circumstances.

In order to successfully manage frustration, you need to first understand what causes it. Frustration is simply caused whenever the results you are experiencing do not seem to fit the effort and action you are applying. Usually frustration is caused by a narrow focus on a problem that isn't resolving itself as you had hoped. This is a very simple concept, but it is an important step to solving frustrating problems.

### Frustration is Energy Consuming

Our energy as human beings is our primary currency we use to do anything. Physical, mental, emotional and spiritual energies all fuel discipline, creativity, courage and motivation. Anthony Robbins includes energy as the first key to success in any area of life. Stress in excessive doses is a negative emotional state that weakens the immune system and raises blood pressure as the direct result from a lack of energy. When we run out of energy we become useless.

Frustrating problems are incredibly energy consuming. Because these problems consume our energy in such great quantities, we need to be extremely careful that we don't try to keep running with an empty energy reserve. When this happens we burnout and require a long time to recover. The initial reaction of most people is to work harder when they encounter frustration. Although the intention to work harder makes sense, it often results in trying to spend more energy than we have available.

Why are frustrating problems more energy consuming than normal tasks? The answer to this is relatively simple. Because your action is not producing the results you expect, your brain naturally goes into full gear, rapidly consuming mental energy to solve the problem at hand. In this time it is very easy to run out of energy. When your energy stores are depleted this is when you become irritable, tired, stressed and sometimes even angry.

To get a little perspective on your issue, try broadening your focus from your current problem outwards. Try thinking about how the problem looks when you view it from a few weeks, a year, or ten years from now or compared to your lifetime?

Go outside and look up at the sky. Viewing the incredible expanse of space and time will ultimately make your problems look very small indeed.

Getting perspective when you are frustrated isn't a particularly difficult practice; the difficulty is in remembering to do it. It will be difficult to do this at first, but after diligent practice it will become a habit and happen automatically.

Nobody likes to feel frustrated. Unfortunately, frustrations are part of life. Learn to manage your frustrations so they don't leave you stressed, burned-out or depressed. Take breaks from your frustrations to recover your mental and creative energies. Reward your actions, not just your results and remember to gain a little perspective when you begin to feel overwhelmed. Don't let your frustrations prevent you from setting goals and living your life to the maximum.

Thank you Scott Young! Find more about this information here:  
<http://www.scotthyoung.com/blog/2006/06/10/dealing-with-frustration/>

# Learn to Discern



## B.S.-DETECTION TIPS!

from Neil Postman and Carl Sagan

Quotes from  
**Bullshit and the Art of Crap-Detection**  
by Neil Postman 1969 (sk comments in italics)

How can you defend yourself from media, bias, persuasion and manipulation?

"As I see it, the best things schools can do for kids is to help them learn how to distinguish useful talk from bullshit. Every day in almost every way people are exposed to more bullshit than it is healthy for them to endure; helping kids to activate their crap-detectors should take precedence over any other legitimate educational aim."

"Varieties of bullshit with transcendent significance: (this is a perfectly good example of bullshit, since I have no idea what the words "transcendent significance" might mean and neither do you.) Thus, we have our first variety of bullshit: pomposity or style over substance. People are daily victimized by pomposity in that they may feel less worthy by people who use fancy words to hide their own insufficiencies. Education has made respectable this form of bullshit."

"When I hear such talk my own crap-detector achieves unparalleled spasms of activity."

"Superstition is ignorance presented in the cloak of authority. A superstition is a belief, usually expressed in authoritative terms for which there is no factual or scientific basis. Among the more intriguing of these are the beliefs that people learn more efficiently when they are taught in an orderly, sequential and systematic manner; that one's knowledge of anything can be "objectively" measured; and even that the act of "teaching" facilitates what is known as "learning."

We learn because we want to, and we learn what we want to learn. Adults learn best when can relate new information to their lives, and to their existing knowledge.

"The most amusing of all our superstitions is the belief that education will result in one's becoming a more decent, liberal, tolerant, and civilized human being. I have not noticed that teachers are any more humane than mechanics or certified public accountants."

"There are dozens of other forms of bullshit, including earthiness, which is based on the assumption that if one uses direct, off-color, four letter words like crap and shit, one somehow is making more sense than people engaged in pomposity."

"What can be done? We will not find 'answers' in schools. As Carl Rogers has said, teaching is an overrated activity; and any impression to the contrary is, in my opinion, mostly superstition."

Unfortunately, teachers today may lose their zeal because of the endless testing and the disrespectful working conditions including low wages, lack of supplies, little freedom, and large class sizes. We can support them by creating learning opportunities - for all ages - wherever we can find them!

"Crap-detecting is an art. Each person's crap-detector is embedded in their value system; if you want to teach the art of crap-detecting, you must help students become aware of their values. This is precisely why you will not find it in school."

"Postman's 3<sup>rd</sup> Law: At any given time, the chief source of bullshit with which you have to contend is yourself."

"Postman's 4<sup>th</sup> Law: Almost nothing is about what you think it is about. All human communications have deeply imbedded and profound hidden agendas. Most of the conversation can be assumed to be bullshit of one variety or another."

"Postman's 5<sup>th</sup> and final law: There is no more precious environment than our language environment."

"An idealist usually cannot acknowledge his own bullshit, because it is in the nature of his "ism" that he must pretend it does not exist. In fact, I should say that anyone who is devoted to an "ism" - Fascism, Communism, Capitalism - probably has a seriously defective crap-detector."

*"Just as societal norms are created through language and action, they can be dismantled through language and action." - Brett Lunceford*



## Carl Sagan's Baloney Detection Kit from The Demon-Haunted World (1995) (edited by sk)

Sagan proposes a rigorous but comprehensible "baloney detection kit" to separate sense from nonsense. Intellectual tools that can help us separate wishful thinking from genuine probability and to recognize a fallacious or fraudulent argument.

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Wherever possible there must be independent confirmation of the "facts."</li><li>• Encourage debate on the evidence exploring of all points of view. (How many different points can you find?)</li><li>• Arguments from authority carry little weight - "authorities" have made mistakes in the past. They will do so again in the future. In science there are no authorities; at most, there are experts.</li><li>• Consider more than one hypothesis. If there's something to be explained, think of all the different ways in which it could be explained. Then think of tests by which you might systematically disprove each of the considerations.</li><li>• Try not to get overly attached to a hypothesis just because it's yours. It's only a way-station in the pursuit of knowledge. Ask yourself why you like the idea. Compare it fairly with the alternatives. See if</li></ul> | <p>you can find reasons for rejecting it. If you don't, others will.</p> <ul style="list-style-type: none"><li>• Can you count or measure your point? What is vague and qualitative is open to many explanations. (Complex, qualitative assessments are crucial to humanness, however.)</li><li>• If there's a chain of argument, every link in the chain must work (including the premise) - not just most of them. (author's emphasis)</li><li>• Occam's Razor. This convenient rule-of-thumb urges us, when faced with two hypotheses that explain the data equally well, to choose the simpler. Always ask whether the hypothesis can be, at least in principle, falsified.... You must be able to check assertions out. Skeptics must be given the chance to follow your reasoning, to duplicate your experiments and see if they get the same result.</li></ul> |
|--|---|

Elsewhere in The Demon-Haunted World, Sagan states that the loss of control over media and education has rendered people "unable to distinguish between what feels good and what's true." He goes on to say that well-supported scientific theories carry the same weight - or less - than explanations made up on the spot by authorities. He is afraid that people have lost the ability to "knowledgeably question." With a little effort at the start - that will quickly become habit - we can learn to discern, ask powerful questions, and improve our media environments!

**Calling Bullshit:** Here's a quandary: how are we going to help people get unstuck by recognizing and addressing all the bullshit in the world?

### HELPFUL WEBSITES:

**CALLING BULLSHIT FREE COURSE!!** "Bullshit is everywhere, and we've had enough. We want to teach people to detect and defuse bullshit where ever it may arise." [www.callingbullshit.org/videos](http://www.callingbullshit.org/videos)

**WHICH FACE IS REAL?** Can you tell which image is a real person and which one was made by a computer? Learn to defend yourself against 'deep fake'! [www.whichfaceisreal.com](http://www.whichfaceisreal.com)

**DEBUNKING HANDBOOK** – Free to download and print! (Available in 12 languages!)  
<https://www.climatechangecommunication.org/debunking-handbook-2020/>

**TRUTH-O-METER** [www.politifact.com](http://www.politifact.com)

"A fact-checking website that rates the accuracy of claims by elected officials and others who speak up in American politics". They do this to "to give citizens the information they need to govern themselves in a democracy."



# Attention Budget Worksheet

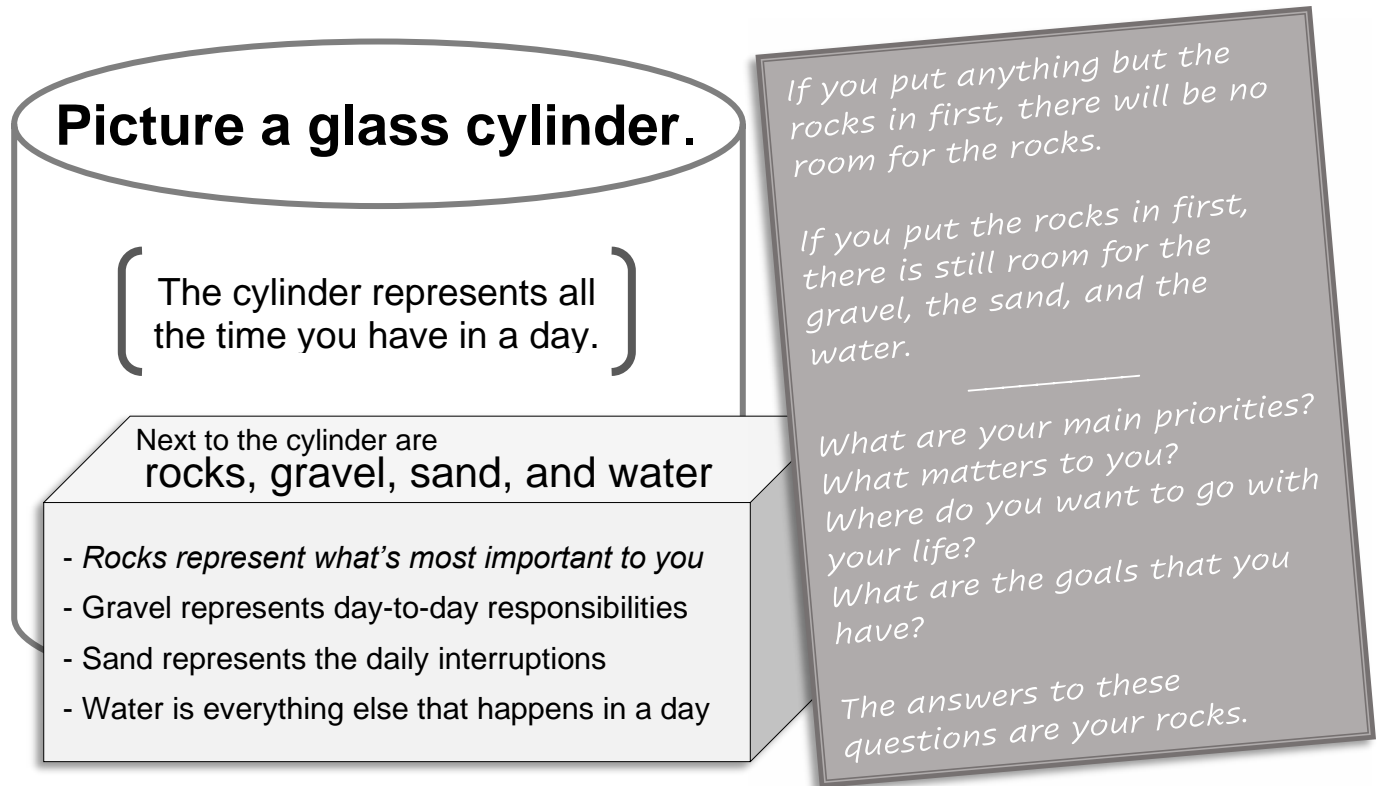
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## Fair Shake's Guide to TRUCKING OPPORUTNITIES!

