

REENTRY PACKET

Your Customized Guide to Support your Successful Transition



National Web-based Reentry Resource Center

www.fairshake.net

This Reentry Packet has been customized for: Daniel Stratton

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More information can be found at fairshake.net/different-abilities



National Federation of the Blind nfb.org

200 East Wells Street at Jernigan Place
Baltimore, MD 21230

410-659-9314



National Disability Rights Network ndrn.org

820 First St. NE, Suite 740

TDD/TTY: 202-408-9521

Washington, DC 20002

Phone: 202-408-9514

Protection and Advocacy for People with Disabilities



Int'l Center for Disability Resources on the Internet icdri.org/legal/CAP.htm

The Client Assistance Program (CAP) is funded by taxpayers. It provides assistance, information and advocacy to people with disabilities who are getting or applying for services under the Rehabilitation Act. Programs include: Vocational Rehabilitation, Independent Living Services and more. Each State has its own programs.

Social Security Disability Insurance (SSDI & SSI) ssa.gov/benefits/disability
Social Security Administration Office of Public Inquiries and Communications Support
1100 West High Rise
6401 Security Blvd.
Baltimore, MD 21235

TTY 800-325-0778
800-772-1213



Write for information to start your application before release! It's included in the Fair Shake software: fairshake.net/fici.
Your supporters can find information at this link, too: ssa.gov/reentry/benefits.htm.



Social Security Disability Resource Center www.ssdrcc.com

Private website created to "provide information about how Social Security Disability and SSI work" Nationally, and in NC specifically. Online only.



Vision Aware visionaware.org

An amazing website, loaded with information, webinars, support groups including special support for elders, veterans, children and much more. "VisionAware is a

free, easy-to-use informational service for adults with vision loss, their families, caregivers, healthcare providers, and social service professionals."

Expanding Employment Possibilities for People with Vision Loss! aphcareerconnect.org

The Arc thearc.org

The Arc of the United States
1825 K Street NW, Suite 1200
Washington DC 20006

202-534-3700
800-433-5255



The Arc serves as a bridge between the criminal justice and disability communities. We promote and protect the human rights of people with intellectual and developmental disabilities and actively support their full inclusion and participation in the community throughout their lifetime.



Olmstead Rights olmsteadrights.org

Our mission is to help low-income people navigate complexities by providing information and resources for self-advocates, family and friends of people with disabilities, and legal advocates alike. Self-help Tools! Legal Advocacy Tools! Links to resources in every state! (web-based only)

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).¹ 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 website² 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,³ 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 truck⁴ 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."⁵

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 antiriminal 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 antiriminal 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

- ¹ Walden III, Racine, Wisconsin: <https://www.rusd.org/district/walden-iii-middle-high-school>
- ² Fair Shake website: <https://www.fairshake.net/>.
- ³ Fair Shake Reentry Packet: <https://www.fairshake.net/reentry-resources/reentry-packet/>.
- ⁴ 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/>).

- ⁵ 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. 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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THE DIFFERENCE BETWEEN FAIR SHAKE AND A PROGRAM

| Fair Shake; the Un-Program | | Most Programs |
|---|---|--|
| Build community | When I receive questions from individuals, I turn to the 4000+ incarcerated newsletter readers to share their suggestions, reflections, ideas, and experiences. Each of us holds a wealth of information! We can look to each other for solutions, critical questions and support. | Programs address one 'need'. They rarely support people outside of that one area and almost never build community between areas and among the incarcerated or formerly incarcerated. |
| Encourage feelings of agency and self-determination | Fair Shake provides opportunities for people to pursue their own goals. We offer support to everyone to meet their universal human needs, including the need to understand themselves as a person-in-society vs. a person alone. | Many programs are created to address 'criminogenic needs'. Many participants 'go through the motions' to get the certificate or check the box. |
| Build knowledge base with incarcerated and non-incarcerated alike | I ask incarcerated people what they need to properly reintegrate into society. I share their ideas with all readers...for example, we built our free books, higher education and pen-pal lists through newsletter contributions! | Programs tell people what they must do. They then provide ways to check to see if the participants are doing it. That's how they determine if it 'worked'. |
| Understanding and addressing complexity | Fair Shake offers a unique blend of interdisciplinary education opportunities Including: building capabilities, helping others, understanding ourselves, ways to collaborate, and leveraging community knowledge to address today's challenges. | Programs mainly focus on fixing or addressing deficits. They target single aspects of a person, not the whole, messy, integrated person-within-community. |
| Multi-Stakeholder Approach | Fair Shake is the only organization that offers free information for many stakeholder groups; providing a platform for us to all work together to build mutually-beneficial success. | Programs are encouraged to work collaboratively but very few do so without funding that will support it. |
| Educate and Leverage staff | I share 'best practices' among the state and federal institutions, who have no opportunities to learn from each other. I strongly encourage prison staff to provide tools that returning citizens need for reentry success. | Many programs rely on staff. They rarely, if ever, focus on problem-solving with corrections to improve outcomes or usefulness. |
| FREE benefits | <ul style="list-style-type: none"> • Free of cost to anyone. • Free software for prisons and jails • DIY: no need for staff or supervision • Free to use and explore as you like! • Free National Resource Directory • Free from data collection and algorithms | "Free" of financial costs for "Clients", but often paid for by the government to address 'needs'. Many resources are offered on 'referral' basis only. |

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/>

Relationships – Proceed With Caution

The Mental Health Foundation defines relationships as ‘the way in which two or more people are connected, or the state of being connected’. Relationships include the intimate relationships we have with our partners, ties that we form with our parents, siblings and grandparents; and the bonds that we form socially with our friends, work colleagues, teachers, healthcare professionals and community.

If you don't trust people, people will not trust you. – Lao Tzu

You don't see things as they are. You see them as you are. – Talmud

More from the Mental Health Foundation:

Relationships are one of the most important aspects of our lives, yet we can often forget just how crucial our connections with other people are for our physical and mental health and wellbeing. People who are more socially connected to family, friends, or their community are happier, physically healthier and live longer, with fewer mental health problems than people who are less well connected.

It's not the number of friends you have, and it's not whether or not you're in a committed relationship; it's the quality of your close relationships that matters. Living in conflict or within a toxic relationship is more damaging than being alone. As a society and as individuals, we must invest in building and maintaining good relationships and tackling the barriers to forming them.

Having close, positive relationships can give us a purpose and sense of belonging. Loneliness and isolation remain the key predictors for poor psychological and physical health. Having a lack of good relationships and long-term feelings of loneliness have been shown by a range of studies to be associated with higher rates of mortality, poor physical health outcomes and lower life satisfaction. In seeking to combat loneliness and isolation, however, we need to be aware that poor-quality relationships can be toxic and worse for our mental health than being alone. Research shows that people in unhappy or negative relationships have significantly worse outcomes than those who are isolated or have no relationships.

Longer working hours, money problems and less time to spend with family have been reported as some of the most important stress factors for relationships. Having few close relationships has been linked to higher rates of depression and stress in older adults.

Engaging in community helps us feel connected, supported and gives us a sense of belonging. Involvement in local activities, such as volunteering or playing sports as part of a team, has been shown to improve mental health and wellbeing.

When it comes to keeping physically well, we recognize that exercise and eating well require commitment and dedication. We need to adopt a similar approach to building and maintaining good relationships! For many of us, our approach to building and maintaining relationships is passive – it is something we do subconsciously and without deliberate effort. We often overlook that it requires an investment of time to maintain good relationships.

Five things we can do to build our feelings of connection:

1. Put more time aside to connect with friends and family.
2. Try to be present in the moment and be there for your loved ones.
3. Actively listen to what others are saying and concentrate on their needs in that moment.
4. Share how you are feeling, honestly, and allow yourself to be listened to and supported.
5. Foster healthy relationships: being around positive people can increase our mental and our physical health!

Tips for building relationships and learning to trust:

- Be honest with yourself. If you are honest with yourself, you can be honest with other people
- Express your concerns
- Go slowly! Do not idealize the situation; consider the relationship clearly and thoughtfully
- Build trust step by step. Start trusting each other in small matters
- Trust is a perception of honesty; competence and value similarly are essential
- We creatively build our reality through social interaction using social structure as our guiding behavior
- Remember: The judgments we make about others depend not only on their behavior but on our interpretation of the social situation

Love and Relationships

Regardless of how old we are, if we can think, we have thought about love. We know the definition is very broad, but we often allow ourselves to be duped into thinking "love" means "romantic relationship". Love certainly includes romantic relationships, but it is really so much more.

Almost everyone wants:

- To feel valued / valuable.
- To love and feel loved.
- To feel safe.
- To make sense of our life.
- To share joys and sorrows with close friends or family.

Why do we lie?

- To look good. We choose to present an image of ourselves as attractive and desirable. We are afraid to share information that may make us look bad.
- To avoid unpleasantness. We conceal information that we believe may cause conflict. We go to great lengths to create false, superficial harmony. We get to know ourselves and each other better as we reveal and negotiate our differences.
- To avoid hurting feelings. We don't want to upset people by saying something that might hurt or make them angry.

Detecting lies can be difficult. Scrutinize three elements: voice, body language, and facial expression. Other possible signs of loss of trust: withholding information, mixed messages, refusing to negotiate.

Basic Sociological and Relationship Concepts

Uncertainty Reduction Theory:

Uncertainty is unpleasant and therefore motivational; people communicate to reduce it.

Strangers, upon meeting, go through certain steps and checkpoints in order to reduce uncertainty about each other and form an idea of whether one likes or dislikes the other. The contents of the exchanges are often demographic and transactional. Where are you from? Do you have any pets? Demographic information is obtained: sex, age, economic, or social status.

When the new acquaintances are ready to get to know each other better, they begin to explore the attitudes and beliefs of the other by asking questions about values, morals, and personal issues. They feel less constrained by rules and norms and tend to communicate more freely with each other. One factor which reduces uncertainty between communicators is the degree of similarity individuals perceive in each other (in background, attitudes, and appearance).

Three basic ways people seek information about another person:

- Passive – observation only, no contact
- Active – ask others about the person in question
- Interactive – communicate directly with the person

The primary determinant of individual behavior is the social situation in which that behavior occurs. Social roles, competition, or the mere presence of others can profoundly influence how we behave. We usually adapt our behavior to the demands of the social situation, and in ambiguous situations we take our cues from the behavior of others.

Terms

Social Construction of Reality: Refers to the process by which individuals build reality through social interaction. While statuses and roles structure our lives, we shape our patterns of interaction with others. People build reality from the surrounding culture. Therefore, perceptions of reality vary both within a single society and among societies the world over.

Social Norms: “Unwritten rules.” Adjustment to a group typically involves discovering its social norms. Two ways: Noticing uniformities and observing negative consequences.

Social Reality: Subjective interpretations of other people and of our relationships. Social Reality determines whom we find attractive, whom we find threatening, whom we seek out and whom we avoid. The judgments we make about others depend not only on their behavior but on our interpretations of the social situation.

Principle of Proximity: Frequent contact best predicts our closest relationships.

Self-Disclosure: Sends signals of trust. “Here is a piece of information that I want you to know about me, and I trust you not to hurt me with it.”

Nonverbal Communication: This concept refers to communication using, not speech, but body movements, gestures, and facial expressions. Types of body language – smiles, eye contact, and hand movements. Most nonverbal communication is culture-specific. Three ways in which emotional life differs cross-culturally include: (1) what triggers an emotion, (2) how people display emotions according to the norms of culture, and (3) how people cope with emotions.

Similarity: People usually find it more rewarding to strike up a friendship with someone who shares their attitudes, interests, values, and experiences. If we have just discovered that we share tastes in music, politics, and attitudes toward education, we will probably hit it off because we have, in effect, exchanged compliments that reward each other for our tastes and attitudes. Most people find marriage partners of the same age, race, social status, attitudes, and values.

Terms Continued...

Expectancy-Value Theory: People usually decide whether to pursue a relationship by weighing the value they see in another person against their expectation of success in the relationship (Will the other person be attracted to me?). People with low opinions of themselves tend to establish relationships with people who share their views, that is, with people who devalue them. On the other hand, individuals who appear to be extremely competent can be intimidating; we fear they will reject our approaches. When highly competent individuals commit minor blunders, however, we like them better.

Cognitive Dissonance Theory: Mental adjustments that account for people who voluntarily undergo unpleasant experiences. When people's cognitions and actions are in conflict (dissonance) they often reduce the conflict by changing their thinking (cognition) to fit their behavior. This explains why smokers rationalize their habit.

Becoming an Ex: This experience is common to most people in modern society. Unlike individuals in earlier cultures who usually spent their entire lives in one career, one marriage, one religion, or one geographic locality; people living in today's world tend to move in and out of many roles in the course of a lifetime. It's hard to shake former roles, however, so the 'ex' must repeatedly demonstrate the behaviors of the new roles they are in.

Cooperation can change people: Working with diverse people we learn all people are just people, not objects to be hated and/or loved for their perceived and distant media or culture-derived social value. We share a small country and a small planet! We are mutually interdependent on each other. Whether we recognize this or not, we have a working relationship based on shared goals.

Power of the Situation: Can have a strong influence! What happens when you put good people in an evil place? Check out this simulation study of the psychology of imprisonment, called the Stanford Prison Experiment, conducted in 1971:
<http://www.prisonexp.org/>

Discrimination: A negative behavior, an action taken against an individual as a result of her or his group membership.

The source of discrimination and prejudice that is perhaps the most pervasive is an unthinking tendency to maintain conditions the way they are:

- Even when those conditions involve unfair assumptions prejudices and customs. If similarity breeds liking, then dissimilarity can breed disdain.
- Find commonalities! Social distance can make it easier to treat members of an 'out-group' with contempt.

Fundamental Attribution Error: We tend to attribute other peoples actions and misfortunes to their personal traits rather than to situational forces. This helps explain why we often hear attribution of laziness or low intelligence to people who aren't wildly financially successful.

For ourselves, however, we attribute our success to internal factors, such as motivation, talent or skill. We attribute our failures to external factors beyond our control, called a self-serving bias; probably rooted in the need for self-esteem due to social pressures to excel.

Prejudice: A negative attitude toward an individual based solely on his or her membership in a particular group. Prejudiced attitudes serve as filters that influence the way others are perceived and treated. Discrimination is a negative behavior, an action taken against an individual as a result of her or his group membership.

Dealing With Rejection

When we put ourselves in a position to be vulnerable to another person's opinion, we risk rejection.

Sometimes the risk is very small. Example: I tell a joke but my audience doesn't laugh. They look at me like I am speaking a language they don't understand. What does this mean? Do they reject my joke? Do they reject me? Maybe they don't share my sense of humor. Maybe they don't understand the joke. Maybe it's just not a good joke or maybe I need to learn how to deliver jokes. There are so many variables!

When I'm standing there in the silence, however, I find it hard to think of anything but "I'm not funny." or "I failed." I may even internalize these words and start to feel pretty rotten, as if I am incapable or unappealing. I told the joke to have fun and win approval; instead I feel deflated and rejected.

When I take a much larger risk, such as applying for a job, an apartment or a loan - where I've invested so much more of myself (time, information, hope, dedication) - the stakes are much higher. I may become discouraged when I hear 'we've chosen another applicant', 'we've rented the apartment to another person', or just plain 'no'. Again, it's hard for me to not internalize it. But just as in the case of the joke, there may be many variables that I am not considering. At this crucial time, I must remember to believe in myself and continue to pursue my goal.

It is hard to stay positive when we internalize rejection, and yet that is exactly what we need to do to persevere toward what we want. When we feel defeated, we would be wise to remember that we have taken many risks in the past and we have been successful. We must risk failure and rejection to feel the power of success. It is both scary and exhilarating!

