

# REENTRY PACKET

Your Customized Guide to Support your Successful Transition



National Web-based Reentry Resource Center

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

This Reentry Packet has been customized for: **Johnson 48610-039**

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## Motivation Tips

From the Fair Shake Ownership Manual:

**Self Motivation** - While managers often try to find ways to motivate people from the outside, the best way to get things done is simply by wanting to do them. The more we align ourselves with our goals, values and interests, the more easily we can find the necessary motivation to carry out our tasks. Sometimes we have to keep our 'eyes on the prize' and work through things we really don't like – and sometimes we have to wait patiently - to get to the ultimate goal that we value the most.

"Whether you think you can or whether you think you can't, you're right." - Henry Ford

"He is able who thinks he is able." – The Buddha

Often people use - and many people want - **EXTRINSIC MOTIVATORS** (outside forces) to get us to do things we don't desire to do. Do we want to be lured by a Carrot? Do we prefer to be scared by a Stick? Bribe... or... threat? Encourage you to buy a gizmo with a coupon or make you worry that you will not be hip if you don't have the gizmo? Do you recognize these *extrinsic motivators*? You will find more examples of extrinsic motivators all around you once you start to take notice. Alas, extrinsic motivators work well to get us to do some things, but not everything.

We cannot always be pulled or pushed. Sometimes we just want to be interested in what we're doing!

The forces that can energize us through our most challenging and creative tasks are often our **INTRINSIC MOTIVATORS** (inside forces) that bring satisfaction when we do tasks we don't care for but can find meaning in. For example, hanging laundry may be your least favorite thing to do, but you need clean clothes. This mundane task can transform to something beautiful when it happens on a warm, sunny day in the early spring. Just knowing that a beautiful day of hanging laundry is possible makes it easier to hang laundry on less desirable days. Intrinsic motivators make the tough stuff tolerable and can even connect us to the rest of the people on the planet who are going through tough stuff. And also to the people who are enjoying the spring sun while hanging out their laundry.

When we have an inner goal, a desire to solve a puzzle, the wish to work out something by ourselves, we are often motivated with speed, stamina, determination and creativity! Often our values and beliefs provide the fuel for our intrinsic motivation motors.

### Motivation Tips:

1. **Systematically and deliberately create success.** Decide what you want to do and what you will do when you get there. Now explore the steps you need to take to get you to where you want to be. Remember to anticipate the hurdles!

2. **Don't let your excuses get in the way.** You will come up with every excuse in the book to not move forward. You will even believe many of your excuses are legitimate. When you believe your excuses you can become stuck. Are you a victim or are you a creative thinker who can solve a problem?

3. **Change habits and behaviors that lead you to procrastinate.** Are you doing things that are holding you back? Schedule time to do nothing and other than that time, stay on track with your goals.
4. **Several small jobs done over short periods of time are more manageable than one large task.** Instead of focusing on the difficulty of the large task, break it into smaller jobs and create a timeline for finishing them.
5. **Try tackling the more undesirable tasks early** so that you can pursue more pleasant activities later in the day.
6. **Exercise self-discipline.** Say 'no' when you need to...to yourself and to others. Keep your "eyes on the prize!"
7. **Overcome procrastination and block out human and media obstacles.** Sometimes we have to just get started, even when we don't feel like we're ready, or even up for the task. Often just the ACT of getting started is enough to get engaged and encouraged. Refuse to let others divert you from your path! Procrastination is a self-defeating behavior that develops - in part - due to the fear of failure and paradoxically, the fear of success!
8. **Reward yourself.** Your self-motivation will increase enormously if you give yourself a pat on the back for a job well done. It feels great to accomplish tasks!
9. **Have fun!** Learning to enjoy yourself keeps you enthusiastic and motivated and helps you keep stress to a minimum. After all, good vibes create more good vibes!
10. **Imagine what the rewards will be when you finally reach your destination** and keep that thought foremost in your mind. You can also imagine the bad consequences (pain, frustration, the feeling of defeat) that may occur if you don't, if you prefer to look at it that way. Carrot or stick?
11. **Tell someone about your goals.** Show them or mark stages on a calendar to emphasize and visualize your goal. Check in with them periodically to tell them of your progress.
12. **Review your habits; do you see yourself accomplishing your goals?** You must change the habits that lead you to procrastinate in the first place. Lose, shorten or refuse to participate in demotivating habits during inappropriate times of the day (watching TV, disengaging from your goals) and replace them with habits that lead to engaging in and control of your life.
13. **Find your true interest.** If you dislike certain tasks, just look at them in the big picture...they are character building steps on the path of getting you to your greater goal.
14. **Make lists of the smaller jobs then tick off the work that you have completed.** Prepare a list of the things you have to do. Prioritize the list and then start ticking off tasks as they are completed. If you do this right, you may become motivated to complete them all!

# Spot the Bias:

## Fundamental Attribution Error

One of the most common biases!

The fundamental attribution error (FAE) is a cognitive bias which frames positive outcomes and negative outcomes differently, depending on the actor.

It refers to our tendency to attribute our success to our character and ability, and our failures to fate, other people, technical problems - in other words, to blame something or someone else. Not only is this not true, but on the other side of the error, we perceive the problems that others face as flaws in their character, and their success as luck.

For example, if I cut someone off in traffic, it's because I was in a rush or I happened not to see the other driver. But if someone else cuts me off in traffic, it's because they're a bad or selfish driver.

The same goes for positives: if I do well on an exam, it's because I studied hard and earned it. But if someone else does well, maybe the exam was too easy or they happened to guess well.

Of course, as the name implies, this is an error, so it's something we have to be aware of in order to fix it. Since the natural tendency is to be biased, it might be best to lean in the opposite direction. If someone else does something good, we can consider that it's more likely that it is the result of their choices. And if they do something bad, we can keep in mind that it's more likely to be due to circumstances.

Similarly, if you do something well, remember how much good fortune is involved; and if you do something bad or poorly, it may be a signal to look inward, to be more conscientious or careful next time.

The FAE is a foundational bias for many Americans through the lens of meritocracy or the belief that "we can make it if we try" or, in other words, we will "get what we deserve". The thinking error is so common, that it is "at the root of any misunderstanding in which human motivations have the potential to be misinterpreted", according to Patrick Healy.

The fundamental attribution error, like confirmation bias and overconfidence, affects every day behavior.

Cognitive biases shape how an individual interacts with the world around them. Understanding these biases and becoming aware of the ways that they influence your behavior – as well as the thinking and behavior of others - is vital to your self-efficacy and to creating success. It is equally important understand biases to work with others!

Can you see this bias in yourself? In others? On TV, in newspapers (esp. by political parties) or in books?

BIASES and ASSUMPTIONS: our lazy brain relies on assumptions and limited information to make judgments.

We will never overcome our biases or our faulty logic, but if we pay attention to them, we will get much better at seeing them and stopping them....and creating better situations and opportunities by using our wisdom!

## SO WHAT CAN WE DO ABOUT IT?

We can build an HONEST BIAS, where we check, repeatedly, to check our assumptions. We can also ask for feedback from people we can trust to help us see ourselves better than we could alone.



The table (below) and much of the writing is by alex petralia

Who did it?

		myself	someone else
Outcome	positive	personality	circumstances
	negative	circumstances	personality

# The 3 Conundrums & 13 Strategies That Generate Biases

No matter what we do, we can't escape these conundrums, but 13 strategies help us think within their constraints.

## 3 CONUNDRUMS

1. There's too much information (so we must filter it).
2. There's not enough meaning (so we use stories to make sense).
3. There's not enough time (so we motivate towards action).

Each of the following strategies helps us compensate for one of the 3 conundrums by overvaluing a certain kind of possibility and undervaluing everything else. Each strategy is a collection of cognitive biases, mental shortcuts, and energy savers that help us filter information, make sense of things and get stuff done.

## 13 STRATEGIES

### 1-5 HELP US FILTER INFORMATION

1. We depend on the context to figure out what to notice and remember.
2. We accept what comes to mind, and don't worry much about what doesn't come to mind.
3. We amplify bizarre things.
4. We notice novelty.
5. We seek takeaways to remember and toss the rest.

### 6-10 HELP US MAKE SENSE OF THINGS

6. We fill in the gaps with stereotypes and generalities.
7. We favor familiar things over the non-familiar.
8. We treat experience as reality.
9. We simplify mental math.
10. We are overconfident in everything we do.

### 11-13 HELP US GET THINGS DONE

11. We stick with things we've started.
12. We protect existing beliefs.
13. We will opt to do the safe things, all other things being equal.

### 13 BLIND SPOTS TO QUESTION:

1. Out of context: What have I missed because options were hidden from my particular circumstances and context in the moment?
2. Out of mind: What have I not considered because they just didn't come to mind at the time?
3. Lackluster: What have I missed because something else immediately grabs my attention when I think about this?
4. Expired: What options have I neglected because they didn't present themselves as shiny and new?
5. Irrelevant: What have I undervalued because it didn't fit my expectations as a proper take-away?
6. Untypical: What options have I not seen in their true light because I projected stereotypes and generalities onto them?
7. Unfamiliar: What have I passed over simply because it didn't feel familiar to me?

8. Unrelatable: What options have fallen to the wayside because they didn't match my own personal experiences?

9. Ambiguous: What options have I dismissed because they felt less certain or more risky in the moment?

10. Underestimated: What have I ignored or neglected because I overestimated my ability to control certain situations?

11. Costly: What options have I dismissed because they would require changing course from previous decisions?

12. Threatening: What have I dismissed because I wasn't ready to accept that I might be wrong?

13. Unpopular: What options have been pushed aside because I felt gathering consensus would put me at risk in some way?

For a lot more insight, check out Buster's book *Why Are We Yelling?*

# Write Your Business Plan!

This text is from the Small Business Administration website:

<https://www.sba.gov/business-guide/plan-your-business/write-your-business-plan>

**Traditional business plan format:** When you write your business plan, you don't have to stick to the exact business plan outline, but it would be wise to use the sections that make the most sense for your business and your needs. Traditional business plans use some combination of these nine sections.

**Executive summary:** Briefly tell the reader what your company does and why it will be successful. Include your mission statement, your product or service, and basic information about your leadership team, employees, market and location. Include a brief financial summary and plans for growth, especially if you plan to ask for financing.

**Company description:** This is where you will share detailed information about your company. Be specific. Describe the problems your business solves. Describe the consumers, organizations, and businesses your company plans to serve. Explain your competitive advantages. Are there experts on your team? Have you found the perfect location for your store? Why are you so passionate about the product or service to see the project through to become a solvent business? This is the place to extol your strengths.