### American Trucking Associations

ATA Headquarters  
950 North Glebe Road, Suite 210  
Arlington, VA 22203-4181



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

From their website: American Trucking Associations is the largest and most comprehensive national trade association for the trucking industry. ATA is an 86-year old federation with state trucking association affiliates in all 50 states. We represent every sector of the industry, from LTL to truckload, agriculture and livestock to auto haulers, and from large motor carriers to small mom-and-pop operations.



### Owner-Operator Independent Drivers Association

OOIDA HEADQUARTERS  
1 NW OOIDA Dr.  
Grain Valley, MO 64029  
816-229-5791 800-444-5791

<https://www.ooida.com/>



The mission of the Owner-Operator Independent Drivers Association, Inc. is to serve owner-operators, small fleets and professional truckers; to work for a business climate where truckers are treated equally and fairly; to promote highway safety and responsibility among all highway users; and to promote a better business climate and efficiency for all truck operators. More than 150,000 members of OOIDA are men and women in all 50 states and Canada who collectively own and/or operate more than 240,000 individual heavy-duty trucks and small truck fleets. All OOIDA officers and directors are now, or have been, professional truckers, and are elected from the membership, by the membership. The 22-member board helps define OOIDA's position on all major trucking issues. They offer information and education in all areas of independent truck ownership and responsibility.



**Gary's Job Board:** [www.garysjobboard.com](http://www.garysjobboard.com)  
Truck Drivers wanted! Since 2004.

Gary can find you a better truck driving job, with or without a CDL.

Gary's Job Board was created to help Truck Drivers find Driving Jobs, and to help Dispatchers find Drivers. Gary's Job Board is 100% unaffiliated. We DO NOT recruit for any carriers. Our service will always be FREE to drivers because drivers' rock. Here's how garysjobboard.com works: (this is NOT a run-of-the-mill trucker job board. No one will call you, you have all the power).

- Complete your Driver Profile, it takes 2 minutes.
- Companies will see your first name, type of CDL, and experience level.
- They will not see your email address.
- You will receive a company invite by email and the email will come from our system.
- Check out what they are offering. Answer the email or not. You'll receive another invite down the road.



**AllTrucking.com** [www.alltrucking.com](http://www.alltrucking.com)

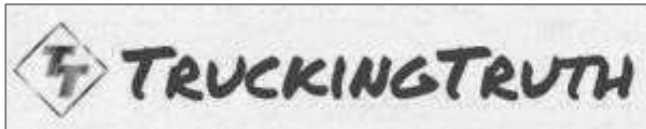
PO Box 26330,  
Overland Park, KS, 66213

"Welcome to AllTrucking.com, your source for finding information to become a truck driver and find a trucking

career. Whether you are looking for your next truck driving job or want to learn how to earn your CDL, we have guides for you. We have even organized some of the more common questions that might be found on a CDL exam, and put them into a simple practice test! "

They have a library of guidebooks - from career support and paying for school to helping veterans – "we've got a resource to help anybody." Here are a few of our most frequently requested pages:

- How to Pay for Truck Driving School
- Truck Driving Jobs: Careers in Commercial Truck Driving
- Company-Paid CDL Training Programs: A Comprehensive Guide



**Trucking Truth**

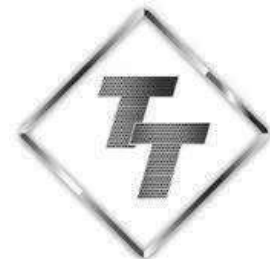
[www.truckingtruth.com](http://www.truckingtruth.com)

A Positive Yet Honest View Of The Trucking Industry With Friendly Advice From Experienced Drivers

Trucking Truth (TT) was created in 2007 to give new drivers a true picture of what a career as a truck driver is all about and a straightforward strategy for surviving that first year of their career. I wanted people to know that trucking can be an awesome career for the right person and it's totally doable if you work hard, keep a great attitude, and have a solid strategy in place.

A huge informational website that includes:

- Trucker's Forum
- Truck Driver's Career Guide
- Free CDL Practice test
- A list of companies that hire people with a criminal history.
- "The Road Home" podcast
- All things CDL
- Trucking Company Reviews
- Trucking Wiki...where you can find out FAQ's, physical health tests and issues, limitations and opportunities for drivers with a criminal history, driving with pets and much more.



### Get Paid While Training For Your CDL?

Upon completion of your paid CDL training, you will sign an agreement to work for the company for a specified amount of time. This is how they recoup the time and money they've invested in your CDL training, which is a very fair deal for both sides.

If you quit working for the company before your obligation is complete, you will owe the company a prorated amount of money for the schooling. At some companies, your training will be free once your obligation is complete. Others may require you to make payments from your paycheck to cover the tuition for the schooling.

TT offers a review of the companies that offer paid CDL training.

# ASA J. PETERS

---

1514 Campbell, D1 Jefferson City, Missouri 64108  
(816) 667-0421 (816) 992-1421

## **AREAS OF RELEVANT SKILL**

Multi-dimensional individual with experience as **heavy equipment operator, driver, or laborer** with technical knowledge in surveying, welding, and general maintenance. Excellent safety record and willingness to do more than what is expected. Communicate and interact effectively with diverse cultures.

- **Heavy Equipment Operations:** Forklift, Tractor, Loader, Backhoe, Motor Grader, Track Loader, Bulldozer, Bobcat Skid/Steer Loader, Scraper
- **Driver:** Dump Truck, Over-the-Road
- **Technical:** Surveying, Welding
- **Maintenance:** General, Preventative, Carpentry, Painting

## **EDUCATIONAL BACKGROUND**

Linn State Technical College

Heavy Equipment Operator Certificate Course

Welding; Blueprint Interpretation; Surveying; Preventative Maintenance

American Truck Driving School

Over-the-Road Truck Driving Certificate Course

Northwest Missouri Community College

Introduction to Computer Information Systems; Basic Programming; Data Files; Structural Programming; Microcomputer Operating Systems

## **EMPLOYMENT HISTORY**

TEMPORARY ASSIGNMENTS, Jefferson City & Cameron, MO

- Store Clerk/Stocker
- Library Clerk/Data Entry Clerk
- Computer Operator/Data Entry Clerk
- Chapel Head Clerk
- AM/PM Baker/Store Clerk

LINN TECHNICAL COLLEGE, Linn, MO

- Maintenance Technician – General maintenance, cleaning, carpentry, and lawn care.

SPRINGFIELD PARKS AND RECREATION DEPARTMENT, Springfield, MO

- Laborer, Park Maintenance

MAZZIO'S PIZZA, Springfield, MO

- Delivery Driver

DRIVEWAY PAVING, Toledo, OH

- Dump Truck Driver/Laborer

NORTH AMERICAN VAN LINES, Ft. Wayne, IN

- Over-The-Road Driver

This resume example created by and for *Expert Résumé's for People Returning to Work*

Wendy S. Enelow and Louise M. Kursmark  
2003 JIST Publishing Inc. Indianapolis, IN

# ARTHUR F. ECK, JR.

639 Arcadia Street    Rochester, NY 12239  
387-458-3241

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## OBJECTIVE

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### *BREAKFAST and LUNCH COOK*

To assist a restaurant in attracting and retaining a strong customer base,  
by applying a passion for the culinary arts and a strong work ethic.

---

## PERSONAL PROFILE

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- Experience working in a kitchen environment, filling orders and developing menu items.
- Ability to get the job done by employing critical thinking and problem resolution skills.
- Work well as a team player and independently with very little supervision.
- Received commendations for being dependable and hardworking.
- Bilingual, Spanish and English.

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## COOKING SKILLS

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- ✓ Prepared a selection of entrees, vegetables, desserts, and refreshments.
- ✓ Cleaned the grill, food preparation surfaces, counters, and floors.
- ✓ Met high quality standards for food preparation, service, and safety.
- ✓ Trained and supervised workers.
- ✓ Maintained inventory logs and placed orders to replenish stocks of tableware, linens, paper, cleaning supplies, cooking utensils, food, and beverages.
- ✓ Received and checked the content of deliveries and evaluated the quality of meats, poultry, fish, vegetables, and baked goods.
- ✓ Oversaw food preparation and cooking.

---

## RESTAURANT EXPERIENCE

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**Kitchen Worker** – State of New York (Coxsackie Correctional Facility); Coxsackie, NY

**Short Order Cook** – Rockies Breakfast Bar; Rochester, NY

**Prep Cook/Laborer** – New World Diner; Rochester, NY

**Lunch and Dinner Cook** – Albany's Italian American Restaurant; Albany, NY

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## MILITARY SERVICE

---

**U.S. Navy** – Machinist Mate E-3 – *Honorable Discharge*  
*GED obtained*

# Maurice Sprewer

414.874.1657 (list the BEST contact number you have)

[Maurice.sprewer@dwd.wisconsin.gov](mailto:Maurice.sprewer@dwd.wisconsin.gov)

*(be sure that your email address is professional)*

## EXAMPLE of a FUNCTIONAL Resume'

### Production Worker and General Laborer Committed to Safety and Quality

*(personal branding statement - describes position and a quality that makes you great at it)*

#### Summary of Skills: *(make sure the skills are relevant to the job you are applying for - usually found in the job description)*

- Sorting, grading, weighing, and inspecting products, verifying and adjusting product weight or measurement to meet specifications.
- Observing machine operations to ensure quality and conformity of filled or packaged products to standards.
- Monitoring the production line, watching for problems such as pile-ups, jams, or glue that isn't sticking properly.
- Attaching identification labels to finished packaged items, or cut stencils and stencil information on containers, such as lot numbers or shipping destinations.
- Stocking and sorting product for packaging or filling machine operation, and replenishing packaging supplies, such as wrapping paper, plastic sheet, boxes, cartons, glue, ink, or labels.
- Packaging the product in the form in which it will be sent out, for example, filling bags with flour from a chute or spout.
- Inspecting and removing defective products and packaging material.
- Starting machine by engaging controls.
- Removing finished packaged items from machine and separate rejected items.
- Counting and recording finished and rejected packaged items.
- Stopping or resetting machines when malfunctions occur, clearing machine jams, and reporting malfunctions to a supervisor.
- Removing products, machine attachments, or waste material from machines.
- Transferring finished products, raw materials, tools, or equipment between storage and work areas of plants and warehouses, by hand or using hand trucks.
- Packing and storing materials and products.
- Helping production workers by performing duties of lesser skill, such as supplying or holding materials or tools, or cleaning work areas and equipment.
- Counting finished products to determine if product orders are complete.
- Measuring amounts of products, lengths of extruded articles, or weights of filled containers to ensure conformance to specifications.
- Following procedures for the use of chemical cleaners and power equipment to prevent damage to floors and fixtures.
- Mixing water and detergents or acids in containers to prepare cleaning solutions, according to specifications.
- Loading and unloading items from machines, conveyors, and conveyances.
- Operate machinery used in the production process, or assist machine operators.
- Placing products in equipment or on work surfaces for further processing, inspecting, or wrapping.

#### Relevant Production and General Labor Experience

##### General Laborer (Position while incarcerated)

State of Wisconsin / Badger State Industries / FBOP *(whichever applies)*

year - year

City, State

##### Previous Relevant Employment

Previous Employer

year - year

City, State

##### Other Experience

##### Previous Relevant Employment

Previous Employer

year - year

City, State

#### Education

Relevant Education

*(Relevant Degree / Diploma)*

*Created by Maurice Sprewer Employment & Training Specialist / Reentry Coordinator  
DWD / Job Service 4201 N. 27<sup>th</sup> Street Suite 602 Milwaukee, WI 53216*



## Fair Shake's

# MYTH-BUSTERS



**Myth: FALSE DICHOTOMIES** – The idea that you must choose between two options: Yes or No. Good or Bad. Right or Wrong. Candidate A or B. Rise or Fall. With Us or Against Us. Science vs Religion. Rational vs. Emotional. Individual vs. Group. and one that I've heard a lot in my life: "That's a man's (sport, job, perspective); it's not for women". (a form of yes or no) Whenever you need to make a choice, see if you can find 4, 5, or even 10 options!