Consider using these tools to keep your perspective as favorable as possible:

- First, remember you are important! Do not let rejection from any person or group lead you to believe you are not important, valuable, creative and necessary to the well-being of everyone.
- Be open to the possibility of rejection or criticism as the push you need to improve your approach, consider making other changes. Find ways to be positive. Positivity is magnetic!
- Consider the source. If you are doing what you believe is the right and best thing for you, keep doing it. It's okay to be rejected by people or groups that we do not wish to be a part of. Perhaps it's not a good fit and our view is clouded by a fog of unrealistic hopefulness. Try to remember to not take feedback or rejection personally.
- Keep focused on the big picture! Don't let minor set backs keep you from achieving your goals.
- Persevere! Keep doing what you are doing. Remember that you are the pilot of your goal, challenge, or position and you will not let rejection hold you back.
- Believe in yourself! If you don't believe in yourself, how can you expect others to believe in you? There are so many things that are special and incredible about you; don't forget what they are!
- This is an opportunity to build resilience. Getting through difficult challenges makes you stronger and more capable for your next challenges. Summon your fighting spirit that says "I will not quit"!
- Find your gratitude. Be grateful for the opportunity. Be grateful for allowing yourself to FEEL. Be grateful for the freedom to create your life, even though it may be very challenging. Be grateful for your critics. If it wasn't for them, we would not learn about ourselves.

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

OBJECTIVE

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

- 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.

COOKING SKILLS

- ✓ 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

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

MILITARY SERVICE

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

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.

Attention Budget Worksheet

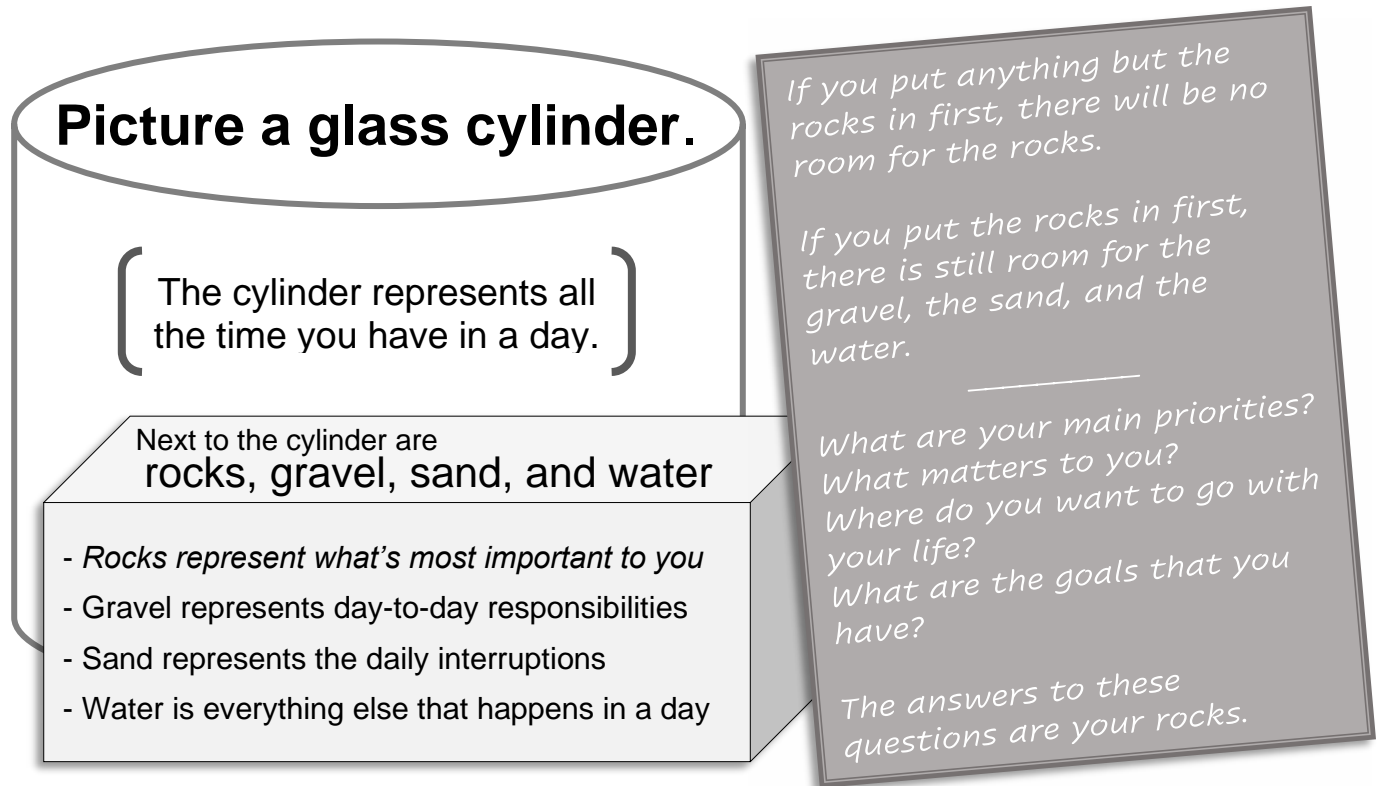
| | Time Invested in | Planned | Actual Time Spent |
|--|--|---------|-------------------|
| Daily | Work | | |
| | Work | | |
| | Work | | |
| | Travel time to and from everything | | |
| | Other Travel...for errands, etc | | |
| | | | |
| | | | |
| Food | Shopping (perhaps certain days per week?) | | |
| | 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 Other Possibilities | Family (at home / visiting) | | |
| | Friends | | |
| | Hobbies | | |
| | Classes and Homework (if in school) | | |
| | Personal care: bathing, dressing, hair, teeth, etc. | | |
| Media | Television, movies, YouTube®, electronic games | | |
| | Social Media, Text | | |
| | | | |
| Weekly | Weekly cleaning | | |
| | Events with Family and Friends | | |
| | Intentionally building your gift, yourself, your world | | |
| | Travel time | | |
| | Paying bills, balancing money | | |
| | Services | | |
| Monthly | Auto care | | |
| | Volunteering | | |
| Surprise Events | | | |
| | | | |
| Totals: | | 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 |
|--|---|--------|----------|
| Home | Rent or House Payments | | |
| | Property Tax | | |
| | Insurance | | |
| Other Home Expenses | Electric | | |
| | Gas or Oil | | |
| | Water and Sewer | | |
| | Repairs | | |
| | Maintenance and Fees | | |
| Technology | Land-Line | | |
| | Cellular | | |
| | Cable / Satellite / Internet | | |
| Transportation | Car Payment | | |
| | Gas | | |
| | Auto Insurance | | |
| | Repairs / Maintenance | | |
| | Other Transportation | | |
| Health Insurance | Insurance | | |
| | Monthly Medical Expenses | | |
| Debt Payments: Loans, Credit Cards, | | | |
| | | | |
| | | | |
| Food | Groceries | | |
| | Dining Out | | |
| Family Expenses | | | |
| | | | |
| | | | |
| Other Expenses | 2 nd car, loan or credit card? | | |
| Surprise Expenses | | | |
| | | | |
| <u>MONTHLY SAVINGS:</u> | Total | | |
| | Average Monthly Expense | | |
| | Grand Total | | |

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

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.

Computer and Internet Tips

Windows Short Cuts:

(work for PC's but not Mac's)

1. **CTRL+A** - Select all content
2. **CTRL+ B** – Bold
3. **CTRL+C** - Copy file or content
4. **CTRL+ I** – Italicize
5. **CTRL+ P** – Print
6. **CTRL + S** - A great “quick save” for a document or spreadsheet
7. **CTRL+ U** – Underline
8. **CTRL+ V** - Paste file or content
9. **CTRL+ X** - Cut file or content
10. **CTRL+ X** - Cut file or content
11. **CTRL+ Z** - Undo; like the ‘back’ arrow
12. **Windows Logo + D** - Minimizes all open windows and displays the desktop
13. **ALT+TAB** - Shuffle through open programs
14. **TAB** - Use tab as a quick way to move around forms (including username/password entries). It's quicker than the mouse!

Search Engine Quick Tips

Here are some of the more frequently used search engines available. They are quite different from each other, so take a little time to see the value of each one ~

[Ask.com](#), [Google](#), [Yahoo! Search](#), [Craigslist](#), [Monster.com](#), [Metacrawler](#), [WebCrawler](#), [AltaVista](#)

And here are some tips for quick and accurate searching:

- Use six to eight key words, preferably nouns.
- Most users submit only one or two key words per search, which is not enough for an effective query.
- Avoid verbs. Use modifiers if they help define your object more precisely, e.g. “feta cheese” rather than just “cheese.”
- Spell carefully, and try alternative spellings.
- “and” or “+” between key words means: “I want only documents that contain both or all words

Tips for Qualifying Internet Sources

Be sure to check:

1. Authority -- Who owns/operates the server/site? Where is it located?
2. Coverage -- Is the material relevant?
3. Objectivity and Accuracy -- How accurate, objective, balanced is the site?
4. Currency -- Is the information up to date?

Some of the clues you will find at the end of a URL are:

| URL | STANDS FOR | URL | STANDS FOR |
|---------|---|------------|---|
| .org | Non-profit organization | .state .us | State or Local Government |
| .gov | Government (State, Federal, Local) | .edu | Educational (School or College) |
| .museum | Museum | .biz | Business |
| .info | Informational | .com | Commercial |
| .coop | Business Cooperative | .pro | Professional |
| .aero | Aviation | .net | Personal page from a private net provider |
| /users | Personal page from a private net provider | /members | Personal page from a private net provider |
| ~name | Personal page from a private net provider | .name | An individual's web address |

(~ is pronounced "tilde") (Warning: some non-profit groups are not harmless.)

Online surfing tips

Many of us have fallen prey to the mesmerizing internet... Searching and searching as questions and desires come faster than the answers. The internet is such a powerful tool we must use it with conscious caution and go 'controlled crazy'. Here are a few tips to maintain a thread of reality while you are searching and researching ~

1. **Surf when you have TIME to surf.** Getting caught in the Web is like walking by a TV and getting 'sucked in' only worse!
2. **Document where you started.** It's very easy to walk away from a computer after spending several hours following a myriad of leads only to find out you really don't have any useable information. If you are on a 'tangent', stay focused and write down other avenues to explore during another session.
3. **Keep track of time.**

Email Warnings

1. **Beware of SCAMS. Advice on Scams: Scambusters** <http://www.scambusters.com/> gives information about how to avoid becoming a victim of identity theft, or of frauds such as pyramid selling, or money laundering scams. The **Office of Fair Trading** describes SCAMS as:

Scheming Crafty Aggressive Malicious

Their advice is that *"If it looks too good to be true it probably is!"*

1. **Nigerian "419" email fraud:** These are emails from Africa offering to share huge sums of money with you if you let them use your bank to help them get it out of the country. They ask for your bank account details and an administration fee. But it's a scam. If you comply and pay a small administration fee, then there'll be some complication and more money will be requested - again and again. The big money for you will never materialize. At worst you might get an invite to Africa where being held to ransom is a further threat.
2. **Lotteries and Prize Draws:** You may get emails saying you are a winner in an overseas lottery or prize draw and asking for your bank account details so that the cash can be transferred. You may also be asked to send money in order to claim your prize. These are scams.
3. **Phishing:** Many Internet fraudsters use a technique called "phishing" - sending out hoax emails, which look like they have come from your Bank or other online account such as Ebay Paypal. These often say that there has been a problem with unauthorized access to your account, or that you need to reconfirm your details for security reasons. Links in the email would take you to a page that could look like it belongs to your bank, where you will be asked to enter your passwords and personal information. If you followed these instructions and entered your details you would be enabling the fraudsters to access your accounts. It might be safer to use a search engine to find the web site of your bank than a link in an unverifiable email.

Internet Shopping Safety Tips

http://www.microsoft.com/protect/yourself/finances/shopping_us.msp

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!

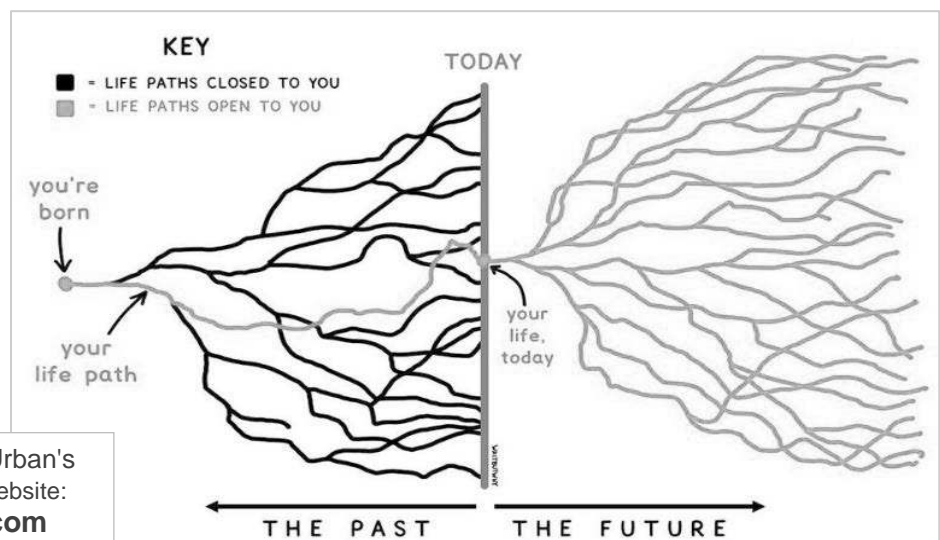


Image from Tim Urban's
Wait But Why website:
waitbutwhy.com

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.

