

REENTRY EMPLOYMENT TRAINING (RET)

STUDENT MANUAL

“Preparing WCCW Women

for

**Family, Community, Job and Career
Readiness upon Release”**

2020

A cooperative effort by Gig Harbor Rotary

Clubs and the WCCW

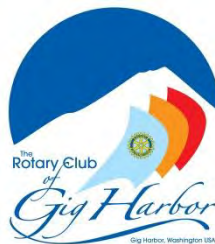


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SESSION ONE: Getting Started on Reentry

STUDENT LEARNING OBJECTIVES:

- Student will demonstrate ability to introduce herself to a new person with a firm handshake and good eye contact.
- Student will identify documents she needs to gather to be ready for Reentry and begin collecting them in her portfolio.
- Students will identify Accountability Partner, set up times to meet and identify ways that partner can help her achieve her goals.
- Student will begin daily journaling about topics that impact her, that will help her address difficult issues in her life and that will lead her to better decision-making for her future.

HOMEWORK:

- Sign up for a **Village typing appointment** to begin work on Personal Reentry Plan, Portfolio Documents, Resume and Cover Letter
- Begin collecting documents you have to add to your portfolio
- Reread the Code of Conduct you signed. If there is anything you don't understand, please ask.
- Complete any worksheets from Session 1 that are not completed in class.
- Read the pages titled "Ten Ideas on How to Stay Out of Prison" and be ready to discuss at the next class.
- Identify your accountability partner, times you will meet and how she will help you (p1-7).
- Read Preface and Chapter 1 in If You **THINK** You **CAN** and answer questions at the end of the chapter.
- Begin Journaling – address some of the first 6 questions in journal section of manual (p1-23) and questions below.

SUGGESTIONS FOR JOURNALING:

- Why is it so important for me to prepare ahead of time for reentry into the community?
- How important is my attitude to my success after release? At work? At home?
- Why is journaling important to me—why should I do it and what can I gain from it?
- Do I know where my legal documents are (i.e. driver's license, birth certificate, etc.)?
- Who will I select to be my Accountability Partner and why should I select her?

“The secret of getting ahead is getting started.”

Mark Twain

THE CHOICES YOU MAKE ARE YOUR OWN

Everything you do is based on the choices you make. It's not your parents, your past relationships, your job, the economy, the weather, an argument, or your age that is to blame! You and only you are responsible for every decision and choice you make in life, PERIOD.

“Elements of Your Life”



WHAT IS ROTARY?

All of the outside instructors who teach this reentry course are representatives of Rotary. Some are members of Rotary (Rotarians) and others are volunteers teaching on behalf of Rotary. Rotary is an international organization of professional men and women who serve around the world as volunteers. They are not paid for their services and teach this course because they care about you and want to see you succeed after you release from the WCCW. Rotary is active throughout the world and works with people of all ages, races, languages, cultures and creeds without discrimination. Rotary is nonpolitical and nonreligious in its service to others. The simple but powerful Rotary motto that drives everything Rotary does is “SERVICE ABOVE SELF.” Perhaps someday you too might become a Rotarian and serve others.



THE ROTARY FOUR-WAY TEST

OF THE THINGS WE THINK, SAY OR DO:

- 1. IS IT THE TRUTH?**
- 2. IS IT FAIR TO ALL CONCERNED?**
- 3. WILL IT BUILD GOODWILL AND BETTER FRIENDSHIP?**
- 4. WILL IT BE BENEFICIAL TO ALL CONCERNED?**

Some of the benefits for those who graduate from this Rotary Reentry Employment Training (RET) Course

- **Certificate of course completion**
- **Certificate of Participation for students whom miss more than 5 hours for any reason but complete all other expectations**
- **Letters of referral for employers, housing, etc.**
- **Eligible to apply for Rotary Academic, Technical or Professional School Scholarship to continue your education**
- **Eligible to participate in Rotary Online Coach-Mentor Program**
- **Access to Rotary Women's Prison Website, Email contact with Rotary and Facebook Page**
- **Eligible to apply for a used vehicle, driver's license and insurance help following release; vehicle awards based on demonstrated need**
- **Other recognition provided at graduation**

OUR EXPECTATIONS OF REENTRY EMPLOYMENT TRAINING (RET) STUDENTS

Many students come into this class with very low self-esteem, beaten down, discouraged, fearful, wondering if they will ever be able to adapt and make it on the outside. They are afraid of not finding a job, not finding housing, having to deal with the consequences of their crime, afraid they will lose hope and faith. They are concerned about their lack of money and moral support, being overwhelmed, being turned down for work because of their crime, how to put their home & family back together, recapturing their space and their spouse or significant other. They are worried about staying clean, of being lonely, getting dumped back into the real world and struggling with transition. **We know this is true because many women who have taken this RET course before you have told us so.**

In spite of all the above, it is our hope and desire that each and every one of you will confidently say:

- I will **never return** to this place; once I leave, I will leave prison for good. My only reason to look back or return will be to help another offender make it on the outside as I did.
- My self-esteem and self-knowledge **will** increase and I **will** come to accept and believe at a deep level that **my crime does not define me**—and I will move on with the rest of my life after release.
- I **will** find a job and as I build my skills, the types of jobs I pursue will get better and better.
- I **will** successfully adjust to life on the outside – but it may take me awhile.
- I **will** reconnect with my family, friends & loved ones, but it will be a very different path than the one that brought me here. My new path will include only those people who can truly enrich my life – not those who will pull me back down again - so I will learn to choose the people in my life very wisely and carefully.
- I **will** advance my education to live my life with significantly increased skills and knowledge. Knowledge and information are powerful to me.
- I **will** graduate from this class with a new appreciation for who I am and my possibilities.
- When I leave, I **will** choose a completely different path to follow for the rest of my life—and I and those I love and surround myself with **will** be blessed because of it.

It is the goal of Rotary instructors to do our best to help you achieve the above—as best we can. It is our expectation that you will work with us and learn how to make this a reality in your life. We are making a commitment to each other to make this journey toward Reentry together. It is important that we all give 100% effort during every class from the very start to the very finish of this course. Will you make that commitment to us and to yourself?

THE PATH I CHOOSE IN LIFE MAKES ALL THE DIFFERENCE

There's A Hole in My Sidewalk

-by Portia Nelson

Chapter One

I walk down the street.
There is a deep hole in the sidewalk.
I fall in.
I am lost... I am helpless.
It isn't my fault.
It takes forever to find a way out.

Chapter Two

I walk down the same street.
There is a deep hole in the sidewalk.
I pretend I don't see it.
I fall in again.
I can't believe I am in the same place.
But it isn't my fault.
It takes a long time to get out.

Chapter Three

I walk down the same street.
There is a deep hole in the sidewalk.
I see it is there.
I still fall in...it's a habit.
My eyes are open.
I know where I am.
It is my fault... I get out immediately.

Chapter Four

I walk down the same street.
There is a deep hole in the sidewalk.
I walk around it.

Chapter Five

I walk down another street.

Portia Nelson (1920-2001) was a renaissance woman: author, singer, composer, lyricist, painter, photographer, and actress. Over the years she wrote the music and lyrics for many revues, television specials, and films. Portia authored the much-loved book "There's a Hole in My Sidewalk: The Romance of Self-Discovery" originally published in the 1970's. There's a Hole in My Sidewalk was made into a musical based on the book, and Portia directed, created the music and lyrics, and performed in the production at the York Theatre in Manhattan. This amazing poem has been praised by psychotherapists, metaphysicians and legions of fans from every walk of life. It is used in numerous 12-step substance-abuse programs, and has been quoted in such diverse books as "The Tibetan Book of Living and Dying," and the preface of "My Lives," Roseanne's best-selling autobiography. It also appears on a poster in Dr. Maguire's office (Robin Williams) in the film Good Will Hunting (1997). John Gray, Ph.D., author of "Men Are from Mars, Women are from Venus," says: "there's a Hole in My Sidewalk" explains in a simple and concise way, how life works. It is full of practical wisdom that will allow you to embrace and change your life."

What chapter are you in & what does it look like for you at reentry?

Reentry Employment Training Class Code of Conduct Contract

This contract sets the tone and reflects the potential culture of a workplace-not the WCCW. We require all students to agree to the following as a condition of participating in this course:

1. **Respect:** Show respect for yourself, facilitators and other students. This includes respecting and honoring the confidentiality of information shared during class time (what is said in class stays in class). Let's have fun learning from each other! We all have something to offer.
2. **Graduation requirements:** To graduate, students must 1) attend classes, 2) do all the homework, 3) write in their journals, 4) complete a typed Reentry Plan, 5) make good progress on their Personal & Employment Portfolio, 6) read "If You THINK You CAN" 7) select & check in regularly with their accountability partner, 8) complete a typed resume & cover letter, 9) complete a mock interview with their conviction response included in the interview.
3. **Attendance and timeliness:** Attending class is **mandatory**. Arrive on time. If you must miss a class, inform your Rotary Reentry instructor in advance. Students may not miss more than 5 class hours (2-1/2 sessions). An unexcused absence results in a WAC 104 infraction and two unexcused absences drops you from the class and results in a WAC 810 major infraction with both infractions written by the school officer.
4. **Come to class prepared:** Read ahead and come to class prepared. The information from the class builds as you go. If you miss a class, it is your responsibility to make up missed assignments from the previous class—all homework assignments are in this **Student Manual**.
5. **Participate 100% in all exercises:** Complete all tasks yourself to the best of your ability. Helping fellow students is welcomed and asking for help is encouraged. Pay attention and stay present and focused in class. There is no final exam (there is a Post Test) but **doing all the homework is required**.
6. **Dress appropriately as if in the workplace:** Wear clean clothing. Do **not wear hats** in class. Maintain positive body language and posture; practice good hygiene; do not sleep or lay your head on the table. **Behave as if you were on the job**. Do not bring food or candy to eat in class.
7. **Questions are welcomed and encouraged:** During class, please be respectful of everyone by raising your hand. No cross talk—stay focused on the instructors and the task at hand.
8. **Use good manners:** All students are expected to use good manners toward other students and the instructors. Use appropriate language and bring a positive attitude to class. Work hard to develop good habits that would also be suitable in the workplace. Foul language is not acceptable in this work environment.
9. **Personal responsibility:** Each student is expected to be responsible for their own personal and class belongings. Students are required to **BRING COMPLETED HOMEWORK, STUDENT MANUALS, TEXT BOOKS AND MATERIALS TO EACH CLASS.**
10. **Class conflicts:** Students agree not to schedule other classes, work or other activities, including family visits or calls, that conflict with this RET class. **This RET class must be your top priority.**

I agree to the terms of this CONTRACT as a condition to participation in the Rotary Reentry Employment Training Course.

Student Signature

DOC#

Rotary Instructor

YOUR ACCOUNTABILITY PARTNER

1. The Rotary-WCCW Reentry Employment Training (RET) course requires each student to select and utilize an accountability partner.
2. Accountability partners will be chosen by each RET student before the next class session, and these partners will participate with the student for the balance of the course and ideally up until the day of release.
3. There are several qualities an accountability partner should have, such as:
 - She should be someone who can be trusted with personal/confidential information;
 - She should be someone who has the best interests of the student at heart;
 - She should be someone who is sufficiently disciplined themselves that she is able to help hold the student accountable;
 - She is available on a regular weekly basis to review the work of the student;
 - She is reasonably objective and can provide good feedback to the student;
 - She will be available at the WCCW until the student is released.
4. There are several recommended roles an accountability partner can play in supporting the student, such as:
 - She reviews the student’s homework and offer suggestions and ideas;
 - She helps the student review her progress in completing the key items checklist;
 - She is particularly helpful to the student in preparing the Reentry Plan’;
 - She reviews drafts of key documents, particularly the resume, cover letter and conviction history conversation;
 - She is a “sounding board” - someone the student can bounce ideas off of
 - She may be a resource for information that will help the student;
 - She is, above all, a good and trusted friend to the student—and someone who can maintain confidentiality re: the topics and issues discussed

HOMEWORK: My accountability partner is _____

I selected her because _____

We will try to meet and review my RET course progress every _____

These are the ways she will help me: _____

JOURNALING

Journal Writing: A Road to Personal Recovery and Self-esteem

In the world of self-help, journaling has emerged as a useful form of personal exploration. A journal can become a tool you use to transform your sense of fragmentation into acceptance and learn to live a life of empowerment.

Simple writing exercises can guide you down a road to better emotional and physical health. Even if writing is difficult for you, there are exercises you can easily accomplish that will open your mind to what you are feeling, what you need and what you want to change in your life. Journaling is not about good writing; rather, it is about communication. It is about recognizing and directing your life's path and choosing to walk towards recovery and self-esteem.

Use the notebook that was issued to you **only for journaling** and locate a private place to keep it. This book is for you, about you, and there is no need to share its contents with anyone else unless it benefits you. Set aside a few minutes each day – first thing in the morning, just before bed, during lunch, or perhaps while you're doing laundry. Make a commitment to write in your journal regularly.

You may approach the empty first page with the feeling that you have nothing of importance to say. But successful journal writing is about whatever is important to you at any given moment. Set aside your feelings of inadequacy as a writer. In your journal, you are an explorer in your world. Don't judge your answers as good or bad. You can only fail at journaling if you don't do it.

Here are some ways to begin journaling:

- **Warm-up Exercises Lists**

Make lists in your journal of anything affecting your life: i.e., grievances, joys, pains, successes, heartache, doubts, fears, loves and likes. Any list will do, but those that lead you into positive reflection will probably make you feel better about your life. However, lists of negative feelings are also helpful, because they allow you to acknowledge your emotions and disappointments.

- **Letters**

Write "imaginary" letters to people that have caused exceptional emotions in you, positive or negative. Detail the events that caused you to be affected by that person's actions, how you reacted to it, and how you feel about it presently. These letters, even though you will never send them, may help you resolve a problem and help you move forward.

- **Stream of Consciousness Writing**

Also called automatic writing, this exercise involves quickly writing whatever comes to your mind without first contemplating it. Don't worry about punctuation or spelling. Write without judgment. Try to write this way for three to five minutes, then close your notebook and go on about your day. You'll be surprised at how much you can release from your subconscious in this type of writing.

Journaling gives you the opportunity to look at your life story. You may find that a particular theme repeats in your entries, which may help you identify areas in your life to focus on. Explore your fears and thoughts in your notebook. You may discover topics that you want to discuss with a friend.

Journal writing is about recognizing yourself in your dramas and then guiding yourself into who you want to become. In your journal, you become conscious of your choices. And, as you become self-aware, you become better equipped to face the future with renewed confidence.

The suggested journal questions encourage you to think about your incarceration experience. It is not always a happy experience to write about. But you want to move forward in your life, and journaling will allow you to see and record your progress.

For each class session, you will be given a list of good journal topics that relate to the current lesson we are discussing. You may choose one or more of the suggested topics to address in your journal. You may also want to consider a topic of your own choice that you feel the need to address. Journaling is very personal. While we expect you to practice journaling after every class as one of your homework assignments, we will never read your journal entries unless you have asked us to do so and we will not ask you to share your entries with other classmates.

Possible Journal Topics

On the title page of each session, you will find some suggestions for journaling that fit well with the topic we are discussing that night. Journaling about those topics may help you review the lesson and see how it speaks to your situation. It also may bring up questions you'd like us to go back and take a look at. You may choose one or several of these topics or use your journal time to address whatever feelings are coming up for you at that time

HOMEWORK: Please read the following pages about how to stay out of prison for homework. We will discuss this at the beginning of the next class. Use your highlighter to show the areas that you think will be especially challenging for you.

Ten Ideas on How to Stay Out of Prison—A Roadmap

The following are ideas from the many instructors over the years who have taught this REENTRY course on behalf of Rotary, and others who have mentored women released from the WCCW.

“As Rotary Reentry Instructors who together have taught and worked with over 500 WCCW female offenders and have served as mentors to others released from the WCCW and living on the outside, here are ten (10) ideas on how to stay out of prison....a roadmap for landing on your feet when you get out. These are important because nearly two out of three women in the Rotary Reentry Employment Training course tell us they have been incarcerated before, in jail and in prison—some up to eight to ten times or more. Give these some very serious thought - they WILL change your future path in life and MAY BE THE KEYS to your success.

1. **CHOOSE YOUR FRIENDS AND FAMILY VERY CAREFULLY:** Most women in prison did not get there alone---they were involved with someone else---friends, family, boyfriends, husbands, etc. Some of these people are still very, very toxic and restarting a relationship with them after release can lead to disaster. For some women, it literally means choosing to release to another county in another part of the state in order to get away from these toxic people. For women released from the WCCW, this is the most important factor of all in determining if they will return to jail or prison or both.
2. **SURROUND YOURSELF WITH A SUPPORT SYSTEM OF GOOD PEOPLE WHO TRULY HAVE YOUR BACK:** There are many good people who really do care about you and have your back—but you need to wisely & carefully seek them out. They may be a family member, friend, a church group, service organization, college professor, mentor, union representative, or others. Check in with them regularly, seek their wisdom and advice on decisions you make before taking action (for example, buying a car, renting an apartment, taking a job, etc.). This is critical—don’t try to go it alone.
3. **BE VERY, VERY CAREFUL WITH FORMING NEW ROMANTIC RELATIONSHIPS INCLUDING SEXUAL RELATIONSHIPS:** When you release from prison, you are INCREDIBLY VULNERABLE - and some are very gullible & naïve, especially if in prison a long time. New romantic and sexual relationships right out of prison can be a disaster and result in hurt & damaged self-image, sexually transmitted diseases, unplanned pregnancies - or all of these. Some people can sense your vulnerability & are quick to take advantage of you. Those who truly love and care about you know you’re vulnerable and will respect & give you time to adjust to the outside-be careful!!

4. CONTINUE YOUR EDUCATION OR LEARN A SKILL: Nearly 75% of women released from the WCCW have a high school education, and 45-50% have small children at home they need to care for. For most women, their first job will likely be at minimum wage (about \$13/hour or \$26,000/year), barely enough to support themselves alone, let alone their children. The answer to this dilemma is often heading back to school---trade school/technical school, specific skills education (culinary, beautician, flagger, carpenter, etc.), community college or university. For many women, if college is the route chosen, a community college for the first 2 years makes the most sense. It is less expensive and you can live at home. Whatever the approach, you should build your skills and continue your education so that you can earn a family supportable wage of \$20/hour (\$40,000/year) minimum. While your first job will likely be a minimum wage job, it is only temporary until you are eventually able to move into a family supportable wage job. ONE OF THE GREATEST GIFTS TO THE WORLD IS AN EDUCATED WOMAN!
5. CONTINUE THE PROGRAMS YOU BEGAN IN PRISON: The vast majority of WCCW women are in prison due to drug/alcohol related crimes—or property crimes tied to drugs/alcohol--in one way or another. At the WCCW, many were mandated or voluntarily chose to participate in NA, Celebrate Recovery, AA, or other programs. If this is your situation, you need to continue with these programs once released and surround yourself with good people in these programs to help keep you accountable. Many women released from the WCCW are required to attend AA/NA meetings regularly—some for several months....but be wise...sometimes these can be a gathering place for active addicts and a source of temptation rather than of support...so pick your meetings very carefully and be very wary of people you discover there who are still active users.
6. PERSEVERE—DON'T EVER, EVER, EVER GIVE UP: Landing on your feet when you get out can be very tough—a real shock to some. YOU WILL HIT OBSTACLES AND ROADBLOCKS—count on it! But that's life—we all hit obstacles and roadblocks. Some people call them “challenges to be overcome”. You will hear NO a lot when looking for a job or an apartment. That NO is not about you—it just means they do not have a job or apartment at this time. The key is to keep trying & never give up. Be persistent & keep moving. Don't let PRIDE get in your way. Some women come out of the WCCW “on fire” and when they mess up, are afraid to turn to the ones who care about and support them most for fear of letting them down...this is PRIDE talking.
7. USE YOUR TIME WELL: Lots of experience shows that HOW YOU USE YOUR TIME IN THE FIRST MONTH AFTER RELEASE SAYS A LOT ABOUT YOUR CHANCES OF STAYING OUT OF PRISON. In other words, using your time wisely is critical. This means disciplining yourself and using your time to look for a job, find housing, get back in school, etc. Set and follow a schedule. Time wasted in front of the TV or internet or constantly socializing with friends can work against you. It is absolutely true that “looking for a job is a full-time job” because it is.

8. TAKE CARE OF YOURSELF: We are all like 5-legged stools—the legs are called 1) physical, 2) emotional, 3) spiritual, 4) social and 5) intellectual. If we are missing a leg, the stool gets out of balance and tips over. Staying in balance can be really, really tough - it is for all of us, but it is one of the real keys to living a good life. This means exercising and eating right—many have come out of prison overweight and out of shape. This means taking time out for yourself and staying rested—physically as well as mentally. When we become fatigued, we tend to get sick, cranky, depressed and out of sorts with the world. We call in sick and miss work time. Also taking time to grow spiritually can be huge in your life. Your house of worship may be the place where you make some lasting spiritual connections, real lifelong changes and good decisions that put you on a path that is truly sustainable.

9. GET HELP WITH DIFFICULT CHOICES: Inside the WCCW many daily decisions are made for you by others. When you get out, ALL decisions will be yours - 100%. This can be absolutely frightening and overwhelming for some - as simple as what to eat, what food to shop for in a grocery store, what clothes to buy in a department store, etc. For some women this is very, very scary. All of a sudden, there are so many choices to make. Take your time with these choices. Involve others who really have your back in making these choices. Don't go it alone! Don't let these many choices overwhelm you. Be patient with yourself! Know who you are, your convictions and beliefs. Know where you are NOT willing to compromise or what you are not willing to submit to that is important to you (physical, verbal or sexual abuse, for example). This is very important as you enter a world that will try to trip you up again. Know what your purpose in life is - this will help you stay focused. Know what the most important things in life are to you - things you want or desire most. Being very clear to yourself about these will help you stay on the right path and will help you make good choices and decisions.

10. PUT YOURSELF ON A BUDGET AND STICK TO IT: Managing your money is a BIG DEAL as you will find out very quickly, especially if your first job is at minimum wage. Prepare a realistic budget for yourself and your family if you have children and stick to it. Get help from a trusted friend or family member in putting your budget together and once you have it, stick to it. Your budget is a living, breathing document and will change, so review it regularly with everyone involved. If there is a “significant other” involved in your life, both of you need to contribute something to the budget and both of you need to be involved in the review process of your budget and spending.

As your Rotary RET Instructors, our hope for you is that you will choose to put these ten ideas into practice in your life. The time to make this choice and begin to implement these ideas is NOW, while you are still in prison, so that when you release you are already on a solid path that will help you to become the person you were meant to be - a woman who is loved, cherished and valued for who she is - a wife, mother, daughter, granddaughter, friend, professional and lover of life and all things good and wholesome . . . and a positive contributor to others and to society. Hopefully this class can help prepare you for the journey called “the rest of your life.”

Some Myths to Watch Out For

You may hear a lot of information about “**Benefits for Ex-Cons.**” Consider the source when you assess these so-called benefits. If it sounds too good to be true, it usually is. If you base your release plan on these false hopes, you’ll find yourself with nothing once you’re back in the community. For example:

- You are **not** entitled to Social Security benefits based on your conviction history.
- You are **not** a disadvantaged minority just because you were incarcerated.
- There are currently **no** student or business loans solely for people with convictions, however the PELL Grants offered by the Federal Government may apply to you.
- You are **not** eligible for unemployment benefits based on your job in prison or for the job you lost due to being incarcerated.

However, **there are programs**, resources, people, tools, tips and much more available to help you along the way. This RET course will suggest several resources to you.

Things to Do While You Are Inside: Compiling Your Portfolio and Preparing Your Written Reentry Plan

HOMEWORK: All of the areas listed below can interfere with your success once you are released. Use this checklist to help you think and plan ahead as you begin to prepare your Reentry Plan and collect the documents noted in your Portfolio. Use the completed checklist below to start planning to address the problem areas. Doing this before release helps make these challenges less overwhelming.

<u>Issues upon release</u>	<u>Possible problem</u>	<u>I can take care of this</u>	<u>I need help with this</u>
Chemical abuse	_____	_____	_____
Lack of money	_____	_____	_____
Transportation	_____	_____	_____
Day care	_____	_____	_____
Housing	_____	_____	_____
Clothing	_____	_____	_____
Medical	_____	_____	_____
Telephone	_____	_____	_____
Job skills	_____	_____	_____
Education	_____	_____	_____
Food	_____	_____	_____
Other	_____	_____	_____

GATHERING YOUR DOCUMENTS: PERSONAL & EMPLOYMENT PORTFOLIO

Before starting your search for a job, you need to get your necessary paperwork in order. During your time in the WCCW many of these documents may have expired, gotten lost, or been held on to by friends or family. It may seem simple but **getting your paperwork in order could take a long time**, so it is important to start NOW. These not only prepare you for employment, but also serve to connect you to the rest of society.

HOMEWORK: You can begin now to gather documents while you are still incarcerated. Be sure they become part of your Reentry Plan. Begin to store these documents in your Portfolio folder. When you obtain the documents, be sure they are correct. If there are errors – CORRECT THEM – for a positive impact on your Paper Trail.

On the list of Portfolio documents on the next page, use your highlighter pen to indicate those documents you already have in your possession. Start working to gather those you do not have at this time.

You will also want to think about the following in compiling your **Portfolio** and in preparing your typed **Reentry Plan**:

- Child support
- Unpaid traffic tickets or relicensing fees
- Car insurance
- Contacting DSHS for food-stamp eligibility
- Health care or medications
- Criminal history records (vacate or expunge records)

The **Resources** section of this manual (**Attachment C in the back of the manual**) has information on how to contact agencies and programs to help you with these areas. Talk with your counselor and with the clerks in **The Village** to help you get started.

Do as much as you can while you are inside. Take full advantage of everything that can help you when you reenter society. Reentry planning really begins the day you enter prison and continues until the day you are released.

PORTFOLIO DOCUMENTS

PERSONAL	EMPLOYMENT
• Written release/reentry plan (typed)	• Conviction history response
• Birth certificate	• 60 second commercial
• Social security card	• Resume
• Driver's license and record	• Cover letter
• State photo ID card	• Rotary RET certificate of graduation
• Immigration papers	• Rotary RET certificate of perfect attendance
• Criminal history records	• Rotary letters of reference
• Records of on-time payments	• Course completion certifications, diplomas, etc.
• Jail/prison health records	• Letters of recommendation from others
• Credit report	• Master job application worksheet
• Housing references	• Employment references
• Judgment and sentencing documents	• List of offender friendly occupations
• Outstanding warrants and efforts to address these	• Contact information for those in my personal network
• Student loan documents	• My answers to commonly asked interview questions
• Monthly budget worksheet (6 months)	• Copy of WOTC tax credit program and Washington State bonding program
• Personal references	•
• Daily, weekly, calendar following release	EDUCATION
• Marriage license	• Completed FAFSA application results (EFC)
• Military records	Grade transcripts;
• Car insurance certificate	• Copies of education degrees/certificates
• List of medications and dosages	• Rotary Scholarship Application
• Banking statements (savings, checking, investments)	• Other Scholarship Applications
Background check results	OTHER
•	• CARS4Change Application
•	• Online Mentor Application
•	• Village Resource Packet

Do you have all of these documents? If not, add this to your Personal Re-Entry Plan as part of the work you will do in planning for your release. The Village at WCCW has forms to use in securing many of these documents. Keep copies of all your documents that you collect while incarcerated and store them in your **Portfolio**. This includes certificates of classes and programs you completed, inmate banking statements, medical and health records, and so on.

NOTES FROM VILLAGE PRESENTATION:

DATE / TIME OF VILLAGE APPONTMENT: _____

CREATING YOUR PERSONAL REENTRY PLAN

One of the first steps to getting your life on track is to make a plan. The Reentry Plan is a living document that is individualized for your situation and goals. You are going to be working on this every day for the duration of this class and hopefully--up until the day you release.

The Purpose of a Personal Reentry Plan

- **Provides Focus** - Focuses on specific goals and objectives that keep you on track, but also shows who you are, where you are going, what it will take you to get there, how to get there, and the purpose for doing it.
- **Creates Strategies** - You will need a strategy in order to be prepared. Having a game plan and preparation will lead you to success. Making a plan is simple, but executing it can become very challenging. From the beginning until the end, there will be setbacks, distractions, and ever-present hurdles. Can you and will you endure?
- **Sets Standards** - We all need to evaluate and make assessments about our progress which determines our outcome or result.
- **Reveals Road Blocks** - "The bridge is out!" is a common cliché, but your plan may reveal certain disasters well before you encounter them.
- **Offers a New Way of Thinking** - Planning and goal setting will open your mind to new ideas, which will create new and exciting alternatives as you begin your new life.
- **Provides a Safety Net** - Fear and doubt will set in, but effective planning and goal setting helps you to move forward despite the fears and doubt you may have.

COMPONENTS OF YOUR REENTRY PLAN: (shortened outline)

1. Introduction (who are you)
2. Release address
3. Family
4. Support system/social network
5. Education
6. Certificates/volunteering
7. Employment
8. Finances/support
9. Monthly budget
10. Transportation
11. Stipulations of judgment and sentence
12. Treatment/counseling
13. Legal financial obligations
14. Hobbies/interests
15. Contact information
16. Personal goals (first week, first month, first year, 5 years, etc.)
17. Closing personal statement and summary

You will receive a great deal of help from the Village Support Team. They are volunteering their time to help you have a successful reentry. Please be respectful of their time. If you have an appointment in the Village, be sure you have cleared your schedule to be there.

SESSION TWO: Preparing for Employment

STUDENT LEARNING OBJECTIVES:

- Student will be clear about her personal values and identify needs and wants based on those values.
- Student will identify five self-management skills she can share with an employer.
- Student will identify her current job skills and those which she will need to attain for the job she sees in her future. She will articulate a plan for how to get those needed skills.

HOMEWORK:

- Continue to work on your positive paper trail. Ask the Village for help in collecting these documents.
- Complete any worksheets from Session Two not completed in class, including the WorkSource skills lists.
- Read Chapter 2 in If You **THINK** You **CAN** and answer questions at the end of the chapter.
- Journaling – See suggestions below.

SUGGESTIONS FOR JOURNALING:

- What are my values—the beliefs, attitudes and truths that are most important to me in life?
- Do my needs and wants line up with my values?
- What is a positive paper trail? Why do I need to know what my documents may say about me?
- What decisions am I having a hard time making that are keeping me from achieving my goals? What is the dream I am committed to achieving when I get out? What do I need to do to make that dream a reality?

REMINDER: Attendance at all classes is expected. Please arrange all family visits, phone calls, group meetings, social activities and all other obligations at alternate times. Our obligation to DOC is to report all absences, regardless of the reason.

If you find you are not on the callout list one night, politely ask your unit officer to call the desk officer in the Education building and he will verify with us that you belong in class. We will do everything in our power to get you here. We believe you enrolled in RET because you are ready to make changes and have a successful reentry. We want you to be here every time to learn new ways to make that happen.

Be Proactive – Advocate for yourself when you have the chance to do so.

THIS MANUAL IS FOR YOU

“It’s no secret that one of the most important things for you to do after getting out of prison is to secure employment – and to do it right away. Without a job, you are three times more likely to return to jail.”
Prison Living Magazine

This manual was developed specifically with you in mind. This manual provides tools and information to assist you with the process of finding a job and reentering the community. To successfully reenter society: 1) Take your reentry seriously (think, prepare); 2) Do whatever it takes; 3) Work hard & stay focused; 4) Have realistic expectations; 5) Stay flexible and be patient; 6) Ask for help.

Many people were involved in developing this manual, including people who have been released from prison. Everyone who leaves incarceration has different needs, plans and problems. Even though everyone is different, there are some things that work to help you find meaningful employment and a career and successfully reenter society.

GETTING STARTED

Does this sound familiar?

“I want to stay out when I’m released, but everywhere I go, I hit roadblocks. Who’s going to hire me anyway? Why should I even try if I’m just gonna wind up back here again?”

You DON’T have to come back, but you DO have to commit to work at staying out. For example:

Do you:

- Have a specific re-entry plan?
- Have a firm commitment from somebody for a job?
- Have financial aid or other help for education or training?
- Have a little money, clothes or a place to stay?
- Have friends, family or a mentor to give you support?
- Know which programs or community agencies can help you?

If you do not have answers to these questions, you have work to do. Don’t worry, by the time you finish this RET course, you should be able to answer YES to these questions or have the tools you need to get to YES.

Benefits of Working and Getting a Job—Why You Are Better Off

Take a look below at some of the reasons why you are better off employed than unemployed. They may mean something to you. Think about each reason, and decide which are the most important for you.

Put a check mark in the box next to your choices for the top reasons why you feel you are better off working.

- Employment helps me develop a greater sense of self-worth, self-respect and self-esteem.
- Having a job means I will make a positive contribution to the community and to my family.
- I am a better role model for my family and children by being employed—they see their mother working and earning money to support them.
- I become more independent and in control of my life by being employed. I am better able to make my own decisions.
- Employment helps me develop my natural abilities and discover my talents. It is a chance for me to grow and learn and interact with others.
- There is much I can learn from employment.
- A job gives my family and me a greater sense of security and well-being.
- I have a better chance for financial prosperity and success if I have a job.
- Another reason important to me:

*"You have brains in your head. You have feet in your shoes.
You can steer yourself any direction you choose.
You're on your own. And you know what you know.
And YOU are the one, who'll decide where to go."*

Dr. Seuss, Oh the Places you'll Go

The Difference Between Success and Failure is a Choice

While some accept what they get, others will try to earn what they want. It's much easier to give up than to do what it takes to achieve success. Taking the time, energy and effort to accomplish what you want can make your life more meaningful.

There are many successful people in the world, and there are many people who are not. The main difference between the two is that **successful people pick themselves up after failure, again and again, until they finally make it. Successful people learn from their failures.** In the poem "There's A Hole in My Sidewalk" these are the women released from prison who "walk down another street."

"I have not failed. I've just found 10,000 ways that won't work." Thomas A. Edison

Get right with yourself. You are the most important person for your success. Decide what success means to you and go for it!

Successful people:

- Expect success.
- Think they can.
- Try whole-heartedly.
- Fake it until they make it.
- Understand that failing is the normal way to learn how to succeed. They are not afraid to fail.
- Believe problems are temporary challenges, not permanent obstacles.
- Take responsibility for their success and mistakes.

HOMEWORK: Take time now to think about yourself. ***What do you want your success to look like*** in the future following release from the WCCW?

Defining Personal Values & Why They Are So Important

Have you ever seen a commercial on television showcasing a juicy hamburger and had a desire to stop at the nearest fast-food restaurant or passed by a sign featuring an ice-cold beverage and then stopped for a soda? Our lives are surrounded by messages reminding us to "buy now," "sign up today" and "get more instantly!"

Advertising and marketing campaigns attempt to create a longing for "stuff". From movie theaters to grocery stores to magazines and the Internet, ads try to convince us that if we have the right car, we are "cool". If we wear the right clothes, we are sure to be successful.

It is important to realize, though, that success and self-worth aren't determined by what we have. Personal success has more to do with living according to our values. Values are a personal inventory of what we consider to be most important in life. We all have values, but unless we take the time to think about those values, we can easily be negatively influenced when we're making important choices. Making good choices after release will be critically important.

Values may be things like:

- Earning good grades
- Being responsible with money
- Finding meaningful work
- Taking care of the environment
- Being honest and truthful
- Spending time with family and friends

Take some time to think about some of your values and list them below:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

IDENTIFYING NEEDS VS. WANTS

Needs are essentials. They are the basics of life. Think food, clothing, and a place to live. **Wants simply increase the quality of living.** Going to movies, eating out, and buying CDS and DVDs are wants. These are all fun and interesting, but you could survive without them.

It can be tough to prioritize our values when we are bombarded with ads telling us about the latest sales at the mall. For example, have you ever wanted a pair of shoes or new bike so badly that you justified your purchase like this: "I really need those shoes for work" Or, "I need that bike to get my exercise"?

Let's examine needs vs. wants first-hand. Use this space below to write down everything you need. This might include lunch, gas, clothes, a car and more education. Then write down everything you want, such as cable TV service or a vacation. Try to list more needs than wants.

NEEDS	WANTS

Clearly understanding the difference between needs and wants will become critical, especially as you begin to develop goals for your future and along with these goals, an idea of the budget you will have to work with and how you will spend your money. It is likely the majority of funds you have will be primarily directed at meeting needs—especially if you will have children to care for.

In Chapter 13, we will learn about the key components in addressing personal finances. It will be important that you have given your wants and needs a lot of thought before you get to planning a budget that is realistic for you and your family.

EMPLOYERS HAVE NEEDS AND WANTS TOO!

12 TRAITS EMPLOYERS LOOK FOR IN A POTENTIAL EMPLOYEE:

1. **ABILITY TO COMMUNICATE**: You need to get your thoughts across simply and precisely using good English. The employer and co-workers need to understand what you are saying.
2. **INTELLIGENCE**: Will you be able to understand the work at hand and will you be able to function as a productive employee? You do not have to be brilliant. Companies just want to know you are intelligent enough to do the job.
3. **SELF-CONFIDENCE**: You will have to demonstrate a sense of maturity, proving that you can handle all kinds of situations well.
4. **WILLINGNESS TO ACCEPT RESPONSIBILITY**: Do you show up for work as scheduled, complete tasks on time and acknowledge your mistakes? If so, your employer will be happy to have you on the team.
5. **INITIATIVE**: Do you wait to be told to do things or do you initiate things by yourself? If you fall into the latter category, you will be viewed as a corporate asset.
6. **LEADERSHIP**: Can you guide and direct others? Companies want people with leadership capabilities. Good leaders are hard to find.
7. **ENERGY LEVEL**: If your energy level dies at 5 o'clock, companies may not be pleased, but if you are the type of person who will put in whatever time it takes to get a job done, you are an ideal candidate.
8. **IMAGINATION**: Can you see new and inventive solutions to address problems?
9. **FLEXIBILITY**: Can you adapt and adjust to changing situations?
10. **INTERPERSONAL SKILLS**: Can you bring out the best in others? Do you make every effort to get along with others to get the job done?
11. **SELF-KNOWLEDGE**: Can you assess your skills, strong points, weak points, and see yourself as others see you?
12. **ABILITY TO HANDLE CONFLICT**: Can you handle stressful situations and resolve them calmly?

SELF-MANAGEMENT SKILLS

Self-management skills describe the style in which you work. For example, self-management skills tell an employer about your work ethic, your attitudes towards work and your ability to get along with others. Employers know they can teach you many of the job-related skills needed to do the work after a new employee is hired. When employers make hiring decisions, they pay close attention to your self-management skills. Talking about your self-management skills will show an employer your ability to:

- Perform or produce quality work
- Respond to challenging situations
- Adjust to changing work roles and environments
- Maintain loyalty toward the company
- Respond to the emotional demands of the work (WorkSource)

The checklist on the next page identifies a variety of self-management skills. Highlight or put a checkmark next to each skill you believe you've used often, either at work, as a volunteer, or in your personal life. Move through these lists quickly and just identify skills that you have used in any setting. When you are finished with this checklist, you are going to identify your most important skills to highlight on your resume.

Job-Specific Skills

Job skills that are specific to a particular occupation or field of work are generally not transferrable to another occupation. These skills are particularly valuable when you are applying for a job in the same field, as you already have some of the specific skills you will need. These skills are gained through paid or volunteer work, on the job training or technical classes for a particular job. Employers look for information about job skills to find out if you have done the technical aspects of the job. (WorkSource)

Use the WorkSource lists for **Job Skills** in the same way you did with **Self-Management Skills**. Highlight or put a checkmark next to each skill you believe you've used often, either at work, as a volunteer, or in your personal life.

Once you have identified the skills that you have used in any setting, choose the 4 most important skills you want to share with an employer. Next to the skill, write an example of when and how you used that skill. Being specific helps you identify that you have the skill. You will use this when you are completing your resume, your applications, and preparing for interviews, so do your best job so that this will become a good reference sheet for you as you build your work profile.

Self-Management Skills Checklist from WorkSource

- | | | | | | |
|---|---|--|--|---|---|
| <input type="checkbox"/> Academic | <input type="checkbox"/> Considerate | <input type="checkbox"/> Expert | <input type="checkbox"/> Inventive | <input type="checkbox"/> Planner | <input type="checkbox"/> Spunky |
| <input type="checkbox"/> Accurate | <input type="checkbox"/> Consistent | <input type="checkbox"/> Expressive | <input type="checkbox"/> Kind | <input type="checkbox"/> Pleasant | <input type="checkbox"/> Stable |
| <input type="checkbox"/> Active | <input type="checkbox"/> Constructive | <input type="checkbox"/> Extravagant | <input type="checkbox"/> Knowledgeable | <input type="checkbox"/> Posed | <input type="checkbox"/> Steady |
| <input type="checkbox"/> Achievement-oriented | <input type="checkbox"/> Conventional | <input type="checkbox"/> Exhibitionistic | <input type="checkbox"/> Leader | <input type="checkbox"/> Polite | <input type="checkbox"/> Strong |
| <input type="checkbox"/> Adaptable | <input type="checkbox"/> Cool | <input type="checkbox"/> Fair minded | <input type="checkbox"/> Learn quickly | <input type="checkbox"/> Positive | <input type="checkbox"/> Successful |
| <input type="checkbox"/> Adept | <input type="checkbox"/> Cooperative | <input type="checkbox"/> Farsighted | <input type="checkbox"/> Light hearted | <input type="checkbox"/> Practical | <input type="checkbox"/> Supportive |
| <input type="checkbox"/> Adventurous | <input type="checkbox"/> Courageous | <input type="checkbox"/> Firm | <input type="checkbox"/> Liable | <input type="checkbox"/> Precise | <input type="checkbox"/> Sympathetic |
| <input type="checkbox"/> Aggressive | <input type="checkbox"/> Creative | <input type="checkbox"/> Flexible | <input type="checkbox"/> Logical | <input type="checkbox"/> Pride | <input type="checkbox"/> Tactful |
| <input type="checkbox"/> Alert | <input type="checkbox"/> Critical | <input type="checkbox"/> Focused | <input type="checkbox"/> Loyal | <input type="checkbox"/> Problem solver | <input type="checkbox"/> Take initiative |
| <input type="checkbox"/> Ambitious | <input type="checkbox"/> Curious | <input type="checkbox"/> Forgiving | <input type="checkbox"/> Mature | <input type="checkbox"/> Productive | <input type="checkbox"/> Teachable |
| <input type="checkbox"/> Analytical | <input type="checkbox"/> Daring | <input type="checkbox"/> Formal | <input type="checkbox"/> Meets deadlines | <input type="checkbox"/> Proud | <input type="checkbox"/> Team worker |
| <input type="checkbox"/> Appreciative | <input type="checkbox"/> Decisive | <input type="checkbox"/> Frank | <input type="checkbox"/> Methodical | <input type="checkbox"/> Prudent | <input type="checkbox"/> Tenacious |
| <input type="checkbox"/> Articulate | <input type="checkbox"/> Dedicated | <input type="checkbox"/> Friendly | <input type="checkbox"/> Meticulous | <input type="checkbox"/> Punctual | <input type="checkbox"/> Think Quickly |
| <input type="checkbox"/> Artistic | <input type="checkbox"/> Deliberate | <input type="checkbox"/> Gentle | <input type="checkbox"/> Mild-mannered | <input type="checkbox"/> Purposeful | <input type="checkbox"/> Thoughtful |
| <input type="checkbox"/> Assertive | <input type="checkbox"/> Democratic | <input type="checkbox"/> Generous | <input type="checkbox"/> Moderate | <input type="checkbox"/> Quick | <input type="checkbox"/> Thorough |
| <input type="checkbox"/> Astute | <input type="checkbox"/> Dependable | <input type="checkbox"/> Gets-along | <input type="checkbox"/> Modest | <input type="checkbox"/> Quiet | <input type="checkbox"/> Thrifty |
| <input type="checkbox"/> Attentive | <input type="checkbox"/> Detailed | <input type="checkbox"/> Good-natured | <input type="checkbox"/> Motivated | <input type="checkbox"/> Rational | <input type="checkbox"/> Tidy |
| <input type="checkbox"/> Authentic | <input type="checkbox"/> Determined | <input type="checkbox"/> Gracious | <input type="checkbox"/> Natural | <input type="checkbox"/> Realistic | <input type="checkbox"/> Tolerant |
| <input type="checkbox"/> Aware | <input type="checkbox"/> Dignified | <input type="checkbox"/> Hard-worker | <input type="checkbox"/> Neat | <input type="checkbox"/> Reasonable | <input type="checkbox"/> Tough |
| <input type="checkbox"/> Bold | <input type="checkbox"/> Diligent | <input type="checkbox"/> Healthy | <input type="checkbox"/> Negotiator | <input type="checkbox"/> Reflective | <input type="checkbox"/> Trusting |
| <input type="checkbox"/> Broadminded | <input type="checkbox"/> Diplomatic | <input type="checkbox"/> Helpful | <input type="checkbox"/> Objective | <input type="checkbox"/> Relaxed | <input type="checkbox"/> Trustworthy |
| <input type="checkbox"/> Businesslike | <input type="checkbox"/> Disciplined | <input type="checkbox"/> High energy | <input type="checkbox"/> Obliging | <input type="checkbox"/> Reliable | <input type="checkbox"/> Unassuming |
| <input type="checkbox"/> Calm | <input type="checkbox"/> Dominant | <input type="checkbox"/> Honest | <input type="checkbox"/> Open-minded | <input type="checkbox"/> Reserved | <input type="checkbox"/> Uncommon |
| <input type="checkbox"/> Candid | <input type="checkbox"/> Discreet | <input type="checkbox"/> Humanistic | <input type="checkbox"/> Opportunistic | <input type="checkbox"/> Responsive | <input type="checkbox"/> Understanding |
| <input type="checkbox"/> Capable | <input type="checkbox"/> Discriminating | <input type="checkbox"/> Humorous | <input type="checkbox"/> Optimistic | <input type="checkbox"/> Resourceful | <input type="checkbox"/> Unexcitable |
| <input type="checkbox"/> Careful | <input type="checkbox"/> Driving | <input type="checkbox"/> Idealistic | <input type="checkbox"/> Orderly | <input type="checkbox"/> Respectable | <input type="checkbox"/> Uninhibited |
| <input type="checkbox"/> Cautious | <input type="checkbox"/> Dynamic | <input type="checkbox"/> Imaginative | <input type="checkbox"/> Organized | <input type="checkbox"/> Responsible | <input type="checkbox"/> Unique |
| <input type="checkbox"/> Cheerful | <input type="checkbox"/> Eager | <input type="checkbox"/> Impulsive | <input type="checkbox"/> Original | <input type="checkbox"/> Risk Taking | <input type="checkbox"/> Unusual |
| <input type="checkbox"/> Clear-thinking | <input type="checkbox"/> Easy going | <input type="checkbox"/> Independent | <input type="checkbox"/> Outgoing | <input type="checkbox"/> Robust | <input type="checkbox"/> Verbal |
| <input type="checkbox"/> Clever | <input type="checkbox"/> Economical | <input type="checkbox"/> Industrious | <input type="checkbox"/> Outstanding | <input type="checkbox"/> Sense of Humor | <input type="checkbox"/> Versatile |
| <input type="checkbox"/> Composed | <input type="checkbox"/> Eccentric | <input type="checkbox"/> Informal | <input type="checkbox"/> Painstaking | <input type="checkbox"/> Sensible | <input type="checkbox"/> Vigorous |
| <input type="checkbox"/> Competent | <input type="checkbox"/> Effective | <input type="checkbox"/> Ingenious | <input type="checkbox"/> Patient | <input type="checkbox"/> Sensitive | <input type="checkbox"/> Visionary |
| <input type="checkbox"/> Competitive | <input type="checkbox"/> Efficient | <input type="checkbox"/> Innovative | <input type="checkbox"/> Peaceable | <input type="checkbox"/> Sentimental | <input type="checkbox"/> Warm |
| <input type="checkbox"/> Communicative | <input type="checkbox"/> Emphatic | <input type="checkbox"/> Inquisitive | <input type="checkbox"/> Penetrating | <input type="checkbox"/> Serious | <input type="checkbox"/> Well-organized |
| <input type="checkbox"/> Concerned | <input type="checkbox"/> Energetic | <input type="checkbox"/> Insightful | <input type="checkbox"/> Perceptive | <input type="checkbox"/> Sharp-witted | <input type="checkbox"/> Wholesome |
| <input type="checkbox"/> Confident | <input type="checkbox"/> Enterprising | <input type="checkbox"/> Inspiring | <input type="checkbox"/> Perfectionist | <input type="checkbox"/> Shrewd | <input type="checkbox"/> Willing to learn |
| <input type="checkbox"/> Conforming | <input type="checkbox"/> Enthusiastic | <input type="checkbox"/> Integrity | <input type="checkbox"/> Persevering | <input type="checkbox"/> Sincere | <input type="checkbox"/> Wise |
| <input type="checkbox"/> Conscientious | <input type="checkbox"/> Exacting | <input type="checkbox"/> Intellectual | <input type="checkbox"/> Persistent | <input type="checkbox"/> Sociable | <input type="checkbox"/> Witty |
| <input type="checkbox"/> Conservative | <input type="checkbox"/> Exceptional | <input type="checkbox"/> Intelligent | <input type="checkbox"/> Philosophical | <input type="checkbox"/> Sophisticated | |
| | <input type="checkbox"/> Experienced | <input type="checkbox"/> Intuitive | <input type="checkbox"/> Pioneering | <input type="checkbox"/> Spontaneous | |

Job-Specific Skills Checklist from WorkSource

Accounting/bookkeeping

- 10-key by touch
- Accounts payable
- Accounts receivable
- Auditing
- Automated conversion
- Balance sheets
- Bank deposits
- Bank drafts
- Benefits implementation
- Budgets & forecasting
- Cash accountability
- Cash disbursements
- Cash management
- City, state & federal taxes
- Confidentiality
- Contract administration
- Corporate bank accounts
- DAC Easy
- Depreciation reports
- EEO Guideline knowledge
- Excel
- Expense allocations
- Expense journals
- Financial statements
- Fixed asset reports
- General ledger
- Gross margin analysis
- Insurance records
- Interest calculations
- Internal finance controls
- Inventory finance controls
- Inventory tracking
- Inventory valuation methods
- Invoice verification

- Job costing
- Loan applications
- Manual/automated billing
- Negotiate payments
- Payroll prep & taxes
- Performance evaluations
- Petty cash
- Portfolio management
- Problem solving
- Profit sharing records
- Purchase orders
- Quarterly reports
- Sales journals
- Skip Tracing
- Subsidiary journals
- Supervision
- Supply budgeting
- Tenant accounts
- Time card tracking
- Trial balance
- Trust accounts
- Union negotiation
- Vendor contract

Administrative

- Account verification
- Appointment scheduling
- Bulk-mail distribution
- Catalogs
- Computer operation
- Contract administration
- Copy/duplication
- Correspondence
- Customer service
- Data entry