**Myth: WE STOP LEARNING** – If I had never touched a flame before I turned 58 years old, I would learn to never touch one in the future if I touched one today. We acquire information constantly and we organize it into meaning. We may even care enough to find out how what we learned relates to what we already know and believe. One thing school failed to teach us is how to learn, and how to discern what we learn. The 'information sources' today are louder, strangely influential, and grossly incomplete. To get the full picture, we have to dig for information and ask good questions, while also trying to avoid getting overwhelmed or trapped. We must keep learning, and as we learn, we can learn to live together better! We do not have to accept limitations or acceptable levels of suffering. We are NOT STUCK. We can learn...and then change...whatever we want. "There is no inevitability as long as there is a willingness to contemplate what is happening." - Marshall McLuhan (author of The Medium is the Message)



**Myth: MERITOCRACY** - The more you learn the more you earn', 'you can make it if you try', 'pull yourself up', etc. Many ways to reinforce the idea that the people who have the money and the stuff are successful because they earned what they have, they got all their money through hard work and a shrewd (including a 100% respectful, environmentally-sound and firearms-free!) investment strategy. If only. Investing is almost never in line with our humanity values...yet it is always in our best interest to invest in humanity. Meritocracy is justified stratification; people above others for their achievements. Michael Sandel said: "We've slid into the assumption that the money people make is the measure of their contribution to the common good." I wonder how the merit idea would work if we increase accolades and 'status' based on care about others?



**Myth: INCARCERATION PAYS A 'DEBT TO SOCIETY'** - Why do we keep repeating this? Members of society believe that incarceration and the judicial system costs them money; they do not feel that they have been paid in any way. How could they? The only debt that has been paid is the one requested and required by a heartless and hungry punitive system. Society has little faith that 'the system' is providing the information necessary to reengage successfully. Together, we can change this. The 'justice system' is the only group getting paid.



**Myth: WE ARE FRAGILE** - The "Helping" Industry relies on us being weak. ACE (Adverse Childhood Experiences) scores may describe some aspects of people, but they in no way represent who we are. Many of us with high ACE scores have also become even more than resilient, we are now anti-fragile because of our challenges. This means that the adverse conditions made us stronger than we would have been without them.



**Myth: TV NEWS INFORMS YOU OF WHAT IS GOING ON** All you get from any single news source is what they want you to see and believe. What they show us is what their sponsors want them to show us. Sponsors demand support, so the advertisements determine the 'news' you'll see on TV. Social Media cannot be counted on to inform us of anything but an opinion. To get more pieces of the whole story, we must consider information offered by many news sources.



**Myth: WE NEED AUTHORITY AND MONEY TO 'FIX' OUR CHALLENGES** - Why would we ask the institutions, and the people who are complicit in maintaining them, to fix the problems they created? Winona LaDuke says: "You shouldn't let your dealer tell you what you need." Are we frustrated enough yet to work on the solutions together? We've been trained to believe these myths:

- Experts and 'science' have the solutions to our challenges; they will provide the relief for our suffering. Q: What if they are the cause of our suffering?
- Money will fix our problems. Does money build trust, cooperation and feelings of confidence? We have gifts to share with each other. Our focus on money continues to take away our power. Money does not give us power. Feelings of agency, support and capability give us power!



**Myth: INDIVIDUALISM** – Individualism is said to be a “fundamental American principle” so is authoritarianism, lying, stealing, false superiority and also the myth of the 'self-made' person and "united we stand".

INTERDEPENDENCE, on the other hand, is a fundamental planetary principle. We can easily see our impact on the environment and on each other because of our insatiable pursuit of more stuff; a belief created to fill the hole created by 'individualism'. The Rev. Desmond Tutu reminded us that "the solitary individual" is a contradiction in terms.



**Myth: "FREE-MARKET CAPITALISM"** - You'll find that file between Easter Bunny and Santa Clause. The game is rigged. Capitalism offers some opportunity, but 'the market' does not **respond to our needs**. Instead, it manufactures our desires and externalizes unhealthy costs.



**Myth: NOTHING WORKS:** Roger Martinson wrote, "the represent array of correctional treatments has no appreciable effect - positive or negative - on rates of recidivism of convicted offenders." In the magazine Public Interest (1974), he stated, "rehabilitative efforts that have been reported so far have no appreciable effect on recidivism." The way that I read this is: the ineffective 'programs' supplied by the prisons (or whomever else) did not impact the already low (compared to today) recidivism rate. He said that no single thing works because we are unique. We are not robots. One thing that always works is 100% pro-social: it's us working together!



**EMPLOYMENT AND EDUCATION REDUCE RECIDIVISM** Only YOU "reduce recidivism". You and nothing else. It is up to you to utilize education or employment opportunities to support your reentry success; YOU get full credit for how you apply your gifts. After all, employment and higher education did not keep Jeff Skilling, Bernie Madoff, Martha Stewart, Bill Cosby, Charles Kushner, or several elected representatives, out of prison.



**CRIMINOGENIC NEEDS** Incarcerated people have basic human needs; the same needs we all have. You are not different. This is yet another attempt to scientize othering.



**Myth: EXPERTS KNOW WHAT'S BEST**

Experts have agendas. Always consider who is paying the 'expert'. Non-profit status does not automatically indicate integrity. Professional 'fixers' are often poor listeners. Prisons, schools and hospitals tell us what we need, they rarely ask what we think or feel. How can they 'help' if they don't hear? We can learn to listen to ourselves and each other by asking questions. We can work, care, and grow together to build our capacity for complexity, cooperation, constructive learning, critical thinking, and agency! We are the 'experts' we've been waiting for.

# EDUCATE YOURSELF!

Once you have learned to ask questions - relevant and appropriate and substantial questions – you have learned how to learn and no one can keep you from learning whatever you want or need to know.

- Neil Postman

You either learn your way towards writing your own script in life, or you unwittingly become an actor in someone else's script.

- John Taylor Gatto

College Correspondence Courses: Be sure to ask about the Pell Grant!

## Adams State University

Correspondence Education Program  
208 Edgemont Blvd., Suite 3000  
Alamosa, CO 81101  
719-587-7671

<https://www.adams.edu/academics/print-based/prison-college-program/>

Free non-credit courses!

## College Guild

P.O. Box 696  
Brunswick, ME 04011

## Colorado State University-Pueblo

### Division of Extended Studies

2200 Bonforte Blvd  
Pueblo, CO 81001-4901  
719.549.2100  
[csupueblo.edu/extended-studies](http://csupueblo.edu/extended-studies)

## Ohio University Correctional Education

Haning Hall 102  
1 Ohio University Dr.  
Athens, OH 45701  
800.444.2420  
[ohio.edu/online/programs/print/correctional](http://ohio.edu/online/programs/print/correctional)

## Freshman Year For Free!

[www.modernstates.org](http://www.modernstates.org)

MODERN STATES

MODERN STATES and the CLEP exam - Modern States' program: Freshman

Year For Free, is intended to let students earn up to one year of college credit without tuition or textbook expense. They provide recorded courses, and the cost of testing, using CLEP exams (see below). Free to all who qualify! You can start studying for the courses below now!



**Get college credit with what you already know!**

**CLEP** offers 33 exams in five subject areas at over 1,800 college test centers, covering material generally taught in the first two years of college. By passing a CLEP exam, you can earn 3 to 12 college credits. Exams cost \$80. There are text exams for you to use to prepare.

## College-Level Examination Program (CLEP)

P.O. Box 6600  
Princeton, NJ 08541-6600  
Phone: 800-257-9558 or 212-237-1331

[clep.collegeboard.org](http://clep.collegeboard.org)

### List of CLEP Exams: Match with OpenCourseWare Classes!

|   |  |
|---|--|
| American Literature   | Western Civilization I:<br>Ancient Near East to 1648 |
| Analyzing and Interpreting Literature                         | Western Civilization II:<br>1648 to the Present      |
| College Composition and<br>Modular English Literature         | Science and Mathematics                              |
| Humanities Foreign Languages                                  | Biology  |
| French Language (Levels 1 and 2)                              | Calculus   |
| German Language (Levels 1 and 2)                              | Chemistry  |
| Spanish Language (Levels 1 and 2)                             | College Algebra                                      |
| History and Social Sciences                                   | College Mathematics                                  |
| American Government   | Natural Sciences                                     |
| Human Growth and Development                                  | Pre-calculus   |
| Intro to Educational Psychology                               | Business   |
| Introduction to Psychology                                    | Financial Accounting                                 |
| Introduction to Sociology                                     | Introductory Business Law                            |
| Principles of Macroeconomics                                  | Information Systems and<br>Computer Applications     |
| Principles of Microeconomics                                  | Principles of Management                             |
| Social Sciences and History                                   | Principles of Marketing                              |
| History of the United States I:<br>Early Colonization to 1877 |  |
| History of the United States II:<br>1885 to the Present       |  |

THE FAIR SHAKE WEBSITE ALSO LISTS MANY FREE ONLINE LEARNING OPPORTUNITIES!



# MODERN STATES Freshman Year Free™!!!

## MODERN STATES + CLEP exam

Modern States Education Alliance is a non-profit dedicated to making a high-quality college education free of cost and accessible to any person who seeks one. Its founding principle is that access to affordable education is fundamental to any philosophy that respects all individuals, and fundamental to the American dream.

Modern States' program, *Freshman Year for Free™*, is intended to let students earn up to one year of college credit without tuition or textbook expense.

Modern States is partnering with edX, the leading online learning platform founded by Harvard and MIT. Modern States has given edX the money to complete the development of more than 30 high quality freshman college courses, taught by some of the world's leading universities and professors. Each course includes online lectures, quizzes, tests, and other features. Textbooks and materials will also be provided online, free of charge.

The courses are designed to prepare students for the major "Advanced Placement" (AP)\* or "College Level Examination Program" (CLEP)\* tests offered by the College Board, including subjects such as History, Computer Science, Math, English and Economics.

According to the College Board, more than 2,000 traditional colleges and universities already offer credit to students who pass AP and CLEP tests. Students can take one course or many courses from Modern States, and then – by passing the AP or CLEP exams – can begin with up to a full year's worth of credit after they enroll in traditional college, making Modern States an "on-ramp" to college. Modern States hopes to provide links for students to tutoring, mentoring and college advising groups as well.

## Modern States

787 Seventh Avenue 49th Floor  
New York, New York 10019

### Open to Everyone

In short, Modern States works like a global digital public library of great college courses. Enrollment in Modern States courses will be "massively open" to all people without regard to age, location, family income, nationality, prior credits or other factors. The courses may also provide a critical "road back" for students who have left the traditional US college system. Modern States is not in opposition to any traditional college and recognizes that a four-year residential experience at an established university is the preferred alternative. However, such an opportunity is out of reach for many people, given the high cost of tuition and other factors.

Modern States was initially conceived and funded by businessman and philanthropist Steve Klinsky (the CEO of Modern States), but has grown as an alliance with the guidance and support of other education and foundation leaders. College systems with over two million students have affiliated with Modern States Education Alliance, including systems in New York, Texas, Ohio, Indiana and Tennessee.

Working closely with Klinsky is Pulitzer Prize winner David Vise, Executive Director of Modern States. The author of four books, Vise was a reporter at The Washington Post for more than 20 years before joining the investment firm New Mountain Capital as a Senior Advisor.

Modern States is a philanthropy intended to increase global access to high quality education and seeks to partner with others who share its goals.

[www.modernstates.org](http://www.modernstates.org)



As of this writing, CLEP tests are not offered in prisons.

***Let's change that!***

# PRE-RELEASE INVENTORY

Additional items to add to your list!

## 1. List the gifts that you bring with you!

- Include your courage, determination and authenticity.
- Your ability to listen well and offer the greatest gift a person can give: your attention.
- The special tools and skills you've developed to share with employers, coworkers, customers and clients.
- Expanded knowledge, compassion and commitment to those who are close to you.
- The unique perspective, and pro-social community-building skills that you have to construct the future with others!



## 2. Prepare for tough times. Write down book titles, articles, names of friends and family, and community resources you can turn to when things are tough; or when you feel down or vulnerable. When it's difficult to reach out to people; books may be a good place to start.

## 3. Check for "Over-Confidence". It's crucial to be confident...but foolish to be over-confident! Here are a couple of ideas to locate and address possible points of overconfidence:

- + Play "Devil's Advocate". Be critical and pessimistic. If possible, solicit the help of a friend or a young person. (In general, the young are better at this than adults.)
- + Resist comparing yourself to others. Everyone does things differently!
- + Listen to, and address, concerns or criticisms from others. This doesn't mean you need to argue with them or change course. Just check to see if you are fully considering their perspective.
- + Mix modesty and humility with enthusiasm.

## 4. Remember: you've got a lot of choices ahead! There's always more than one option, and almost always more than two. Try to find at least 4 options from which you can build or blend options to create your best opportunities!