**Market analysis** You'll need a good understanding of your industry, what is in store for the future, and your target market. Competitive research will show you what other businesses are doing and what their strengths are. In your market research, look for trends and themes. What do your competitors do? Why does, or doesn't it work? Can you do it better?

**Organization and management:** Describe how your company will be structured, who will run it and how it will be managed. What is the legal structure of your business? A C corporation, S corporation, B corporation, a non-profit corporation? Will you have a partnership? If not, will you simply be a sole proprietor or possibly a limited liability company (LLC)? Consider all options before you file with the IRS or state regulators.

Use an organizational chart to lay out who's in charge of what. Describe the qualities each team member will bring to contribute to the success of your venture. Consider including resumes of key team members.

**Service or product line:** Describe what you sell or what service you offer. Explain how the product or

service benefits your customers and what the product lifecycle looks like. Share your plans for owning your intellectual property, like trademark, copyright or patent filings. If you're doing research and development for your service or product, explain it in detail.

**Marketing and sales:** There's no single way to approach a marketing strategy. Your strategy should include the reception for your audience and your advertising outlets. It should also include flexibility should your product, service or messaging need to change slightly. How will you attract and retain customers? Where and how will you sell your products or services? Be clear! You'll need to refer to this section later when you share your financial projections.

You'll refer to this section later when you make financial projections, so make sure to thoroughly describe your complete marketing and sales strategies.

**Funding request:** Your goal here is to clearly explain your funding needs for the next 5 years. How much will you need? What will you use it for? Demonstrate how your profits will keep your business fluid while you're able to pay off a loan. Or would you prefer to take on investors? Give a detailed description of how you'll use your funds. Specify if you need funds to buy equipment, materials, cover payroll or other specific bills. Include your strategy for paying off debt or selling the business.

**Financial projections:** Here you want to convince the reader that your business plan is stable, will remain solvent and will be a financial success. List the collateral you will put up against a loan. Provide a prospective financial outlook for the next five years. Include forecasted income statements, balance sheets, cash flow statements, and capital expenditure budgets. For the first year, be very specific. Use monthly projections if possible. Make sure to clearly explain your projections, and match them to your funding requests. This is a great place to use graphs and charts to tell the financial story of your business.

**Appendix:** Use your appendix to provide supporting documents or other materials were specially requested. Common items to include are credit histories, resumes, product pictures, letters of reference, licenses, permits, patents, legal documents, advertisements from competitors, trade news about your product, materials, or services, any contracts you may have now or which are on the table.

# Tips for Writing a Business Plan



## **What is a business plan and why do I need one?**

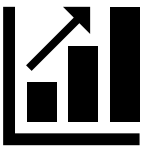
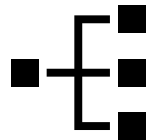
A business plan describes the strategy that the creators of an organization plan to follow as they build a new business...for instance, what steps will you take to start the business, and then what steps will you take to grow the business? The plan includes a description of the products or services that will be offered by the business, the customers, location, competitors, anticipated expenses, profit margin, plan to bring in employees, licensing or other special requirements and details specific to each industry, such as product shelf life and or cost of training staff. It should be written as a 3-to-5-year plan that includes short term and long-term goals. A business plan includes the mission statement and the vision for the organization. Use them to guide your structure and strategy. Business owners who need funding from another source to start the business – whether loans, grants or investors – will need a business plan to convince the grantors, lenders or investors that the business is a good investment.

## **A BUSINESS PLAN IS USUALLY REQUIRED TO OBTAIN FUNDING OR ATTRACT BUSINESS PARTNERS.**

## **Is a business plan good for anything besides applying for funding?**

Certainly. A business plan will guide you through the beginnings of your business. It will serve as a guide to get started, a measuring tool to keep you on track and a tool box notice problems and address them when they arise.

A business plan helps you monitor your cash flow, time and production rate to help you capture all of the aspect of creating your goods or services. It can be helpful in securing employees so you can attract a team that clearly sees and embraces your vision. It also provides a vision for potential partners or complementary business relationships, which can grow your business, or improve the environment for your business category.



If you can, incorporate graphs, charts, and visual displays of research, statistics and projections. They help readers stay engaged and visual descriptions appeal to different learning styles. They can also provide quick references.

Be prepared to make changes as the business develops!

## **Business Plan Basics:**

- 1. Executive summary**
- 2. Company description**
- 3. Market analysis**
- 4. Organization and management**
- 5. Describe your services or products**
- 6. Marketing and sales goals**
- 7. Request funding**
- 8. Financial projections**
- 9. Appendix**





# ASA J. PETERS

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

## **AREAS OF RELEVANT SKILL**

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

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

## **EDUCATIONAL BACKGROUND**

Linn State Technical College

Heavy Equipment Operator Certificate Course

Welding; Blueprint Interpretation; Surveying; Preventative Maintenance

American Truck Driving School

Over-the-Road Truck Driving Certificate Course

Northwest Missouri Community College

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

## **EMPLOYMENT HISTORY**

TEMPORARY ASSIGNMENTS, Jefferson City & Cameron, MO

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

LINN TECHNICAL COLLEGE, Linn, MO

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

SPRINGFIELD PARKS AND RECREATION DEPARTMENT, Springfield, MO

- Laborer, Park Maintenance

MAZZIO'S PIZZA, Springfield, MO

- Delivery Driver

DRIVEWAY PAVING, Toledo, OH

- Dump Truck Driver/Laborer

NORTH AMERICAN VAN LINES, Ft. Wayne, IN

- Over-The-Road Driver

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

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

# ARTHUR F. ECK, JR.

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

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## OBJECTIVE

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### *BREAKFAST and LUNCH COOK*

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

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## PERSONAL PROFILE

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

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## COOKING SKILLS

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

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## RESTAURANT EXPERIENCE

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

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

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

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

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## MILITARY SERVICE

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

# PRE-RELEASE INVENTORY

Additional items to add to your list!

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

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



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

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

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

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

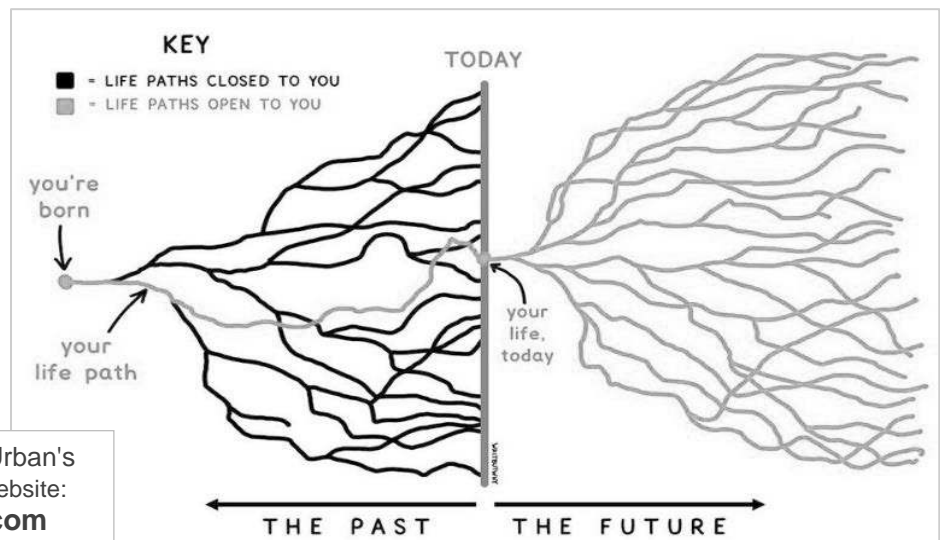


Image from Tim Urban's  
**Wait But Why** website:  
[waitbutwhy.com](http://waitbutwhy.com)

# AGENCY and ACTION

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

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

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

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

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

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

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

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

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

# Maurice Sprewer

414.874.1657 (list the BEST contact number you have)

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

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

## EXAMPLE of a FUNCTIONAL Resume'

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

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

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

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

### Relevant Production and General Labor Experience

#### General Laborer (Position while incarcerated)

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

year - year

City, State

#### Previous Relevant Employment

Previous Employer

year - year

City, State

#### Other Experience

#### Previous Relevant Employment

Previous Employer

year - year

City, State

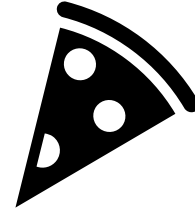
### Education

Relevant Education

*(Relevant Degree / Diploma)*

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

# INFLUENCE



Mmmmm...I can almost taste the steamy, hot pizza slice on the television screen. I know that what I see is just an image, but my mouth still waters. My mind and body have been influenced by advertising which, hopefully, will be short-lived.

Throughout our lives, and often unconsciously, we are influenced. Events, experiences and ideas can change our life without our permission (especially throughout our early years!). As we get older, we start to learn that we have some power to decide how things influence us. We still mostly react to what comes at us from friends, family, co-workers, other people in the world, movies, advertising, television, social media, weather, animals, history, our projections (including fear, expectations and overconfidence) and much, much more...but by our teens we learn that we can call BS on something we don't think is right.

We influence others, too, of course: we smile, we say a kind word or a cruel word, we try to convince others to see our point of view.

Popular culture encourages us to believe we are easily influenced. We are pummeled with TV advertisements telling us to 'ask our doctor' to give us drugs...but then the newscasters tell us that the Sackler family is responsible for our addiction. What no one says is that we can say 'no' to the whole game. You won't see an ad or a news story telling you that you don't need to buy one product or service to share your unique and awesome power and gifts with the world!

We are persuadable, certainly, but we can push back on at least some of what we don't like. We can be stubborn and immovable when we feel it's important. We can learn to include our intentions in our response, reducing the likelihood that these powerful attempts to influence us will distract us from our goals.

In our early years we were not able to choose the impact of the influencers. We were shaped by them. In our early teens, we were told that our choices were limited and we should just comply with the status quo: to believe authorities and experts know what's best.

But we're fickle. We may hear, we may comply, and play the part, but many of us today find ways to be our authentic selves. Sometimes we are accepted for being different, but often we are encouraged to fit into a group. Our boundaries are useful here; we can be open to ideas – even when they are delivered by a powerful persuader, but then we can stop...and think! We can 'hear them' and then – if we wish – we can defend our perspective, our ideas, our choices.

Influencers only have the power that we give them.

"Between stimulus and response there is a space.

In that space is our power to choose our response.

In our response lies our growth and our freedom."

- Viktor Frankl

"No one can make you feel inferior without your consent."