- Departmental liaison
- Editing
- EEO knowledge
- Employee orientations
- Executive staff support
- File maintenance
- File/records control
- Form letters/mail merges
- Front office
- Insurance records
- Mail distribution
- Mailing lists
- Meeting coordination
- Meeting minutes
- Message taking
- MS Access
- MS Excel
- MS Outlook
- MS PowerPoint
- MS Project Manager
- MS Publisher
- MS Word
- MS Visio
- Multi-line phone
- Newsletters
- Office management
- Order administration
- Petty cash control
- Pricing lists
- Problem resolution
- Project management
- Proofreading
- Reception
- Report/proposal preparation
- Shorthand

Job-Specific Skills Checklist from WorkSource

Computer programs/equipment

- Adobe Acrobat
- Adobe Dreamweaver
- Adobe Illustrator
- Adobe InDesign
- Adobe Photoshop
- Adobe Photoshop Elements
- Adobe Premiere
- Android
- Articulate
- Camtasia
- Captivate
- CMS (Course Management System)
- CRM (Customer Relationship Management) software
- Intacct
- IOS
- Linux
- LMS (Learning Management Systems)
- Mobile devices
- MS Access
- MS Excel
- MS Outlook
- MS PowerPoint
- MS Project Manager
- MS Publisher
- MS Word
- MS Visio
- MS Office
- Oracle
- Peachtree
- Print Shop
- Quattro Pro
- Quicken

- QuickBooks

- Replicon
- SQL
- Sony Vista
- Tablets
- Windows
- WordPerfect

Construction

- Bids/estimates
- Blueprint reading
- Brick laying
- Budgeting
- Building plans
- Cabinets
- Commercial
- Computer skills
- Concrete tilt-up/finishing
- Contract deadlines
- Contract negotiation
- Coordination of contractors
- Crew foreman
- Curb/asphalt repair
- Daily work delegation
- Decks/patios
- Electrical/lighting
- Employee hiring/termination
- Employee training
- Excavation
- Finish work
- Flooring
- Form setting
- General labor
- Hand power tools

- Heating/ventilation
- Heavy-equipment operation
- Industrial foundations
- Interior/exterior
- Interior/exterior painting
- Interviewing
- Math skills
- On-site inspections
- Permit applications
- Pipe laying
- Plaster/mud
- Plumbing
- Project management
- Residential
- Roofing & repairs
- Safety regulations
- Sheet rock
- Site clean-up/maintenance
- Site lead
- Spackling/plaster
- Stairs
- Truck driving
- Underground utilities
- Windows and doors
- Wood framing

Job-Specific Skills Checklist from WorkSource

- Spreadsheets
- Supervision
- Supply purchasing
- Transcription
- Typing _____ WPM
- Web conferencing
- Word processing
- Work delegation

Beautician

- Appointment scheduling
- Body waves
- Cosmetic consulting
- Customer service
- Cut/style
- Facials
- Hair coloring
- Hair lightening
- Makeup
- Manicures/Pedicures
- Money handling
- Order supplies
- Pedicures
- Permanents
- Product sales
- Reception
- Record-keeping
- Sales
- Scalp treatment
- Scheduling
- Shampoo
- Time management
- Vendor contact

Cashier/sale/customer service

- Administration
- Application approval
- Appointment scheduling
- Approval of checks/charges
- Authorization for keys/safes
- Balance tills
- Bank deposits
- Benefits administration
- Building security
- Bulk orders
- Cash accountability
- Catalog/product demonstration
- Cold calling
- Contract negotiation
- Coordination with manufacturers/
vendors
- Corporate accounts
- Corporate marketing
- Credit approval
- Crew supervision
- Cross-training coordinator
- Displays
- Employee orientation
- Employee scheduling
- Expediting orders
- Floor set-up
- Front counter sales
- High closing ratio
- Hiring & supervision
- Implementation of emergency
procedures
- Inventory control
- Invoice verification

- Key account management
- Lead trainer
- Manual/computerized system
- Market analysis & trends
- Multi-line phones
- Opening/closing
- Order follow-up
- Order processing
- Performance evaluations
- Posting of cash receipts
- Pricing
- Product promotion
- Purchase order
- Purchasing/ordering
- Receiving/warehouse
- Repeat sales & referrals
- Safe drops
- Salary recommendations
- Sales presentations
- Set credit limits
- Set-up of equipment & inventory
- Shift management
- Shift scheduling & tracking
- Stock rotation
- Stocking
- Telemarketing
- Territory development
- Theft control
- Vendor contract
- Workflow delegation

Job-Specific Skills Checklist from WorkSource

Counseling

- Computer knowledge
- Crisis work
- Directing procedures
- Formulating new ideas
- Group counseling
- Inter-agency work
- Interviewing
- Money handling
- Public relations
- Public speaking
- Record keeping
- Report writing
- Research
- Scheduling
- Teaching (adults/children)
- Writing programs

Day care

- Arts & crafts
- Changing diapers
- Counseling
- Daily living activities
- Develop good habits
- Discipline
- Field trips
- Food preparation
- Hygiene
- Mediation
- Monitor progress
- Planning/organizing
- Playground games
- Reading
- Room maintenance
- Safety

- Singing
- Socialization
- Supervision
- Teaching

Deckhand/fishing

- Block/tackle
- Booms
- Buoys
- Cables
- Fasten stringers
- Gaff
- Haul in fish
- Hoists
- Hooks
- Load equipment
- Load supplies
- Measure catch
- Minor engine repairs
- Nets
- Operate skiffs
- Place net
- Pull/guide nets
- Remove fish from nets/hooks
- Repair nets
- Rig/lower dredge
- Row boats, dinghies
- Secure/remove docking lines
- Slings
- Sort/clean marine life
- Stand watch
- Stow catch
- Supervision
- Transport
- Wash decks/conveyors
- Wash equipment

Forestry/logging

- Appraise trees
- Ax
- Camp sites
- Chain saw
- Chock setter
- Clear brush
- Cut diseased/weak trees
- Engine/hand pumps
- Fire breaks
- Fire patrol
- Fire trails
- Handsaw
- Jack
- Load trucks
- Mattock
- Maul
- Plant tree seedlings
- Posthole digger
- Power saw
- Prune trees
- Pruning tools
- Puller
- Replenish firewood
- Secure cables
- Set stakes
- Shovel
- Split logs
- Spray herbicides
- Suppress forest fires
- Survey
- Tag trees
- Tamper
- Trim limbs
- Wedge
- Winch

Job-Specific Skills Checklist from WorkSource

Gardening/horticulture

- Customer service
- Farm labor
- Farming
- Flower gardening
- Grafting
- Greenhouse work
- Horticulture knowledge
- Landscaping
- Lawn care
- Money handling
- Pruning trees
- Sales
- Surveying
- Transplanting trees
- Transporting trees
- Tree trimming
- Vegetable gardening

Homemaker

- Answer telephone
- Assign/schedule chores
- Assist with homework
- Change linens/make beds
- Clean
- Counsel
- Decorating
- Encourage good study habits
- Equipment operation
- Feed/care for pets
- Hand wash items
- Maintain budget
- Maintain discipline
- Mend and iron clothing

- Money management
- Oversee household activities
- Plan meals
- Prepare/serve nutritious meals
- Provide encouragement
- Purchase household items
- Record-keeping
- Sewing
- Take messages
- Teach children
- Volunteer
- Wash dishes/utensils/pots/pans
- Wash/dry clothes

Inside/outside sales

- Add-on sales
- Appointment scheduling
- Bidding/estimating
- Cold calling
- Competitive knowledge
- Computer knowledge
- Contract administration
- Contract negotiation
- Create flyers/brochures
- Creativity
- Credit checks
- Customer service
- Customer training
- Departmental coordination
- Group presentations
- High closing ratio
- Invoice verification
- Key-account management
- Knowledge of shipping

- Lead follow-up
- Materials calculation
- Materials verification
- Math skills
- Networking
- Order follow-up
- Order processing
- Parts requisition
- Price quoting
- Problem solving
- Product demonstrations
- Production planning/scheduling
- Profit margin analysis
- Project management
- Proposal development/submittal
- Public speaking
- Purchase orders
- Quality control
- Records control
- Research and development
- Sales presentation
- Set/meet/exceed quotas
- Telemarketing
- Territory development

Job-Specific Skills Checklist from WorkSource

Management

- Advertising
- Assign work
- Bank deposits
- Benefits
- Bookkeeping
- Computer knowledge
- Cross-training
- Customer-service programs
- Equal-opportunity knowledge
- Employee orientation
- Employee relations
- Employee training
- Evaluations
- Expense controls
- Hiring/firing
- Interviewing
- Inventory control
- Maintenance control
- Mediation
- Merchandising
- Ordering
- P&L statements
- Payroll
- Public relations
- Schedule work load
- Supervision

Janitor/cleaner

- Apply wax to floors
- Clean rooms, baths, labs, offices, hallways, etc.
- Deliver items to rooms
- Disinfect/sterilize rooms
- Distribute laundry

- Dust
- Hang drapes
- Keep utility/storage areas
- Clean
- Make beds
- Mop
- Move furniture
- Operate stripper/buffer
- Polish metalwork
- Proper chemical usage
- Replace soiled items
- Replenish supplies
- Roll carpets
- Sort, count, fold, carry linen
- Sweep floors
- Turn mattresses

Mechanical

- Body work (filler)
- Calipers
- Carburetors
- Crankshafts
- Cylinder blocks
- Differential
- Distributors
- Drill press
- Electrical wiring
- Engine
- Estimates
- Front end alignment
- Generators
- Hand/power tools
- Hydraulic jacks/hoist
- Ignition systems
- Install/repair accessories

- Lathe
- Micrometers
- Oil change
- Parts replacement
- Piston, rods, gears, valves and bearings
- Pneumatic tools
- Reline/adjust headlights
- Safety
- Sander
- Shaper
- Shock absorbers
- Solder radiators
- Spark plugs
- Starters
- Thickness gauges
- Timing belt
- Transmission
- Tune-ups
- Welding equipment
- Windshield wipers

Job-Specific Skills Checklist from WorkSource

Medical/nursing

- Administer medications
- Appointment scheduling
- Autoclave
- Blood tests
- Charting
- Dietary instruction
- EEG/EKG
- Injections
- Insurance forms
- Lab testing
- Medical terminology
- Observe/monitor progress
- Patient surveys
- Patient records
- Sterilization of tools
- Supply maintenance
- Surgery assistance
- Ultrasound
- Venipuncture
- Vital signs
- X-rays

Nurse aid (CNA)

- Adjust lights
- Answer phones
- Answer signal lights/bells
- Assist nursing staff
- Assist patient to walk
- Assist with DLAs
- Bathe, dress & undress patients
- Change bed linens
- Direct visitors
- Drape patient for exams

- Dust/clean patient rooms
- Feed patients
- Hold instruments
- Record fluid/food intake
- Run errands
- Serve/collect food trays
- Sterilize/prepare treatment trays
- Take/record blood pressure
- Take/record pulse
- Take/record respiration rate
- Take/record temperature
- Transport patients
- Turn/reposition patients

Production/assembly

- Apply preservative
- Assemble items
- Clean containers
- Containerize product
- Count
- Die design/cutting
- Examine products
- Forklift
- Hand/eye coordination
- Hoists
- Inspect materials
- Label containers
- Line/pad crates
- Measure containers
- Minor machine repair
- Nail/glue containers
- Operate conveyor belt
- Operate machinery
- Pack products

- Pallet jacks
- Record information
- Record inspections
- Safety
- Separate
- Sort bundles/containers
- Sort product
- Stack
- Supervision
- Tooling set-up
- Use measuring equipment
- Vacuum sealers
- Weigh containers
- Weigh product
- Wrap
- Wrap protective material

Job-Specific Skills Checklist from WorkSource

Restaurant/food

- Advertising
- Balance tills
- Bank deposits/safe drops
- Benefit administration
- Bookkeeping
- Budgeting
- Cash accountability
- Contract administration
- Coordination
- Cost control
- Cross-training
- Customer-service programs
- Displays/promotions
- Employee training
- Health card
- Health-inspection requirements
- Interviewing/reference checks
- Inventory control
- Invoice verification
- Manual/computerized system
- Marketing/sales analysis
- Multi-line phones
- Order processing
- Organization
- Payroll
- Performance evaluations
- POS systems
- Posting of daily receipts
- Price negotiation
- Problem solving
- Purchasing
- Quality control
- Reservation-taking
- Safety

- Salary reviews
- Seating/service coordination
- Security procedures
- Staff/work delegation
- Theft control
- Time-card control
- Time management
- Vendor contract
- Work prioritization

Shipping/receiving/warehouse

- Billing
- Bills of lading
- Computer operation
- Customer billing
- Delivery
- Departmental coordination
- Distribute items
- Document control
- Forklift
- Freight pricing
- Invoice verification
- Mark materials
- Packaging
- Pallet jacks
- Parts processing
- Parts requisition
- Pneumatic ladders
- Postal requirements
- Product inspection
- Quality control
- Shipping requirements
- Stocking
- Track/schedule shipments
- UPS

Teaching

- Assign homework
- Coaching
- Decorating/arranging classroom
- Directing procedures
- Discipline
- Group supervision
- Group/individual counseling
- Lesson plans
- Mentor
- Organizing projects
- Public speaking
- Record keeping
- Relating to parents/community
- Scheduling
- Special Education
- Specialized subject knowledge
- Writing & grading tests

Truck driving

- Computer knowledge
- Customer-service delivery
- Diesel
- Doubles
- Hazardous endorsements
- Hook/unhook trainer
- Load/unload
- Long haul
- Money handling
- Pup
- Record-keeping
- Repair/maintenance
- Short haul
- Supervisory
- Triples

You have just identified a lot of skills that you may not have realized you had. Now let's look at how to enter them into your job application and resume.

Using Action Words in Your Resume to Explain Your Job Skills

When you are ready to write your resume, you will want to **use action words to showcase your job skills**. Those action words (or verbs) do just what they sound like – show the hard skills you have that you can do for them. An action word fits into the following sentence – “I can _____.” They do not describe your personality traits or good qualities. They do describe hard skills.

Action verbs make your resume more accurate. So instead of listing things like:

- Appointments
- Copy / duplication
- Correspondence

You would use the action verbs to say that you:

- Scheduled appointments for clients
- Copied and distributed meeting minutes and budget information to keep all stakeholders informed
- Proofed and edited all correspondence related to proposals for company executives

(All of the underlined words are action words and fit into the sentence “I can _____.”)

Be specific, so if you are going to say that you “directed”, be sure you can say who or what you directed. Using more specific descriptors of your skills on your resume and applications will be more accurate and help your resume stand out from the crowd. The lists below give you some specific job skills expressed with action words. These words could be used for any job skill area.

Communication/People Skills

Advertised	Combined	Designed	Interviewed	Responded
Adapted	Condensed	Directed	Modified	Solved
Arbitrated	Consulted	Discussed	Negotiated	Specified
Arranged	Contacted	Edited	Observed	Spoke
Assisted	Conveyed	Explained	Persuaded	Suggested
Began	Convinced	Formulated	Planned	Summarized
Composed	Corresponded	Helped	Presented	Translated
Communicated	Created	Influenced	Reported	
Collaborated	Customized	Interacted	Resolved	

Technical and Financial Skills

Adapted	Built	Estimated	Planned	Restored
Adjusted	Calculated	Fabricated	Prepared	Retrieved
Administered	Computed	Fortified	Programmed	Specialized
Analyzed	Conserved	Installed	Rectified	Solved
Applied	Corrected	Maintained	Remodeled	Upgraded
Assessed	Debugged	Measured	Repaired	Used
Assembled	Determined	Operated	Replaced	
Budgeted	Developed	Overhauled	Researched	

Leadership and Helping Skills

Adapted	Authorized	Facilitated	Logged	Reorganized
Administered	Coached	Familiarized	Maintained	Resolved
Advocated	Collaborated	Guided	Managed	Responded
Aided	Consolidated	Handled	Monitored	Scheduled
Analyzed	Controlled	Helped	Motivated	Secured
Answered	Coordinated	Hosted	Organized	Simplified
Appointed	Decided	Improved	Planned	Streamlined
Approved	Demonstrated	Increased	Prepared	Strengthened
Arranged	Diagnosed	Insured	Prevented	Supplied
Assigned	Encouraged	Interpreted	Prioritized	Supported
Assisted	Enhanced	Intervened	Produced	Translated
Attained	Expedited	Led	Provided	Volunteered

HOMEWORK: It's time to fill in your resume form that the Village gave you so you are ready for your typing appointment.

Add in your Job Skills. Be sure to write them in a form that relies on action words, describing all the skills that you have used. Be ready to tell when and how you used them if asked.

Now go back and add in your Self-Management Skills. Those are written as descriptive words just like on the list from WorkSource.

You will always want to update your resume, even once you have it copied and it seems just right. Every job you have will keep giving you new work experiences and opportunities to gain new skills. You will want to keep your resume up-to-date to reflect the new job skills you are acquiring.

Identifying Your Skills

Hard Skills vs. Soft Skills

Another term for “Job Skills” is Hard Skills. They are technical skills: Typing speed, Ability to operate specific types of equipment (forklift, office equipment, cash register, tec.), Computer knowledge like Word, Excel, or PowerPoint, and the ability to speak another language.

Name 4 hard skills you identified on the lists that you might use on your resume and in applications.

Hard Skill	Where and how I used this skill
1.	
2.	
3.	
4.	

Another term for “Self-Management Skills” is Soft Skills. These include people skills or personality traits: Flexible, team player, hardworking, punctual, dependable, excellent customer service skills, great attitude and consistent attendance.

Name 4 soft skills you identified on the lists that you might use on your resume and in applications.

Soft Skill	Where and how I used this skill
1.	
2.	
3.	
4.	

GROUP ACTIVITY: Your group will be given the name of the job for which you will be applying. Your job is to write, draw or graph the hard and soft skills required to be successful at this job.

Jobs You Will Be Applying For	
Group 1 – Line cook at upscale restaurant	Group 2 – Nanny for 3 preschool-age children
Group 3 – Framer for new housing project	Group 4 – Flagger on new road construction
Group 5 - Swimming Instructor at the YMCA	Group 6 – Grocery store checker

All group members will help by choosing which part of this they will take responsibility for.

Manager – You are responsible to keep everyone on task. You are also responsible for all materials so you will get chart paper & markers for your group and collect and return the set of markers at the end.

2 Writers – With the group’s input, one writer will make the hard skills list and one will make the soft skills list.

2 Readers – It will be your job to introduce your presentation and explain your chart to the whole group at the end. One will present the hard skills and one will present the soft skills.

HOMEWORK: Think about the kind of job you would like to have in your future. What kind of skills does it require?

Do you currently have all those skills? If not, how will you get them so that you will be the job candidate that gets hired?

What special skills do you have to offer an employer? For example, think about years of experience in a certain field, ability to speak or write another language, proficiency in computer skills, etc.

What types of jobs could you apply for immediately after release in order to get your feet on the ground and earn a living to support yourself while you work towards something that you may enjoy more eventually?

SESSION THREE: Conveying Skills on Your Resume

STUDENT LEARNING OBJECTIVES:

- Student will demonstrate understanding of transferrable job skills by making a list of five specific skills she has and how she has used them on the job, at home or as a volunteer.
- Know the purpose, content, format and types of resumes and cover letter
- Student will identify her current skills, deficits, limitations and need for further education or training to get the job she wants and the job search methods she will use to find it.

HOMEWORK:

- Complete Resume form from Village. Keep it in your portfolio to take to your Village typing appointment.
- Continue to update documents in your Portfolio
- Complete any worksheets from Session Three not completed in class
- Read Chapter 3 in If You **THINK** You **CAN** and answer questions at the end of the chapter.
- Journaling – See suggestions below. You may also choose any other topics that help you address thoughts or feelings you are having or ideas that will help you grow into the person you want to be.

SUGGESTIONS FOR JOURNALING:

- What am I good at?
- Are my skills valuable to an employer? Why?
- What goals have I set for myself regarding a job? A career?
- How am I feeling about getting back into the workforce after a long absence? What scares me about it? What about it gets me excited?

Are you looking for an excellent way to:

- **Learn new skills?**
- **Serve others?**
- **Get new experiences to include on your resume?**
- **Put you in a position to get good job recommendations?**

START VOLUNTEERING – A GREAT WAY TO FIND A JOB!

Job-Specific Skills vs. Transferable Skills

There is a difference between the **job-specific skills** we discussed in the last class (exactly what you did as part of a specific job) and **transferable skills**, which are skills you did on another job that could relate to skills you could use on a new job.

Job-specific skills are very valuable if you are going into the same type of job or career – you already know how to do the job.

Transferable Skills are highly valuable if you are going into a new type of job or career. You need to think about your specific skills more broadly to see how they can be used in a different type of job. More transferable skills make you more qualified for more jobs!

Transferable Skills

Transferable skills are skills you've developed through various jobs, hobbies, volunteer work and other life experiences. They can be either hard skills or soft skills. Every employer wants transferable skills. Once you begin to know more about an employer, you'll be able to refer to your transferable skills to show employers how your background might apply to what they need. (WorkSource)

Here are some examples:

From Work

1. Specific skill – Explaining all of the new forms and procedures to my coworker.
2. Transferable Skill – Excellent Communicator.
3. On the Next Job – I will be able to learn quickly, train new workers, and help others.

From School

1. Specific Skill – Turning my school work in on time.
2. Transferable Skill – Meeting Deadlines.
3. On the Next Job – If I was able to meet deadlines in school, I will also be able to meet work deadlines and quotas.

From Home

1. Specific Skill – Took care of all of my family's bank accounts and never bounced a check.
2. Transferable Skill – Keeping accurate financial records.
3. On the Next Job – If I could handle the family finances so well, I'll be good at managing costs and staying on budget.

HOMEWORK: Use the checklist on the next several pages to identify your transferable skills. Highlight or put a checkmark next to each skill you use often at work or school, at home, or as a volunteer.

Move quickly through the skills list. Just look for skills you have used at some time.

Transferable Skills Checklist from WorkSource

Getting information needed to do the job

- Collect information about laws or regulations
- Diagnose diseases/disorders
- Evaluate quality of products or materials
- Evaluate student work
- Examine/evaluate financial records
- Investigate data to solve problems
- Research business problems
- Research life sciences
- Research mathematics
- Research physical science
- Research social science
- Survey and measure land

Inspecting equipment, products or materials

- Inspect machines
- Inspect materials to check standards
- Inspect products and materials
- Inspect tools and equipment
- Inspect vehicles

Processing information

- Check meters and gauges
- Compute and total charges
- Operate word processors
- Prepare electronic data files
- Prepare orders for supplies
- Process data on computers
- Process numbers and figures
- Process sales/purchasing information
- Transmit information electronically

Reviewing or analyzing data or information

- Analyze and test engineering plans
- Analyze/interpret life science data
- Analyze/interpret mathematics data
- Analyze/interpret physical-science data
- Analyze/interpret physical problems
- Proofreading data for accuracy
- Review and evaluate data reports
- Review and evaluate educational materials
- Review and evaluate personnel records
- Review and evaluate real estate value and records

Thinking and working creatively

- Create design concepts for machines and equipment
- Create design concepts for products and processes
- Create design concepts for structures and facilities
- Create engineering concepts
- Create fashion and style designs
- Create photographic and motion picture images
- Create/interpret musical ideas
- Create/portray dramatic and dance roles
- Design and arrange objects
- Prepare educational reports
- Produce designs of ideas or letters
- Sketch original designs for materials/products
- Write and report on news events
- Writing ideas

Developing objectives/strategies

- Formulate program policy and goals
- Plan education/training programs
- Plan health care treatments
- Plan land and water surveys
- Plan project activities

Transferrable Skills Checklist from WorkSource

Following written or spoken instructions

- Follow construction blueprints/plans
- Follow equipment/machine operating instructions
- Follow manufacturing blueprints/diagrams
- Follow navigation instructions
- Follow plant operating regulations
- Follow spoken instructions
- Follow travel directions
- Follow written assembly work orders
- Follow written construction work orders
- Follow written machining work orders
- Follow written production guidelines
- Follow written repair work orders

Growing and harvesting plants and animals

- Grow and harvest plants
- Raise or capture fish or animals

Handling and moving objects

- Adjust controls on machines
- Clean objects and buildings
- Powder coat or paint objects
- File documents
- Fill and pack containers
- Fit and join small parts
- Handle and/or test chemicals
- Handle and/or test nuclear substance
- Load and unload materials
- Measure ingredients for recipes
- Move earth and rocks
- Move gases and liquids
- Move material by hand or machine
- Prepare food for customers

- Print material
- Process and deliver mail
- Receive and store stock
- Saw materials
- Sew materials
- Smooth soft surfaces
- Sort paper materials
- Sort products and materials
- Weigh and mark products

Controlling machines and processes

- Assemble equipment and products
- Bore holes with cutting tools
- Cut and slice with machines
- Dry, mix and separate materials
- Grind or cut with abrasives
- Heat and press metals and plastics
- Mill, turn and plane materials
- Operate audio-visual equipment
- Operate computer numerically controlled (CNC) machines
- Operate extruding production machines
- Operate laboratory testing equipment
- Operate metal or plastic working-production machines
- Operate office machines
- Operate power, gas or chemical plant systems
- Operate printing machines
- Operate textile-production machines
- Operate woodworking-production machines
- Set up equipment
- Set up machines
- Shape parts by machine
- Use welding and soldering machines and equipment
- Wind and coil materials

Transferrable Skills Checklist from WorkSource

Operate vehicles and mechanized devices or equipment

- Drive emergency vehicles
- Drive vehicles of less than three tons
- Navigate ships or aircraft to transport people or freight
- Operate agricultural machinery
- Operate earth-moving or drilling equipment
- Operate material-moving or paving equipment
- Operate trains, buses or trucks to transport people or freight

Interacting with computers and other electronic equipment

- Develop and use computerized medical records
- Operate communications equipment
- Operate computer aided design (CAD) systems
- Operate computerized diagnostic equipment in mechanics
- Operate computers to create engineering designs
- Operate computers to lay out designs and colors
- Operate computers to record and analyze engineering data
- Operate computers to record and analyze life science data
- Operate computers to record and analyze physical-science data
- Operate computers to record and analyze social-science data
- Operate medical diagnostic equipment
- Operate radar equipment
- Use electrical/electronic testing instruments

Drafting, laying out, or designing equipment, parts, or devices

- Design machinery, equipment and products
- Design structures and land use
- Draft drawings for buildings and equipment
- Draw diagrams, charts and maps
- Design with CAD software
- Lay out diagrams on materials

Building and repairing fixed structures and objects

- Construct with wood, brick, stone and mortar
- Make large fixed structures and objects
- Repair large fixed structures and objects

Repairing mechanical or electronic equipment and objects

- Observe/diagnose electrical/electronic problems
- Observe/diagnose mechanical problems
- Repair electrical/electronic objects
- Repair mechanical objects
- Repair small objects

Using hand and power tools or instruments

- Use construction hand and power tools
- Use electrical repair hand and power tools
- Use food and drink preparation equipment
- Use instrument repair tools
- Use machinist instruments
- Use mechanics hand and power tools
- Use medical or dental instruments to treat patients
- Use precision measuring instruments
- Use simple hand and power tools

Transferrable Skills Checklist from WorkSource

Documenting and recording information

- Collect and record medical information
- Collect and record meter and gauge readings
- Compile and catalogue written information
- Compile and record office and business records
- Enter information on computer terminals
- Prepare case reports
- Prepare financial reports
- Prepare project case reports
- Prepare statistical reports
- Prepare technical or research reports
- Prepare/maintain work logs and reports
- Prepare/organize numerical records
- Prepare/organize verbal records

Interpreting the meaning of information

- Explain electrical/electronic/operations/problems
- Explain banking, loans and financial services
- Explain charts and maps
- Explain diagrams
- Explain life-science concepts
- Explain physical-science concepts
- Explain social-science concepts
- Give information on events and procedures
- Give information on insurance services
- Help people understand health-care instructions
- Plan and give information and help
- Relay information to dispatch workers
- Study and interpret laws

Teaching and advising others

- Counsel and advise people
- Give advice on building plans and projects
- Give advice on business or research projects

- Give advice on computer programs and data
- Give advice on financial matters
- Give healthcare instructions
- Teach education and training programs

Managing programs, staff and budgets

- Assign duties to workers
- Coordinate worker activities
- Evaluate worker performance
- Hire and supervise staff
- Manage and direct people and programs
- Negotiate staff policies and disputes
- Plan and administer budgets
- Plan staff work tasks

Communicating with persons outside the organization

- Answer business telephone inquiries
- Answer questions about library materials
- Answer questions about products and services
- Handle customer complaints
- Interview people to obtain information

Assisting or caring for others

- Give injections, drugs and other medications
- Provide childcare services
- Provide funeral services
- Provide healthcare support services
- Provide lodging or meal facilities
- Provide personal-care services
- Provide personnel services
- Provide protective services
- Provide social services
- Treat physical or mental problems

Transferrable Skills Checklist from WorkSource

Selling or influencing others

- Demonstrate products and services
- Purchase products for resale
- Sell products or services
- Wait on customers

Performing for the public

- Amuse and entertain audiences
- Plan recreation and entertainment activities
- Provide recreation and entertainment activities

Developing and building teams

- Direct an engineering-design team
- Work as a member of a construction team
- Work as a member of a data-processing team
- Work as a member of a design team
- Work as a member of a health-services team
- Work as a member of a journalism team
- Work as a member of a physical-science team
- Work as a member of a protective-service team
- Work as a member of an education team
- Work as a member of an engineering-support team
- Work as a member of an office-support team

PUTTING IT ALL TOGETHER IN A RESUME

Resume Basics and Headings

Resume Basics and Headings

A resume highlights your skills, work experience and education as they relate to the specific job you are seeking. Resumes come in all shapes and sizes, and no one style is right for every position. So, to be successful when looking for work, write a resume that contains relevant information and targets (or matches) the job for which you are applying. Remember that each resume should emphasize your accomplishments in order to show a potential employer that you are qualified for the work you want.

Headings

Employers agree that a successful resume should include the following four sections. Refer to the sample resumes and templates for more detailed information on how these sections (or headings) can be used.

Contact Information

The first thing to write on your resume is your name and contact information. *It is not necessary to list your street address, city and state.* Employers might not consider applicants who need to commute over a certain distance. You may also want to consider your privacy. Use an e-mail address and working telephone number. Make sure that your e-mail address is professional, such as J.Smith@email.com. If not, make a new one using your first name (or initial) and last name.

Career Summary

(also called **Qualifications** or **Skills and Abilities**)

Matching your skills, abilities or qualifications to the keywords in the job listing means **targeting** your resume to what the employer wants. Whatever heading title you choose, this section generally follows your contact information. When creating a sentence use short phrases, perhaps only three to eight words total, to describe your qualifications (work related skills), soft skills (personality traits or people skills), and transferable skills (your unique collection of skills). Be specific – if the job listing requires knowledge of Microsoft Excel, state that you have “Knowledge of MS Excel” or you are “Proficient in MS Excel”.

Professional Experience

This information is crucial for employers and is generally listed right under your skills and abilities. Include your last **10** years of work (**No more than 15**), and give the name of the employer, city and state in which you worked and dates (at least the years) that you were employed. Be sure to **include relevant details and accomplishments** for each job included, and list **all** jobs, even temporary or seasonal ones, so that there are no gaps in employment.

If the work experience you have matches the job listing for which you are applying, title this section “**Relevant Work Experience**”. If you have other work experience that is not related to the job you are seeking, list it separately as “**Additional Work Experience**”.

Education

This section covers school(s) attended and any degree(s) received. Dates are not needed, unless you have graduated within the last 10 years, you have minimal work experience or you are attending school in-between jobs. **Certifications** and **Licenses** can be included here or placed under a separate heading. License numbers are not necessary.

Resume Do's and Don'ts

Do...

- ✓ Keep your resume to only one page if possible . . . no more than two.
- ✓ Use current 'standard' fonts such as Arial, Verdana or Calibri in either size 11 or 12. **Bold**, CAPITALIZE, *italicize*, or underline resume headings, but only use **one** style.
- ✓ Be consistent in format, font, and so forth. Use only one font for body text and, if necessary, one additional font for headings.
- ✓ Match your skills, abilities or qualifications to the keywords in the job listing = *Targeting*.
- ✓ Write your resume using words that any employer could understand. Use action words like "supervised", "operated", or "directed" to describe what you did in a particular job.
- ✓ Pay attention to the small stuff. Make sure your resume is free of typos and inappropriate lowercase letters, like "tacoma" rather than "Tacoma". Proofread your resume at least twice (don't just rely on computer spell check) and then have someone else read it a third time!

Don't...

- ☒ Use "I did this" or "my" when discussing your work or educational experience.
- ☒ List personal information such as age, marital status, social security number or hobbies.
- ☒ Include references on your resume. List them on a separate page and do not send them unless requested by the employer.
- ☒ Rely on acronyms or military jargon even if you are a veteran, as it may be confusing to civilian employers.
- ☒ Use the term "responsible for" when describing your work experience. Employers are interested in what you *did*, not what you were expected to do.
- ☒ Make your resume a biography. It is not your life story and employers do not expect (or want) it. Besides, you will need to keep some things to talk about in the interview!

What About a Resume Objective?

A traditional resume objective is a statement about your ambitions in becoming employed. Rather than putting the emphasis on how your skills can benefit the employer, an objective is focused on you. A poorly written and vague objective can therefore hurt, rather than help, the job seeker. Current research points toward a **strong dislike** of objective statements among employers. To tell the hiring manager which position you're applying for, most **prefer** that a simple Job Title heading or tagline be used instead of an objective. Place the **Job Title heading** at the top of your resume, below your contact information.

Resume Styles

The three primary types of resumes are **chronological, functional, and combination**. Consider them as ways to encourage your thinking, not firm grids you must follow. When you write your resume, the most important thing is that it describes your skills and experience in a way that catches the attention of the employer.

Type #1: Chronological

Chronological resumes present information in a timeline approach. Typically, the most recent work or educational experience is listed first, followed by the next most recent. This is the most common type of resume. It illustrates how you have made progress towards your career objective through your employment history. A chronological resume is best if you have demonstrated experience within your desired career field. It highlights the positions you have held and the companies for which you have worked.

Advantages:

- Many employers and recruiters expect and prefer this format
- Employers can easily scan chronological resumes
- Provides a straightforward history of your work experience

Disadvantages:

- Can reveal a lack of paid work experience
- Will show any gaps in employment history
- Employers can guess your age if you include older experiences

Type #2 Functional

Functional resumes group work experience and skills by skill area or job function. Use Functional resumes to put the emphasis on your skills rather than your specific employment history. You can showcase the work experience that is most important to your career objective. The functional resume can be used to minimize employment gaps. It highlights more relevant skills instead of position titles and dates. This type of resume may work best for first-time job seekers, those reentering the workforce after a long break from employment, or those changing careers.

Advantages:

- Provides a flexible approach
- De-emphasizes lack of experience in a field
- Minimizes possible age discrimination

Disadvantages:

- Employers may expect the chronological format
- May appear as though you are trying to hide something

Type #3: Combination

A combination resume merges the chronological and functional styles. It presents the knowledge, skills and abilities gained from work in a reverse-chronological order. This resume type highlights your skills and experiences. The combination type of resume is best if you want to highlight different skills from one job.

Advantages:

- Provides employers with the expected chronological format
- Highlights your skills

Disadvantages:

- Can be repetitious if similar functions or skills are utilized in different positions
- May be longer than the chronological and functional formats

There are many websites that will help you build any of these types of resumes and some of them offer support in your job search as well.

Online Resume Resources: Tips, Strategies & Advice

Resumes and Job Search Support: www.WorkSourceWA.com

Sample Resumes: www.susanireland.com

Resumes and Job Search: www.indeed.com

Occupational Information and Career Reports: <https://www.onetonline.org>

Targeting Your Resume

When applying for jobs it is important to target your resume. If a resume is more targeted to a specific job opportunity, it shows better preparation and it is more likely that it will be noticed by employers.

How?

- Change your job objective line – name the specific job you are applying for
- Use keywords from job description when highlighting your job skills and specific work experience

When?

- After your basic resume is done
- Every time you apply to a specific position

FUNCTIONAL RESUME SAMPLE

Jane Jobseeker

(555) 000-0000

JaneJobseeker@email.com

Administrative Assistant

Profile

Seasoned administrative professional with over 10 years of experience working in an office setting. Successfully managed multiple projects while performing various roles such as receptionist, file clerk and customer service representative.

Qualifications

Administration

- Worked efficiently under strict deadlines and budgets
- Outstanding written and verbal communication skills
- Successfully researched a 30 million dollar project and compiled the data

Customer Service

- Strong ability to create and maintain positive internal and external networks
- Excelled at assisting 30 customers and partners per day with issues and complaints
- Skillfully, patiently, and professionally handled tense situations

Technical Skills

- Adept with Microsoft Office (Word, Excel, Outlook); 6 years of CAD software
- Capable of managing multi-line telephone system and other office equipment
- Able and eager to quickly master new software

Key Strengths

- Self-motivated, goal-oriented, highly organized, articulate, personable employee
- Excel at developing strong relationships with staff, clients and vendors
- Excellent multi-tasking and problem solving skills

Professional Experience

Designer	That Kitchen Shop	Tacoma, WA	2014 - Present
Designer	Curtis Lumber Company	Olympia, WA	2008 - 2014

Education

Bachelor of Arts, University of Washington	Seattle, WA
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FUNCTIONAL RESUME TEMPLATE

First Name Last Name

Phone Number

E-mail address

Position Title

Profile

A short statement that tells the employer why you and your skills make you the best candidate for the position you are applying for, based on the information the job listing contains. The information you include should increase your chances of receiving an invitation to interview.

Qualifications

Skill title required for the position you are applying for

- Give an example of how you have achieved this skill that is relevant for the position
- Give an example of how you have achieved this skill that is relevant for the position
- Give an example of how you have achieved this skill that is relevant for the position

Ability title required for the position you are applying for

- Give an example demonstrating this ability that is relevant for the position
- Give an example demonstrating this ability that is relevant for the position
- Give an example demonstrating this ability that is relevant for the position

Knowledge title required for the position you are applying for

- Give an example using your knowledge that is relevant for the position
- Give an example using your knowledge that is relevant for the position
- Give an example using your knowledge that is relevant for the position

Accomplishment title required for the position you are applying for

- Give an example of the accomplishment that is relevant to the position
- Give an example of the accomplishment that is relevant to the position
- Give an example of the accomplishment that is relevant to the position

Professional Experience

(Work History: FT/PT/Temp/Intern/Volunteer; not to go beyond 15 years)

Position Title Company Name City, State Dates (Month/Year – Month/Year)

Position Title Company Name City, State Dates (Month/Year – Month/Year)

Education

Degree or Certificate, Name of Institution, City, State Year (if within the last 10 years)

Major / Minor and/or listing of relevant courses (optional if you did not receive an actual degree or certification)

Diploma or GED, Name of High School, City, State Year (if applicable or required)

Professional Training and Development (courses or seminars relevant to the position)

COMBINATION RESUME SAMPLE

RITA RESUME

555.000.0000
rresume@email.com

Professional Qualifications

- 10+ years of experience as Accountant at major accounting firms
- 7+ years of audit experience for private and publicly held banking and manufacturing companies
- Technically proficient in MS Office Suite and the SCALA Business Solution
- Excellent bi-lingual communication skills (English/Spanish)
- Proven ability to successfully complete projects within time and budget constraints
- Exceptional analytical, research and problem solving skills
- Highly productive with minimal guidance or supervision

Relevant Work Experience

Accountant, Leverpol & Solomon, Seattle, WA

01/2010 – Present

- Supported outsourced financial services of Infinite Ltd., a joint venture between ExxonMobil Chemical Company, Shell Petroleum Company Ltd. and Shell Oil
- Directed activities of four staff members in the general ledger department
- Examined journal vouchers, general ledger reconciliations and numerous analyses
- Generated monthly close of financial statements, prepared management reports

Recent Accomplishments

- Automated month-end reporting process
- Designed and developed general ledger procedure manual

Auditor, Accellor & Damien, Seattle, WA

05/2006 – 12/2010

- Audited a diverse portfolio, including private and publicly listed concerns involved in trading, investment holding, retail, manufacturing, and banking
- Coordinated and mentored audit team to meet objectives within time constraints
- Generated statutory accounts, management letters and audit issues memoranda

Recent Accomplishments

- Established strategies to carry out comprehensive audit plans
- Recommended more effective internal controls after careful examination of current auditing system

Education & Training

BA in Accounting, University of Washington, Seattle, WA

COMBINATION RESUME TEMPLATE

NAME

Telephone Number with Area Code
E-Mail Address

Professional Qualifications

- Number of years of relevant work experience as requested in the preferred requirements
- Specific accomplishments that demonstrate/prove your professional value to the company
- Specific accomplishments that demonstrate/prove your professional value to the company
- Education, training or certifications relevant to the specific job
- Soft skills ('people' skills or personality traits) that will contribute to the company's success
- Transferable skills (ability to do a certain task) that will contribute to the company's success

Relevant Work Experience

(Work History: FT/PT/Temp/Intern/Volunteer; not to go beyond 15 years)

Job Title, Company Name, City, State

Dates (Month/Year – Month/Year)

- Describe the major tasks you performed what you did while at this job.
- Begin each sentence with a past tense **action** word and be as specific as possible.

Recent Accomplishments

- Describe accomplishments you achieved while at this job, i.e. why what you *mattered*.
- Use bullets for each of these accomplishments.

Job Title, Company Name, City, State

Dates (Month/Year – Month/Year)

- Describe the major tasks you performed what you did while at this job.
- Begin each sentence with a past tense **action** word and be as specific as possible.

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Job Title, Company Name, City, State

Dates (Month/Year – Month/Year)

- Describe the major tasks you performed what you did while at this job.
- Begin each sentence with a past tense **action** word and be as specific as possible.

Recent Accomplishments

- Describe accomplishments you achieved while at this job, i.e. why what you *mattered*.
- Use bullets for each of these accomplishments.

Education & Training

Degree or Certificate, Name of Institution, City, State

Year (if within the last 10 years)

Sample Resume 1

Jack Jones

11133 Glad Way SW SeaTac, WA 98168 206-555-0000 jjones@gworld.com

Objective: Highly Responsible Quick Learner with Superior Work Ethic seeking a position in Construction

Skills Summary

- Metal Fabrication
- Punch Press Operator
- Forklift Operator
- Press Brake Operator
- Band & Chop Saw
- Table & Hand Held Grinders
- Sand Blasters
- Construction Laborer
- Concrete Finisher & Laborer
- Office Assistant and Facilitation
- Painting

Experience

Douglas Correctional Center Douglas, AZ 2002-2010

Clerk and Facilitator

- Assisted in orientation, recruiting and training of prisoners to facilitate classes
- Documented all attendance and filed all hard copies of prison education classes
- Scheduled, issued and tracked all classes, passes, disseminating this information
- Knowledgeable of Microsoft office suite and Access

Douglas Correctional Center Douglas, AZ 1996-2002

Concrete Finisher and Construction

- Experienced in the use of all hand and power tools associated with the various trades: table saw, skill saw, chop saw, concrete saw, jackhammer, compressors
- Remodeling to include VA repossessions, State bid construction, and private jobs
- Proficient concrete finisher to include forming, finishing, curbs, driveways, patios, basketball courts, retaining walls, tables, and benches
- Specialized in making custom forms for prison use
- Assisted in Tool Room operations, checking tools in and out, along with monthly inventories related to yard, construction and concrete tools

Florence State Penitentiary Florence, AZ 1984-1996

Metal Fabricator/Production Laborer

- Successfully and safely operated presses, shears, saws, grinders and sand blasters
- Operated various correctional center machinery including: can filler, bottle filler, caser and bottle washer
- Forklift/Floor Lift Operator transporting of heavy material in space challenged work environments
- Responsible for manufacturing, packaging and preparing distribution of siding and decking samples for state wide trade shows

Education

Douglas Correctional Center, Douglas, AZ

Basic Computer Technology

Advanced Computer

Custodial Services

Florence State Penitentiary, Florence, AZ

Fundamentals of Legal Assisting

Anger Management

Sample Resume 2

Jack Jones

11133 Glad Way SW SeaTac, WA 98168 206-555-0000 jjones@gworld.com

Objective: Highly Responsible Quick Learner with Superior Work Ethic seeking a position in Construction

Skills Summary

- Metal Fabrication
- Punch Press Operator
- Forklift Operator
- Press Brake Operator
- Band & Chop Saw
- Table & Hand Held Grinders
- Sand Blasters
- Construction Laborer
- Concrete Finisher & Laborer
- Office Assistant
- Painting

Experience

METAL FABRICATION – MACHINE OPERATION

- Successfully and safely operated presses, shears, saws, grinder, and sand blasters
- Operated various machinery including: can filler, bottle filler, caser, and bottle washer
- Forklift/Floor Lift Operator transporting of heavy material in space challenged work environments
- Responsible for manufacturing, packaging and preparing distribution of siding and decking samples for state wide trade shows

CONSTRUCTION AND CONCRETE

- Experienced in the use of all hand and power tools associated with the various trades: table saw, skill saw, chop saw, jackhammer, compressors
- Remodeling to include VA repossessions, State bid construction, and private jobs
- Proficient concrete finisher to include forming, finishing, curbs, driveways, patios, basketball courts, retaining walls, tables and benches
- Specialized in making custom forms (tables, benches, storage shelves) for clients
- Assisted in Tool Room operations, checking tools in and out, along with monthly inventories related to yard, construction and concrete tools

OFFICE ADMINISTRATION/FACILITATION

- Assisted in orientation, recruiting and training of people to facilitate classes
 - Documented all attendance and filed all hard copies of program classes
 - Scheduled, issued and tracked all classes, passes, disseminating this information
- Knowledgeable of Microsoft office suite and Access

Employment History

STATE OF ARIZONA – Douglas, AZ

Programs Clerk & Facilitator, Jun 07 - Oct 10

Tool Room Clerk & Const. Crew, Nov 06 - May 07

Mail & Property Clerk May 02 – 06

Concrete Finisher May 1996 – May 02

STATE OF ARIZONA, Florence, AZ

Metal Fabricator/Production Laborer

Feb 84 to Apr 96

Education

Cochise College, Douglas, AZ

Basic Computer Technology

Advanced Computer

Custodial Services

Central Arizona College,

Florence, AZ

Fundamentals of Legal Assisting

Interpersonal Relations

Resume Tips for Individuals with Criminal Backgrounds

Control the flow of information: Too much negative information provided too soon will hurt your chances. Remember the purpose of a resume is to get a job interview. Make sure your resume is future-oriented and specific job/employer-centered. Clearly communicate to employers what it is that you can do for them. Try not to expose your weaknesses, but don't lie! You can speak more about your criminal record during the job interview when you're face to face with the employer.

Resume Style: For individuals who have spent time in and out of jail/prison, **a functional resume is your best option.** It emphasizes your qualifications, skills, and person qualities, not specific dates. A chronological resume could highlight two of your possible weaknesses: limited work experience and major employment time gaps.

Watch Your Choice of Words: Try to use non-prison related terms. For example, instead of saying "Washington State Prison" **say you worked for the "State of Washington"**. Both statements are truthful but the second may keep red flags from rising and keep the door open for job interviews. Another example is, **if you studied or earned a certificate during your time in corrections, to use the name of the school or college that partnered with the prison rather than the name of the prison.**

Cover Letters

The cover letter is the document that first introduces a job seeker to an employer. Many jobs ask you to include a cover letter with a resume. A good cover letter can help you make a good first impression.

In general, a cover letter should:

- State what position you are applying for
- Show your knowledge of the company and position
- Show how your skills and experience match the position
- Be concise and accurate; Grab the attention of the reader
- Be mistake-free, clean and typed neatly; Make the reader want to know more about you
- Make it easy for the reader to contact you.

Tips for Cover Letters

- Follow the K.I.S.S. principle: Keep It Short and Simple – no longer than one page
- Use the job description to guide your cover letter, make the "match" obvious
- Mention your research & knowledge of the company's products, services, goals, history, etc.
- Always type/prepare an "original" – no copies
- A paragraph must have at least 3 sentences
- Use standard business letter format
- Address a specific person. If not available use company name or send to hiring manager.
- Answer the question: What can you contribute to this company?
- Let the person know how to contact you – include a phone number and email.
- Attach your resume.

Sample Cover Letter

The Opening Paragraph shows

1. What job you are applying for and where you heard about it
2. What you know about the company or organization
3. Why you are interested

The Middle paragraph(s) talks about your experience giving specific examples of accomplishments

The Closing Paragraph closes the deal. You give your contact information and thank the employer for their time

January 1, 2020

Mr. Ed Mason
Manager
Shoreline Goodwill
Seattle, WA 98103

Dear Mr. Mason:

I am very interested in the Assistant Manager position you recently advertised in the Seattle Times. I am interested in working for Goodwill because it provides excellent value and is a well-respected community education resource. Customer Service is my passion and I know that my qualifications and experience are well suited to the position.

Not only have I had experience in a variety of managerial functions, but I have specific experience in working within the thrift industry. In my work with Value Village, I was responsible for setting production and retail sales numbers for each week. I am looking for a job with increasing levels of responsibility. To prepare myself, I am currently continuing my schooling at Shoreline Community College and have recently completed a certificate in computer applications.

I look forward to the possibility of serving our community as an employee at Goodwill. I may be reached at 206-631-8457 or dale.matthews@gworld.com. Thank you so much for your consideration and I look forward to hearing from you.

Best regards,
Dale Matthews
5555 28th Street
Seattle, WA 98155

Finding the Right Job & Career for You

Before you start looking for your next job, it is important to have direction. These questions should help.