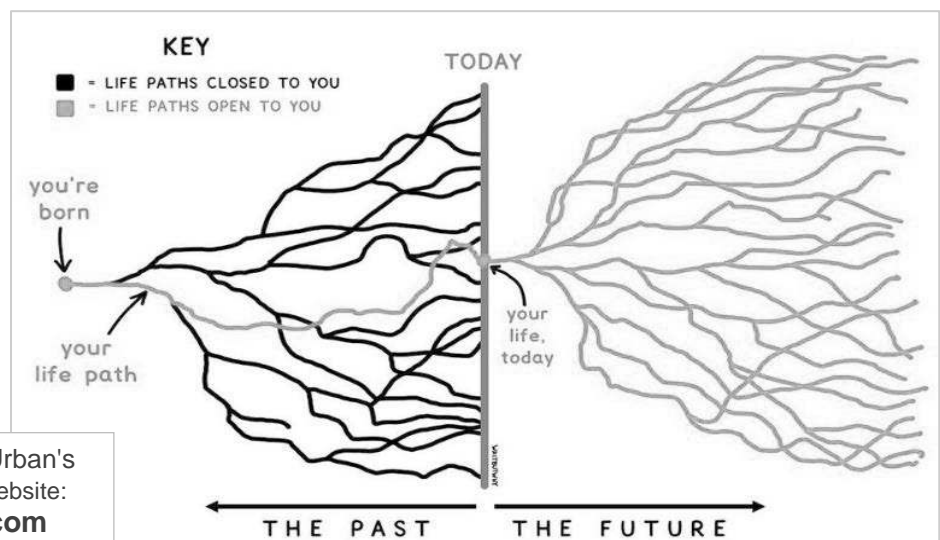


Image from Tim Urban's  
**Wait But Why** website:  
[waitbutwhy.com](http://waitbutwhy.com)

# AGENCY and ACTION

What can we do,  
with what we have,  
where we are,  
right now ?

\*\*\* We can get ready for change; ready to build what comes next; ready for the unknown! We can read, write, plan, draw, and think – as a strategic problem solver and community building collaborator.

\*\*\* We can stay flexible...mentally and physically...so that whatever comes, we will be ready and able to adjust and contribute.

\*\*\* We can reflect, and deepen our understanding and compassion.

\*\*\* We can consider the things that we would most love to give our deep attention to and consider how our unique gifts could bring strength to the areas we are most passionate about.

\*\*\* We can gather tools and build skills that we will need such as attending to issues with anxiety, depression, loneliness, self-doubt; or deepening skills we already have and which are so hard to find such as listening and caring.

\*\*\* We could learn something important for community building, so we can share it with any community we join.

\*\*\* Feel free to reach out to Fair Shake to see if we can connect you with a group of people who are working in the area where you would like to invest your efforts: [outreach@fairshake.net](mailto:outreach@fairshake.net).

Wishing you all the best through your transitions to come! Your success is important to me...and to our future together. **Ubuntu!**



## Educate Yourself!

The Internet can be used as a powerful tool for growth; you can teach and learn many things by yourself! Education serves many purposes, among them: to help us understand things and also to understand ourselves, to help us make connections and decisions, to show others we are capable; to name but a few.

Basic academic education is not the key to knowledge. Knowledge involves many facets to learning: academic, experience, learning about yourself and your values, listening, learning to live in society, and more. The key to knowledge works when we integrate all of the aspects to make decisions and set goals.

Fair Shake brings together many free, online self-directed education resources for you to engage in education!

*Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family.* ~ Kofi Annan

### Traditional Education

#### Education Basics

Free support for learners through High School or GED

#### Higher Education

Free university level or professional development resources.

### Non-Traditional

#### Life Skills

Tools for daily living, including finances, cooking, and creativity!

#### Employment Skills

Support from resume' building to professional development

**Khan Academy:** offers a library of over 3,500 videos which covers K-12 math, biology, chemistry, physics, the humanities, finance and history. Each video is approximately 10 minutes long. All materials and resources are free.



**GCF Learn Free:** Provides quality, innovative online learning opportunities to anyone who wants to be successful in both work and life. They believe there's freedom in the ability to learn what you want, when you want, regardless of your circumstances



**Massachusetts Institute of Technology's** free courses include materials from more than 2,000 courses, presenting virtually the entire curriculum of the Institute.



**Coursera** is an education platform that partners with top universities and organizations worldwide, to offer courses online for anyone to take, for free.



**Academic Earth** provides access to a world-class education and includes curated links to over 750 online courses and 8,500 individual online lectures, giving students of all ages unparalleled access to college courses they may otherwise never experience.



**Codecademy** is a great place to get started with programming! The lessons are very rewarding as your progress can encourage you with medals or allow you to post your progress on social media websites. The lessons are free; tests that offer certificates are available for purchase.



**Acámica** es el futuro de la educación superior en línea. A través de lo que llamamos microaprendizaje ramificado, ofrecemos cursos de calidad, accesibles, dinámicos e interactivos, que pueden ser tomados en cualquier lugar, en cualquier momento.



**CLEP** offers 33 Internet-Based Testing exams in five subject areas at over 1,800 college test centers, covering material taught in courses that you may generally take in your first two years of college. By passing a CLEP exam, you can earn 3 to 12 college credits. Exams cost \$80. There are text exams for you to use to prepare.



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| Human Growth and Development                                  | Natural Sciences                                     |
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| Principles of Macroeconomics                                  | Introductory Business Law                            |
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| Social Sciences and History                                   | Principles of Management                             |
| History of the United States I:<br>Early Colonization to 1877 | Principles of Marketing                              |
| History of the United States II:<br>1865 to the Present       |  |





# Culture Shock!

Most of the information Fair Shake shares is for everyone to read, because everyone plays an important role is creating opportunities for success after incarceration. This document has been created to increase generosity and understanding between the people who are coming home from prison and the people who have not experienced prison. Whether family, co-workers, neighbors, or friends, it's important to try to think about how hard it must be to 'hit the ground running' after living in such a stark and controlled environment, while gadgets, lingo, and trends are mutating quickly and constantly.

In many aspects, life in prison functions in opposite ways to life outside of prison.

Although we cannot grasp what prison culture is like, if we can imagine living for several years on a confined piece of land surrounded by fences while living, working and eating in cement buildings, we begin to scratch the surface of a very different daily life. Inside prisons (and outside of administrator's offices) we find few, if any, potted plants, curtains, pictures on the walls, or carpets on the floors to provide a little comfort and absorb sound. Sleeping quarters are often very small, sometimes made smaller by the addition of a toilet, a sink and possibly another person. Other sleeping spaces can include large dormitories filled with dozens of bunk

beds and little or no privacy or quiet. People in prison do things in large groups frequently, like dining and going to work, while everyone in prison is living within their own unique story, too, which may include difficult news from the doctor, a lawyer, or family and friends, at any time. Oftentimes people must bear their hard news alone.

Prisons have unique cultures, which can vary a great deal: over the years, within one institution, between institutions, and amidst the types of institutions (federal / state; or security levels). Not only do the people change, but also the philosophy and directive of "corrections".

We all become acculturated or "institutionalized" to places where we spend a lot of time: where we work, go to school, our neighborhood, etc. When we return home after spending time in another culture, our own customs can feel a little strange. We can adjust to a wide variety of conditions over time and even assume new cultural norms without consciously deciding to do so. Just as we need time to adjust to a new neighborhood or job, people coming home need time, generosity and understanding to adjust, too.

We have power! We can build relationships, trust and understanding by reducing expectations and projections; and by increasing listening and care.

## Consider just a small sample of cultural and lifestyle differences:

### Persona

**IN PRISON:** Survival in some prisons may require a tough appearance. Gentleness and kindness may be perceived to be weak, leading to a person being taken advantage of mentally, physically, or both. Maintaining a stoic exterior, keeping thoughts to one's self can be useful in prison.

**OUT OF PRISON:** Friendliness, smiles, and engaging conversations can show others we are open to interaction. These sociable attributes are critical for success many jobs.

### Trust

**IN PRISON:** Trust is hard to give and hard to gain. Concealment of emotions is important in many circumstances but it can make trust more difficult to attain.

**OUT OF PRISON:** One of our most treasured character traits is honesty. Trust is an important element in any relationship; whether with family, friends, or work-related. We work hard to build long- lasting relationships. It is within these deeper relationships that we can learn more about ourselves.

### Choices

**IN PRISON:** In addition to having an established schedule in prison, incarcerated people have few choices about where to go, what to wear, what colors they would like to see on the walls, or what they would like to eat for breakfast.

**OUT OF PRISON:** We constantly make decisions. Life moves at a brisk pace with frequent changes. We're constantly adjusting our plans, and re-prioritizing our goals to accommodate others and still keep time for ourselves. Lots of choice!

## **Gizmos**

**IN PRISON:** There are few gizmos. One gizmo is the music player. For twice the cost that unincarcerated people pay for a single song, an incarcerated person – who often earns about 1/100th of what they would earn outside of prison – can add a song to their MP3 player. Another gizmo is the 'public computer', which offers email and news within the institution. The most advanced gizmos are the tablets, which may or may not be free to the user. They offer email, music and movie services that generally come with a cost, and may include free services, too, such as books from Project Gutenberg, prison and education programming, or even Fair Shake's free software.

**OUT OF PRISON:** Gizmos, such as phones, tablets and laptops are ubiquitous. The devices demand attention which many of us eagerly provide. They offer non-stop distractions from 'real life' in the form of videos (many of which people make and post themselves), TV, social media, email, music and radio. Gizmos are also able to offer two-way communication through text, voice or video options.

## **Social Media**

**IN PRISON:** People watching TV together, people reading the same article and then talking about it, and even teleconferencing visits with family or friends are pretty much the extent of social media.

**OUT OF PRISON:** Social media is on almost every gizmo, and the pressure to join facebook, twitter, instagram and linkedin is great.

Many of us claim social media is 'pro-social' and boosts our awareness of current events and their meaning, but it has been tied to anxiety, depression and suicide.

## **Quiet Time**

**IN PRISON:** Prisons are noisy places. They offer few quiet places or opportunities for time alone. The buildings are made of concrete and offer few furnishings to reduce noise. When people get upset, they may become loud. Many incarcerated people keep earplugs with them at all times.

**OUT OF PRISON:** Life is very busy and we are constantly interacting; the gizmos make sure of that. We have to be strong and determined to carve out time to be alone...to reflect on our day, our perspective, and life, or to sit quietly and listen. Quiet time can be rejuvenating and reaffirming.

## **Care-giving**

**IN PRISON:** Incarcerated people are not able to provide daily, in-person physical or emotional care for children, partners, parents, or pets.

**OUT OF PRISON:** Caring for others is constantly affirming, taxing, challenging, and invigorating! We need to be needed, and we feel good supporting those we care about. Caring for others enhances our health!

## **Humanness**

**IN PRISON:** Incarcerated people may be referred to as "offender", inmate, or by their last name or ID number.

**OUT OF PRISON:** We can insist upon being treated with respect.

## **Physical Contact**

**IN PRISON:** Affectionate touch is brief and has been limited to family and close friends when they visit. Since COVID began, many visits have been replaced with teleconferencing.

**OUT OF PRISON:** Handshakes, hugs, back-patting, and other signs of affection are welcome and encouraged among relatives, friends, teammates and colleagues.

## **Information**

**IN PRISON:** Incarcerated people can access a limited amount of information through magazines, newspapers, television, radio, and letters. But a person can think, weigh options, and philosophize with others, and without a gizmo buzzing at them constantly.

**OUT OF PRISON:** We are overloaded with information, misinformation and disinformation, with very few tools to differentiate one from another and very little desire to hear things from outside of our bubble. Online, we have limitless reinforcements for our beliefs.

## **Patience**

**IN PRISON:** Incarcerated people must ask for - and wait for - assistance, services, and professional help including doctor visits, rides to see specialists, meetings with administrators, phone calls, and daily meals.

**OUT OF PRISON:** We are impatient. We want 'urgent care' and we can get medical help immediately, if necessary. We arrange meetings according to our schedule and we can spontaneously do things.

## **Consider these similarities, too!**

- In prison, people continue to love children, partners, parents, grandparents, sisters, brothers, other relatives, friends, colleagues, clergy, advocates, etc.
- We all appreciate humor and many of us support our favorite sports people / teams
- We all feel sad, scared, excited, angry, caring, anxious, blue and vulnerable at times.
- We are all concerned about safety, security, and the future.
- We all need - and deserve - feelings of self-worth, agency, dignity and belonging.