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

Mini Computer Guide

Keyboard Shortcuts - Usually the same on all computers... Macs have slight differences

| Windows | Mac OS | Linux | Action |
|------------|---------------|------------|---|
| Ctrl + A | ⌘ + A | Ctrl + A | Select all content |
| Ctrl + B | ⌘ + B | Ctrl + B | Bold selected text |
| Ctrl + C | ⌘ + C | Ctrl + C | Copy file or selected content |
| Ctrl + I | ⌘ + I | Ctrl + I | Italicize selected text |
| Ctrl + P | ⌘ + P | Ctrl + P | Print document |
| Ctrl + S | ⌘ + S | Ctrl + S | Save current page or work |
| Ctrl + U | ⌘ + I | Ctrl + U | Underline |
| Ctrl + V | ⌘ + V | Ctrl + V | Paste file or content |
| Ctrl + X | ⌘ + X | Ctrl + X | Cut file or content |
| Ctrl + Y | Shift + ⌘ + Y | Ctrl + Y | Redo, If you did an undo |
| Ctrl + Z | ⌘ + Z | Ctrl + Z | Undo last action, can be done many times |
| Alt + Tab | ⌘ + Tab | Alt + Tab | Shuffle through open programs |
| Tab | Tab | Tab | Use Tab as a quick way to move around forms |
| Shift + F3 | ⇧ + ⌘ + C | Shift + F3 | Change selected text to all capital letters, first letter capital or all lowercase. |

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

































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For more Fair Shake computer guides, tutorials and short-cuts visit our New To Computers page at:




www.fairshake.net/new-to-computers

| | |
|--|--|
|  New – Create a new document like a blank sheet of paper.  Open – Open a saved project - something you already worked on.  Save – Save your progress on this project. We recommend you often save. |  Common style type – You can set common style types that you like and then add them to any selected text by choosing them from the drop down menu. Default/Normal would be common paragraph formatting while Heading1 or Heading2 might introduce sections or important paragraphs as their titles. |
|  New / Write – This is the button you use to start a new message. When you arrive in your email you are in the reading portion, use this button if you would like to create a new email.  Write |  Font – Fonts change the way your letters look. There are hundreds of fonts, most people choose from one of the fonts displayed in these icons because they are professional and are easy to read. |
|  Print – Start printing your document on the default printer.  Print Preview – View what your document will look like on paper and also view more printing options. |  Text Size – By selecting text and choosing a number within this list you can make your text larger or smaller. |
|  Cut – Remove selected object or text from the document and keep it ready to paste somewhere.  Copy – Copy selected object or text and keep it ready to paste somewhere.  Paste – Paste the most recent cut or copied object/text.  Copy Formatting – Highlight object or text with a desired format and click this button, then highlight some other object or text you want the format copied to. |  Left Alignment – Pushes all your lines of text as left as they will go.  Center Alignment – Puts the text within a line in the absolute middle.  Right Alignment – Pushes all your lines of text as right as they will go.  Justified Alignment – Spaces all the words within a line to fill the whole line. |
|  Undo – Undo the previous action. This can usually be done a few times.  Redo – Redo action previously undone. This can be done as many times as you used the Undo feature. |  Numbered List – Start a list or turn selected text into a list. When you press the enter / return key a number will appear in front of the next list item.  Bulleted List – Start a list or turn selected text into a list. When you press the enter/return key a number will appear in front of the next list item. |
|  Insert Hyperlink – Add a link to your document that will open in an internet browser. Be ready with the address (http://www.address.com), highlight what you want to link and press the button. Insert the link and click <i>ok</i> or <i>apply</i> .  |  Bold – Use the style Bold  Italics – Use the style <i>Italics</i>  Underline – Use the style <u>Underline</u> You can combine any or all of these styles. |
|  First Line Indent – Location to indent the first line within a paragraph.  Hanging Indent – Location to indent all lines within a paragraph after the first line while leaving the first line unaffected. |  Decrease Indent – Pull selected paragraph to the left.  Increase Indent – Push selected paragraph to the right. |
|  Spell Check – Check the document for spelling errors. If there is more than one button then you can use the second one to turn on / off the red line under misspelled words. |  Text Color – Change the color of selected text or text you are about to type.  Highlight Color – Change the color behind the selected text or text you are about to type. |
|  Attach Files - Sometimes you want to send another document or photo along with your message. Do this by clicking the attachment button and finding the file/image.  |  Find / Search - Use key words from within the subject or body of an email to find emails within your folders quickly. When you search you will get a list of emails that all contain the word(s) you entered.  |
|  Line Spacing – Increase or decrease the amount of space between lines. |  Add Photo / Image - Add an image to your message. Click the button and then locate your image. |

WELCOME TO FAIR SHAKE! ➔ www.fairshake.net

PRINT THIS PAGE to guide you as you explore the Fair Shake Do-It-Yourself Reentry Resource Center. There is a lot of information on the website! This guide will help you get find your way around.

3 important items for you to remember:

1. If you ever get lost on the website (or any website), click on the logo to return to the home page.
2. Words in blue are links to pages on our website, other websites or documents that you can also print.
3. Icons you will see:
 -  Available off-line and on-line
 -  Available on-line only
 -  Documents available off-line and on-line



➤ [Resource Directory](#)
➤ [Resource Directory](#)

Fair Shake Website Home Page: ➔ www.fairshake.net



Do It Yourself!

- You are unique! No one knows what you need better than you do
- Explore new opportunities!
- No tracking, nudging, or monitoring



Find RESOURCES:

Resource Directory – search our huge data base!
Resource Guides – local, regional, and national brochures, books, and interactive websites

Find EMPLOYMENT

Prepare For Work
Find A Job (also includes Start Your Own Business)
Help an Employer Hire You!

Explore LEARNING OPPORTUNITIES

Formal, Informal, Non-formal
Higher Ed, Life Skills, Lifelong Learning

And Improve COMPUTER SKILLS!

Step-by-Step Tutorials and Internet Safety Tips

Fair Shake Reentry Tool Kit

- [Resource Directory](#)
- [Reentry Packet](#)
- [Ownership Manual](#)
- [Building Computer Skills](#)
- [Find a Job](#)
- [Become a Member!](#)
- [Educate Yourself!](#)

SEARCH the entire Fair Shake WEBSITE

It is like a REENTRY, DEVELOPMENT and COMMUNITY-BUILDING LIBRARY!

You can find all the pages on our website from almost any location on our website! By hovering over the four menu tabs on the left side of our home page, you will activate the menu bar to reveal links to pages organized under headings.

STEP BY STEP:

Look to the left side of any page and you will see a dark purple column. Do you see the words: Reentry Resources, Information Center, Member Menu and About Fair Shake? Hover your cursor (don't click) over the words Reentry Resources at the top of the column. To 'hover', move the cursor – which usually looks like an arrow – over a tab. You will see the cursor switch to the image of a hand. The Menu Title will then change to light-purple and the Menu will appear to the right. Next, you can move your cursor over the words in the menu. Hover over any of the titles and the color will change to orange and a line will be added underneath. Click on the title that interests you, and you will go to that page on the website.



Most websites work like Fair Shake:

- Click on the logo to return to the home page
- Find the sitemap at the bottom of almost every page
- Words that change color are often links
- Learn about an organization's Mission and Vision by visiting the "About Us" page.

Found at the bottom of each webpage, the Sitemap also shows all of the pages on the website:

Home / Sitemap / Privacy Policy / Help / Contact Us / Back to Top

Fair Shake's (large and growing!) webpage for you: (I hope you will help me build it and make it more effective!)

Formerly and Currently Incarcerated People



outreach[at]fairshake(dot)net

Are you ready to get a fair shake? We exist to support your successful transition! Fair Shake is like a reentry hardware store: we have tools, resources and information to support you as you build your new life, including bridges of trust with your family, employers, property managers and the community.

Remember, many of America's most highly treasured stories are those involving redemption and pulling ourselves out of tough situations to create meaningful and fulfilling lives. This can be your story!

For those of you who are currently incarcerated and are able to email us, you can request a reentry packet, ask questions or send comments and suggestions to

Employment



Looking for information to help you find a job? Check out our Find A Job page!
If you're getting ready to apply or interview, check out our Prepare For Work page!

New to Computers?

Need help with your computer skills? Learn more about using your computer on our Building Computer Skills page!



Keep your documents safe(ish) in the cloud!
Google online storage

Educate Yourself!



Need more math skills? Concerned about your grammar? Looking to pick up more knowledge or skills? Visit our Educate Yourself page.

List of correspondence schools that offer paper-based formats:
Correspondence Schools

Financial Aid

Federal Student Aid Information Center
P.O. Box 84
Washington, D.C. 20044
1-800-433-3243
<https://studentaid.ed.gov/sai/>



Education not found in school:

The School of Life.

The School of Life explores unconventional education to assist people in the quest for a more fulfilled life.

Watch the introduction video here ->

Here are some topics we thought might interest you:

Self: https://www.youtube.com/playlist?list=PLw4Mb28XmpcK0vZ_AZJD7VM2p9-6N8v

Relationships: https://www.youtube.com/playlist?list=PLw4Mb28XmpcK0vZ_AZJD7VM2p9-6N8v

Work + Capitalism: https://www.youtube.com/playlist?list=PLw4Mb28XmpcK0vZ_AZJD7VM2p9-6N8v

You can find more on the School of Life on the Educate Yourself page!

Fair Shake Reentry Packet



Our Reentry Packet is loaded with reentry information including tools and materials for building bridges of transformation and trust.

Fair Shake Reentry Packet

Choose Your Perspective

You have the right to Choose Your Perspective regardless of what you may encounter in life. For further insight and documents by other authors, view our Choose Your Perspective page at <https://www.fairshake.net/reentry-resources/choose-your-perspective/>

Swelling
Handling Frustration
Working Through Depression
Managing Anger
Dealing with Rejection
Resisting Influence

Fair Shake Resource Directory

Find food, employment training, free stuff, housing, health care, family support, and nearly 15,000 resources and 400 reentry publications and links in our FREE Resource Directory!



RZero



<http://rzero.org/>

The RZero Solution resulted by compiling hard-won wisdom from those living through the difficult and often confusing experience of incarceration. FREE Resource Database! <http://rzero.org/resource-database-2>

2-1-1

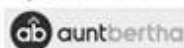
A FREE national resource service available by phone or internet to help folks in need find resources they seek. 24 hours a day, 7 days a week. They list resources for food, shelter, employment, education, housing, mental and physical health, specific services for veterans, special needs and reentry, a safe path out of physical and/or emotional abuse. A service of United Way. www.211.org



Aunt Bertha

<https://company.auntbertha.com/>

Search for free or reduced cost services like medical care, food, job training, and more. Too many Americans are suffering, and they don't need to. We created a social care network that connects people and programs - making it easy for people to find social services in their communities, for nonprofits to coordinate their efforts, and for customers to integrate social care into their work.



Vital Documents

Social Security
Supplemental Security Income
What Prisoners Need to Know
More Publications

Social Security Card
<https://www.ssa.gov/numbers/>

social-security-card-info.pdf

This is the ss-5 form.

<https://www.socialsecurity.gov/forms/ss-5.pdf>

social-security-card-form-ss-5.pdf

Write For Vital Records - All States

Certificates of Birth, Death, Marriage, Divorce

<http://www.cdc.gov/nchs/w2w.htm>

vital-records.pdf

DMV Request Outline:

There are many reasons you may wish to write to the Department of Motor Vehicles (DMV) to request relief. Perhaps you have very old parking tickets, or your license was suspended, et al. You may find some leniency from the DMV to help you drive again, especially to get to work. This form has been created by folks in the FCI Sandstone Career Resource Center and is meant to be used as a template or outline for you to use to create your own.

DMV Change Request Outline

Motivation Tips
Culture Shock
How To Watch TV
Ubuntu: Building Social Fabric

Transition Tips
Educate Yourself
Gratitude

Fair Shake Peer Learning / Self Study Guides

A Self-Study/Workshop Guide for groups and individuals and we would like your input in order to create the most effective material.

Peer Learning / Self Study Guides

Fair Shake Inside Enews

Read the newsletters here

Sign up at outreach@fairshake.net

Looking for Books?

Check out our Free Books Programs page!

For Veterans

<https://www.fairshake.net/veterans-page/>

THANK YOU FOR YOUR SERVICE!



The veterans' page was created to assist veterans who have been incarcerated as well as their families. The programs and resources on this page can help reduce the pressures associated with reentry. Our hope is that you will find these resources helpful in providing relief as you face the challenges of finding and supporting an effective way of life after incarceration. Thank you for your service to our country.

The Transition Assistance Program (TAP) was established to meet the needs of veterans during their period of transition into civilian life by offering job-search assistance and related services. The guide books below were created specifically to support you by applying considerations from your service life to your job seeking. Check in with your local TAP program to find out about jobs that are available near you. To locate your local support office, click on this link:

<http://www.benefits.va.gov/vowtap.asp>

Personal Appraisal & Career Exploration

Job Search Strategies & Interviews

Reviewing Job Offers & Support and Assistance

Become a Fair Shake Member!

Personal Web Page
Data Storage
Save your Resources
Tutorials



Become a Member, it's FREE!

Click to play video



Housing
We receive very little housing information, especially on a national scale. Recently, however, the two-part document came to us from a HUD representative. So began my attempt to connect you to HUD.

HUD regional locations

Two Part Reentry HUD Housing Request

Since HUD does not offer any documents (that I could find) of their locations (the book does not even offer office locations, only links and email addresses) please ask your people outside to investigate further.

U.S. Department of Housing and Urban Development
451 7th Street S.W.
Washington, DC 20410
Telephone: (202) 708-1112

<https://portal.hud.gov/portal/hud>

HUD Programs

Community Development Block Grants (CDBG) Program
HOME Investment Partnership (HOME) Program
Housing Choice Voucher Program (Section 8) at HUD
Housing Choice Voucher Program (Section 8) at Benefits.gov
Neighborhood Stabilization Program (NSP)
Public Housing Programs
Section 202 Supportive Housing for the Elderly Program
Section 811 Supportive Housing for Persons with Disabilities

PREPARING FOR PAROLE?

You might want to consider the info in these

Parole Board Handbooks

Ohio Parole Board Handbook 2017

New Parole Board member (State, Federal, and Military) handbook

Tax FAQ's from the IRS

Get Right With Your Taxes

For Parents

It's important to stay connected!

Children of Incarcerated Parents - Bill of Rights

Children of Incarcerated Parents' Library

Biblioteca sobre niños de presos

Prison Parenting Programs - May 2016

Sesame Street: On Incarceration

Tips for Incarcerated Parents

Little Children, Big Challenges

Tips for Caregivers

Can you change your child support order?

State by State Guide Changing a Child Support Order

Improve Your Financial Outlook!

Check out the Money Management page!



Improve your Credit Score

Build a Budget Worksheet

InCharge Debt Solutions

InCharge offers a free credit counseling service that provides help with budgeting, solutions for becoming debt free and tips to successfully manage your money. The goal of credit counseling is to provide a solution that helps you achieve debt relief and get on a financially healthy path. The service can be done over the phone or online.

You may be able to:

Lower your interest rates
Reduce monthly payments
Credit scores are not a factor
Eliminate fees and over-limit charges
Stop harassing calls from debt collectors
Consolidate credit bills into one monthly payment
Build a realistic budget and financial plan you can follow



InCharge Debt Solutions

5750 Major Blvd, Suite 300

Orlando, FL 32819

Mental and Physical Health

Visit the Swellness Page!

<https://www.fairshake.net/swellness/>

Physical Health Page (just getting started!)

Help Yourself Therapy.com

HelpYourselfTherapy.com is a website that offers free, confidential, practical advice from a therapist. The Self-Therapy model is easy to understand and self-disclosure is never needed. Everything is completely confidential. Click on the link below to view the list of topics from the website.

<http://helpyourselftherapy.com/topics/index.html>

Voting Rights



Voting rights vary from state to state. In two states, Maine and Vermont, incarcerated people can vote in prison. In all other states people in prison lose their voting rights all together. Voting rights are automatically reinstated at various times throughout the completion of the sentence. There are no longer any states with a lifetime voting ban!

According to The Sentencing Project, felony disenfranchisement (the loss of voting and other civil rights) is an obstacle to participation in democratic life which is exacerbated by racial disparities in the criminal justice system (and creates) a disproportionate impact on communities of color.

To find out more, please visit The Sentencing Project:

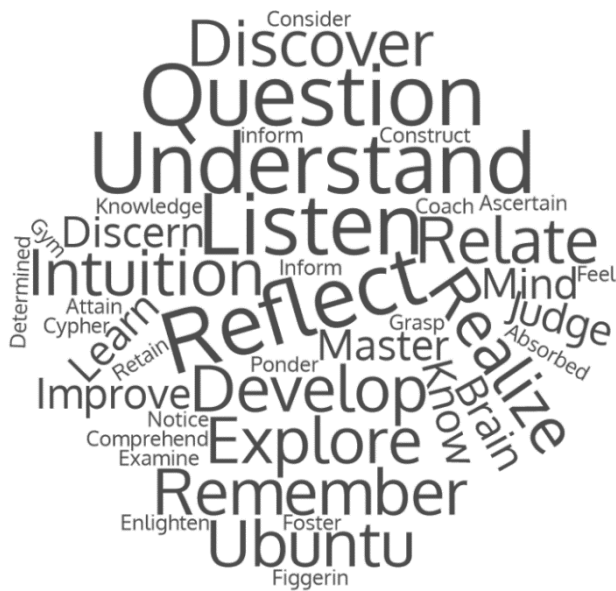
<https://www.sentencingproject.org/issues/felony-disenfranchisement/>

NATIONAL INVENTORY OF THE COLLATERAL CONSEQUENCES OF CONVICTION

Collateral Consequences of a Criminal Conviction

Collateral consequences are legal and regulatory sanctions and restrictions that limit or prohibit people with criminal records from accessing employment, occupational licensing, housing, voting, education, and other opportunities of a criminal conviction. This state / national resource is now a project of the Council of State Governments.