1. What are the most important aspects of your next job? (Circle as many as you like.)
 - The money
 - Growth potential
 - Meeting people/friendships
 - Helping the community
 - Fits with my career path
 - Schedule
 - The benefits
 - Getting experience
 - Matches my interest
 - Training opportunities
 - Commute
 - Other: _____

2. Where are you in your work life? (Assume you will work to age 68 or 70):
 - The beginning (30-40 years remaining): _____
 - The middle (10-20 years remaining): _____
 - Near the end (1-5 years remaining): _____

3. Do you want to stay in the same field or industry? Yes No

4. Are you looking for a new career? Yes No

5. Are you looking for a short-term job? Yes No

6. What kind of job would you ideally like to have in the future? Write down 3 different jobs.
Job 1: _____
Job 2: _____
Job 3: _____

7. Limitations? (what are some of the limitations or challenges you see in getting these jobs?)
 1. _____
 2. _____
 3. _____
 4. _____

8. Strengths/opportunities (what are the strengths, opportunities, advantages you see?)
 1. _____
 2. _____
 3. _____
 4. _____

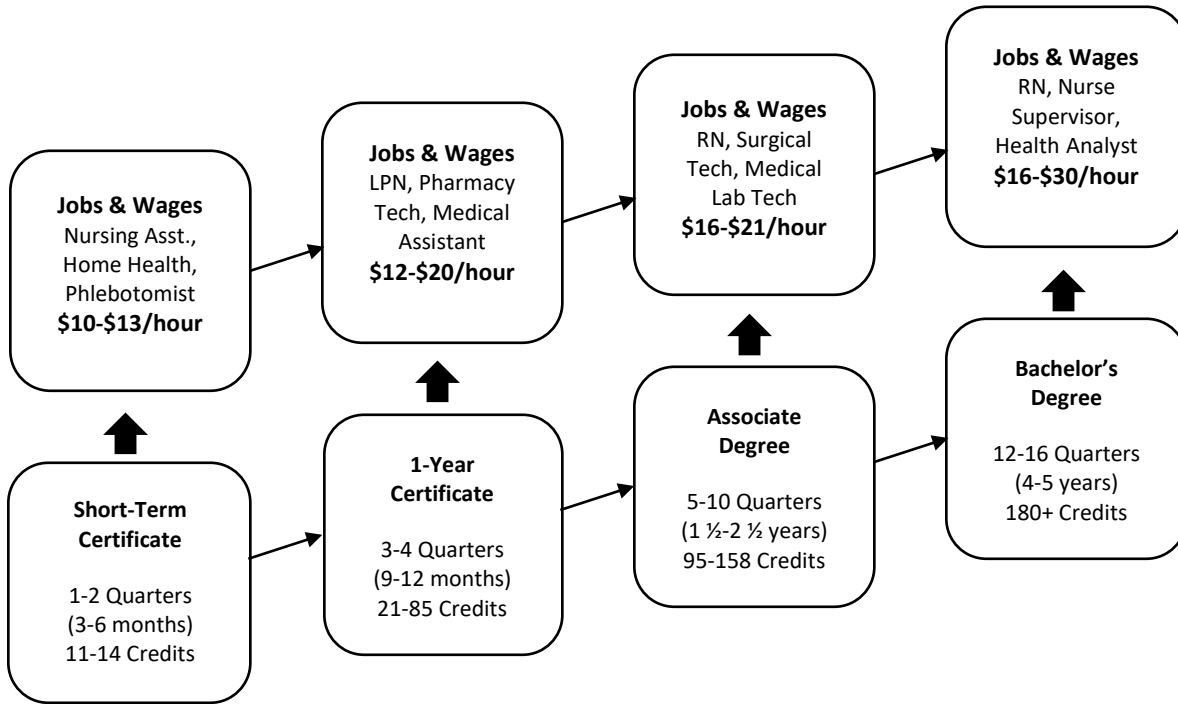
Jobs versus Careers

What are some differences between a job and a career?

Job	Career
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____

A Career Pathway

What do you notice about the career pathway below?



What starting jobs would you consider taking to get to the career you really want?

Self-Employment

In the long run, self-employment could be a great option because many of the barriers related to your criminal background won't apply if you are working for yourself.

Advantages

- No boss
- Set your own hours
- No problems with your background
- Unlimited income potential
- You choose who you work with

Disadvantages

- Start-Up Costs
- Legal Responsibilities
- No benefits
- No guaranteed income
- Longer hours

What are some special skills or talents that you have that might translate into a small business?

Community Resource

Washington CASH provides the hands-on education, support, and access to money needed to launch and manage successful small enterprises. It serves those in our community for whom traditional business development services are out of reach, with a focus on low-income, women, and minority populations.

2100 24th Ave. S., Suite 380

Seattle, WA 98144

Tel: 206-352-1945

Fax: 206-352-1899

www.washingtoncash.org

infor@washingtoncash.org

“Success depends upon previous preparation, and without such preparation, there is sure to be failure.”
Confucius

8. Job Search- Non-traditional Methods

- Networking- who can I call, who do I know?
- Professional Organizations I can contact:
- Job Fairs- I will contact:
- Internet- I will have access at:
- Related volunteer opportunities to explore:

Important Job Search Websites:

- www.worksourceWA.com
- www.indeed.com
- www.craigslist.com
- www.careerbuilder.com
- www.nw1jobs.com

Tools:

- Resume- hard copy, thumb drive/electronic copy
- Notebook (or job folders) to create a job log- keep all job descriptions, document contacts and applications submitted
- Master application (match to SS history)
- Carrying case/ briefcase / Pens
- Appropriate clothes for job searches and interviews

SESSION FOUR: Applying for Jobs

STUDENT LEARNING OBJECTIVES:

- Student will complete the Master Application with personal information, work history, education and training, and references and be able to explain the purpose of the master Application in her job search.
- Student will explain the appropriate responses to questions related to a criminal background on a resume and on job applications.
- Student will make initial connection with WorkSource personnel and understand the services offered by that agency.

HOMEWORK:

- Complete all exercises in Session Four and work on your Master Application Worksheet.
- Review your resume and cover letter with an instructor and make changes noted.
- Read Chapter 4 in "If You THINK You CAN".
- Complete journaling of questions noted below.

SUGGESTIONS FOR JOURNALING:

- How do I write a resume that fairly presents my history as an ex-offender in a way that is viewed favorably by employers?
- How do I write a good cover letter to go with my resume?
- How do I write thank you letters and cards after an interview with an employer?
- What do I talk about when I make a follow up phone call after an interview?
- What type of volunteer work would I be interested in? Do I think it could help me become permanently employed? Why?

Reminder: Be sure that you have cleared your schedule for your Village typing time. If you need to change your time, notify the Village as soon as possible to reschedule. DON'T WAIT - Check the posted callout sheet as soon as it is available. If you do not find yourself on the callout sheet for your appointment time, be proactive! Ask an officer you trust to help you by checking the master callout to see if you are on it there. Maybe they can make a call for you to help you make your appointment. The Village support team is there to help you resolve issues. Ask for help when you need it.

General Tips for Filling Out Paper Application Forms

Your application is a representation of yourself and is also a sample of your work. It is one of the first steps you make in securing meaningful employment. The following guidelines will help ensure that your application will get the second look it deserves!

- Before filling out the application, *read it carefully and completely!* Don't overlook the fine print!
- Make sure that all the information you write is accurate and can be verified. This is a legal document and false information can get you into trouble with your future employer.
- Avoid spelling and punctuation errors.
- Type or *neatly* print the application. Use black ink.
- Be thorough! Fill in *all* the blanks. If requested information does not apply to you, write or type N/A (not applicable) in the blank.
- Never submit an application that looks sloppy. If you have made a mistake, don't scratch it out, but try to use "white out" or some sort of cover-up to hide your errors. If possible, get two application forms, or photocopy the original. Use one for practice, and the other to submit to the employer.
- Proofread the application! Have someone else proof it for you, also.
- Sign and date the application only after you have read any "fine print".
- Keep a copy of all applications you submit.
- Dress for Success when you go to pick up or turn in the paper application. You never know who you will talk to or if you will be interviewed on the spot.
- Some employers ask applicants to fill out applications in their office, such as when waiting for an interview - even if you have already submitted a resume. ***Be prepared!***
- Always have an extra resume handy and your Master Application ready to refer to. After filling out the Sample Application below, you can use it as a Master Application. Be sure to have your instructor check it!

Conviction Response on Applications

"Have you ever been convicted of a felony?"

When you find this question on a job application, you might wonder how to answer. If you put "yes", you might get screened out of a job interview. If you put "no", you might get the job, but when the background check comes back you will find yourself out of a job because you have misrepresented yourself. We suggest that you put "will discuss in interview." If nothing else, you may get the employer thinking about what it is you have to say, and at least you will get your foot in the door and have the opportunity to "sell yourself".

Please explain your conviction.

Always write “will explain at interview.” This keeps your information more private. It’s easier to talk about details than to write explanations.

How do I cover time while incarcerated on the Work Experience portion of the application?

List two or three of the jobs that are in line with the job you are applying for. For example, if you worked both in the kitchen and as a janitor, you should list both jobs and list only the year for the dates of employment. Do this even if you moved from facility to facility and from job to job. Highlight any promotions or advancements.

How do I complete the Business Name?

The State of Washington should be listed as the employer for any job within the correctional system.

What about the address?

Do not use P.O. Boxes. Use the street, city, and state for the institution.

Use the job titles you had while incarcerated. For example, list the business name and your job title: The State of Washington, Food Service.

What about phone numbers for previous employers?

Get permission to list your last work supervisor’s direct phone number. If you don’t know it, try to find it. If you can’t, list the main number for the facility.

Don’t advertise your incarceration. Be truthful in your work history, but your incarceration information is between you and the interviewer, not everyone who sees your application.

Who will I use for references?

References are people who know you and who can tell employers about you and what you can do. On the average, employers **check three references** for each candidate.

- Select references who you know will speak positively about you.
- Always ask their permission before giving their information to an employer.
- Keep current, accurate contact information for your references.
- Let your references know that they may get a call from an interviewer.
- Give them a copy of your resume so they are familiar with your job goal.
- Thank them for their help.

Find your references. (Don’t use relatives.)

- Previous bosses and supervisors
- People you supervised
- Former co-workers
- Members or leaders of groups you belong to

The Master Application Worksheet

In the pages to follow, we have provided what will perhaps be one of the most useful tools and documents in this entire manual. The MASTER APPLICATION WORKSHEET, when fully completed, will be one of the most helpful documents to have with you when preparing your resume, completing job applications, or other applications including housing, apprenticeships, admission applications for college or trade school enrollment, among many other uses. Using your Washington State Employment History record (if available, or other records you have), take the time to complete this Master Application carefully and thoroughly and use it to complete your resume. Keep it with you at all times during your job, housing or education search.

You will not be handing this Master Application Worksheet in to an employer. It is specifically for your reference only so that you will have important names and dates and correct spelling at your fingertips at all times. Employers will have their own applications which you will need to fill out. Think how helpful it will be to already have all this information that they will be asking you for.

MASTER APPLICATION WORKSHEET

PERSONAL INFORMATION

DO NOT ADD HIGHLIGHTED INFORMATION UNTIL YOU LEAVE WCCW.

Full Name: _____
(First) (Middle) (Last)

Social Security Number: _____

Present Address: _____ Citizenship: _____

_____ Date of Birth: _____

_____ Health: _____

_____ Security Clearance: _____

E-mail address: _____

Telephone (home): _____ (work): _____

Career Goals: _____

Short-term occupational goal (6 months-1 year): _____

Long-term career goal (5-10 years): _____

MILITARY SERVICE

NOTE: Make a separate entry for each significant assignment.

1. **Duty title** _____

Dates: from _____ to _____

Pay Grade: starting _____ ending _____

Description of duties, tasks and accomplishments: _____

Honors/awards: _____

Special courses taken (seminars, workshops, training programs): _____

What did you dislike about this job? _____

What did you like about this job? _____

2. **Duty title** _____

Dates: from _____ to _____

Pay Grade: starting _____ ending _____

Description of duties, tasks and accomplishments: _____

Honors/awards: _____

Special courses taken (seminars, workshops, training programs): _____

What did you dislike about this job? _____

What did you like about this job? _____

WORK EXPERIENCE

Start with your most recent job and work background. Unpaid positions can be considered work experience.

NOTE: Use additional pages as needed

1. **Job title** _____

Company name and address: _____

Supervisor's name: _____

Dates: from _____ to _____

Salary: starting _____ ending _____

Describe what you did on this job: _____

Accomplishments/awards/honors: _____

What did you dislike about this job? _____

What did you like about this job? _____

2. **Job title** _____

Company name and address: _____

Supervisor's name: _____

Dates: from _____ to _____

Salary: starting _____ ending _____

Describe what you did on this job: _____

Accomplishments/awards/honors: _____

What did you dislike about this job? _____

What did you like about this job? _____

3. **Job title** _____

Company name and address: _____

Supervisor's name: _____

Dates: from _____ to _____

Salary: starting _____ ending _____

Describe what you did on this job: _____

Accomplishments/awards/honors: _____

What did you dislike about this job? _____

What did you like about this job? _____

4. **Job title** _____

Company name and address: _____

Supervisor's name: _____

Dates: from _____ to _____

Salary: starting _____ ending _____

Describe what you did on this job: _____

Accomplishments/awards/honors: _____

What did you dislike about this job? _____

What did you like about this job? _____

EDUCATION

1. Name and address of educational institution: _____

Year graduated or number of years completed: _____

Degrees, Certificates, Licenses earned: _____

Degree major: _____

Degree minor(s): _____

2. Name and address of educational institution: _____

Year graduated or number of years completed: _____

Degrees, Certificates, Licenses earned: _____

Degree major: _____

Degree minor(s): _____

3. Name and address of educational institution: _____

Year graduated or number of years completed: _____

Degrees, Certificates, Licenses earned: _____

Degree major: _____

Degree minor(s): _____

4. Name and address of educational institution: _____

Year graduated or number of years completed: _____

Degrees, Certificates, Licenses earned: _____

Degree major: _____

Degree minor (s): _____

SCHOOL HISTORY:

In what subjects did you do best? _____

What subjects did you like most? _____

What subjects did you like least? _____

Honors/awards/accomplishments: _____

Clubs/organizations/activities (list offices held, duties and accomplishments): _____

TRAINING (professional, technical, clerical, management, licenses, certificate, training programs)

NOTE: Make a separate entry for each training program that you completed.

1. Name and address of educational or technical institute or location of training:

Course(s) attended: _____

Description of course(s): _____

Date attended: _____

Hours/credits completed: _____

Certificate/license earned: _____

Honors/awards: _____

2. Name and address of educational or technical institute or location of training:

Course(s) attended: _____

Description of course(s): _____

Date attended: _____

Hours/credits completed: _____

Certificate/license earned: _____

Honors/awards: _____

3. Name and address of educational or technical institute or location of training:

Course(s) attended: _____

Description of course(s): _____

Date attended: _____

Hours/credits completed: _____

Certificate/license earned: _____

Honors/awards: _____

OTHER INFORMATION

Hobbies / Interests: _____

Memberships in Organizations: _____

Offices held / Duties / Accomplishments: _____

REFERENCES (Only people you have asked and only if they can give you a positive recommendation.)

1. Name of Reference: _____

Address: _____

Daytime Phone Number: _____

Email: _____

Relationship to Applicant: _____

2. Name of Reference: _____

Address: _____

Daytime Phone Number: _____

Email: _____

Relationship to Applicant: _____

3. Name of Reference: _____

Address: _____

Daytime Phone Number: _____

Email: _____

Relationship to Applicant: _____

4. Name of Reference: _____

Address: _____

Daytime Phone Number: _____

Email: _____

Relationship to Applicant: _____

5. Name of Reference: _____

Address: _____

Daytime Phone Number: _____

Email: _____

Relationship to Applicant: _____

WORKSOURCE

How This Agency Can Support You in Your Job Search

Menu of Services

Find A Job

- Job listings, referrals and hiring events
- Resume, applications and interview assistance
- Internet access to look for work or explore careers
- Computers, copiers, phones and faxes
- Workshops, classes and online learning

Sharpen Job Search Skills

- Identify your skills and abilities
- Find out what businesses are looking for
- Learn how to interview and network
- Use social media to enhance your job search

Learn and Refresh Skills

- Basic computer and software skills
- On-the-job training (OJT)
- Apprenticeships
- Vocational or technical training

Learn About Career Opportunities

- Search thousands of jobs
- Create your own dashboard to store all your career documents
- Learn about occupations and salaries
- Career Advice

Link to Community Resources

Online Services 24 hours a day at WorkSourceWA.com

SESSION FIVE: Conviction Conversation

STUDENT LEARNING OBJECTIVES:

- Student will briefly share her story by acknowledging her mistakes and her challenges to others.
- Student will confidently share the growth she has experienced as a result of her incarceration by describing what she has accomplished and how it has helped her become the person she wants to be.
- Student will sincerely assure an employer that she is ready to be an excellent employee by quickly reviewing why she will be an asset to the business.

HOMEWORK:

- Continue to update documents in your portfolio and work on your resume in the Village.
- Complete the draft of your Conviction Conversation and read it through with your Accountability Partner.
- Read Chapter 5 in If You **THINK** You **CAN** and answer questions at the end of the chapter.
- Journaling – See suggestions below. You may also choose any other topics that help you address thoughts or feelings you are having or ideas that will help you grow into the person you want to be

SUGGESTIONS FOR JOURNALING:

- Other than an employer, who might I need to have this Conviction Conversation with? How confident do I feel about addressing these issues with family and friends?
- What are the advantages of being able to own up to my past while letting friends and family know who I am now and what I want for my future?
- Who will be my support team who will constantly remind me of the positive changes I have made and the fabulous woman I am becoming?

**It matters not how strait the gate,
How charged with punishments the scroll,
I am the master of my fate:
I am the captain of my soul.
- Wm Henley (1988)**

Conviction Response



Suggestions in this section on preparing to have a conversation about your conviction history was written by RET volunteer, Mark Crewson.

Mark worked for 38 years in Correction and Criminal Justice Planning in five western states. He was involved in the initial application of the “What Works” evidence-based treatment in Corrections in Idaho and presented trainings for other states on these principles

The recommendations in this section for taking control of your thinking and behavior, reflect the core of this evidence-based treatment in Corrections.

In order to make important changes in your life, you first need to understand how change happens. Then we can help you outline and *practice* a positive way to explain that change to others.

How Thinking Drives Behavior

Those interested in the art of change and personal growth learn more each year how much our personal beliefs and thoughts about ourselves and others limit or expand the possibility of who we might want to become. Our thoughts and beliefs are evidence of what we *think* is real and true. When our brains decide something is probably real or true, we tend to notice the things that support our view and pay less attention, or dismiss experiences that might prove us wrong. Today, there are many forms of “cognitive therapy” designed to help us become more aware of our thoughts and begin to change particularly negative thinking,” so we can ditch learned negative beliefs and become more in control of our own destiny. We start becoming the person we CHOOSE to be, rather than the person our past experiences programmed us to be.

In this manner, changing how you *think* about your past mistakes can turn shame on its head, showing others that you have taken the damage from poor choices, broken hearts or lost respect and forged from them, the most beautiful and durable parts of your consciously chosen self. The psychological term for this process is called “cognitive reframing”: since cognitive simply means thinking, cognitive reframing is an academic way of saying we are going to practice thinking about something in a totally new or opposite way. At first, this may feel odd, maybe phony and often uncomfortable. This is where the counseling term “fake it ’til you make it” comes from. You practice thinking and acting a new way until it starts to feel normal and comfortable. Cognitive reframing recognizes that reality is complicated, not black and white. People, things and events often have both positive and negative aspects. If we train ourselves to look for beauty, we will see it more often, be more driven by it and feel more comfortable describing to others how it has come to dominate our lives.

The art of moving forward in life starts with increased self-awareness - that starts with fearless recognition and ownership of what **you** consider to be past behavior that **you** don't think describes your chosen self. When you define and describe the "cracks" in your soul that **you** want to repair, you can begin your journey to actually experience Henley's poem: "I am the master of my fate; I am the captain of my soul."

Normally, when we drop a beautiful object and break it, we try to hide the broken places as much as possible with our repair job, knowing it may always show some hidden flaws. In Japanese **Kintsugi Art**, like cognitive reframing, rather than attempting to mask the cracks and lost pieces, the artist covers them in gold, making them the strongest and most beautiful feature. In a similar way, rather than trying to deny our mistakes ever happened or perhaps worse, pretend we don't care, by using cognitive reframing, you can make past mistakes the **cornerstone** of the strength and beauty that you hope to become.

We will show you how to change your story from how you dropped and broke a beautiful soul, to how you identified and accepted the broken pieces in your life and put them back together with golden advice, perhaps from trusted friends or family, perhaps a professional counselor, a wise mentor or understanding received from the hours you spent in a substance abuse, parenting or anger management class. Perhaps your insights were gilded with increased academic skills, perhaps buffed by learning a technical trade, perhaps smoothed and polished through long months of practice in a therapeutic community which when nourished by your effort, made you even stronger and more beautiful in those same places - which make you an even more trusted and valued mother, friend, neighbor, and yes, a most valued employee.

Why deciding to change isn't enough:

Strangely, research finds that people who make sincere decisions to change often return to their familiar lifestyle - in fact, at the **exact same rate** as people who make no such decision!

The missing element is failure to **learn and practice a new way of thinking**. Golden Warriors phenomenon Seth Curry could not consistently hit shots 20 - 30' from the basket if he did not practice. Practice hones his skills supporting his belief that he can sink those shots. The best and easiest way to ensure that you practice good skills is to have a skilled coach. Yes, if we are self-motivated, we can "exercise at home." But people are more successful when they attend a regular exercise program... and have a personal trainer! Research shows that intensive, long-term Therapeutic Communities are often an effective way to improve a person's potential to make *and sustain* meaningful change. They provide a structure to help members learn and practice to 'walk the talk' - to try new experiments in thinking and eventually, through practice and community reinforcement, turn them into new habits of thinking.

Human beings have been led to believe that since we have such a big frontal cortex, we can use this executive brain function to make changes in our lives any time we choose.

Social scientist and ethicist Jonathan Haidt, in his book The Righteous Mind, cites research supporting the idea that we most often only use our big brain to search for previously stored beliefs that will justify repeating the same behavior we have used in the past. Haidt describes this with the vivid metaphor that our frontal cortex functions like a woman (frontal cortex) riding an elephant (her previously learned attitudes and beliefs). Unless the rider consciously takes control and guides the elephant, it will take her down the same familiar paths it has always walked. The mind searches its storage for previous learned behavior that might be used fit a circumstance. Even when those old patterns of behavior are challenged, rather than consider change, the brain searches further for beliefs that have been used to **justify** and support our usual ways. When we find a favorite convincing justification, we feel comfortable allowing our elephant to take the familiar path we always have in these situations. Have you ever seen two people disagree about something on social media? Do you often observe one say, “oh yes, now I see where I was wrong”? Me neither. What you will see is people sounding even more emotionally threatened, striving even harder to come up with previously “stored” justifications for the way they have already decided things work.

Your elephant’s belief warehouse:

Imagine for a moment, that your brain’s storage capacity (the elephant you are riding) might look like a very large and complex California Closet. Just as there are different nooks and crannies in the closet for shoes, hats, ties, long dresses, short shirts, etc., we organize our closet of thoughts into some order that makes sense to us, so that when someone hands you a “sleeveless T-shirt” idea, you search to decide which part of the closet you might logically hang that item so you can find it later. Now consider that your “California Closet” actually has thousands if not millions of bits of information stored in it from the most trivial to the most critical. So, your closet might really look more like a huge Amazon warehouse of nooks and crannies. If someone hands you an idea and you zip around through your mind and can’t find a familiar place that idea might fit, you are likely to toss it in a heap on the floor of your closet, perhaps to deal with later - or maybe if it looks strange enough compared with the other beliefs you’ve stored, you might just summarily toss it in the trash. Research verifies that holding on to these justifications (pre-existing thoughts, values and beliefs) is the primary reason people continue repeating the same mistakes.

Other people, especially those close to us, play a significant role in supporting existing dysfunctional thoughts, attitudes and beliefs. Since we first learned our beliefs from family, friends and acquaintances, and count on them for our love and support, we naturally fear losing their companionship if we start expressing different beliefs. So, as we look through those filters of past beliefs to decide if a new one is compatible, the “hive mind” of our family, chosen

friends and acquaintances acts like an external police force, keeping us on the same path we have always followed. If we don't, we risk being ridiculed, shunned or even punished for our disobedience. That is why the older people get, and the more they hang out within their particular "tribe", the more likely they are to keep thinking the same thoughts and repeating the same behavior. Change requires extra mental energy, so if we are tired, stressed, high, anxious or perhaps just too stubborn to consider new possibilities, *and* are "policed" by friends and family to stay loyal to our herd, then it is inevitable that as time goes by, we become even less likely to consider trying new ideas or learning new ways of adapting to life's problems. If we consciously decide to become life-long learners however, we learn to enjoy questioning the ideas and prejudices our elephant has stored. We experience, and come to enjoy, the power of becoming "our own chosen person." And in reward, we don't find ourselves (as often) "falling into that same hole in the same sidewalk," wondering why the same bad things keep happening to us. So positive change starts with increased *self-awareness* - the rider questioning the elephant encouraging it to "try a new sidewalk." If the rider makes the decision to become the master, she begins to teach the elephant new ways. Training elephants takes time and practice, but it doesn't have always feel like work. Those of you who've trained animals know that it can be fun to experience the success of seeing them begin to respond to your will; and eventually *enjoy* responding to your will. As mentioned earlier, if the master is doing things the smart and easy way, she might find a coach - an expert in elephant training.

Learning to use your coach:

There is a somewhat humorous saying: "the mind is a dangerous place - don't go there alone!" This reminds us that it is often actually easier for someone else to see patterns of thought and belief we have stored in our closet, because they are not looking through our same filters. On the other hand, no matter how skilled or knowledgeable a person counseling or coaching you might be, they cannot see or experience what's in your mind unless you share that with them. If you choose to hold things back, they are stuck being more like veterinary counselors, only able to guess by obvious symptoms what you might be thinking. You may not always agree with your coach/counselor. That is how it should be. In the end, YOU make all the important decisions about yourself and, in turn, YOU have the responsibility and in turn deserve the credit for the changes you make or decide not to make. But be careful not to dismiss odd-sounding insights that don't seem to fit the rest of the "wardrobe" in your mind. The advantages of being outside your filters and prejudices provides your coach the opportunity to suggest things that might initially sound unusual to you. They may suggest things that may or may not be true, giving you the opportunity to examine that possibility. Together, you work as a team to be successful. The coach may know the theory, but only you know yourself.

Cognitive Reframing Process

Once you are clear on your commitment to change a familiar, yet troublesome justification, a next step is to identify a new “substitute” belief. This new substitute thought must be framed in images and words that are especially meaningful and believable to YOU - you must talk to yourself in your own language. You’re not likely to believe a different idea is better than what you already believe is true if it sounds like it is coming from a book or your coach’s mouth. The new thought is often *entirely* different from the one that was getting you in trouble, so you will only follow it if and when you believe it could be, and “know” in your heart that it IS true. So now, as you recognize familiar thinking and justifications that always got you into trouble in the past, that should throw up a ‘red flag’ in your mind, signaling you to consciously use your new substitute thought. Voila! You stop the old behavior at the thinking stage! You can’t get in trouble for thinking stupid things - although you can use it as another excuse to beat yourself up! Instead, try having a little chuckle noticing how persistent those tired, old ideas can be! Then enjoy watching them gradually drown in a bathtub filled with your new thinking! Now comes the final and most important part of the change process: practice-practice-practice - until your new thinking starts to become your new *habitual* way of thinking.

Therapeutic Communities (TC’s) are designed to be a good environment to practice your newly chosen ways of thinking and acting. They put us in community with others who (hopefully) are also committed to similar change, and they provide a structure to practice that change. Those of you who have been involved in such a program probably know however, that if several participants are resistant, (often those who feel put there against their will) they can provide shelter for you to avoid the intent of the community. So, members voluntarily sustaining and maintaining the supportive environment of your community is something that is critical and often varies among programs and within a particular program as time goes on. The skills you learn to form and use in a community can be used following release to create and maintain your own supportive community. How much benefit you might get from a TC experience, depends largely on how committed you are. Those who join a Community and are committed, are obviously more likely to experience that supportive atmosphere to learn and practice new ways of thinking. On the other hand, those recognizing the discomfort of foreign-feeling values and beliefs, who choose to resist rather than practice, will seldom experience a lasting change in their habitual thoughts and behavior.

Is it really necessary to disclose my criminal history?

Our next challenge is to create the courage to communicate the changes we have made to others. This begs the question: is this really necessary? Won’t bringing it up to others do more damage than good? Wouldn’t I be better off just trying to hide or at least downplay my past rather than to bring it up?

A recent study by the Society for Human Resources Management (SHRM) reported that **1 of 3 adults** in the US has a criminal record; that's **75 million potential employees!** The resulting job vacancies that might have otherwise been filled, are estimated to cost the US economy approximately **\$80 Billion** per year.

The study also found **1/3 of employers are already willing to hire an ex-felon** and another 50 percent not opposed: so overall, **84% of employers are not opposed to hiring** an ex-felon.

The study went on to report however, that **70% of women with records received no call-back. So nearly 85% of employers are willing to hire, yet only 30% of women get a call-back?**

That means, that out of 10 typical interviews, 3 would give you an even chance and 2 would not hire you, but most important, **another 5 might be willing to hire you** if only they had some additional reason to believe that **YOU** are worth the risk!

The challenge becomes:

How do you convince that 50-55% of employers who are somewhat willing, yet not likely to give every ex-felon a chance?

To improve your chances from 30 to 85%, you have to be open and believable:

To remove yourself from the statistical group, you must become a person, not a statistic.

Employment experts find that in order to create the opportunity to make that personal statement, it's best to avoid disclosing your conviction in any manner, until you have a chance to talk person to person. Fortunately, background checks are most often never done until possible candidates have been chosen at interview. This means you will have a chance before then, to show them who you are as an individual, rather than letting them arrive at their own conclusions after reading your written criminal history.

To do this more successfully, we will help you practice describing in a detailed and personal manner all the things you have done to change your life. While your conviction was an important incident in your life that provided a reason to commit to this effort, your talk should center not on the conviction, but on all the positive changes you have made as a result. You turned your life into the Kintsugi work of art that you are today because your conviction made you realize that it was time to become the person **YOU** always wanted to be. And the proof of this commitment is all the things you will describe that you have done to make your change real.

THREE PARTS OF THE CONVICTION CONVERSATION

The recommended RET method of presenting your conviction history has three parts: Introduction, Accomplishments and Conclusion.

The introduction, although very short, is important as it “sets the stage” for you to describe why you made difficult changes in your life. You want to describe how it actually became something that you are excited and proud of. Excited and proud because it planted or encouraged the growth of a seed that put you in charge of your life. We know that big, positive changes are often the result of mistakes made or opportunities lost. You may have heard it stated that in fact, *mistakes are opportunities* to learn. We tend to learn life’s lessons most deeply when they leave a scar of emotional pain on the soul for us to remember. In your case, whether it took one cut or many such cuts, only when you finally “squeezed that lemon,” did you clearly see the opportunity to make a decision to improve your life. But when you did, the change became far more important and meaningful than any previous poorly considered bad choice or even prior lifetime of choices. If you cannot yet feel the pride we are talking about, then it is possible that you are still *considering* making those changes in your life. That’s OK. If you have an inkling, or even a strong commitment to make big changes in your life, you may also not yet know where to start - how to practices. We are hoping that this exercise will provide you a blueprint to get started **and** to continue experiencing that success. To keep that fire burning, we encourage you to think of those you love, especially those who may have been victims of your past- your family, your children, your friends...but primarily we want you to do it for your SELF. We want you to make this “speech” to yourself and to your loved ones, with *unwavering* conviction, as evidence of the change you have made.

Here are the basic elements of the Introduction:

WHY:

Some people find it helpful to preface or introduce a conviction history by quickly sharing a particular experience that set the stage for their lifestyle:

“Before we get started with the interview, there are some things I’d like to share with you. You see...

“I grew up in very (abusive/difficult/dysfunctional) family,

“I raised myself on the streets, learning some destructive behavior from friends/family.

“I used my anger (feelings of being a victim) to justify taking advantage...

“My use of alcohol, drugs, depression started to cloud my judgement...

“I had poor survival skills: reading/writing skills, education, employment/financial problems

Describing these insights can be a particularly helpful introduction if the accomplishments you discuss later identify things you have done to fix that problem.

WHEN:

“About three years ago” (covers a recent history)

“Starting about age 14...” (covers a long history)

“After my marriage broke up” (history related to a certain life change)

“At age ____, when I became addicted to ____”

If you have more than one event in your criminal history, rather than giving several specific dates, it’s often better to describe time in these more general terms that can cover both a short or more extensive history of behavior.

WHAT:

The description of your criminal history should 2-4 sentences that describe in layman’s language what the employer will find when they look at your criminal history: e.g.

“I destroyed/ruined property that wasn’t mine.”

“I developed a dependency on drugs and/or alcohol”

“My husband/boyfriend was using/selling drugs and eventually I got involved.”

“I got into financial trouble and tried what I thought was the easy way out:
(selling drugs/using my sexuality).”

“I got into a fatal car crash while intoxicated.”

“My lifestyle put my family/children at risk.”

“I let an abusive relationship escalate until there was a serious physical confrontation;
my husband, boyfriend, business partner was seriously injured/killed.”

“I used/sold checks/credit card information.”

“I thought I would just use their money and pay it back, but it got out of hand.”

Remember, the idea is not to use technical, legal offense jargon, yet be descriptive enough that when someone reads your criminal history, they would think “Oh yes, she told me about that at the interview.” On the other hand, saying something too general like “I made a few bad choices” is likely to make the listener want ask you to elaborate or leave them unprepared when they read your criminal history (there’s a lot of room between shoplifting and plotting to kill your last employer).

These last two elements - When and What - might be combined into one simple sentence:
For example, “Three years ago, I got into a fatal car crash while intoxicated.”

The description of what you have accomplished is the most important and therefore lengthier & more detailed. This is where you bury mention of negative history under a huge pile of beautiful, hard work. This is where you show how you gilded your Kintsugi soul to become the beautiful person you are today!

It often helps to make a list, perhaps in your journal, of each important person, event or class that you completed in your personal quest for change. Perhaps, you might group them:

- Experiences that helped to better **understand yourself**: AA/NA, TC, RET, Beyond Trauma, Moving On, Anger Management, Celebrate Recovery, Grief & Loss, mental health counseling.
- Experiences that improved **academic skills**: Adult Basic Ed., GED, FEPPS
- Experiences that taught you **job skills**: Horticulture, PPPP, TRAC, Textiles.
- Experiences you created to develop or maintain **good work habits**: Food Service, CI.

Discussion of these experiences should take several minutes, compared with the one or two sentences it should take to introduce and describe your crime.

You are encouraged to write a bulleted list of these experiences, perhaps even bring that list to your interview to glance at to help you recall.

The conclusion is the final part of your Conviction Response. Here you want to bring the listener back to focus on the job interview:

“The next important step for me to continue creating a successful life, will be to get a good job. As I searched for opportunities, I came upon the position you are offering (as a sales associate). I think working with your company could provide an excellent opportunity for me to continue building my work skills.”

You may want to **finish with some benefits** an employer might have for choosing to hire an ex-offender over other people they might interview, including a **\$2,400 tax credit**. This will provide several hundred hours of free labor to your employer. The state will also provide a **bond (insurance against loss) of up to \$25,000**.

During class, we want you to **practice disclosing your conviction at the very beginning** of your interview, right after initial introductions and handshake. We do this because it will help develop your confidence to use this skill. Employment professionals also recommend having this discussion at the beginning of your interview, as the final 20-30 minutes will be a discussion of your accomplishments and skills, leaving that most prominent in their mind. Since you often have no control over the direction or content of questions asked in an interview, it can distract your focus if you withhold, hoping to find a better time to fit conviction information in later.

Bringing it up early gets any tension over, so you can put your full focus on the job interview. This leaves disclosure of your conviction covered first with the positive things you did to change your life and further buried under the interview discussion of job skills and accomplishments.

In final summary, your “*Conviction Conversation*” might sound something like this - looking at the interviewer directly and sincerely, eye to eye;

(Introduction):

Before we get started with the interview, I want to share with you that about 3 years ago, I was fortunate to have a major life-changing experience. You see, I came from a very troubled family and started getting into trouble myself during my teenage years. Surprisingly, my conviction(s) (for using drugs/taking property) turned out to be one of the best things that has happened to me. I took a fearless look at my life and made some determined & exciting changes:

(Accomplishments):

I took a re-entry class that encouraged me to think about and take more control of the person I was becoming. I got involved in substance abuse classes and started attending AA, learning how drugs and alcohol were affecting my ability to make positive choices. I realized that I didn’t get as much out of school as I should have, so I sharpened up my math, English and science skills, eventually getting my high school diploma. I eventually completed a couple college level classes. I improved my work habits by getting a job where I learned how to use and care for commercial cleaning equipment and supplies and worked for the State of Washington learning the Food Service Business.”

(Conclusion):

As I researched career opportunities, I came upon the position you are offering as a Sales Associate at the Gig Harbor Target store. I think it would be an ideal chance for me to demonstrate my dedication & skills.

As an added incentive, I understand that up to \$2,400 of my first year’s salary will be reimbursed as a federal tax credit, AND, the State of Washington will insure my honesty with a bond of up to \$25,000.

If you will give me a chance, I know that, with my determination, & the skills I have learned, that I will be a very successful contributor to your business.

WRITING YOUR OWN CONVERSATION

Now it’s time for you to try to write these 3 parts of your Conviction Conversation. Let’s do it together, one part at a time.

SESSION SIX: Searching for Jobs

STUDENT LEARNING OBJECTIVES:

- Student will identify five avenues of job search that she is likely to use to search for a job after release.
- Student will describe the purpose of informational interviewing as a type of networking and list five people with whom she can network to gather possible job information.
- Student will introduce herself with a firm handshake and good eye contact, followed by a short explanation of who she is and what information she is looking for.

HOMEWORK:

- Practice Conviction Conversation with your Accountability Partner several times.
- Practice Community Introduction with your Accountability Partner.
- Complete all exercises in Session Six not completed in class, including a daily and weekly calendar.
- Read Chapter 6 in If You **THINK** You **CAN**
- Journaling – See questions below or address other topics that you find challenging in your daily life or that you will be facing upon release.

SUGGESTIONS FOR JOURNALING:

- What are some of the methods I will personally use to look for a job?
- When networking – How will I introduce myself – write out my 60 second commercial?
- How will I handle rejection in my job search? How will I stay focused?
- Where do I need to improve my body language, eye contact, smile, tone of voice?
- Who are the people/organizations I should work with in the community upon my release?
- What do I need to navigate through in the hiring process as an ex-offender after release?

When practicing your Conviction Conversation, try it out for different audiences. It's a conversation you will want to tweak depending on the person(s) with whom you are speaking. You will need to use this skill in a job interview and while it is still a conversation, it is a slightly more formal setting.

How will you share that same information with new people you are meeting in social settings?
Practice meeting new people at your child's school or in your neighborhood.

How will you share it with family and old friends when there may be a lot of emotions involved?
Practice sharing it with your spouse or parent who has cared for your children and who may have some doubts about your ability to step back in to family life.

YOU CAN DO THIS!

Looking For a Job

The great thing in the world is not so much where we stand, as in what direction we are moving.
-Oliver Wendell Holmes

Finding a job is the cornerstone to your success. Gainful employment will let you pay for your rent and basic necessities, such as food and clothing. Employment will give you a sense of purpose and build your self-confidence. Putting in a full day's work is honorable and will help keep you on the "straight and narrow." Having a job and building a good work history goes a long way in restoring the community's faith in you as a trustworthy person deserving of a second chance in life.

Successful job seekers take a focused approach to finding work – centered, narrow and strong. It's a job to get a job.

Treat your job search like a full-time job and like a project that has a long-term goal.

Let's look at some methods for finding jobs using both the traditional and hidden means of job searching.

- **WorkSource** – Your local WorkSource lists jobs and posts your application online at www.WorkSourceWA.com . This site also links to other regional job banks (for example, SeattleJobs.org) and national job banks (for example, Job Central, Career Builder). Some WorkSource offices also offer job clubs.
- **Help-wanted ads in the newspaper** – Employers are going back to help-wanted ads to avoid massive responses from the big online job boards.
- **Sending out resumes** – Almost all job-search books recommend sending out resumes, but doing that alone does not work very well.
- **Job fairs** – Job fairs are sponsored by WorkSource offices, schools, and business organizations like the Chamber of Commerce. Come prepared just as if you are at a job interview.
- **Telephone book yellow pages** – Lists all the employers in the area.

- **Private employment agencies** – Private employment agencies charge fees for finding you a job. The fees range from 10 to 15 percent of your annual income. This is a very high price to pay.
- **Personal networking** – Tell your friends, relative, neighbors, former employers, former co-workers, church members and everyone you know that you're looking for a job.
- **Cold contact** – Cold contact means going directly to possible employers, even when they have not advertised any available jobs. This requires time and traveling around town. Cold contacts may not be easy for most. At worst, they will say no – but they also might hire you!
- **Public library** – The public library is a great resource for job seekers. It has directories for local, state and national organizations, as well as businesses and corporations.
- **School-based job-placement offices** – There are job-placement offices at private, trade, technical and vocational schools. Some prospective employers notify these schools for openings.
- **Trade magazines and journals** – Trade magazines and journals often list jobs available in their field.
- **Temporary help agencies** – Temporary-help agencies are a fast source of income and helpful job experience. The pay may be lower and fewer benefits may be offered. But many times, the temporary job can turn into a full-time job. Look in the yellow pages of your local phone book.
- **Volunteer work** – Volunteer work shows employers a positive work ethic and may serve as a foot in the door to a potential employer. It is also an excellent chance to network. If you are volunteering for an organization, ask your volunteer coordinator to be a job reference for you.
- **Internet** – The Internet is becoming the most powerful job-search tool. In addition to the links mentioned above under WorkSource, think about the following:
 - Google yourself (or anything else you need to know)
 - Twitter
 - Facebook
 - Craigslist
 - LinkedIn

***Don't put anything on the internet
You don't want a potential employer to see.***

THE USE OF ELECTRONIC MEDIA

As you will quickly learn following your release, your use of electronic media is a big deal and can impact you in many ways. At present some of the more important electronic media (devices and programs) include:

1. **Your cell phone** - Many SMARTPHONES now allow users to:
 - Make phone calls, including calls that allow you to see the person you are talking to;
 - Make international calls & engage in SKYPE & other programs that allow face-to-face time;
 - Send/receive text messages-- to which you can attach photos and videos;
 - Send receive Emails—to which you can also attach photos and videos
 - Take high quality photos and record video;
 - Purchase all manner of goods and services online;
 - Access the Web and the millions of websites it contains;
 - Download apps that allow you to perform a huge variety of functions;
 - Download and play movies and music, and transmit music to remote speakers via Wi-Fi;
 - Serve as a hotspot through which other devices (computer, for example) can access the internet;
 - Monitor your heartrate, blood pressure and in the future, do blood testing (blood sugar, etc.);
 - Track where you have been; pinpoint your location by GPS for a myriad of purposes;
 - Many, many other uses;
2. **Facebook** - an easy way to communicate quickly with hundreds of others, including photos and video
3. **Linked-In** - a professional, career and employment-oriented website;
4. **Computers** - (laptop or desktop).

Regardless of the device or program involved, there are **certain basic protocols or steps** to follow in the use of any of these as relates to your life following release and especially your **search for a job and keeping a job**:

- When receiving an Email or text message from an employer it is important to **promptly acknowledge the Email or text message** - otherwise they have no way of knowing if you received their communication. Sometimes, the employer will attach documents or forms for you to complete and they need to know you received these. **Respond as promptly as you can** - do not wait days or weeks to respond.
- Be sure all Emails and text messages are **accurate and spelled correctly**—these are a reflection of your communication skills and can project a positive or negative image of your capabilities. Double-check spelling.

- When receiving a **phone message from an employer, always respond promptly**—they may have left important instructions or information for you.
- When communicating via phone, Email or text, especially with a potential employer, **always keep your communication positive, supportive, honorable, with integrity**; it is never appropriate to speak negatively about any person or situation over the phone, in an Email or text message—and can often work against you as Emails and texts can easily be copied and circulated to others.
- Ask other people their **preferred method of communicating**—there are several means to communicate: phone, Email, text, or letter (snail mail); which method you use will vary from person to person.
- Be very, **very careful what you post on electronic media**, especially Facebook and Linked-In; many employers will review these websites to learn more about you before hiring.

Networking and Informational Interviewing

One of the most effective ways to find a job is through networking. It also provides the bonus of support and encouragement when you spend time with others who have similar goals and frustrations. **Informational interviewing** is a **type of networking** because it opens the door to meeting new people. And just like a job interview, you want to be prepared, have your questions ready, and respect the time set for your meeting. Informational interviewing is a great way to pick up useful information re: other people and organizations to contact, actual contact information for these people and organizations, direct referral to business contacts who might have a job or be able to refer you to others who have openings. It is also a great way to learn about a particular industry or career. **You are not seeking a job directly from the person you are interviewing—but asking them about others they know in their network who may have a job.** Much networking happens informally. You may chat with someone after a class or church. Be prepared at all times to market yourself.

The Hidden Job Market

More than **80 percent of today's jobs aren't advertised**, according to experts. Companies are relying more heavily on their current employee networks, or on local or specialized job pools.

Networking helps you build relationships that will stay with you. You will learn more about your career, industry and community. It will put you in front of people who have leads on jobs that haven't been published yet. Each networking meeting is a chance to tell your story about what you do and who would benefit from your talents. **Tell yourself that you are networking not to land a job, but to meet people who can introduce you to others.**

Pay it back. You may be out of work, but you can still use your resources to help others.
Always thank your network contacts and let them know what happened as a result of their leads.

There are four levels of networking

- **Personal network** – Family members, friends and neighbors
- **Colleague network** – Co-workers (past and present) and fellow job seekers
- **Professional network** – Consultants executives, case managers, professors or people who you contact through your informational interview
- **Outer network** – People with whom you do not have a personal link, such as sales people, personnel managers, college career counselors or WorkSource staff

NETWORKING IN THE COMMUNITY – GETTING PREPARED

Have you ever heard, “It’s not what you know, it’s who you know.”? Networking means going out into the community and talking to people who you know or maybe even don’t know who can give you **advice or information** on what is happening in the community related to resources, jobs, events, etc. just like most things, to be good at networking you need to be prepared.

Networking Basics – Getting Started

- Look them in the eye
- Give a firm handshake (no dead fish, no test of strength!)
- Greet them by name
- Say your name slowly when introducing yourself
- Smile
- Ask for a business card and write the information down in your contact list

Networking Rules to Live By

- Your handshake defines you
- Conversation starters – Use the Golden Questions – Five F’s!
 - Family/Friends
 - Favorites
 - Future
 - Fun (what you like to do)
 - From (where you came from)

**Remember!!!! – Handshakes (if feasible);
Establish good eye contact;
Repeat/remember names;
Asking (and answering) your golden questions so that you get to
know a little about each other.**

60-Second Commercial: Your Community Self Introduction – Why should I help you?

Preparation is the key to success. So, before you start going out into the community to network, it helps to have prepared something to say. In job search, we call this a 60-Second Commercial. Here, we will call it your **community self-introduction**.

The 5 Parts of Your Introduction

1. Who are you?
2. What's your connection?
3. What are you interested in?
4. Why do you need their help?
5. What's next?

Things to remember

- Tone in voice; Appearance and body language
- Eye contact and smile
- Be prepared to talk about your criminal background, if needed
- If necessary, memorize your introduction. Being prepared is the secret to self-confidence when networking

Examples:

Hello my name is Marco Sanchez. I live over in the Sagewood Apartments down the street. I am really interested in some of the training opportunities that you all have available. I have recently been released from prison and I am trying to update my skills. Is there a time that I could come by and talk to an instructor about the courses?

Hello my name is Jon Treblinka. My kids go to the elementary school down the street. I am interested in learning about some of the summer programs that you have available. I really want to give them some cool opportunities this summer. Where can I get some more information?

ACTIVITY: – In groups of 3-5, practice introducing yourself!

HOMEWORK: Networking in the Community

Imagine yourself meeting and getting to talk to your new neighbor who owns a small retail business. What are some questions you might have? What information are you looking for?

Write your own introduction.

Now imagine his / her response to your introduction. How did it work? What would you do to make it go better the next time?

Think of at least two people you can network with from each of the four types above. List them by name in the space below. Include their contact information if you have it.

Personal network
(example, sister)

Name & contact
Staci work at Starbucks, (253)_____

Colleague network
(example, co-worker at day labor)

Name & contact
Marvin, home (206)-_____

Professional network
(example, parole officer)

Name & contact
Alfredo, work # (509)-_____

Outer network
(example, WorkSource representative)

Name & contact
Ming, work # (509)-_____

*Remember, your network and informational interviewing are the best **ways to find out about hidden jobs. These are jobs that aren't posted** or that may not even exist until you talk to the right person.*

Getting and Staying Organized

As you can see, the many ways to look for work vary widely in effectiveness. You should use a combination of strategies to find what works for you. With so many ways to look for work, you must get organized, manage your time, and have a plan for action.

Setting Up Your Home Office When You Get Out

You will want to set up a desk and some basic equipment and purchase some basic supplies to help you succeed. Be organized with your job search, with enrolling and studying in school or just functioning as a family (or yourself alone) and accomplishing basic tasks such as paying bills. Set up a basic home office area (even a table in the corner of a room) with a small desk, ideally a filing cabinet with two to four drawers (free or inexpensive on local websites), a computer and ideally a printer connected to this computer. In today's world you will want to configure your home or apartment with internet access (cable, wireless, etc.). With this basic office area, tools and equipment you will literally have access to the world, especially with internet access through a computer, and if connected to a printer able to print out documents you will need, application forms, resumes, etc. You can also use computers and printers at WORKSOURCE or your local library as well, but these are not as convenient and time-saving as working from your home—especially if you also have children to care for at the same time.

Once you start meeting people, setting appointments, sending out applications, and getting back to your contacts, you will need to **write everything down**. You also will want to keep copies of applications, responses to your questions, information about employers, and so on. It's a good idea to get some inexpensive folders and keep a file for each employer you are contacting. You don't want the one meeting you miss because you didn't write it down to be the "job that got away."

Calendars—keeping track of meetings, appointments, activities and events

Use the daily, weekly and monthly calendars in this manual and make copies for your future use. Write down every appointment or obligation. It could look something like this.

Sun	Mon	Tue	Wed	Thurs	Fri	Sat
Get plenty of rest	8:00 – 12:00 work on resume	1:30 Dentist	Go to WorkSource to set up e-mail account	Online job search	10:30 Interview	7:00 pm AA

DAILY, WEEKLY AND MONTHLY CALENDARS

Based on the experience of many offenders following release we know that planning and scheduling the use of time is absolutely essential. A good predictor of how time will be used is what happens the first day and week after release. Those who make a conscious effort to (especially) plan their first day and first week set in motion a pattern that can continue for years to come. Simply stated this means:

- Develop a schedule for your first day so you have a plan to follow;
- Develop a weekly schedule based on your top priorities & follow it.
- Develop a monthly calendar based on all the above & follow it.

The First Day Following Release

Your first day following release can be full of challenges—many new people, places, events, activities, and especially choices—there is no one to tell you what to do and no schedule to follow. It is easy for all of this to overwhelm you. Being free can be an overwhelming experience and make you feel afraid, anxious, uncertain—and also sad and lonely. The good news is that you have the ability to create a good experience out of this. You can eliminate much of the stress & hassle simply by planning ahead.

Here are some suggestions for using your time wisely:

- Develop a schedule but allow room for changes. Expect to feel emotionally overwhelmed by the experience of being released.
- Take extra time to rest and adjust—especially at first. Be patient with yourself.
- Also be patient with those around you. It takes time for you to get to know and reconnect with people and for them to get to know you.

Planning your first day:

What are you going to do on the day of your release? What do you and others expect of you? Take some time to write down your plan. Be specific--plan each hour. Don't try to cram so much in you don't have time to enjoy being free. Here are 3 simple steps:

- **First** list all of the things that you have to do. Then, list the things you want to do the first week. And finally, list the things that you would like to get done sometime. Be sure to add some time for reflection.
- **Second**, prioritize the items on the lists. Things that are required of you by the Department of Corrections should be at the top. For example, checking in with Community Corrections within the first 24 hours. Going to a local sporting event might be placed high--but not ahead of those items that are needed for your success.
- **Finally**, from the items listed, put a plan together. The first day should be detailed hour by hour. The second day should be less detailed, but include the items that you have prioritized. Be sure to add room for those items not completed from the previous day. Do the same listing for the balance of the week. Now ... what can you hardly wait to do?