- Eleanor Roosevelt

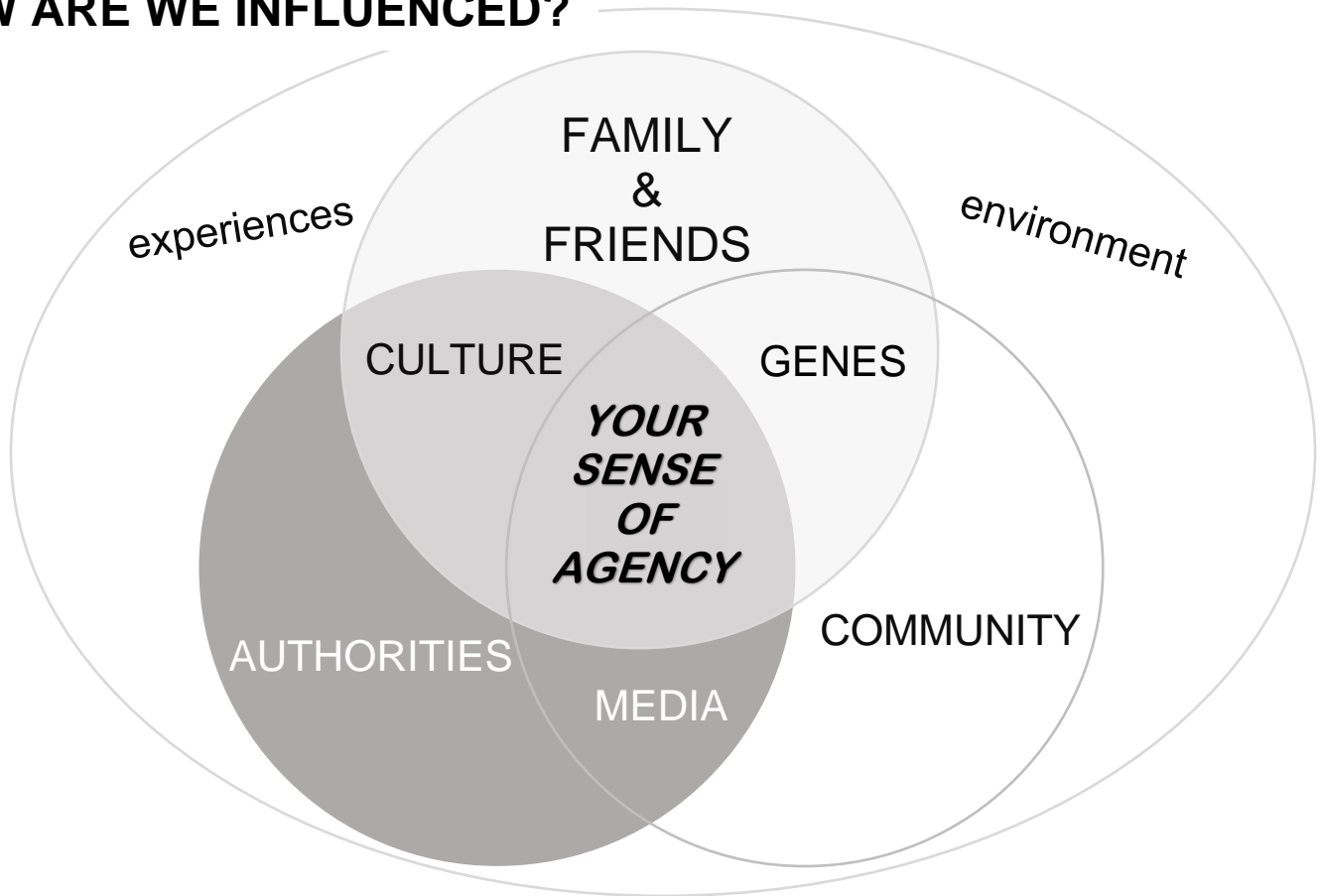
## Shortcuts to Remember Cialdini's Principles of Influence (formerly 6, now 7!)

1. **Reciprocity:** We feel obligated to return favors. For instance, if a sales person gives us something, we are more likely to say 'yes' to them.
2. **Scarcity:** We value things more if they seem scarce: this includes objects, information, food and opportunities.
3. **Authority:** We believe what experts say (the experts that we believe are 'trustworthy and credible').
4. **Commitment & Consistency:** People want to be consistent with what we've said or done in public.  
We are most likely to do what is consistent with what we've done in the past.
5. **Social Proof:** We trust the power of the crowd and like to be associated with popular things.
6. **Likability:** We like those who are like us. We say yes to people that we like by how they act or how they look.  
We are also more likely to say yes to people when we have things in common with them, receive complements from them, or share a cooperative endeavor with them.
7. **Unity:** What people have in common. "Inclusion fitness." Increased oneness and shared aspects of identity which reduces 'otherness' (Sue: one way to interpret our ubuntu nature ~ : )

Based on Robert Cialdini's **Influence: The Psychology of Persuasion - New and Expanded** (2021)

For more information on this topic, see Resisting Influence on page **xx**.

# HOW ARE WE INFLUENCED?



## YOUR SENSE OF AGENCY and FEELINGS OF SELF-EFFICACY

Your belief in your ability to control your destiny. This includes creating and maintaining clear boundaries.

**FAMILY & FRIENDS:** Love and acceptance are influential. Alongside these important feelings, we may also feel a great deal of pressure to conform to the group, including traditions.

**CULTURE:** What society accepts as 'normal', status, roles: examples can include parenthood, age, physical abilities, gender, race, religion, character, employment, etc., and stuff: money, bling, cars, clothes, et al.

**GENES:** Clearly they influence us, but how much? And can we still write a new script for ourselves?

**AUTHORITIES:** Can include family and friends, teachers/classroom settings, employers, legal agents (lawyers, police, judges, elected and appointed politicians), and – recently – entertainers can fall into this category!

**MEDIA:** All forms of video: movies, news, commercials, games, All forms of audio: music, podcasts, advertising, talk radio, All forms of print: newspapers, magazines, books, ads and All social media.

**COMMUNITY:** Norms, language, 'word of mouth' information sharing, power of the group.

## Dr. Zimbardo's Hints About Resisting Unwanted Influences On You

1. Let go of illusions of 'personal invulnerability'.
2. Engage in life and think critically!
3. Be aware of Cialdini's principles. Look for attempts to persuade you.
4. Be okay with saying: 'I was wrong' and 'I've changed my mind.'

5. Separate your ego from your actions; laugh at yourself each day.
6. Be aware of wanting simple answers or short cuts!
7. Develop and learn to understand the vague feelings called intuition.
8. Play devil's advocate!

9. Think hard.
10. Reflect on when, where and why we have rules.
11. Insist on a second opinion
12. Consider possible situational forces before judging behavior as 'character'.

## National Reentry Resources (besides Fair Shake)

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**2-1-1 or [www.211.org](http://www.211.org)** Dial 211 or visit the website!

211 is a vital service that connects millions of people to help every year. Simply call 211 or search for 211 online. Program of United Way.

Services include:

Supplemental food  
Shelter, housing, utilities  
Emergency / disaster relief  
Employment opportunities  
Education opportunities  
Veterans services

Health care  
Rehab and addiction services  
Reentry Resources  
Support groups  
Safe path away from abuse



**Aunt Bertha:** <https://www.auntbertha.com/>

Search for free or reduced cost services like medical care, food, job training, etc. People can create profiles, connect with resources, and save searches...or search anonymously anytime.

**Positive Transitioning:** 614-573-0464 or 844-392-9695

**CALL FOR RESOURCES:** Employment, Housing, Education, and Legal Assistance. - 24/7 Resources and Listening Line Are you looking for resources? Give us a call! Also sign up for coaching, enroll in classes and connect to a mentor or become a mentor. [www.positivetransitioning.org](http://www.positivetransitioning.org)

**Help Yourself Therapy:**

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

SELF-Therapy For People Who ENJOY Learning About Themselves. Free, confidential, practical advice from a therapist. Everything is easy to understand and to use. Self-disclosure is never needed. Completely confidential.



**Help Yourself Therapy**

**Homeless Accommodation Directory:** [www.homelessshelterdirectory.org/](http://www.homelessshelterdirectory.org/)

**Transitional Housing** [www.transitionalhousing.org](http://www.transitionalhousing.org)

**Food Pantries and Soup Kitchens:** [www.homelessshelterdirectory.org/foodbanks/](http://www.homelessshelterdirectory.org/foodbanks/)

**Employment Related:**

Clothes For Women: **Dress For Success** <https://dressforsuccess.org/>

Clothes For Men: **Career Gear** <https://www.careergear.org/>



**careeronestop**

U.S. Department of Labor

**Career One Stop** [www.careeronestop.org](http://www.careeronestop.org)

Your source for career exploration, training & jobs.

**Vital Records** [www.cdc.gov/nchs/w2w/](http://www.cdc.gov/nchs/w2w/)

Where to write, or where to go, to obtain birth, death, marriage and divorce certificates.

**Social Security** new or replacement card: <https://www.ssa.gov/ssnumber/>



# HOUSING

Like the Fair Shake [Find A Job](#) page, the Housing Search page lists search engines to find housing near you. In addition to the websites listed below, there is a lot more information in the [Resource Directory](#) and in Reentry Guides section below the Search Box.



## Aunt Bertha

Aunt Bertha is a social care network that connects people and programs — making it easy for people to find social services in their communities. To do this, we've verified and added hundreds of thousands of programs covering every county in the US.



## 2-1-1

A phone number and a website! Not sure where to turn? We are here for you. **211 receives more requests for help with finding housing or shelter or paying utilities bills (over 4.4 million each year) than for any other issue.**

## Homeless Shelters and Service Organizations:

National list of homeless shelters and other services [homelessshelterdirectory.org/](http://homelessshelterdirectory.org/)

## Find the Housing Authority Near You!

A nearly-complete list. Some others are located on the Fair Shake website under State and Local Reentry Guides.

[https://www.hud.gov/program\\_offices/public\\_indian\\_housing/pha/contacts](https://www.hud.gov/program_offices/public_indian_housing/pha/contacts)



## Section 8: Frequently Asked Questions

What is Section 8 Housing?

The actual name of the program commonly known as “Section 8” is the Housing Choice Voucher Program, a federally funded program that subsidizes rent for eligible participants. It is designed to assist very low-income families or individuals. A housing subsidy is paid directly to the landlord on behalf of a participating family/individual.



How do I apply for Section 8 housing?

Contact your local [Public Housing Authority](#).

For further assistance, contact the Housing and Urban Development office nearest you.

## Does my criminal record ban me from public housing?

There are only 2 convictions for which a PHA must prohibit admission:

- If any member of the household is subject to a lifetime registration requirement under a State sex offender registration program; and,
- If any household member has ever been convicted of drug-related criminal activity for manufacturing or production of methamphetamine on the premises of federally assisted housing.