# MORAL COURAGE

## What is the definition of *moral*?

**Oxford English Dictionary:** Adj: 1.a.) Of or relating to human character or behavior considered as good or bad; of or relating to the distinction between right and wrong, in relation to the actions, desires, or character of responsible human beings; ethical.

**Stanford Encyclopedia of Philosophy:** A code of conduct. Morality and religion are not the same thing, morality is only a guide to conduct.

## What is *moral courage*?

Rushworth Kidder: "Moral courage is the bridge between talking ethics and doing ethics." He goes on to say it is "a readiness to endure danger for the sake of principle, he explains that the courage to act is found at the intersection of three elements: action based on core values, awareness of the risks, and a willingness to endure necessary perceived hardship."

Irshad Manji: "Moral courage equips you to do the right thing in the face of your fear." She also says "Most people who show moral courage do so because the intimate voice of individual conscience drowns out the groupthink that produces passivity."

**"In order for things to get better, we're going to have to be a little more virtuous."**

- Anonymous

ALL AROUND US, we see increasing polarization, fakeness, gaming, and desire for control. It's happening in groups, political parties, schools (including higher education), the medical industry, prisons, and work places. Rather than increasing listening skills, understanding, care or knowledge, we have been willing to accept more laws, rules, restrictions and authoritarian measures, hoping to shape and manage behavior.

MORAL COURAGE offers a different approach to increasing safety, cooperation and social engagement. Moral courage offers us the opportunity to demonstrate our most deeply held values: equality, freedom, authenticity, autonomy, democracy, ownership and more...as we willingly offer them; each of us in our unique ways. Moral courage offers us the chance to offer understanding, rather than demand acquiescence; to listen and care, rather than enforce conformity. It provides us the opportunity to be ourselves, and also to be citizens-of-the-world.

But, as the quotes above show us, moral courage is not easy, especially since we have not been encouraged to be courageous or moral. Courage requires risk, and we are powerfully discouraged from taking any risks. Morality requires thinking about right and wrong, and we are strongly encouraged to just 'follow rules' and not worry about moral issues. We have to be morally courageous simply to talk about morality! Yet we all have our own perspectives of the thick complexity surrounding 'right and wrong' and 'good and bad'. As with many cases of the Fundamental Attribution Error (please look for the page dedicated to this topic), however, the 'good and bad' is easily defined regarding others, and only gets complex when we need to apply them to ourselves.

Moral Courage is the willingness to give to others these things that we all want ourselves:

**Care \* Attention \* Consideration \* Respect \* A fair shake \* Opportunity \* Honesty**

According to Rushworth Kidder, author of the 2006 book *Moral Courage*, three components must be present for moral courage to occur:

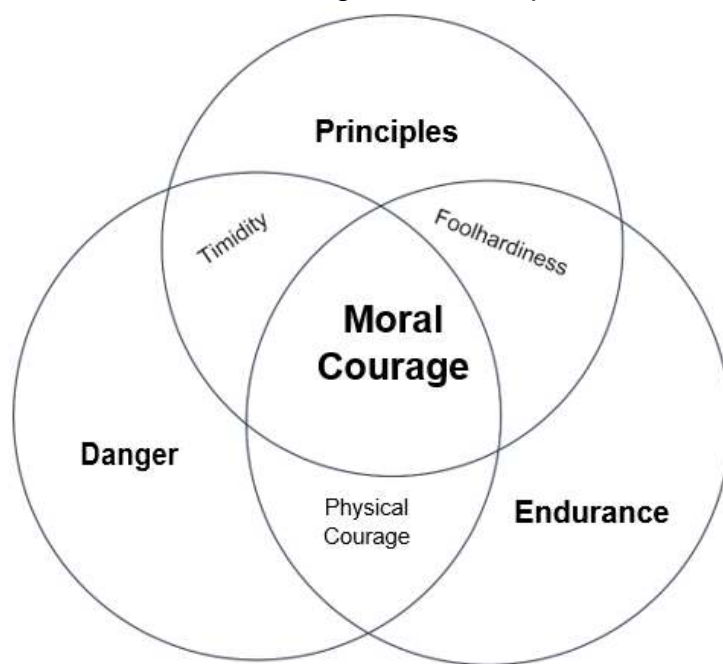
1. **Principles:** Convictions, core values, foundation for beliefs
2. **Danger:** Possibility of suffering physical or emotional harm or injury
3. **Endurance:** Fortitude; ability to last

If two of the elements are present, the result will be:

**Danger + Principles = Timidity:** Lack of self-confidence, boldness, or determination

**Principles + Endurance = Foolhardiness:** Rashness, incautious, recklessness

**Endurance + Danger = Physical Courage:** Bravery in the face of pain, hardship, even death

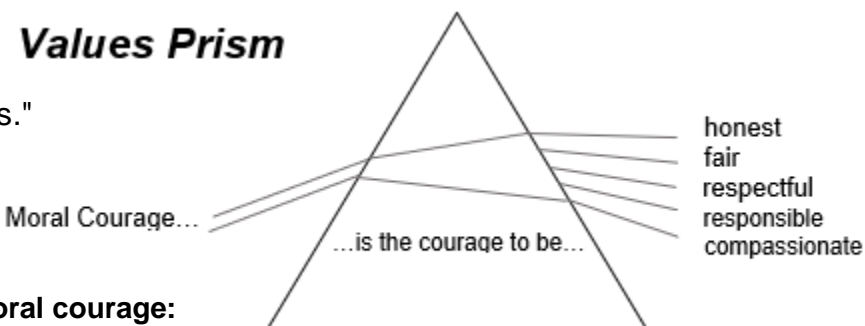


Moral Courage often requires us to take action to defend someone else, such as protecting a child, pushing back on bullies and questioning people who lie. Sometimes moral courage requires us to be honest with ourselves - which becomes increasingly difficult with age. (Yes, the words of experience.) In our current climate of polarization, sometimes it can be incredibly difficult to simply ask "why?" (Americans are becoming increasingly threatened by that small question, which is at the heart of the scientific method!) Moral courage is necessary when we are required to declare our boundaries, protecting our values and care for humanity.

### **Values Prism**

"Sound values raise tough choices."

- Rushworth Kidder



### **Questions that may bolster our moral courage:**

- Motives: why do I feel like I need to take a stand?
- Inhibitions: what might stop me? what are some deep fears I have about taking a stand? These fears might include: not wanting to accept ownership, indecisiveness, lack of commitment to the principle, sensitivity, desire for acceptance and many more...
- Risk challenges could include: disapproval, lack of support, suffering, shocking conventional opinion, shame, humiliation, ostracism, loss of status, loss of job and more.

### **Recommended Reading:**

Haidt, Jonathan (2012). *The Righteous Mind: Why Good People Are Divided by Politics and Religion*. Pantheon

Kidder, Rushworth M. (2005). *Moral Courage*. Wm. Morrow

Manji, Irshad (2020). *Don't Label Me: How to Do Diversity Without Inflaming the Culture Wars*. St. Martin's Griffin (also visit Manji's Moral Courage website: [www.moralcourage.com](http://www.moralcourage.com))

# How Do You Solve a Problem Like Reentry?

Sue Kastensen, Founder and Director, Fair Shake

Imagine, if you can, being snugly stuck in a building with 1,600 other people, all of whom share your physical gender; never leaving, eating in the cafeteria that offers no choices, and sleeping in a room that is the size of your current bathroom, which, by the way, you share with one or two “roommates” not of your choosing. Imagine, also, that you have no internet access, no cell phone, and no computer. Your phone calls, on an old-school pay phone, will be conducted in a large room filled with boisterous people. You are restricted to one 15-minute call after which you must wait one hour before you are permitted to make another. Finally, you are only offered short intervals of time in the exercise room and library, and you receive few, if any, very short visits from family or friends. Oh, and you’ll share the bathroom with 50 people.

Can you imagine this for even one full day? How about one week? A month? A year? People in U.S. prisons are serving sentences that exceed 1 year ... so let’s imagine five, 10, 20 or even 30 years.

The crowded picture in your head, however, doesn’t come close to the reality of life in prison. I have omitted the suffering, the sadness, and the loss of loved ones; the manipulations, the disrespect, and lack of trust; the fear, the censorship, and the razor-wire fence. And the heavy gates with electronic locks.

Today there is an added threat of a potentially deadly virus running wild within the building. The virus, by the way, can only enter the building with the people who come and go for work, but who do not live there.

Finally, I want you to imagine how anyone who does not have personal experience in this process could possibly

guide people to build successful lives in a busy world once the exit door is opened to them. Where does one start to offer information about an ever-changing society when it is difficult to keep up, even for those who are fully engaged?

At least one building, full of the people in the thought exercise, opens its doors to release the inhabitants each day; 7 days per week (Carson, 2020). There are approximately 1.4 million prisoners currently serving time in state and federal prisons (Carson, 2020), and 95% of them will be returning to society (Hughes & Wilson, 2020). They are all excited to experience freedom again, but many are also extremely fearful of failure.

Very few prisons offer resources, support, or information to the incarcerated that will help them make vital connections for housing, medical support, or clothing prior to release. No prisons allow those who have recently come home to share their experience with those who are preparing for the transition.

Incarcerated people, when they can work, make less than 30 cents per hour, on average (Sawyer, 2017). It’s nearly impossible to save up for today’s cost of living on that wage, and the difficulty is exacerbated when landlords or employers refuse to consider leasing to or hiring formerly incarcerated applicants after running a background check.

With such a steep hill to climb, it should come as no surprise that less than 10 years after release from prison, 83% of those who have been released will find themselves back in prison (Alper, Durose, & Markman, 2018).



Photo credit: Federal Bureau of Prisons

*Sue Kastensen presenting Fair Shake in a federal prison.*

But it is a surprise. It’s shocking. A 17% success rate for an organization of any kind is ridiculous! How is this even possible? It’s embarrassing, unacceptable, maddening, and, for me, motivating.

## Minding My Own Business

Prior to 1999, I — like most of my fellow Americans — was not aware of the formidable and terrifying gauntlet of challenges waiting for those who are returning to society from prison.

I was also not aware of the extremely long sentences and collateral consequences imposed by our war on drugs, or that people convicted of committing burglary were much more likely to commit another crime than people convicted of committing murder, or that many people convicted of sex offenses would be listed on a national registry for the rest of their lives.

I had never thought about the psychological hurdles to reengagement: building the courage and confidence to apply for a job, the frustrations of learning to use technology, needing strong boundaries to resist the

lure of using shortcuts to acquire money, finding and building healthy relationships (including reconnecting with children, parents and partners); or the intense tenacity and dedication to stay committed to goals made while incarcerated.

I never thought about any of that because in 1999, I — like most Americans — was focused on myself and my future. I was an enthusiastic 36-year-old business owner, manufacturing products that were in high demand in a rapidly growing market. I needed machines, and the employees to build and run them. Amid the growth and excitement, an employee took me aside one day and quietly asked if I might consider hiring her friend who would be coming home from prison soon.

Entrepreneurs are often courageous to try new and different things, but this question put me in a difficult position. I wanted to protect the loyal team that was cranking out our products every day, and I also wanted to give this person a “second chance.” Besides, if I did not say I’d consider this question in my small community of 2,000 people, who do I think should?

I said “yes.”

I learned a lot about reentry challenges from Rick, the applicant who became our new employee. He and I continued our conversation while I brainstormed on building a tool that could help people find needed resources. I knew that, at the very least, I could contribute an online reentry resource library! I called it “Fair Shake.”

Wanting to connect with professionals who help prisoners prepare for release, in 2002 I joined the Correctional Education Association and started searching for a mentor. I found one, and by 2005, I had sold my business, eager to create a nonprofit that would help people transition from prison to life after prison.

## Unique Qualifications

Since before I can remember, I have been a risk-tolerant, extremely curious, self-determined, anti-fragile, and somewhat courageous individual. My approach to life did not bode well with authorities and by 8th grade, I felt I was being developmentally stunted at home and in school. In order to survive my teens, I had to find my own path.

After getting kicked out of my parents’ home at 13 — and after five high schools, four foster homes, several stays in group homes, a couple of jail visits and a few years in a Catholic reform school — in 1979, when I was 16 years old, I wanted to drop out of school and become an emancipated adult. I felt I was serving a sentence that had no end and no purpose. Authorities wanted me to stay in school, so I said I would continue with high school if I could attend Walden III, an alternative high school (which still exists today).<sup>1</sup> This was my last opportunity for a formal education and, thankfully, I flourished.

