Idaho Department of Correction

Reentry and Community Transition Guide

IDAHO DEPARTMENT OF CORRECTION PRE-RELEASE MANUAL
Eleventh EDITION — 2018

This information will be provided in alternative format upon request.

A PDF format is also available at:
http://www.idoc.idaho.gov

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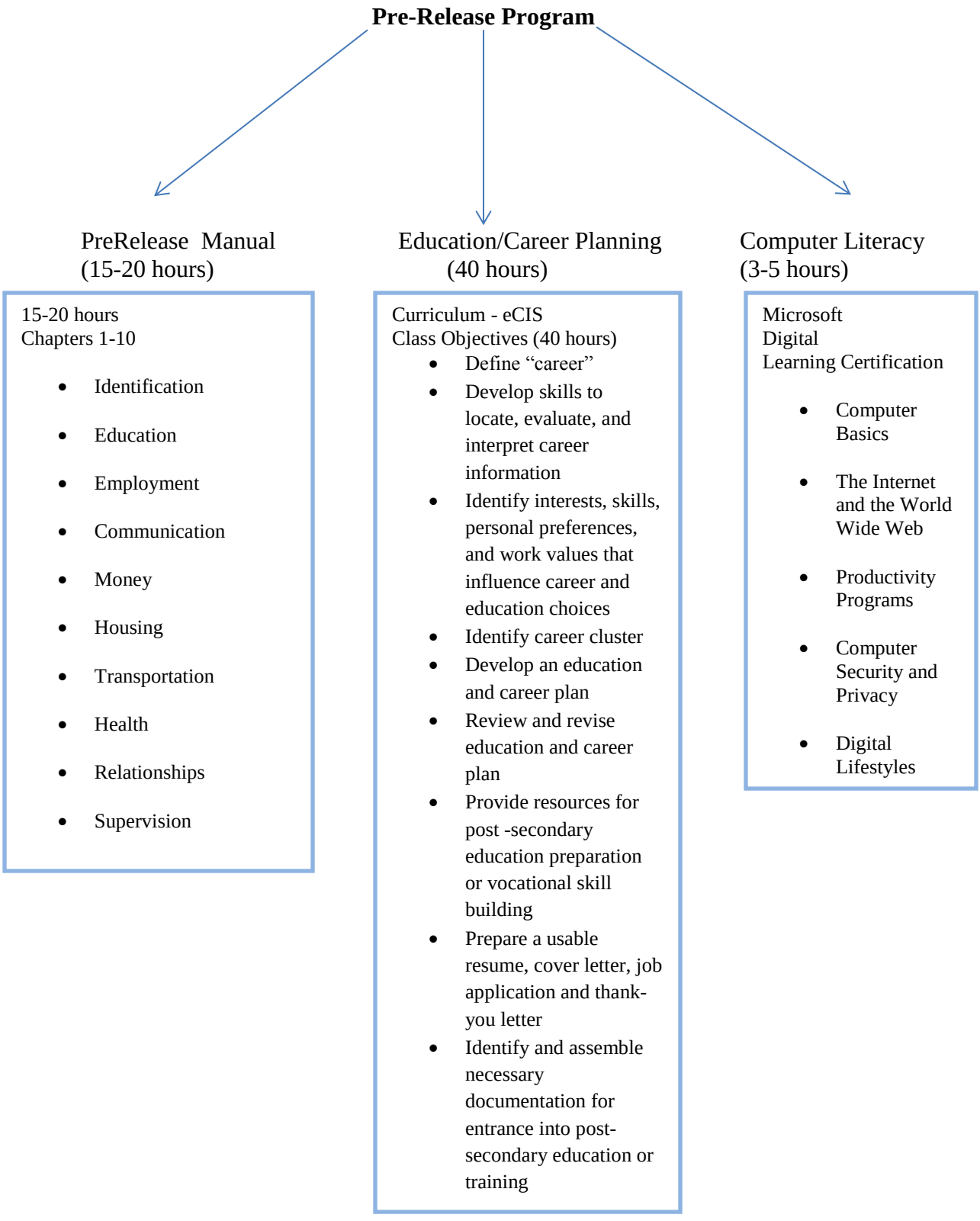
Preface

PreRelease (Education SOP 607.26.01.012)
All offenders must complete PreRelease prior to parole/release planning.



Introduction

Congratulations!. You are about to return to your community, family, and friends. To help with your transition, the Idaho Department of Correction has compiled a variety of information to assist you. Throughout the next 10 chapters numerous topics are addressed to prepare you for the future.