# Attention Budget Worksheet

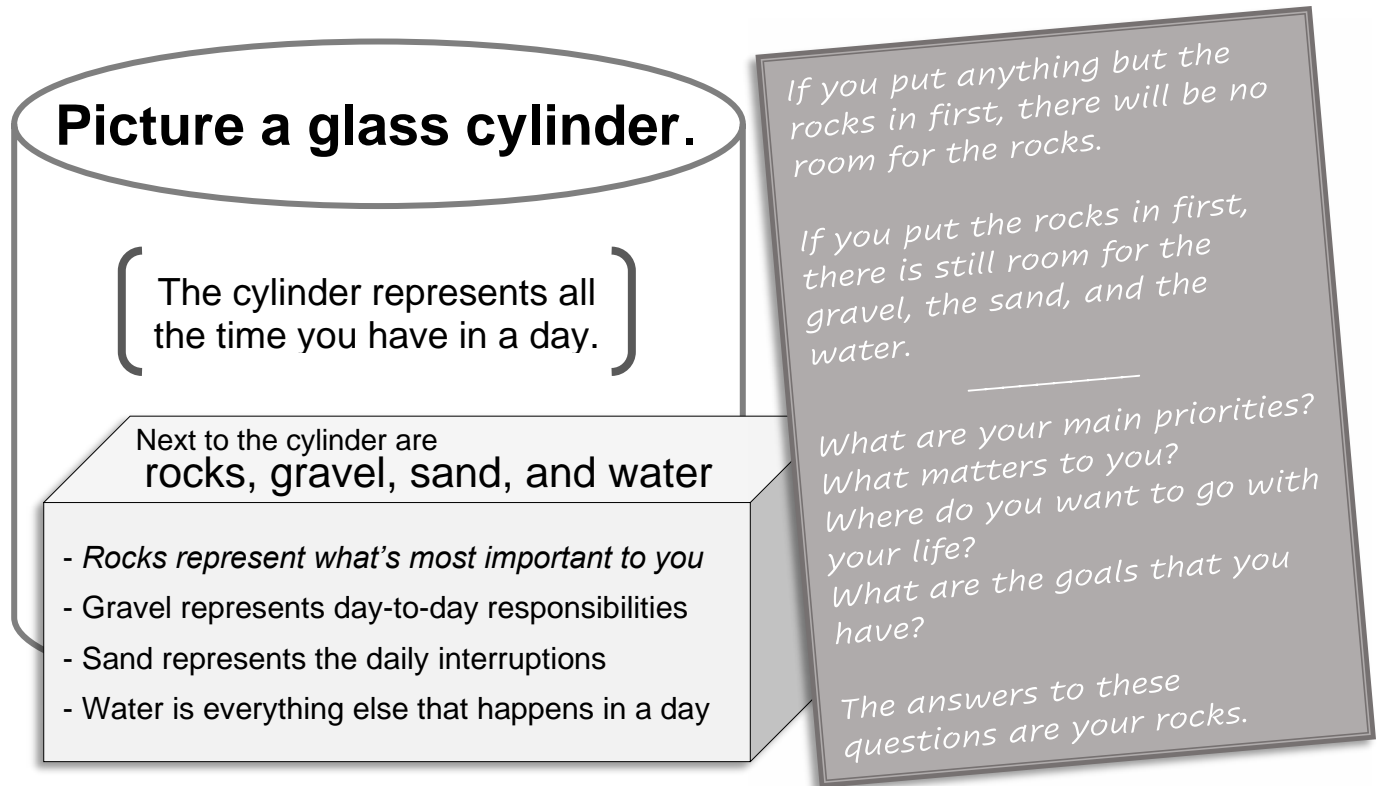
	Time Invested in	Planned	Actual Time Spent
<b>Daily</b>  Work	Work		
	Travel time to and from everything		
	Other Travel...for errands, etc		
Food	Shopping (perhaps certain days per week?)		
	Meals – cooking		
	Meals – cleaning up		
	Meals – away from home		
Exercise	Walk, stretch		
	Aerobic – elevate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

# MANAGE YOUR PRECIOUS TIME!

ATTENTION BUDGET Deeply connected to your financial budget!

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

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



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

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

All security experts agree: Trust no-one.

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

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

- Steven Covey

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

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

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

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



# PHILOSOPHY: our Human Operating System

"It's not fair!" "Good job." "Why can't I do that?" "You should eat more vegetables."

These statements, which seem to have nothing in common, are all based on beliefs, values, and judgement. These statements are all philosophical expressions.

According to the City University of New York's website, "philosophy is a combination of two Greek words, *philein sophia*, meaning lover of wisdom". Philosophy celebrates all kinds of thinking and provides a 'wholeness' about knowledge, recognizing that our beliefs about things are connected, and form the foundation of our epistemology or 'how we know what we know'.

Discussions about philosophy are often considered 'academic' or pointless, and are generally avoided yet, as demonstrated above, philosophy forms the foundation of the way we view the world and act in it. It also forms the foundation of how we believe people-in-society ought to act.

Philosophy covers: morals and ethics (which we all have, whether we articulate them or not). It also covers beliefs, values, and reasoning or logic; and the questioning of our assumptions about all of them - known as critical thinking.

Philosophy guides all learning, including what we determine is important to learn or whether we want to learn at all. Sadly, we are systematically denied a pursuit of the 'love of wisdom' in our basic mandatory school years. Rather than teaching us how to learn, or simply to love to learn, we are instead trained to accumulate and memorize facts, followed by dehumanizing testing to demonstrate retention. But memorizing is not understanding. It does not help us become caring or creative problem solvers. It does not help us listen or value each other's contributions to a collective community project. Aren't these skills at least as important as remembering how to multiply? (We can do that on a calculator anyway.) Testing kills our creativity...but we can revive it! We are never too old to learn, or to learn to love wisdom.

Socrates was a philosopher who loved to ask questions and to encourage others to ask questions. Socrates was not necessarily looking for answers. Instead, he often asked questions to understand how people think. Socratic questions, like the ones below, help us to understand each other:

- Why do you think that?
- What do you mean by that?
- Why is this question important?
- Could you put that another way?
- What do you think is the main issue here?
- Could you expand upon that point further?
- Why would someone make this assumption?
- Could you give me an example of what you mean?
- What assumptions can we make based on this question?
- Does this question lead to other important issues and questions?

As we will explore in the Moral Courage document, sometimes simply asking questions requires a great deal of courage. Although there is such a glut of information that it's difficult to make sense of it all, a lot of people are threatened when we ask questions...about the information, about beliefs or values and even about accepted norms, commonly called 'the status quo'.

But how can we learn if we don't ask questions? How can we grow if we don't question our own beliefs? How can we build a satisfying life if we don't determine what is valuable to us?

"The man who views the world at 50 the same as he did at 20 has wasted 30 years of his life."  
- Muhammad Ali

## WHAT IS PHILOSOPHY GOOD FOR?

Philosophy helps us:

- create meaning. Meaning guides our values, and values guide our lives.
- bolster our courage. People of all ages, all around the world, have endured and survived extremely difficult situations because of their beliefs.
- trust ourselves – our knowledge, our reasoning, and our beliefs! – and also to trust others, even when their beliefs are different from ours.
- understand identity: personal, group, national, global!
- recognize and address our desire to feel we have control over our lives, and help us grapple with our constant dual needs for autonomy and belonging
- interpret the world through different perspectives. We don't have to assume the perspectives, but understanding them can help us listen, understand, and 'walk a mile' in someone else's shoes

## Moral Foundations Theory (MFT) [www.moralfoundations.org](http://www.moralfoundations.org)

MFT was created by a group of social and cultural psychologists, including Jonathan Haidt, to understand why morality varies yet shows many similarities and recurrent themes. In brief, the theory proposes the concept of “intuitive ethics” used to construct cultural virtues, narratives, and institutions around the world. They consider these as universal moral foundations:

### **1) Care / harm:**

This foundation is related to our long evolution as mammals with attachment systems and an ability to feel (and dislike) the pain of others. It underlies virtues of kindness, gentleness, and nurturance.

### **2) Fairness / cheating:**

This foundation is related to the evolutionary process of reciprocal altruism. It generates ideas of justice, rights, and autonomy. [Note: In our original conception, Fairness included concerns about equality, which are more strongly endorsed by political liberals. However, as we reformulated the theory in 2011 based on new data, we emphasize proportionality, which is endorsed by everyone, but is more strongly endorsed by conservatives]

### **3) Loyalty / betrayal:**

This foundation is related to our long history as tribal creatures able to form shifting coalitions. It underlies virtues of patriotism and self-sacrifice for the group. It is active anytime people feel that it's “one for all, and all for one.”

### **3) Authority / subversion:**

This foundation was shaped by our long primate history of hierarchical social interactions. It underlies virtues of leadership and followership, including deference to legitimate authority and respect for traditions.

### **4) Sanctity / degradation:**

This foundation was shaped by the psychology of disgust and contamination. It underlies religious notions of striving to live in an

elevated, less carnal, more noble way. It underlies the widespread idea that the body is a temple which can be desecrated by immoral activities and contaminants (an idea not unique to religious traditions).

### **5) Liberty / oppression:**

This foundation is about the feelings of reactance and resentment people feel toward those who dominate them and restrict their liberty. Its intuitions are often in tension with those of the authority foundation. The hatred of bullies and dominators motivates people to come together, in solidarity, to oppose or take down the oppressor. We report some preliminary work on this potential foundation in this paper, on the psychology of libertarianism and liberty.

To explore more ideas in philosophy, check out the **Morals in Brief**, **JUDGE**, **VALUE**, and **BOUNDARIES** documents; or the reading list at the back of this book!

## 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/>

# HOUSING

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## Fair Shake's

# MYTH-BUSTERS



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



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



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



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



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



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





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

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



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

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



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



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



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



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



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

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

## Fair Shake's

# MYTH-BUSTERS



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



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



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



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



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



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



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

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



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

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



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



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



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

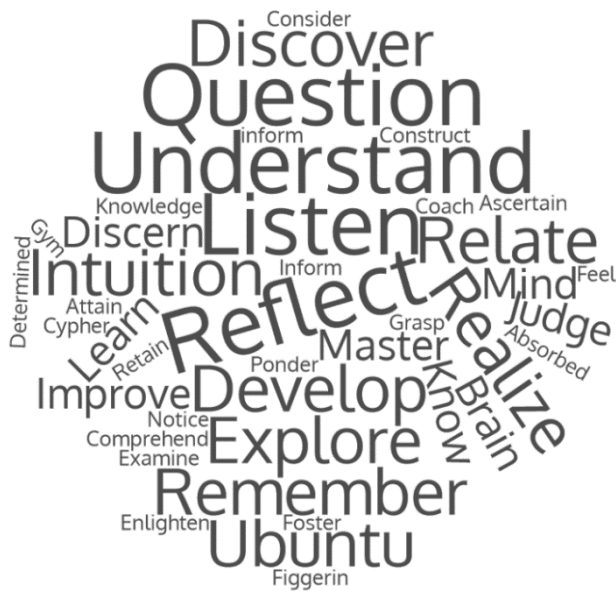


**CRIMINOGENIC NEEDS** Incarcerated people have basic human needs; the same needs we all have. You are not different. This is yet another attempt to scientize othering.