The school engaged in very little top-down pedagogy and primarily worked from a framework of student-centered, constructive, and problem-solving perspectives. Even the students were teaching classes! Some of my most cherished and important lessons were not taught in the classrooms; they were felt within the care of the community, for which I had yearned for so many years. The comradery, respect, interactions, support, and cooperative learning — unheard of in public or private schools in 1979 — gave me a deep understanding of authenticity, freedom, ownership, agency, interdependence, and even the importance of history.

At the start of my junior year, I detested school but at the end of the year, I found myself deeply in love with learning. I know now that we can find this love no matter where, or when, we find ourselves.

## Lifewide Learning

Between selling my business and organizing a nonprofit, I worked in fair trade for a few years. During that time, I learned about stakeholders in the food chain: the farmworkers, farmers, processors, distributors, retailers, and consumers (we did not include the waste process at that time). My mind opened; I realized that the onus for reentry success did not solely fall on the person coming home from prison — that person also needed to be accepted for employment, housing, higher education, in places of worship, and more. In short, their success depended on all of us! I realized that I had to offer support to other stakeholders, too. I started thinking about ways to support and encourage family and friends, employers, landlords, corrections, and citizens to participate in this common goal for reintegration.

By creating, and listening, and creating some more, amazing things started to happen.

In 2014, I received a call from a reentry affairs coordinator in a federal prison in Colorado. She contacted me because the resource-selection tool on the Fair Shake website<sup>2</sup> was not working properly. After we talked for some time, she invited me to present Fair Shake at the prison complex. She said I would speak with hundreds of men in institutions that covered three levels of security. This would be my first opportunity to present Fair Shake to the incarcerated!

After I nervously introduced myself and provided an overview of Fair Shake, I asked the group if they would tell me what information and resources they were looking for that would help them find success after release. Once we started talking, I relaxed and they, too, became increasingly comfortable with our conversation. By the end of the presentation, I felt like we had an energizing reentry brainstorming session!



In addition to gaining insight from the responses to my question, I also discovered that most of the people in that room were corresponding with family and friends through a secure email server called CorrLinks and that I could continue to communicate with them through that service by creating a newsletter and sharing best practices.

I also learned an even more important lesson: A lot of incarcerated people go to great lengths to help one another.

In early 2016, I started writing a monthly newsletter and by the end of the year, 250 readers had signed on. (Today there are more than 4,000 subscribers.) It is not a broadcast newsletter, either. It is a place to share and build ideas. The readers know more than I do, so we advise and inform one another.

Once that door was opened, I committed myself to spend as much time as I could to engage in in-person conversations with incarcerated people. For the next three years, I traveled all around the country: north to south and coast to coast, presenting Fair Shake in many types of prisons and all levels of security.

For each trip, I created a route that put me on the road for up to one month. I had to drive to the institutions because it made no sense to fly. Prisons are mostly located far away from airports and amenities and can get locked down without notice. I learned to be very flexible!

When I would arrive at an institution where the myriad of presentation participants — incarcerated people, prison staff, and public servant visitors — had seen the Fair Shake Reentry Packet,<sup>3</sup> or the free Fair Shake software application or even the website (in a staff office; prisoners do not have access to the internet), someone would inevitably ask me how my bubble truck<sup>4</sup> was running and if I had new stories from meeting people along the way (I always did).



Sue Kastensen with her bubble truck.

My truck, with a camper on the back, made my travels possible. It was vital to have my kitchen, office, and bedroom with me at all times.

My travels are on hold for now, but prison reentry and education staff around the country have been staying in touch. Some check-in to make sure I will still be coming to their institutions when they open their doors again to volunteers, and others contact me to ask when the new software will be released. Robert Cialdini's (1984) "Scarcity Principle" is working in my favor, and suddenly Fair Shake is in high demand!

So, who comes to the presentations, and who signs up for the newsletters?

One can make almost no assumptions at all about who is in prison. As you have likely seen in the news, lawyers, CEOs, entertainers, and elected officials can be found in prisons; along with mothers, fathers, young people, and elders — many of whom have been in prison most of their lives and may have entered prison before they turned 18. The people serving time inside prison are as diverse as the people outside of prison, and many who have been convicted of committing crimes have also been victims themselves.

Criminologists, correctional administrators, elected officials, many academics, and, of course, the media, attempt to impress upon us that there is a specific type of person who commits a crime. They want us to believe that this "type" has "needs" that are unlike our usual human needs and they call them "criminogenic needs." They believe that these needs are like an addiction

and that most people who commit a crime must vigilantly "desist" from crime for many years, and possibly the rest of their lives because the needs are so strong. These people are put into groups according to their "risk of recidivism," their propensity to commit a new crime and return to prison.

To ensure that most prisoners from powerful and influential backgrounds will not be included in medium- or high-risk groups, the criminologists have devised a way for the majority of white-collar criminals to be excluded from having these "needs" (e.g., Jeffrey Epstein, Martha Stewart). The high-profile prisoners can often skip the dehumanizing, behaviorism-based programming and lengthy stretches of time in higher security prisons, where "assigning low-risk offenders to intensive programs designed for high-risk offenders" ... "can make things worse," according to the National Institute of Justice (2012, p. 109).

Considering the amount of time, effort, money, and research invested, I find it very disappointing that the criminologists have not created instruments that allow them to observe how people change. Many people grow, learn, feel deep remorse, and develop a world view that will lead to a law-abiding life, even without programming.

It is no wonder people are mystified about corrections, reentry, and how they can get involved to improve the corrections system or support the lives of those who have been released. National corrections associations, academics and elected representatives — the self-proclaimed "experts" — discourage others from getting involved in attending to the "broken system," as President Obama referred to it. They want us to trust them and leave the "reform" to them. After all, they will assert, they are informed by "evidence."<sup>5</sup>

These experts have been asking the question "What works?" to reduce recidivism for 50 years. In 1974, Robert Martinson answered their question.



After visiting many prisons and looking at the programming available in each one, he concluded that not one program worked for everyone. He found that some people benefited from one type, and others benefited from another, but no perfect program that applies to all had been created; there was no silver bullet. His findings liberated corrections from their duty of rehabilitation, creating a gap for the criminologists, with their medical model of interventions, dosages, and programming, to step in.

After more than 20 years of their studies, “evidence” and best practices, the criminogenic approach has only increased recidivism and failed to address the issues that it accuses the incarcerated population of engaging in in the first place: anti-social thinking and behavior. (See the Criminogenic Need Factors chart [National Parole Resource Center, 2014].)

have the opportunity to demonstrate their knowledge of, and commitment to, them! In fact, many of our incarcerated have become far more prosocial than the people who determine them to be a high-risk for recidivism.

### What You Focus on Grows

Since I have been presenting in several institutions annually, the prisons that have reentry councils, or think tanks, or other groups dedicated to problem-solving, often invite me to join their groups for an hour or two of conversation after my presentation. Over the course of a few meetings, we gain a deeper understanding of the unique qualities that each of us brings separately — and together — to the solution of the reentry problem.

It was through one of these opportunities that I was able to create a workshop for a National Conference on

It was a crazy idea that was fairly difficult to execute but we pulled it off. We were even able to include recorded presentations by Mike, the incarcerated member, and also the voices of the Fair Shake newsletter subscribers who shared their thoughts in writing.

The conference organizers greatly underestimated the interest in this topic: they gave us a small room for our presentation that we filled to more than 250% of capacity, while we had to watch many interested attendees walk away. Unfortunately, like so many things, the conference has been canceled this year, so we will not be able to rekindle and continue the conversation in person. The idea, however, will persist.

### The Fair Shake Operating System

Creating a web and technology-based prisoner-reentry nonprofit organization that serves millions of people, on-demand, is a huge undertaking.

Many of my toughest lessons were learned simply by deciding to take this on! I had to learn to manage the daily website development by myself, to communicate with several stakeholders using a variety of tools, and to grasp several software tricks and tools involving Office, Adobe and Windows OS. And I have to keep on learning those tricks and tools, too, because software makers often change them when they update.

It was during one of these updates that I became very frustrated. I felt that no matter how hard I tried to keep up, Microsoft et al., were not interested in having me get my work done, they were mainly interested in making me learn things that served their interests. I felt like I was working for them!

My son calmly offered me an alternative to the commercial “matrix.” He asked me to consider learning to use an operating system called Ubuntu, which was constantly and seamlessly updated and improved by developers who ask for input from the users. He said it

|  |   |
|--|---|
| Antisocial attitudes, beliefs and values               | Attitudes, values, beliefs, and rationalizations supportive of crime; cognitive emotional states of anger, resentment, and defiance |
| Antisocial behavior patterns                           | Early and continuing involvement in a number and variety of antisocial acts and a variety of settings                               |
| Antisocial peers and associates                        | Close association with criminal others and relative isolation from antirriminal others; immediate social support for crime          |
| Antisocial personality and temperamental factors       | Adventurous, pleasure seeking, weak self-control, restlessly aggressive   |
| Family/marital stressors                               | Two key elements are 1) nurturance and/or caring, and 2) monitoring and/or supervision  |
| Substance abuse  | Abuse of alcohol and/or other drugs   |
| Lack of education, employment stability or achievement | Low levels of performance and satisfaction in school and/or work  |
| Lack of pro-social activities in leisure time          | Low levels of involvement and satisfaction in antirriminal leisure pursuits   |

### Criminogenic Need Factors

Fancy (and expensive!) assessments, algorithms, and programming have been built to disregard the attributes, characteristics, and qualities they say criminals lack, which include building capabilities, perspective change, prosocial studies, engagements (such as mentoring), ownership, self-determination, critical thinking, and commitment to community. We want our nation's citizens — as parents, employees, friends, and community members — to embrace these empowering and liberating qualities; and incarcerated people would like to

Higher Education in Prison with three men; two of whom I had met several times in the same prison and had been released; and one I met in a different prison and was still incarcerated. We wanted to find out if the academic attendees would help us think about how we could switch the reentry goal from being a negative one (reducing recidivism) to a positive one (building a satisfying and successful life) since it is far easier (and much more sensible!) to pursue a positive goal.

was a little harder to get started, but he assured me that once I got the hang of it — like driving with a manual transmission — it would become easy.

I wasn't ready for it when he offered, but I very much liked the idea of the operating system and how it was created. It reminded me of what I was doing with Fair Shake. Fair Shake, too, was a little harder, and people had to "do it themselves," but in the end they would be more informed, and Fair Shake would continue to become more relevant and supportive. I promised to look it up later.

Later came hard. It was when I was being forced to abandon Windows XP, which I loved so much, that I decided I'd had enough; it was time to try Ubuntu. I searched online to download it and the search results provided not only the computer operating system, but more importantly, they provided a link to a vital philosophy for our human operating system!

I was like a kid in a candy store as I explored the information online about Ubuntu! I was so excited to read and hear and learn about this traditional, sub-Saharan African philosophy, founded on the idea of interdependence. Ubuntu can be understood through the Zulu maxim, "umuntu ngumuntu ngabantu," or "a person is a person through other persons." It means, according to Desmond Tutu (2015), that it is the very essence of being human that we belong in a bundle of life, and that the solitary individual is a contradiction in terms.

I couldn't believe my eyes. I recognized this as Fair Shake's operating system and since then I have been weaving the philosophy into all of the information I share. I also close the newsletter with "Ubuntu" to remind the subscribers that we are in this together.

## Education for Democracy

Understanding and effectively running a large democracy is an enormous undertaking and proper preparation should begin at an early age. We must nurture care in our youth and demonstrate ways they can think about themselves as individuals-within-community. Their education must include how to express — and listen to — a wide variety of perspectives in problem-solving debates about how to achieve social goals. It will take all of the formative years of schooling to develop these crucial and necessary thinking, reflection, communication, and feeling skills.

Rather than provide powerful tools for ownership, engagement, and intellectual expansion in a vibrant democracy, however, today's foundational pedagogy, with its attendant testing and comparisons, conditions our children to passively receive and believe information. The unspoken argument (unless you ask, like I always have) is that if we just rely on experts, follow the rules, and pursue employment, we will create the means to achieve happiness, security, and satisfaction in our lives.