With the lists made, it is now time to plan your first day. Use the items from the things you have to do the first day and the things you want to do the first week on this list. Think about the time of the activity to be sure that the activity is able to be done. A visit to Community Corrections after the office is closed defeats the plan. Also, you will want to not only list the activity, but list where that activity will take place and who or what is involved or necessary for it to occur. Be sure you have a foolproof plan for how you will get there and if you have children, a plan for who will be taking care of them.

PRIORITY	THINGS I HAVE TO DO THE FIRST DAY AFTER RELEASE
	Examples: Check in with Community Corrections within 24 hours; check with Dad (move into my room, talk about use of the car and get keys); check on my driver's license; apply for my social security card; check in with Work Source and complete a job application; visit Mom and pick up the kids; check on child care for the kids; open a checking account;

MY FIRST DAY'S SCHEDULE AFTER RELEASE

HOUR	ACTIVITY	WHO AND WHERE
7-8AM		
8-9AM		
9-10AM		
10-11AM		
11-12 Noon		
Noon -1PM		
1-2PM		
2-3PM		
3-4PM		
4-5PM		
5-6PM		
6-7PM		
7-8PM		
8-9PM		
9-10PM		

It's important to be realistic and not try to pack the day with too many activities. Have you built in time to relax and take a breath? Don't forget to have some healthy meals to keep you fueled up and to get a good night's sleep. If there is something on your list you don't accomplish, plan to move it to the next day.

PRIORITY	THINGS I WOULD LIKE TO DO SOMETIME AFTER RELEASE
	Examples: attend a professional sporting event; go dancing; go to a restaurant for dinner; go out to a movie; go swimming; go on a weekend trip to the coast;

The Months Following Release and Your Long-term Goals

As you develop your calendar for the weeks and months which follow, be sure to build in your overall goals that you developed from your Reentry Plan.

MY LONG TERM GOALS

My overall long-term goals based on my Reentry Plan:

PRIORITY	GOAL	START DATE	END DATE
	Example: part-time job as a CNA; apply for a Rotary Women’s Education Scholarship to pursue my nursing degree; obtain custody/reunite with my children; buy a house;		

Staying Positive

While there may be times when the job search will leave you feeling frustrated, don't ever give in to negative feelings or let them derail you from your goals! The key is to find someone to reinforce your efforts and give you encouragement and suggestions. This is not the time to be around people who complain or who have a negative outlook.

“One you replace negative thoughts with positive ones, you'll start having positive results.”

-Willie Nelson

Developing a Personal Stress Management Plan

Looking for work can be frustrating and stressful. To stay positive and energized you will want to take care of yourself and deal with your stress.

- Procrastination is stressful. Don't put off for tomorrow what you can do today.
- Begin your day by organizing your tasks.
- Don't rely on memory, make lists, and write everything down.
- Don't take minor rejections too seriously.
- Become more flexible. Laugh at yourself.
- Be prepared to wait. Take reading material and stay occupied.
- Do one thing at a time and focus your attention.
- Count to 10 or 100 or 1000!
- Know the difference between needs and wants. We need food, water and shelter. Everything else is what we want.
- Get plenty of sleep.
- Relax every day and take time to do something you enjoy.

HOMEWORK: Time to Reflect

1. List some places you can begin to look for work.

2. List people you can network with.

3. How will you get organized?

4. When I get stressed, I will call:

Name _____ Number _____

Name _____ Number _____

5. When I get stressed, I will:

Action: (example: organize my day and write down everything I need to do)

Action: _____

Action: _____

Action: _____

SESSION SEVEN - Getting to the Interview

STUDENT LEARNING OBJECTIVES:

- Student will identify several jobs that she can apply for immediately upon release and some that, with hard work, she will be able to reach within the first year.
- Student will use her 60-Second Commercial in a Job Fair setting where she is looking to get a future interview.
- Student will do practice questions for online assessments and be able to articulate what she believes the employer is looking for and why she chose the answer she did.

HOMEWORK:

- Continue gathering portfolio items.
- Keep reworking and practicing how you will have your conviction conversation.
- Complete all Session Seven exercises not completed in class.
- Review the Offender Friendly companies in Attachment B. This is not an exhaustive list.
- Practice your 60-second Commercial to use at a Job Fair or as a Community Introduction.
- Read Chapters 7 & 8 in If You **THINK** You **CAN**
- Journaling – Address questions below or other issues you are currently giving a lot of thought to or that are keeping you from being confident about reentry.

SUGGESTIONS FOR JOURNALING:

- Have I identified everything that may impact my ability to get a job?
- Are my job / career goals realistic? What skills and talents do I have now that make me think I am qualified for the job for which I will apply?
- What limitations will I have due to my criminal background?
- What are my thoughts on continuing my education / training in some form?

REMINDER: Go back to your Master Application to fill in any blanks you left before.
Your work and education history should be completely filled in now.

Did you remember to add any awards, honors, recognitions or promotions you received?

The Education section should include dates of graduation, number of years completed, degrees received and certificates and licenses earned from your studies.

You should also have noted your special skills, hobbies, and memberships.

Preparing for Job Search with a Criminal Background:

As an ex-offender, you will have to work hard to gain employment and finding a job will be a job in itself. You will face many barriers that others will not face. Job search is not easy but being prepared and determined will help you to be successful. Here are some of the top tips from employers and job placement specialists.

Be honest – Criminal background checks are done once you have been identified as a possible hire. Being honest in the beginning increases your chances of gaining long term employment. If you are a strong candidate for a job but you don't disclose your criminal background in the interview, you very likely will not be hired because they will see it when they run a background check and wonder why you didn't disclose it. If they don't run a background check during the hiring process, but find out about your background later, you will likely be fired.

Take Responsibility – When you have an interview, you must be able to explain how you have realized your mistakes and have changed your life. Employers want you to be accountable for your actions.

Know your background – It's important for you to know exactly what employers will see on a background check. There should not be any surprises here.

Seek Assistance - Don't try to go about a job search alone. Seek help wherever you can find it. The following are potential sources for help with your job search.

- Agencies and nonprofit organizations that specialize in working with troubled backgrounds
- Temporary agencies and employment services; register with many to increase your chances of getting hired
- Career Services at colleges and technical schools
- One-stop Career Centers like WorkSource
- Job Placement Specialist at Goodwill
- Networking with friends and family

Perfect Your Self-Presentation – Make sure to present yourself in a way that matches with what an employer expects a potential employee to look like, act like, talk like, etc.

Find References – Employers are definitely going to call your references. So, you need to find at least 4 people who can vouch for the positive direction that you have taken. These can be former employers, former co-workers, people or places you volunteered for, community members, even parole officers, but not personal friends or family members.

Know your rights – There are state and local laws and programs that are designed to ease the transition for individuals with prior convictions into the workforce.

Resources

Virtually every county in the State of Washington offers a wide variety of services useful for ex-offenders following release. **Attachment C** located at the end of this manual contains a partial listing of some of these. For example, **Attachment C** includes information on health and human service providers, free credit reports, apprenticeships, bonding program, birth and death and marriage certificates, child support, criminal history and criminal records, student information, education, employment security resources and resources specifically for ex-offenders, food stamps, and many, many other resources.

Both before and after release, be sure to make contact with these resources in your county of release.

The **WCCW Women's Village** has listings of resources by County, including housing, medical services, food stamps, employment, drug and alcohol programs, and many other resources at the county level. They have also collected information on county education resources from the various colleges, trade schools and universities that you will find helpful in your reentry planning. Be sure to consult the Village resources.

Offender-Friendly Occupations

Often small companies, the trades, and businesses that have positions that are not directly involved with the public or money are usually more willing to work with ex-offenders. Certain fields may be easier to enter than others, for example:

Air Conditioning/HVAC	Carpentry	Janitorial
Refrigeration	Manufacturing	Hospitality
Construction	Electrical	Restaurant
Painting	General Labor	Transportation

Depending on the type of conviction, your employment options might be limited. For example, because of employer hiring policies and employment laws, some careers may be out of reach for certain convictions. Here are some examples:

Education	Social Services	Nursing homes
Childcare	Banking	Healthcare
Security		

Attachment B contains a partial list of companies that hire ex-felons.

Disqualifying crimes

Assume employers will hire you if you are a good match for their needs. One survey of more than 1,200 employers reports that only 8 percent said they would not hire an ex-offender. Since 92 percent of employers will consider hiring you, feel free to look for work from any legitimate source. Limiting yourself to employers that you believe hire ex-offenders can limit your wages and job prospects. You should try to find employers who are a good match for your skills, experience and career goals. (From the 2008 Department of Justice, Employment Information Handbook.)

That being said, Washington state law lists certain crimes that disqualify any job applicant from working for any employer where the job has unsupervised access to children, individuals with developmental disabilities or mental illness, or other vulnerable adults.

DSHS SECRETARY'S LIST OF CRIMES AND NEGATIVE ACTIONS FOR USE BY ALL Programs Administered by DSHS, including DSHS State Employees in Covered Positions w/ Access to Vulnerable People [EXCEPT ALTSA HCS Providers; ALTSA RCS Providers; DDA Providers, including DSHS employees working in a SOLA; and DSHS employees with access to sensitive information]

Crimes:

A person who has a crime listed below is denied unsupervised access to vulnerable adults, juveniles, and children.

If "(5 or more years)" appears after a crime, the person is automatically denied unsupervised access unless 5 or more years has passed since the date of conviction.

After 5 years, an overall assessment of the person's character, competence, and suitability to have unsupervised access will determine denial.

Abandonment of a child

Abandonment of a dependent person not against child (5 or more years)

Abuse or neglect of a child

Arson

Assault 1

Assault 2

Assault 3 Domestic Violence

Assault 3 not Domestic Violence (5 or more years)

Assault 4 violation of RCW 9A.36.041(3)

Assault 4/simple assault (5 or more years)

Assault of a child

Burglary (5 or more years)

Child buying or selling

Child molestation

Coercion (5 or more years)

Commercial sexual abuse of a minor/ Patronizing a juvenile prostitute

Communication with a minor for immoral purposes

Controlled substance homicide

Criminal mistreatment

Custodial assault (5 or more years)

Custodial interference

Custodial sexual misconduct
Dealing in depictions of minor engaged in sexually explicit conduct
Domestic Violence (felonies only)
Drive-by shooting
Endangerment with a controlled substance
Extortion 1
Extortion 2 (5 or more years)
Forgery (5 or more years)
Harassment (5 or more years)
Harassment Domestic Violence
Homicide by abuse
Homicide by watercraft
Identity theft (5 or more years)
Incendiary devices (possess, manufacture, dispose)
Incest
Indecent exposure/Public indecency (Felony)
Indecent liberties
Kidnapping
Leading organized crime (5 or more years)
Luring
Malicious explosion 1
Malicious explosion 2
Malicious explosion 3 (5 or more years)
Malicious harassment
Malicious placement of an explosive 1
Malicious placement of an explosive 2 (5 or more years)
Malicious placement of an explosive 3 (5 or more years)
Malicious placement of imitation device 1 (5 or more years)
Manslaughter
Murder/Aggravated murder
Patronizing a prostitute (5 or more years)
Possess depictions minor engaged in sexual conduct
Possess explosive device (5 or more years)
Promoting pornography (5 or more years)
Promoting prostitution 1 (5 or more years)
Promoting prostitution 2 (5 or more years)
Promoting suicide attempt (5 or more years)
Prostitution (5 or more years)
Rape
Rape of child
Reckless endangerment (5 or more years)
Registered sex offender
Residential burglary (5 or more years)
Robbery
Selling or distributing erotic material to a minor
Sending or bringing into the state depictions of a minor Updated 8/2019
Sexual exploitation of minors
Sexual misconduct with a minor
Sexually violating human remains
Stalking (5 or more years)

Theft (5 or more years)
Theft of a Motor Vehicle (5 or more years)
Theft from a Vulnerable Adult (5 or more years)
Unlawful imprisonment (5 or more years)
Unlawful use of bldg. for drug purposes (5 or more years)
Use of machine gun in a felony
Vehicular assault
Vehicular homicide (negligent homicide)
Violation of child abuse restraining order
Violation of civil anti-harassment protection order
Violation of protection/contact/restraining order
Violation of the Imitation Controlled Substance Act (manufacture/deliver/intent - 5 or more years)
Violation of Uniform Controlled Substance Act (manufacture/deliver/intent - 5 or more years)
Violation of the Uniform Legend Drug Act (manufacture/deliver/intent - 5 or more years)
Violation of the Uniform Precursor Drug Act (manufacture/deliver/intent - 5 or more years)
Voyeurism

Pending Crime - A person who has a pending crime on the Secretary's List is denied unsupervised access while awaiting a decision by a court, administrative entity, or governmental entity. Upon conviction or acquittal by the court, the Secretary's List is applied.

Sexual Motivation – RCW 9.94A.835 –A person who has a court finding of sexual motivation is denied unsupervised access to vulnerable adults, juveniles, or children.

Negative Action means a court order, court judgment, or an adverse action taken by an agency, in any state, federal, tribal, or foreign jurisdiction, which results in a finding against the applicant. A "negative action" includes the denial, suspension, revocation, or termination of a license, certification, or contract for the care of vulnerable population, including children, vulnerable adults, and people with mental and developmental disabilities. The following, nonexclusive, negative actions will result in denial of unsupervised access to vulnerable adults, juveniles, or children.

An order or final notification issued by a court or state agency that an individual sexually abused, physically abused, neglected, abandoned, or exploited a child, juvenile, or vulnerable adult.

(All information above updated 8/2019—most recent available per DSHS Website)

What does this all mean?

You must know your arrest and conviction history inside and out.

1. So that you don't spend your time pursuing education or jobs that you are not able to get.
2. So that you can make career plans for long term.

SAMPLE CRIMINAL HISTORY REPORT

Some Criminal History background reports may include all police contacts that resulted in an arrest, even if dismissed. It may include what, if anything, the prosecuting attorney actually charged you with, your plea and the court decision along with the final sentence. This means that if, for instance, you were arrested 10 times for DUI, but only convicted once, your entire record of arrests could show up for employers to see. Other reports are much briefer, only reporting the actual convictions. Which kind the employer sees is totally dependent on how extensive a report the employer is willing to pay for.

Sample Criminal History Summary

<u>Date</u>	<u>Arrest</u>	<u>Charge</u>	<u>Plea</u>	<u>Disposition / Conviction</u>	<u>Sentence</u>
5/5/1996	DUI	Reckless Driving	Guilty	N/A	Probation – 1 year \$200.
8/21/1999	Shoplifting	Dismissed			
8/21/2000	Burglary	Theft III	NG	Guilty	Jail – 9 mos. Restitution -\$3,000. Probation – 6 mos.
11/22/2001	Heroin Sales	POCS	Guilty	Guilty	Prison - 36 mo.
11/11/2002	Sex Assault	Criminal Negligence	NG	NG	
6/6/2006	Fraud	Fraud	NG	Guilty	Prison – 24 mos. Parole – 1 year

How do employers use background checks?

Many employers do a background check these days, but in WA State, they may not do so until they have already determined that you are qualified for the position. Background reports can range from verification of an applicant's Social Security number to a detailed account of a potential (or current) employee's history. In fact, we believe some employers are searching popular social networking Web sites such as Myspace, Linked-In and Facebook.

The Washington State Patrol provides Washington Access to Criminal History (**WATCH**) background checks to any individual who requests one. Private companies also provide background checks to employers for a fee. You can find out more at <http://www.wsp.wa.gov/crime/crimhist.htm> or www.privacyrights.org Additional information re: the **WATCH** background check system and information that may be found on the **WATCH** website is as follows.

Information from the WATCH Website

The Washington State Patrol Identification and Criminal History Section (WASIS) has established this web site as the official Internet source providing **criminal history conviction records for the state of Washington only.**

This database is comprised of records sent to WASIS by courts and criminal justice agencies throughout the state of Washington only. This database includes conviction information, arrests less than one year old with dispositions pending, and information regarding registered sex and kidnap offenders. The WSP criminal history file also contains additional information such as arrest records that is not open to the general public.

The Criminal Records Privacy Act specifies criminal history dissemination guidelines. Conviction data may be released without restriction. Non-conviction information is not available to the public. Legislation requires that information be kept about the person requesting the report, such as target of the search, the name of the person requesting the search, and date the search was conducted.

WASIS cannot guarantee the records you obtain through this site relate to the person on whom you are seeking information. Searches based on names, dates of birth, and other identifiers are not always accurate. The only way to positively link someone to a criminal record is through fingerprint verification.

The search will result in:

- A candidate list of records that match or closely match the search criteria used
- A NO RECORD or NO EXACT MATCH FOUND response which means there is no conviction record in the WSP database that match the search criteria used
- A possible DUPLICATE MATCH indicating that there may be two or more exact name and/or date of birth matches for the search criteria used.

What's included in an employee background check?

The Fair Credit Reporting Act (FCRA) sets the standards for screening for employment. The FCRA defines a background check as a consumer report. Before an employer can get a consumer report for employment purposes, they must notify you in writing and get your written permission. If the employer is simply conducting inquiries (rather than running reports) they should also ask for your consent. That way you could withdraw your application if you want to.

If an employer decides not to hire because of this report, they must tell you and give you a copy of the report and copy of your rights. They should let you know the name and address of the Consumer Reporting Agency they used. They should also let you know about your right to dispute the report.

At a minimum, a background check will verify your Social Security number. At most, it can include:

- Your work history and the people you know
- A full credit report
- Your credit payment records, driving records, or criminal history

The inquiries should be related to the job. For example, if you are hired to work in a bank, it would be reasonable to find out if you have a history of embezzlement or theft.

Be prepared

The best way to prepare for a background check is to **know the information that an employer might find.**

- Get a copy of your credit report. (See Annual Credit Report in Resources.)
- Check your motor vehicle record by requesting a copy of your record from your state Department of Licensing.
- Ask your previous employers for copies of your personnel files.
- Make sure you know what your references are going to say about you.

Most importantly, make sure your resume and job applications are accurate and truthful. If you lie, you might not get caught right away, but you will probably get caught at some point. It's not worth getting fired and ruining your employment history.

Getting an Interview

Using Your 60-Second Commercial: A Sure-fire Networking Secret

Just like in your Community Introduction, the question "Could you tell me about yourself?" can be answered with a 30 to 60-second commercial about yourself. The difference is that it is geared toward your job skills. **It is a snapshot of you and the qualities that you would bring to the job.**

Again, it should contain some basic components, such as:

- Who are you? This is your name and something important about yourself that can make you stand out to the person you are talking to
- What do you want? Type of job you are seeking or information you would like to know
- What can you do? Education and training, one to two hard and soft skills that you are strong in relating to this particular job
 - Hard Skills – Typing speed, Ability to operate specific types of equipment (forklift, office equipment, etc.), Computer knowledge, Word, Excel, PowerPoint, Ability to operate a cash register
 - Soft Skills – Flexible, team player, hardworking, dependable, friendly, excellent customer service skills, great attitude
- What have you done? Experience (includes skills, not just job titles, but experience in the field)
- What's next? This is when you set up a time for a phone call or meeting or give your resume or contact information

It is most effectively used in a job fair or networking situation where you want to get an interview.

Remember Marco Sanchez? See how uses his 60 second commercial effectively in a walk-in situation at Goodwill. **He is not in an interview yet, but with this approach, he may get one soon!**

Example:

Hello my name is Marco Sanchez. I always shop here and I am very interested in learning more about your company. I am currently taking the Goodwill Retail Customer Service Training Program. I am excellent at professional communication, using a computer, and training new staff. I have two years of experience in serving customers as a cashier and cook. I have led teams of four employees, made weekly purchase orders, and created weekly schedules. I think I am a great fit for this kind of business. Is there a time when we could sit down and talk some more about any opportunities with your company?

Online Job Applications

These days if you are applying to a job with a larger company, it is very likely that you are applying online. Companies use online applications because it saves them time and money. In addition to applying directly on company websites, there are thousands of other websites where you can post your resume online and complete an online job application. These include local WorkSource websites, private recruiting websites, and job search website like Indeed.com.

In most cases, job seekers are required to create a login and password. This allows you to go back if you don't complete the application or if you want to update your information at a later time. In some cases, job seekers are required to register and to build an employment profile. Once you've built your profile, you can apply for jobs online and set up search agents to email you when news jobs are added to the system. Applicants can then apply online for specific positions at any time that is convenient for them, with just a few mouse clicks. At larger employers, and on many job sites, job seekers can keep track of the positions they have applied for.

What You Need to Apply Online

Online application systems typically ask for the same information as a paper application, but they also might have additional tests or information requests. Be prepared before you sit down to apply online. Have your **master application** on hand and be ready to spend about 60-90 minutes on the application.

Putting Your Resume Online

Some sites let you upload an existing resume with the click of a button. On other sites, you can copy and paste from your resume or use a resume builder that is incorporated into the application system. Once you have uploaded or built your resume, you will be able to search for jobs that interest you and submit your application or resume with a click of your mouse.

Applying for Jobs on Company Websites

If you are interested in working for a particular company, visit their website. Career information is usually listed in the "Careers", "Jobs", or "About Us" section of the site. Often this is located at the very bottom or very top of a website. Follow the instructions carefully for applying for jobs online.

Check Your Application

Before you click the Submit button, it's important to double-check your application for errors. Typos and grammatical errors count, so carefully check your application. If you're not sure your spelling is correct, look the word up on a site like dictionary.com.

Online Employment Tests

Depending on the company, you may need to take – and pass - an online test to be considered for employment. Pre-employment tests, also called talent assessments, employment tests, or career tests, are used to help an employer identify candidates who will be a good fit for jobs at the company. Employers often use testing with an online job application, so you will have to take the test when you apply for a job. The results of the test will determine whether you are invited to interview.

Many employers use tests as part of the application process because it pre-screens many applicants saving the companies time and money. These tests are designed to learn more about you and see how you would react in certain situations. The goal of the assessment is to divide applicants into yes, maybe, and no groups. So, it is very important to score well so that your application gets seen by a hiring manger. If you don't score well, it is likely that your application will not get a second look.

Employers want an applicant who displays the following characteristics, so when answering the questions try to group them into one of these categories.

Personal Qualities	Soft Skills	Hard Skills	Work Readiness
Honesty	Customer Service	Typing Speed	Getting the Job Done
Trustworthiness	Resolving Conflicts	Math Ability	Problem Solving
Punctuality	Teamwork	Technical Knowledge	Taking Responsibility / Leadership
Cleanliness	Flexibility	Physical Abilities	Following Directions or Rules

Sample Question:

Right now, you care more about having fun than being a serious at school or work.

Strongly Agree

Agree

Disagree

Strongly Disagree

Which do you think is the right answer? Why?

If you know what the question is looking for, then it makes it a lot easier to answer the question. For example:

You do not like small talk.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

This is a Customer Service question. If you don't like small talk, you are not going to like talking to or chatting with customers or coworkers, so it is not likely that you will be good at customer service or working with people. In this case, the answer they are looking for is Strongly Disagree.

Pre-Hire Assessment Practice Questions

Following are some examples for you to use for practice. Please read the questions and choose an answer. Also, see if you can determine which category the questions fall into.

Situational Tests

This test has lots of situational questions about working in a wholesale retailer like Costco or Sam's Club.

You are doing an inventory of store merchandise and have been working for over 15 minutes doing a complex counting task that requires your full concentration. A customer stops you and requests help in getting something down from a high shelf.

Which of the following actions would you be MOST LIKELY to take (select one) A B C D

Which of the following actions would you be LEAST LIKELY to take (select one) A B C D

- A. Stop doing the task and go help the customer, knowing that you will have to re-start the task from the beginning when you come back
- B. Quickly shout over to another co-worker and ask them to help the customer
- C. Ask the customer to wait a little and that you will help when you finish the task
- D. Tell the customer that you are unable to help at the moment, but that another Buy Mart associate should come by in a few moments who can provide assistance

What category does this question fall into?

Personality Tests

These tests are tricky because each question is often different from the last, so it is more difficult to get into a rhythm. Discount Retailers such as Target tend to use this type of test.

I would rate my ability to lead others in the:

1. Top 5% 2. Top 15% 3. Top 30% 4. Top 50% 5. The bottom 50%
(but not top 5%) (but not top 15%) (but not top 30%)

What category does this question fall into?

Compared to other people I know, I daydream

1. More than most 2. About as often as most 3. Less than most

What category does this question fall into?

Opinion Tests

This test asks for answers ranging from Strongly Agree to Strongly Disagree. These are mostly personality questions. Businesses such as Best Buy, QFC, Wal-Mart, Walgreens, and CVS tend to use these opinion tests.

People do a lot of things that make you angry.

- Strongly Agree
 Agree
 Disagree
 Strongly Disagree

What category does this question fall into?

You like to be in the middle of a big crowd.

- Strongly Agree
 Agree
 Disagree
 Strongly Disagree

What category does this question fall into?

You have to give up on some things that you start.

- Strongly Agree
 Agree
 Disagree
 Strongly Disagree

What category does this question fall into?

THE TOP SKILLS EMPLOYERS WANT

1. Ability to learn
2. Basic academic skills in reading, writing and computation
3. Good communication skills, including listening and speaking
4. Creative thinking and problem-solving
5. Self-esteem, motivation and goal setting
6. Personal and career development skills
7. Interpersonal / negotiation skills and teamwork
8. Organizational effectiveness and leadership

SESSION EIGHT: Interviewing

STUDENT LEARNING OBJECTIVES:

- Student will confidently address typical interview questions.
- Student will have four or five solid questions to ask an interviewer near the end of the interview.
- Student will demonstrate her ability to answer the final question, “Why should I hire you?” with solid reasons and self-assurance.

HOMEWORK:

- Complete all exercises and worksheets in Session Eight and all unfinished homework in previous chapters.
- Be sure that your resume and cover letter are getting typed and that you place them in your Portfolio when they are ready.
- Practice interview questions with your Accountability Partner so you can hear how your answer sounds out loud.
- Read Chapters 9 & 10 in If You **THINK** You **CAN**.
- Complete journaling questions below or others that this lesson may have provoked in your mind.

SUGGESTIONS FOR JOURNALING:

- How do I prepare for a job interview?
- How do I make a good first impression in the interview?
- How do I dress for an interview (makeup, clothing, etc.) & what body language will I use?
- How do I answer interview questions re: work history?
- Who is on my support team at home who will continue to help me get prepared for interviews?

Experts say we size up new people in somewhere
between 30 seconds and two minutes.

FIRST IMPRESSIONS MATTER!

Interviewing

Interviewing is one of the last phases in the job search process. You have successfully found a position and submitted the necessary application materials, and are likely a fifteen to thirty minute conversation away from a new position. The interview is when an employer gets a face-to-face chance to meet you and learn more about your skills and experience. It is also the employer's chance to see your presentation, personality, and how well you will



fit into their work environment. Just as in the rest of a job search, first impressions are very important.

Pre-Interview Tips

Preparation Tips:

- Learn about the company on the internet or by visiting in person.
- Review the job description focusing on key words.
- Practice the commonly asked questions with answers related to the job opening.
- Arrive at least 15 minutes early.

What to Bring:

- Social Security Card or Green Card
- State ID
- Copies of an updated resume
- A list of questions that you have for the interviewer about the job or company
- A short list of your accomplishments available to review
- A list of references
- School Transcripts or Certifications if proof of education is part of the job requirements
- A briefcase or folder to hold all of these materials

Self-Presentation Tips:

- Visit the company to see what employees are wearing.
- Cover tattoos if possible, don't wear dangling jewelry or flashy clothing, and do not chew gum.
- A clean look (showered, shaved, teeth brushed, hair combed, breath fresh) is expected.

First Impressions

Imagine you are the Employer. What's your first impression?



Body Language Tips:

Handshake

Give a nice firm handshake that lasts about 3 seconds when you introduce yourself. It shows confidence. Use your right hand. Don't grab too firmly or weakly.

Eye Contact

Looking a person in the eye indicates confidence, openness and honesty. Make brief eye contact with the interviewer. Keep your head up and maintain a pleasant facial expression during the interview.

Voice

Your voice should be clear and loud enough to hear across a room. Practice speaking clearly, pronouncing words correctly and using proper grammar. Breathing deeply can add a stable quality to your voice. Drinking tea with lemon can clear your throat.

Facial Expressions

A slight smile and open eyes convey the impression of intelligence, alertness and friendliness. Practice the look in front of the mirror.

Posture

Walk tall, sit forward in your chair, hold your head up, keep your back and shoulders straight. Be aware of how you are sitting and standing, without being rigid.

Mannerisms

Be aware of nervous behavior you may fall into. Avoid tapping your fingers, playing with your hair, wiggling your feet, twisting your hands, etc. Use your hands to emphasize what you are saying, but don't be too wild with your gestures.

Attitude

Your body language "speaks loudly". Think about what message you want to convey and practices using your body language to send positive messages.

Dress Appropriately for the Situation

Business Formal



Business Casual



Casual Dress



Examples of Things You Never Want to Wear for Work!



Dressing for Success

Just like self-presentation for networking in the community, job search and interviewing require you to make an excellent first impression. A lot of this impression has to do with your appearance.

Different jobs require different looks and you don't want to show up for job interview as carpenter wearing a three-piece suit.

Here are a couple of rules to go by:

1. Watch out what other people are wearing on the job and take it up a few notches. **It is best to dress like the person who would be your supervisor.**
2. **ALWAYS** wear clean clothes, no matter what type of clothing the job dictates.
3. Try not to stick out too much with things like jewelry, perfume/cologne, and revealing/expensive clothes. It's not a fashion show or a night out at the club. It's a job!

HOMEWORK: Decide how each person below should dress as they go through the job search process.

	What would you wear to ask for or turn in the application?	What would you wear to this interview?	What else might you bring to the interview?
Construction Worker			
Personal Trainer			
Bank Teller			
Waiter			
Shipping and Receiving Clerk			

Assembling a Basic Interview Outfit

Looking your best for an interview is one of the best ways to make a great first impression.

HOMEWORK: Use the chart below to consider what you have already and what you need for a great interview look.

<u>Women's Items</u>	Need This?	Have This?
Solid Color Pants or Skirt (grey, navy, black, camel) not tight; skirt length no shorter than at the top of the knee		
White or blue long-sleeve blouse; no sheer (see-through) fabrics; no low necklines		
Shoes: Flat or low heel - black, brown or blue (try for a close match to your outfit)		
Pantyhose in a natural shade (3 pairs)		
Portfolio or briefcase to carry your paperwork		
Simple earrings (studs or small hoops) & necklace if you choose		
Basic purse; not a large backpack or roller bag		

CONGRATULATIONS – YOU MADE IT TO THE INTERVIEW!

Phases of an interview

The interview has a beginning, middle, and an end. There are predictable phases of the interview, and each contains different types of information that the interviewer is trying to learn from interviewing the candidate. The interviewer wants to check out or verify your qualifications, your accomplishments, your goals, your personality, and your people skills. He or she wants to know if you would be a good “fit” for the job and the company. Generally, the interview will include questions that will help the interviewer to uncover these areas.

Phase I – Opening

The interview begins the moment you enter the building. Make a good first impression.

- Be polite to the receptionist / assistant (he or she will share their impressions with the boss).
- Establish rapport with the interviewer (friendly small talk).
- Appearance, handshake and attitude will be noted.
- Learn the name of your interviewer and greet him or her with a firm handshake.
- Don't be too familiar or act over-confident / cocky. Try to be calm and relaxed.
- Use the person's title (Mr. or Ms. and their last names). Only use a first name if they ask you to.
- Use body language to show interest. Use eye contact and sit up straight.
- Be cooperative and enthusiastic throughout the time you are there.
- Speak slowly and enunciate clearly.

Phase II – Middle

This is the section that most people consider the interview. It is important to keep responses crisp and on target.

- Be prepared to sell yourself, talk about your skills & qualifications.
- Answer technical questions relating to your skills.
- Provide specific examples about your work experience, for example, instead of saying I'm helpful, say “I feel that I work well with others because, in my last job, I was responsible for coordinating the coffee fund, collecting monies, and ordering supplies”.
- Relax and answer each question fully, but briefly. Too much is just as bad as too little!
- Never lie or exaggerate about your background or experience.
- Use proper English, avoiding slang, jargon and prison terminology.
- Take your time – it's perfectly acceptable to take a moment to collect your thoughts.

Phase III – Ending

This is your chance to close the interview on a high note, so prepare at least 5 questions.

- Ask closing questions to show your interest in the position and company, for example:
What are some of the challenges of this position?
What kind of room for advancement is there in this position?
When can I expect to hear from you?
- Ask questions about the position and the organization, but avoid questions whose answers can easily be found on the company Web site.
- Also avoid asking questions about salary and benefits unless a job offer is made.
- At the end, thank the interviewers for their time. When you leave shake their hands.

Explaining a Criminal Background in the Interview

- Be straightforward and honest.
- Take responsibility for your actions – don't blame others.
- Address the concrete actions you have taken to make a change (education, training, community, etc.) and grow as a responsible person.
- Describe what you learned about yourself and about the world of work.
- Keep your statements short and to the point.
- Don't let the employer draw you into talking in detail about your crime, court proceedings, or life in prison.
- Use the **COPE** Method:

Comfort the employer. **O**wn it. Stress **P**ositives. **E**ncourage the employer.

What can an employer can ask about my incarceration?

Some prospective employers may inquire about arrests – whether charges are still pending, have been dismissed or led to a conviction. If the crimes reasonably relate to the job duties, and the convictions (or release from prison or jail) occurred within the last 10 years, these questions need a response from you - so think about this. See it from the employer's side. They need to be assured that whatever led you to prison is not something they have to worry about with you on this new job.

CAUTION: Do not let an employer draw you into talking at length about what goes on in prison, in jail or the crime. That is **not** the purpose of your interview session.

- Keep your answers simple and clear (vague answers sound like you're hiding things). Simply state, "I had to wake up at 5:30 each morning. Then I prepared for work. After that, it was pretty much like any other job. I met and sometimes exceeded production quotas and followed the directions of the supervisors."
- Keep your answers brief and positive.

Interview Questions

In an interview there are many common questions or types of questions that most employers ask. It is important to prepare for these kinds of questions before an interview.

Types of Questions:

Icebreaker – These questions at the beginning of the interview might not feel like part of the interview, but they are. An employer is trying to get a sense of how friendly or talkative you are. Also, this is an excellent time to relate to your potential employer. Remember the importance of a first impression.

- How about the weather lately?
- Did you get a chance to look around the store?
- How about the Mariners' game last night?

Skills and Experience – These are considered to be standard interview questions. They are usually pretty straightforward. Your answers should highlight the skills and experience that relate to the job you are interviewing for and use specific examples whenever possible.

- Tell us about yourself and your work background.
- Why should we hire you?
- What skills and experience would you bring to this job?
- What are your strengths?

Specific Work Examples – These kinds of questions are becoming more and more popular. They usually start with “Tell me about the time when...” You should have a few stories related to teamwork, customer service, and showing initiative ready for these types of questions. Keep these answers brief. You will hear questions like these:

- Tell me about a time when you worked under pressure.
- Tell me about a time when you delivered excellent customer service.
- Tell me about a time when you have been successful working as part of a team.

Generally, your answer should go like this: 1) Describe the situation 2) What you did and 3) How your action led to a successful outcome. Example:

1. One time at my last job there was a very angry customer, who needed to return an item that didn't work. (Do not go into great detail.)
2. I immediately went over to the customer, took the item back, and found the customer a new one. I also gave the customer my name and told them to call back and ask for me if they had any more problems.
3. The customer smiled and thanked me. They kept coming back to the store for the next few years.

Situational Questions – These questions test your ability to think on your feet and give employers a chance to see how well you work under pressure. They usually start with “What if…” or describe a situation and end with “What would you do or say?” These questions are difficult to prepare for, but try to keep the job in mind. If you are interviewing for a customer service job, try to make your answers all about customer service.

- What would you do if you knew a customer was purchasing something that they would not be happy with?
- What if you saw one of your coworkers breaking company policy? What would you do?

Trick Questions – These are questions where the employer is trying to throw you off and reveal something about yourself. If you are not ready or careful, these questions could have a negative effect on your chances of getting hired. It is important here to flip any negative answers into a positive.

- What are your weaknesses?
- Why did you leave your last job?
- Tell me about a problem you had on a job?
- What kind of salary do you expect from this job?

Quiz

Read each question with a partner and determine what kind of question it is.

1. Tell me about a time when you handled a difficult situation with a customer?
2. What experience qualifies you for this position?
3. What kind of customer makes you the angriest?
4. Did you see Dancing with the Stars last night?
5. What would you do if you were working on a project in the Men’s Department and a customer asked you a question about Sporting Goods?

12 Commonly Asked Questions and Answers for a Successful Interview

What can you tell me about yourself?

This is usually the first question an interviewer will ask. Prepare to answer in about 30-60 seconds. Avoid speaking about your personal situation, such as family or marital status.

Why did you want to work here?

Do your homework on your prospective employer. Be prepared to tell the interviewer what you have learned about the company. Do not mention that you heard they have great benefits or your best friend works there. Those may be important to you, but not to the interviewer. Tell what you can do for the company.

What training and experience has prepared you for this job?

Your response to this question shall be the proof of your experience that is written on your resume. When asked what training and experience you have, give specific examples of your work projects.

What are your weaknesses? What are your strengths?

When asked about weaknesses, be prepared to talk briefly about ONE of your work-related weaknesses and how you are working on improving it or how it has become less of a weakness over time. It is more important to build positively on your strengths.

What can you bring to this company?

The interviewer wants to know what sets you apart from others being interviewed. It is important to focus on YOUR skills and abilities that you can bring to the position. This is your chance to “sell yourself” and let the employer see you as an energetic and enthusiastic candidate who has something to offer his company. However, appearing cocky or over-confident is negative.

What do you plan to be doing five years from now?

This question is often asked to see if you have goals for the future. Do not say that in 5-10 years you want to be president of your own company. Saying that you want to own your own company someday means that they are training you to leave and become a competitor. Do give general information about future career goals.

How well do you work with other people?

The interviewer wants to know if you are a team player and can get along well with different types of people. Keep any unpleasant encounters you have had with co-workers to yourself. Instead, focus on the positive team experiences, giving example whenever you can.

How well do you work under pressure?

Many jobs require that you handle multiple tasks, meet deadlines, or work with angry customers among other things. These jobs require you to keep your cool...So give an example of how well you work under pressure or time when you are able to keep your cool under stressful situations.

What are your hobbies?

This question is designed to find out how well-rounded you are, that is, your interests other than work. Saying something like "Computers are my life!" is the incorrect approach. Yes, the interviewer wants to know that you love your work, but also that you can relate to others in a company because of your other interest. Also, being engaged in hobbies is a good indicator you have a healthy, balanced lifestyle.

Why are you leaving your present company?

This is one more opportunity to sell your skills and abilities to the interviewer. Tell only the positive points about yourself and why you are leaving. It is good to emphasize wanting growth opportunities.

What questions would you like to ask me?

Asking good questions is an important part of the interview. This presents another way to sell yourself. Ask what their expectations are for someone in this position over the next few months. You might ask about special upcoming projects.

Why should I hire you?

This question is sometimes the first question that is asked in an interview and often the last. This is your opportunity to make the interviewer want to hire YOU. Do not say you are the best qualified candidate for the job. You actually won't know about the qualifications of other applicants. Instead, emphasize your skills, motivation and enthusiasm. Stress how your presence will make a positive impact on their business.

HOMEWORK: Imagine you are going for an interview for a job that you are interested in. Fill the table on the next page with answers for the following questions. Practice your answer with your Accountability Partner.

Position Title =

<p>1. Tell us about yourself.</p> <p>Example of a good Answer: To the point; bring in your strengths and your work history.</p> <p>Example of a Bad Answer: Too long, talk too much about your personal life and not at all about anything related to this job.</p>	<p>Your Answer:</p>
<p>2. What experience do you have that relates to this job?</p> <p>Example of a Good Answer: "I have done a lot of phone customer service at my last three jobs. I have worked with computers a lot at my current job. I also do data entry and filing."</p> <p>Example of a Bad Answer: "I don't come in late. I don't get into fights. I don't steal. I don't come to work drunk or high. That's about it."</p>	<p>Your Answer:</p>
<p>3. Tell me about a successful experience you had or problem that you solved on the job.</p> <p>Example of a Good Answer: "The file cabinet was very disorganized so I reorganized it to make it more efficient. It worked so well that the office adopted it."</p> <p>Example of a Bad Answer: "I figured out how to get the time clock to not notice I was late."</p>	<p>Your Answer:</p>
<p>4. Do you have any questions for us?</p> <p>Example of a Good Answer: "Is there much opportunity for growth and training in this job?"</p> <p>Example of a Bad Answer: "Do you think you are going to hire me?"</p>	<p>Your answer:</p>

10 Questions You Might Ask in a Job Interview

Here are 10 interview questions you could ask, and why:

- 1. What skills and experiences would make an ideal candidate?** This is a great open-ended question that will have the interviewer put his or her cards on the table and state exactly what the employer is looking for. If the interviewer mentions something you didn't cover yet, now is your chance.
- 2. What is the single largest problem facing your staff and would I be in a position to help you solve this problem?** This question not only shows that you are immediately thinking about how you can help the team; it also encourages the interviewer to envision you working at the position.
- 3. What have you enjoyed most about working here?** This question allows the interviewer to connect with you on a more personal level, sharing his or her feelings. The answer will also give you unique insight into how satisfied people are with their jobs there. If the interviewer is pained to come up with an answer to your question, it's a big red flag.
- 4. What constitutes success at this position and in this company?** This question shows your interest in being successful. The answer will show you both how to get ahead and whether it is a good fit for you.
- 5. Do you have any hesitations about my qualifications?** We love this question because it's gutsy. Also, you'll show that you're confident in your skills and abilities.
- 6. Do you offer continuing education and professional training?** This is a great positioning question, showing that you are interested in expanding your knowledge and ultimately growing with the employer.
- 7. Can you tell me about the team I'll be working with?** Notice how the question is phrased; it assumes you *will* get the job. This question also tells you about the people you will interact with on a daily basis, so listen to the answer closely.
- 8. What can you tell me about your new products or plans for growth?** This question should be customized for your particular needs. Do your homework on the employer's site beforehand and mention a new product or service it's launching to demonstrate your research and interest. The answer to the question will give you a good idea of where the employer is headed.
- 9. Who previously held this position?** This seemingly straightforward question will tell you whether that person was promoted or fired or if he/she quit or retired. That will provide a clue to whether: there's a chance for advancement, employees are unhappy, the place is in turmoil or the employer has workers around your age.
- 10. What is the NEXT step in the process?** This is the essential last question and one you should definitely ask. It shows that you're interested in moving along in the process and invites the interviewer to tell you how many people are in the running for the position.

Following Up after the Interview

First, you want to get the business card or contact information from the person you interviewed with. The best way to get it is to ask his assistant for it on your way in or out or to ask the interviewer before you leave. On most cards will be the three things you want.

- 1) The correctly spelled name and title
- 2) The street address
- 3) The interviewer's email, address and phone number.

Second – Send the interviewer a thank you email later in the day. If you are unable to email, skip to the next step.

Third – Make a follow-up phone call about five days after the interview or closer to decision date to show your continued interest.

Fourth – If you really want to impress an interviewer, send a handwritten or typed thank you letter by U.S. Mail expressing your continued interest and your qualifications. This could be done instead of an email. Be sure you have proofread all written communication for correct spelling and grammar.

Sample Thank You Letter or Email

*In email, you can omit the date and company address.

December 15, 2010

Mr. Nigel Adams
Director of Human Resources
Seattle Retail
99 Seattle Drive
Seattle, WA 98144

Dear Mr. Adams:

I would like to thank you for taking the time to interview me for the position of Sales Associate on December 14. I was very impressed with the work environment that you described at Seattle Retail.

I appreciate the time that you spent discussing the responsibilities of the position. I believe that my credentials make me an ideal candidate for the position. As I mentioned in my interview with you, I already have 7 years of experience as a sales associate. I'm very organized and have a high attention to detail. I also believe that the customer is the most important asset, so I always treat them with the utmost respect.

I look forward to hearing your decision about the position. You can contact me at (555) 555-5555. If you have any further questions, I'd be more than willing to come in and discuss them with you. Thanks again for the opportunity to interview with Seattle Retail.

Sincerely,

Chad Ulster

QUALITIES AN EMPLOYER WILL USE TO
ELIMINATE YOU AS A POSSIBLE CANDIDATE

- Not prepared
- Negative Attitude
- Not a team player
- Controlling or bossy
- Unwilling to take charge
- Smug or boastful
- Inappropriate or foul language
- Impatient
- Disrespectful
- Sloppy appearance
- Careless
- Blames others for mistakes
- Unfocused
- Evasive – avoids answering questions

SESSION NINE: Making Changes and Choosing a New Path in Life

STUDENT LEARNING OBJECTIVES:

- Student will identify where she is on the change curve and what next steps are needed to move towards acceptance of the changes that she has experienced.
- Student will identify at least five things she will work on to improve herself and become the woman she wants to be.
- Student will identify at least five things that will be in her control and five other things that will be out of her control upon release.

HOMEWORK:

- Complete all the exercises in the Session Nine that were not completed in class.
- Practice Conviction Conversation without your notes. Remember, it's a conversation, not a speech!
- Read Chapters 11 & 12 in If You **THINK** You **CAN**
- Journaling – Choose from the topics below or others that will help you address how you will choose a different path in life.

SUGGESTIONS FOR JOURNALING:

- What does the poem “There’s A Hole in My Sidewalk” mean to me?
- How have I handled myself under pressure in the past?
- What are some of the most difficult choices in life I have had to make?
- What changes am I willing to make now to realize my dreams?

Are you practicing your interview skills, including the Conviction Conversation, with your Accountability Partner several times a week? Frequent practice will:

- help you get past the nervous anxiety we all feel when we try something new
- help you learn to do this in a natural, conversational style and come across as more sincere
- make your real interviews easier because you keep getting better at presenting yourself as the strong job candidate you are becoming.

DO THIS FOR YOU AND FOR YOUR FUTURE!

THE PATH I CHOOSE IN LIFE MAKES ALL THE DIFFERENCE

There's A Hole in My Sidewalk

-by Portia Nelson

Chapter One

I walk down the street.
There is a deep hole in the sidewalk.
I fall in.
I am lost... I am helpless.
It isn't my fault.
It takes forever to find a way out.

Chapter Two

I walk down the same street.
There is a deep hole in the sidewalk.
I pretend I don't see it.
I fall in again.
I can't believe I am in the same place.
But it isn't my fault.
It takes a long time to get out.

Chapter Three

I walk down the same street.
There is a deep hole in the sidewalk.
I see it is there.
I still fall in...it's a habit.
My eyes are open.
I know where I am.
It is my fault... I get out immediately.

Chapter Four

I walk down the same street.
There is a deep hole in the sidewalk.
I walk around it.

Chapter Five

I walk down another street.

Portia Nelson (1920-2001) was a renaissance woman: author, singer, composer, lyricist, painter, photographer, and actress. Over the years she wrote the music and lyrics for many revues, television specials, and films. Portia authored the much-loved book "There's a Hole in My Sidewalk: The Romance of Self-Discovery" originally published in the 1970's. There's a Hole in My Sidewalk was made into a musical based on the book, and Portia directed, created the music and lyrics, and performed in the production at the York Theatre in Manhattan. This amazing poem has been praised by psychotherapists, metaphysicians and legions of fans from every walk of life. It is used in numerous 12-step substance-abuse programs, and has been quoted in such diverse books as "The Tibetan Book of Living and Dying," and the preface of "My Lives," Roseanne's best-selling autobiography. It also appears on a poster in Dr. Maguire's office (Robin Williams) in the film Good Will Hunting (1997). John Gray, Ph.D., author of "Men Are from Mars, Women are from Venus," says: "there's a Hole in My Sidewalk" explains in a simple and concise way, how life works. It is full of practical wisdom that will allow you to embrace and change your life."

What chapter are you in & what does it look like for you at reentry?

A NEW AND DIFFERENT WORLD

Depending on how long you have been in, life on the outside can be very different. No one is there now to tell you what to do, when to do it, and how to do it. That probably feels pretty good. On the other hand, people in your life have kept on living while you were in. Friends and family have kept moving. Children have grown up. Technology has taken over. Does it feel like life has left you behind?

Tom's Story:

That's how Tom felt. Life had left him behind. Tom had been in for three years. He couldn't wait to get out, and figured it would be easy. He's spent 23 years out there and only 3 years inside, so how hard could it be? Everyone was happy to see him at first, but that was wearing off. Thankfully, his older sister said he could stay with her for a couple months, while he was getting back on his feet. His aunt's cooking tasted better than ever, and he could watch whatever he wanted on TV. But his family and friends had changed. His little brother was a man now. Dee, his old girlfriend, was married and had two kids. His best friends weren't friends anymore. Johnny was running his own business and had a nice car, apartment, and no time to hang out. But Derek, now that was a different story. He was still getting into the same trouble that put Tom in jail in the first place. Derek picked Tom up on his first day out, took Tom out, and he seemed to have all the time in the world. And Tom had read the economy was worse, and the old warehouse where he'd worked had closed down. Everywhere he looked he needed computer skills and new certifications to get hired. The credit card bills that he had run up were still waiting for him. He had court obligations all over town, but no transportation. Tom thought, "Who am I now?" There was so much going on, he just wanted to press pause.

GROUP DISCUSSION:

What are some of the changes Tom is experiencing?

How do you think Tom feels?

What would you do if you were Tom?

What changes have you made since you came to prison? Were they positive or negative changes?

ADAPTING TO CHANGE

The only constant in life is change. Life is changing all around us every day. For each change, something is lost and something is gained. Some change you choose and other change you don't choose. Life changed the day you were convicted-- and you have been adapting ever since. **KEY QUESTION:** Did you jump into the change or dig in your heels? How about now?

Some people tend to resist change, and some tend to welcome change. Those who welcome change need to be sure they do not leap too fast into it. Those who resist change need to force themselves to move forward. Many of you are comfortable with change in some parts of life and very uncomfortable with change in other parts. However, **you can improve** how you handle the change. **Your prison time can be an incredible opportunity to change, to grow, to mature.**

On the table below, check all of the statements with which you agree. Write the total number of checks for each list at the bottom of each column.