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

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



# 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.



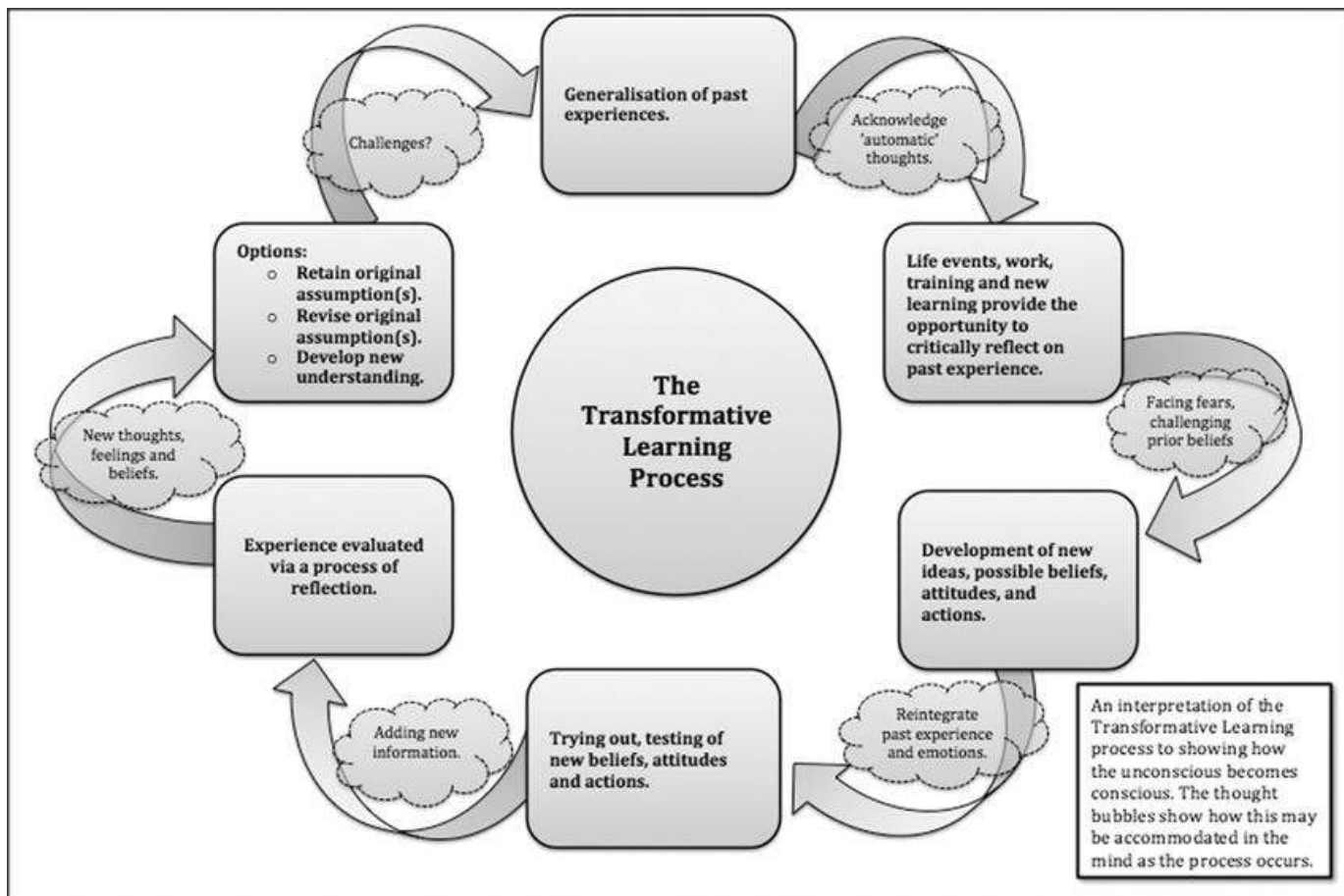


Diagram by Justin Sharp.

**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](http://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

# 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](https://www.youtube.com/playlist?list=PLw4Mb28XmpcK0vZ_AZJD7VM2p9-6N8v)

Relationships: [https://www.youtube.com/playlist?list=PLw4Mb28XmpcK0vZ\\_AZJD7VM2p9-6N8v](https://www.youtube.com/playlist?list=PLw4Mb28XmpcK0vZ_AZJD7VM2p9-6N8v)

Work + Capitalism: [https://www.youtube.com/playlist?list=PLw4Mb28XmpcK0vZ\\_AZJD7VM2p9-6N8v](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 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](http://www.211.org)



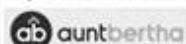
CALL 2-1-1

United Way

### 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](https://www.ssa.gov/numbers/)

This is the ss-5 form.

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

[social-security-card-form-ss-5.pdf](https://www.ssa.gov/numbers/)

Write For Vital Records - All States

Certificates of Birth, Death, Marriage, Divorce

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

[vital-records.pdf](https://www.ssa.gov/numbers/)

### 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 News

Read the newsletters here

Sign up at [outreach@fairshake.net](mailto: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

THE SENTENCING PROJECT

PROJECT TO REFORM

THE SENTENCING PROJECT

PROJECT TO REFORM

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## Managing Anger

*Flying off the handle sometimes causes hammers and humans to lose their heads...as well as their effectiveness.* ~ William Arthur Ward



Everyone gets angry.

We are all familiar with anger; we see it demonstrated frequently. We see angry people in TV shows and movies; we hear angry politicians and radio hosts. Sometimes we experience anger with others around us, and we also experience anger in ourselves.

People sometimes try to use anger to solve problems or to relieve stress...but that often creates more problems, more stress and even more anger.

We can't eliminate anger, but we can manage it. We can make it a useful tool instead of one that demolishes relationships and other things.

Anger is often glorified as a key to unlock hidden strength and passion. Anger *feels* powerful.

Power alone is not good or bad. We need to feel powerful to feel capable. Feeling powerful is an important element of our American cultural self-image. But power alone...without caring emotions such as reflection, kindness, and humility...can cloud our perception of situations, others, and ourselves.

When we feel painful emotions such as sorrow, or hurt, because we've been rejected, disrespected, offended, forgotten, etc., we can find ourselves feeling like we have a loss of power. To try to reduce our discomfort, sometimes we respond with a powerful emotion like anger.

It's hard for us to feel pain! We are 'wired' to go toward pleasure and away from pain. Anger feels like it stops pain - at least momentarily.

The process of dealing with painful emotions is very hard and requires a great deal of strength and self-control. We become more powerful, capable and intuitive as we develop deeper problem-solving skills and tools for life's constantly challenging situations. Used positively, anger can help us realize deeper feelings about things so we can construct ways to avoid anger in the future.

Processing anger-energy through 'venting' (to ourselves; not others!) can be beneficial for focusing on and clarifying a problem. If we can be critical and clear about what is going wrong, we can then drive ourselves to go deeper to get the picture of what it would look like to go 'right', and then we can make changes to turn the situation around. Once we deeply reflect on the situation, other people's points of view (if applicable), and our deeper feelings, then we can see what we can do to make things better. We can then show others how we'd like to be treated!

Many of us experience a great deal of discomfort when we disagree with others. Many of us were not taught the value of listening or engaging in friendly arguments or debates. We say we believe that another person's opinion can be as valid and 'right' as our own, but do we mean it? For *every* person? Believe it or not, it's possible for people with opposing view points to work together to create the best possible solutions!

Anger needs to be expressed, yet aggressive displays of anger can result in violent eruptions that further hurt us socially, mentally, and physically. We need to find ways to process our emotions effectively. An out-of-control outburst could cost us a job. Or worse.

A hammer is a great symbol for anger because hammers can demolish....and they can build!

When we feel our anger building we need to stop and recognize triggers that can seize control of our power.

**When you feel anger building, try to remember to:**

- Take a breath (or many!)
- Identify
  - o your TRIGGER (what upset you? And then look again...was it something deeper?)
  - o your FEELING (how do you feel about what is upsetting you?)
  - o your REASON (why does it bother you and what is the best way to resolve this?)

Then ask yourself some questions about how and when you get angry. Questions like:

- Do I always get angry about this issue?
- Could I have seen this coming?
- Could I have avoided feeling angry by taking a different approach to this situation?
- What is my goal here? What do I hope to achieve?

Blaming others for our anger or frustration seems like an easy way to solve our problem: we want to say that someone or something “did this to me”. But blaming leaves us powerless and ineffective! How can we expect a situation to improve - in the way we would like to see it improve - if we put the task on someone else?

Did you know that no one else can *make* us feel angry? We choose to respond with blame and/or anger...and we can choose a different response. We are FREE to improve our relationships and live without rage when we decide to deal with our feelings in effective and purposeful ways.

**Consider deeply what makes you angry and why. DIG for the answer that will transform anger!**

Here are a few examples:

Why do I feel angry when others try to tell me what to do?

- Do I feel disrespected? As if they think I haven't thought about something carefully?

Why do I feel angry when it feels like others don't listen to or acknowledge me?

- Do I believe they think that my opinion is not valid or important?

Why do I feel angry when others are not respectful of an agreement we made?

- Do I feel like they think I am less important than they are?

Why do I feel angry when I stub my toe?

- Am I embarrassed because I missed something right in front of me?

Why do I feel angry when other drivers make travel difficult?

- Do I feel they are selfish, dangerous, disrespectful, and not paying attention?

Can you find the solutions you are looking for in your answers?

**Be aware of your temper: your 'anger energy'.**

Here are some ideas to help you keep your temper under control:

- **Try the Thermometer Technique** - Imagine your temper is red mercury in a large thermometer. When you're HOT, don't react! Wait until you are 'cool' to respond.
- **Count to 10, or 100!** – Count...and think of a time when you were calm and relaxed....to take your mind out of the immediate situation. Counting is an anger management tip that has worked for centuries! The Roman poet Horace (65 - 8 BCE) said, "When angry, count ten before you speak; if very angry, one hundred."
- **Inhale deeply** - Can you breathe so deeply that you get clean air deep down into your belly? Walk outdoors if possible! Your brain and your body work better with fresh air and plenty of water. Be sure to communicate with anyone you might be in a confrontation with that you are not leaving the problem; you're just clearing your head.
- **Exercise!** - Daily exercise allows you to work out stress. When you have less stress, you will feel angry less often. Regular exercise, including yoga and meditation, help you stay centered and keep things in perspective.
- **Vent** - Finding a safe spot to articulate your feelings...and maybe even yell (I find this particularly effective when I hammer my finger) can relieve enough stress to see the problem - and the solution - more clearly. Do not 'blow off steam' when anyone is nearby. Instead, go to the basement alone, or ride your bike and talk to the wind, or even stomp on a few aluminum cans to relieve frustration.