Website: <https://nccs.csgjusticecenter.org/>



EDUCATION + LEARNING

In our early years, school is based on the old R & B method:

RECEIVE and BELIEVE.

The teacher contains information, we simply need to receive it and accept it. We're tested – often – to make sure we're 'on track' with 'the average'.

This teaching method is called **PEDAGOGY**.

It means, roughly, 'leader of children'.

That method works for children, yes, and even some adults, but most adults and many children as they get older, learn in a different way. They no longer simply 'receive and believe', they now consider how what they are learning relates to their life today. They think about previous experiences they've had, and the perspectives they currently hold. This greatly influences the way we interact with the information and learn.

This is called **ANDRAGOGY**. It's the way older children and adults learn.

It is important to think about andragogy because WE CONSTRUCT OUR KNOWLEDGE. It is not 'given to us'. We decide which information we want to 'keep'; we incorporate the information in the way we want and we use it in whatever way is useful to us. We DECIDE what information MEANS to us. This gives us a great deal of power and ownership. Perception and belief are at the foundation of learning. We do not see things as there are, we see them as we are.

"You ain't gonna learn what you don't wanna know." John Perry Barlow

Why continue to learn after childhood? We never stop learning; we might as well learn with purpose!

JUST A FEW REASONS TO MEANINGFULLY CONTINUE TO LEARN:

- To make sense of the world
- To combat the negative effects of
 - Fake news and deep fakes
 - Social media's behavior modification and emotion-hacking
 - The incomplete, emotional lure of the 'single story'
 - Dumbing us down ('Where is your expert?', "you just need a job – any job", "ask your doctor", "you can't do that alone", "you should fill your 'role", "you can't fight city hall", "that's not your problem", and other limiting and controlling beliefs.)
 - Advertising, movies, TV shows, fear-mongering
- To disagree convivially; to listen, share perspectives, walk away, reflect on the conversation
- To get a job. Yes...education can be important for getting a job. It's just as important to get a job that is right for you as it is to get a job that provides the opportunity, now or in the future for financial success. We are not robots. We require agency, dignity, acknowledgement. Education helps us understand our needs so we can address them ALL, not just the need for income.
- To adapt, to be flexible, and to be resilient to prepare for a complex future!

And for many more reasons. We can do so much together. And we can learn anything we want!

LEARNING WHAT WE WANT TO LEARN!

When we were young, we were educated as if we were an 'empty vessel', now we can learn as persons-in-the-world!

UNLEARN:

Much of what we've learned, we received without scrutiny or a filter. We simply accepted information given to us, norms expected of us, and beliefs to orient us. This was enormously helpful in our early years! Without occasional reflection and re-evaluation, however, the information, that may no longer be true, can become 'calcified' or stuck, and we may even defend it by saying 'that's how it is', or that's the way we've always done it. With intention and effort, we can remove mental 'plaque' and open our minds to new and improved information!

HEUTAGOGY:

Since we learn all the time, why not direct our learning to increase our opportunities, possibilities and success? We can seek information in a library, in books, through conversation, and on the internet. (Be very discerning when looking for information on the internet!! "Information" is just 'stuff' and does NOT include truth; that is for you to figure out.) Self-determined learning can include critically reflecting on our early learning and discovering deeper meanings now.

"It's hard to learn when we think we know something."
— Peter Block.

UBUNTUGOGY:

What we never learn in school in the U.S. is that we are constantly in relationship with everyone and everything around us. We are trained to see ourselves as 'individuals' who have to figure things out for ourselves. We are also taught that we are 'rational actors' and we behave in our own 'self-interest'. This is the story that continues to divide us. We can choose to let it go for the misleading falsehood that it is, and discover that our true nature is the balance between autonomy (agents in control of our destiny), and belonging (connected to others and the world around us). Creating a world that is fair and just for all IS in our self-interest! We will be secure and free, also!

EMBODIED COGNITION

Our brains evolved with our body and our bodies evolved with the world around us. We experience life, and make decisions, based on feelings...so it's high time we recognize how we extend our cognition (thinking ability) to understand ourselves, others, and the world better! According to Erik Shonstrom,

"Embodied Cognition research supports the idea that feelings and emotions are not obstacles to the process of rational thought, but part of it, inextricably intertwined. All decisions are "gut" decisions — they are formed, informed and carried out by the body and the mind in tandem."

TRANSFORMATIVE LEARNING THEORY (TLT)

(Please find this information on the next page.)

Styles of Learning

Use one, some, or all!

UNLEARN

Letting go of the behaviors and mindsets that keep us stuck so we can transform the past, improve today, and prepare for the future.

HEUTAGOGY

aka: Self-Determined Learning
Learners decide what is important and act. They build knowledge on alone and with others. They learn the value of information. They listen, they ask questions to clarify and build empathy, they reflect, they consider others in their process. They also construct knowledge with them.

UBUNTUGOGY

Learning through a lens of interdependence, knowing that everything is connected and that all learning must recognize, include and honor others now, in the past, and in the future. Ubuntu-gogy can be applied when we learn alone and when we learn with others.

EMBODIED COGNITION

Learn how to "trust our gut."
Developing an understanding of how we are informed by our body and our brain - together - when we 'think', including when we learn, pay attention, construct knowledge and meaning, and make decisions.

TRANSFORMATIVE LEARNING THEORY

The transformative learning theory (TLT) lens 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 their own. TLT supports capacity building, a deeper sense of compassion, and a healthy curiosity, to use as power-tools in a world of constant change, 'nudges' and emerging truth.

TRANSFORMATIVE LEARNING THEORY

created by Jack Mezirow

Throughout our lives, and for a wide variety of reasons, we may want to - or need to - change our perspective. Transformative Learning Theory (TLT) will help with this process.

"When we are no longer able to change a situation, we are challenged to change ourselves."

- Victor Frankl

Transformative learning is perspective transformation, or gaining a different point of view. During the transformative learning process, we critically reflect on our prior interpretations and assumptions to form new meaning. Critical reflection is when we analyze past events by considering what worked, what didn't work, and why. Perspective transformation is achieved through disorienting dilemmas that lead to critical reflection, then discussed in rational dialogue and, finally, taking action.

Jack Mezirow argued that transformations often follow some variation of the following phases (while not all are required):

- A disorienting dilemma - something happens that was unexpected.
- A self-examination of feelings of guilt or shame.
- A critical assessment of assumptions in our thoughts, beliefs, or cultural norms.
- Recognition that our feelings are shared, and that others have also changed their perspective.
- Exploration of options for new roles, relationships, and actions.
- Planning a course of action.
- Acquiring knowledge and skills for implementing a plan.
- Trying new roles, new ways of seeing, and being in, the world.
- Building competence and self-confidence in new roles and relationships.
- A reintegration into one's life using the new perspective in all areas.

Why am I such a huge fan of Transformative Learning?

When I was in my early teens, I physically rebelled against authority by skipping school and running away from home. At that time in my life, I felt like all forms of authority wanted to 'mold' me; that they would never let me become myself. After 5 years of constant conflict, I said I wanted to become an emancipated adult. The answer was 'no'. Then I made a deal: I would calm down and go to school if I could live in a foster home and attend an 'alternative high school' called Walden III (it still exists today!). This was approved. When I got to Walden III, I quickly learned that I did not hate school, or 'authority'; what I hated was being disrespected. When I was able to learn in a respectful setting, and through a self-determined process, I flourished. I actually loved school!

WHAT ARE YOU CURIOUS ABOUT? WHAT ARE YOU CONCERNED ABOUT?

These questions can not only guide you on a self-directed learning journey, but may provide a gentle introduction to changing your perspective. When we dig into any topic, and search for the many different points of view (we are almost always presented with only two - with us or against us – but there are always more than two!) we can – without the guilt or shame, learn to understand other perspectives. For instance, we could be curious about the internal combustion engine, but when we dig into the history and consider the future, we could learn about electric motors...and try on that perspective, and then learn about the impact of lithium battery production, and come full circle to believe that all we really need to do is to drive less. This is a super-simplified version, but it provides three strong perspectives that may provide a window into a person's world view.

Changing your stance on a long-held belief will not be simple, but it might change your life completely!

Please check out the Transformative Learning Process diagram on the next page.

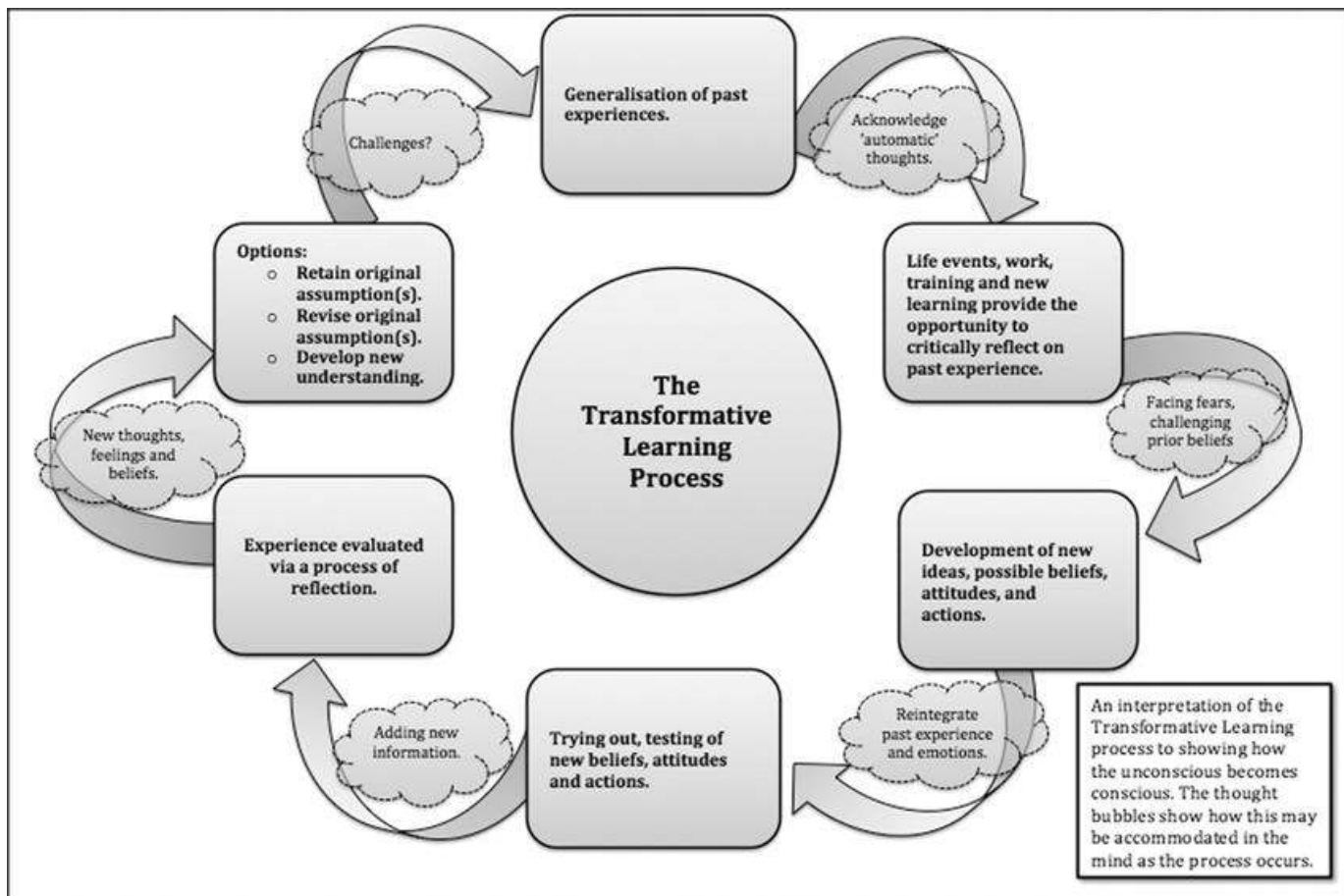


Diagram by Justin Sharp.

To investigate this topic further, book recommendations can be found at the end of the Free School section, and at the end of the Ownership Manual. Look for titles by Jack Mezirow.

Free and very inexpensive learning opportunities abound...on the internet, in our libraries and by talking with people willing to share their knowledge! We can purchase new or used books to share, we can study alone or in groups, and we can even get college credit for some of our learning through the CLEP exam (www.clep.collegeboard.org) for \$95 per course! We can teach - and explore learning - with our children and our youth for free...and we can help them get the information that the schools do not provide. All ages can learn better together!

EDUCATION FOR FREEDOM!

We have a right to learn; "to create our own history".

- Paul Bélanger, UNESCO

How can anyone read history and still trust politicians?

- Thomas Sowell

The mind, once stretched by a new idea, never returns to its original dimensions.

- Ralph Waldo Emerson

Education doesn't need to be reformed – it needs to be transformed.

- Ken Robinson

The most potent weapon of the oppressor is the mind of the oppressed.

- Steve Biko

We cannot solve our problems with the same thinking we used when we created them.

- Albert Einstein.

...the whole of life is learning therefore education can have no ending.

- Eduard Lindeman

At its best, schooling can be about how to make a life, which is quite different from how to make a living.

- Neil Postman

ELDER SUPPORT

This page is just a sample of resources on our constantly updated webpage: www.fairshake.com/elders

Elders (65 years old and older) make up the fastest growing age segment of the US population. This population will be targeted for support programs, transportation, activities and various types of living accommodations, and they will all change and expand along with the elders. And just like Fair Shake's web-page for Elder Support. We hope you will help us learn about other free resources. We can add them to our webpage so that everyone can benefit from them!

But before we list resources, here are some benefits of a 'gift exchange' with the elders in your life:

Gifts that elders can give to us: SLOWING DOWN. LIVE IN THE NOW. LISTENING SKILLS. HEALTH BENEFITS! REFLECTION SKILLS (How will we want to be treated when we need help?)

Gifts that we can give to elders: CARE. ATTENTION. NOTICING. LISTENING. DEFENDING THEIR DIGNITY, SELF-HOOD & AGENCY

Senior Employment These are federal programs; states have elder employment programs, too.



U.S. DEPARTMENT OF LABOR

Senior Community Service Employment Program

Provides training for low-income, unemployed seniors.
<https://www.dol.gov/agencies/eta/seniors>



careeronestop

your source for career exploration

Older Worker Program Finder

Find employment services for low-income, unemployed seniors.
<https://www.careeronestop.org/LocalHelp/EmploymentAndTraining/find-older-worker-programs.aspx>

Senior Volunteer Opportunities

Millions of elders (65 and older) volunteer every year.



AmeriCorps

AmeriCorps Seniors

americorps.gov/serve/americorps-seniors
They offer many ways you can help others.
Discover the program that's right for you!

Social Security Administration

ssa.gov

Office of Public Inquiries and Communications Support
1100 West High Rise
6401 Security Blvd.
Baltimore, MD 21235



Eldercare Locator

eldercare.acl.gov 1-800-677-1116

The U.S. Administration on Aging connects you to services for older adults and their families.

Family Caregiver Alliance

caregiver.org 800.445.8106

We're here to help you. All resources are free, and assistance through CareNav is free, secure, and private.