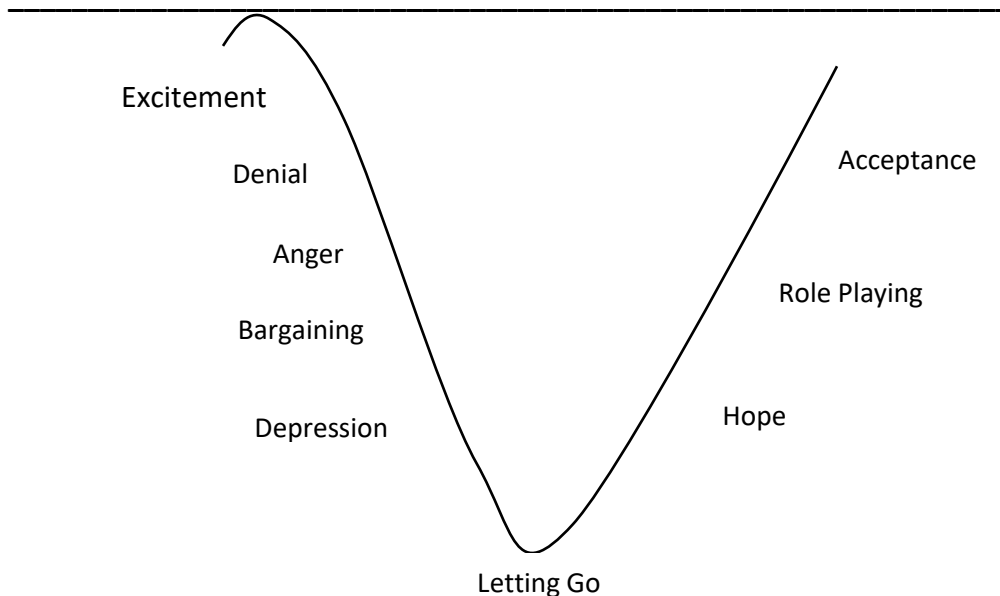
<u>List A</u>	<u>List B</u>
<input type="checkbox"/> I like interruptions. They keep me from getting bored.	<input type="checkbox"/> I hate interruptions. They keep me from getting things done.
<input type="checkbox"/> I often don't have any idea of what I'm going to do Saturday.	<input type="checkbox"/> I can tell you exactly what I will do Saturday.
<input type="checkbox"/> I always like to change things. Anything can be improved.	<input type="checkbox"/> I make lists in my head or on paper of what to do today, and I get them all done today.
<input type="checkbox"/> I enjoy people who suddenly have new ideas of things to do.	<input type="checkbox"/> I believe, "If it isn't broken, don't fix it."
<input type="checkbox"/> I rarely do the same thing the same way twice.	<input type="checkbox"/> I believe in finding the best way to do something and sticking to that.
<input type="checkbox"/> I like finding new ways to get to work.	<input type="checkbox"/> I believe: "There is a place for everything and everything should be in its place."
<input type="checkbox"/> It's easy for me to go to a new place and meet lots of new people	<input type="checkbox"/> I believe that new experiences often bring more pain than pleasure.
<input type="checkbox"/> I love learning new things and trying them out.	<input type="checkbox"/> I like learning something and practicing it until it is perfect.
<input type="checkbox"/> I make decisions quickly without too much thought.	<input type="checkbox"/> When I make a decision, I like to take a long time to consider all the positives and negatives.
TOTAL OF CHECKMARKS _____	TOTAL OF CHECKMARKS _____

Are you someone who tends to resist change or who welcomes change?

The Change Curve

Even if you are the kind of person who loves change, some changes in life are more challenging than others. The Change Curve helps you to think about where you are in the process of change. It lets you know that the feelings you are having are natural. You may be in different places on the change curve during different times in your life. Even though reentry is very exciting, it can cause a lot of change and stress.

The Change Curve



Excitement – Right before you make a large change in your life, you may have a feeling of excitement if it is a good change. It also may look like nervousness or anxiety if you expect the change to be difficult.

Denial – You tell yourself things like, “This isn’t happening to me”, or you start to doubt the reasons why you made the change.

Anger – You start to blame yourself or others for the change.

Bargaining – You tell yourself, “If I just _____. Then everything will be ok”. You still don’t want to admit that the change is real. Bargaining never works.

Depression - You have started to realize that the change is not going away. It makes you very sad or depressed. You may feel trapped or like there is nowhere to go.

Letting Go - You are beginning to accept the change and letting go of some of the feelings of anger and depression. This may also be a point where you start to forgive yourself for some of the changes in your life.

Some Common Reasons Why We Make Poor Choices

CLASS ACTIVITY: Can you give an example of when you have used some of these reasons?

1. Anchoring: A first thing we decide about something influences acceptance of new information.
2. Confirmation: We look for ways to justify our existing beliefs.
3. Backfire: When our core beliefs are challenged, we believe even more strongly.
4. Experience: We tend to remember good things about the past and worry about the future.
5. Justice: Our longing for a just world makes us think it does exist.
6. Sunk cost: We irrationally cling to things we have invested in rather than give them up.
7. Confidence based on ignorance: It's easy to be overconfident when things look simple.
8. False connections: We create specific connections from vague or general information.
9. Framing: We are more influenced by the way things are stated, than their content.
10. Belonging: We favor the ideas of those who are most like us or are open to us as members.
11. Connection: We judge unknown others objectively, but ourselves based on the situation.
12. Halo effect: How much we like or are attracted to someone influences our other judgements.
13. Bystander: We assume someone else will do something about a problem or emergency.
14. Availability: We tend to believe and defend what first or most easily comes to our mind.
15. Maintaining order: We find justification for things that fit our existing beliefs.
16. Social pressure: We're drawn to agree with others rather than cause discomfort.
17. Pollyanna: A desire for positive outcomes causes us to ignore negative facts.
18. Resistance: If we sense we are being forced or manipulated, we will often do the opposite.
19. Knowledge bias: We forget the details/steps it took for us to understand complex things.
20. Self-serving: We are often not aware of the help and privileges we have that others may not.
21. Self-protection: Our need to avoid negative experience stops us from taking reasonable risk.
22. Pessimism: We avoid disappointment by expecting something worse will happen.
23. Spotlight affect: We overestimate how much people notice how we look or act.

MOVING FORWARD—LOOKING TO THE FUTURE AFTER RELEASE

Personal change does not happen all at once. It takes time and effort. Have you ever heard the saying, “A journey of a thousand miles begins with a single step”? Change takes small steps over a long period of time. Just because you have decided to make a change and are ready to do it, doesn’t mean that you are done. It just means that you are ready to start moving forward.



Making Personal Change: The Five Stages

1. **Resisting-** “I don’t need to change.” You can be at this stage for a long time. You might not even realize the effect that your choices are having on your life.
2. **Thinking-** “I think I need to change.” This is where you have recognized the need for change in your life. Maybe you got to this stage while you were doing your time, or maybe at the start of this class.
3. **Planning-** “I am ready to start making changes.” This is where you are right now. Your reentry plan contains steps to help you make a change.
4. **Acting-** “I am making changes in my life.” This is following your reentry plan. It is exciting and you will feel a sense of accomplishment.
5. **Maintaining-** “I am maintaining the changes I have made in my life.” This can be the hardest part, because it is not as exciting as before and more difficult. You have to be careful not to fall backwards. It is easy to lose motivation at this stage.

Where is this person (at what stage are they)?

<u>Where is this person (at what stage are they)?</u>	What Stage?
I have been in and out of jail for 10 years. I don’t know if I can do this anymore.	
I need to go to college and get an education.	
I have been working for a few years and it’s hard when I see my old friends going out and partying.	
My kids can raise themselves; I did.	
I just got my own apartment and bought my child a birthday present. Life’s turning around.	

Making the Change: The Rule of 3's

3
3
3

The Rule of 3's helps you to understand how small steps can lead to large changes. Think of something as simple as taking the bus or driving to a new place. At first, it may seem confusing or difficult, but after a few weeks it becomes easy; after a few months, you really don't have to think about it at all. The Rule of 3's can also show you how easy it is to slip backwards. For someone trying to quit smoking, it just starts with one cigarette.

THREE days of practice= A routine

THREE weeks of practice= A new habit

THREE months of practice = Habit is now "part of you"

What changes have you experienced that were difficult at first, but after a little while became natural?

How Can I Take Control of My Life?

Moving forward is about knowing what you **can control** and what is **outside of your control**. This does not mean being stubborn or hardheaded or that things have to be your way. **Moving forward is resolving to change**. Concentrating on what you can control helps you steer your life. Self-discovery produces personal growth and change.

WHAT CAN I CONTROL?	WHAT IS OUTSIDE OF MY CONTROL?

Changing the Conversation on the inside: Self Talk - What You Say to Yourself Matters!

One of the main things standing in your way could be ***your own attitude or vision of yourself***. This could be the voice in your head—your self-talk—what you say to yourself subconsciously (that you may not even be aware of).

Who or what does this voice sound like to you? _____

What is this voice/self- talk telling you that you can't do? _____

Take a minute and do some role-playing, just with yourself. Turn off the voice in your head and think what does the “new you” look like? Imagine yourself five years from now. _____

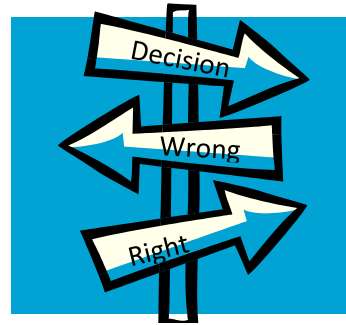
How does that feel? _____

What are some changes that you would like to work on to improve yourself? _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Decision-Making for Change

Your past is outside of your control, but your future is about the choices you make. Choices about who you are, who your friends are, how you take care of your body, how you spend your money, and how you spend your time will determine your future. Every decision you make has consequences. The choices you made in the past will affect your future, but nothing is set in stone.



“You are free to choose, but the choices you make today will determine what you will have, be and do in the tomorrow of your life.” – Zig Ziglar

Why some people avoid problem-solving and decision-making:

- Decide it is not a problem
- Blame someone or something else
- Make it someone else’s problem
- Easier to do nothing
- Hope someone else will solve it
- Cannot think of a “good solution”
- Afraid of what might happen
- Not afraid of what might happen
- Conflicting feelings or emotions
- Think you need more resources (time, money, etc.)

The Consequences

- The problem/situation gets worse
- More problems arise
- Someone else solves it her/his way
- You stay stressed or angry
- You do not reach your goals
- You miss an opportunity

Decision-Making Motivation

Think of one change that you want to make in your life.

1. Change = _____
2. On a scale of 1-10, how important is it for you to make this change? _____
3. On a scale of 1-10, how confident are you that you could make this change, if you decided to do so? _____
4. How and where could you use help? _____

Cost Benefit Analysis - A Tool to Help with Difficult Choices

Cost Benefit Analysis helps you make a decision between two choices. It could be going out with your friends vs. staying home with children, looking for work now vs. getting more training, eating out vs. eating in, or having a drink or a smoke vs. not having a drink or a smoke. All decisions are going to have **costs and benefits**. As you reintegrate, you are going to have to make **a lot of hard choices**. Sometimes these many choices can seem overwhelming (What food should I buy in the grocery store? What clothes should I buy in the department store?)

Example: Your old friend invites you over on Tuesday afternoon for lunch. You know that this invite probably means more than just lunch. He is probably looking for someone to get drunk or high with him. You want to go because you haven't seen him in a long time, but you have a job interview at 2 PM.

Remember when you think about the costs and benefits, don't just think about yourself. Think about your family and community as well - think about your children, if you have children.

	GOING TO LUNCH	NOT GOING TO LUNCH
BENEFITS		
COSTS		

HOMEWORK: Think of another example with two choices. Analyze the costs and benefits of each choice. Be prepared to explain your reasons for the costs and benefits.

	Choice #1:	Choice #2:
BENEFITS		
COSTS		

Another Decision-Making Tool to Help with Difficult Choices

When making big choices in life, it is really important to take the time and think them through. Most of the time, the answer might not be clear and there could be more than one answer. The following plan gives you a strategy to help make good life decisions (buying a car, deciding where to live, which job to take, deciding to go back to school, which school to attend, and many other important decisions).

Step 1: Ask “what is the problem?” Try to write the problem down in one sentence.

Step 2: Analyze the problem. Think of the causes. Compare the existing situation to what should be.

Step 3: Ask “what are all the solutions to this problem?” Write down all the possible solutions.

Step 4: Think about the consequences. Consequences mean possible problems that might happen with each solution. Rank the solutions in order, from the best solution to the worst.

Step 5: Select the best solution based on all the factors.

Step 6: How well did it work out? Review the results and revise if necessary.

Scenario: Vikki’s Story

Directions: After reading the scenario, use the steps above to help you reach a decision.

“Vikki was working as a hostess in a restaurant downtown. Everything was working out perfectly. Vikki no longer had to work odd shifts and struggle to find childcare when her shifts changed, which had previously occurred. She also didn’t have to worry about coming home alone late at night any more. After one bad experience, she found a good childcare center near her home. Three-year-old Ashley loved it and had found a best friend there. It was just one bus from home to work so Vikki could pick up Ashley on time. Vikki’s dream was to become a hotel manager, and there was a college near her that offered courses towards that goal. She planned to start a class in the fall.

One day, Vikki came home to find a notice in her mailbox. The apartment she lived in was being sold, because the owner was behind on his payments. It was a terrible shock. She panicked. She had been hearing something about this for two years, since it was first announced. The Neighborhood Association started to fight it. Unfortunately, she never made it to the hearings. When she did hear anything about it, it was usually at the church, which was the center of her social and spiritual life. Mostly, people said, “It’ll never happen.” Or “our Neighborhood Association always wins.” Vikki had just put it out of her mind then. Now she had three months to find a place. She waited one month and then started looking. Her budget for a two-bedroom apartment for Ashley and herself was \$800.

TABLE GROUP ACTIVITY: Define the problem and causes of the problem. Then look at all of Vicki’s choices. As a group, decide which is the best option for Vikki. Be ready to explain your choice and the reason for it to the whole group. **Everyone in your group has a responsibility:** 1) Choose a group leader; 2) Choose one or two readers; 3) Choose a scribe to take notes about your choice; 4) Choose a reporter to explain your choice to the class.

Step 1: What is the problem? _____

Step 2: What are the causes? _____

Step 3: Vikki did some research and she came up with 3 different apartments. She wrote out the advantages and disadvantages. Let's see what she came up with in the tables below:

	Solution 1: Apartment A	Solution 2: Apartment B	Solutions 3: Apartment C
A D V A N T A G E S	<ul style="list-style-type: none"> • Within budget • Good childcare • Good church nearby • Neighborhood safe in daytime • 5-minute walk from college 	<ul style="list-style-type: none"> • Within budget • Sister could babysit • Shortest time to work • Mall across street • Near best friend 	<ul style="list-style-type: none"> • Good childcare • Good church nearby • Only 5 minutes longer to get to work than APT. B. • 2 bedrooms (lots of space) • Safest neighborhood • Mall nearby
D I S A D V A N T A G E S	<ul style="list-style-type: none"> • Neighborhood unsafe at night • Only 1 bedroom • Far from work • No friends nearby 	<ul style="list-style-type: none"> • Sister is usually busy • Child won't meet as many children • Bus ride to church • Far from college 	<ul style="list-style-type: none"> • \$50 a month over budget • Long bus ride to college • 2 bedrooms (more expensive) • No friends nearby

Step 4: Some possible negative consequences for each solution that Vicki came up with are:

	Apartment A	Apartment B	Apartment C
C O N S Q U E N C E S	<ul style="list-style-type: none"> • May not be able to get home in time to get Ashley from childcare • Won't feel safe walking home from college at night • Far from mall • No close friends 	<ul style="list-style-type: none"> • If sister is unreliable, she could miss work • Child may not learn to play as well with others • College may be too far to get to at night • May not be able to get to church as often 	<ul style="list-style-type: none"> • Would have to give up something (college?) to stay within her budget • May not be able to get a babysitter who can work long enough so she can commute and take classes • Has to make new friends

Step 5: Which solution did you choose and why? _____

Step 6: After listening to the other students / groups, have you changed your mind? _____

HOMEWORK: Decision-Making Action Plan

The key to making important decisions is to sit down and really think them through, so that you come up with the best possible solution.

Directions: Think of a problem that you are having and follow the decision-making steps to come up with a solution. It could be any type of problem that you are facing. It could be about family, the law, money, how to go back to school, finding a job, child custody, etc.

Step 1: What is the problem? _____

Step 2: What caused the problem? _____

Step 3: What are possible solutions? What are advantages and disadvantages to each solution?

Solution 1:	Solution 2:	Solution 3:
Advantages	Advantages	Advantages
Disadvantages	Disadvantages	Disadvantages

Step 4: What are the consequences of each solution? Next rank the solutions.

Solution 1:	Rank 123	Solution 2:	Rank 123	Solution 3:	Rank 123
Consequences		Consequences		Consequences	

Step 5: Choose the best solution.

Best Solution is: _____

Step 6: In a few days, weeks, or months come back to this decision and address these questions:

How well did it work? Do you need to go back to your solutions and try something different?

If someone tells you
"You can't", they're showing
their limits, not yours!

SESSION TEN: SELF-Management and Self-Discovery

STUDENT LEARNING OBJECTIVES:

- Student will identify her own personal hot buttons and at least three strategies for cooling down when those buttons are pushed.
- Student will identify her own typical reactions and where she might have learned those responses.
- Student will identify her own unique personality style and how it might impact others whether positively or negatively in a work environment.

HOMEWORK:

- Complete all exercises from Session Ten not completed in class.
- Practice interview questions that you might ask an employer at the end of the interview process.
- Read Chapters 13 in If You Think You Can and answer questions at the end of the chapter.
- Journaling – Use any of the topics below and/or something else that you think you want to address this week.

SUGGESTIONS FOR JOURNALING:

- What are some of **my** hot buttons? Why are **these** my hot buttons?
- What do I do to control negative reactions to people and situations I encounter in life?
- What are some of the techniques I use to cool off?
- What are my stressors?
- How have I handled myself under pressure in the past?
- What do I now know about my personality style that might help me make decisions about a job that would be a good fit for me?

Self-discipline begins with the mastery of your thoughts.

If you don't control what you think, you can't control what you do.

Simply, self-discipline enables you to think first and act afterward.

Napoleon Hill

Self-Management of My Emotions

Self-Management, especially of my emotions and responses, is decision-making on a daily, or moment by moment, basis. Sometimes you won't have time to sit down and think through a decision. You need to be able to stop for a split second in your head and make a decision. This is called **responding** instead of **reacting**. Reacting means acting without thought or concern, or in other words, selfishly. Responding is the ability to engage with thought or concern, or in other words, considerately.

All it takes IS A SECOND to make a choice that will impact you for the rest of your life.

Hot Buttons

Everybody has certain hot buttons, that when pressed, make it very difficult to respond and not to react. These hot buttons could be anything. Some common hot buttons are someone raising their voice at you, bossing you around, telling you that you are wrong, accusing you of something, calling you a certain word or name, talking badly about your family, or saying directly or indirectly that you are stupid or weak.

The emotion that **usually goes along with hot buttons is ANGER**. Anger is a natural emotion just like joy or sadness, and it reveals the hurt feelings or issues that bother us.

Repressed Anger- Many times people bottle up anger like a soda bottle that has been shaken up. Once it's open, watch out for the explosion! This may happen when someone pushes one of your hot buttons. You may be angry about something that happened a long time ago that wasn't taken care of or resolved. So, a new event can just bring that anger right back.

Assertive Communications- Being able to handle your anger calmly and assertively is a great skill to have. Resolving conflict before it starts to heat up can decrease the aggression and hostility in your behavior. Controlling your communication, tone, and reaction are **key to maintaining relationships**.

Tips for Resolving Anger

- **Identify the Cause** - Why am I angry?
- **Evaluate the Situation** - Should I be angry?
- **Make a Decision** - What should I do?
- **Respond Quickly** - How can I cool this situation down?

Identifying the cause and resolving the anger quickly causes may help you respond rather than react. Remember, **reaction is responding without thought** and **responding is taking a quick check of the situation and making an informed decision**. Resolving your anger sooner than later will reduce the volcanic eruption over a laundry list of things that have built up over time.

“When anger rises, think of the consequences.”
Confucius

Identify the Cause: What are some of your hot buttons?

Following are examples of some of the statements made that may trigger your “Hot Button”:

Significant Other: Glad you’re back-Life can resume as normal; Let me tell you how it’s going to be now that you are home! If you really love me you won’t.....; Oh, skip AA tonight and let’s go.....; You better get out and find a job, I’m tired of supporting everybody.

Children’s guardian or caregiver – Mom, Grandma, etc.: You haven’t changed a bit. You are the same old lazy, absent Mom; Why did you tell Mary I wouldn’t let her live with you? I’m working two jobs to make ends meet. The least you can do is clean the house; I thought you were supposed to go to recovery meetings? You’re still in bed... You can’t find a job by lying in bed; Yes, you can visit the kids but they aren’t leaving the house with you. You can only see them here at my house...;

Children’s comments: Mom said to child “Do you love me”? Tell me you love me, why won’t you tell me you love me?; You’re not the boss, Grandma is; You’re mean. I hate you...; Please don’t go out tonight, just stay with me, I’ll be good if you do; I’m just going out and there is nothing you can do to stop me.

Old Friends:

Hey, I’m in the neighborhood. How about us getting together and catching up on old times? Oh, I’m so glad you’re back I need a favor.

CCO: You’re late! Can you give me a clean UA? You were seen back in your old neighborhood, what’s going on there?

Hot Button	Level of Annoyance (circle one)	Where did it come from?
	Mosquito bite/heartburn/volcanic eruption	
	Mosquito bite/heartburn/volcanic eruption	
	Mosquito bite/heartburn/volcanic eruption	
	Mosquito bite/heartburn/volcanic eruption	

How might you have acted if someone pushed your buttons in prison? Why? _____

What might happen if you respond this way outside of prison? Why? _____

Controlling Your Reaction

Some people don’t mean to push your buttons and some people do. For the people that don’t mean to, you’ve got to control your reaction, because they are unaware of what they have done and are unprepared for your reaction. For those that mean to push your buttons, you have to work even harder to control your reactions, because they want to push you outside of your comfort level so that you will make a mistake.

Breaking the Cycle

Take a moment and read the short verse in the circle.

Where did you learn the things that got you in trouble? _____

Who did you learn them from? _____

Did they seem like normal everyday things?

Adapted from "From the Inside Out" DVD Series by Earnie Larsen.

What we live we learn. What we learn we practice. What we practice we become. What we become has consequences. What we practice long enough becomes a cycle. Cycles can't be broken until they come to our attention.

To break the cycle you have to change your actions. To change your actions, you have to change your thoughts and feelings. To change your thought and feelings, you have to change your attitudes or beliefs. Your attitudes and beliefs are the "why" messages you tell yourself to justify your actions. So, to change the result on the outside, you have to change the thought process on the inside.

Check this out: Chris has recently gotten out of prison. He is trying to do some volunteer work at a local food bank to reconnect with community and get a good reference. The bus he takes is often late to arrive at his stop, so he has been late a few times to the food bank. This time when he arrives late, Denisha, the Food Bank Supervisor, brings him into her office. Before they can even sit down, Chris blows up, storms out and shouts, "You're not even paying for this *&%! anyways!"

Let's go back to the moment right before Chris stormed out.

Thought: What was he thinking?

Feeling: What was he feeling?

Attitude: What was his attitude or belief in this situation?

Action: He stormed out of the room.

Result: He lost an opportunity and a reference.

Let's try again, but this time for a positive result. How could Chris have achieved a positive outcome?

Attitudes:

Thoughts:

Feelings:

Actions:

Result:

The Process

1. Pay attention to your thoughts and feelings—monitor and be aware of your “self-talk”
2. Recognize when your thoughts and feelings & “self-talk” are leading you into trouble
3. Use **new thinking** that reduces that risk

Watch Out for these Thinking Traps:

- “I decide for myself” No one tells me what to do.”
- “I don’t let anyone put me down.”
- “I am not going to change to make someone else happy.”
- “You have to get even with people who mess with you.”
- “Don’t admit to anything unless you have no choice.”

HOMEWORK:

Think of a difficult situation you faced while you have been incarcerated that did not turn out in a positive way. Try to describe your thoughts, feelings attitudes and actions. What was the result?

If you were to face that same situation, or one similar to it, describe how your thoughts, feelings, and attitudes might prompt you to respond differently to achieve a more positive outcome. This time, start with a positive attitude and see how that makes a difference in your response.

Attitudes:

Thoughts:

Feelings:

Actions:

Results:

Cooling Off

A stressful situation can cause you to react instead of respond. It can take something that is usually a “mosquito bite” and turn it into a “volcanic eruption.” In these times, it’s a good idea to have a cool down strategy. For some it might be deep breaths, others may need to leave the situation until their mind clears, or take a short walk by themselves. Maybe exercise, talking to a friend or family member, or even something not so healthy like overeating, alcohol, drugs, sex, or violence. These unhealthy options can lead into a cycle of more stress and more trouble.

How do you cool off when you are feeling stressed out or angry? _____

What could you do in the moment to help you cool down, so that you make a better decision?

UNDERSTANDING PERSONALITY STYLES

Personality styles are not good or bad on their own – they are just different. As you read through the descriptions of these types, you may see yourself clearly on one end of the continuum in one category, and maybe less defined in another category. It is important to understand personality types because we are often living or working with people whose personality style is different than our own. We may want to temper our own reactions and behavior in a way that allows us to live or work more effectively with others at work or in social settings.

Read about the personality traits described on the next page. Plot where you think you are on the continuum lines for each of these characteristics. Have you ever heard the quote from Socrates, “*To know thyself is the beginning of wisdom*”? A very good place to start!

PERSONALITY TRAITS

DIRECTIONS: Place yourself with an "X" where you think you fall on the continuum line for each pair of personality traits.

<p>EXTROVERT Seek fulfillment from others or community Tend to be very social Life of the party Comfortable around people Starts conversations Talks to a lot of different people at parties</p>	<p>5 ← 4 3 2 1 →</p>	<p>INTROVERT Prefers to work alone Quiet around strangers Doesn't talk a lot Keeps in the background Often has little to say Doesn't like being center of attention</p>	<p>OUTSPOKEN / CRITICAL Tend to "tell it like it is" Often insults people Feels less concern for others Not that interested in others' problems</p>
<p>AGREEABLE Often adjusts behavior to suit others Has a soft heart Typically polite and likes people Feels others' emotions</p>	<p>5 ← 4 3 2 1 →</p>	<p>NOT CONCERNED WITH DETAIL Prefers creating; Others do the work Rules are general guidelines Comfortable with a little mess</p>	<p>STABLE / EVEN-TEMPERED Relaxed most of the time Seldom feels blue Rarely loses temper</p>
<p>CONSCIENTIOUS Honest and hard working Follows rules Prefers a clean house</p>	<p>5 ← 4 3 2 1 →</p>	<p>CONSERVATIVE / CAUTIOUS Down to earth Likes doing things the same way Uncomfortable with change Doesn't have much imagination Sticks to learning what's practical Difficulty getting abstract ideas</p>	<p>EMOTIONAL Gets stressed out easily Worries about things Easily disturbed Gets upset easily</p>
<p>OPEN (TO NEW EXPERIENCE) Seeks new experiences Enjoys intellectual experience Daydreams a lot Vivid imagination Spends time reflecting on things Quick to understand</p>	<p>5 ← 4 3 2 1 →</p>		

Now put that chart aside and let's try to see how this works in a professional or social situation. You are going to role-play a personality type – not necessarily how you would feel in the situations.

TABLE GROUP ACTIVITY:

Your group will be given a situation to resolve. Half of your group will role-play the personality at one end of the continuum. The other half will role play the personality at the other end of the same line. Discuss the options and how you want to resolve the situation. Listen to both sides of the argument, then each group will try to sway the other half of their group to their way of thinking. Don't just argue. Don't raise your voice. Be convincing by using real information.

GROUP 1: Extrovert ----- Introvert

You moved into an apartment complex where the tenant board is thinking of collecting a \$40 annual fee that to pay for monthly get-togethers at the Clubhouse. **One side** is made up of people who are working long hours and say they wouldn't enjoy the parties anyway, even if they had the time to attend. **The other side** is made up of young singles or couples who don't seem to have any budget worries and really look forward to these gatherings to meet the neighbors. They think the \$40. annual fee to pay for monthly get-togethers is a great idea. How do you resolve this dilemma so it works for everyone?

GROUP 2: Agreeable ----- Outspoken / Critical

You are working on a big project with a team of very organized and dedicated people. One member does not seem to be as committed to the project as the other members. **One side** says that the weak team member should be kicked off the team because she is not helping to get the job done and the group may even lose money on this project if everyone doesn't pull her own weight. **The other side** is aware that the weaker member is having difficulty at home and struggling with finances. She is probably distracted. You want her to be given special consideration. How can this be worked out so everyone feels that their concerns were respected and addressed?

GROUP 3: Conscientious ----- Not Concerned with Detail

You and your roommate have just moved into a rental house together. **One person** thinks it is a good idea to establish house rules and to post them so no one forgets the agreement and to have a schedule for household chores so everyone is responsible for keeping the house presentable. **The other person** is happy to finally be in a place where she can relax and enjoy life without someone else making rules. If she has a snack while watching TV, she may leave the dishes on the coffee table with the intention of picking them up tomorrow, but that doesn't usually happen. Her jacket and purse often end up draped over the piece of furniture closest to the door where she came in and never makes it to the hanger in the closet. Tensions are rising and a big conflict is in the making. How can these roommates make their living arrangement work?

GROUP 4: Emotional ----- Stable / Even-tempered

Two best friends have lived far away from each other and have just moved to the same city. They are anxious to spend a lot of time together and participate in lots of fun activities. **One person** is making arrangements to go to a concert downtown. She is a planner and worries about getting good tickets, where they will park, if they will arrive on time, and if this concert is the best choice. **The other person** wants to go have a great time, is okay with buying tickets at the box office and taking whatever seats are available and knows they can have a good time even if there are glitches in the day. They are starting to get on each other's nerves over their different styles. How can this be addressed so that these two friends can continue to enjoy social activities together?

GROUP 5: Open ----- Conservative / Cautious

Some members of the women's prison administration are involved in a lively discussion with their counterparts at a DOC men's facility about why men have a budget for parenting classes and the women do not have that opportunity. **One side** thinks that the entire budget should be just for the men because women already know how to parent and besides, that's just the way it's always been. **The other side** thinks that many women would benefit from the classes too, especially if they didn't have good parenting models at home. Also, they are more likely to be the caretakers of the children after release. Everyone understands that the budget for these classes is limited and everyone can't get all the programming they want. Can you find a way to share the resources?

When time is called, your group will be explaining to the class:

- 1) What was the situation your group had to resolve?
- 2) What was your final resolution?
- 3) What did you have to do to come to agreement that you could all live with?



* Chart and activity of "Big 5 Personality Traits" is based on the research of D. W. Fiske (1949) and later expanded upon by other researchers including Norman (1967), Smith (1967), Goldberg (1981), and McCrae & Costa (1987).

SESSION ELEVEN: Healthy Living

STUDENT LEARNING OBJECTIVES:

- Student will identify recreation and socialization activities that she will participate in after release to support healthy living.
- Student will identify physical and emotional issues that will require immediate and ongoing attention after release.
- Student will plan to attend AA / NA / DV or other health related (physical or emotional) support groups to get the ongoing support she will continue to need after release.

HOMEWORK:

- Finish all exercises in Session Eleven not completed during class.
- Check back to make sure Master Application is completely filled in.
- Be sure that you have updated your resume and cover letter to your satisfaction. You will be interviewing for a job based on that resume.
- Practice interview questions with your Accountability Partner.
- Read Chapters 14 and Conclusion in If You **THINK** You **CAN**.
- Journaling – Address questions below or others you feel are impacting your journey toward being a healthy woman.

SUGGESTIONS FOR JOURNALING:

- How will you start now to become a healthier person?
- What type of medical intervention do you anticipate needing upon release?
- What impediments will keep you from living a healthy life (time, money, family obligations) and how can you start to plan for those issues now?
- What are you planning to do for recreation and socialization that will help keep you healthy?

REMINDER

Are you letting your Accountability Partner help you with interview questions?

Answering questions out loud with someone else listening is very different than thinking through them in your own head. Give yourself the advantage of this experience so when you are in front of an employer, it will feel more natural to you.

HEALTHY AND BALANCED LIFESTYLE

A. BEHAVIORAL RELAPSE PREVENTION: HHALT

1. HYDRATION WITH WATER throughout the day
 - A. EFFECTS MOOD
 - B. LIMIT DIET AND CAFFEINATED DRINKS

2. HUNGER: HEALTHY DIET
 - A. EAT 3X/DAY
 - B. Vit D3 2000 iu/DAY and FISH OIL

3. ANGER: NORMAL EMOTION
 - A. CAN LEAD TO BAD DECISIONS
 - B. CAN CAUSE RELAPSE
 - C. USE PHYSICAL ACTIVITY and/or EXERCISE
 - D. CALL 3RD PARTY FOR HELP (sponsor, family, friends, clubs)

4. LONELY: SOCIAL NETWORKING -
 - A. ENCOURAGES ABSTINENCE
 - B. REDUCES ANXIETY, DEPRESSION
 - C. BEWARE OF ROMANTIC RELATIONSHIPS 1ST YEAR
 - D. AA/NA 90 MEETINGS IN 90 DAYS - SPONSOR

5. TIRED: SLEEP IMPORTANT- 7-8 REGULAR HOURS/NIGHT
 - A. SLEEP ENVIRONMENT – DARK, COOL, QUIET
 - B. SLEEP EQUIPMENT - MASK, EAR PLUGS
 - C. SLEEP AIDS - CBT, INSOMNIA, SLEEP APS, MELATONIN (avoid sleeping pills)

**Healthy Self
Heal Thy Self**

- B. HEALTHY BEHAVIORS SUMMARY: EAT AND DRINK WATER REGULARLY
1. HEALTHY DIET - 3X/DAY
 2. SUPPLEMENTS AND VITAMINS (multivitamins, vitamin D3 2000 IU/day)
 3. HYDRATION WITH WATER THROUGH OUT DAY

C. WORK AND/OR SCHOOL = STRUCTURE (Idle time is the enemy)

D. PLAY

1. SPORT OR EXERCISE WITHOUT ALCOHOL/DRUGS (3-5 times/week)
2. GROUP ACTIVITY

E. MUSIC AND GREEN TIME: NEUROGENERATIVE (increases brain cells)

1. GARDENING/PARKS (spending time in green spaces)
2. MUSIC (listening and creating music)

F. SPIRITUAL LIFE

1. CHURCH: RECOVERY CHURCHES and CELEBRATE RECOVERY
2. ENCOURAGE NETWORKING
3. PRAYER, MEDITATION, RELAXATION EXERCISES
4. MUSIC

G. STRUCTURE (WCCW) TO FREEDOM!

Dr. Stillner has 47 years of experience in the field of psychiatry. He has sub-specialized in addiction and Mental Health. Additionally, he has treated PTSD and sleep disorders and has practiced in the under-served areas of Kentucky, Alaska, and Washington State.

Dr. Stillner graduated from Wayne State University School of Medicine and obtained his psychiatry training at Harvard's Mass General Hospital. He is a Professor of Psychiatry at University of Kentucky Medical Center and at the University of Washington.



MEDICAL CARE AND TREATMENT

1. DENIAL OF A CONDITION NEVER BENEFICIAL - THE ENEMY
2. SIGN UP FOR MEDICAID BEFORE RELEASE
3. ESTABLISH APPOINTMENT BEFORE RELEASE
 - A. MEDICAL CARE, DENTAL CARE
 - B. MENTAL HEALTH CARE
 - C. ALCOHOL AND DRUG TREATMENT AND SUPPORT - RELAPSE CONCERNS
4. PTSD
 - A. SLEEP ISSUES : INSOMNIA, NIGHTMARES, NIGHT SWEATS
 - B. MEDICATION (PRAZOSIN)
5. OTHER ANXIETY DISORDERS
 - A. SLEEP HYGIENE
 - B. EXERCISE
 - C. MEDICATIONS OTHER THAN BENZODIAZEPINES (VALIUM, ATIVAN, XANAX)
6. DEPRESSION
 - A. COGNITIVE BEHAVIORAL THERAPY (TALK THERAPY)
 - B. EXERCISE
 - C. MEDICATIONS (PROZAC, CYMBALTA, EFFEXOR FAMILIES)
7. MEDICAL CONDITIONS - MEDICAID, VA BENEFITS, DENTAL APPOINTMENTS
 - A. BIRTH CONTROL - DEPOT "SHOT" PRE-RELEASE
 - B. WEIGHT MANAGEMENT
 - C. HEPATITIS C
 - D. HIV AND OTHER STDS
 - E. BLOOD PRESSURE
 - F. DIABETES AND OTHERS
8. NICOTINE USE
9. ALCOHOL USE
10. DRUG USE
11. ELECTRONIC MEDIA

SESSION TWELVE: Reconnecting With Others

After Release

STUDENT LEARNING OBJECTIVES:

- Student will evaluate the personal and relationship costs to herself because of her crime.
- Student will identify one person who has been a victim of her crime and take responsibility for the hurt she has caused that individual.
- Student will identify three goals she will add to her Reentry plan in relation to community involvement.

HOMEWORK:

- Finish all exercises in Session 12 not completed in class.
- Write a letter asking forgiveness from someone you hurt (does not need to be the legal victim of your crime). The letter is only a chance for you to get to your deep feelings and does not need to be mailed or shared with anyone.
- Journaling – Write about topics below or other topics that have been difficult for you to address during this course.

SUGGESTIONS FOR JOURNALING:

- What do I need to do to reconnect with my family?
- Who are my true friends? How can I be sure they are the people I can count on?
- What type of people will I connect with to ensure my success in the community?
- Will my family and friends trust me when I go home? Why or why not?
- What changes in my attitude do I need to make in order to bring people closer to me?
- What kind of support do I need to succeed in the community? Be specific.
- How important is my body language, appearance and language in the community?
- How do I think my crimes impacted my family? Be specific?

Surround yourself with the dreamers and the doers, the believers and thinkers, but most of all, surround yourself with those who see the greatness within you, even when you don't see it yourself.

Edmund Lee

RECONNECTING WITH FRIENDS AND FAMILY

Spending time in prison is like being away at war. It is important to learn survival skills and to be congratulated for surviving. Some of the skills learned while in prison can be translated into useful skills on the outside. But many of those survival skills are not adaptive when you are no longer at war so this will be a time to reflect and retool. The way you will connect with friends and family is different from the way you might connect with allies on the inside. **As a woman and former WWCW resident, how you manage your relationships with friends and family, more than any other factor, will influence whether or not you return to jail or prison.**

War vs. Peacetime – Developing a new set of “Rules of Engagement” – You learned a set of “Rules of Engagement” in order to survive in prison. What were your “Rules of Engagement” during your time “at war” (in prison)?

How are the “Rules of Engagement” in prison different from the rules you need to establish in your relationships with family and friends? Develop a new set of rules:

Old Rules of Engagement in Prison	New Rules of Engagement with Family and Friends
Never trust anyone	
Never be vulnerable	
Never let down your guard	
Never let anyone know who you really are or what you really feel	
Never appear weak (instead show anger)	
The end justifies the means	
Other	
Other	
Other	

Take responsibility for yourself. – You are the only person you can control in the relationship. You have to decide which relationships are healthy & which aren’t. Who are your allies? How do you know?

GROUP DISCUSSION: Which relationships do you keep? Why? Which do you want to sever and why?

It takes two willing parties for a relationship to work. – Don’t try to control others. Two things to keep in mind when trying to reconnect with friends and family:

1. There are people you may have hurt in life and some of those relationships you may not be able to repair.
2. Here are some steps you can take to try to repair relationships:
 - Become healthier as a person and convey how you have changed.
 - Be willing to listen to how you have hurt others. Apologize and ask for forgiveness.
 - Give people time and space to heal. Be patient and be consistent.

ACKNOWLEDGING THE EFFECTS OF YOUR CRIME

People don't change until they feel the costs of their current lifestyle outweigh the benefits.

- What has prison cost you?
- What will coming back to prison cost you if you end up back here after release?

Actions have consequences. When we act, it rarely affects only ourselves. We might not see the true cost of our actions. How many other people were affected by your crime?

A Crime Viewed from Many Angles

Dawn spent three years in prison for breaking and entering, theft and assault.

Because of Dawn's crime and conviction:

Monique was assaulted and injured one night while trying to close up her shop. Because of her injuries she had to close her shop for a month. She had to sell her car and valuables to keep the shop open and pay her hospital bills. She now has trouble sleeping at night and does not like to work alone anymore.

Ray is Monique's husband. Ray and Monique have been fighting a lot since the break-in. He has had to take extra part time jobs to help support the family while Monique is recovering. He just can't believe someone would have done this to his wife.

Theresa is angry, sad and tired. Since Dawn got locked up, Theresa, Dawn's mother, has had to care for Jacoby, Dawn's 7-year old son, while also working full-time. The childcare costs are really adding up. She feels like a failed mother because she couldn't keep her daughter, Dawn, out of trouble. She wishes her daughter would have thought things through before committing the crime.

Jacoby misses his mother. He cries a lot. He doesn't understand why he can't see his mother.

Dawn is depressed. She'll never get those three years back. Even when she got out, she couldn't see her son. Child Protective Services requires Jacoby to stay with her mother. Her mother is still angry with her and doesn't want to return Jacoby. The rest of her family members refuse to speak with Dawn. She is having a hard time finding work with a felony on her record.

What do you think of this story?

To make a change and successfully reenter your family and community, you must acknowledge the effects that your crime has had on the people around you, **including yourself**. This means taking responsibility.

Who are the VICTIMS of your crime?	What have they lost because of your crime?

How could you take responsibility for your past actions? _____

How will you repair the relationships you have damaged? _____

Is there someone you want to ask for forgiveness? _____

HOMEWORK: Write a letter to the victim(s) of your crime. Write it from your heart, tell them how you feel today as a result of what you did, express your sorrow and end by asking for their forgiveness.

The letter is for you alone. You do not need to mail it. We will not read it or ask you to share it.

MANAGING RELATIONSHIPS

In order to build strong relationships, you will first need to work on **yourself**. How can you be healthier in the way you approach relationships? In addition to developing yourself, you will need to develop some relationship skills.

Understand why it is so hard to get close to others and know what you do to push others away. When we don't feel safe or we don't think people will take care of us, we develop negative attitudes and negative patterns in relating to others.

Think about your relationship with your parents and early relationships with peers. What made you feel **safe or unsafe** in these relationships? What made you decide you could **trust or not trust** others?

ACTIVITY: Evaluate yourself on these 10 negative attitudes/patterns of behavior.

Pattern	Score (1=I never do this, 10=I always do this)									
1. Repressed anger	1	2	3	4	5	6	7	8	9	10
2. Blaming	1	2	3	4	5	6	7	8	9	10
3. Bullying	1	2	3	4	5	6	7	8	9	10
4. Dishonesty	1	2	3	4	5	6	7	8	9	10
5. Fear of intimacy	1	2	3	4	5	6	7	8	9	10
6. Fear of commitment	1	2	3	4	5	6	7	8	9	10
7. Fear of change	1	2	3	4	5	6	7	8	9	10
8. Fear of abandonment	1	2	3	4	5	6	7	8	9	10
9. King Baby (pamper me, childish)	1	2	3	4	5	6	7	8	9	10
10. Hypersensitivity	1	2	3	4	5	6	7	8	9	10

Adapted from "From the Inside Out" DVD Series by Earnie Larsen

Think About: What changes do you need to make in your attitude and in your patterns of relating to others so that you bring people closer and improve relationships?

Learn how to have positive interactions with people. You build your relationships one positive interaction at a time. John Gottman, PH.D. (relationship guru) breaks that interaction down into two parts: 1) someone bids for connection and 2) someone responds to that bid. A relationship is built by turning towards a person’s bid for connection, one bid at a time. In addition to being intentional about bidding and turning towards bids, we have to slowly let down our guard and let go of our hyper vigilance. We have to treat our family and friends as allies and assume the best. We have to assume they care about us and want the best for us and that they are not intentionally trying to harm us.

Minimize the damage done to relationships by conflict. Get rid of behaviors that create and spur on conflict. They are 1) criticism, 2) defensiveness, 3) contempt, and 4) stonewalling. If you know the antidotes to these behaviors, it will improve your conflict management skills.

GROUP DISCUSSION: What do you see as the antidotes to each of the behaviors? What are actual examples of these antidotes?

Destructive Behaviors	Constructive Behaviors (Antidotes)
Criticism	
Defensiveness	
Contempt	
Stonewalling	

Even if we try to rid ourselves of these behaviors, we can’t control other people but we can try to keep disagreement from turning into a verbal or physical fight by making use of the repair attempts or the various antidotes noted above.

HOMEWORK: Are there particular behaviors that have been a problem in my life that I know I need to work on? Do I see specific antidotes that would really help me with these?

GROUP ACTIVITY: Thinking of a comment that someone might say to you that could cause a conflict. Next, think of a way that you could respond that would damage the relationship and then think of a way to respond that could build the relationship.

Sample comment	Relationship-damaging way to respond	Relationship-building way to respond

RECONNECTING WITH COMMUNITY

“He who climbs a good tree always gets a push.” – Ghanaian Proverb

The journey towards the life you want cannot be achieved alone. You need a community. A community means support. Support could be someone to talk to, a group to play sports with, a coffee shop where they know your name, a person who wants your help, a teacher, a preacher, a pet, or any other person, thing, or place where you can be who you are.

Who is supporting **you right now?** Write them down here.

What kind of support do **you** need **right now** to live out your plan after release? Write it down here.

Finding Your Community

A strong community is a key for your reentry. A strong community will keep you out of trouble and push you in the right direction and probably push you a little bit outside of your comfort zone.

Be careful, if a community that you are a part of is causing you too much stress and/or leading you back toward a jail cell or prison-----be courageous, be smart, face it head on and move on!

Benefits of a Community

- Support
- Resources
- A place to practice new roles
- People to vouch for you
- Recreation
- Help with decision-making

Discuss:

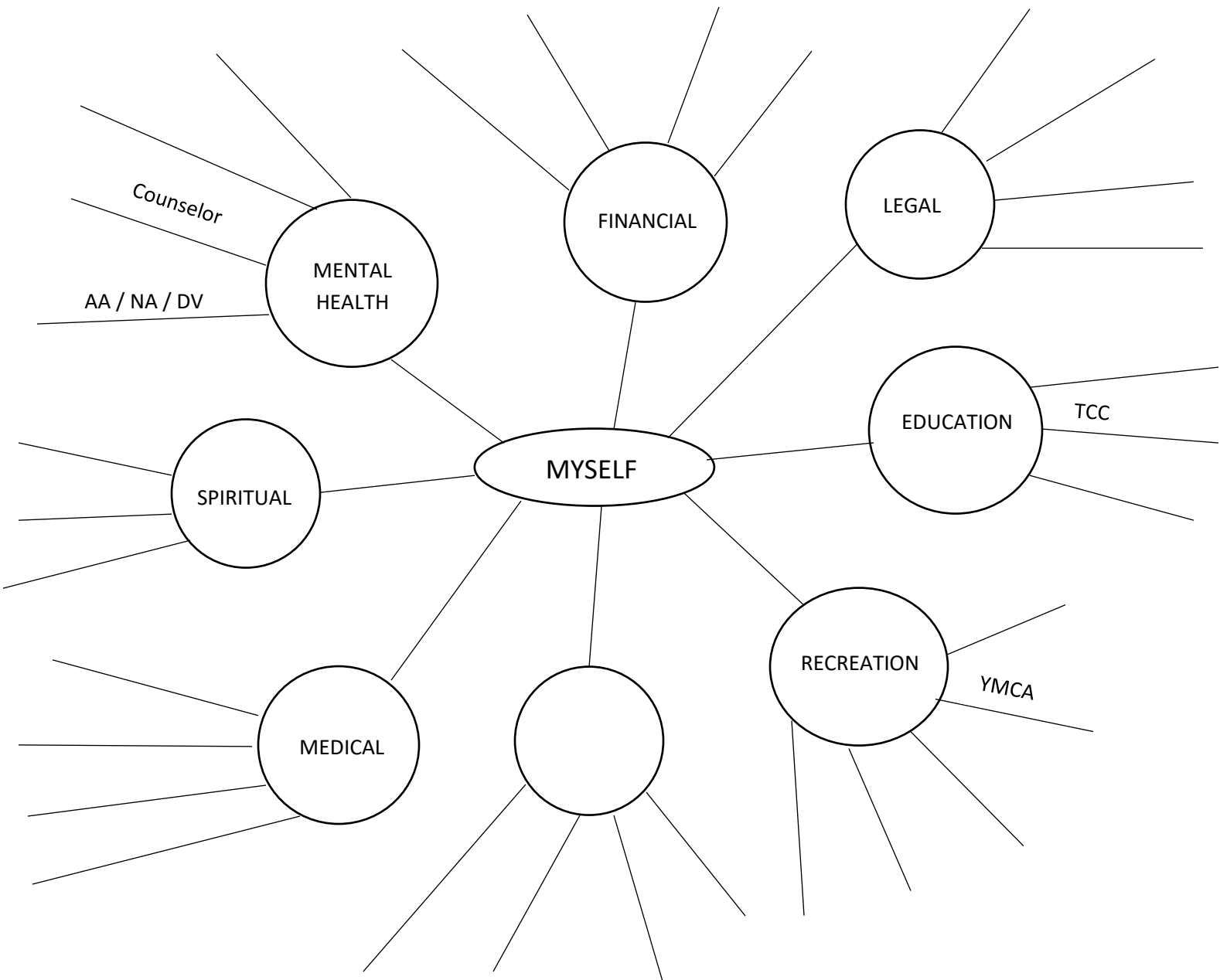
What are some practical examples of how community could provide these benefits?

What are some other benefits of community?

ACTIVITY:

Imagine your dream community. What kind of support does it offer you? What kind of activities does it offer you? In the space below, make a map or picture that represents what kind of support you would want and where you will go for support in your community. You are at the center of the map because this is all about finding the support in your community to help you be successful.

Each circle indicates a type of help you might need. The lines emanating from each circle tell where you might get that help. For example, you might seek recreation at the YMCA, at Mommy and Me classes with your toddler, at adult education classes, or at an after-work program offered by Parks and Recreation. Write those places in on the lines coming out from the RECREATION circle. Where would you go to get mental health help? Financial help or classes? Spiritual support? Add more circles and lines where you need them.



Contributing to Your Community

Community is not a free ride. Community gives but it wants something in return. What it wants in return may be different depending on the community. A church may want your faith, financial support and participation. A neighborhood group may want some help keeping the park clean. A city wants you to pay your taxes and follow the laws. In every situation, you are giving up a little bit of your time, money, energy, or personal needs to contribute to something larger than yourself.

Why is it important for you to contribute to your community?

What kind of communities would you like to join?

What do you have that you can personally contribute to your community?

Who in the community would want what you can contribute?

How connected are you to the places where you can contribute your skills and experience?

HOMEWORK:

Now that you have thought about what kind of community you would like to join and what you can contribute, what are some goals that you have related to community? (After you come up with a few, be sure to include them in your Reentry Plan)

My goals related to the community I would like to join following release:

- 1.
- 2.
- 3.
- 4.
- 5.

Funny how your quality of life improves dramatically when you surround yourself with good, intelligent, kind-hearted, positive and loving people.

Simple Reminders.com

SELF-PRESENTATION IN THE COMMUNITY

The way you present yourself has a lot to do with how people treat you. Your criminal background can be a major barrier, and you don't want people to associate you with their stereotype of a person who has been in prison. You will want to consider carefully how you will present yourself—this is important!

GROUP ACTIVITY: Brainstorm the answer to this question.

“What are some stereotypes of what people who have been in prison look like and how they behave? (Use the different categories below as a guide.)

Body Language

Appearance

Language

What are the attitudes or characteristics that might be associated with this appearance?

Brainstorm Activity: “What are the best ways to make a good first impression in the community?”

1.
2.
3.
4.
5.
6.

SESSION THIRTEEN: Personal Finances

STUDENT LEARNING OBJECTIVES:

- Student will identify the purpose of different bank accounts, including credit card accounts.
- Student will identify critical financial needs upon release from prison.
- Student will develop a monthly budget that covers all the needs and maybe a few wants.