Our best way of dealing with anger is to find ways to make it useful. A powerful example is when someone uses the energy from anger to find the courage they need to protect someone who is being harmed!

**Be Careful - When anger turns into poison:** Sometimes we think that being angry and bitter all the time means we are smart, savvy and aware of the ways in which people and the media want to persuade us; as if it shows we are 'on to them'. Soon we are cynical, crabby people and, although people may think we are smart, they also think we are 'haters' and don't want to hang out with us. It's hard to have fun with angry people.

**Sue's Anger Story**

I live in a small town. We see our neighbors out and about and everyone knows I frequently ride my bike on the nearby bike trail. My dentist has an office just across the street from our bike trail and sees me on it all the time. He also likes to exercise outdoors; he runs.

One day I went to see my dentist for a routine check up. I enjoy talking with the staff when I'm there. When he checks my teeth we often 'catch up' for a minute, too.

After one of these friendly little chats, my dentist stood up and told me that his white coat identifies him as a health authority and said: "in the interest of health I have to tell you that I think you should wear a helmet".

I told him that I consider wearing a helmet sometimes, but most of the time I am comfortable - and prefer riding – without one.

I wish our discussion would have stopped right there.

Instead, he continued by saying "It's not like you're going to find a date out there." *WHAT?* I sat there, stunned, and thought: *Did you just say that? To a paying customer??? Is that sexist, or just stupid?*

Apparently he did not think that was enough because he went on to say: "My wife just broke her pelvis riding her bike. Of course, the helmet did not protect her, but if she would have hit her head it would have." *REALLY???* Well, now I was outraged!!! I yelled at him in my mind: *Your wife's injury has NOTHING to do with wearing a helmet! You don't even know what kind of a rider I am! You don't know that I have fallen a lot and I know HOW to fall!*

Out loud I said "I know that you think you are showing me that you care..." but in my mind I thought: *but I will never sacrifice my ability, confidence or strength to pander to your controlling and unjustified fears.*

Even though I was piping mad, I held my tongue and went out for a bike ride. I talked sternly to myself - out loud - in to the wind. I may have cussed. I talked and talked ...to him...to me...to really work through my frustrations to understand WHY I was so angry and upset.

It all came flooding in: I was disrespected! I was treated like I was stupid! Like somehow being a dentist makes him a 'health authority' over me? Like I've never considered wearing a helmet before. Looking for a date? Really? He did not ask what I thought, he just told what he thought and expected me to comply.

So...what did I do? Well, it took me until my next appointment to decide.

I considered going in and talking with him. I also considered sending a letter stating that I was so offended that I will no longer be a patient. I considered making a point to have a talk with him the next time I go in for a check up. And then I considered saying nothing and just letting it go.

But wait! That answer was clearly *not* an option. I realized I needed to tell him that I want to be respected.

I mean, if I really want to resolve my anger - to eliminate this frustration of disrespect - well, then I must talk with him; to help him realize how to understand that 'caring' can feel an awful lot like 'controlling'. How could he know if he didn't hear my point of view? I realized he needed to hear how thin and lame his arguments were so he could see things differently, *and* respect that I am also a health authority...of me! I have been healthy for nearly all of my 50 years. So I resolved to discuss this with him during my next appointment.

I have also realized that the *KA-BAM* burst of 'anger energy' from my frustration would be best reserved for bike rides, walks and other forms of physical release.

I've been working on using my "angry energy" appropriately for most of my life. Every year my new year's goals are 'be kinder and more patient'. I will not need another resolution; I still have a long way to go. This is big, tough, complicated work!

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The first step to managing your anger is to decide that your anger will no longer be used for demolition; that your feelings of anger will only be used to construct new, better alternatives to challenges! Then you're ready to fully utilize the many great anger management resources available to you.

I wonder if my dentist would have told me I needed a helmet if I rode to his office on a Harley.

## 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	

## 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.

# How Do You Solve a Problem Like Reentry?

Sue Kastensen, Founder and Director, Fair Shake

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

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

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

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

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

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

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

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

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

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



Photo credit: Federal Bureau of Prisons

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

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

## Minding My Own Business

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

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

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



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

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

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

I said “yes.”

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

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

## Unique Qualifications

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

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

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

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

## Lifewide Learning

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

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

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

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

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

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

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

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

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

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



Sue Kastensen with her bubble truck.

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

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

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

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

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

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

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

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

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

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

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

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

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

### What You Focus on Grows

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

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

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

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

### The Fair Shake Operating System

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

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

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

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

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

### Criminogenic Need Factors

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

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

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

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

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

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

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

## Education for Democracy

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Our Opportunity**

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

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

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

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

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

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

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

## Notes

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

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

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

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Detroit, MI 48207  
Phone: 313-972-3100 OR 313-393-2930  
ADULT & CHILDREN RESOURCES / FREE  
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Contact your local Catholic church that is a part of  
the St. Vincent De Paul  
Council to obtain vouchers for clothing or  
household items. Serves multiple  
areas--see listings above! Call 877-788-4623 for  
the nearest Catholic parish  
to you that is a member of SVDP.

[http://www.svdpdet.org/tall\\_storelisting.html](http://www.svdpdet.org/tall_storelisting.html)

**Clothing - Free Clothes**

2047 S. Beatrice  
Detroit, MI 48217  
(313) 381-1184  
People in need of help with food, utility bills,  
clothing, medical,  
household goods or other needs.  
<http://www.smmssab.org>

**Clothing - Free Clothes**

6495 W. Warren Ave.  
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Free clothing for men, women, children every  
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Saturday, pre-registration required. Stop in or call  
for details.  
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The mission of Dress for Success is to empower  
women to achieve economic independence by  
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and the development tools to help women thrive in  
work and in life.  
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We are dedicated to helping you find your next  
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standard of living in historically underserved urban  
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League spearheads the effort of its local affiliates  
through the development of programs, public  
policy research and advocacy.  
<http://www.nuljobsnetwork.com/>

**Employment - Goodwill Store****Clothing - Free Clothes**

7100 E. Davison  
Detroit, MI 48212  
Phone: 313-365-2273  
The Community Care Center provides free food  
and clothing  
& basic needs and resources to  
low-income citizens in the  
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<http://perfectingcdc.org/>

**Clothing - Free Clothes**

23 E. Adams Fifth floor  
Detroit, MI 48226  
Phone: 313-961-6193  
Range of clothes at low prices or for free. Open  
from 11 a.m. to 3 p.m. Monday, Wednesday,  
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Business wear for men and women. MUST be in a  
Work First program and registered on the Michigan  
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<http://www.jacketsforjobs.org>

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Internet Service, Computers and Free Training in  
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Freshman Year for Free. Take tuition-free, high  
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any person who seeks one. Its founding principle is  
that access to affordable education is fundamental  
to any philosophy that respects all individuals, and  
fundamental to the American dream. Modern  
States' initial program, Freshman Year for Free, is  
intended to let students earn up to one year of  
college credit without tuition or textbook expense.  
Modern States hopes to provide links for students  
to tutoring, mentoring and college advising groups  
as well.  
[https://modernstates.org/?gclid=EAlaIqobChMIoIO16uee9gIVl\\_3jBx34gQCHEAAYASAAEgKfRfD\\_BwE](https://modernstates.org/?gclid=EAlaIqobChMIoIO16uee9gIVl_3jBx34gQCHEAAYASAAEgKfRfD_BwE)

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America Works includes work readiness training,  
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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.

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(313) 876-0674  
[detroitmwa@detroitmi.gov](mailto:detroitmwa@detroitmi.gov)  
<http://michiganworks.org/>

#### **Employment - Workforce Development**

Michigan Workforce Development Agency  
<http://www.michigan.gov/wda>

#### **Employment - Workforce Development**

[http://www.michigan.gov/lara/0,4601,7-154-61256\\_17485-111308--,00.html](http://www.michigan.gov/lara/0,4601,7-154-61256_17485-111308--,00.html)

#### **Employment - Workforce Development**

One-Stop Service Centers  
18100 Meyers Rd  
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(313) 873-7321  
If a client needs help dealing with particular issues or difficulties, such as how to address their criminal record to an employer, the centers have specialized staff able to meet the individual's needs on a case-by-case basis.  
Michigan's state workforce development system. Provide locally designed and operated services, including staff that are able to meet the needs of the local population and training and other skills needed to prepare individuals for the demands of the local labor market.  
<http://www.michiganworks.org>

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5555 Conner St. 1st Floor  
Detroit, MI 48213  
(313) 579-4925  
One-Stop Service Center  
If a client needs help dealing with particular issues or difficulties, such as how to address their criminal record to an employer, the centers have specialized staff able to meet the individual's needs on a case-by-case basis.  
<http://www.michiganworks.org>

#### **Family - Department of Human Services**

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/>

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Find information about professional and business licensing in Michigan  
<http://www.michigan.gov/statelicensesearch>

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<https://www.mitalent.org/job-seeker>

#### **Employment - Workforce Development**

9301 Michigan Avenue  
Detroit, MI 48210  
(313) 962-9675  
One-Stop Service Center  
If a client needs help dealing with particular issues or difficulties, such as how to address their criminal record to an employer, the centers have specialized staff able to meet the individual's needs on a case-by-case basis.  
Michigan's state workforce development system. Provide locally designed and operated services, including staff that are able to meet the needs of the local population and training and other skills needed to prepare individuals for the demands of the local labor market.  
<http://www.michiganworks.org>

#### **Family - Department of Human Services**

14061 Lappin St,  
Detroit, MI 48205  
Phone:(313) 372-6200  
We offer a number of programs to help you and your family with temporary assistance when times are tough.

<http://www.michigan.gov/mdhhs>

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

13560 McNichols E,  
Detroit, MI 48205  
Phone:(313) 526-4000  
Is dedicated to breaking the generational cycle of poverty in the city of Detroit, the surrounding



1560 E Jefferson Ave,  
Detroit, MI 48207  
Phone:(313) 226-6260

It is the mission of the U.S. Department of Health & Human Services (HHS) to enhance and protect the health and well-being of all Americans. We fulfill that mission by providing for effective health and human services and fostering advances in medicine, public health, and social services.  
<http://www.hhs.gov>

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

1560 E Jefferson Ave,  
Detroit, MI 48207  
Phone:(313) 226-6260

Is a division of the Department of Health & Human Services. We promote the economic and social well-being of families, children, individuals and communities with partnerships, funding, guidance, training and technical assistance.  
<http://www.acf.hhs.gov>

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

2131 Beaufait St,  
Detroit, MI 48207  
Phone:(313) 923-3535  
feeding hungry people and nourishing our communities.

<http://www.gcfb.org>

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

1605 W Davison Ave.  
Detroit, MI 48238  
313-865-6770

A food pantry. Serves Low and moderate income households with priority given to children, seniors or unemployed adults in the Detroit area bound by Lodge Fwy., Linwood St., Oakman Blvd., and Joy Rd., which includes parts of zip codes 48206 and 48238.