**Family
Caregiver
Alliance®**

CARING FOR ELDERS WHO NEED EXTRA CARE

Elders are a crucial segment of our community. They have much to teach us and many gifts to share. The elders of today were our caregivers when we were not able to take care of ourselves. They did not charge us for their efforts, and asked for nothing. Wouldn't it be nice to return the favor?

I realize this is not possible in many scenarios. I lived through one myself. But I know that with creativity and willingness, opportunities sometimes arise and we can simply share time with the elders in our life, even when they are getting support in a facility. Care-givers in facilities can do a lot, but they are often quite busy, and cannot slow down to share time to through a magazine, or sing, or go for a stroll.

According to the National Institute on Aging, 1/3 of all adults age 85 and older may have some form of dementia. There are several forms of dementia; Alzheimer's is just one type. Dementia is diagnosed when we reach a specific point in the forgetfulness spectrum. As of this writing, I'm 58 years old. I forget things all the time...like why I walked into a room, or what day it is, and many simple regularly-used words. We ALL, on occasion, forget, get confused, and even need help knowing what day it is. What we want, when we forget, is generosity and kindness from those around us. People with a dementia diagnosis want the same thing. Some nice gifts that we can offer them include:

**ACCEPTANCE * AGENCY * IDENTITY * LISTENING * NOTICING * EYE CONTACT * MUSIC
CARE * CHOICE between two things * OUTDOORS * NICELY SCENTED SOAP * SOFT TOWELS**



Validation Training Institute, Inc. <https://vfvalidation.org/>
P.O. Box 871 Pleasant Hill, OR 97455

Validation can help you improve and integrate new communication skills, gain competence and confidence in dealing with difficult situations. You will have less stress and frustration, and more joy.

Fair Shake Book Recommendation:

Dignity for Deeply Forgetful People by Stephen G. Post How Caregivers Can Meet the Challenges of Alzheimer's Disease

Learn to notice and appreciate expressions of continuing self-identity and include deeply forgetful people in your vision of a shared humanity! Drawing from years of experience, author Stephen Post challenges us to set aside 'hypercognitive biases' to learn from 'differently abled' people. He inspires us to deliberate about inalienable dignity, autonomy, identity, worth and authenticity. Post stresses the continuity of selfhood in persons (not patients, not victims, not disposable objects) experiencing the increasing challenges of cognitive decline. He argues for a deeper dignity grounded in consciousness, emotional presence, creativity, interdependence, music, and a self that is not "gone" but "differently abled."



Music can support mind and heart:

Music is deeply rooted in conscious and unconscious areas of our brain. Music can awaken the rich trove of memories that are associated with familiar songs or beloved pieces. Help the elders in your life connect to joy through music! You can sing, play favorite songs, play the soundtrack to musicals, leave the classical or jazz music station on all day.

Other ways to engage:

Art, Crafts, Gardening, Cooking / Eating, Looking Through Picture Books. These are all great activities for living in the present moment, and also for triggering good memories.

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.



List of CLEP Exams: Match with OpenCourseWare Classes!

| | |
|---|--|
| American Literature | Western Civilization I: Ancient Near East to 1648 |
| Analyzing and Interpreting Literature | |
| College Composition and Modular English Literature | Western Civilization II: 1648 to the Present |
| Humanities Foreign Languages | Science and Mathematics |
| French Language (Levels 1 and 2) | Biology |
| German Language (Levels 1 and 2) | Calculus |
| Spanish Language (Levels 1 and 2) | Chemistry |
| History and Social Sciences | College Algebra |
| American Government | College Mathematics |
| Human Growth and Development | Natural Sciences |
| Intro to Educational Psychology | Pre-calculus |
| Introduction to Psychology | Business |
| Introduction to Sociology | Financial Accounting |
| Principles of Macroeconomics | Introductory Business Law |
| Principles of Microeconomics | Information Systems and Computer Applications |
| Social Sciences and History | Principles of Management |
| History of the United States I: Early Colonization to 1877 | Principles of Marketing |
| History of the United States II: 1865 to the Present | |

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 - Free Audio Books

Free public domain audiobooks. LibriVox has a huge selection of free audiobooks that are recordings of volunteers who have read chapters from books that are in the public domain.

<https://librivox.org/>

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 - Job Training

716 842 6320
170 Franklin St, 7th Floor
Buffalo, NY 14202

The Center for Employment Opportunities (CEO) gives formerly incarcerated individuals transitional jobs to meet their immediate needs and uses that experience and training to place them in permanent, unsubsidized jobs.

<http://ceoworks.org/>

Employment - Licensing Information

<http://www.dos.ny.gov/licensing/>

Employment - Staffing Agency

Manpower is dedicated to enriching people's lives with meaningful employment and development

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/>

Computers and Technology - Equipment Internet and Training

Everyone On helps unlock social and economic opportunity by connecting low-income people to affordable internet service and computers, and delivering digital skills trainings. Find Low-Cost Internet Service, Computers and Free Training in Your Area!

<https://www.everyoneon.org/find-offers>

Education - Free Audio Books

Free cultural and educational media access.

<https://www.openculture.com/freeaudiobooks>

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

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 - Job Training

The Center for Employment Opportunities (CEO) gives formerly incarcerated individuals transitional jobs to meet their immediate needs and uses that experience and training to place them in permanent, unsubsidized jobs.

716 842 6320
170 Franklin St, 7th Floor
Buffalo, NY 14202
<http://ceoworks.org/>

opportunities, as we have done for more than 60 years.
<https://www.manpower.com/ManpowerUSA/home>

Employment - Workforce Development

NYS Department of Labor Building 12
W.A. Harriman Campus
Albany, NY 12226
(518) 457-9000
(888) 4-NYSDOL
(888-469-7365)
711 TTY/TTD

Get the resources and help you need to find a job, explore career options and learn about the variety of programs offered.

<https://dol.ny.gov/jobs-and-careers>

Family - Family Support

On any given day, an estimated 2.7 million children in America have at least one parent in prison or jail.

NRCCFI is the oldest and largest organization in the U.S. focused on children and families of the incarcerated and programs that serve them.

Disseminating accurate and relevant information
Guiding the development of family strengthening policy and practice

Training, preparing, and inspiring those working in the field

Including the families in defining the issues and designing solutions

<https://nrccfi.camden.rutgers.edu/>

Food - Food Pantry

37 Chandler Street
Buffalo NY 14207
(716) 836-0925

Food - Food Pantry

Find local pantries, soup kitchens, food shelves, food banks and other food help.

https://www.foodpantries.org/st/new_york

Free - Free Phone

Assurance Wireless
P.O. Box 5040
Charleston, IL 61920-9907
1-888-321-5880

Assurance Wireless provides eligible consumers with free monthly data, unlimited texting, free monthly minutes plus a free Smartphone. Lifeline enrollment is available to individuals who qualify based on federal or state-specific eligibility criteria. Residents of homeless shelters, nursing homes and temporary addresses may also be eligible.
<https://www.assurancewireless.com/lifeline-service/what-lifeline>

Free - Free Stuff

We are a grassroots and entirely nonprofit movement of people who are giving and getting stuff for free in their own Towns. It's all about reuse and keeping good stuff out of landfills. Membership is free.

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

Health - Free/Sliding Scale Clinic

Clinics listed on our website offer services for free

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 - Temporary Staffing Agency

5326 Main Street
Suite 200
Williamsville, NY 14221-5330
716-634-3200

<http://www.manpower.com>

Family - Family Support

Many services are available through the website.

<https://ocfs.ny.gov/main/>

Food - Food Pantry

1345 Indian Church Road,
West Seneca NY 14224 (716) 228-8422

Food - Food Pantry

St Lukes Mission of Mercy
325 Walden Avenue
Buffalo NY 14211
(716) 894-4476

Food - Food Pantry

6619 Southwestern Blvd.
P.O. Box 10
Lakeview NY 14085
(716) 627-2183
<http://www.sccministries.org>

Free - Free Stuff

We are a grassroots and entirely nonprofit movement of people who are giving and getting stuff for free in their own Towns. It's all about reuse and keeping good stuff out of landfills.

Membership is free.

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

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

206 South Elmwood Avenue
Buffalo NY 14201
(716) 847-2437

<http://evergreenhs.org/>

Health - Free/Sliding Scale Dental Clinic

We continuously update our website with new information on dental clinics. Many of the resources for dental care are free, but many are based on income and/or discounted in other manners. Please review the listings and contact the dental clinics through the websites provided (and/or phone numbers listed), to obtain full details. We do not offer guidance. If you find any of our information improper, or if you have any question, please email us at

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 - Free/Sliding Scale Clinic with Dental

Listings that can help low-income and uninsured people connect with a clinic or community health center in their area. These clinics offer free and discounted rates for medical and dental care. Our county listings include contact information, a listing of services and any further remarks that may be pertinent to our users, such as free services provided, discounted services provided and clinic operating hours. https://freeclinicdirectory.org/new_york_care.html

Health - Health Department

Statewide Resources and Services can be found on this website <https://health.ny.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>

Money - Finances/Budgeting

800.388.2227
Free Credit Counseling! Our mission is to help all Americans gain control over their finances. For over 60 years, NFCC and its member agencies have helped people just like you pay off debt and grow in their financial capability. Our services help people overcome financial challenges at nearly every stage of life. <https://www.nfcc.org/>

Money - Free Credit Report

Free credit reports authorized by federal law. Federal law allows you to get a free copy of your credit report every 12 months from each credit reporting company. <https://www.annualcreditreport.com/index.action>

Money - Social Security Benefits after Incarceration

Social Security and Supplemental Security Income Benefits
Individuals released from incarceration may be eligible for Social Security retirement, survivors, or disability benefits if you have worked or paid into Social Security enough years or Supplemental Security Income benefits if you are 65 or older, or are blind, or have a disability and have little or no income and resources.
If you believe you qualify, call our toll-free telephone number, 1-800-772-1213.
If you are deaf or hard of hearing, call TTY 1-800-325-0778.
<https://www.ssa.gov/reentry/benefits.htm>

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

support@thedentistsnearme.com. We will immediately reply to your email. https://www.usdentalservice.com/?gclid=EAlaQobChMIyaH1p9_k9gIVWZcAAB0Irg1FEAEYASAAEgK7c_vD_BwE

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>

Money - Finances/Budgeting

GreenPath will work with you to build a personalized plan of action for regaining control of your debt. We assess your household budget, find places for you to save, and help you prioritize your payments to creditors and plan a lifestyle that you can afford. It all works toward helping you achieve your financial goals, better manage debt and avoid problems in the future. Available in Spanish. <http://www.greenpath.com/>

Money - Finances/Budgeting

800.388.2227
Free Credit Counseling! Our mission is to help all Americans gain control over their finances. For over 60 years, NFCC and its member agencies have helped people just like you pay off debt and grow in their financial capability. Our services help people overcome financial challenges at nearly every stage of life. <https://www.nfcc.org/>

Money - Free Credit Report

Get a free copy of your credit report every 12 months from each credit reporting company. <https://www.annualcreditreport.com/index.action>

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 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://211nys.org/>

Reentry Resource - Multiple Resources Available

1370 William Street,
Buffalo NY 14206
(716) 854-1086 Reginald Brown, Program Coordinator
Primarily the East Side of Buffalo but not limited by geographic area.
Monday-Friday, 8:30am-5:00pm. No fees for supportive services. Rent is \$350 for halfway house. Call or walk-in, appointments preferred. Accepts referrals, court mandates, and referrals

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/new-york>

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>

Reentry Resource - Multiple Resources Available

The Center for Employment Opportunities (CEO) gives formerly incarcerated individuals transitional jobs to meet their immediate needs and uses that experience and training to place them in permanent, unsubsidized jobs.
716 842 6320
170 Franklin St, 7th Floor
Buffalo, NY 14202
<http://ceoworks.org/>

Shelter - Financial Counseling

HUD sponsors housing counseling agencies throughout the country that can provide advice on buying a home, renting, defaults, foreclosures, and credit issues. This link sends you to a page that allows you to select a list of agencies for each state. You may search more specifically for a reverse mortgage counselor or if you are facing foreclosure, search for a foreclosure avoidance counselor.
<http://hud.gov/offices/hsg/sfh/hcc/hcs.cfm?weblistaction=summary>

Shelter - Housing Authority

Find a HUD location near you.
<https://www.hud.gov/states>

Shelter - Low Income Housing

Mercy Housing Gives a Home to Low-Income Families, Seniors, Individuals, and People with Special Needs Nationwide. Our mission is to create stable, vibrant and healthy communities by providing affordable, service-enriched housing.
<https://www.mercyhousing.org/regional-offices/>

Shelter - Low Income Housing

104 Maryland Street
Buffalo NY 14201
(716) 845-0485
<http://thebellecenter.publishpath.com/>

Shelter - Shelters

We provide an online directory of shelters in New York.
https://www.shelterlist.com/state/new_york

Shelter - Transitional Housing

Transitional housing is supportive housing that helps fight homelessness. Find transitional housing in your state by clicking on the link! We

from probation/parole. Services are provided to assist individuals who are being/have been released from prison with their return to mainstream society. Assistance includes group counseling, job referrals, enrollment in an educational program, applying for food stamps and Medicaid, and supportive living housing. Also provides court advocacy for individuals who are mandated by the court to attend one of BTB's programs, as well as those individuals who voluntarily enroll in the BTB program and/or are also involved in the court (have been charged with a crime). Collaborates with many agencies to provide referrals and linkages to services that are mandated by parole and/or the court.
<http://www.b2bministries.com>

Reentry Resource - Multiple Resources Available

1280 Main Street, Third Floor
Buffalo, NY 14209
(716) 539-1783
This program can start while you are still in incarceration and continues through release and while on parole.
Check with your facility parole officer to see if you qualify while still incarcerated or your field parole officer to see if you can enroll in the program after you have been released. The Reentry Program works with you to create a Transitional Accountability Plan, which identifies your personal goals and needs. You will work with a Care Coordinator who will assist you with meeting the conditions of parole and the goals of the TAP by scheduling appointments with providers and identifying ways to overcome difficulties in areas of transportation, employment, family and more. Studies by such places as Stanford University have found that the first 72 hours are a critical and crucial time when you have the potential to seize the moment and lay good foundations for a new start.
You need to be connected with housing, counseling, employment, medical and other resources as quickly as possible. This is at a time when there may also be temptations and the potential to become overwhelmed or confused by the many choices available.

http://www.wnynewstart.org/erie_links.html

Shelter - Homeless Shelter

100 East Tupper Street
Buffalo NY 14203
(716) 854-8181
<https://www.buffalocitymission.org/>

Shelter - Low Income Housing

U.S. Department of Housing and Urban Development
451 7th Street S.W.
Washington, DC 20410
Telephone: (202) 708-1112 TTY: (202) 708-1455
Find the HUD office near you!
<http://portal.hud.gov/hudportal/HUD>

Shelter - Low Income Housing

Housing Works fights for funding and legislation to ensure that all people living with HIV/AIDS have

have over 6,864 transitional housing locations in our database. We also provide as much information on each housing location along with pictures.
<https://www.transitionalhousing.org/>

Special Considerations - Disability Support

Many services and resources can be found on this page.
<https://otda.ny.gov/>

Special Considerations - Elders

800-677-1116
Welcome to the Eldercare Locator, a public service of the U.S. Administration on Aging connecting you to services for older adults and their families.
<https://eldercare.acl.gov/Public/Index.aspx>

Special Considerations - Elders

Our goal is to improve access to, and availability of services that enable Older New Yorkers to live, work and age in their community of choice. Many programs and services can be found on this page.
<https://aging.ny.gov/>