HOMEWORK:

- Prepare a monthly budget and cash flow forecast using the forms included in this session.
- Continue to work on completing your Portfolio.
- Practice interview skills with Accountability Partner.
- Journaling – Address some of the topics below or write down your thoughts, questions, concerns about finances and who you are going to ask for support in this area.

SUGGESTIONS FOR JOURNALING:

- Why is it important for me to develop a budget and stick to it?
- What insurance coverage am I likely to need following my release and why?
- What are some of my initial thoughts re: continuing my education and how I would pay for it?
- What do I know about my credit situation and what I should do about it?
- If I have savings in an account somewhere, how might I wisely use them?
- Why do I also need to do some monthly cash flow planning?

Budget and cash flow preparation may be taught by a GUEST instructor.

Reminders:

Bring portfolio with completed documents to class on
Thursday and on Saturday.

Be sure that your schedule is clear for our Graduation Day
activities on Saturday from 8:20 a.m. – 3:30 p.m.

We will do our mock interviews and then have time to
celebrate your accomplishments.

SELF MANAGEMENT: PERSONAL FINANCE

Following release, we know there are several critical areas you will need to manage; one of the most important of these - personal finance - is the subject of this session. There are many aspects of personal finance that could be covered, but here we have limited these only to the following:

1. Setting up a bank or credit union account
2. Establishing and managing credit
3. Identity Theft
4. Paying off your LFO's
5. Insurance you need to know about
6. Budgeting and cash flow

Setting up a Bank or Credit Union Account

Banks and Credit Unions store your money in a safe place and provide easy access for you to use money to make purchases. The primary difference between Banks and Credit Unions:

Banks exist to make money for the people who own them mostly by charging interest on money they loan and by charging fees for their services.

Credit Unions also collect interest and fees, but are owned by the members who deposit the money and who also borrow money; interest and fees charged to members are often less than what a bank must charge. Credit unions are often a better value for their members but may not be as conveniently located or may not provide all the services of a bank.

In today's world of electronic communication, many people now do their banking at home from their computer or Smartphone and rarely enter the bank or credit union building.

Both banks and credit unions help you manage your money by:

- Providing you with monthly printed or online statements of deposits, withdrawals, fees, interest received or paid
- Making it easy to track spending and determine how much you are spending on particular items in your budget by reviewing your statement
- Providing proof that you have paid your bills (you can access this online at home free of charge)
- Developing a relationship of trust with you, especially if they are smaller and locally owned; they can see how you handle money and are more likely to loan money at reduced rates.

In **choosing a bank or credit union**, consider monthly fees (usually not charged by credit unions), minimum balance requirements, charges for overdrafts on your account, ease of online banking websites, ability to waive monthly maintenance fees, higher interest rates on money market accounts, lower fees charged each time you use your cash card, availability of free ATM machines, interest rates on credit cards, loans and services such as overdraft protection that can significantly reduce the amount of fees you pay for making mistakes. You can call or check the web page of several different banks and credit unions and compare their charges and fees, pick your best two or three and then go visit them. When it comes to your money, you need to be able to trust the honesty and integrity of the people and institutions you rely upon.

How to solve banking or credit union problems:

1. Hold your temper - getting frustrated, angry and disrespectful is likely to get you poorer service.
2. Go in and personally discuss the problem with a banker or credit union representative as soon as possible. If you do not feel you are getting reasonable assistance, ask to speak to a supervisor. Keep your cool. Your voice tone and temperament are likely to be recorded as is the representative's response to your problems.
3. Offer a solution if you have one. Ask the bank/credit union if they could solve the problem and reduce or eliminate fees, especially if you have a record of good payment.

Establishing and Managing Credit

Cash cards or debit cards, like checks, take money directly and immediately from your savings or checking account. **Credit cards** on the other hand, pay for items by giving you an automatic, temporary loan. If you repay the loan within the next 30 days, there is no interest charge. Banks make a good profit from fees charged to people who do not pay off their credit card each month. Credit card loans are easy to create and are the most common cause of financial disaster. **For most women released from the WCCW we recommend use of a cash or debit card only—NOT a Credit Card.** To use a cash or debit card you must already have the money in your account. *With a Credit Card you are taking out a very high interest loan and going into debt!* Every Credit Card charge you make not included in your budget and paid within 30 days, will take away income from your next month's budget. Pretty soon, you will have more debt than income. You will create a record of instability and untrustworthiness that will seriously limit your ability to function successfully, often for years to come. **DO NOT USE CREDIT CARDS UNTIL YOU ARE ON YOUR FEET FINANCIALLY!**

Setting up your account is easy. Go in and meet with a banker/credit union representative. Set up both checking and savings accounts. Ask for a cash or debit card linked to the checking account. You may also ask for a credit card, but if issued, **do not use it for now—only use the debit or cash card.** Make sure all cards and accounts are linked together, so that you can move money easily between checking and savings, pay your credit card off from your checking account, pay bills online, etc. thru your computer at home or your Smartphone. One advantage of doing this is the ability to see exactly what has happened to your accounts any time you want with a quick glance via your Smartphone or computer, make deposits, pay bills and transfer money online. This is how modern money management works and it is actually very easy to learn and do.

Eventually, once you are established financially and doing a great job of budgeting and managing your money, you can begin using your **credit card** - *but only if you pay it off every single month!!*

Credit and Credit Cards

Credit provides the ability to borrow money to pay for things you currently cannot afford, which is suitable for larger items that will be useful for a long time (house, car, etc.). When you buy on credit, you are promising to give up future income to have an item now. For this privilege, you will pay interest, so over time the item you are buying may cost you a lot more than its price tag alone. Money borrowed on credit reduces the future amount you have to spend after all your other bills are paid for the period of the loan. The longer you have a loan, the more total interest you will pay.

In today's world, your ability to manage credit is one of the most significant measures of character and credibility. It is used not only for getting loans (such as a car loan) but can play a big role in screening for employment, getting phone service, renting an apartment, and even qualifying for insurance. People with poor credit are seen as a greater risk and are therefore often charged more interest for the same amount of money borrowed.

Establishing Credit

If you have no credit, you may establish credit with a **secured card**, by backing the card with cash and limiting credit to that amount of cash until you can prove that you are dependable. A usual amount is \$500. You might also have someone with established credit **co-sign** for your credit. Be aware this is considered to be a loan both of you have taken out, as the co-signer is also responsible to repay it. Each person's credit is rated (scored) by three credit reporting agencies: Equifax, Experian and TransUnion. A rating under 650 is not good. Ratings closer to 700 are good, above 750 very good and above 800 excellent. Your rating will determine not only if you can get a loan, but how much interest you will pay to buy the things you want or need. All businesses that loan money report your payment activity to the credit agencies which will affect your score. It is your responsibility to check your credit score to correct any reported errors.

Things that affect your credit score include:

Payment history - 35% (payment over 30 days late are reported),

Amount owed - 30% (60-70% of the credit you are approved for should remain unused).

Length of credit history - 15%. Number of years with no late payments.

Opening new accounts - 10%. Opening new accounts or even having companies check your credit is taken as potential intent to borrow more money. Beware of getting store credit cards in order to get discounts, as they may result in a lower credit score.

How common mistakes can affect your credit score:

<u>Mistake Made</u>	<u>Points Downgraded</u>
Maxed out credit card	25-45
30-day late payment	90-110
Debt settlement	105-125
Foreclosure	140-160
Bankruptcy	220-240

If you find yourself in trouble and cannot pay your debts, talk to your creditors, explain your circumstances and make a plan with them as to how you can pay the debt. The longer you wait, the more it will cost you to correct the problem. In most cases, creditors want to work with you if they believe you are doing your best to pay them based on your current income and expenses.

Identity Theft

Stealing personal identity is a big deal with many people out there trying to get your personal information (full name, address, DOB, SS#, Driver's License, Passport Number, bank account and credit card information, passwords used, etc.). Thieves use many tactics to get your information. Here are some of the ways this can happen and what you can do to protect yourself:

Dumpster Diving: Be careful with papers that have critical information like your address, social security number or password information on them. Tear up or shred receipts that may show credit card or other personal information. Be particularly careful not to discard receipts in the trash at a place of business.

Skimming: Be careful around cash machines. Look for devices (plastic shields for example) and attachments added onto the face of ATM, gas station or other outdoor credit card readers.

Computer Phishing: Fake companies, often designed to look like those you actually use or some pretending to be your bank, law enforcement, the IRS, etc. may send you an email asking for personal information. Legitimate sources will never ask you to verify personal information over the phone or internet. If in doubt, tell the solicitor that you will phone or contact the bank or institution they say they represent directly to verify that they are the ones asking for this information.

Credit cards are safer from fraud than cash cards, as the bank/credit union will freeze your account as soon as they see or you report what looks like an illegitimate charge. They often have a maximum amount (about \$500) that you can be held liable for. Most will stop payment on your card if they start seeing a pattern of unusual purchases, high amounts or charges from other locations. For this reason, if you are traveling and intend to use your card, make sure your bank knows where you will be traveling and for what period of time. You can stop all possibility of your credit being abused by putting a freeze on the three credit reporting agencies, as no one can loan money without first checking your credit. This may cause you some slight problems in that once or twice a year, you may have to go online and get a temporary access code to get a credit card, a loan or even an insurance policy (credit checks are often used to determine how stable and responsible you are, and therefore may result in lower premiums and payments).

Paying Off Your LFO's

Some women leave the WCCW with thousands of dollars in LFO's (legal financial obligations). Paying off these LFO's as soon as reasonably possible is very important. LFO's can include the following:

- Unpaid traffic tickets plus accrued charges and interest, if any;
- Unpaid court costs and fees (local, county, state and federal in some cases);
- Unpaid legal fees/attorney fees;
- Unpaid medical and dental expenses;
- Unpaid credit card debt and other loans;
- Unpaid child support payments;
- Unpaid student loans;
- Other unpaid obligations.

For a variety of reasons, it is generally important to pay these off as soon as possible:

1. Some entities may take further legal action to collect the funds due them;
2. Some LFO's are accruing a high rate of interest and fees;
3. Some LFO's are impacting credit rating and the ability to secure future credit;
4. Some LFO's are impacting the ability to go back to school due to student loans outstanding;
5. Some LFO's could result in wage garnishment unless a payment plan is in place;
6. It is not possible to do realistic monthly budgeting without LFO repayment information;
7. Many other factors.

For at least the reasons noted here, getting LFO's under control is important. Following is a suggested approach to doing this:

1. Contact the agency or institution to whom funds are owed in writing or verbally, requesting a current statement of amounts due and the current terms and conditions of repayment.
2. Inquire of each one the potential to establish a monthly repayment plan, forbearance, deferment, etc., as may be applicable, for each LFO, including interest rates and fees. Initially, endeavor to negotiate the lowest rate possible in order to keep the LFO in good standing while minimizing costs, interest charges and fees.
3. The assistance of a debt /credit consolidation entity may be helpful so that you can make a monthly payment to the entity which then distributes funds to each LFO. An alternative is to manage monthly LFO payments yourself. The resource lists provided in this RET course may be helpful in locating a fair and reputable debt consolidator in your county.
4. Preparing a preliminary budget and estimate of funds available for LFO repayment will be helpful as well.

Insurance You Need to Know About

Although there are many types of insurance (medical, dental, disability, life, long term care, auto, home, renter's, business, errors and omissions, etc.), there really are only 2 types of insurance critical to most women releasing from the WCCW: 1) medical/dental coverage and 2) auto coverage.

Following is a very brief discussion of each:

Medical/Dental: While Medicaid eligibility, rules and regulations will surely change, most women released from the WCCW will be eligible for Medicaid health coverage - typically applicable both for themselves and any dependent children they may be caring for; it will be essential to enroll (if not already enrolled) in Medicaid and if not eligible for some reason (income, for example) then seek out a high deductible, private plan covering doctor, hospital and dental services for yourself and any dependents. Contact information is included in RET resource materials.

Auto Insurance: Some women released from the WCCW obtain a vehicle within one to two years of release and others very soon after release - either given to them by friends or family, or purchased by them. Some of these are vehicles in good condition with reasonable mileage, while others are klunkers - nearly bald tires and barely running. Be they in good condition or klunkers, liability insurance is obligatory by State Law. Some women risk it, and regularly drive vehicles without any insurance coverage. The RET course strongly discourages such action, for many reasons, not to mention possible violation of parole terms and conditions in addition to violation of Washington State law. For older (low value) cars it may be a good idea to waive any Collision Coverage (damage to the body of your car) and go with liability only (injury to another person or their property), but for newer cars (high value) with low mileage and in good condition, purchasing Collision Coverage makes good sense - especially if there is any kind of loan on the vehicle (lenders will require Collision Coverage) as a condition of the loan.

Budgeting and Cash Flow

A **budget** is simply a summary of all your sources of income balanced against all of your planned expenses or savings. Budgeting is generally a very simple process and your success depends mostly on your level of discipline and attention to detail in making a budget and then keeping track of your income and expenses. It is virtually impossible to manage money without some form of budget. The form you use will work best if it is easy and convenient for you to use or refer to on a regular basis. Budgets generally reflect one month at a time.

Managing your **cash flow** is just as important as your budget and has to do with managing **when** you have money available to spend and **when you need to spend it**. If you manage cash flow wisely, it will directly impact your budgeting, and vice versa.

Both budgeting and cash flow are impacted by these kinds of decisions:

- My spending priorities—what do I really need money for (my critical essentials)?
- How much can I spend on critical essentials (rent, food, transport, utilities, debt, school)?
- Timing: when must I pay for my essentials (when are my rent, utilities, debt, tuition and books due); when do I need to buy food and pay for transportation?
- After my priorities are paid for, what is left over for other less critical optional/variable items/wants and when can I buy these (entertainment, eating out, savings for a car, emergency fund, etc.)?

After you first estimate your expenses and balance them with your income, you may have to check your bank and/or credit card statements each month to see if your actual spending is close to your budget - if not, you have to decide if you want to reduce or eliminate some expenses unless you can increase your income (another part-time job) to pay for the things you are in the habit of buying. Some people throw all receipts in a box and go through them once a week or once a month. Others find a pocket notebook is handy for tracking their purchases. Others go online and look at their checking, debit card or credit card statements to keep track of their spending. However you do it, find a way to track your spending.

It is useful to look at each category of your expenses to find ways to reduce their impact.

- Do I really need to drive to work - own a car? Could I get a more reliable, less-expensive car?
- Should my home be near public transportation so that I can take a bus to work?
- Do I need a television service or perhaps use an off-air antenna plus Netflix for movies?
- Do I have a friend who can do my hair-in exchange for child or pet care?

Assuming your budget is important, look at it each time you get paid and each time you think of buying a larger discretionary item. When you look at your budget regularly, you will soon develop a good idea of exactly how much money you have to spend on things you want - can I get a pizza for dinner tonight? Can I join my friends at the movies? Remember, your budget is not your enemy, it is there to see that you use your money for the things you value most.

Budgeting Exercise

Take some time now with the help of your instructors to complete the **Monthly Budgeting Worksheet** on Page 13-9. Complete all three columns using \$20/hour Gross Wage (Income #1) then \$13/hour Gross Wage to see the impact of your spending decisions on your budget. Use 10% in both cases for taxes to generate a net income that is 90% of Gross Income. The reasons we use two hourly wages is as follows:

- A Gross Wage of \$13/hour is what most women leaving the WCCW will earn - the equivalent of the current minimum wage;
- A Gross Wage of \$20/hour is what is considered a Family Supportable Wage and what most women leaving the WCCW need to plan on earning over time by continuing their education and training above their High School Diploma or GED. This is the reason education is so important.

Cash Flow Exercise

Look closely at the **Sample Cash Flow Worksheet** on P. 13-10. The purpose of this worksheet is to provide an idea how to manage cash flow—using the costs estimated from the budget in the **Monthly Budgeting Worksheet**. The numbers are the same—the only difference is the timing as to when the expenses are paid—based on the income available. Many financial experts advise that **managing cash flow using a worksheet such as this is just as important as budgeting—the two go hand in hand.**

An Overall Strategy for Managing Your Money

Your best defense in managing your money, budget and cash flow is a **good offense** - and three of the best offenses are:

1. knowing how much money you have to spend at all times (your cash flow) by **consulting your checking account and savings account regularly** - even daily - thru your Smartphone or computer to know exactly where you are;
2. keeping your **checkbook balance** current so you know exactly where you are;
3. having and **sticking to your budget and cash flow forecast** by recording your income and spending on a regular basis and comparing this with your budget and cash flow forecast.

The two most critical financial tasks to manage are:

- 1) your cash flow and
- 2) your budget

Managing these effectively will go a long, long way toward your financial well-being.

Monthly Budget Worksheet

40hrs/weekx50 weeks/year=_____ hrs./year@\$20/hr. = Gross Income #1: \$_____

40hrs/weekx50 weeks/year=_____ hrs./year@\$13/hr. = Gross Income #2: \$_____

Gross Income #1_____ less 10% for Taxes = NET INCOME #1 \$_____

Gross Income #2_____ less 10% for Taxes = NET INCOME #2 \$_____

Expenses	Monthly Cost	Net Income #1	Net Income #2
Rent or Mortgage	\$ _____	\$ _____	\$ _____
Electricity	\$ _____	\$ _____	\$ _____
Gas	\$ _____	\$ _____	\$ _____
Water/Sewer	\$ _____	\$ _____	\$ _____
Garbage	\$ _____	\$ _____	\$ _____
Property Insurance	\$ _____	\$ _____	\$ _____
Groceries	\$ _____	\$ _____	\$ _____
Eating out	\$ _____	\$ _____	\$ _____
Childcare	\$ _____	\$ _____	\$ _____
Tuition	\$ _____	\$ _____	\$ _____
Car Payment	\$ _____	\$ _____	\$ _____
Car insurance	\$ _____	\$ _____	\$ _____
Car Maintenance	\$ _____	\$ _____	\$ _____
Gas	\$ _____	\$ _____	\$ _____
Other Transportation	\$ _____	\$ _____	\$ _____
Health Care	\$ _____	\$ _____	\$ _____
Clothing	\$ _____	\$ _____	\$ _____
Personal grooming	\$ _____	\$ _____	\$ _____
Entertainment	\$ _____	\$ _____	\$ _____
TV	\$ _____	\$ _____	\$ _____
Going out	\$ _____	\$ _____	\$ _____
Phone/WIFI	\$ _____	\$ _____	\$ _____
LFO/Child support	\$ _____	\$ _____	\$ _____
Loan Payments	\$ _____	\$ _____	\$ _____
Dues	\$ _____	\$ _____	\$ _____
Donations	\$ _____	\$ _____	\$ _____
Other	\$ _____	\$ _____	\$ _____

Total Expenses:	\$ _____	\$ _____	\$ _____
Total Income:	\$ _____	\$ _____	\$ _____
Difference:	\$ _____	\$ _____	\$ _____

Use a separate sheet, if necessary, to outline “Other Expenses”. Think hard about ALL the costs required for everyday living. In the beginning there will be many things you cannot afford to have, but put them down as goals for the future.

On Your Own: If you have been out of the workforce for a while, you may want to take a look at the next set of pages which list jobs in WA State, how many of each type were available in 2019, the average hourly wage and the approximate annual wage for each. If you have a job in mind for post-release, you can estimate what you will be making. This should help you make budgeting decisions.

SOC Code	Washington Statewide Occupational Title	Estimated Employment	Average Wage	Annual Wage
13-2011	Accountants & Auditors	32,868	\$38.71	\$80,503
27-2011	Actors	691		
15-2011	Actuaries	365	\$64.24	\$133,615
51-9191	Adhesive Bonding Machine Operators & Tenders	578	\$23.45	\$48,778
23-1021	Admin Law Judges, Adjudicators & Hearing Officers	400	\$53.22	\$110,700
11-3011	Administrative Services Managers	5,027	\$60.07	\$124,948
25-3011	Adult Literacy, Remedial Ed, GED Teachers/Instructors	2,355	\$25.88	\$53,836
11-2011	Advertising & Promotions Managers	447	\$72.79	\$151,409
41-3011	Advertising Sales Agents	3,240	\$31.64	\$65,794
17-3021	Aerospace Engineering & Operations Technicians	388	\$45.85	\$95,369
13-1011	Agents/Business Mgrs of Artists, Performers, Athletes	55	\$29.46	\$61,287
19-4011	Agricultural & Food Science Technicians	268	\$20.46	\$42,557
45-2091	Agricultural Equipment Operators	938	\$17.07	\$35,506
45-2011	Agricultural Inspectors	472	\$22.85	\$47,534
25-1041	Agricultural Sciences Teachers, Postsecondary	35		\$94,485
45-2099	Agricultural Workers, All Other	503	\$16.34	\$33,987
53-1011	Aircraft Cargo Handling Supervisors	107	\$30.61	\$63,664
49-3011	Aircraft Mechanics & Service Technicians	5,324	\$33.18	\$69,013
53-2022	Airfield Operations Specialists	223	\$33.23	\$69,119
53-2011	Airline Pilots, Copilots & Flight Engineers	2,543		\$245,908
53-3011	Ambulance Drivers/Attendants (Not EMTs)		\$14.53	\$30,214
39-3091	Amusement & Recreation Attendants	5,541	\$14.80	\$30,784
29-1061	Anesthesiologists	642	\$131.38	\$273,259
45-2021	Animal Breeders	77	\$29.34	\$61,026

SOC Code	Washington Statewide Occupational Title	Estimated Employment	Average Wage	Annual Wage
33-9011	Animal Control Workers	194	\$24.73	\$51,437
19-1011	Animal Scientists	13	\$45.04	\$93,676
39-2011	Animal Trainers	284	\$20.79	\$43,228
19-3091	Anthropologists & Archeologists	189	\$36.34	\$75,589
25-1061	Anthropology & Archeology Teachers, Postsecondary	267		\$80,064
13-2021	Appraisers & Assessors of Real Estate	990	\$34.19	\$71,121
23-1022	Arbitrators, Mediators, & Conciliators	136	\$36.73	\$76,394
17-1011	Architects, Except Landscape & Naval	4,151	\$38.65	\$80,393
17-3011	Architectural & Civil Drafters	2,286	\$28.46	\$59,187
11-9041	Architectural & Engineering Managers	4,293	\$75.77	\$157,610
25-4011	Archivists	145	\$27.73	\$57,680
25-1062	Area, Ethnic & Cultural Studies Teachers, Postsecondary	176		\$77,264
27-1011	Art Directors	829	\$51.98	\$108,109
25-1121	Art, Drama & Music Teachers Postsecondary	1,928		\$68,603
27-1019	Artists & Related Workers, All Other	69	\$26.39	\$54,900
51-2098	Assemblers & Fabricators, All Other, inc Team	16,441	\$18.65	\$38,786
27-2021	Athletes & Sports Competitors	120		\$79,737
29-9091	Athletic Trainers			\$50,096
19-2021	Atmospheric & Space Scientists	253	\$45.35	\$94,314
25-1051	Atmospheric/Earth/Marine/Space Science Teachers, Postsec	371		\$97,193
27-4011	Audio & Video Equipment Technicians	1,685	\$24.44	\$50,835
29-1181	Audiologists	340	\$42.40	\$88,182
25-9011	Audio-Visual & Multimedia Collections Specialists	63	\$22.46	\$46,735
53-6031	Automotive & Watercraft Service Attendants	2,446	\$15.56	\$32,376
49-3021	Automotive Body & Related Repairers	2,545	\$26.07	\$54,221
49-3022	Automotive Glass Installers & Repairers	559	\$19.82	\$41,226
49-3023	Automotive Service Technicians & Mechanics	13,421	\$24.19	\$50,320

SOC Code	Washington Statewide Occupational Title	Estimated Employment	Average Wage	Annual Wage
49-2091	Avionics Technicians	2,317		
39-6011	Baggage Porters & Bellhops	604	\$14.92	\$31,039
33-3011	Bailiffs	172	\$27.88	\$57,974
51-3011	Bakers	5,851	\$16.38	\$34,062
39-5011	Barbers		\$27.77	\$57,773
35-3011	Bartenders	13,631	\$17.57	\$36,527
49-3091	Bicycle Repairers	417	\$15.53	\$32,290
43-3011	Bill & Account Collectors	3,238	\$19.89	\$41,382
43-3021	Billing/Posting Clerks & Machine Operators	11,467	\$21.36	\$44,413
19-1021	Biochemists & Biophysicists	297	\$36.37	\$75,663
25-1042	Biological Science Teachers, Postsecondary	1,055		\$87,484
19-1029	Biological Scientists, All Other	1,269	\$41.67	\$86,679
19-4021	Biological Technicians	3,198	\$22.19	\$46,154
17-2031	Biomedical Engineers	483	\$46.39	\$96,503
47-2011	Boilermakers		\$32.23	\$67,043
43-3031	Bookkeeping, Accounting & Auditing Clerks	31,970	\$22.45	\$46,702
47-3011	Brick/Block/Stonemason & Tile/Marble Setter Helpers	372	\$23.80	\$49,501
47-2021	Brickmasons & Blockmasons	1,045	\$33.88	\$70,466
27-3021	Broadcast News Analysts	71	\$59.70	\$124,184
27-4012	Broadcast Technicians	415	\$23.69	\$49,265
43-4011	Brokerage Clerks	600	\$27.61	\$57,432
13-2031	Budget Analysts	1,041	\$37.35	\$77,681
53-3022	Bus Drivers, School or Special Client	12,958	\$20.73	\$43,108
53-3021	Bus Drivers, Transit & Intercity	5,295	\$29.36	\$61,065
49-3031	Bus/Truck Mechanics & Diesel Engine Specialists	6,117	\$27.19	\$56,546
13-1199	Business Operations Specialists, All Other	37,156	\$38.16	\$79,354
25-1011	Business Teachers, Postsecondary	1,351		\$91,668

SOC Code	Washington Statewide Occupational Title	Estimated Employment	Average Wage	Annual Wage
51-3021	Butchers & Meat Cutters	3,713	\$19.97	\$41,528
13-1020	Buyers & Purchasing Agents	15,749	\$35.27	\$73,371
51-7011	Cabinetmakers & Bench Carpenters	2,330	\$20.35	\$42,345
49-9061	Camera & Photographic Equipment Repairers		\$19.00	\$39,516
27-4031	Camera Operators, TV, Video & Motion Picture	267	\$31.99	\$66,539
53-5021	Captains, Mates & Pilots of Water Vessels	1,436	\$45.31	\$94,252
29-2031	Cardiovascular Technologists & Technicians	862	\$29.43	\$61,226
25-2023	Career/Technical Education Teachers, Middle School	491		\$69,897
25-2032	Career/Technical Education Teachers, Secondary School	2,841		\$69,353
43-5011	Cargo & Freight Agents	1,965	\$26.89	\$55,921
47-3012	Carpenter Helpers	386	\$17.13	\$35,639
47-2031	Carpenters	26,346	\$29.74	\$61,854
47-2041	Carpet Installers	1,204	\$24.00	\$49,929
17-1021	Cartographers & Photogrammetrists	348	\$39.92	\$83,039
41-2011	Cashiers	67,724	\$14.56	\$30,283
47-2051	Cement Masons & Concrete Finishers	3,900	\$29.88	\$62,148
35-1011	Chefs & Head Cooks	1,563	\$28.62	\$59,531
17-2041	Chemical Engineers	598	\$50.69	\$105,424
51-9011	Chemical Equipment Operators & Tenders	1,626	\$22.91	\$47,648
51-8091	Chemical Plant & System Operators	282	\$25.91	\$53,896
19-4031	Chemical Technicians	891	\$24.63	\$51,233
25-1052	Chemistry Teachers, Postsecondary	572		\$73,575
19-2031	Chemists	1,722	\$41.31	\$85,915
11-1011	Chief Executives	3,686	\$108.18	\$225,010
21-1021	Child, Family & School Social Workers	7,592	\$25.44	\$52,896
39-9011	Childcare Workers	7,891	\$14.60	\$30,377
29-1011	Chiropractors	1,108	\$54.35	\$113,038

SOC Code	Washington Statewide Occupational Title	Estimated Employment	Average Wage	Annual Wage
27-2032	Choreographers	17	\$32.34	\$67,275
17-3022	Civil Engineering Technicians	1,633	\$32.39	\$67,384
17-2051	Civil Engineers	11,442	\$45.55	\$94,737
13-1031	Claims Adjusters, Examiners & Investigators	5,489	\$35.45	\$73,742
53-7061	Cleaners of Vehicles & Equipment	8,116	\$15.35	\$31,913
51-9192	Cleaning/Washing/Metal Pickling Equipment Oprs & Tenders	634	\$16.45	\$34,213
21-2011	Clergy	527	\$30.44	\$63,327
29-2010	Clinical Laboratory Technologists & Technicians	7,077	\$27.91	\$58,048
19-3031	Clinical, Counseling & School Psychologists	2,331	\$36.12	\$75,127
27-2022	Coaches & Scouts	12,525		\$44,171
51-9121	Coating/Painting/Spraying Machine Setters/Oprs/Tenders	1,780	\$18.75	\$38,990
51-2021	Coil Winders, Tapers & Finishers	119	\$21.70	\$45,153
49-9091	Coin, Vending & Amusement Machine Svcs & Repairers	576	\$23.94	\$49,809
35-3021	Combined Food Prep & Serving Workers, Inc Fast Food	80,587	\$13.60	\$28,284
27-1021	Commercial & Industrial Designers	359	\$40.47	\$84,183
49-9092	Commercial Divers		\$41.14	\$85,570
53-2012	Commercial Pilots	1,161		\$110,292
43-2099	Communications Equipment Operators, All Other	21	\$23.14	\$48,126
25-1122	Communications Teachers, Postsecondary	596		\$61,418
21-1099	Community & Social Service Specialists, All Other	1,868	\$21.24	\$44,177
21-1094	Community Health Workers	2,230	\$20.85	\$43,355
11-3111	Compensation & Benefits Managers	308	\$70.17	\$145,952
13-1141	Compensation, Benefits & Job Analysis Specialists	1,872	\$37.18	\$77,325
13-1041	Compliance Officers (Except Agric/Const/Safety/Trans)	9,927	\$41.34	\$85,974
15-1111	Computer & Information Research Scientists	1,478	\$69.99	\$145,571
11-3021	Computer & Information Systems Managers	13,691	\$78.06	\$162,377
51-4011	Computer Controlled Machine Tool Operators, Metal/Plastic	1,866	\$31.62	\$65,760

SOC Code	Washington Statewide Occupational Title	Estimated Employment	Average Wage	Annual Wage
17-2061	Computer Hardware Engineers	1,537	\$60.50	\$125,835
15-1143	Computer Network Architects	5,796	\$54.76	\$113,905
15-1152	Computer Network Support Specialists	3,939	\$39.75	\$82,682
15-1199	Computer Occupations, All Other	13,105	\$44.82	\$93,211
43-9011	Computer Operators	565	\$25.84	\$53,746
15-1131	Computer Programmers	9,665	\$62.08	\$129,134
25-1021	Computer Science Teachers, Postsecondary	735		\$81,276
15-1121	Computer Systems Analysts	17,974	\$47.38	\$98,545
15-1151	Computer User Support Specialists	18,634	\$30.41	\$63,263
49-2011	Computer, Automated Teller & Office Machine Repairers	2,105	\$20.54	\$42,731
39-6012	Concierges	537	\$17.51	\$36,422
19-1031	Conservation Scientists	921	\$31.86	\$66,250
47-4011	Construction & Building Inspectors	2,868	\$37.45	\$77,903
47-2061	Construction Laborers	28,983	\$23.51	\$48,902
11-9021	Construction Managers	8,564	\$49.09	\$102,118
47-1011	Construction Supervisors of Trades & Extraction Workers	15,648	\$40.02	\$83,250
47-3019	Construction Trades Helpers, All Other		\$24.86	\$51,717
47-5041	Continuous Mining Machine Operators		\$22.89	\$47,621
49-9012	Control & Valve Installers & Repairers (Not Mech Door)	333	\$36.95	\$76,855
53-7011	Conveyor Operators & Tenders	280	\$18.76	\$39,018
35-2019	Cooks, All Other	221	\$18.21	\$37,876
35-2011	Cooks, Fast Food	8,083	\$14.37	\$29,887
35-2012	Cooks, Institution & Cafeteria	10,648	\$16.99	\$35,332
35-2014	Cooks, Restaurant	32,508	\$16.06	\$33,407
35-2015	Cooks, Short Order	2,144	\$14.74	\$30,645
51-9193	Cooling & Freezing Equipment Operators & Tenders	142	\$19.02	\$39,568
33-1011	Correctional Officer Supervisors	813	\$36.09	\$75,079

SOC Code	Washington Statewide Occupational Title	Estimated Employment	Average Wage	Annual Wage
33-3012	Correctional Officers & Jailers	7,193	\$28.65	\$59,590
43-4021	Correspondence Clerks	75	\$15.91	\$33,084
13-1051	Cost Estimators	5,471	\$37.98	\$79,006
39-3092	Costume Attendants	49	\$26.99	\$56,132
21-1019	Counselors, All Other	357	\$27.02	\$56,213
41-2021	Counter & Rental Clerks	10,725	\$17.12	\$35,598
35-3022	Counter Attendants, Cafeteria/Concession & Coffee Shop	13,766	\$13.76	\$28,613
43-5021	Couriers & Messengers	1,182	\$17.60	\$36,592
23-2091	Court Reporters	169	\$28.99	\$60,293
43-4031	Court, Municipal & License Clerks	3,063	\$24.91	\$51,818
27-1012	Craft Artists	34	\$22.33	\$46,450
53-7021	Crane & Tower Operators	1,352	\$36.03	\$74,941
13-2041	Credit Analysts	1,313	\$37.49	\$77,983
43-4041	Credit Authorizers, Checkers & Clerks	202	\$19.78	\$41,133
13-2071	Credit Counselors	468	\$23.64	\$49,165
25-1111	Criminal Justice & Law Enforcement Teachers, Postsecondary	118		\$59,751
33-9091	Crossing Guards	2,735	\$25.30	\$52,608
51-9021	Crush/Grind/Polishing Machine Setters/Operators & Tenders	440	\$19.50	\$40,550
25-4012	Curators	223	\$32.18	\$66,932
43-4051	Customer Service Representatives	58,300	\$20.10	\$41,809
51-4031	Cut/Punch/Press Mach Setters/Oprs/Tenders, Metal/Plastic	1,985	\$21.97	\$45,693
51-9031	Cutters & Trimmers, Hand	54	\$15.00	\$31,209
51-9032	Cutting & Slicing Machine Setters/Operators & Tenders	1,527	\$19.99	\$41,574
43-9021	Data Entry Keyers	2,360	\$19.32	\$40,192
15-1141	Database Administrators	2,081	\$51.22	\$106,523
41-9011	Demonstrators & Product Promoters	3,806	\$15.80	\$32,867
31-9091	Dental Assistants	10,511	\$21.67	\$45,078

SOC Code	Washington Statewide Occupational Title	Estimated Employment	Average Wage	Annual Wage
29-2021	Dental Hygienists	6,010	\$44.36	\$92,266
51-9081	Dental Laboratory Technicians	687	\$21.49	\$44,707
29-1029	Dentists, All Other Specialists	92	\$80.90	\$168,282
29-1021	Dentists, General	2,798	\$90.39	\$188,001
27-1029	Designers, All Other	269	\$32.41	\$67,424
43-9031	Desktop Publishers	137	\$22.69	\$47,198
33-3021	Detectives & Criminal Investigators	2,351	\$42.39	\$88,175
29-2032	Diagnostic Medical Sonographers	1,486	\$43.03	\$89,491
29-2051	Dietetic Technicians	486	\$18.79	\$39,077
29-1031	Dietitians & Nutritionists	1,452	\$31.84	\$66,240
35-9011	Dining Room & Cafeteria Attendants & Bartender Helpers	9,429	\$13.80	\$28,698
21-2021	Directors, Religious Activities & Education	108	\$25.57	\$53,172
35-9021	Dishwashers	12,525	\$13.70	\$28,493
43-5032	Dispatchers (Except Police, Fire & Ambulance)	4,359	\$24.99	\$51,992
41-9091	Door To Door Sales Workers, News/Street Vendors		\$19.79	\$41,165
17-3019	Drafters, All Other	292	\$28.83	\$59,970
53-3031	Driver/Sales Workers	8,756	\$16.05	\$33,389
47-2081	Drywall & Ceiling Tile Installers	4,788	\$29.34	\$61,035
47-5021	Earth Drillers, Except Oil & Gas	141	\$26.59	\$55,318
25-1063	Economics Teachers, Postsecondary	265		\$91,048
19-3011	Economists	396	\$46.48	\$96,668
27-3041	Editors	1,826	\$33.05	\$68,740
11-9031	Educ Administrators, Preschool/Childcare Center/Program	1,450	\$24.59	\$51,139
11-9039	Education Administrators, All Other	903	\$42.52	\$88,429
11-9032	Education Administrators, Elementary & Secondary School	5,329		\$119,464
11-9033	Education Administrators, Postsecondary	2,277	\$52.26	\$108,715
25-1081	Education Teachers, Postsecondary	1,154		\$73,537

SOC Code	Washington Statewide Occupational Title	Estimated Employment	Average Wage	Annual Wage
25-9099	Education, Training & Library Workers, All Other	2,645	\$27.30	\$56,779
21-1012	Educational, Guidance, Vocational & School Counselors	5,093	\$31.41	\$65,332
49-2092	Electric Motor, Power Tool & Related Repairers	337	\$29.19	\$60,709
17-3012	Electrical & Electronics Drafters	807	\$43.10	\$89,653
17-3023	Electrical & Electronics Engineering Technicians	2,295	\$35.62	\$74,090
17-2071	Electrical Engineers	5,648	\$55.54	\$115,517
49-9051	Electrical Power Line Installers & Repairers	1,859	\$41.92	\$87,211
51-2028	Electrical/Electronic/electromechanical assemblers only	4,512	\$20.91	\$43,488
49-2093	Electrical/Electronics Installers/Repairers, Transp Equip	286	\$35.97	\$74,818
49-2094	Electrical/Electronics Repairers, Comm & Industrial Equip	1,527	\$35.85	\$74,555
49-2095	Electrical/Electronics Repairers, Powerhouse/Relay	222	\$45.67	\$95,003
47-3013	Electrician Helpers	158	\$24.39	\$50,717
47-2111	Electricians	18,860	\$33.57	\$69,832
17-3024	Electromechanical Technicians	115	\$40.00	\$83,214
49-2096	Electronic Equipment Installers & Repairers, Motor Vehicles	180	\$25.56	\$53,160
49-2097	Electronic Home Entertainment Equip Install/Repair	332	\$21.02	\$43,716
17-2072	Electronics Engineers, Except Computer	3,274	\$52.19	\$108,557
25-2021	Elementary School Teachers, Except Special Education	26,902		\$66,309
47-4021	Elevator Installers & Repairers		\$52.51	\$109,209
43-4061	Eligibility Interviewers, Government Programs	3,543	\$24.02	\$49,971
39-4011	Embalmers	12	\$24.42	\$50,788
11-9161	Emergency Management Directors	122	\$55.80	\$116,061
29-2041	Emergency Medical Technicians & Paramedics	3,363	\$33.07	\$68,780
51-2031	Engine & Other Machine Assemblers	1,297	\$22.53	\$46,876
25-1032	Engineering Teachers, Postsecondary	795		\$103,650
17-3029	Engineering Technicians, Except Drafters, All Other	2,546	\$36.60	\$76,118
17-2199	Engineers, All Other	3,161	\$51.31	\$106,719

SOC Code	Washington Statewide Occupational Title	Estimated Employment	Average Wage	Annual Wage
25-1123	English Language & Literature Teachers, Postsecondary	1,454		\$62,649
27-2099	Entertainers/Performers/Sports & Related Workers, All Other	132	\$22.07	
39-3099	Entertainment Attendants & Related Workers, All Other	143	\$15.79	\$32,837
17-3025	Environmental Engineering Technicians	454	\$34.33	\$71,411
17-2081	Environmental Engineers	1,865	\$48.78	\$101,483
19-4091	Environmental Science & Protection Techs (Inc Health)	1,276	\$35.07	\$72,948
25-1053	Environmental Science Teachers, Postsecondary	232		\$95,451
19-2041	Environmental Scientists & Specialists (Inc Health)	2,884	\$41.62	\$86,569
19-1041	Epidemiologists	369	\$50.14	\$104,278
51-9194	Etchers & Engravers	176	\$22.10	\$45,978
53-7032	Excavating, Loading Machine & Dragline Operators	478	\$26.89	\$55,922
43-6011	Executive Secretaries & Administrative Assistants	8,585	\$30.59	\$63,625
29-1128	Exercise Physiologists	57	\$23.63	\$49,167
47-5081	Extraction Worker Helpers	38	\$19.59	\$40,767
51-4021	Extruding/Drawing Mach Setters/Oprs/Tenders, Metal/Plastic	1,018	\$19.43	\$40,429
51-9041	Extruding/Form/Press/Compact Mach Setters/Operators/Tenders	764	\$21.32	\$44,345
51-6091	Extruding/Forming Machine Set/Oprs/Tenders, Synthetic/Glass	194	\$16.93	\$35,212
51-6092	Fabric & Apparel Patternmakers	56	\$24.43	\$50,807
45-4021	Fallers	110	\$32.71	\$68,034
29-1062	Family & General Practitioners	1,043	\$110.84	\$230,541
25-9021	Farm & Home Management Advisors	90	\$28.14	\$58,528
49-3041	Farm Equipment Mechanics & Service Technicians	872	\$20.99	\$43,649
45-2092	Farm Workers & Laborers/Crop/Nursery & Greenhouse	11,104	\$14.40	\$29,945
45-2093	Farm Workers, Farm/Ranch/Aquacultural Animals	887	\$16.77	\$34,867
11-9013	Farmers, Ranchers & Other Agricultural Managers	152	\$42.47	\$88,322
45-1011	Farming, Fishing & Forestry Worker Supervisors	1,013	\$26.39	\$54,886
27-1022	Fashion Designers	495	\$32.58	\$67,754

SOC Code	Washington Statewide Occupational Title	Estimated Employment	Average Wage	Annual Wage
47-4031	Fence Erectors	862	\$20.02	\$41,646
51-2091	Fiberglass Laminators & Fabricators	1,241	\$21.86	\$45,456
43-4071	File Clerks	1,230	\$19.44	\$40,443
27-4032	Film & Video Editors	283	\$34.79	\$72,353
13-2051	Financial Analysts	6,476	\$42.93	\$89,286
43-3099	Financial Clerks, All Other	416	\$24.54	\$51,044
13-2061	Financial Examiners	429	\$47.00	\$97,762
11-3031	Financial Managers	13,006	\$66.89	\$139,128
13-2099	Financial Specialists, All Other	2,920	\$36.16	\$75,215
27-1013	Fine Artists, Including Painters, Sculptors & Illustrators	325	\$25.19	\$52,390
33-1021	Fire Fighting & Prevention Worker Supervisors	2,511	\$50.83	\$105,720
33-2021	Fire Inspectors & Investigators	141	\$40.41	\$84,047
33-2011	Firefighters	7,755	\$36.64	\$76,219
33-3031	Fish & Game Wardens	102	\$36.72	\$76,373
39-9031	Fitness Trainers & Aerobics Instructors	8,667	\$26.91	\$55,956
53-2031	Flight Attendants	4,179		\$80,308
47-2042	Floor Layers, Except Carpet, Wood & Hard Tiles	291	\$26.19	\$54,468
47-2043	Floor Sanders & Finishers	149	\$24.53	\$51,026
27-1023	Floral Designers	1,130	\$15.77	\$32,796
51-3092	Food Batchmakers	4,842	\$16.50	\$34,314
51-3093	Food Cooking Machine Operators & Tenders	848	\$17.18	\$35,737
35-9099	Food Preparation & Serving Related Workers, All Other	1,646	\$12.67	\$26,362
35-1012	Food Preparation & Serving Worker Supervisors	21,741	\$20.56	\$42,758
35-2021	Food Preparation Workers	17,385	\$15.06	\$31,319
51-3099	Food Processing Workers, All Other	319	\$16.76	\$34,880
19-1012	Food Scientists & Technologists	111	\$30.73	\$63,920
35-3041	Food Servers, Nonrestaurant	4,942	\$13.42	\$27,911

11-9051	Food Service Managers	2,283	\$38.22	\$79,480
51-3091	Food/Tobacco Roasting/Baking/Drying Mach Oprs/Tenders	516	\$19.13	\$39,779
25-1124	Foreign Language & Literature Teachers, Postsecondary	667		\$69,134
19-4092	Forensic Science Technicians	547	\$29.68	\$61,730
19-4093	Forest & Conservation Technicians	1,261	\$19.51	\$40,599
45-4011	Forest & Conservation Workers	381	\$13.72	\$28,556
19-1032	Foresters	512	\$34.10	\$70,932
25-1043	Forestry & Conservation Science Teachers, Postsecondary	75		\$111,730
51-4022	Forging Machine Setters/Operators & Tenders/Metal/Plastic	26	\$22.37	\$46,534
51-4071	Foundry Mold & Coremakers	276	\$20.14	\$41,889
13-1131	Fundraisers	2,282	\$30.04	\$62,492
39-4021	Funeral Attendants	133	\$16.82	\$34,997
11-9061	Funeral Service Managers	30	\$38.62	\$80,341
51-9051	Furnace/Kiln/Oven/Drier, Kettle Operators & Tenders	541	\$21.25	\$44,202
51-7021	Furniture Finishers	518	\$19.56	\$40,675
43-3041	Gaming Cage Workers	1,067	\$13.96	\$29,041
41-2012	Gaming Change Persons & Booth Cashiers	775	\$16.79	\$34,913
39-3011	Gaming Dealers	6,118	\$17.90	\$37,231
11-9071	Gaming Managers	136	\$40.88	\$85,021
39-3019	Gaming Service Workers, All Other	137	\$17.95	\$37,339
33-9031	Gaming Surveillance Officers & Gaming Investigators	381	\$16.35	\$34,010
39-1010	Gaming Worker Supervisors	1,306	\$24.91	\$51,824
39-3012	Gaming/Sports Book Writers & Runners	192	\$15.44	\$32,125
51-8092	Gas Plant Operators	71	\$40.72	\$84,687
11-1021	General & Operations Managers	47,769	\$61.16	\$127,228
29-9092	Genetic Counselors	74	\$41.31	\$85,914
19-3092	Geographers	39	\$40.86	\$84,983
25-1064	Geography Teachers, Postsecondary	113		\$74,644

SOC Code	Washington Statewide Occupational Title	Estimated Employment	Average Wage	Annual Wage
19-4041	Geological & Petroleum Technicians	72	\$26.34	\$54,782
19-2042	Geoscientists, Except Hydrologists & Geographers	876	\$45.83	\$95,345
47-2121	Glaziers	2,396	\$30.48	\$63,392
45-2041	Graders & Sorters, Agricultural Products	2,458	\$14.35	\$29,847
25-1191	Graduate Teaching Assistants	635		\$54,105
27-1024	Graphic Designers	5,064	\$29.61	\$61,585
51-4033	Grind/Lap/Polish/Buf Mach Setters/Oprs/Tenders/Mtl/Plstc	1,141	\$18.64	\$38,756
51-9022	Grinding & Polishing Workers, Hand	221	\$16.29	\$33,883
37-3019	Grounds Maintenance Workers, All Other	311	\$21.09	\$43,849
39-5012	Hairdressers, Hairstylists & Cosmetologists	10,613	\$20.30	\$42,221
47-4041	Hazardous Materials Removal Workers	1,256	\$30.35	\$63,123
17-2111	Health & Safety Engineers, Except Mining	559	\$48.51	\$100,909
29-1199	Health Diagnosing & Treating Practitioners, All Other	1,083	\$43.82	\$91,154
21-1091	Health Educators	1,473	\$29.73	\$61,840
25-1071	Health Specialties Teachers, Postsecondary	3,466		\$157,788
29-2099	Health Technologists & Technicians, All Other	3,332	\$29.32	\$60,989
29-9099	Healthcare Practitioners & Technical Workers, All Other	1,127	\$33.70	\$70,088
21-1022	Healthcare Social Workers	3,898	\$30.42	\$63,267
31-9099	Healthcare Support Workers, All Other	2,358	\$21.94	\$45,648
51-4191	Heat Treating Equip Setters/Oprs/Tenders, Metal/Plastic	81	\$25.29	\$52,609
49-9021	Heating/Air Cond/Refrigeration Mechanics & Installers	5,681	\$28.39	\$59,044
47-4051	Highway Maintenance Workers	2,271	\$25.55	\$53,140
19-3093	Historians	33	\$36.45	\$75,833
25-1125	History Teachers, Postsecondary	432		\$72,521
53-7041	Hoist & Winch Operators	36	\$28.84	\$59,987
49-9031	Home Appliance Repairers	641	\$20.19	\$41,996
25-1192	Home Economics Teachers, Postsecondary	109		\$65,716

SOC Code	Washington Statewide Occupational Title	Estimated Employment	Average Wage	Annual Wage
31-1011	Home Health Aides	9,108	\$14.93	\$31,067
35-9031	Hosts/Hostesses, Restaurant, Lounge & Coffee Shop	8,604	\$14.46	\$30,067
43-4081	Hotel, Motel & Resort Desk Clerks	5,520	\$13.98	\$29,089
37-1011	Housekeeping & Janitorial Worker Supervisors	2,421	\$21.25	\$44,198
43-4161	Human Resources Assistants, Except Payroll & Timekeeping	2,631	\$22.21	\$46,191
11-3121	Human Resources Managers	3,318	\$65.71	\$136,666
13-1071	Human Resources Specialists	17,254	\$35.46	\$73,768
19-2043	Hydrologists	384	\$43.22	\$89,904
17-2112	Industrial Engineers	6,743	\$52.33	\$108,843
49-9041	Industrial Machinery Mechanics	7,213	\$30.12	\$62,666
11-3051	Industrial Production Managers	2,745	\$63.03	\$131,088
53-7051	Industrial Truck & Tractor Operators	11,259	\$21.65	\$45,038
43-4199	Information & Record Clerks, All Other	3,992	\$21.05	\$43,791
15-1122	Information Security Analysts	2,685	\$52.73	\$109,677
51-9061	Inspectors, Testers, Sorters, Samplers & Weighers	11,892	\$29.16	\$60,663
49-9098	Installation, Maintenance & Repair Worker Helpers	1,407	\$18.70	\$38,901
49-9099	Installation, Maintenance & Repair Workers, All Other	2,957	\$27.07	\$56,324
25-9031	Instructional Coordinators	2,028	\$33.49	\$69,668
47-2131	Insulation Workers, Floor, Ceiling & Wall	1,058	\$26.21	\$54,506
47-2132	Insulation Workers, Mechanical	686	\$31.80	\$66,151
13-1032	Insurance Appraisers, Auto Damage	284	\$33.91	\$70,539
43-9041	Insurance Claims & Policy Processing Clerks	3,607	\$22.55	\$46,918
41-3021	Insurance Sales Agents	7,701	\$30.72	\$63,900
13-2053	Insurance Underwriters	1,614	\$39.80	\$82,787
27-1025	Interior Designers	1,367	\$31.05	\$64,582
29-1063	Internists, General	265	\$107.68	\$223,978
27-3091	Interpreters & Translators	885	\$23.76	\$49,408