Our goal for you is to have a successful transition and to utilize these tools and resources for the future. Being prepared is the best way to ensure your success.

Recommendation to Instructors and Students:

The following resources are free and available to supplement the manual material in the classroom and as a resource once released:

IdentityTheft.gov – since many people reentering society may have had their identities stolen or compromised while incarcerated, identity theft is something to be diligent about. This site allows people to report identity theft, create an affidavit of the incident(s) and generate a personal recovery plan. There's also information on avoiding ID theft.

College Degree Scams – warns people about diploma mills, scammers selling fake degrees from unaccredited schools. You can also use this blog post (with your own name, and organization – it's copyright free) as a quick way -- newsletter article or email -- to reach your groups: Looking to get a high school diploma? Watch out for scams.

Career Information Systems – http://labor.idaho.gov/dnn/idl/IdahoCareerInformation.aspx -
Learn about your strengths and options, and develop skills for finding a job, writing a resume and interviewing. Available in institutional computer labs.

Fair Shake – http://www.fairshake.net **–** Reentry Resources - available in institutional computer labs.

Consumer.gov – http://Consumer.gov – Materials on consumerism and financial literacy

Women's Prison Association – http://www.wpaonline.org – Materials on preparing for employment, budgeting, life skills and much more

As you complete each chapter or activity – review some of the material you found interesting or challenging. Take notes. Add things, change things and utilize the resources in your area. Follow your Probation or Parole Officer's suggestions. The rules established are for your benefit and should be viewed as such. If you are releasing to P & P, remember that the officer assigned to you is for you and not against you. Follow the rules – even the little ones and enjoy a lifetime with your families, friends, and co-workers.

Do you see that you create your life or do you feel that fate is in control? If you want to be the master of your experiences and success, create your luck and design your success; you (and only you) can do it!

"The only way to predict the future is to have power to shape the future."

-Eric Hoffer

Thinking About Reentry Needs And Discharge Planning

A Model for Successful Community Reintegration

Reentry is about more than a job, or housing, or even compliance with parole requirements. It is about all of that, and more. This matrix reflects reentry with at least five dimensions (the Basic Life Areas of subsistence/livelihood, residence, family, health and sobriety, and criminal justice compliance) and at least three stages (the Phases of survival, stabilization, and of increasing self-sufficiency).

These areas are inter-dependent. A viable plan must include provisions in each area that can be reconciled with each other. The matrix below shows how an appropriate plan in each area might vary depending on the person's stage of reentry.

Reentry Phase	**Basic Life Areas***				
	Subsistence/ Livelihood **	**Residence**	**Family**	**Health & Sobriety**	**Criminal Justice Compliance**
Survival	Money Public assistance Soup Kitchens Pantries Maintain basic hygiene	Family or friend Shelter Street	Make contact	Continue with previous medication regimens Avoid relapse Emergency room care	Report to parole regularly
Stabilization	Public assistance Training/education Low wage or subsidized job	Transitional Residence Family or friend	Supervised visitation - Get familiarized	Drug treatment; treatment of urgent physical and mental health issues Counseling	Comply with requirements
Self Sufficiency	Job that pays a living wage and provides benefits Education to improve employability	Permanent housing (with public subsidy, if necessary)	Reunify with family; received family counseling Caring for others	Regular health visits paid by health insurance Ongoing support structure – 12 step, therapy, community activities	Earn reduced supervision or complete parole

*The other basic need is for encouragement, support, and orientation to new things.
**Subsistence includes transportation, food, clothing and all out of pocket expenses.