Volunteer - Volunteer Opportunities

At JustServe, we believe that nothing should get in the way of organizations and volunteers coming together to do good things for the community.
<https://www.justserve.org/>

Volunteer - Volunteer Opportunities

We make it easy for good people and good causes to connect. We are a community that believes in the power of volunteering to enrich our lives and the world around us. Find locations to volunteer near you!
Virtual volunteer opportunities are also available -
<https://www.volunteermatch.org/virtual-volunteering>
<https://www.volunteermatch.org/>

Your Leisure Time - Leisure Activities

Whatever you're looking to do this year, Meetup can help. For 20 years, people have turned to Meetup to meet people, make friends, find support, grow a business, and explore their interests. Thousands of events are happening every day—join the fun.
<http://www.meetup.com/>

access to quality housing, healthcare, HIV prevention, and treatment, among other lifesaving services.
<http://www.housingworks.org/>

Shelter - Low Income Housing

Find low income apartments in New York 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/NY.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/new_york

Special Considerations - Disability Support

Government agencies and disability rights organizations in New York.
https://www.olmsteadrights.org/self-helptools/advocacy-resources/item.6474-New_York_Disability_Resources_and_Advocacy_Organizations

Special Considerations - Elders

Find all the help available to you.
<http://www.aging.ny.gov/>

Special Considerations - Elders

The world of job searching has changed drastically over the years. You now have more options than ever. We'll help you navigate through those choices and guide you through the process of applying and interviewing for your next job.
<http://www.aarpworksearch.org/Pages/Default.aspx>

Volunteer - Donate Food

Through a cooperative relationship involving the New York State Department of Health, non-profit organizations like Feeding New York State's regional food banks and deer processors, hunters contribute nearly 40 tons of venison each year to needy families across the state!
<https://www.dec.ny.gov/outdoor/8351.html>

Volunteer - Volunteer Opportunities

We make it easy for good people and good causes to connect. We are a community that believes in the power of volunteering to enrich our lives and the world around us. Find locations to volunteer near you!
VIRTUAL VOLUNTEER opportunities are also available -
<https://www.volunteermatch.org/virtual-volunteering>
<http://www.volunteermatch.org/>

Volunteer - Volunteer Opportunities

We make it easy for good people and good causes to connect. We are a community that believes in the power of volunteering to enrich our lives and the world around us. Find locations to volunteer near you!
Virtual volunteer opportunities are also available -

<https://www.volunteermatch.org/virtual-volunteering>
<https://www.volunteermatch.org/city/Buffalo%2C+NY%2C+USA>

COMPANY OR
EMPLOYER NAME: _____

POSITION APPLIED FOR: _____

APPLICANT TELEPHONE: _____

SOCIAL SECURITY NUMBER: _____

Employment Application

YOUR NAME: _____
Last First Middle

ADDRESS: _____

ARE YOU LEGALLY ELIGIBLE FOR EMPLOYMENT IN THE U.S.A.?

☐ Yes ☐ No (If yes, verification will be required.)

I AM SEEKING A PERMANENT POSITION: ☐ Yes ☐ No

IF NECESSARY FOR THE JOB I AM ABLE TO:

Are you able to perform the essential functions
of the position with or without accommodations?

☐ Yes ☐ No

Work (which shifts)? _____

Work overtime? _____

Provide a valid Alaska Drivers License? _____

IF NECESSARY FOR THE JOB, ARE YOU OVER (Please mark one) 14__ 15__ 16__ 18__ 19__ 21__

I WILL BE ABLE TO REPORT TO WORK ____ DAYS AFTER BEING NOTIFIED THAT I AM HIRED.

| EDUCATION: | Yrs. Completed | Field of Study | Graduate or Degree |
|--|----------------|----------------|--------------------|
| High School _____ | | | |
| College/University _____ | | | |
| Business/Technical _____ | | | |
| Other (May include grammar school) _____ | | | |

MILITARY SERVICE: ☐ Yes ☐ No

Duty/Specialized Training: _____

REFERENCES: List two personal references who are not relatives or former supervisors.

| | | | | |
|-------|---------|-----------|------------|-------------|
| Name | Address | Telephone | Occupation | Years known |
| _____ | _____ | _____ | _____ | _____ |
| Name | Address | Telephone | Occupation | Years known |
| _____ | _____ | _____ | _____ | _____ |

EMPLOYMENT: List last employment first. Include summer or temporary jobs. Be sure all your experience or employers related to this job are listed here, in the summary (following this section), or use an extra sheet of paper if necessary.

| Employer Name and Address | Position Title/Duties Skills | Dates Employed from to |
|---------------------------|-------------------------------|---------------------------|
| _____ | | |
| _____ | | |
| _____ | | |
| _____ | Supervisor's Name: Telephone: | Reason for leaving |

| Employer Name and Address | Position Title/Duties Skills | Dates Employed from to |
|---------------------------|-------------------------------|---------------------------|
| _____ | | |
| _____ | | |
| _____ | | |
| _____ | Supervisor's Name: Telephone: | Reason for leaving |

EMPLOYMENT CONTINUED...

| | | |
|---------------------------|--|--|
| Employer Name and Address | Position Title/Duties Skills | Dates Employed from to |
| | | |
| | | Reason for leaving |
| | Supervisor's Name: Telephone: | |

| | | |
|---------------------------|--|--|
| Employer Name and Address | Position Title/Duties Skills | Dates Employed from to |
| | | |
| | | Reason for leaving |
| | Supervisor's Name: Telephone: | |

Summarize other employment related to this job: _____

Types of computers, other electronic or mechanical equipment that you are qualified to operate or repair: _____

Typing speed: _____ per minute.

Professional Licenses, Certifications or Registrations: _____

Additional skills including supervision skills, other languages, or information regarding the career/occupation you wish to bring to the employer's attention: _____

In case of accident or illness please contact: Name: _____ Daytime phone: _____

Address: _____ Relationship: _____

Information to the applicant: As part of our procedure for processing your employment application, your personal and employment references may be checked. If you have misrepresented or omitted any facts on this application, and are subsequently hired, you may be discharged from your job. You may make a written request for information derived from the checking of your references.

If necessary for employment, you may be required to: supply your birth certificate or other proof of authorization to work in the US, have a physical examination and/or a drug test, or to sign a conflict of interest agreement and abide by its terms.

I understand and agree to the information shown above:

Signature: _____ Date: _____

Equal Employment Opportunity: While many employers are required by federal law to have an Affirmative Action Program, all employers are required to provide equal employment opportunity and may ask your national origin, race and sex for planning and reporting purposes only. This information is optional and failure to provide it will have no affect on your application for employment.

Employer Section: _____

Interview Tips

Before you head to your interview, ask yourself these questions:

- Do you really want this job?
- Are you qualified for the job?
- Do you believe you can get the job?
- What attitude and information must you deliver to the employer to get the job?
- Are you ready for your interview?

If you decide you really want to get this job, consider these tips:

1. Keep your answers short yet full of information, unless you are asked to clarify. Try to put yourself in the interviewer's shoes; asking the same questions of many applicants! Fine tune your answers to the Sample Interview Questions and bring your authenticity and vitality to the interview.
2. Determine what your key strengths and assets are. Be sure to state them confidently a couple of times throughout the interview.
3. Prepare for a variety of interview questions. Consider the challenges you have overcome, the difficult interpersonal situations that you resolved with others, and several success stories.
4. Describe specific situations and accomplishments. Generalities fail to show the interviewer your strengths and assets and how they can benefit the company and the position that is available.
5. Put yourself on their team. Show how you fit in with the existing work environment and company culture. During the interview, align your language with the language of the team.
6. Observe your non-verbal communication. Are you saying what you mean to say? Practice answering some of the Sample Interview Questions in front of a mirror to see if your eyes and your gestures agree with your words.
7. Ask questions. Is this where you want to work? Find out what you need to know to accept the job. Also, the interviewer will see that you are taking interest in the company and work environment. That is an important quality in a team player.
8. Be sure to talk WITH the interviewer and not AT the interviewer. Interviews are stressful enough for both parties. Keep it human.
9. Research the company. Is it a right fit for you? Can you get behind the mission of the company? How much can you know about the work and the work environment before the interview?
10. Apply for jobs that you are skilled for and that you can appreciate...even if only as a stepping stone to your next job. If you truly want the job, you must be able to compete successfully with your competition. Authenticity shines through your words and your non-verbal communication.

Interview Questions for You to Ask

In an interview both you and the employer are finding out about each other. Asking these questions will show general interest in the business, and the team you are applying to work with. These questions show you care about the position and how you might fit. Asking questions will also help you understand if you think the environment is suitable for you.

Please tell me important information I should consider about working with this company:

- On average, how long do people keep the position for which I am applying?
- What strengths and skills do you think I should have to best fill this position?
- What employee qualities are encouraged here?
- Is this a friendly environment or are people pretty serious?
- Would you tell me about the challenges I might find working here?
- Which companies, products or services are our competitors?
- Is there an opportunity for promotion from this position?
- How often will I be evaluated?
- What are the businesses strengths? What aspects need improvement?
- What will be expected of me in the first 3 months? 6 months? Year?
- Are we encouraged to participate in things outside of work, like a softball league?
- In what ways does the company recognize and honor work that has been done?
- Will I have an employment agreement?
- Will I work with alone or with a group?
- Who will I report to? What kind of person are they?
- Are we anticipating any major changes in the workplace?
- How many applicants do you have for this position?
- What training do you provide?
- Does the company provide or support higher education or advanced training for employees?
- Is there anything else I can provide you to help you make a decision?
- How soon can I expect to hear from you?

Not all of these questions would apply to any one position. These questions are just examples to either pick from or open your mind to asking questions that will help you make sure the job is acceptable for you!

Resume Guide

A good resume will open the door for an interview. But do you need a resume? Some employers prefer a resume and others require an application form. That depends on the kind of job you're applying for.

RESUME REQUIRED

- Professional, technical, administrative and managerial jobs.
- Sales positions.
- Secretarial, clerical, and other office jobs.

RESUME SOMETIMES REQUIRED

Professional positions: Baker, Hotel Clerk, Electrician, Drafter, Welder

RESUME NOT REQUIRED

Unskilled, quick turnover jobs: Fast Food Server, Laborers, Machine Loader, Cannery Worker

The Rockport Institute has generously donated the resume guide below. It is a shortened version of their full resume guide ***How to Write a Masterpiece of a Resume*** which can be found here:

<http://www.rockportinstitute.com/resumes>

WRITE A RESUME THAT GENERATES RESULTS

Before you begin, ask yourself: Why do you have a resume in the first place? What is it supposed to do for you? How can you differentiate yourself from hundreds of other applicants with qualified resumes? The prospective employer has the overwhelming task of looking over many resumes to find the special person that is right for the position and a great fit for the culture of the company. You are facing a great deal of competition.

The resume is a tool with one specific purpose: to win an interview. If it doesn't, it isn't an effective resume. A resume is an advertisement; nothing more, nothing less. A great resume doesn't just tell them what you have done but makes the same assertion that all good ads do: If you buy this product, you will get these specific, direct benefits. It presents you in the best light. It convinces the employer that you have what it takes to be successful in this new position or career.

Other reasons to have a resume:

- To pass the employer's screening process (requisite educational level, number years' experience, etc.), to give basic facts which might favorably influence the employer
- To establish yourself as a professional person with high standards and excellent writing skills, based on the fact that your resume is so well done (clear, well-organized, well-written, well-designed, of the highest professional grades of printing and paper).
- To use as a covering piece or addendum to another form of job application
- To put in an employer's personnel files. (which they may check out later for other openings)
- To help you clarify your direction, qualifications, and strengths, boost your confidence, or to start the process of committing to a job or career change.

It is a mistake to think of your resume as your work history, a personal statement or some sort of self expression. Sure, most of the content of any resume is focused on your job history. But write from the intention to create interest, to persuade the employer to call you. If you write with that goal, your final product will be very different than if you write it just to catalog your job history.

Most resumes are quickly scanned, rather than read. Ten to twenty seconds is all the time you have to persuade a prospective employer to read further and the decision to interview a candidate is usually based on an overall first impression of the resume, a quick screening that so impresses the reader and convinces them of the candidate's qualifications that an interview results. The top half of the first page of your resume will either make you or break you. You hope it will have the same result as a well-written ad: to get the reader to respond. You are selling a product in which you have a large personal investment: you.

The person who is doing the hiring often cares deeply how well the job will be done. You need to write your resume to appeal directly to them. Ask yourself: What does the employer really want? What special abilities would this person have? What would set a truly exceptional candidate apart from a merely good one? How can I demonstrate that I am the perfect candidate? Put yourself in their shoes.

Loosen up your thinking enough so that you will be able to see some new connections between what you have done and what the employer is looking for. You need not confine yourself to work-related accomplishments! Use your entire life as evidence of your character, skills and talents. If Sunday school or your former gang are the only places you have had a chance to demonstrate your special gifts for leadership, fine. What are the talents you have to offer the prospective employer? A great resume has two sections. In the first, you make assertions about your abilities, qualities and achievements. You write powerful, but honest, advertising copy that makes the reader immediately perk up and realize that you are someone special.

The second section, the evidence section, is where you back up your assertions with evidence that you actually did what you said you did. This is where you list and describe the jobs you have held, your education, etc. This is all the stuff you are obliged to include.

Most resumes are just the evidence section, with no assertions. The 'juice' is in the assertions section. When a prospective employer finishes reading your resume, you want them to reach for the phone to invite you in to interview. The resumes you have written in the past have probably been a gallant effort to inform the reader. You don't want them informed. You want them interested and excited.

THE OBJECTIVE SECTION

Ideally, your resume should be pointed toward conveying why you are the perfect candidate for one specific job or job title. Good advertising is directed toward a very specific target audience.

Targeting your resume requires that you be absolutely clear about your career direction—or at least that you appear to be clear. You would be wise to use this time of change to design your future career so you have a clear target that will meet your goals and be personally fulfilling. With a nonexistent, vague or overly broad objective, the first statement you make to a prospective employer says you are not sure this is the job for you.

Imagine the position of a software manufacturer looking at a sea of resumes. They all look so much alike until they come across a resume in the pile that starts with the following: "OBJECTIVE - a software sales position in an organization seeking an extraordinary record of generating new accounts, exceeding sales targets and enthusiastic customer relations". They are immediately interested! This first sentence conveys some very important and powerful messages: "I want exactly the job you are offering. I am a superior candidate because I recognize the qualities that are most important to you, and I have them. I want to make a contribution to your company." This works well because the employer is smart enough to know that

someone who wants to do exactly what they are offering will be much more likely to succeed than someone who doesn't. And that person will probably be a lot more pleasant to work with as well.

Secondly, this candidate has done a good job of establishing why they are the perfect candidate in their first sentence. They have thought about what qualities would make a candidate stand out. They have started communicating that they are that person immediately. What's more, they are communicating from the point of view of making a contribution to the employer.

Here's how to write your objective. First of all, decide on a specific job title for your objective. Go back to your list of answers to the question "How can I demonstrate that I am the perfect candidate?" What are the two or three qualities, abilities or achievements that would make a candidate stand out as truly exceptional for that specific job? Having an objective statement that really sizzles is highly effective. And it's simple to do. One format is:

OBJECTIVE: An xxx position in an organization where yyy and zzz would be needed (or, in an organization seeking yyy and zzz).

Xxx is the name of the position you are applying for. Yyy and zzz are the most compelling qualities, abilities or achievements that will really make you stand out above the crowd of applicants.

If you are applying for several different positions, you should adapt your resume to each one. Have an objective that is perfectly matched with the job you are applying for. Remember, you are writing advertising copy, not your life story.

If you have a limited work history, you want the employer to immediately focus on where you are going, rather than where you have been.