SOC Code	Washington Statewide Occupational Title	Estimated Employment	Average Wage	Annual Wage
43-4111	Interviewers, Except Eligibility & Loan	3,756	\$18.80	\$39,089
37-2011	Janitors/Cleaners, Except Maids & Housekeeping	45,378	\$17.47	\$36,350
51-9071	Jewelers/Precious Stone & Metal Workers	413	\$19.44	\$40,445
23-1023	Judges, Magistrate Judges & Magistrates	910	\$60.87	\$126,612
23-1012	Judicial Law Clerks	566	\$30.37	\$63,177
25-2012	Kindergarten Teachers, Except Special Education	7,868		\$63,417
13-1075	Labor Relations Specialists	2,283	\$37.77	\$78,562
53-7062	Laborers/Freight, Stock & Material Movers, Hand	71,692	\$17.42	\$36,231
17-1012	Landscape Architects	702	\$33.46	\$69,593
37-3011	Landscaping & Groundskeeping Workers	19,096	\$18.31	\$38,093
37-1012	Landscaping/Lawn & Groundskeeping Worker Supervisors	2,122	\$27.65	\$57,508
51-4034	Lathe Tool Setters/Operators/Tenders, Metal/Plastic	124	\$22.16	\$46,099
51-6011	Laundry & Dry Cleaning Workers	3,128	\$14.22	\$29,572
25-1112	Law Teachers, Postsecondary	146		\$105,320
23-1011	Lawyers	11,000	\$66.76	\$138,857
51-4192	Layout Workers, Metal & Plastic	541	\$28.52	\$59,324
43-6012	Legal Secretaries	2,781	\$26.89	\$55,916
23-2099	Legal Support Workers, All Other	854	\$33.43	\$69,545
11-1031	Legislators	826		\$67,523
25-4021	Librarians	2,973	\$35.11	\$73,033
43-4121	Library Assistants, Clerical	1,758	\$16.59	\$34,511
25-1082	Library Science Teachers, Postsecondary	87		\$101,116
25-4031	Library Technicians	2,088	\$21.86	\$45,469
19-1099	Life Scientists, All Other	232	\$44.07	\$91,679
19-4099	Life, Physical & Social Science Technicians, All Other	1,600	\$27.35	\$56,891
33-9092	Lifeguards/Ski Patrol & Recreational Protective Svc Workers	2,268	\$14.45	\$30,052
43-4131	Loan Interviewers & Clerks	4,113	\$21.95	\$45,653

SOC Code	Washington Statewide Occupational Title	Estimated Employment	Average Wage	Annual Wage
13-2072	Loan Officers	6,938	\$36.68	\$76,280
39-3093	Locker Room, Coatroom & Dressing Room Attendants	185	\$15.63	\$32,496
49-9094	Locksmiths & Safe Repairers	389	\$18.37	\$38,225
53-4011	Locomotive Engineers	412	\$42.45	\$88,308
11-9081	Lodging Managers	910	\$29.67	\$61,729
45-4023	Log Graders & Scalers	301	\$23.23	\$48,305
45-4022	Logging Equipment Operators	1,358	\$24.98	\$51,943
45-4029	Logging Workers, All Other	671	\$23.48	\$48,834
13-1081	Logisticians	6,273	\$44.22	\$91,986
53-7063	Machine Feeders & Offbearers	2,023	\$18.49	\$38,467
51-4041	Machinists	10,296	\$25.66	\$53,384
29-2035	Magnetic Resonance Imaging Technologists	802	\$44.65	\$92,884
37-2012	Maids & Housekeeping Cleaners	17,617	\$13.98	\$29,080
43-9051	Mail Clerks & Mail Machine Oprs, Except Postal Service	811	\$17.85	\$37,138
49-9071	Maintenance & Repair Workers, General	35,401	\$21.88	\$45,516
49-9043	Maintenance Workers, Machinery	786	\$26.41	\$54,922
13-1111	Management Analysts	21,934	\$51.11	\$106,307
11-9199	Managers, All Other	11,275	\$61.50	\$127,917
39-5092	Manicurists & Pedicurists	3,187	\$15.61	\$32,465
49-9095	Manufactured Building & Mobile Home Installers	32	\$15.15	\$31,518
17-2121	Marine Engineers & Naval Architects	441	\$44.84	\$93,263
13-1161	Market Research Analysts & Marketing Specialists	21,296	\$40.13	\$83,478
11-2021	Marketing Managers	6,076	\$76.25	\$158,591
21-1013	Marriage & Family Therapists	243	\$23.22	\$48,295
31-9011	Massage Therapists	4,828	\$31.02	\$64,524
53-7199	Material Moving Workers, All Other	391	\$20.57	\$42,791
25-1022	Mathematical Science Teachers, Postsecondary	1,009		\$76,327
15-2021	Mathematicians	\$60.35	\$125,534	\$125,534

SOC Code	Washington Statewide Occupational Title	Estimated Employment	Average Wage	Annual Wage
51-3022	Meat, Poultry & Fish Cutters/Trimmers	2,962	\$15.34	\$31,906
49-9011	Mechanical Door Repairers	391	\$24.77	\$51,502
17-3013	Mechanical Drafters	2,055	\$39.71	\$82,594
17-3027	Mechanical Engineering Technicians	1,007	\$31.94	\$66,436
17-2141	Mechanical Engineers	7,750	\$47.38	\$98,548
49-1011	Mechanics, Installers & Repairers Supervisors	12,864	\$35.43	\$73,696
27-4099	Media & Communication Equipment Workers, All Other	180	\$35.38	\$73,574
27-3099	Media & Communication Workers, All Other	442	\$36.44	\$75,804
11-9111	Medical & Health Services Managers	6,953	\$57.82	\$120,257
51-9082	Medical Appliance Technicians	242	\$23.47	\$48,823
31-9092	Medical Assistants	14,446	\$20.52	\$42,669
31-9093	Medical Equipment Preparers	1,461	\$20.08	\$41,767
49-9062	Medical Equipment Repairers	987	\$26.57	\$55,254
29-2071	Medical Records & Health Information Technicians	4,979	\$22.58	\$46,963
19-1042	Medical Scientists, Except Epidemiologists	5,566	\$44.17	\$91,858
43-6013	Medical Secretaries	8,199	\$21.02	\$43,716
31-9094	Medical Transcriptionists	1,190	\$19.48	\$40,500
13-1121	Meeting, Convention & Event Planners	2,647	\$26.16	\$54,413
21-1023	Mental Health & Substance Abuse Social Workers	2,213	\$26.30	\$54,712
27-1026	Merchandise Displayers & Window Trimmers	2,230	\$19.09	\$39,693
51-4199	Metal Workers & Plastic Workers, All Other	395	\$19.93	\$41,471
51-4051	Metal-Refining Furnace Operators & Tenders	176	\$21.75	\$45,236
43-5041	Meter Readers, Utilities	804	\$24.04	\$49,994
19-1022	Microbiologists	384	\$36.51	\$75,957
25-2022	Middle School Teachers (Except Special Ed & Vocational)	9,070		\$66,773
51-4035	Milling/Planing Mach Setters, Oprs/Tenders, Metal/Plastic	101		
49-9044	Millwrights	1,525	\$30.74	\$63,934

SOC Code	Washington Statewide Occupational Title	Estimated Employment	Average Wage	Annual Wage
17-2151	Mining & Geological Engineers (Inc Mining Safety)	73	\$48.66	\$101,219
47-4090	Miscellaneous Construction & Related Workers	441	\$19.82	\$41,212
15-2090	Miscellaneous Mathematical Science Occupations		\$24.53	\$51,020
51-9023	Mixing & Blending Machine Setters, Operators & Tenders	2,115	\$22.12	\$46,010
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	4,559	\$29.01	\$60,344
51-4061	Model Makers, Metal & Plastic	92	\$34.45	\$71,645
41-9012	Models	18	\$20.65	\$42,942
51-4072	Mold/Coremaking/Casting Mach Set/Oprs/Tend, Metal/Plastic	2,805	\$18.96	\$39,444
51-9195	Molders, Shapers & Casters, Except Metal & Plastic	847	\$19.69	\$40,944
39-4031	Morticians, Undertakers & Funeral Directors	328	\$28.35	\$58,978
39-3021	Motion Picture Projectionists		\$13.11	\$27,261
53-3099	Motor Vehicle Operators, All Other	2,211	\$17.68	\$36,774
49-3051	Motorboat Mechanics & Service Technicians	776	\$22.82	\$47,473
53-5022	Motorboat Operators	163	\$27.44	\$57,073
49-3052	Motorcycle Mechanics	491	\$21.02	\$43,719
27-1014	Multimedia Artists & Animators		\$44.37	\$92,281
51-4081	Multiple Machine Tool Setters/Oprs/Tenders, Metal/Plastic	690	\$18.77	\$39,034
25-4013	Museum Technicians & Conservators	232	\$22.65	\$47,108
27-2041	Music Directors & Composers	138	\$35.21	\$73,238
49-9063	Musical Instrument Repairers & Tuners	215	\$20.94	\$43,552
27-2042	Musicians & Singers	888	\$39.94	
11-9121	Natural Sciences Managers	1,809	\$75.28	\$156,578
15-1142	Network & Computer Systems Administrators	8,915	\$45.37	\$94,368
43-4141	New Accounts Clerks	508	\$21.50	\$44,727
39-2021	Nonfarm Animal Caretakers	4,429	\$14.95	\$31,098
17-2161	Nuclear Engineers		\$49.04	\$102,009
29-2033	Nuclear Medicine Technologists	303	\$44.98	\$93,551

SOC Code	Washington Statewide Occupational Title	Estimated Employment	Average Wage	Annual Wage
29-1151	Nurse Anesthetists	729	\$95.69	\$199,020
29-1161	Nurse Midwives	98	\$50.22	\$104,463
29-1171	Nurse Practitioners	3,426	\$57.54	\$119,694
29-2061	Nurses, Practical & Vocational (Licensed)	7,136	\$27.10	\$56,383
31-1014	Nursing Assistants	32,693	\$15.95	\$33,161
25-1072	Nursing Instructors & Teachers, Postsecondary	1,084		\$78,892
29-1064	Obstetricians & Gynecologists	302	\$126.99	\$264,145
29-9011	Occupational Health & Safety Specialists	2,996	\$38.26	\$79,600
29-9012	Occupational Health & Safety Technicians	338	\$30.57	\$63,599
29-1122	Occupational Therapists	2,781	\$39.74	\$82,668
31-2012	Occupational Therapy Aides	169	\$25.48	\$53,012
31-2011	Occupational Therapy Assistants	622	\$31.54	\$65,612
43-1011	Office & Administrative Support Worker Supervisors	30,250	\$32.10	\$66,772
43-9199	Office & Administrative Support Workers, All Other	6,184	\$20.49	\$42,615
43-9061	Office Clerks, General	73,373	\$19.83	\$41,237
43-9071	Office Machine Operators, Except Computer	830	\$17.13	\$35,613
47-2073	Operating Engineers & Construction Equipment Operators	8,747	\$32.89	\$68,425
15-2031	Operations Research Analysts	2,893	\$45.53	\$94,703
51-9083	Ophthalmic Laboratory Technicians	1,395	\$19.00	\$39,540
29-2057	Ophthalmic Medical Technicians	1,700	\$21.55	\$44,816
29-2081	Opticians, Dispensing	1,452	\$21.89	\$45,531
29-1041	Optometrists	698	\$58.62	\$121,942
29-1022	Oral & Maxillofacial Surgeons		\$144.53	\$300,638
43-4151	Order Clerks	8,057	\$22.14	\$46,070
31-1015	Orderlies	435	\$16.13	\$33,554
29-1023	Orthodontists	106	\$146.13	\$303,957
29-2091	Orthotists & Prosthetists	183	\$36.24	\$75,388

SOC Code	Washington Statewide Occupational Title	Estimated Employment	Average Wage	Annual Wage
49-3053	Outdoor Power Equipment & Other Small Engine Mechanics	576	\$20.10	\$41,804
51-9111	Packaging & Filling Machine Operators & Tenders	8,348	\$17.08	\$35,534
53-7064	Packers & Packagers, Hand	18,213	\$15.11	\$31,435
47-3014	Painter, Paperhanger, Plasterer & Stucco Mason Helpers	274	\$15.90	\$33,067
47-2141	Painters, Construction & Maintenance	10,003	\$21.01	\$43,700
51-9122	Painters, Transportation Equipment	2,199	\$28.82	\$59,943
51-9123	Painting, Coating & Decorating Workers	228	\$20.31	\$42,245
51-9196	Paper Goods Machine Setters, Operators & Tenders	2,081	\$23.82	\$49,555
47-2142	Paperhangers		\$18.71	\$38,919
23-2011	Paralegals & Legal Assistants	6,222	\$29.81	\$61,998
33-3041	Parking Enforcement Workers	232	\$28.15	\$58,547
53-6021	Parking Lot Attendants	2,704	\$15.65	\$32,549
41-2022	Parts Salespersons	5,770	\$18.43	\$38,338
51-4062	Patternmakers, Metal & Plastic	20	\$24.01	\$49,928
47-2071	Paving, Surfacing & Tamping Equipment Operators	374	\$32.54	\$67,675
43-3051	Payroll & Timekeeping Clerks	3,066	\$25.04	\$52,096
29-1065	Pediatricians, General	770	\$89.87	\$186,926
39-9099	Personal Care & Service Workers, All Other	2,798	\$14.10	\$29,318
39-9021	Personal Care Aides	47,236	\$14.46	\$30,070
13-2052	Personal Financial Advisors	3,511	\$53.84	\$111,998
39-1021	Personal Service Worker Supervisors	4,555	\$23.50	\$48,885
37-2021	Pest Control Workers	1,075	\$22.90	\$47,645
37-3012	Pesticide Handlers, Sprayers & Applicators, Vegetation	714	\$18.81	\$39,134
51-8093	Petroleum Pump System/Refinery Operators & Gaugers	984	\$29.99	\$62,382
29-1051	Pharmacists	5,743	\$62.30	\$129,580
31-9095	Pharmacy Aides	1,097	\$16.37	\$34,051
29-2052	Pharmacy Technicians	6,951	\$20.78	\$43,206

SOC Code	Washington Statewide Occupational Title	Estimated Employment	Average Wage	Annual Wage
25-1126	Philosophy & Religion Teachers, Postsecondary	387		\$75,100
31-9097	Phlebotomists	2,474	\$19.56	\$40,677
27-4021	Photographers	1,029	\$23.49	\$48,854
51-9151	Photographic Process Workers & Processing Machine Oprs	235	\$17.55	\$36,506
19-2099	Physical Scientists, All Other	296	\$53.04	\$110,317
31-2022	Physical Therapist Aides	864	\$14.82	\$30,827
31-2021	Physical Therapist Assistants	1,353	\$28.88	\$60,076
29-1123	Physical Therapists	5,213	\$42.03	\$87,430
29-1071	Physician Assistants	2,473	\$60.64	\$126,137
29-1069	Physicians & Surgeons, All Other	8,260	\$116.94	\$243,247
19-2012	Physicists	496	\$54.16	\$112,637
25-1054	Physics Teachers, Postsecondary	440		\$85,667
47-2072	Pile Driver Operators	185	\$36.47	\$75,866
47-3015	Pipelayer, Plumber, Pipefitter & Steamfitter Helpers	635	\$19.08	\$39,675
47-2151	Pipelayers	923	\$30.79	\$64,042
51-8099	Plant & System Operators, All Other	283	\$33.73	\$70,171
47-2161	Plasterers & Stucco Masons	234	\$25.38	\$52,803
51-4193	Plating/Coating Machine Setters/Oprs/Tenders, Metal/Plastic	380	\$19.09	\$39,705
47-2152	Plumbers, Pipefitters, & Steamfitters	9,376	\$32.81	\$68,250
29-1081	Podiatrists	137	\$66.69	\$138,708
33-1012	Police & Detective Supervisors	2,591	\$52.89	\$110,024
33-3051	Police & Sheriff's Patrol Officers	9,670	\$38.54	\$80,158
43-5031	Police, Fire & Ambulance Dispatchers	1,593	\$28.28	\$58,833
25-1065	Political Science Teachers, Postsecondary	437		\$88,139
19-3094	Political Scientists	110	\$41.32	\$85,948
43-5051	Postal Service Clerks	1,589	\$24.70	\$51,361
43-5052	Postal Service Mail Carriers	6,800	\$25.37	\$52,780

SOC Code	Washington Statewide Occupational Title	Estimated Employment	Average Wage	Annual Wage
43-5053	Postal Svc Mail Sorters/Processors & Processing Mach Oprs	1,946	\$25.81	\$53,696
11-9131	Postmasters & Mail Superintendents	277	\$37.30	\$77,588
25-1199	Postsecondary Teachers, All Other	1,057		\$75,626
51-4052	Pourers & Casters, Metal	54	\$18.90	\$39,327
51-8012	Power Distributors & Dispatchers	335	\$54.10	\$112,520
51-8013	Power Plant Operators	476	\$46.03	\$95,736
49-9069	Precision Instrument & Equipment Repairers, All Other	362	\$31.47	\$65,453
51-5111	Prepress Technicians & Workers	419	\$20.53	\$42,708
25-2011	Preschool Teachers, Except Special Education	11,053	\$16.13	\$33,534
51-6021	Pressers, Textile, Garment & Related Materials	786	\$14.91	\$31,023
51-5113	Print Binding & Finishing Workers	449	\$19.06	\$39,645
51-5112	Printing Press Operators	2,483	\$20.68	\$43,021
33-9021	Private Detectives and Investigators		\$30.36	\$63,167
21-1092	Probation Officers & Correctional Treatment Specialists	2,012	\$30.46	\$63,354
43-3061	Procurement Clerks	1,170	\$24.41	\$50,776
27-2012	Producers & Directors	2,401	\$34.94	\$72,676
51-1011	Production & Operating Worker Supervisors	14,919	\$36.15	\$75,194
51-9198	Production Worker Helpers	3,886	\$16.32	\$33,948
51-9199	Production Workers, All Other	2,615	\$17.34	\$36,054
43-5061	Production, Planning & Expediting Clerks	11,950	\$25.12	\$52,237
43-9081	Proofreaders & Copy Markers	245	\$26.34	\$54,791
11-9141	Property, Real Estate & Community Association Managers	2,538	\$44.42	\$92,412
29-1024	Prosthodontists		\$117.97	\$245,366
33-1099	Protective Service Worker Supervisors, All Other	2,010	\$25.26	\$52,526
33-9099	Protective Service Workers, All Other	4,195	\$21.06	\$43,816
31-1013	Psychiatric Aides	83	\$18.67	\$38,845
29-2053	Psychiatric Technicians	1,026	\$20.05	\$41,708

SOC Code	Washington Statewide Occupational Title	Estimated Employment	Average Wage	Annual Wage
29-1066	Psychiatrists	568	\$120.32	\$250,273
19-3039	Psychologists, All Other	371	\$50.26	\$104,549
25-1066	Psychology Teachers, Postsecondary	859		\$69,608
27-3012	Public Address System & Other Announcers		\$22.08	\$45,917
11-2031	Public Relations & Fundraising Managers	2,167	\$62.94	\$130,908
27-3031	Public Relations Specialists	5,769	\$35.47	\$73,772
53-7072	Pump Operators, Except Wellhead Pumpers		\$22.77	\$47,355
11-3061	Purchasing Managers	1,797	\$65.90	\$137,081
29-1124	Radiation Therapists	412	\$49.81	\$103,601
27-3011	Radio & Television Announcers	626		
49-2021	Radio, Cellular & Tower Equipment Installers/Repairers	405	\$34.28	\$71,295
29-2034	Radiologic Technologists & Technicians	3,897	\$34.74	\$72,260
49-3043	Rail Car Repairers	646	\$28.29	\$58,836
47-4061	Rail Track Laying & Maintenance Equipment Operators	136	\$27.59	\$57,391
53-4099	Rail Transportation Workers, All Other	27	\$37.90	\$78,838
53-4021	Railroad Brake, Signal & Switch Operators		\$32.99	\$68,607
53-4031	Railroad Conductors & Yardmasters	654	\$33.68	\$70,055
41-9021	Real Estate Brokers	614	\$34.37	\$71,487
41-9022	Real Estate Sales Agents	8,189	\$31.68	\$65,895
43-4171	Receptionists & Information Clerks	26,011	\$16.74	\$34,813
25-1193	Recreation & Fitness Studies Teachers, Postsecondary	391		\$53,888
39-9032	Recreation Workers	6,843	\$16.66	\$34,644
29-1125	Recreational Therapists	190	\$29.28	\$60,902
49-3092	Recreational Vehicle Service Technicians	439	\$21.79	\$45,319
53-7081	Refuse & Recyclable Material Collectors	2,452	\$25.81	\$53,688
29-1141	Registered Nurses	56,295	\$40.44	\$84,109
21-1015	Rehabilitation Counselors	3,572	\$24.43	\$50,805

SOC Code	Washington Statewide Occupational Title	Estimated Employment	Average Wage	Annual Wage
47-2171	Reinforcing Iron & Rebar Workers	401	\$35.88	\$74,644
21-2099	Religious Workers, All Other	248	\$20.54	\$42,733
27-3022	Reporters & Correspondents	583	\$26.40	\$54,920
43-4181	Reservation/Transportation Ticket Agents/Travel Clerks	3,152	\$19.69	\$40,951
39-9041	Residential Advisors	1,738	\$16.70	\$34,736
29-1126	Respiratory Therapists	2,051	\$34.01	\$70,747
29-2054	Respiratory Therapy Technicians	57	\$28.46	\$59,197
41-2031	Retail Salespersons	103,224	\$17.11	\$35,594
49-9096	Riggers	928	\$28.24	\$58,736
47-5051	Rock Splitters, Quarry	77	\$21.27	\$44,255
51-4023	Rolling Machine Setters/Operators & Tenders/Metal & Plastic	281	\$23.31	\$48,492
47-3016	Roofer Helpers	255	\$16.48	\$34,285
47-2181	Roofers	4,537	\$26.19	\$54,478
53-5011	Sailors & Marine Oilers	1,862	\$25.78	\$53,630
41-9099	Sales & Related Workers, All Other	1,756	\$22.66	\$47,129
41-9031	Sales Engineers	1,306	\$60.00	\$124,792
11-2022	Sales Managers	7,342	\$68.96	\$143,429
41-3099	Sales Representatives, Services, All Other	17,627	\$35.58	\$74,011
41-4012	Sales Reps/Wholesale/Mfg, Except Tech/Science Products	34,271	\$37.25	\$77,486
41-4011	Sales Reps/Wholesale/Mfg, Tech/Scientific Products	5,088	\$44.18	\$91,905
41-1012	Sales Worker Supervisors, Non-Retail	4,231	\$43.45	\$90,381
41-1011	Sales Worker Supervisors, Retail	22,668	\$25.92	\$53,904
51-7041	Sawing Machine Setters/Operators & Tenders, Wood	2,223	\$18.82	\$39,151
25-2031	Secondary School Teachers, Except Spec/Voc/Tech Education	14,555		\$68,729
43-6014	Secretaries & Admin Assts, Except Legal/Medical & Exec	33,946	\$21.31	\$44,315
41-3031	Securities, Commodities & Financial Services Sales Agents	6,359	\$39.65	\$82,474
49-2098	Security & Fire Alarm Systems Installers	1,113	\$24.85	\$51,689

SOC Code	Washington Statewide Occupational Title	Estimated Employment	Average Wage	Annual Wage
33-9032	Security Guards	18,130	\$19.08	\$39,699
25-3021	Self-Enrichment Education Teachers	7,736	\$24.35	\$50,638
51-9141	Semiconductor Processors	634	\$20.01	\$41,623
51-9012	Separating & Filtering Machine Setters/Operators/Tenders	1,515	\$19.24	\$40,025
47-4071	Septic Tank Servicers & Sewer Pipe Cleaners	847	\$21.56	\$44,840
27-1027	Set & Exhibit Designers	165	\$23.22	\$48,284
51-6031	Sewing Machine Operators	2,530	\$16.39	\$34,084
47-2211	Sheet Metal Workers	3,847	\$31.97	\$66,491
53-5031	Ship Engineers	1,005	\$42.36	\$88,099
43-5071	Shipping, Receiving & Traffic Clerks	12,364	\$19.76	\$41,089
51-6041	Shoe & Leather Workers & Repairers		\$15.96	\$33,192
51-6042	Shoe Machine Operators & Tenders		\$15.77	\$32,796
49-9097	Signal & Track Switch Repairers	138	\$36.30	\$75,509
39-5094	Skincare Specialists	1,301	\$23.09	\$48,017
51-3023	Slaughterers & Meat Packers	1,224	\$16.26	\$33,826
11-9151	Social & Community Service Managers		\$31.30	\$65,105
21-1093	Social & Human Service Assistants	8,086	\$19.67	\$40,897
19-4061	Social Science Research Assistants	421	\$23.14	\$48,118
25-1069	Social Sciences Teachers, Postsecondary, All Other	145		\$70,962
19-3099	Social Scientists & Related Workers, All Other	765	\$38.08	\$79,211
25-1113	Social Work Teachers, Postsecondary	165		\$85,145
21-1029	Social Workers, All Other	678	\$35.79	\$74,457
19-3041	Sociologists	76	\$36.26	\$75,420
25-1067	Sociology Teachers, Postsecondary	335		\$73,272
15-1132	Software Developers, Applications	53,855	\$64.46	\$134,088
15-1133	Software Developers, Systems Software	16,129	\$59.30	\$123,361
19-1013	Soil & Plant Scientists	427	\$35.54	\$73,921

SOC Code	Washington Statewide Occupational Title	Estimated Employment	Average Wage	Annual Wage
27-4014	Sound Engineering Technicians	157	\$37.67	\$78,359
25-2052	Special Ed Teachers, Kindergarten & Elementary School	4,571		\$66,534
25-2059	Special Education Teachers, All Other	116		\$60,559
25-2053	Special Education Teachers, Middle School	1,210		\$65,341
25-2051	Special Education Teachers, Preschool	663		\$64,498
25-2054	Special Education Teachers, Secondary School	2,116		\$67,560
29-1127	Speech-Language Pathologists	3,254	\$35.81	\$74,499
51-8021	Stationary Engineers & Boiler Operators	560	\$34.51	\$71,787
43-9111	Statistical Assistants	367	\$31.47	\$65,453
15-2041	Statisticians	1,278	\$49.24	\$102,417
43-5081	Stock Clerks & Order Fillers	33,183	\$17.22	\$35,814
47-2022	Stonemasons	159	\$23.02	\$47,886
47-2221	Structural Iron & Steel Workers	1,487	\$36.70	\$76,321
51-2041	Structural Metal Fabricators & Fitters	1,592	\$22.12	\$46,024
21-1018	Substance Abuse/Behavioral Disorder/Mental Health Cnslrs	8,354	\$23.69	\$49,269
25-3098	Substitute Teachers	15,893	\$19.92	\$41,435
29-1067	Surgeons	624	\$117.84	\$245,104
29-2055	Surgical Technologists	1,922	\$28.53	\$59,339
19-3022	Survey Researchers	126	\$32.35	\$67,306
17-3031	Surveying & Mapping Technicians	1,201	\$25.00	\$51,986
17-1022	Surveyors	960	\$42.00	\$87,352
43-2011	Switchboard Operators, Including Answering Service	893	\$17.11	\$35,586
51-6052	Tailors, Dressmakers & Custom Sewers	301	\$16.04	\$33,369
53-7121	Tank Car, Truck & Ship Loaders	69	\$24.70	\$51,383
47-2082	Tapers	2,075	\$27.91	\$58,053
13-2081	Tax Examiners, Collectors & Revenue Agents	1,002	\$31.94	\$66,430
13-2082	Tax Preparers	885	\$18.69	\$38,871

SOC Code	Washington Statewide Occupational Title	Estimated Employment	Average Wage	Annual Wage
53-3041	Taxi Drivers & Chauffeurs	3,859	\$17.37	\$36,125
25-9041	Teacher Assistants	37,806		\$35,739
25-3097	Teachers & Instructors, All Other, Exc Substitute Teachers	4,589		\$48,897
27-3042	Technical Writers	1,179	\$42.29	\$87,980
49-2022	Telecom Equip Installers/Repairers, Except Line	4,909	\$31.15	\$64,789
49-9052	Telecommunications Line Installers & Repairers	1,322	\$31.38	\$65,270
41-9041	Telemarketers	1,054	\$18.37	\$38,193
43-2021	Telephone Operators	24	\$16.47	\$34,266
43-3071	Tellers	11,036	\$16.86	\$35,069
51-6062	Textile Cutting Machine Setters,Operators & Tenders	114	\$17.83	\$37,076
51-6063	Textile Knitting/Weaving Machine Setters,Oprs & Tenders	65	\$18.63	\$38,745
51-6064	Textile Wind/Twist/Draw-Out Machine Setters,Oprs & Tenders	226	\$16.95	\$35,244
51-6099	Textile, Apparel & Furnishings Workers, All Other	128	\$23.12	\$48,085
29-1129	Therapists, All Other	70	\$34.37	\$71,485
47-2044	Tile & Marble Setters	1,007	\$25.31	\$52,647
49-3093	Tire Repairers & Changers	2,327	\$17.19	\$35,756
23-2093	Title Examiners, Abstractors, & Searchers	1,278	\$24.18	\$50,297
51-4194	Tool Grinders, Filers & Sharpeners	194	\$30.67	\$63,808
39-7010	Tour & Travel Guides	883	\$18.70	\$38,900
53-6041	Traffic Technicians	141	\$31.69	\$65,912
11-3131	Training & Development Managers	750	\$70.76	\$147,196
13-1151	Training & Development Specialists	7,086	\$37.64	\$78,284
33-3052	Transit & Railroad Police		\$41.21	\$85,715
53-6061	Transportation Attendants, Except Flight Attendants	1,141	\$18.00	\$37,435
53-6051	Transportation Inspectors	1,053	\$36.64	\$76,193
33-9093	Transportation Security Screeners	1,206	\$21.30	\$44,320
53-6099	Transportation Workers, All Other	1,486	\$21.35	\$44,418

SOC Code	Washington Statewide Occupational Title	Estimated Employment	Average Wage	Annual Wage
11-3071	Transportation, Storage & Distribution Managers	2,357	\$57.19	\$118,955
53-1048	Transportation/Material Moving Supervisors/no cargo hndlr	10,310	\$31.60	\$65,727
41-3041	Travel Agents	1,152	\$26.19	\$54,469
37-3013	Tree Trimmers & Pruners	736	\$27.72	\$57,654
53-3032	Truck Drivers, Heavy & Tractor-Trailer	31,613	\$24.23	\$50,414
53-3033	Truck Drivers, Light or Delivery Services	17,737	\$20.52	\$42,683
27-2023	Umpires, Referees & Other Sports Officials	496		\$39,809
51-6093	Upholsterers	380	\$23.09	\$48,025
19-3051	Urban & Regional Planners	2,114	\$39.74	\$82,660
39-3031	Ushers, Lobby Attendants & Ticket Takers	3,894	\$14.67	\$30,497
29-1131	Veterinarians	1,629	\$45.50	\$94,627
31-9096	Veterinary Assistants & Laboratory Animal Caretakers	3,650	\$15.47	\$32,180
29-2056	Veterinary Technologists & Technicians	1,971	\$18.70	\$38,887
25-1194	Vocational Education Teachers, Postsecondary	4,453	\$31.35	\$65,209
35-3031	Waiters & Waitresses	54,768	\$17.82	\$37,078
51-8031	Water & Wastewater Treatment Plant & System Operators	2,852	\$31.24	\$64,970
15-1134	Web Developers	5,880	\$46.01	\$95,695
43-5111	Weighers/Measurers/Checkers & Samplers, Recordkeeping	847	\$20.10	\$41,804
51-4121	Welders, Cutters, Solderers & Brazers	8,411	\$25.19	\$52,405
51-4122	Welding/Soldering/Brazing Mach Setters/Operators & Tenders	73	\$24.37	\$50,695
49-9081	Wind Turbine Service Technicians	40	\$31.78	\$66,109
51-7099	Woodworkers, All Other	31	\$29.53	\$61,413
51-7042	Woodworking Machine Setters/Oprs & Tenders, Except Sawing	2,679	\$17.47	\$36,342
43-9022	Word Processors & Typists	465	\$22.63	\$47,073
27-3043	Writers & Authors	1,396	\$31.89	\$66,333
19-1023	Zoologists & Wildlife Biologists	2,368	\$36.88	\$76,709

SESSION FOURTEEN: Planning For The Future

STUDENT LEARNING OBJECTIVES:

- Student will identify what type of education/training she will need upon release and where she might best get that.
- Student will identify goals in her life that she will start working on now to get ready for release.
- Student will present a Portfolio that showcases her skills, education, training, and positive referrals.

HOMEWORK:

- Finish one goal in three different areas, defining the tasks and the timelines for each.
- Practice interview questions with your Accountability Partner, including the part where you discuss your conviction in a positive way that lets an employer see that you are a good candidate for the job.
- Journaling – Write about topics below or other topics that examine where you are as you are coming to the end of this particular course and the beginning of many years of becoming the woman you want to be.

SUGGESTIONS FOR JOURNALING:

- Where am I on the Path of Life? Am I happy with my current direction?
- What have I learned about myself in this Reentry class?
- What tasks are left for me to accomplish before my release?

**When I look back at my life,
I see pain, mistakes and heartache.
When I look in the mirror, I see
strength, learned lessons
and pride in myself.**

Author Unknown

Lifelong Learning for Success—Continuing Your Education

“Through learning we re-create ourselves. Through learning we become able to do something we were never able to do.”

Peter Senge

The amount of education and training you have, whether academic or skill-based, will help you when you reenter society. Today’s workers cannot expect to work their whole lives for one employer. Experts say that, in the 21st century workforce, change is the norm. People now change jobs an average of nine times during their careers.

Many jobs of the future will be in services that require a high degree of training, will pay well and offer you the chance to move up the career ladder. Assume an average of \$13/hour or less for most minimum wage, entry-level jobs with minimal skill requirements, or roughly \$26,000/year. Assume a family-supportable wage of \$17-20/hr. or more with skills training/college or roughly \$34-40,000/year. Your initial job out of prison may likely be at minimum wage; however, you may need to continue with your training and education until you can earn a family-supportable wage—especially if you have kids at home to support. **This is a big deal—very, very important!**

Some people report that they didn’t do well in school. There are lots of reasons for this: for example, learning styles that may not fit well with the traditional educational system, life circumstances, physical problems, and so on. However, these same people find that when they return to education as adults, learning is fun and fulfilling.

Capitalize on everything you can learn while in prison or on the job. At the WCCW, this means:

1) FEPPS Classes toward an AA degree, 2) other special college course arrangements (correspondence), 3) completing your GED, 4) technical training (horticulture, dog grooming, braille translation, drafting/design, TRAC and 5) other programs offered by the WCCW from time-to-time.

To keep earning, keep learning. You can do this many ways—both while incarcerated at the WCCW and following release:

- On-the-job training (where you are trained and earn money at the same time)
- Apprenticeships (many are also available via the community college system)
- Online courses (many schools offer excellent online courses in many subjects)
- GED, ABE and High School Diploma classes
- Post-secondary education and training (community college, vocational training, technical education); most schools are very open and welcoming to ex-offenders
- College degree (AA degree, BA/BS degree, etc.); most schools are very open to working with ex-offenders

Below is a more detailed explanation of each of these education and training options:

On-the-job training and job-shadowing

Many businesses have on-the-job training programs. These occur when an experienced employee teaches a new person how to perform job tasks. The new employee earns a wage while he or she is learning. For example, a new construction assistant works with an experienced employee who shows her how to install tile. To learn about on-the-job training subsidized by state government, contact your local **WorkSource** office.

Apprenticeships

Apprenticeships are a combination of on-the-job training and related classroom training. Apprenticeships generally are found in trades that require a high level of manual, mechanical or technical skills. You can find out more from the Washington State Department of Labor & Industries at www.lni.wa.gov/TradesLicensing/Apprenticeship/default.asp

Online courses

If you have access to a computer (at home, the library, the **WorkSource** office), you can learn from online courses. For instance, you can open up any Microsoft program and take the online tutorial. Many trade schools, colleges and universities have online courses.

General Equivalency Diploma (GED), Adult Basic Education (ABE), High School diploma

If you don't have your high school diploma or GED, it's never too late to get one! You can take classes while incarcerated or after you are released. All of the community or technical colleges in Washington have GED preparation classes. If you are just a few credits short and want a high school diploma, you can take classes for that.

If you need to brush up on basic skills (math, English, reading), you also can take adult basic education classes. These classes and the GED classes are offered in a variety of times and locations to meet the needs of busy adults. Contact the State Board for Community and Technical Colleges at www.sbctc.ctc.edu to find out more. WorkSource offices sometimes have classes onsite or can help you find a local resource.

“Earning my GED has left me thirsty for higher learning.”
“Now that I have a certificate, I feel better about myself and more complete.”
“Now that I’ve graduated, I know anything is possible.”
-Graduates from the county jail ABE/GED class

Post-secondary training and education (community college, vocational training, technical education)

Washington's two-year colleges offer a range of programs for students to:

1. Take continuing-education classes
2. Get job training
3. Gain basic education skills
4. Prepare to transfer to a university

Students who complete their courses receive certificates or associate degrees. Sometimes students begin college at a two-year community college and transfer their credits to a four-year college if they want to work toward a bachelor's degree.

All states have a system for post-secondary training and education. In Washington, this system is managed by the State Board for Community and Technical Colleges. Check out the Web site at www.sbctc.edu to find a community or technical college near you.

College degree

Colleges and universities offer you four-year degrees. These include bachelor's degrees (B.A. or B.S.) or graduate degrees such as a master's degrees (M.A. or M.S.) or even doctoral degrees (Ph.D.). Many professions require an advanced degree. Lawyers, teachers, doctors and college professors all have graduate degrees.

The amount of education you have can take you in the direction of self-sufficiency, financial security and fulfilling work. It's a big investment.

If you are interested in college, contact the admissions office as early as possible. Keep careful notes of the process and keep track of all of your admission paperwork. Set up a simple file folder system labeled for each school you apply to and keep your records for that school in your file. Pay close attention to admission and registration and payment deadlines!

Getting into college takes time and planning

People who succeed at college say it took them about a year of preparation to start taking classes. You may need to provide proof of prior education or have to take an admissions test. Community Colleges do not require a high school diploma or a GED, but you will probably have to take brush-up classes (in language arts and math) before you can start on your college degree or certificate.

Most college applications have a question about felony convictions. If you're asked this question, be prepared to discuss your conviction. This may be as simple as a brief description for the files. You have learned how to discuss your felony convictions with employers, housing managers and others—and this also applies to college admissions.

Financial aid

Figuring out how to pay for college education may seem overwhelming. Make an appointment to talk with a financial-aid officer at the school you hope to attend. Ask about loans, grants and scholarships. It takes time and patience to fill out financial aid forms, but it is worth it.

- Loans – money loaned to you for tuition and books. You must repay loans after you graduate.
- Grants and scholarships – funds for student expenses that you usually don't have to pay back.

Find out about loans and grants at www.studentaid.ed.gov .

While many colleges do require an application fee, be wary of agencies that charge an extra fee to submit your application for you or to find you money for school. Generally, any help that you pay for you can get free from your school financial-aid office. Be especially wary of programs that offer to help but require you to turn over your financial aid to them for them to manage for you.

How much aid you receive from each of the various programs depends on your financial need, on the amount of other aid you receive, and on the availability of funds at your college or career school. So, make sure you apply for student aid as early as you can. Student aid applications must be resubmitted each and every year.

Maybe you think college is not for you, that only young, smart high school graduates go to college. The truth is that colleges are full of people of all ages and backgrounds who are learning for lots of reasons. The average age of community college students is about 35, and many have jobs and families. You will fit in! It just takes hard work and your commitment.

***"I hear and I forget. I see and I remember.
I do and I understand."*** Confucius

College or Trade School...Beats the Heck Out of Prison!



The following are reflections from ex-offenders incarcerated at the WCCW.

Q: Will my criminal record or the fact I was incarcerated be brought up? If it is, will I be discriminated against?

A: This was a question that I had pondered, about work and school. The only time that I have been asked about my criminal history, was while reviewing the admission application for UW. Asking about criminal history is a new part of their application, but it gives you the chance to briefly explain the circumstances surrounding your crimes and after talking to an advisor, I don't think it is meant to be a tool for discrimination as much as it is to help with campus safety. None of the Seattle Community Colleges or Bellevue College ask about criminal history on their applications.

There have been occasions that I offered the information, such as when the financial aid office asked me to write a statement explaining how I supported myself the previous year with no income listed. I write back, "I was institutionalized during that time", which was a sufficient answer for them to process my financial aid. Also, I have made a few of my professors and an advisor aware of my criminal history, and I have never received anything but offers of additional support and encouragement. I have never felt discriminated against in the education system because of my past.

Q: What if I don't know what I want to be when I grow up? How can I go to school if I don't know what I want to go to school for?

A: Believe me, if not knowing what you wanted to major in or what you wanted to do for a career was reason for not going to school, college classrooms would be empty places. Higher education leads to self-discovery. Many people change their major two, three or four times throughout their college years. If you are thinking of a vocational/technical program or certificate, then yes, that does take some decision-making, but even those programs usually have some prerequisites in writing, math and/or English that you can start working on.

What worked really well for me, and others I know, is to start out taking classes that spark your interest. For me, I would have had a much harder transition back into school if I signed up to take science, math and English in the same quarter (eek!) Now that I'm in the swing of things, I could handle that load, but it's a better idea when just starting out to take a core class, such as math, science...etc. and also taking a class that appeals to your interests. For me, that was Sociology and Culture and Ethnic Studies. The classes I found more interesting helped to balance out the one that felt tedious.

Q: It's been a long time since I was in the classroom, what if I can't keep up with the work or have issues with comprehension?

A: I know that many women out there have never had a "traditional education". My little sister dropped out of school in junior high, never to return. Due to a learning disability, she had serious issues with comprehension and always thought she was "just stupid or slow". At the age of 27 she returned to school, very reluctantly. Her reading, writing and math skills were all well below college level, but she has been taking classes for three quarters now and is now enrolled in college level

English and introductory algebra. Just to frame things for you, that first math class she took had lots of $1+3=?$ type equations. With a lot of help from the student tutoring center (which every school has), she went from being a student that dreaded having to read out aloud or get called upon to answer a question, to a student with an A average that sits in the front row and feels comfortable talking in class. It is scary to go back to school, but women with our background are used to change and have been forced to learn to “roll with the punches.” Knowing that you can overcome adversity in life can be a huge asset when it comes to being successful in school.

Q: What is the first step...and I mean, the very first step?

A: Once you know to which area you'll be releasing, you can look at the various schools in that area. In the library reference area (and perhaps also the Village) they have a list of colleges (technical, community, etc...) that you can get the addresses to. I wrote to a couple colleges and asked for a college brochure and class descriptions to be sent to me while I was in the WCCW, which I had no problem receiving (beware, it does take a few weeks). Enclosed in this was a college calendar, so I could see when the quarter began and ended; this helped me to plan when I would feasibly be able to start. Considering the time that it takes for the FAFSA to get processed, to apply to the college and take the assessment tests and to register for classes, I figured it would be about six weeks after release that I could start school. Thankfully, I had someone to help me with the FAFSA (see those working in The Village for help here) while I was still in work release so even though I was released at the very end of November, I was already to start school winter quarter in the first week of January. Also, there is a lot of information for career planning available in the Occupational Outlook Guides in the library. These give a brief description and educational requirements for virtually every occupation you can think of. These are things that can be done while you are in the WCCW, and are the first steps to take.... Currently, we are working together out here to have resources available to people immediately upon release into the community AND Ratcliff work release to assist in filling out the FAFSA. It takes about six weeks for the FAFSA to be processed, so getting that done quickly is key.

Q: Why should I reach for a higher education? Why not just get a full-time job?

This is a question that I have heard more times than I can count. Being financially secure is important to us women, especially to women caring for their children. Working a job that has no higher education or training requirements is probably going to be near minimum wage, which means a constant struggle to make ends meet. We dream of a life better than what we grew up with, a life that includes a sense of security and pride. Getting an education will open the door to career opportunities you may have only dreamed could ever be possible. A good career not only provides benefits and a good livable income for you and yours, but also brings independence. Instead of relying on others for your well-being, you will be self-reliant, and that is an amazing, powerful thing! And if you have children, consider it one of the greatest gifts you can give your kids.... a mother who has an education and able to pass along to them the benefits of her education.... in addition to being able to provide for them in a sustainable way. Both of these can leave a legacy for her children that can last for generations to come.

HOMEWORK: Take time to reflect ~

1. Have you decided on a career goal? If not, list some things you want to do next to help you do so.

2. Do you know anything about the labor market in the area you plan to live in? Can you relocate if necessary? What can you do right away to get more information?

3. What is your current education level? Is it enough for you to get the kind of work you want? If you want to go to school, what do you need to do first to get going?

GOAL SETTING AND PLANNING

Once you have decided to make the change in your head and heart, it is time to start making the changes in your actions. To make these changes will require planning, hard work, and persistence. While incarcerated, someone always tells you what to do, when to do it, and makes sure that you do it. Once released and out in the world your level of successful community living is up to you. Some tools to help you make the transition are goal setting and planning.

Think back to a time in your life where you **really wanted something** and got it. What did you do to make it happen?

Goals and the SMART System

A goal is a destination, something you want or need, which you achieve by taking certain steps. One of the most valuable things you can learn to do is to clearly identify your goals. By *knowing precisely what you want* to accomplish, you will know what you have to focus on to achieve your goals. Setting goals will give you a long-term vision and short-term motivation to organize your resources (your time, money, talents). Some goals require money; others do not. For example, you may want to exercise more, so you set a goal of walking five times a week. Walking is free. Or, you might set a goal of purchasing a new coat for winter. This goal has a price tag attached. In this context, we'll look at goals involving money.

Before you start setting your goals, it is important to come up with a **Personal Statement**. This is the message that you are going to tell yourself when times are tough and you need strength. Your personal statement should **describe the person you plan to become**.

Example: *I am a strong, honest person who is a positive part of my community and who makes my family proud!*

My Personal Statement:

As you set goals, you are going to think of the tasks needed to complete these goals. Every time you complete a task, you are closer to your goal.

SMART Goals:

When you set goals, write them down and make sure they are meaningful to you. Do not be vague - work hard at identifying each step required to realize your goals. Effective goals are:

Specific. "I want to spend my vacation in San Diego." **Not,** "I want to do something fun on my vacation."

Measurable. "I need \$180 for gas, hotel, and food for the week." **Not,** "I need some money for my trip."

Attainable. "I'll save \$15 a week from Thanksgiving until April." **Not,** "I'll win a contest to get the money for my trip."

Realistic. "I plan to drive from Washington to Southern California in about 20 hours" **Not,** "I want to drive from Washington to Southern California in about a half-day."

Time-bound. "I'll have the \$180 for my trip expenses saved by April 10." **Not,** "I want to save up enough money by early spring."

Example of Reentry / Release Goals and Tasks

When you start working towards a goal write in the start date. If you can think of all of the tasks necessary, write them in and start checking them off as you finish them. When you finish, write in the end date. If you are not sure about what steps are necessary write them in as you go.

Basic Needs

Goals	Tasks	Date
Get into stable housing	Find housing resources for single parents with criminal backgrounds	Start date: 07/15/2018
	Call and get on waiting lists	
	Take care of necessary forms and paperwork	End Date:
	Meet with housing coordinator	
	Move In	

Community

Goals	Tasks	Date
Join a basketball league	Find a gym or community center near my house	Start date: 08/15/2018
	Look into joining a team or league	
	Pay league entrance fee	End Date: 08/25/2011

Education and Training

Goals	Tasks	Date
Complete an AA in Culinary Arts	Research different programs and colleges	Start date: 09/15/2018
	Visit different schools and meet with an advisor	
	Select desired school and take placement exam. Based on placement results enroll in classes for _____ quarter;	End Date:
	Meet with financial aid to work out finances.	

Each of the following pages specifies a different goal area. You have already addressed these areas on the Reentry Plan you have been writing. Now you will learn to write ongoing goals for each area. What is your goal at this point and what are the steps to get there?

You do not need to complete all of the following pages at this time; however, you can get started by writing one goal in each of the following areas. You will continue to meet goals after your release and then add new ones. Goal-setting is a life-long process.

Basic Needs - These are goals that deal with essentials such as public assistance and resources, housing, food, transportation and other immediate needs.

Legal- These are goals that relate to following the guidelines set out by the court and ones that keep you from going back to prison.

Personal- These are goals that have to do with your personal needs. It could be things like getting a driver's license or managing your emotions.

Family - These goals deal with the relationships that you want to cultivate with your family and obligations like child support.

Community - These goals relate to how you plan on entering and thriving in your community.

Health - These goals relate to health care, nutrition, exercise, chemical dependency and mental health.

Financial- These goals are all about taking control of your money and meeting your obligations.

Employment - These goals relate to getting you back into the workforce and earning a regular paycheck.

Education and Training - These goals relate to upgrading your skills and choosing a career path that puts you where you want to be.

As you begin writing your goals, remember to revisit your Personal Reentry Plan that you have been working on with the Village. Your goals need to support your Plan.

MY PERSONAL REENTRY PLAN GOALS

Basic Needs

Goals		Tasks	Date
			Start Date:
			End Date:
			Start Date:
			End Date:
			Start Date:
			End Date:
			Start Date:
			End Date:

Legal

Goals		Tasks	Date
			Start Date: End Date:
			Start Date: End Date:
			Start Date: End Date:
			Start Date: End Date:

Personal

Goals		Tasks	Date	
			Start Date:	
				End Date:
			Start Date:	
				End Date:
			Start Date:	
				End Date:
			Start Date:	
				End Date:

Family

Goals		Tasks	Date
			Start Date: End Date:
			Start Date: End Date:
			Start Date: End Date:
			Start Date: End Date:

Community

Goals		Tasks	Date	
			Start Date:	
				End Date:
			Start Date:	
				End Date:
			Start Date:	
				End Date:
			Start Date:	
				End Date:

Health

Goals		Tasks	Date	
			Start Date:	
				End Date:
			Start Date:	
				End Date:
			Start Date:	
				End Date:
			Start Date:	
				End Date:

Financial

Goals		Tasks	Date	
			Start Date:	
				End Date:
			Start Date:	
				End Date:
			Start Date:	
				End Date:
			Start Date:	
				End Date:

Employment

Goals		Tasks	Date
			Start Date: End Date:
			Start Date: End Date:
			Start Date: End Date:
			Start Date: End Date:

Education and Training

Goals		Tasks	Date
			Start Date: End Date:
			Start Date: End Date:
			Start Date: End Date:
			Start Date: End Date:

SESSION FIFTEEN: Wrap-Up and Graduation

STUDENT LEARNING OBJECTIVES:

- Student will demonstrate behavior and attitude of a successful employee as she interacts with other students and instructors in this class.
- Student will evaluate what she still needs to finish up for her Release Plan to be complete and serve as a useful tool for life after prison.
- Student will participate in a mock job interview setting with an instructor and receive peer and instructor coaching on her interview skills.