We need not look further than the front page of the newspaper on any given day to see the devastating suffering and failure of this approach: increased polarization and authoritarianism across civil society, increased mental illness, suicide, anxiety, depression, addiction and opiate use in individuals; and the enormous loss of meaning and control in our lives.

Our citizens are waiting for a courageous and benevolent leader to do the heavy lifting of leading civil society. We want to believe that reform is happening and that infusing money into bad systems is making them better. We are waiting for the white knight to come and save us, but we can't yet see her on the horizon. The education system we count on to properly prepare our youth to recognize and solve social, regional, and global problems is failing our

future leaders by withholding the very tools they must use to develop their capabilities, at our nation's collective peril.

In 2007, just one month after receiving my bachelor's degree (at 44 years of age), I read an article in the *Journal of Correctional Education* that offered a new lens for me to use as I think about "correctional education." In it the author, Cormac Behan (2007), argued: "[T]he current penal orthodoxy must be challenged and alternative discourses explored within and without of correctional settings" (p. 158). I agreed! I read on, and found myself weaving these considerations into my perspective:

Educators need to create an alternative discourse about how we define our progress. It could shift the focus of the argument from a defensive position to a positive one. This might be achieved by arguing for a different approach to education than what the prison authorities or politicians may want. Mezirow's theory of Transformative Learning has a lot to offer prison educators. It encourages individuals to challenge the way they make meaning in the world. This requires transforming frames of reference which begins with critical reflection, i.e., assessing one's assumptions and presuppositions. It begins with encouraging students to engage in critical thinking which, according to Stephen Brookfield, is what one should strive for in an adult education process. ...This is the beginning of liberating learning. (Behan, 2007, p. 160)

I had just finished school, but I wanted to head straight back to the library to find out more about transformative learning theory! After all, wouldn't we all benefit from taking the time to think critically, reflect, question our assumptions, biases and beliefs, and discuss our thoughts with others?

After 10 years of self-study, I gathered all my savings and returned to school to pursue a master's degree in education. I needed to learn about education theory, curriculum-building and evaluation, so I could build a place where all people — regardless of their educational attainment or relationship — could freely learn how to learn. We have the right, as citizens and humans, to know how to think deeply, how to find information that is not offered through the “news,” to consider other perspectives, build agency, and expand our capacity for complexity, caring, and knowledge. We deserve to have a place to break free from the limitations of other people's educational norms, goals and expectations, and think outside of the social or tribal bubble. A place where learners of any age and any educational attainment level could continue freely on their personal path of acquiring wisdom.

Where I once thought a certificate was the answer, I grew to understand that employers et al. were understandably cynical about the value of certificates that cannot show commitment, moral fortitude, team building or critical thinking. They want to judge the person for themselves, which makes sense. After all, a driver's license does not verify a willingness to use turn signals, only that the driver knows how to use them.

It takes courage to face an employer in an interview following many years of incarceration. It also takes courage to say “no” to a powerfully persuasive family member or close friend. It takes great bravery to do the right thing when our group is doing the wrong thing. We can muster the strength that we need to create good boundaries, expand our capabilities, and reduce our suffering. From there, we can feel strong enough to reach out to help others .... and discover that helping them helps us even more. No certificate shows this level of growth, determination, or commitment.

I was extremely fortunate to have been diverted from dropping out of school to finding a reason to love learning. In the halls of Walden III, at the age of 16, I was able to experience the process and value of transformative learning. I am deeply grateful and, like many believers, I feel a responsibility to offer this opportunity to others.

### **The Fair Shake Free School**

So now, while I am not able to get into the prisons to talk with people face-to-face, but while the interest rises in newsletter subscriptions, creating think tanks, exploring biases, and more, I am pushing the creative side of my mind to its limits (which will, thankfully, expand even more) to figure out how one person can maintain and even build a lifelong learning “community center” that not only offers information, but asks visitors to contribute.

The Fair Shake Free School will more deeply investigate these areas:

- Philosophy — to explore epistemology, purpose, morality, care for humanity, values, etc.
- Psychology — to explore the feeling/thinking problem, our needs and wants, uniqueness, dropping unwanted baggage, motivation, etc.
- Sociology — to explore TV and media and its impacts, how authority impacts groups, how being in groups impacts individuals, etc.
- Citizenship — building community and capabilities together, education, democracy, global village, etc.
- “Swellness” — where our physical health meets our mental health.

We now live in a world of constant change; where lifelong learning is no longer just a good idea, it is vital for security, satisfaction, meaning-making, and building trust.

Fair Shake will not engage in top-down pedagogy but will, instead, rely on a learning foundation based in

heutagogy (self-determined learning), ubuntu (teaching and learning undergirded by humanity toward others), and transformative learning theory (critical reflection and potential for perspective change).

Looking through the heutagogical lens (Glassner & Back, 2020), learners will understand that they are the captains of their learning adventure and they will “make the road by walking” (Machado, 1912). They will learn how they can discern the value of the information they entertain, ask relevant questions for proper reflection, and construct knowledge to build their life to its fullest.

By applying the lens of ubuntu (Bangura, 2005), learners will be able to think deeply about what is at the core of being a human: relationship! They will be able to remember that we learned how to be human from other humans, and that we can build information in a way that honors, accepts, and encourages others. Ubuntu is such an important philosophy for democracy that, in 1997, the South African Department of Welfare stated that Ubuntu “acknowledges both the rights and the responsibilities of every citizen in promoting individual and societal well-being” (p. 12).

Finally, the transformative learning lens (Mezirow, 1990) will equip learners with ways to foster critical self-reflection, challenge social norms, engage in dialog with greater confidence, and consider other perspectives, including changing our own. These tools will support compassion as well as capacity-building in a world of constant change and emerging truth.

### **Our Opportunity**

Let us think again about those who are stuck in the building:

The monolith of correctional bureaucracy and its supporters — the current managers of the building — have no incentive or desire to improve their performance. In accordance with

our current contract, they can keep us out, but they cannot stop us from reaching in to connect, to listen, and to share time, learning opportunities, and humanity. They can also not stop us from changing our contract with them in the future.

We can change the building; for instance, we can create a campus with choices. We can continue to include limitations and restrictions, while we also include decency, respect, and opportunities. We can remind those inside that we know they are bringing unique and important contributions to our communities.

The management of the building, and the welfare of those being held within it, is OUR business; we have a right and a duty to build possibilities with our fellow citizens. As we now properly recognize ourselves as the owners, and see our neighbors inside as co-creators, we can experiment with new ways of thinking about how to help them prepare to leave the building and find success in our dynamic, technology-based world.

Remember, more than 1,600 of our fellow citizens will walk out of those doors full of hope and determination each day. With our eyes and hearts open, I am certain that we can switch the 83% failure rate to an 83% success rate.

What works to improve reentry success? We do. Together.

## Notes

- <sup>1</sup> Walden III, Racine, Wisconsin: <https://www.rusd.org/district/walden-iii-middle-high-school>
- <sup>2</sup> Fair Shake website: <https://www.fairshake.net/>.
- <sup>3</sup> Fair Shake Reentry Packet: <https://www.fairshake.net/reentry-resources/reentry-packet/>.
- <sup>4</sup> If you'd like to learn about the philosophy behind the bubbles, please check out the "On Sue's

Desk" page of the website and scroll down until you see Bubble Truck Philosophy (<https://www.fairshake.net/suesdesk/>).

- <sup>5</sup> To see the survey that the Federal Bureau of Prisons use to assess the "risk of recidivism," please find the Measures of Criminal Attitudes and Associates (MCAA) survey on the Fair Shake website: (<https://www.fairshake.net/risk-assessments/>), or on the Research and Practice in Corrections Lab website: [https://sites.google.com/a/siu.edu/corrections-and-research\\_lab/Downloads](https://sites.google.com/a/siu.edu/corrections-and-research_lab/Downloads). See the "Measures of Criminal Attitudes and Associates (MCAA)" questionnaire (please scroll down to find it) and the "Measures of Criminal and Antisocial Desistance (MCAD)" survey — worth a moment while you're there!

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### **Advocacy - Justice Involved Organizations**

Prisoner Visitation and Support (PVS) is a volunteer visitation program to Federal and Military prisoners throughout the United States.

1501 Cherry St  
Philadelphia PA 19102  
Phone: (215) 241-7117  
PVS@afsc.org

<http://www.prisonervisitation.org/>

### **Advocacy - Justice Involved Organizations**

Are you facing a legal issue, or just looking for more information about a specific legal topic? FindLaw's Learn About the Law section is the perfect starting point. Learn About the Law features informational articles about a wide variety of legal topics, as well as specific information about subjects such as how to hire an attorney and understanding your state's unique laws.  
<http://www.findlaw.com/>

### **Education - Higher Education**

Freshman Year for Free. Take tuition-free, high quality courses online from top institutions for college credit. Modern States Education Alliance is a non-profit dedicated to making a high quality college education free of cost and accessible to any person who seeks one. Its founding principle is that access to affordable education is fundamental to any philosophy that respects all individuals, and fundamental to the American dream. Modern States' initial program, Freshman Year for Free, is intended to let students earn up to one year of college credit without tuition or textbook expense. Modern States hopes to provide links for students to tutoring, mentoring and college advising groups as well.

[https://modernstates.org/?gclid=EAlaIQobChMIoIO16uee9gIVl\\_3jBx34gQCHEAAYASAAEgKfRfD\\_BwE](https://modernstates.org/?gclid=EAlaIQobChMIoIO16uee9gIVl_3jBx34gQCHEAAYASAAEgKfRfD_BwE)

### **Employment - Employment Services**

America Works includes work readiness training, vocational training, career placement, career advancement, and employment retention services. Our mission is to equip each individual who comes to our offices with the right tools so that they are able to provide for themselves and their loved ones. People find employment, and employers find talent! Due to the Coronavirus Pandemic, you must contact the office first before you can engage in in-person services. Click on the link above to find the location nearest to you.

<https://americaworks.com/virtual-contact-info/>

### **Employment - Staffing Agency**

PeopleReady has re-imagined and simplified the path that connects people and work. Whether you need workers or you're looking for new job opportunities, we're ready to deliver results for you today.

<https://www.peopleready.com/>

### **Employment - Workforce Development**

1910 Prospector Ave #100,  
Park City, UT 84060  
Phone: (435) 649-0921  
Utah became the first state in the nation to consolidate employment and public assistance

### **Advocacy - Justice Involved Organizations**

122 Commerce Street  
Montgomery, AL 36104  
(334) 269-1803

EJI is committed to ending mass incarceration and excessive punishment in the U.S., challenging racial and economic injustice, and protecting basic human rights for the most vulnerable people in American society. EJI is working to end our misguided reliance on over-incarceration.  
<https://eji.org/criminal-justice-reform/>

### **Education - Higher Education**

A university that works for you. Our 100% online, tuition-free degree programs are designed to fit your life.

Programs: Business Administration, Computer Science, Health Science, Education, Associate Degree, Bachelor Degree, Master Degree

<https://www.uopeople.edu/>

### **Employment - Employment Services**

We are dedicated to helping you find your next career! The National Urban League is a historic civil rights organization dedicated to elevating the standard of living in historically underserved urban communities. Founded in 1910, the National Urban League spearheads the effort of its local affiliates through the development of programs, public policy research and advocacy.

<http://www.nuljobsnetwork.com/>

### **Employment - Licensing Information**

Renew for or apply for your professional license, verify licenses and more information about professional licensing in Utah.

<http://www.dopl.utah.gov/>

### **Employment - Staffing Agency**

Manpower is dedicated to enriching people's lives with meaningful employment and development opportunities, as we have done for more than 60 years.

<https://www.manpower.com/ManpowerUSA/home>

### **Family - Child Support**

Child support and other information  
[http://www.ors.utah.gov/faq\\_css.htm](http://www.ors.utah.gov/faq_css.htm)

### **Family - Parenting**

There are several programs to help pay for the cost of child care. You must meet certain criteria to qualify.

<http://jobs.utah.gov/occ/occ2/forparents/index.htm>

### **Food - Food Pantry**

948 N 1300 W St  
George, UT 84770  
Phone 435-628-9310

If you are in need of emergency food assistance, please visit us during our pantry hours. At the pantry, you will have the opportunity to meet with our pantry counselors to assess your situation and review your budget.