Examples of an Objective section:

OBJECTIVE: An entry-level position in the hospitality industry where a background in advertising and public relations would be needed.

OBJECTIVE: A position teaching English as a second language where a special ability to motivate and communicate effectively with students would be needed.

THE SUMMARY OF QUALIFICATIONS

The "Summary of Qualifications" consists of several concise statements that focus the reader's attention on the most important qualities, achievements and abilities you have to offer. Those qualities should be the most compelling demonstrations of why they should hire you instead of the other candidates.

This may be the only section fully read by the employer, so it should be very strong and convincing. Include professional characteristics (extremely energetic, a gift for solving complex problems in a fast-paced environment, exceptional interpersonal skills, committed to excellence, etc.) helpful in winning the interview.

How should you write to write a Summary of Qualifications? Look for the qualities the employer will care about most. Then look at what you wrote about why you are the perfect person to fill their need. Pick your qualities that best demonstrate why they should hire you. Assemble it into your Summary section.

The most common ingredients of a well-written Summary are as follows. Do not use all these ingredients in one Summary - use the ones that highlight you best.

- A short phrase describing your profession
- Followed by a statement of broad or specialized expertise
- Followed by two or three additional statements related to any of the following:
 - breadth or depth of skills
 - unique mix of skills
 - range of environments in which you have experience
 - a special or well-documented accomplishment
 - a history of awards, promotions, or superior performance commendations
- One or more professional or appropriate personal characteristics
- A sentence describing professional objective or interest.

Notice that the examples below show how to include your objective in the Summary section. If you are making a career change, your Summary section should show how what you have done in the past prepares you to do what you seek to do in the future.

A few examples of Summary sections:

- Highly motivated, creative and versatile real estate executive with seven years of experience in development and construction. Especially skilled at building effective, productive working relationships with clients and staff. Excellent management, negotiation and public relations skills. Seeking a challenging management position in the real estate field that offers extensive contact with the public.
- Health Care Professional experienced in management, program development and policy making in the United States as well as in several developing countries. A talent for analyzing problems, developing and simplifying procedures, and finding innovative solutions. Proven ability to motivate and work effectively with persons from other cultures and all walks of life. Skilled in working within a foreign environment with limited resources.
- Performing artist with a rich baritone voice and unusual range, specializing in classical, spiritual, gospel and rap music. Featured soloist for two nationally televised events. Accomplished pianist. Extensive performance experience includes television, concert tours and club acts. Available for commercial recording and live performances.

SKILLS AND ACCOMPLISHMENTS

In this final part of the assertions section of your resume, you do exactly what you did in the previous section, except that you go into more detail.

In the summary, you focused on your most special highlights. Now you tell the rest of the best of your story. Let them know what results you produced, what happened as a result of your efforts, what you are especially gifted or experienced at doing. Flesh out the most important highlights in your summary.

Here are a few ways you could structure your "Skills and Accomplishments" section:

SELECTED SKILLS AND ACCOMPLISHMENTS

- Raised \$1900 in 21 days in canvassing and advocacy on environmental, health and consumer issues.
- Conducted legal research for four Assistant U.S. Attorneys, for the U.S. Attorney's office
- Coordinated Board of Directors and Community Advisory Board of community mental health center. Later commended as "the best thing that ever happened to that job."

FUNCTIONAL RESUME FORMAT

The functional resume highlights your major skills and accomplishments. It helps the reader see clearly what you can do for them. It helps target the resume into a new direction by lifting up from all past jobs the key skills and qualifications to help prove you will be successful. The functional resume is a must for career changers and for those returning to the job market.

THE EVIDENCE SECTION - YOUR WORK HISTORY, EDUCATION, ETC.

Most resumes are not much more than a collection of "evidence," various facts about your past. By evidence, we mean all the mandatory information you must include on your resume: work history with descriptions, dates, education, affiliations, list of software mastered, etc. If you put this toward the top of your resume, anyone reading it will feel like they are reading an income tax form.

EXPERIENCE

List jobs in reverse chronological order. Don't go into detail on the jobs early in your career; focus on the most recent and/or relevant jobs. (Summarize a number of the earliest jobs in one line or very short paragraph. Put dates in italics at the end of the job; don't include months, unless the job was held less than a year. Include military service, internships, and major volunteer roles if desired! Because the section is labeled "Experience," it does not need to mean that you were paid.

EDUCATION

List education in reverse chronological order, degrees or licenses first, followed by certificates and advanced training. Set degrees apart so they are easily seen. Put in boldface whatever will be most impressive. Don't include any details about college except your major and distinctions or awards you have won.

- Do include advanced training, but be selective with the information.
- If you are working on an uncompleted degree, include the degree and afterwards, in parentheses, the expected date of completion.
- If you didn't finish college, start with a phrase describing the field studied, then the school, then the dates (the fact that there was no degree may be missed).

Other headings might be "Education and Training" or "Education and Licenses".

And then add your Awards, Civic and Community Recognition and Comments from Supervisors.

PERSONAL INTERESTS

Only list these if your personal interests indicate a skill or knowledge that is related to the goal, such as photography for someone in public relations, or carpentry and wood-working for someone in construction management. This section can create common ground in an interview.

REFERENCES

You may put "References available upon request" at the end of your resume, if you wish. This is a standard close (centered at bottom in italics), but is not necessary. You can bring a separate sheet of references to the interview, to be given to the employer upon request.

A FEW GUIDELINES FOR A BETTER PRESENTATION

The resume is visually enticing, a work of art. Simple clean structure. Very easy to read. Symmetrical. Balanced. Uncrowded. As much white space between sections of writing as possible; sections of writing that are no longer than six lines, and shorter if possible.

There are absolutely no errors. No typographical errors. No spelling errors. No grammar, syntax, or punctuation errors. No errors of fact.

All the basic, expected information is included. A resume must have the following key information: your name, address, phone number, and your email address at the top of the first page, a listing of jobs held, in reverse chronological order, educational degrees, in reverse chronological order.

Jobs listed include a title, the name of the firm, the city and state of the firm, and the years employed. Jobs earlier in a career can be summarized and extra part-time jobs can be omitted. If no educational degrees have been completed, it is still expected to include some mention of education (professional study or training, partial study toward a degree, etc.) acquired after high school.

It is targeted. First you should get clear what your job goal is, what the ideal position would be. Then you should figure out what key skills, areas of expertise or body of experience the employer will be looking for in the candidate. Gear the resume structure and content around this target, proving these key qualifications.

Strengths are highlighted / weaknesses de-emphasized. Focus on whatever is strongest and most impressive. Make careful and strategic choices as to how to organize, order, and convey your skills and background.

Use power words. For every skill, accomplishment, or job described, use the most active impressive verb you can think of (which is also accurate). Begin the sentence with this verb, except when you must vary the sentence structure to avoid repetitious writing.

Show you are results-oriented. Wherever possible, prove that you have the desired qualifications through clear strong statement of accomplishments

Writing is concise and to the point. Keep sentences as short and direct as possible.

Make it look great. Use a laser printer or an ink jet printer that produces high-quality results. A laser is best because the ink won't run if it gets wet. It should look typeset. Use a standard conservative typeface (font) in 11 or 12 point. Use off-white, ivory or bright white 8 1/2 x 11-inch paper, in the highest quality affordable. Use absolutely clean paper without smudges, without staples and with a generous border.

Shorter is usually better. Your resume should be just long enough to keep the reader's interest, and create psychological excitement that leads prospective employers to pick up the phone and call you.

Telephone number that will be answered. Be sure the phone number on the resume will, without exception, be answered by a person or an answering machine Monday through Friday 8-5pm.

WHAT NOT TO PUT ON A RESUME

- The word "Resume" at the top of the resume
- Fluffy rambling "objective" statements
- Salary information
- Full addresses of former employers or names of supervisors
- Reasons for leaving jobs
- References

Favorite Verbs For Your Resume

Originally "Our Favorite Resume Verbs" by Wendy Enelow

| | | | |
|-------------|---------------|---------------|-------------|
| Accelerate | Collaborate | Differentiate | Expand |
| Accentuate | Collect | Diminish | Expedite |
| Accomplish | Command | Direct | Experiment |
| Accommodate | Commercialize | Discern | Explode |
| Achieve | Communicate | Discover | Explore |
| Acquire | Compare | Dispense | Export |
| Adapt | Compel | Display | Facilitate |
| Address | Compile | Distinguish | Finalize |
| Advance | Complete | Distribute | Finance |
| Advise | Compute | Diversify | Forge |
| Advocate | Conceive | Divert | Form |
| Align | Conceptualize | Document | Formalize |
| Alter | Conclude | Dominate | Formulate |
| Analyze | Conduct | Double | Foster |
| Anchor | Conserve | Draft | Found |
| Apply | Consolidate | Drive | Gain |
| Appoint | Construct | Earn | Generate |
| Appreciate | Consult | Edit | Govern |
| Architect | Continue | Educate | Graduate |
| Arrange | Contract | Effect | Guide |
| Articulate | Control | Elect | Halt |
| Ascertain | Convert | Elevate | Handle |
| Assemble | Convey | Eliminate | Head |
| Assess | Coordinate | Emphasize | Hire |
| Assist | Correct | Empower | Honor |
| Augment | Counsel | Enact | Hypothesize |
| Author | Craft | Encourage | Identify |
| Authorize | Create | Endeavor | Illustrate |
| Balance | Critique | Endorse | Imagine |
| Believe | Crystallize | Endure | Implement |
| Brainstorm | Curtail | Energize | Import |
| Brief | Cut | Enforce | Improve |
| Budget | Decipher | Engineer | Improvise |
| Build | Decrease | Enhance | Increase |
| Calculate | Define | Enlist | Influence |
| Capitalize | Delegate | Enliven | Inform |
| Capture | Deliver | Ensure | Initiate |
| Catalog | Demonstrate | Equalize | Innovate |
| Centralize | Deploy | Eradicate | Inspect |
| Champion | Derive | Establish | Inspire |
| Change | Design | Estimate | Install |
| Chart | Detail | Evaluate | Instruct |
| Clarify | Detect | Examine | Integrate |
| Classify | Determine | Exceed | Intensify |
| Close | Develop | Execute | Interpret |
| Coach | Devise | Exhibit | Interview |

These verbs have been generously provided by Wendy Enelow and Louise Kursmark
Founders of The Resume Writing Academy www.resumewritingacademy.com

Favorite Verbs For Your Resume

Originally "Our Favorite Resume Verbs" by Wendy Enelow

| | | | |
|-------------|-------------|--------------|--------------|
| Introduce | Organize | Recapture | Solve |
| Invent | Orient | Receive | Spark |
| Inventory | Originate | Recognize | Speak |
| Investigate | Outsource | Recommend | Spearhead |
| Judge | Overcome | Reconcile | Specify |
| Justify | Overhaul | Record | Standardize |
| Launch | Oversee | Recruit | Steer |
| Lead | Participate | Recycle | Stimulate |
| Lecture | Partner | Redesign | Strategize |
| Leverage | Perceive | Reduce | Streamline |
| License | Perfect | Regain | Strengthen |
| Listen | Perform | Regulate | Structure |
| Locate | Persuade | Rehabilitate | Study |
| Lower | Pilot | Reinforce | Substantiate |
| Maintain | Pinpoint | Rejuvenate | Succeed |
| Manage | Pioneer | Remedy | Suggest |
| Manipulate | Plan | Render | Summarize |
| Manufacture | Position | Renegotiate | Supervise |
| Map | Predict | Renew | Supplement |
| Market | Prepare | Renovate | Supply |
| Master | Prescribe | Reorganize | Support |
| Mastermind | Present | Report | Surpass |
| Maximize | Preside | Represent | Synthesize |
| Measure | Process | Research | Target |
| Mediate | Procure | Resolve | Teach |
| Mentor | Produce | Respond | Terminate |
| Merge | Program | Restore | Test |
| Minimize | Progress | Restructure | Thwart |
| Model | Project | Retain | Train |
| Moderate | Promote | Retrieve | Transcribe |
| Modify | Propel | Reuse | Transfer |
| Monitor | Propose | Review | Transform |
| Motivate | Prospect | Revise | Transition |
| Navigate | Prove | Revitalize | Translate |
| Negotiate | Provide | Satisfy | Trim |
| Network | Publicize | Schedule | Troubleshoot |
| Nominate | Purchase | Secure | Unify |
| Normalize | Purify | Select | Unite |
| Obfuscate | Qualify | Separate | Update |
| Obliterate | Quantify | Serve | Upgrade |
| Observe | Question | Service | Utilize |
| Obtain | Raise | Shepherd | Verbalize |
| Offer | Rate | Simplify | Verify |
| Operate | Ratify | Slash | Win |
| Optimize | Realign | Sold | Work |
| Orchestrate | Rebuild | Solidify | Write |

Accomplishments and Skills Worksheet

Use this worksheet as a spring board to organize your work history and personal interests for your resume. Include all successes in your life! You have valuable talent, skills and traits to share. Remember: there are no wrong answers.

Examples--

- Shipped an average of 40 packages per day for 4 years with fewer than 3% damage in shipping.
- Volunteered at the Humane Society every Tuesday evening for 2.5 years. Walked, bathed and groomed dogs.
- Organized a fund-raising event for Fair Shake, generating over \$8300. Organized silent auction donations, secured entertainment and food and assembled volunteers.
- Managed a household of four on \$900 per month.
- Restored a 1961 Volkswagen Beetle to original condition.
- Successfully planted, nurtured and harvested an annual garden (8 years running!) and canned, froze or dried the harvest to provide nearly half of our family's dietary requirements.

Occupational Titles

Job titles to start your brainstorming when considering job goals.