Food pantry service hours: 3rd and 4th Saturday: 12pm. .

\* Make sure you check by calling the food pantry to confirm that they still are in operation and the hours as the hours have not changed.

<http://cdad-online.org>

#### **Food - Salvation Army**

3000 Conner St.  
DETROIT, MI 48214  
313 822 2800

Food programs and services vary with local needs. For information on specific programs and locations,

contact your local Salvation Army Corps Community Center by using the location search on this page.

<http://www.salvationarmyusa.org/usn/hunger-relief>

#### **Food - Salvation Army**

7640 Michigan Ave  
Detroit, MI 48210  
Telephone: 313-849-4177

Food programs and services vary with local needs. For information on specific programs and locations,

contact your local Salvation Army Corps Community Center by using the location search on

communities and across the country.  
<http://www.matrixhumanservices.org>

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

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

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

11066 Beaconsfield St,  
Detroit, MI 48224  
Phone:(586) 335-8721

The core of our mission is to provide basic human needs for thousands of families and individuals requesting our assistance during these challenging times. To help eliminate hunger, poverty, and homelessness in Michigan and other areas.  
<http://www.tgoahhctbuildingandtofund.org>

#### **Food - Salvation Army**

3737 Lawton  
DETROIT, MI 48208  
313 361 6136

Food programs and services vary with local needs. For information on specific programs and locations, contact your local Salvation Army Corps Community Center by using the location search on this page.

<http://www.salvationarmyusa.org/usn/hunger-relief>

#### **Food - Salvation Army**

3729 W. Chicago Rd.  
DETROIT, MI 48206  
313 897 2914

Food programs and services vary with local needs. For information on specific programs and locations, contact your local Salvation Army Corps Community Center by using the location search on this page.

<http://www.salvationarmyusa.org/usn/hunger-relief>

#### **Food - Salvation Army**

5600 E Eight Mile Rd  
Detroit, MI 48234  
Telephone: 313-891-6644

Food programs and services vary with local needs. For information on specific programs and locations, contact your local Salvation Army Corps Community Center by using the location search on this page.

<http://www.salvationarmyusa.org/usn/hunger-relief>

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

7824 West Fort Street  
Detroit, MI 48209  
Phone: 313-841-1428 ext. 5

Open every MONDAY, WEDNESDAY and THURSDAY from 11 a.m. to 12:30 p.m.

The Food Pantry is open on TUESDAYS, WEDNESDAYS and THURSDAYS  
<https://ccsem.org/>

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

1264 Meldrum  
Detroit MI 48207

this page.  
<http://www.salvationarmyusa.org/usn/hunger-relief>

### **Food - Salvation Army**

11311-25 Montrose Ave.  
DETROIT, MI 48227  
Telephone: 313 835 3736  
Food programs and services vary with local needs.  
For information on specific programs and locations,  
contact your local Salvation Army Corps  
Community Center by using the location search on  
this page.  
<http://www.salvationarmyusa.org/usn/hunger-relief>

### **Food - Soup Kitchens**

4390 Conner  
Detroit MI 48215  
Phone: 313-822-8606 #17 OR 313-579-2100 ext.  
185 (administrative office)  
Open MONDAY-SATURDAY from 8:30 a.m. to 9:30  
a.m. for breakfast, 11 a.m.  
to 1 p.m. for lunch, and 4 p.m. to 6 p.m. except  
Saturdays.  
<http://www.cskdetroit.org>

### **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/s/what-lifeline>

### **Free - Free Stuff**

Please visit the website, look at the middle column  
once you're there, and under the FOR SALE header  
you will see a little link that says FREE. Follow that  
link and see all of the free stuff listed in your city!  
It is constantly being updated, so check back  
often.  
<https://detroit.craigslist.org>

### **Free - Free Stuff**

Find Free Stuff for Sale in Detroit  
<http://forsale.oodle.com/free-merchandise/detroit-area/>

### **Health - Addiction Recovery**

SMART Recovery is the leading self-empowering  
addiction recovery support group. Our participants

learn tools for addiction recovery based on the  
latest scientific research and participate in a  
world-wide community which includes free,  
self-empowering, science-based mutual help  
groups.

The SMART Recovery 4-Point Program helps people  
recover from all types of addiction and addictive  
behaviors, including: drug abuse, drug addiction,  
substance abuse, alcohol abuse, gambling  
addiction, cocaine addiction, prescription drug

Phone: 313-579-2100 #218  
Open MONDAY-FRIDAY 8 a.m. to 9:30 a.m. and 11  
a.m. to 1 p.m. for lunch.  
<http://www.cskdetroit.org>

### **Free - Free Stuff**

Welcome to The Freecycle Network! We are a  
grassroots & 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/>

### **Free - Free Stuff**

Free classified ads for Free Stuff and everything  
else in Detroit.  
<https://www.classifiedads.com/search.php?keywords=&cid=625&lid=rx5577&lname=Detroit>

### **Free - Free things to Do**

20 Free Things to Do In Detroit  
<http://www.mrfreestuff.com/20-free-things-to-do-in-detroit/>

### **Health - Addiction Recovery**

1852 W Grand Blvd,  
Detroit, MI 48208  
Phone:(313) 894-8444  
Alcoholism Treatment Program  
The development and operation of quality  
substance abuse treatment facilities and programs  
providing necessary support services for all clients  
meeting admission criteria, including those with  
co-occurring disorders. The philosophy of  
treatment is based on the principles of the  
Therapeutic Community model in conjunction with  
components of behavioral health and medical  
sciences as appropriate. Services shall be offered  
to clients consistent with available SHAR resources  
regardless of their ability to pay.

<http://www.sharinc.org>

### **Health - Alcoholics Anonymous**

There are over 118,000 Alcoholics Anonymous  
groups around the world. To find a local AA  
meeting today you can search by state, city, and  
day of the week. Can't find one close enough?  
Consider online AA meetings which offer the same  
wonder community from the comfort of your own  
home.  
[https://findrecovery.com/aa\\_meetings/](https://findrecovery.com/aa_meetings/)

### **Health - Crisis Hotline**

Domestic Violence Hotline 1-800-799-7233(SAFE)  
StrongHearts Native Helpline 1-844-7NATIVE  
(1-844-762-8483)  
Runaway Safeline 1-800-RUNAWAY /  
1-800-786-2929  
Human Trafficking Hotline 1-888-373-7888  
Child Abuse Hotline - 1-800-4-A-CHILD  
(1-800-422-4453)  
Substance Abuse Treatment - 1-800-662-HELP  
(4357)  
Center for Missing and Exploited Children (NCMEC)  
Hotline - 800-8435678  
Sexual Assault Telephone Hotline - 800-656-HOPE  
(4673)  
Suicide Prevention Lifeline Hotline - 800-273-8255

abuse, sexual addiction, and problem addiction to other substances and activities. SMART Recovery sponsors face-to-face meetings around the world, and daily online meetings. In addition, our online message board and 24/7 chat room are excellent forums to learn about SMART Recovery and obtain addiction recovery support. If you're new to SMART Recovery, get started with our introduction on the website.

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

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

335 E Grand Blvd

Detroit MI 48207

Phone: 313-915-5574

Drug Addiction Treatment Center

Standing up and fighting your addiction is a noble and brave thing to do.

<http://drugaddictiontreatmentdetroit.com>

#### **Health - Alcoholics Anonymous**

Welcome to AA Michigan, a state-wide recovery resource devoted to supporting the men and women of Michigan. AA Michigan helps individuals struggling with alcoholism find the help they need on a local basis. Discover Michigan Alcoholics Anonymous meetings per county or city, and take the next step to overcome alcohol addiction.

<https://alcoholicsanonymous.com/aa-meetings/michigan/>

#### **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**

1234 Porter St,

Detroit, MI 48226

Phone:(313) 961-7863

St. Frances Cabrini Clinic of the Most Holy Trinity Church is the oldest free clinic in the nation. Open to uninsured adults since 1950, our volunteers provide primary care, prescription assistance, and mental health care.

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

#### **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/michigan\\_care.html](https://freeclinicdirectory.org/michigan_care.html)

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

7900 Kercheval

Detroit, MI 48214

313.921.5500 (medical phone)

313.579.3242 (dental phone)

Hours:

Medical: Monday, Wednesday, Thursday, Friday  
8:30am-5pm Tuesday 10am-6pm

<https://www.acf.hhs.gov/acf-hotlines-helplines>

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

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

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

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

13901 East Jefferson

Detroit, MI 48215

313.822.0900

Monday, Wednesday, Thursday, Friday

8:30am-5pm Tuesday 10am-6pm

<http://dchcquality.com>

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

6550 West Warren

Detroit, MI 48210

313.897.7700 (medical phone)

313.361.3242 (dental phone)

Hours:

Medical: Monday 10am-6pm Tuesday through

Friday 8:30am-5pm

Dental: Tuesday through Friday 8:30am-5pm

<http://dchcquality.com/dr-feleta-wilson-health-center/>

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

13240 Woodrow Wilson St.

Detroit, MI 48238

(313) 865 8446

A Free Clinic in Detroit

offers services in Internal Medicine, ophthalmology, dentistry, and mental health. We also offer referrals to consultants in various sub-specialties not available in the clinic. We are constantly expanding our services, and are working toward becoming a full-services medical clinic.

New Patients must schedule an appointment. All other returning patients can walk in.

Our Hours of Operation are:

Tuesdays: 8:30 am to 2:00 pm

Thursdays: 8:30 am to 2:00 pm

Fridays: 8:30 am to 2:00 pm

Saturdays: 8:30 am to 2:00 pm

<http://www.hudaclinic.org>

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

All of the health-related services can be found on the website.