HOMEWORK:

- Identify what I need to do by way of follow-up to this course in order to prepare for my reentry (identify the homework items to finish, and tasks to do to now to prepare for my reentry).
- Prepare a detailed list of these follow-up items using the check sheet “My Follow-up Plan” and review this with my Accountability Partner as soon as possible.
- Continue to journal as often as you can. Give your thoughts and feelings a safe and private outlet.

SUGGESTIONS FOR JOURNALING:

- Overall, how did I do on my mock interview? What did I do really well? What needs to improve?
- What do I need to do by way of follow up to this course to prepare for my reentry?
- Imagine your successful life after release. What does it look like?

*“Go confidently in the direction of your dreams.
Live the life you have imagined.”*

Henry David Thoreau

The World of Work and Succeeding at the Job

How to Keep a Job

You will work hard to get a job. You can do things to increase your chances of success on the job. If you want to do well, you may need to change how you act and some of your attitudes. Employers say more people lose their job because they have poor work habits rather than because they lack the skills to do the job.

Attendance & Attitude - Employers consistently mention these as key work habits.

1. **Show up every day on time.** Set an alarm clock and leave early. Reliability and dependability gain the trust and respect of your employers and co-workers.
2. **Have a positive “can do” attitude.** Do not carry negative feelings into your new workplace. Put a smile on your face and you will feel better.
3. **Follow all employee rules, policies and procedures.** If there is an employee handbook, read it. Make a commitment to be the best you can be.
4. **Follow directions and get along with your supervisor.** In a battle with your supervisor, you will always lose. This is one of the top reasons people get fired.
5. **Learn the job inside and out.** Become an expert. Be open to new ways of doing things, even if you were taught differently in school or on a different job.
6. **Show interest** in your work by doing everything to the best of your ability. Try coming up with solutions before asking for help.
7. **Work efficiently.** Working too slowly or making too many mistakes is a major reason for job failure.
8. **Treat co-workers with respect, courtesy and dignity.** Know your employer’s harassment policy. Monitor your own behavior and speak to the personnel administrator early if you feel you have been placed in an uncomfortable position.

Communication

1. **Ask for help.** If you make a mistake, admit it and correct it. Ask questions if you don’t understand instructions and listen carefully to the answers.
2. Before **making any changes** to your work, discuss it with your supervisor.
3. When **needing to speak with** your supervisor, ask when is a good time to meet.
4. **Follow chain of command.** Discuss items with immediate supervisor first.

Getting along with others

1. Treat everyone with **courtesy and respect**.
2. **Be a team player**. Offer to help. Try to fit in with the team.
3. Always be friendly to everyone. **Go the extra mile**.
4. **Do not express** opinions, biases, prejudices about others while at work.
Respect differences. Stay away from gossip, especially re: other employees.

The above qualities and job habits can play a key role in the interview process and in your success on the job. They may also form the basis for many of the questions a potential employer may ask you in the interview re: your past performance.

Mock Interview Guidelines

1. Instructors will take turns interviewing students in front of the class.
2. Student will select the job position and company that will be the subject of the interview. It should be a good match for the resume student is sharing.
3. Student will give her resume to the Instructor at the start of the interview for the Instructor's review.
4. Instructors will select questions from the "12 commonly asked questions" sheet and may also use other questions of their own choosing that they consider relevant.
5. The interview will include a question to the applicant re: their conviction history.
6. All other students and Instructors observing the interview will record their observations of both the interviewer and the interviewee, and share their observations at the end of the interview.
7. All comments and critiques will be kept **strictly positive, constructive and supportive**. Samples of comments and observations are as follows:
 - Did the applicant offer the right amount of information?
 - Did the applicant speak **positively**? Did the applicant sound **sincere**?
 - How was the applicant's body language, posture, tone of voice, eye contact?
 - Did the applicant appear appropriately confident? Did they appear qualified for the job?
 - Did the applicant do well in explaining her conviction history?
 - Many other possible observations and positive suggestions.

Be so good they can't ignore you.

Steve Martin

THE PATH YOU CHOOSE IN LIFE MAKES ALL THE DIFFERENCE

There's A Hole in My Sidewalk

-by Portia Nelson

Chapter One

I walk down the street.
There is a deep hole in the sidewalk.
I fall in.
I am lost... I am helpless.
It isn't my fault.
It takes forever to find a way out.

Chapter Two

I walk down the same street.
There is a deep hole in the sidewalk.
I pretend I don't see it.
I fall in again.
I can't believe I am in the same place.
But it isn't my fault.
It takes a long time to get out.

Chapter Three

I walk down the same street.
There is a deep hole in the sidewalk.
I see it is there.
I still fall in...it's a habit.
My eyes are open.
I know where I am.
It is my fault... I get out immediately.

Chapter Four

I walk down the same street.
There is a deep hole in the sidewalk.
I walk around it.

Chapter Five

I walk down another street.

What street are you on & what does it look like for you at reentry?

Thank you for attending this RET class. May your reentry and job search go well and may you choose to follow a different street to walk down and be safe. Please stay in touch with us at rotarywomensprison@gmail.com

Your Rotary Instructor Team

A SUMMARY OF WHAT YOU ACCOMPLISHED IN THIS COURSE

1. You are now better prepared to find a job; you know why employment is important; you know what it takes to keep a job once you find one; you learned the importance of journaling and you put together a positive paper trail for later use.
2. You now have a better idea of your values, and the difference between your needs and wants; you developed a written reentry plan and set several important goals for yourself.
3. You now have a much better idea of the changes you need to make in order to succeed in life and what you need to do to make these changes; you know your hot buttons and what makes you angry and how to deal better with this anger and the stressors in your life.
4. You have done some great work in preparing to reconnect with your family and the community - and how to better manage the important relationships in your life. You have a better idea now how to represent yourself and interact more effectively with friends, family and community.
5. You have an understanding of the difference between job and career, you know your interests, skills and abilities, you have ideas about the jobs you would like to pursue, and in general you have a much better idea what you would like to do after release.
6. In looking at the job market, you now know about offender-friendly occupations, jobs you cannot qualify for, background checks, and some of the issues regarding starting your own business.
7. You learned how to search for a job (including online), the importance and methods of networking, ideas on discussing your criminal history and you developed a "60 second commercial" for use in introducing yourself to others, both in social situations and in business settings.
8. You learned how to navigate the hiring process as an ex-offender (your conviction response and how to talk about your criminal history and you have good ideas of the various resources available to you - particularly resources available in the county where you will be discharged).
9. You now have a personal resume and a good cover letter to go with it to send to potential employers. You know how to use thank you letters, Emails, cards and make follow-up calls.
10. You now have a "master job application" to use in completing job applications, and you have practiced completing applications. You know how to answer job application questions, especially those related to your criminal background. You know about pre-hire assessments.
11. You know how to dress for an interview, body language to use, how to prepare ahead of time for an interview, how to answer common interview questions, and how to answer questions related to your criminal background - and you have practiced your answers.
12. You have not only written out your conviction history response, but you have practiced having that conversation with other students - and they have given you good feedback.
13. You have practiced interviewing - in the roles of interviewer, applicant and evaluator - and have a much better understanding of the interview process.
14. You have an understanding of the mentoring program following release, you have a "follow-up plan" that outlines what you need to do now that the course is over and you have identified someone (likely another student) to keep you accountable in completing your plan.
15. You have successfully completed this "Reentry Employment Training Course" and you will have a **certificate of completion** signed by your instructors to show for it - **CONGRATULATIONS!**

MY FOLLOW-UP ACTION PLAN

NAME: _____ **DATE:** _____

Following my completion of the Reentry Employment Training Course there are a number of tasks I still need to complete that were addressed in the course. These may include completing some of the exercises, finishing my paper trail, touching up my resume or cover letter, finishing my reentry plan, doing more work on my relationships and how I will relate to friends, family and community members after release, and other items I know I need to finish. The following is my plan to follow up with these. I will also find an Accountability Partner and check in with her each week to make sure I complete the tasks in my plan.

THE TASK I NEED TO ACCOMPLISH	HOW I WILL GO ABOUT DOING IT (THE STEPS I WILL TAKE)	WHEN I HOPE TO HAVE IT DONE	DATE TASK COMPLETED	COMMENTS
Example: I will ask another student or friend to be my accountability partner.	I will discuss the course with _____, show her my plan, ask if she will be my accountability partner; 2) set a date and time to meet weekly.	Within one week (write in the date)	(write in the date task was completed)	She said OK so we are going to meet Sundays at 11AM in the _____ room.
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

**“I’m not telling you it’s going to be easy;
I’m telling you it’s going to be worth it.”**

Russell Wilson, Seattle Seahawk

ATTACHMENT A

WCCW Programming Opportunities

Those who still have some time left to use productively at WCCW before release might find useful some of the treatment and other opportunities listed here.

General Volunteer Groups	Vocational
<i>Alcoholics Anonymous (AA)</i>	<i>Computer Programming</i>
<i>Black Prison Caucus</i>	<i>Cosmetology</i>
<i>Boys & Girl Scouts Beyond Bars</i>	<i>Horticulture</i>
<i>Clothing Closet</i>	<i>Human Relations</i>
<i>Mother / Child Games</i>	<u>TRAC</u>
<i>Narcotics Anonymous (NA)</i>	<i>Technical Design – CAD, CNC</i>
<i>Toastmasters / Chit Chatters</i>	
<i>Ukulele Program</i>	Substance Abuse
<i>Unloop</i>	<i>SA Intensive Day TX</i>
<i>Woman to Woman</i>	<i>SA TC</i>
Cognitive Behavioral Interventions	Sustainability
<i>Beyond Violence</i>	<i>American Boarding Kennel Association</i>
<i>Moving On</i>	<i>Basic Obedience ABKA</i>
	<i>Basic Pet Care ABKA</i>
Education	<i>Compost Worker</i>
<i>GED</i>	<i>Dog Obedience Handler</i>
<i>Basic Skills</i>	<i>Horticulture Worker</i>
<i>Computer Programming</i>	<i>Kennel Worker ABKA</i>
<i>HS 21+</i>	<i>Prairie Plant Conservation</i>
<i>AA Business</i>	<i>Recycling Water</i>
<i>English 85,95,101</i>	<i>Roots of Success Program</i>
<i>Human Relations / Leadership</i>	
<i>Technical Design</i>	Independent Programming
<i>FEPPS:</i>	<i>Asian & Pacific Islander Support Group</i>
<i>FEPPS AA DTA Degree</i>	<i>Continuous Gender Education / Gender Identity</i>
<i>FEPPS AAS Business Workforce</i>	<i>Domestic Violence Survivor Group</i>
<i>FEPPS Anthropology</i>	<i>Flaggers Course</i>
<i>FEPPS Biology</i>	<i>Good Grief</i>
<i>FEPPS English</i>	<i>Hep C Class</i>
<i>FEPPS Humanities</i>	<i>IF Project</i>
<i>FEPPS Math</i>	<i>Incarcerated Women Veterans</i>
<i>FEPPS Total Fitness</i>	<i>Reentry Employment Training</i>
<i>FEPPS PE</i>	<i>Relay for Life</i>
<i>FEPPS Sociology</i>	<i>Runners Group</i>

Law Library	<i>Bible Study Fellowship</i>
<i>RISE</i>	<i>Biblescope Church – Ministry Training</i>
<i>Incarcerated Mothers’ Advocacy Project</i>	<i>Biblescope Church – Advanced Bible Study</i>
<i>Incarcerated Parents’ Project</i>	<i>Buddhism</i>
	<i>Catechism</i>
Recreation	<i>Catholic Bible Study / Catholic CFI</i>
<i>Card Making</i>	<i>Catholic Mass</i>
<i>Charity Plus</i>	<i>Celebrate Recovery / CR Step Study</i>
<i>Dance to be Free</i>	<i>Christian Faith Center</i>
<i>Days for Girls</i>	<i>Church of Jesus Christ of Latter-Day Saints</i>
<i>Fiber Arts</i>	<i>Confident Parenting</i>
<i>Film School</i>	<i>Dancing and Drumming</i>
<i>Focus Fitness</i>	<i>Empowering Life</i>
<i>Freehold Theater</i>	<i>Faith Bible Study</i>
<i>Gentle Yoga / Yoga Behind Bars</i>	<i>Foxfire Ministries</i>
<i>Knitting / Crocheting</i>	<i>Friday Night Church</i>
<i>Museum of Glass</i>	<i>Gathering in Faith</i>
<i>Pottery</i>	<i>God’s Outreach Ministry</i>
<i>Quilting</i>	<i>Greater Christ Temple</i>
<i>Sisters of Charity</i>	<i>Grief and Loss</i>
<i>Teddy Bear Program</i>	<i>Guitar Class</i>
<i>Thoughtful Threads</i>	<i>Hagars Community Church / Hagars Bible Study</i>
<i>Watercolor</i>	<i>Hope and Health Ministries</i>
	<i>Jehovah Witness</i>
Village Programs	<i>Jumah</i>
<i>3-2-1 Orientation</i>	<i>Kairos</i>
<i>Book Club</i>	<i>Korean Bible Study</i>
<i>Co-Dependency Anonymous</i>	<i>Life Changing Bible Study</i>
<i>Education Sub-Council</i>	<i>Lifestream Ministries</i>
<i>Emotions Anonymous</i>	<i>Muslim Service</i>
<i>Family Support Sub-Council</i>	<i>Native American Sweat Lodge</i>
<i>GED Tutoring</i>	<i>New Jerusalem</i>
<i>Gender Identity</i>	<i>New Life Baptist</i>
<i>Health, Wellness & Spirituality Sub-Council</i>	<i>One to One Pastoral Care</i>
<i>Lifer’s Sub-Council</i>	<i>Prisoners for Christ</i>
<i>Peer Support Sub-Council</i>	<i>Restoration Singers</i>
<i>Re-entry Sub-Council</i>	<i>Seventh Day Adventist</i>
<i>Self</i>	<i>St. John Episcopal Church</i>
<i>Sustainability Sub-Council</i>	<i>Stephen Ministry Life Coaching</i>
<i>Violence Reduction Sub-Council</i>	<i>True Vine Church</i>
	<i>White Bison</i>
Religious Services - Chapel	<i>WICCAN Circle</i>
<i>Alpha Bible Study</i>	<i>WISDOM</i>
<i>Anticipate</i>	<i>Word of Life Fellowship</i>

ATTACHMENT B

COMPANIES THAT HIRE EX-FELONS

Aamco Transmissions	Abbott Laboratories	Ace Hardware
Alamo rent a car	Alaska Airlines	Alberto Culver
Allied Van Lines	Allstate Insurance	Amazon
American Airlines	American Express	America West Airlines
Anderson Windows	Aon	American Greetings
Applebee's	Arco	Apple
Atlas Van Lines	ATT	Aramark Foods
Avon Products	Baskin-Robbins	Avis
Black and Decker	Best Foods	Bed, Bath and Beyond
Budget Rent a Car	Blue Cross/Blue	Best Western
BP Petroleum	Shield	Boeing
British Airways	Braum's Inc.	Bridgestone Tires
Canon	Buffalo Wild Wings	Burger King
Carrier Corporation	Calvin Klein	Campbell's Soup
CDW	Casio	Caterpillar
Cintas	Chili's	Chipotle
Compaq	Coldwell Banker	Community Ed Centers
Dell	ConAgra Foods	Chase Bank
Deer Park Spring Water	Del Monte Foods	Dairy Queen
Denny's	Dole Foods	Delta Air Lines
Dollar General Store	Dunkin Donuts	Dollar Rent A Car
Domino's Pizza	Dollar Tree	Dunlop Tires
Eddie Bauer	DuPont	Duracell
Everything's A Dollar	Embassy Suites	Epson
Federal Express	ExxonMobil	Family Dollar Store

<p>Firestone Tires Fred's General Electric Grainger Hilton Hotels IBM JC Penney's Kirkland's Kraft Foods Longhorn Steakhouse McDonald's Miller Brewing Co. Motorola Old Hickory Steakhouse Petco Pilgrims Packaging Corp of America Pizza Hut Ross Dress for Less Salvation Army Dr. Pepper/Seven Up Shoprite Sony Corporation Subway Target United Airlines Waffle House Walmart</p>	<p>Frito-Lay Flying J Fuji Film General Mills Greyhound Home Depot iHOP Kelly Moore Paints Kohls Kroger Lowe's Macy's Mobile Oil New York Times Old Republic Intl. Papa John's PepsiCo Sara Lee Red Lobster Rubbermaid Sam's Club Shell Oil Smurfit-Stone Southwest Airlines Toys "R" Us Verizon UPS Zenith Electronics Wyndham Hotels</p>	<p>Fruit of the Loom Food Giant Goodwill Goodyear Tires Hanes Huddle House J.B. Hunt Transport Kmart LA Times Molex Men's Wearhouse Newsweek, Inc. Niki O'Charley's Olive Garden PetSmart Phillip Morris Red Robin Safeway Sav-A-lot Foods Sears Showtime Networks Sprint Tyson Foods US Cellular Volunteers of America Walgreens Xerox</p>
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ATTACHMENT C

RESOURCES

Following is a partial list of resources in alphabetical order.

2-1-1 – Washington Information Network (WIN). The site contains more than 5,000 health and human-service providers. Use the Web site or dial 2-1-1 from anywhere to find services in your community. www.win211.org/

Annual Credit Report – This central site allows you to request a free credit report once every 12 months from each of the nationwide consumer credit reporting companies. www.annualcreditreport.com/cra/index.jsp

You also can call 877-322-8228 and request a free credit report. You can contact the three major credit agencies directly at <http://www.creditinfocenter.com/creditreprot/CreditBureauContactInfohtm.shtml>

Apprenticeships – In Washington State, contact the Department of Labor & Industries for information. www.lni.wa.gov/TradesLicensing/Apprenticeship/default.asp
You can get information from your local WorkSource office listed in the blue pages of your phone book, from union locals listed in the white pages of the phone book, or from the Internet site: <http://www.doleta.gov/jobseekers/apprent.cfm>

Bonding Program – Information on the Washington State Bonding Program that helps ex-offenders get and keep a job can be found at www.bonds4jobs.com or at www.wa.gov/esd/oes/bond/default.htm. (Form is at back of Attachment C.)

Certificates of birth, death, marriage, or divorce – Contact information is listed on the Department of Health's "Center for Health Statistics" Web site. www.doh.wa.gov/EHSPHL/CHS/issuing_co.htm

Community Action Council - Find the Community Action Council for your area. The site includes programs such as energy assistance, affordable housing and more. www.wapartnership.org/index.html

Child Support – Contact the Department of Social & Health Services Division of Child Support for child support information. www.dshs.wa.gov/dcs

Clear criminal record (record expungement) – find information about clearing criminal records and other self-help legal information. www.Washingtonlawhelp.org

Criminal history/criminal records – A Guide on When and How to Challenge, Seal, Vacate or Expunge. www.courts.wa.gov/newsinfo/resources/?fa=newsinfo_jury.criminal&altMenu=crim

Criminal history/records – A guide on When and How to Seal/Vacate Non-Violent Class B or C Felony Convictions Occurring On or After July 1, 1984

www.lawhelp.org/documents/1988619910EN.pdf?stateabbrev=/WA/

Driver license – The Department of Licensing has information on how to obtain or renew your driver's license (360-902-3900) www.dol.wa.gov/driverslicense/

Domestic violence – Call the Washington State Coalition Against Domestic Violence (WSCADV) hotline at 800-562-6025. Call the National Domestic Violence Hotline at 800-799-7233. The Web site has information on services and shelters for victims of domestic violence. <http://www.wscadv.org/getHelpNow.cfm>

Earned Income Tax Credit (EITC) – The EITC is a tax credit for people who work and have low wages. A tax credit usually means more money in your pocket and reduces the amount of tax you owe. Call 888-434-8248 for English or 866-942-3890 for Spanish. www.irs.gov/individuals/article/O,,id=96466,00.html

Employment Security Department – The Washington State Employment Security Department maintains the Offender Employment Services (OES) program. OES supports offender re-entry by delivering employment services statewide through local WorkSource offices. Within Department of Corrections Facilities, OES staff provide pre-employment skills training and connections to re-entry services in the community. Call 800-339-3981 or online at www.wa.gov/esd/oes.

Supplemental Nutrition Assistance Program – To learn how to apply for food stamps, visit www.fns.usda.gov/snap or call 800-221-5689

Immigration – Contact the US Immigration Support at www.uscis.gov

JOBLINE – JOBLINE is a free public service provided by state agencies. Go online at www.thejobline.com or call 800-375-5283.

Jobs for Life – Pierce Co. residents may participate in this 15-week biblically-based job readiness program and resource referral center. Call them at 253-531-2366 or email them at Shaun@Bridgesoflovenw.org.

Medical assistance – For information on medical assistance, contact the public health department at the location where you're released. You can find its number in the blue pages of the local phone book under county health or public health. For a statewide map of local health departments, go to www.doh.wa.gov

Military discharge (DD214) – Most veterans and their next-of-kin can obtain free copies of their DD214 and medical records. www.archives.gov/veterans/military-service-records/get-service-records.html

National Hire Network – Open for the best sources of information on employment and re-entry. www.hirenetwork.org Click on Resources & Assistance to find resources for every state.

Occupational licenses – Find information on occupational licenses in Washington State.
www.dol.wa.gov/listoflicenses.html

One-stop career Centers – Learn the location of the One-stop Career Center closest to where you live by going online to www.servicelocator.org or by calling 877-348-0502. In Washington State, the one-stop career centers are called WorkSource. Find one online at www.worksourcewa.com

Passport denial – For information on denial of a passport.
www.acf.hh.gov/programs/cse/newhire/fop/passport.htm
www.vipassports.com/reasons_for_passport_denial.htm

Records self-request – Use this form to request your employment records from WA State Employment Security Department. The form is available at your local WorkSource office or to www.esd.wa.gov/newandinformation/formsandpubs/request-records-self.pdf.

Salvation Army – Help with basic needs, domestic violence, youth programs and more. Look in the white pages of your local phone book or google your local office.

Selective Service – Find information and register for Selective Service (military draft) online at www.sss.gov.

Social and Health Services – Community Service Offices are located throughout Washington State. They offer help with food, cash assistance, medical needs, mental health, treatment for addictions and more. Look in the blue pages of the phone book or online www.dshs.wa.gov.

Social Security Administration – Information about retirement, survivors and disability benefits and the Supplemental Security Income (SSI) program. Also has information on how to get a new or replacement social security card. Call 800-772-1213 or go to www.ssa.gov.

Supplemental Security Income (SSI) – SSI benefits are for people who are 65 or older, blind, or disabled, and who have low income and few resources. No SSI benefits are payable for any month that you are in a jail, prison or certain other public institutions. See Social Security Administration above.

TACOMAPROBONO – Attorneys and Paralegals provide free legal advice in a variety of areas including Family Law, Juvenile Record Sealing, Vacation of Criminal History and LFO's. See their website www.TACOMAPROBONO.ORG OR CALL 253-572-5134.

Veterans programs – Veterans should contact their local veterans' affairs office (listed in the blue pages of the phone book). Go to www.va.gov or call 800-827-1000. Note: Veterans must have an honorable or general discharge to receive services. More resources at www.esd.wa.gov/findajob/specialprograms/veterans-services.php and www.dva.wa.gov/incarcerated_project.html.

WashBoard.com – This is a free web-based scholarship service that matches you, your talents and your interests to available scholarships. Find out more information at www.WashBoard.org; also see 1-page summary I Attachment D.

Work Opportunity Tax Credit (WOTC) – This is a federal tax credit that encourages employers to hire targeted groups of job seekers by reducing the employer's federal income tax. Contact your local WorkSource office for more information (see below). You can call 800-339-3981 or 360-4384151. Go online www.wa.gov/esd/oes.

WorkSource - Washington State's WorkSource career centers provide a wide variety of programs and help for job seekers and employers. Look in the blue pages of your local phone book for the office nearest you. Go online www.Go2WorkSourcewa.com.

Free or low-cost legal resources are helpful in learning about relevant state laws governing the expungement or sealing of criminal histories/addressing other issues resulting from a criminal history.

Washington State Office of Public Defense
Building #4, 3rd Floor
925 Plum St., SE
PO Box 40957
Olympia, WA 98504
360-956-2106
360-956-2112 fax
Email: opd@opd.wa.gov
Web Site: www.opd.wa.gov

Northwest Justice Project
401 Second Ave. South, Suite 407
Seattle, WA 98104
206-464-1519
Web Sites: www.nwjustice.org
www.washingtonlawhelp.org

EMPLOYER BENEFITS

There are two federal programs that offer benefits to an employer who might take a chance and give you that opportunity you are looking for. As a prospective employee, it is good for you to be aware of these programs so that you can share it with an employer.

The Work Opportunity Tax Credit

The Work Opportunity Tax Credit (WOTC) is a federal tax credit to reduce the federal tax liability of private, for profit employers; it is use as an incentive for employers to hire individuals from eight different targeted groups: TANF recipients, veterans, ex-felons, high risk youth, summer youth, Food Stamp recipients, SSI recipients, and vocational rehabilitation referrals. Find information at www.wa.gov/esd/oes. (Employer application form follows on next page.)

IRS Form 8850 for Employers to File for Opportunity Tax Credit

Form **8850**
(Rev. March 2016)
Department of the Treasury
Internal Revenue Service

Pre-Screening Notice and Certification Request for the Work Opportunity Credit

OMB No. 1545-1500

► Information about Form 8850 and its separate instructions is at www.irs.gov/form8850.

Job applicant: Fill in the lines below and check any boxes that apply. Complete only this side.

Your name _____ Social security number ► _____

Street address where you live _____

City or town, state, and ZIP code _____

County _____ Telephone number _____

If you are under age 40, enter your date of birth (month, day, year) _____

- 1 Check here if you received a conditional certification from the state workforce agency (SWA) or a participating local agency for the work opportunity credit.
- 2 Check here if **any** of the following statements apply to you.
 - I am a member of a family that has received assistance from Temporary Assistance for Needy Families (TANF) for any 9 months during the past 18 months.
 - I am a veteran and a member of a family that received Supplemental Nutrition Assistance Program (SNAP) benefits (food stamps) for at least a 3-month period during the past 15 months.
 - I was referred here by a rehabilitation agency approved by the state, an employment network under the Ticket to Work program, or the Department of Veterans Affairs.
 - I am at least age 18 but **not** age 40 or older and I am a member of a family that:
 - a. Received SNAP benefits (food stamps) for the past 6 months; **or**
 - b. Received SNAP benefits (food stamps) for at least 3 of the past 5 months, **but** is no longer eligible to receive them.
 - During the past year, I was convicted of a felony or released from prison for a felony.
 - I received supplemental security income (SSI) benefits for any month ending during the past 60 days.
 - I am a veteran and I was unemployed for a period or periods totaling at least 4 weeks but less than 6 months during the past year.
- 3 Check here if you are a veteran and you were unemployed for a period or periods totaling at least 6 months during the past year.
- 4 Check here if you are a veteran entitled to compensation for a service-connected disability and you were discharged or released from active duty in the U.S. Armed Forces during the past year.
- 5 Check here if you are a veteran entitled to compensation for a service-connected disability and you were unemployed for a period or periods totaling at least 6 months during the past year.
- 6 Check here if you are a member of a family that:
 - Received TANF payments for at least the past 18 months; **or**
 - Received TANF payments for any 18 months beginning after August 5, 1997, **and** the earliest 18-month period beginning after August 5, 1997, ended during the past 2 years; **or**
 - Stopped being eligible for TANF payments during the past 2 years because federal or state law limited the maximum time those payments could be made.
- 7 Check here if you are in a period of unemployment that is at least 27 consecutive weeks and for all or part of that period you received unemployment compensation.

Signature—All Applicants Must Sign

Under penalties of perjury, I declare that I gave the above information to the employer on or before the day I was offered a job, and it is, to the best of my knowledge, true, correct, and complete.

Job applicant's signature ► _____

Date _____

For Privacy Act and Paperwork Reduction Act Notice, see page 2.

Cat. No. 22851L

Form **8850** (Rev. 3-2016)

The Federal Bonds for Workers

The Federal Bonding Program provides fidelity bonding insurance coverage to individuals with criminal histories and other high-risk job applicants who are qualified, but fail to get jobs because regular commercial bonding is denied due to their background. Bonding is usually provided job seekers with theft convictions for workplaces that use large amounts of cash and possess valuable merchandise. Find out about the Washington State Bonding Program at www.wa.gov/esd/oes/bond/default.htm.

WASHINGTON STATE BOND CERTIFICATION FORM

MAIL or EMAIL to: Clancy Mullins / State Bonding Coordinator
Employment Security Department
PO Box 9046
Olympia, WA 98507-9046
Phone: 1-800-669-9271
bonds4jobs@esd.wa.gov

EMPLOYER RECEIVING BOND

COMPANY NAME & INDUSTRY _____
FEIN - _____
CONTACT PERSON NAME - _____
PHONE NUMBER - _____
ADDRESS - _____
CITY/STATE/ZIP - _____

WORKER COVERED BY BOND (please print clearly)

LAST NAME - _____ FIRST NAME _____
BOND EFFECTIVE DATE _____ SOC. SECURITY # _____
Occupation: _____ Ethnicity: _____
Reason for bond: Justice Involved Other Starting wage _____ per hr.

BOND INSURANCE AMOUNT REQUESTED

\$ 5,000 (If requesting more than \$5K, provide information on why higher amount is needed.)

(\$5K, \$10K, \$15K, \$20K, \$25K)

SIGNATURE (must be signed by originator and legible)

() _____
TELEPHONE #

ATTACHMENT D

EDUCATIONAL PROGRAMS AND SCHOLARSHIPS

*PRESENTED QUARTERLY BY WCCW AND
TACOMA COMMUNITY COLLEGE*

COLLEGE CONNECTIONS: A WORKSHOP SERIES

Topics include:

- Degree Pathways
- Meeting College Navigators
- What Can I Do with a Background?
- Career Pathways
- Applying to College
- Understanding Deadlines and Academic Calendars
- Study Skills and Learning Styles

MONEY SMARTS: A FINANCIAL PLANNING BOOTCAMP

Topics include:

- Financial Aid: It's a Process!
- Funding Your Education: Grants, Loans and Workforce Funding
- Applying for Scholarships

For information on these workshops or other related education and scholarship questions, kiosk Ms. Jones (Education / Attn: Ms. Jones).

THE WASHBOARD SCHOLARSHIP LISTINGS



1) Scholarship **providers build a listing** for each scholarship they want to offer on our site. This listing provides all the necessary information for potential applicants.

2) Students/scholarship **seekers create a profile** online, which is then compared to all available scholarship listings. A list of the seeker's best scholarship opportunities is immediately displayed to them online.

3) The **seeker begins their application** after reading the details provided. Seekers can apply for as many scholarships as they choose.

4) The scholarship **seeker submits an application** to the provider either by mail, by website, or by using theWashBoard.org as the electronic application host.

5) The **provider reviews their applications**. If theWashBoard.org serves as the electronic host, the provider can review applications online or download and print. The site can also be used to email applicants about their scholarship status.

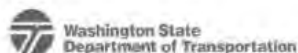
Benefits for scholarship providers

- Washington-focused
- Free resource
- No ads or spam
- Free marketing for my group
- Superior customer care
- Ability to collect e-applications

Benefits for scholarship seekers

- Information kept confidential
- Free resource
- Matched to relevant scholarship opportunities
- Web-based
- For students of all ages, from middle school through grad school

DEPARTMENT OF TRANSPORTATION SCHOLARSHIP



Office of Equal Opportunity HIGHWAY CONSTRUCTION/TRADES SCHOLARSHIP/TUITION ASSISTANCE PROGRAM**

Applications are being accepted NOW for Scholarships! Apply early for best consideration. **WHO:** Residents of Washington State that are females, minorities, or socially and economically disadvantaged.

YOU MAY QUALIFY IF YOU WANT TO:

1. Enter one of the construction trades
AND
2. Work in the highway construction industry, and need help paying for the cost of training*.

ELIGIBLE TRADES

- Carpenter
- Electrician
- Cement Mason
- Painter
- Truck Driver
- Iron Worker
- Heavy Equipment Operator
- Pile Driver
- Laborer
- Heavy Equipment Mechanic



MAXIMUM SCHOLARSHIP IS \$4,000

*Program costs covered can be full or partial assistance.

Other costs that are considered: books and supplies needed for program completion.

HOW TO APPLY:

1. Be enrolled in, re-enroll in, or find a program that you want to attend, and apply for admission.
2. Complete the application ([located here](#)) and submit to OJTSSinfo@wsdot.wa.gov along with a copy of your valid Washington State photo ID.
3. Make sure you include your letter of acceptance or enrollment into the program of your choice.
4. Fill out the application carefully and completely. **Incomplete applications will be returned to you.**

****The scholarship provides assistance to help pay for approved training.**

WSDOT scholarship funds do not assist with training or job placement.

For WSDOT job information and openings <http://www.wsdot.wa.gov/employment/>

About the Program: The WSDOT OJT/SS Highway Construction Trades Scholarship Program is designed to assist female, minority, and socially/economically disadvantaged individuals that are residents of Washington State who want to pursue training through an approved program** that leads to employment in highway construction. Scholarship application found here <http://www.wsdot.wa.gov/EqualOpportunity/scholarship.htm>

Americans with Disabilities Act (ADA) Information: This material can be made available in an alternate format by emailing the Office of Equal Opportunity at wsdotada@wsdot.wa.gov or by calling toll free, 855-362-4ADA(4232). Persons who are deaf or hard of hearing may make a request by calling the Washington State Relay at 711.

Title VI Notice to Public: It is the Washington State Department of Transportation's (WSDOT) policy to assure that no person shall, on the grounds of race, color, national origin or sex, as provided by Title VI of the Civil Rights Act of 1964, be excluded from participation in, be denied the benefits of, or be otherwise discriminated against under any of its federally funded programs and activities. Any person who believes his/her Title VI protection has been violated, may file a complaint with WSDOT's Office of Equal Opportunity (OEO). For additional information regarding Title VI complaint procedures and/or information regarding our non-discrimination obligations, please contact OEO's Title VI Coordinator at (360) 705-7082.

16-11-0430

OTHER WAYS TO PAY FOR YOUR EDUCATION

STUDENT LOANS: Student loans are funds that you borrow and will eventually need to pay back. However, terms may differ widely depending on whether you get a federal loan or a private loan.

With a Federal Student Loan repayment does not start until you graduate, leave school or change your enrollment status to part-time. The interest on the loan is fixed (it doesn't change), and is usually lower than a private loan and always lower than credit card rates. Undergraduates with financial need may qualify for a subsidized loan where the government pays the interest while you are in school on at least a half-time basis. If you are having trouble repaying the loan, you may be able to temporarily postpone or lower your payments.

With a Private Student Loan, you may be required to start repayment while you are still in school. These loans may have variable interest rates that can keep going up. That will substantially increase the amount of the loan in the end. They may require a credit history and possibly a co-signer. They are not subsidized. No one pays the interest on the loan except you.

GRANTS: Grants are often need based, come from a variety of sources (both government and private organizations). They are considered "gift-aid" because you don't need to pay them back.

WORK-STUDY PROGRAMS: Work-Study Programs are funded by the federal government and provide funding for students to work to pay for school. With a Work-Study Program, you apply through your school, are paid by your school, and you will work either at your school or at an as organization that partners with your school.

Following are some other good websites to check out for funding information.

State Board for Community & Technical Colleges – find the community or technical college for your area. Learn about career training, short term training and financial aid. www.sbctc.ctc.edu/general/c_index.aspx

Post-Prison Education Program, Inc. – Provides advocacy and support for people who want to go to college after prison. www.postprisonedu.org

Seattle Education Access (SEA) – Provides low-income people with academic advising, career counseling, mentoring and tutoring. www.seattleeducationaccess.org

NELA Center for Student Success – Provides free academic advising and college planning. www.nela.net/Centers/Pages/CenterHome.aspx



ATTACHMENT E

ROTARY CLUB OF GIG HARBOR ROTARY WOMEN'S REENTRY SCHOLARSHIP CRITERIA

1. Scholarships are intended to encourage presently incarcerated or recently incarcerated women released from the WCCW to continue their education—in a trade or technical school, community college, 4-year college or university, special skill training (culinary, beautician, etc.);
2. Scholarships will only cover a fraction of the cost, so a plan and budget to cover the rest of costs is needed from applicants re their education; completion of a budget is part of the application;
3. Those taking correspondence courses that are part of a longer-term education program following release are also eligible for scholarship consideration; they cannot be stand-alone courses, however, but must be part of a longer-term degree or education program;
4. Scholarships are dispersed directly to the school or program to which the applicant has been admitted, to help pay for tuition, books and fees; if needed, a portion of funds can be used to purchase a computer; scholarships may also be used at schools located outside the State of Washington; funds are dispersed directly to the college or university, not to the student;
5. Scholarships are also available for special trade licenses/certifications required in some fields to be eligible for employment in that field (beautician, flagger, cosmetology, etc.); scholarships for licenses or certifications are paid directly to the entity providing the license or certification;
6. The application is designed both for those incarcerated and those recently released from the WCCW committed to furthering their education or obtaining skill certifications or licenses;
7. For those attending a trade school, community college or 4-year university, their high school, GED or college grade transcript (if attended college) must be submitted with the application; all students MUST maintain at least a 2.0 GPA or better and submit a copy of their grade sheet or transcript to Rotary at the end of each quarter or semester;
8. Those planning to enter a 2-year technical school, community college or 4-year university in Pierce County should request a Rotary Mentor (if available, a mentor will be assigned);
9. The Rotary Women's Prison Scholarship Committee will give particular consideration to demonstrated need for financial assistance as evidenced by the EFC (Expected Family Contribution) from a completed FAFSA application submitted by the applicant and/or other information.
10. Final approval of Women's Prison Scholarships will be made by the Gig Harbor Rotary Vocational Services Committee, based on a vote of approval by committee members after reviewing each application. Every effort is made to evaluate each application objectively, on the strength of its merits and demonstrated need.
12/26/2018 Gig Harbor Rotary Club, PO Box 342, Gig Harbor, WA 98335 Email: rotarywomensprison@gmail.com

The Rotary Club of Gig Harbor

Rotary Women's Reentry Scholarship Application

The Rotary Women's Reentry Scholarship Fund is intended to encourage presently incarcerated or previously incarcerated women released from the WCCW to continue their education—in a trade or technical school, community college or 4-year college or university. Scholarship funds are typically dispersed directly to the school to which you have been admitted to help pay for tuition and books. Scholarships are also available for special trade licenses or certifications required in some industries. Please take a few minutes to answer those questions below that are relevant to your situation, recognizing this application is designed both for those presently incarcerated as well as those recently released from the WCCW who are committed to furthering their education or obtaining specific certifications or licenses. ***Please attach a copy of 1) your typed release plan, 2) your high school/GED or college grade transcript (if attended college) 3) your Student Aid Report (SAR) in response to your FAFSA application, 4) complete the monthly budget worksheet (attached), 5) include any letters of recommendation, certificates received or other similar awards you have received and 6) a signed release of information to the school you plan to attend so we can talk to them.*** Scholarships do consider financial need.

Date: _____

Name: _____ D.O.B. _____ Doc #: _____ Unit/Cell/Room: _____

Counselor: _____ Extension: _____ ERD: _____ Max Date: _____

Community Corrections Officer: _____ Phone: _____

County released to: _____ Are you a veteran? Y__ N __ If yes, branch: _____

Please mark an X next to all that apply:

I have been released and now living in the community.

I am a participant in The IF Project.

I participate in all mandated programs (includes Judgment/Sentence requirements).

I am currently engaged in self-help programming.

If crime was alcohol/drug related, I am in recovery programs (NA, AA, celebrate recovery).

If my sentence is longer than one year, I am free from major infractions for the past 12 months.

If my sentence is less than one year, I am major infraction free.

I am in the IF mentor project; my mentor is _____: Phone No. _____

I have completed/will complete the Rotary Reentry Training Program; Course Date: _____

I have a Rotary Mentor; my mentor is _____: Phone No. _____

I want to further my education once released (or now that I am released).

I do have or I do not have a **laptop or desktop computer** to use in my study program.

Education and Training:

you have a High School Diploma? Y__ N__; Do you have a GED? Y__ N __; Year? _____

Do

Attended College/Trade School? Y__ N__ If so, name: _____

Do you have a college degree? Y__ N__; If yes, degree(s): _____

If yes what is your degree in? _____ Year(s) completed? _____

Taken college prep classes? Yes__ No__ If yes, please list them below.

Other Education/Special Training? _____

If you speak a language in addition to (other than) English please indicate? _____

Completed a FAFSA for this year? Y__ N__; Expected Family Contribution (EFC)? \$ _____

(If attended college/trade school/technical school, please attach current grade transcript)

Do you have student loans outstanding? Y__ N__; If yes, amount? \$ _____; are you current on your student loans or in default? Current _____ Default _____; If in default, what is your plan to correct this? _____.

(please attach a statement of your current student loans outstanding from your school or lender)

Please list all courses, training and education completed before or during your incarceration:

<u>Course description</u>	<u>When completed</u>	<u>College Credit (credit hours)</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Application Questions:

Your responses to the following questions will help us to evaluate your scholarship application.

1. What are your longer-term career and education goals (please be as specific as possible. If you know where you will apply for college/trade school, please indicate the College/School ID numbers for each as noted on your FAFSA application.)
2. What are your plans to pay for your education (please be as specific as possible—and please attach a copy of your estimated monthly budget using the budget form)

3. Please describe the scholarships and financial aid you have applied for (will apply for) and the status of each of these:

<u>Scholarship/financial aid source</u>	<u>Amount applied for</u>	<u>Status of application</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 4. Do you have a portfolio of your work? Y____N____; If so, please attach a copy of this.
- 5. Are you okay with us running your criminal history for full evaluation purposes? Y__ N __
- 6. Please provide the names and contact information for 3 references not related to you who can attest to your education and prior academic achievements:

<u>Reference</u>	<u>Relationship</u>	<u>Address</u>	<u>Phone</u>	<u>Email</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

7. Other information you would like to provide re your application?

This form must be signed by you and your counselor/CCO to verify your infraction history, confirm that you are positively programmed or, if released, in compliance with your CCO.

Applicant Signature _____ Date: _____

If released, current address _____

City: _____ State: _____ ZIP _____ Contact Number _____

Counselor/C.C.O. Signature _____ Date: _____

Counselor/C.C.O. Name (print) _____ Phone: _____

Monthly Budget Worksheet

Income	\$	Expenses	\$
Paycheck		Rent / Mortgage	
Child Support		Food	
Help from Family		Utilities	
Food Stamps		Transportation	
Other Govt. Assistance		Insurance	
		Savings	
		Child Support	
Total Income =		Total Expenses =	

Total Income - Total Expenses = Total Savings (if negative, this is the amount needed to break even)

Total Savings =

If you have any doubts about the value of further education, read the following about how your decisions will impact your children.

A MOTHER'S EDUCATION LEVEL IMPACTS HER CHILDREN

A mother's education level has a long-lasting effect on her children. Here are some impressive statistics.

Children in families with college-educated mothers:

- live in families with higher median incomes and their parents are far more likely to have secure employment
- have more opportunities for academic success and demonstrate higher levels of achievement in reading and mathematics
- show higher performance in high school and beyond when the academic work is more challenging
- have higher birth weights and are healthier in childhood
- have fewer developmental disabilities that affect learning
- have more positive verbal interaction which impacts vocabulary development and language skills
- have more exposure to activities that stimulate their cognitive development
- receive more support on homework and other studies
- are more frequently exposed to museums, music lessons or other fine arts
- grow up with the expectation that they can achieve more by post-secondary education or training in their field of interest.

Children who grow up with mothers who are completing their education as a nontraditional student have the advantage of:

- witnessing their mother prioritizing education which may encourage persistence in the face of adversity
- observing their mother set personal goals and work hard to achieve them
- seeing their mother seek tuition assistance and academic counseling to achieve her goal
- learning how to find solutions to obstacles

Among all the other things a mother does for her children – feeding, housing, caring for them when they are sick, protecting them from monsters in the closet and cheering them on at sports events, the gift of striving for and achieving a higher education is an accomplishment that has a profound impact on her children.

(Excerpted from an article by Adrienne Way, the CEO of Edcor, a tuition assistance organization.)



ATTACHMENT F

ROTARY CLUB OF GIG HARBOR Rotary Online Reentry Coach-Mentor Program

PURPOSE

The purpose of the **ONLINE REENTRY COACH-MENTOR PROGRAM** is to provide those who graduate from the Rotary Reentry program and are released from the WCCW personal assistance from a coach-mentor in meeting reentry challenges using a free, online/phone consultation program. Challenges may include: housing, employment/job search, relationships, finances/legal financial obligations (LFO's), education, legal issues, child custody, business startup, addictions, health/medical issues, transportation and numerous other challenges.

GENERAL REQUIREMENTS

- Available statewide to all WCCW women graduates of the Rotary Reentry Course, regardless of their county of release; the program is promoted in all Rotary Reentry Courses as one of the benefits of satisfactory course completion and graduation.
- Those eligible for a coach-mentor include both current and past Rotary Reentry Course Graduates already released or about to be released from the WCCW.
- All initial communication is via Email to: rotarywomensprison@gmail.com or via hard copy (paper) to Gig Harbor Rotary Club, P.O Box 342, Gig Harbor, WA 98335 **ATTENTION PRISON PROGRAM**. This address may be used as the primary mailing address for all written communication, if desired. The internal WCCW JPay email system may also be used by coach-mentors with WCCW women prior to release. The Rotary Email rotarywomensprison@gmail.com may always be used as well.
- All coaching is online or via telephone; occasionally face-to-face meetings may be scheduled, when appropriate, and will take place in public places.
- WCCW women interested in a coach-mentor will complete and send in a mentee application to the address noted and request assistance (see attached application).
- Coach-mentors do not charge for their assistance--all coach-mentors are strictly volunteers and work without pay.



Application

Online Rotary Reentry Coach-Mentor Program

Name: _____ D.O.B. _____ Date: _____

Doc #: _____ Address: _____

Housing (family, transitional, etc.):

Email Address: _____ Phone: _____ Date Released: _____

When completed Rotary Reentry Training: _____

CO Name: _____ Address: _____ Phone: _____

Please mark an X next to all that apply:

- I completed and graduated from the Gig Harbor Rotary RET program.
- I was proactive in participating in all mandated programming (including any Judgment and/or Sentence requirements).
- I am now engaged in self-help programming: _____.
- If my crime was alcohol or drug related, I am actively engaging in recovery programs (NA, AA and/or Celebrate Recovery).
- If my sentence was longer than one year, I was free of major infractions for the previous 12 months. If not, explain: _____

- I was free of a violent major infraction for more than 2 years.
- If my sentence was less than 1 year, I was major infraction free.
- I will commit to signing a mentee agreement with my online/phone mentor.
- I am now on supervision following release; supervision ends on: _____.
- I have attached a copy of my Resume and Reentry Plan prepared during the Rotary Reentry course.

Education and Training:

Do you have a High School Diploma? Yes No

Do you have your GED? Yes No

Have you attended College? Yes No

Do you have a college degree? Yes No

If yes what is your degree in? _____

Have you taken college prep classes? Yes No

If yes please list them: _____

Please list the jobs held at the WCCW and the programs, education and/or special training you have received, including WCCW classes: _____

Do you speak a language other than English? Yes No

If yes what language? _____

How do you identify, including but not limited to religious beliefs, ethnic heritage, sexual orientation and/or gender Identity? *We may use this information to assist in pairing you with a mentor.*

Please list your weekly class/work schedule. Also please provide day(s)/time(s) that are best for phone conversations/communication with your mentor.

Monday _____

Tuesday _____

Wednesday _____ Thursday _____

Friday _____

Saturday _____

Sunday _____

Application Questions:

Have you ever had a mentor before? Yes No

If yes, what were the things about the relationship that made it helpful to you?

What qualities, skills, or personal experience are you looking for in a mentor?

What do you think will be most challenging to you in having a mentor?

What do you hope to gain (how will it help you) to have a mentor?

Is there anything else you would like us to know about you or anything that you think will help us match you with a mentor?

Are you okay with us running your criminal history for placement into this program? Yes No

By signing this application below, I agree to release Gig Harbor Rotary Club, District 5020 and Rotary International, including their volunteers, officers and directors, from any and all liability associated with this online/phone reentry coach-mentor program. I fully understand and accept that the men and women who serve as volunteers in this program do so not as experts or professional counselors or experts in any given field but simply as caring people who want to help me and offer me the best information and support they are able to provide—with no guarantees or assurances as a result of their efforts to assist me with reentry.

Please sign this form below. Please also include your release plan and resume along with any letters of referral or recommendation you received.

Applicant Signature _____ Date: _____

Applicant Printed Name _____ Date: _____

ATTACHMENT G

CARS4CHANGE

Description and Participant Application

Cars4Change is a registered charitable organization, and offers vehicle assistance intended for persons who, due to challenging circumstances, are unable to afford an automobile that could provide beneficial transportation for himself/herself or their family.

The Mission of Cars4Change is: Helping to strengthen our community by assisting people in challenging circumstances obtain reliable transportation to assist them in starting a new life.

D Cars4Change and the circumstances of the applicant, as much as \$4,500 may
b help pay for a suitable vehicle, taxes, license, insurance, and similar costs
re motor vehicle.

E: The Board of Directors of Cars4Change and will consider the specific needs
and circumstances of the applicant.

Applicants are requested to complete, sign and submit the application below, agreeing to the following requirements and commitments by the applicant:

1. Name of applicant: _____
2. Address of applicant: _____

3. Email address: _____ Phone: _____
4. Describe your financial situation and how it affects your ability to own a vehicle and become a licensed and insured driver:

5. Describe your goals and how a vehicle would help to improve your opportunities.

6. If you are a graduate of the Rotary Reentry Program at the Washington Corrections Center for Women in Gig Harbor, and/or a recipient of a Rotary scholarship, please explain how the Reentry Program and scholarship have impacted your outlook on life and contributed to your success, skills and ability to land on your feet following release from the WCCW:

Are you eligible for and/or willing to get a Washington Driver's License (please explain)?

7. Are you capable of and willing to work with Cars4Change regarding the purchase of a reliable used vehicle (at C4C's discretion, up to \$3,000 may be provided toward the purchase of a suitable vehicle)?

8. Are you capable of and willing to pay applicable taxes (if any) and license for the vehicle (at C4C's discretion, financial assistance for vehicle taxes and license may be provided)?

9. Are you capable of and willing to insure the vehicle and maintain insurance in the amount(s) required by your state of residence (at C4C's discretion, financial assistance to obtain vehicle insurance may be provided)?

10. Are you willing to participate in promotional activities including being photographed or video-taped to support the Cars4Change program?

I affirm the information provided above is accurate and truthful to the best of my knowledge and I agree to cooperate fully with Cars4Change in attempting to secure an acceptable vehicle for my use as outlined above. I further agree to hold Cars4Change harmless from any and all liability that may be associated with any and all of their efforts to obtain a reliable vehicle for my use.

Applicant signature

Phone

Date

Please return the completed and signed application to:

Cars4Change, P.O. Box 451, Gig Harbor, WA 98335 Questions re Cars4Change may be addressed to: Howard Mackert
at: cars4change1@gmail.com