Accountant
Assembler
Carpenter
Cashier
Chef / Cook
Clerk
Data Entry
Director
Editor
Engineer
Firefighter

Graphic Designer
Grounds Keeper
Inspector
Lab Technician
Librarian
Machine Operator
Mail Carrier
Maintenance
Massage Therapist
Manager
Mason

Manufacturer
Operations Manager
Painter
Programmer
Salesperson
Secretary
Snow-maker
Teacher
Tree Trimmer
Veterinarian
Welder

Job Skills

The following is a short list of job skills. (There are literally thousands of job-specific skills.) You will have to research the job skills specific to your occupation

Accounting
Advertising
Auditing
Brake Alignments
Building Maintenance
Carpet Laying
Cleaning
Cooking
Correspondence
Counseling
Customer Service
Detailing

Drill Press Operation
Driving
Editing
Electronic Repair
Filing
Hammering
Interviewing
Keyboarding
Management
Marketing
Mechanical Drafting
Metal Fabrication

Payroll / Accounting
Planning
Public Speaking
Researching
Sign Language
Scheduling
Soldering
Technical Writing
Telemarketing
Typing
Welding
Writing

Self-Management Skills

Follow instructions
Get along well

Get things done
Honest

Punctual
Responsible

Personality traits

Articulate
Assertive
Assume responsibility
Communicative
Competitive
Creative
Decisive
Dependable
Detail-oriented
Diplomatic

Enthusiastic
Emotionally strong
Flexible
Friendly
Highly motivated
Integrity
Quick thinker
Self-motivated
Sense of direction
Sense of humor

Sensitive
Sincere
Sociable
Tactful
Tolerant
Tough
Trusting
Understanding
Willing to learn

Physical skills

Agile
Assembling
Balancing, juggling
Crafts
Counting
Drawing, painting
Driving (CDL?)
Endurance
Finishing, refinishing

Flexible
Grinding
Hammering
Keyboarding, Typing
Manual dexterity
Mechanical
Modeling, remodeling
Observing, inspecting
Operating machines

Precise
Set standards
Strong
Thorough
Restoring
Sandblasting
Sewing
Sorting
Weaving

People Skills

Caring
Comforting
Communicating
Conflict Management
Conflict Resolution
Counseling
Consulting
Developing Rapport
Diplomacy
Diversity

Empathy
Encouraging
Group Facilitating
Helping Others
Inspiring Trust
Inquiry
Instructing
Interviewing
Listening
Mediating

Mentoring
Motivating
Negotiating
Outgoing
Problem Solving
Respect
Responsive
Sensitive
Sympathy
Tolerance

Data Sorting Skills

Analyzing
Auditing
Averaging
Budgeting
Calculating, Computing
Checking for accuracy
Classifying
Comparing
Compiling

Cost Analysis
Counting
Detail-oriented
Evaluating
Examining
Financial or fiscal
Analysis
Financial management
Financial records

Following instructions
Investigating
Inventory
Interrelate
Logical
Organizing
Recording facts
Research
Surveying

Leadership Skills

Brainstorm
 Competitive
 Coordinating
 Decisive
 Delegate
 Direct others
 Evaluate
 Goal setter
 Influential
 Initiate new tasks

Integrity
 Judgment
 Manage, Direct Others
 Mediate Problems
 Motivate People
 Multitasking
 Negotiate Agreements
 Organization
 Planning
 Results-Oriented

Risk Taker
 Run Meetings
 Self-Confident
 Self-Directed
 Self-Motivated
 Sets an Example
 Solve Problems
 Strategic Planning
 Supervision
 Work Schedules

Artistic Skills

Artistic ideas
 Dance, Aerobic
 Designing
 Drawing, Painting
 Handicrafts
 Illustrating, Sketching

Imaginative
 Inventive
 Mechanical drawing
 Model-making
 Perform
 Photography

Play an instrument
 Rendering
 Singing
 Visualize shapes
 Visualizing
 Writer / Editor

Descriptive Words to Use in Your Resume

Able
 Accurate
 Active
 Adaptable
 Adept
 Administrative
 Advantageous
 Aggressive
 Alert
 Ambitious
 Analytical
 Articulate
 Assertive
 Astute
 Attentive
 Authoritative
 Bilingual
 Broad minded
 Calm
 Candid
 Capable
 Cheerful
 Committed
 Competent
 Comprehensive
 Confident
 Conscientious

Considerate
 Consistent
 Constructive
 Continuous
 Contributions
 Cooperative
 Creative
 Curious
 Decisive
 Dedicated
 Deliberate
 Dependable
 Detailed
 Detail-oriented
 Determined
 Diligent
 Diplomatic
 Disciplined
 Discreet
 Diversified
 Driven
 Dynamic
 Eager
 Easily
 Easygoing
 Economical
 Effective

Efficient
 Effortlessly
 Empathetic
 Energetic
 Enterprising
 Enthusiastic
 Excellent
 Exceptional
 Experienced
 Expert
 Expertly
 Extensive
 Fair
 Farsighted
 Fast learner
 Flexible
 Forceful
 Friendly
 Generalist
 Hard-working
 Honest
 Imaginative
 Increasingly
 Independent
 In-depth
 Initiative
 Innovative

Descriptive Words (Continued)

Insightful
Instrumental
Inventive
Knowledgeable
Leadership
Logical
Loyal
Major
Mature
Meaningful
Methodical
Meticulous
Motivated
Multilingual
Objective
Open-minded
Optimistic
Orderly
Organized
Outstanding
Patient
Perceptive
Persistent
Personable
Personally
Persuasive
Pertinent
Pleasant
Positive
Practical

Precise
Problem-solver
Productive
Professional
Proficient
Profitable
Progressive
Proven
Punctual
Qualified
Quality conscious
Quick learner
Realistic
Recent
Reliable
Repeatedly
Resilient
Resourceful
Respectful
Responsible
Responsive
Risk-taker
Routinely
Satisfactorily
Scope
Self-confident
Self-controlled
Self-reliant
Self-starter
Sharp

Significantly
Sincere
Skilled
Skillful
Solid
Sound
Specialized
Specialist
Stable
Strategically
Strong
Substantial
Successful
Superior
Systematic
Tactful
Talented
Team player
Technical
Thorough
Timely
Uniform
Universal
Up-to-date
Valuable
Varied
Versatile
Vigorous
Well-educated
Well-rounded

Cover Letter

Many employers today want to read a letter of introduction, or cover letter, when they review a resume. A cover letter should tell the employer which position you are interested in, why you think you are qualified for the position. Some information in your cover letter may also be on your resume; overlapping information emphasizes skills and characteristics. Read your cover letter carefully, check for spelling, grammar, and punctuation errors, then have another person proofread it one more time before you print it or press 'send'.

January 5, 2012

Alex Wikstrom
Sun Dog Manufacturing
123 Swiggum St.
Westby, WI 54667

Dear Mr. Wikstrom:

I am interested in the Shipping Manager position advertised in the Westby Times this week. I believe I would be a great fit for this position and welcome the opportunity to talk with you to find out more about the job and your company.

Your Requirements:

- Computer literate; able to learn software programs
- Compare multiple shipping criteria
- Self-motivated
- Friendly; work well with others

My Qualifications:

- I am experienced in shipping with USPS, Fed Ex and UPS and their software programs.
- I understand that each shipper offers different services. I can learn what I need to know for the safe delivery of products to the customer and the most cost-efficient route for the company.
- I enjoy my work and take pride in a job well done. I find this very motivating.
- I encourage you to follow up on my references as I am sure you will see that I am a 'team player' and understand how to recognize company culture and enhance the work environment.

I enjoy playing an important role in enhancing a customers' experience. I also enjoy balancing the technical skills, physical skills and social skills that are required to do a great job in this position. I take pride and ownership in my work and consider the perspective of the customer when packing an order.

My resume is attached for your review. I'm interested in talking with you and learning more about the position and Sun Dog. I read the mission statement and feel I really can get behind it.

Thank you for your time and consideration. I'm looking forward to hearing from you.

Sincerely,

Signature Here

Sue Kastensen

For more examples, check out ***Best Resume's & Letters for Ex-Offenders*** by Wendy Enelow and Ronald Krannich, or simply search for 'cover letter examples' in your favorite search engine.

Thank You Letter

Writing a thank you letter allows you the opportunity to share your reflections from interview including topics that were discussed and your decision to accept the job if it is offered to you. If you do not want the job you can write a short thank you letter stating that you wish to withdraw your application. If you do want the job, restate the qualifications and social skills you possess related to the requirements of the position and culture of the company. Be sure to send your thank you letter within a day of your interview.

Sue Kastensen
PO Box 63
Westby, WI 54667
608-634-6363
sue@gmail.com

January 20, 2012

Alex Wikstrom
Sun Dog Manufacturing
123 Swiggum St.
Westby, WI 54667

Dear Mr. Wikstrom:

Thank you for taking the time to meet with me about the Shipping Manager job opening yesterday. I appreciate the opportunity to interview for this position.

Upon reflection, I believe I am a good fit for the Shipping Manager position and also for the company. I bring four years experience in shipping and receiving and I am familiar with nearly all of the tools you showed me. I learn quickly and will be able to master each of the computer shipping programs easily. My personality is well-suited to accommodate the variety of employees who will bring items to be shipped, and also the freight handlers that I will interface with.

Thank you for listening to me describe my past and what I have learned from my incarceration. Be assured that I have reflected upon, learned from, and moved beyond all types of criminal behavior. I am ready and willing to be a reliable benefit to Sun Dog Manufacturing.

I'm very interested in working with you and your team. I am a dedicated worker and can commit to supporting Sun Dog Manufacturing well into the future. Please feel free to contact me if you would like further information. My cell phone number is 608-634-1234

Thank you again for your time and consideration.

I'm looking forward to hearing from you.

Sincerely,

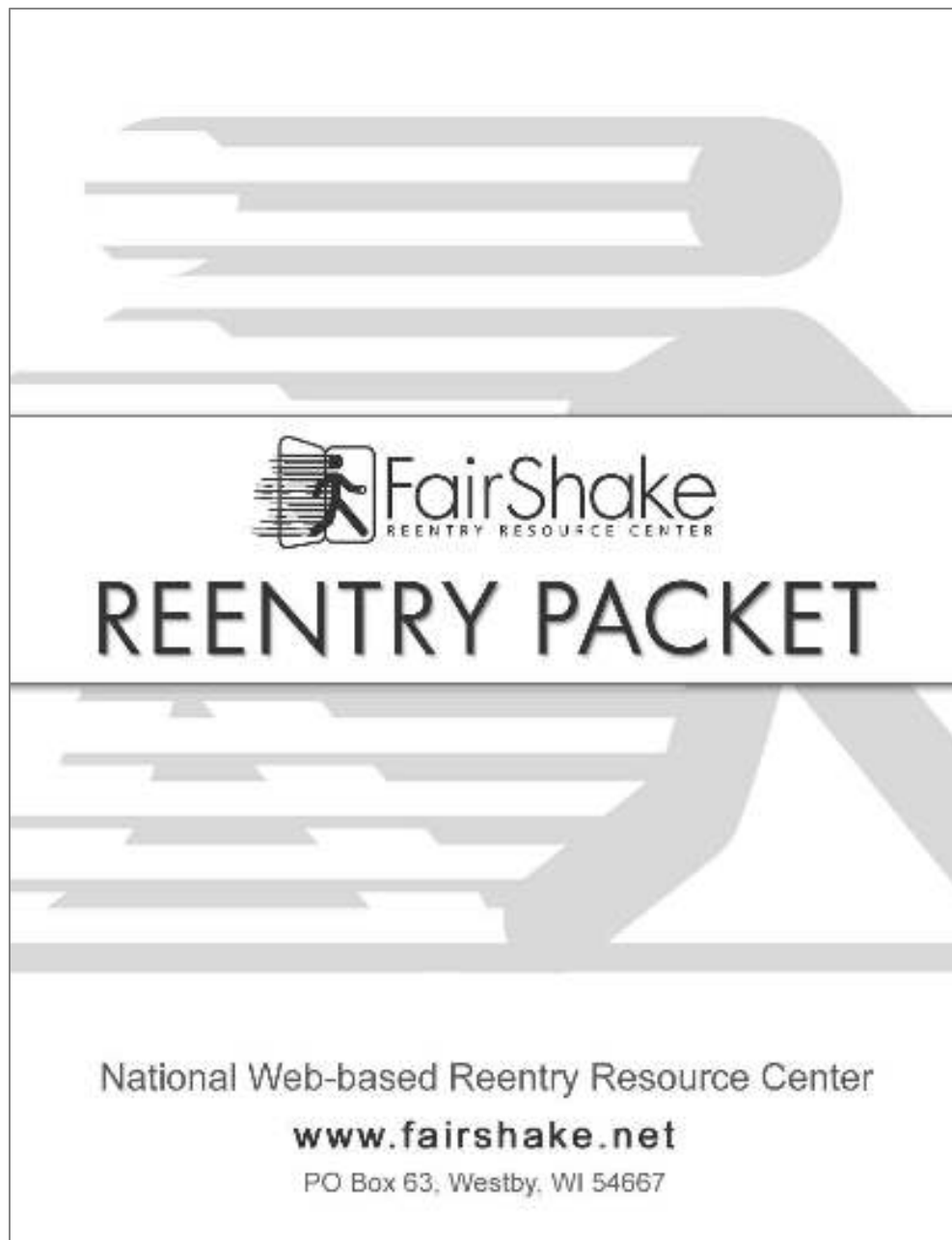
Signature Here

Sue Kastensen

*** For many more examples, Search the Internet for *Thank You Letter Examples* ***

Fair Shake Reentry Packet

Peer Learning & Self-Study Guides



The End of Prison

Everything can be taken from a man but one thing; the last of the human freedoms – to choose one's attitude in any given set of circumstances, to choose one's own way.

– Viktor E. Frankl

In his book *The End of Education* Neil Postman stated that he wrote the book in hopes of altering the definition of the “school problem” from a means to an end. “End” having at least two important meanings: *purpose* and *finish*.

I’m writing this introduction to the Fair Shake materials in hopes of altering the meaning of prison. I suggest that our goal should be to eliminate prisons. We must dedicate ourselves to insist on a society that is respectful, engaged, sustainable, empowered, healthy and safe so that we can transform our increasingly unhealthy relational culture to something we can all live with and enjoy.

So then the question becomes: can we close prisons? What do we hope can happen in prison that can ensure that people coming home have the tools and information to not go back?

I can offer two things: it will take society working as a community to get the most out of prison and, more importantly, the work starts with the incarcerated individual.

Let’s explore number one for a moment. For as long as I can remember I was told that nothing good goes in or comes out of prison; and that once you find yourself in prison, save for a few fortunate or lucky individuals, your life is ruined. Having a felony conviction means you’re labeled and, according to what I’ve experienced and heard throughout the years, society doesn’t readily accept your return.

Before becoming incarcerated myself, I believed that formerly incarcerated people were deemed outcasts by society unless they had obtained a highly sought-after vocational skill, or knew a business owner that would hire them. I believed this mostly for the same reasons I had believed that nothing good goes into or comes out of prison: I learned what I KNEW from those around me. Just as the *bad kid* ended up in prison, the *felon* ended up going back into the streets to meet yet another prison term or worse. If the *felon* was able to stay out, they likely worked some job that no one else wanted.

I questioned whether the kid was really *bad* or had they been convinced that they were bad through society’s opinion of them? Did the *felon* generally not adjust to or advance in life after prison due to societies’ views of them; or was society right to give up on them simply because they went to prison?

I am not an expert in these matters, however being both the *bad kid* and the *felon* I can speak from experience and share my opinion, which brings me back to my second point, the most important in my opinion.

For the sake of argument, let's say that the community played a large part in my finding myself in prison. Let's say that I knew no better than to become exactly what they said I would become. I'm here to tell you that neither of those factors need concern you as you prepare to reenter society. Although they may be true, they are not relevant today. You now have to deal with the facts of your life as you know them. It is a fact that you're sitting in prison, regardless of how you got there. It is also a fact that you can choose your perspective as you create your path from your past, through institutionalization, to a life of value and satisfaction.

For years I chose to live in prison exactly as society thought I would: continuing on a journey of self-defeat and living down to others' expectations of me. Of course, having that perspective was counterproductive to my growth. It took lots of confusion, pain, anger and falling on my face before I accepted what needed to change: me.

Changing me started with changing my perspective of prison. I chose not accept it as my fate, but as a part of my journey that was within my control. That understanding empowered me to not wait for things to play out and learn lessons the hard way, but instead to become proactive and seek what I wanted in life; to not be afraid to pursue my dreams. Prison had a place in my life because I had accepted it; it wouldn't go away simply because I now wanted to reject it.

My lawyer told me "I envy the time that you'll have to work on yourself". I thought about that statement the night he said it, but I didn't understand it until many years later. Prison had been 'Gladiator School' to me for years, but when my perspective shifted it became school, period. It went from being a place where I felt I had to react to situations to a place where I had a chance to think about my response. Instead of making me a better criminal in the fast lane, it became a place that slowed me down to help me become a better me.

Once I got to this point I no longer cared about what society thought I was; I knew what I could become. My self-confidence was bolstered as I navigated prison from the perspective of empowerment and purpose and took advantage of what the institutions offered. I even helped create things and leave a legacy of value to those coming through behind me. I learned that people, regardless of their position in life, are more inclined to help those that help themselves.

No one can define the purpose of prison in your life unless you allow them to, and it will only be finished when we work together and choose to finish it and move on to something more effective and beneficial. The end is all yours and only you can decide what that "End" will be.