<https://www.michigan.gov/mdhhs/0,5885,7-339-71550---,00.html>

#### **Health - Mental Health**

1423 Field St,

Detroit, MI 48214

Phone:(313) 579-1819

Adult Well-Being Services promotes health, well-being and

independence of adults through advocacy,

services, family

and community support

<http://www.awbs.org>

#### **Health - Narcotics Anonymous**

Dental: Monday, Tuesday, Friday 8:30am-5pm  
Wednesday 9:30am-6pm  
<http://dchcquality.com/dr-sophie-womack-health-center/>

#### **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 [support@thedentistsnearme.com](mailto:support@thedentistsnearme.com). We will immediately reply to your email.  
[https://www.usdentalservice.com/?gclid=EAlaIQobChMIyaH1p9\\_k9gIVWZcAAB0Irg1FEAEYASAAEgK7cvD\\_BwE](https://www.usdentalservice.com/?gclid=EAlaIQobChMIyaH1p9_k9gIVWZcAAB0Irg1FEAEYASAAEgK7cvD_BwE)

#### **Health - Hospital**

2799 W Grand Blvd,  
Detroit, MI 48202  
Phone:(313) 916-2600

<http://www.henryford.com>

#### **Health - Mental Health**

2051 W Grand Blvd,  
Detroit, MI 48208  
Phone:(313) 961-3200  
New Center Community Services offers mental health therapy in Detroit and surrounding areas in Michigan  
<http://www.newcentercmhs.org>

#### **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**

2111 Woodward Ave., Suite 906  
Detroit, MI 48201  
[www.greenpath.com](http://www.greenpath.com)  
GreenPath will work with you to build a personalized plan of action for regaining control of your debt.  
<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**

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

Join the millions who have found comfort and hope within these nonjudgmental communities and have successfully freed themselves from the struggles of addiction. Find local NA meetings by location, day of the week, and time.  
<https://findrecovery.com/na-meetings/>

#### **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**

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**

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

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

150 Stimson Street  
Detroit, MI 48201  
313.993.4700  
Providing Hope To The Hopeless, Abused, and Disadvantaged Of Our Community through housing, mentoring, and employment.  
<https://drmm.org/services/michigan-prisoner-reentry-services/>

#### **Shelter - Energy Assistance**

Assistance paying energy bills.  
[http://www.michigan.gov/dhs/0,1607,7-124-5453\\_5531-15420--,00.html](http://www.michigan.gov/dhs/0,1607,7-124-5453_5531-15420--,00.html)

#### **Shelter - Financial Counseling**

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**

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://www.mi211.org/>

### **Shelter - Energy Assistance**

535 Griswold St #200,  
Detroit, MI 48226

Phone:(313) 226-9465

THAW is a leading provider of utility assistance for Michigan residents in need

<https://thawfund.org/>

### **Shelter - Energy Assistance**

14061 Lappin St,  
Detroit, MI 48205

Phone:(313) 372-6200

Home Heating Credit / State Emergency Relief / Weatherization Assistance

<https://www.michigan.gov/mdhhs>

### **Shelter - Homeless Assistance**

445 Ledyard St,  
Detroit, MI 48201

Phone:(313) 962-9446

Mariners Inn is a shelter and treatment center for the homeless.

<http://www.marinersinn.org>

### **Shelter - Homeless Shelter**

The Homeless Shelter Directory provides listings for Homeless Shelters and Homeless Service Organizations around the country. This includes supportive resources.

<http://www.homelessshelterdirectory.org>

### **Shelter - Housing and Community Development**

1600 Porter Street  
Detroit, MI 48216  
313.963.6601

Southwest Housing Solutions is the largest multifamily developer in southwest Detroit. We are replacing blight and abandonment with residential

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?weblista ction=summary>

### **Shelter - Homeless Assistance**

3729 W. Chicago Rd.  
DETROIT, MI 48206

Telephone: 313 897 2914

Emergency Financial Assistance

<http://www.salvationarmyusa.org>

### **Shelter - Homeless Shelter**

3535 3rd Ave,  
Detroit, MI 48201

Phone:(313) 993-6703

From homeless veterans to men seeking recovery from substance abuse, from women struggling to make ends-meet, to homeless women with children – DRMM offers both transitional and permanent housing to prevent any return to homelessness and addiction. DRMM believes everyone deserves care, a warm meal and a safe place to rest your head.

<http://drmm.org>

### **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**

Find low income apartments in Michigan 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/MI.html>

### **Shelter - Low Income Housing**

12801 Kercheval Ave,  
Detroit, MI 48215

Phone:(313) 822-8900

Apartment Building

Call for Availability

### **Shelter - Low Income Housing**

1250 18th St,  
Detroit, MI 48216  
Phone:(313) 961-7923

Rio Vista Detroit Co-op is located in the heart of Detroit's Mexican Village. This 3-story, 65 unit senior community offers the enjoyment and

and commercial assets, strategically developed to anchor and spur neighborhood revitalization.  
<https://www.swsol.org/southwest-housing-solutions/>

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

#### **Shelter - Low Income Housing**

595 Chene St,  
Detroit, MI 48207  
Phone:(313) 567-9150  
Low Income Housing Program  
Call for Availability

#### **Shelter - Low Income Housing**

1920 25th St,  
Detroit, MI 48216  
Phone:(313) 841-3727  
Southwest Solutions is the leading nonprofit multi-family developer in Wayne County. We have renovated 22 apartment buildings in southwest Detroit, providing about 400 quality, affordable units  
<http://www.swsol.org/housing-and-homeownership/>

#### **Shelter - Salvation Army**

3737 Lawton St,  
Detroit, MI 48208  
Phone:(313) 361-6136  
Emergency Shelter  
<http://www.salvationarmyusa.org>

#### **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/michigan>

#### **Shelter - Transitional Housing**

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

#### **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

freedom that comes with independent living aged 62+.  
<http://csi.coop/en/locations/MI/detroit/16>

#### **Shelter - Shelters**

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

#### **Shelter - Transitional Housing**

26 Peterboro  
Detroit, MI 48201  
313.831.3777  
COTS exists to alleviate homelessness by providing an array of services that enable people to achieve self-sufficiency and obtain quality affordable housing.  
<http://www.cotsdetroit.org>

#### **Transportation - Public Transportation**

(313) 933-1300  
The largest bus transit carrier in Michigan, offers service to residents of the City of Detroit, as well as 23 surrounding communities. Use link below to find the bus schedule.  
<http://www.detroitmi.gov/How-Do-I/Locate-Transportation/Bus-Schedules>

#### **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/>

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near you!

Virtual volunteer opportunities are also available -  
<https://www.volunteermatch.org/virtual-volunteering>  
<https://www.volunteermatch.org/>

## **Employment Tips**

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

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

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

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

The most frequently requested documents are:

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

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

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

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

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

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

### **Considerations and Preparation**

What are your employment resources?

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

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

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

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

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

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



**Resume' and Interview tips:**

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

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

**Typical Barriers to Employment:**

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

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

You can create a clear strategy by following SMART guidelines:

*Specific Measurable Attainable Realistic Timely (or Tangible)*

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

Can you answer these questions?

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

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

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

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

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

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

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: \_\_\_\_\_

## Self-Employment

CAUTION: Entrepreneurship is NOT for the weak!

The idea of owning a business is attractive to many types of people. Some are drawn to 'be their own boss', to work closer to where they live, or to provide a product or service to an area where it is needed. Some people feel they can take more pride in their work and also be recognized for their efforts, still others feel they can have greater job security and may even be able to sell their business or pass it on to their children. Our shared *American Dream* features a 'rags to riches' story that includes a plucky protagonist that pulls her- or himself up with their bootstraps to achieve financial and social success.

One of our basic human needs is to feel we have the power to determine our destiny. Owning your own business is certainly one way to take control. Unless the start-up is handled cautiously, intelligently and with a long-term commitment, however, a person can drive their dream right into the ground.

This brief document will only cover the very basics (mostly using bullet points!) of things to consider in starting a business. It is merely a check list to assess if this is the right path for you, and also to consider some of the many things you'll need to address to get started...and then to keep it running.

### Let's begin with some simple questions to ask yourself:

- What kind of business do I want to start? Will I provide a product or a service?
- Where will my business be located? What type of community supports my business? (examples: neighborhood, city, state, internet)
- Who are my customers? What makes them different from other consumers?
- How must I organize my company: What regulations must I follow? Does this business require special licensing or permits? How should I incorporate? (examples: LLC, S Corp, B Corp, non-profit)
- Where and how will I advertise or otherwise communicate to my customers?
- Does my business benefit all of the members of the community in which it is located?
- What is the name of my business and what is my 'tag line' or 'elevator speech' to describe it?
- How will I explain my business to my grandmother? (good practice; even if she is no longer with us)
- Can I tolerate book-keeping or am I able to pay someone who can?

### Are you willing and able to:

- Start organized and stay organized?
- Follow legal procedures (including lots of paperwork!)?
- Ask for help?
- Pay taxes willingly?
- Be flexible, creative and responsive when things don't go as planned?

**Now let's look at some difficult things to consider in starting a business:**

- Can I handle a lot of rejection and nay-sayers?
- Will I feel jilted or jaded when my friends are not willing to be my customers or backers?
- Can I live with little to no income for at least 1 year and up to 3 years?
- Am I willing to sacrifice much of my leisure time or social life for up to 3 years as well?
- Do I have a super-strong moral base? (The temptation to cheat can be powerful for many.)
- Can I provide clear proof I will be able to succeed - and that I am a worthwhile risk - to small business loan officers?
- Do I have solid back-up plan for repayment?
- Am I comfortable with risk or will I worry?
- Am I physically strong enough to endure hard work, stress and exhaustion?
- What aspects about running a business matter most to me?
- Am I a 'people person' and if not, can I hire this person, or how will I communicate with customers?
- What are my 'competitors' doing? What do I do similarly or differently to what they are doing?
- How long will it take to start my business before any money begins to come in? Can I start it while I work at another job?
- Am I willing and able to trademark, copyright or patent my name, logo, written or recorded material or invention?

**Some possible snags or ways to fail at starting a business:**

- Need others to do work or research for you to get started.
- Blame others or 'the system' when things get difficult
- Require more resources from outside investors than you are willing to contribute yourself.

**A couple of resources for entrepreneurial hopefuls:**

**SCORE:** <https://www.score.org/>

**Small Business Administration:** <https://www.sba.gov/>

**US Patent and Trademark Office:** <http://www.uspto.gov/>

**How to Write a Business Plan:** <http://articles.bplans.com/how-to-write-a-business-plan/>

**Free Government Publications:** The Consumer Information Catalog lists approximately 200 free and low-cost publications available to you from various federal agencies. The publications cover topics such as money, health, employment, housing, federal programs, travel, small business, and education.

To write for your free catalog, send your request and address to: **Federal Citizen Information Center**

**Also ask for "How to Write a Business Plan Pub #173**

Attn: Catalog  
Pueblo, CO 81009

Please share your thoughts, ideas, questions and concerns. Your questions, suggestions and ideas will help me improve this page to better serve our future business owners!