<https://switchpointcrc.org/emergency-food-pantry/>

programs by creating Utah Department of Workforce Services in 1997. Today, more than 2,200 Workforce Services employees assist individuals in preparing for and finding jobs, meeting workforce needs of Utah businesses, administering temporary assistance, and providing economic data and analysis.  
<https://jobs.utah.gov/jobseeker/index.html>

#### **Family - Family Services**

195 N. 1950 W.  
Salt Lake City, Utah 84116  
Phone: (801) 538-4171  
Find services and resources on the website.  
<https://dcfs.utah.gov/services/>

#### **Food - Food Pantry**

Find local pantries, soup kitchens, food shelves, food banks and other food help.  
<https://www.foodpantries.org/st/utah>

#### **Food - Soup Kitchens**

1300 W 948 N St.  
George, Utah 84770  
435-628-9310  
Our Mission is to empower those in need by addressing the underlying cause of poverty; providing a comprehensive plan, and supporting their journey to self-sufficiency.

<https://switchpointcrc.org/community-soup-kitchen/>

#### **Health - Free/Sliding Scale Clinic**

1,400 Free and Charitable Clinics and Pharmacies provide access to healthcare for uninsured and underinsured people in communities across the U.S. Find one near you!  
<https://nafcclinics.org/>

#### **Health - Free/Sliding Scale Clinic with Dental**

There are many types of health clinics nationwide. There are low cost, affordable, sliding scale, medicaid accepted, community health care clinics, emergency clinics and regular medical clinics. Our directory provides not only the clinics listed, but also information, pictures, comments, and reviews on these clinics.

<https://www.clinicdirectory.org/state/utah.html>

#### **Health - Reduced Cost Medication**

(888) 311-6224 x115  
Save an average of 15-55% on your prescriptions! Print a free card or download the app to your phone.  
<https://www.americasdrugcard.org/index.aspx>

#### **Reentry Resource - Multiple Resources Available**

Search for benefits in Education, Grants, Loans, Social Security, Housing and Utilities, Employment and Career Development, Financial Assistance and more.  
<https://www.benefits.gov/categories>

#### **Reentry Resource - Multiple Resources Available**

211 connects you with thousands of nonprofit and

#### **Health - Addiction Recovery**

A list of addiction recovery centers and group support meetings in the Milford area.  
<http://www.sobernation.com/rehabs/milford-ut/>

#### **Health - Free/Sliding Scale Clinic**

Clinics listed on our website offer services for free or at a reduced rate. Many clinics are operate under a sliding scale schedule. This means that costs to patients are calculated based on income.  
<https://www.freeclinics.com/>

#### **Health - Health Department**

1-888-222-2542  
Cannon Health Building  
288 North 1460 West  
Salt Lake City, UT 84116  
We strongly believe that health is critical for enjoying a prosperous life. Our vision is for Utah to be a place where all people can enjoy the best health possible, where all can live, grow, and prosper in healthy and safe communities.  
<https://health.utah.gov/>

#### **Health - Reduced Cost Medication**

HELPLINE (800) 503-6897 in English or Spanish. Find help with the cost of medicine! We offer a free drug discount card that may help you obtain a substantially lower price on your medications.  
<https://www.needymeds.org/drug-discount-card>

#### **Reentry Resource - Multiple Resources Available**

Our findhelp technology powers Americas leading social care network. Our network features more than 300,000 free and reduced-cost programs in all 50 U.S. states, territories, and Puerto Rico, powering social care systems for hundreds of customers nationwide.  
<https://www.findhelp.org/find-social-services/utah>

#### **Reentry Resource - Multiple Resources Available**

Scroll down the page to find your state. Titles in the left column will lead you to resources available nationwide. If you scroll down the page to find your state name, you can click on that for statewide resources.

<https://www.needhelppayingbills.com/index.html>

#### **Shelter - Shelters**

We provide an online directory of shelters in Utah.  
<https://www.shelterlist.com/state/utah>

#### **Special Considerations - Aging and Disability Resource Center ARDC**

1-800-273-8255  
Serving Older Adults: Area Agencies on Aging (AAAs) reach all geographic areas of the state through twelve AAAs. AAAs provide services that allow people who are 60 and/or older to remain independent. The AAAs offer a wide variety of home and community-based services  
<https://www.utadrc.org/additional-resources.html>

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government services in your area. If you want personal assistance call the three-digit number 211 or 877-947-2211. A friendly voice to talk with you 24/7/365.  
<https://211utah.org/>

**Shelter - Low Income Housing**

Find low income apartments in Utah along with non profit organizations that help with low income housing along with HUD apartments, public housing apartments, public housing authorities, and housing assistance agencies.  
<https://www.lowincomehousing.us/UT.html>

**Shelter - Transitional Housing**

1-855-860-3119  
Transitional, sober housing provides supportive housing along with drug and alcohol treatment for selective locations  
<https://www.transitionalhousing.org/state/utah>

**Support Groups - Support Circles**

948 N 1300 W St  
George, UT 84770  
Phone 435-628-9310  
and our community to resolve poverty and thrive.  
<https://switchpointcrc.org/circles/>

## **Employment Tips**

We often have to work our way up to the job we want; either because it is not available when we go to find it or we need more experience, education, preparation or time to get ready. Although we will spend time working at jobs that are not our preference, we can enjoy the interim more when we stay focused on our goals.

### **Start by asking yourself:**

- What kind of job or career do I want?
- What am I willing to do, learn or sacrifice to get that job or career?

Before venturing out into the world of work you will have to obtain necessary documents.

The most frequently requested documents are:

- Birth Certificate
- Driver's license or Basic Identification
- Social Security Card

The birth certificate and driver's license forms offered in our Employment Documents are samples. You can find links to the applications that you need in our Resource Directory!

### **Next, ask yourself the following questions**

- What occupations or industries in your area are in need of employees?
- What are your employment limitations due to your particular crime?
- What is the income you need in order to pay for housing, food, energy, phone, child support, restitution, transportation, etc? (check out our [Build a Budget Worksheet](#))
- Which strategies do you think would be most effective for "selling" your attributes?

### **To prepare to apply for a job you may want to create the following worksheets:**

- Inventory your work history in and out of prison
- List your training, skills, limitations, and health considerations
- Gather all the information you will need to fill out employment applications. Are you ready to fill them out online? (Several companies only accept online applications.)

### **Considerations and Preparation**

What are your employment resources?

- Classified ads (in the paper or locally found on-line)
- Applying for jobs with companies you want to work for
- Job Assistance and Job Training centers
- Craigslist, Monster.com, other job-search websites

### **Skills Assessment and Personal Strengths Evaluation**

Consider taking a free online self-assessment test help us see what careers we are suited for. If you type the phrase 'self-assessment test' into any search engine, several options will be available for you to check out.

### **Do you need clothes for your interview or new job?**

Check out Dress for Success, a global program that may have a location near you!

([www.dressforsuccess.org](http://www.dressforsuccess.org))



**Resume' and Interview tips:**

Two good places where you get the chance to show a company why they cannot afford NOT to hire you. Keep these tips in mind as you write your application or resume', and prepare for job interviews:

- Be cheerful in your in-person or telephone job interviews.
- Talk about the benefits of your experience and the relevant expertise you offer.
- Speak about the value you would bring to the company.
- Share stories in the job interview about success in prior assignments.
- Talk about your ability to work with a diverse group of people.

**Typical Barriers to Employment:**

- Lack of updated resume
- Appropriate clothing for job search
- Transportation
- Stable housing
- Substance abuse
- Poor interview skills
- Poor job search skills
- Not a high school graduate
- No documentation (ID, Social Security card)

**SMART: What is your strategy for overcoming barriers and creating success?**

You can create a clear strategy by following SMART guidelines:

*Specific Measurable Attainable Realistic Timely (or Tangible)*

**Specific** – what is the specific goal you wish to achieve?

Can you answer these questions?

- Who do you need to be involved?
- What do you really want to accomplish?
- When do you want to accomplish it?
- Where do you need to be to accomplish it?
- Why do you want to achieve this goal?
- Which things do you need to get in order and which are the constraints to achieving your goal?

**Measurable** – How will you know when you've achieved your goal? What criteria have you set up to measure your progress and reach your target dates?

**Attainable** – Can you see yourself achieving this goal? Can you see the path to get there and then see yourself in that place of having reached the goal?

**Realistic** – Are you willing and able to achieve the goal?

**Timely** – How long do you need to achieve your goal? Work out your goal date and then the smaller goals that must be met to meet that goal date?

**Tangible** – Imagine: can you taste, touch, smell, see or hear the results of achieving your goal?



www.fairshake.net

PO Box 63 Westby, WI 54667 608-634-6363

# Fair Shake Employer Support

All of this information and much more can be found at <https://www.fairshake.net/employers>

Although tremendous responsibility is on the shoulders of those transitioning from prison to society, their success is made possible only when the entire community is involved.

Employers have the opportunity to help create one of the first and most stable bridges to reentry success. Fair Shake supports an employer's desire to understand formerly incarcerated applicants by offering tools and information to help you make informed, careful hiring decisions.

Fair Shake has also created tools for our members to more fully demonstrate their character than may be available on a standard job application through our free "office in the clouds", which includes a Personal Web Page.

## **The FAIR SHAKE PERSONAL WEB PAGE (PWP): What you learn about these applicants**

Building a Fair Shake personal web page is not an easy feat! Formerly incarcerated people who create this page demonstrate many things to you:

- **HONESTY:** They are open, honest and direct by letting you know s/he has been incarcerated. As you may well imagine, this takes an enormous amount of courage. We know that honesty is imperative to building trust. Is honesty something you are looking for in your employees?
- **SELF-MOTIVATION:** Creating this page demonstrates the applicant's perseverance, tenacity, and desire to succeed. S/he had no coercion in building this page; there was no class for it nor did anyone recommend they do this. They built the page of their own volition.
- **TECH-SKILLS:** A variety of computer skills were required to create the Personal Web Page including: scanning, storage, typing, and understanding 'cloud' technology; to name a few.
- **HUMANNESS:** In addition to the above, the applicant offers information here that describes more than skills and experiences; you learn who they are and what they bring to your organization. This information is very important in building company culture, but is not requested on standard job applications.

## **Why hire a formerly incarcerated person?**

- To keep your options open for hiring the best possible candidate!
- Many formerly incarcerated people have received extensive training
- Many formerly incarcerated people are motivated to work
- Many formerly incarcerated people have a job coach or advisor
- Support is available for training and reducing risk

**Fidelity Bonding Program**

The **Fidelity Bonding Program** offers six months of free bonding support to businesses across the country to lower their risk when hiring applicants who have been incarcerated.

Federal Fidelity Bonding Program: <http://bonds4jobs.com>

Bonding can:

- Reduce your risk when you hire formerly incarcerated people
- Provide six months of FREE insurance against employee theft
- Be obtained quickly and easily by just a phone call to confirm your hire

To bond a formerly incarcerated new hire today **call toll-free: 877-US2-JOBS (877-872-5627)**

**Work Opportunity Tax Credit (WOTC)**

The WOTC is a special tax credit available for hiring former felons (and others) and must occur within one year of their release date. The WOTC is available to any size business from small organizations to national corporations. The credit is also available for any type of job. The work can be full-time, part-time, temporary, or seasonal.

Facts about the WOTC tax credit:

- Employers can save as much as \$2,400 in taxes
- Applies to the first year of employment
- The new employee must work 120 hours for the employer to begin to receive credit

Exceptions:

- Not for independent contractor work
- Not for a business owned by a close relative

To find out more: <http://www.doleta.gov/business/incentives/opptax/wotcEmployers.cfm>

Or call: 1-800-829-4933

**Employee Training Support**

Your business may be eligible for a state or federal training grant (or other funding). To find out what you may qualify for, check with your Workforce Investment Board, Small Business Development Center, or economic development agency.

- Workforce Investment Board: <http://www.servicelocator.org/contactspartners.asp>
- Small Business Development Center: <https://www.sba.gov/tools/local-assistance>
- Economic Development Agency: <https://www.sba.gov/content/economic-development-agencies>

**Ban the Box:**

Are you ready to remove the box that says 'Have you ever been convicted of a felony?' from your job application forms? If so, we can help! <https://www.fairshake.net/ban-the-box/>

On our page you will find:

- Best Practices and Model Policies
- Fair Chance Fact Sheet
- Community Hiring Model
- Which states, cities and counties *Ban the Box*
- Learn from dedicated states like Minnesota who have Banned the Box for both public- and private-sector jobs. They freely share information for you to do this, too.