Adapted from: WPA 110 Second Avenue, New York, NY 10003

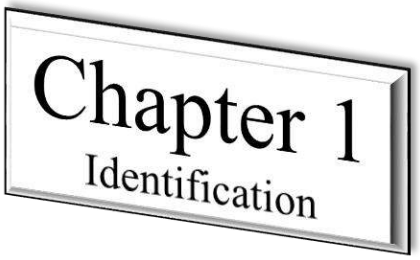
Preparing for Release Checklist

Check List Before Release			
	What do you need?	**Why?**	**How?**
Employment	Birth Certificate	You need your birth certificate to get your driver's license. Apply for one while you are incarcerated, if possible, as it may take a few weeks to process.	Contact the courthouse in the city where you were born or find it through the Centers for Disease Control directory.
	Social Security Card	Necessary for employment. You can apply for this while you are still incarcerated.	Write to: Social Security Administration Office of Public Inquiries Windsor Park Building 6401 Security Blvd. Baltimore, MD 21235
	Computer Literacy	Now is a great time to brush up on your computer skills – Computer skills are required of most jobs	Contact the education program at your institution for class enrollment
	PreRelease	Review employment-related documents including: sample job application, interview questions and tools for building your resume.	Contact the education program at your institution for class enrollment when you are 12 months away from the earliest release date
Education	GED or HS Diploma	A GED/HS diploma completion greatly improves your odds for employment and increased earning potential. GED testing is free while you are incarcerated – the charge for GED testing in Idaho is $120 for the complete testing battery.	Contact the education program at your institution for class enrollment.
Programs/ Treatment	Follow programs prescribed by your Case Manager	Addresses the thinking or behavioral errors that resulted in incarceration	Case Manager referral into prescribed programming to address areas of need in cognitive/behavioral/social/ substance abuse treatment
Food	Fresh produce, whole grains, lots of water!	You are what you eat! Fresh and whole foods play an important role in gaining and maintaining mental and physical health.	Check out the health, diet and cooking sections in your library.
	Food Stamp Eligibility	Food stamps help you maintain a healthy diet.	Talk with your case manager about reentry support prior to release
Finances	Funding	Find out what reentry support you may be eligible for when you are released.	Talk with your case manager about reentry support prior to release
	Prepare a budget	How much money do you need to make to live?	PreRelease classes– Build a budget

Adapted from: WPA 110 Second Avenue, New York, NY 10003

In Your First Week - Checklist

	What do you need?	Why?	How?	Website
Employment	State-Issued Photo ID	An identification card is required to get a job.	Department of Transportation	
	Temporary Job	Temporary work while you search for full-time or permanent employment.	Find a local Staffing Agency and apply.	
Housing	2-1-1	Call 2-1-1 for help with food, housing, health care, employment, counseling and more		www.211.org
Food	Soup Kitchen / Food Pantry	Offer free hot meals and packaged food, often on a certain day of the week.	Find out by word of mouth, or possibly at a local food coop or church	Just one of many healthy recipe websites: www.eatingwell.com/recipes_menus/ collections/healthy budget friendly recipes
	Food Stamps	You may be eligible for food stamps.	Apply at your local Human Services office.	
Finances	Prepare a budget	How much money do you need to make to live?	The National Foundation for Credit Counseling can help you create your budget online or at one of 750 offices in all 50 states	www.nfcc.org/ FinancialEducation/monthlyincome.cfm
Transportation	Driver's License	If you want to drive!	Department of Transportation	
Clothing	Affordable Clothing	All purposes	Checkout thrift stores and free stores	
Health and Sobriety	Chemical Abuse			
	Mental Health			
	Physical Health			
Family and Friends	Child Care			
	Family Counseling			



Proper identification

Identification is required to cash a check, take a driver‘s test, or get a job. Forms of acceptable identification are:

- Birth Certificate
- Social Security Card
- Voter Registration
- Driver’s License/State ID
- Valid Passport

Voter Eligibility in Idaho
http://www.dmv.org/id-idaho/voter-registration.php#Voter-Eligibility-in-Idaho

You’re eligible to vote in Idaho if you:

- Are at least 18 years old (or will be by the next Election Day).
- Are a U.S. citizen.
- Are an Idaho resident and have lived in the election district in which you’re voting for at least 30 days.

  These districts include:
  - Your taxing district
  - City elections
  - County elections
  - State elections

If you’ve completed your sentence, or if you were convicted of a misdemeanor, you are eligible to vote.

You **cannot** vote if:

- You’re currently incarcerated for a convicted crime
- You’re a felon who has not had your civil rights restored. For voting purposes, your civil rights are automatically restored once you complete your sentence and any probation or parole period

Register to Vote in Idaho

Register to vote in person or by mail using the Idaho Voter Registration Form (Form ERM-1). Simply complete the form and hand-deliver or mail it to the applicable county election office listed on the application.

Birth Certificate

The Idaho Bureau of Vital Records and Health Statistics maintains birth and death records filed from July 1911 to the present, and marriage and divorce records filed from May 1947 to the present. Some counties may have older birth, death, marriage, or divorce records in their files, but county files contain only records of vital events that occurred in that county.

Information regarding obtaining records for events occurring in other states may be found at the National Center for Health Statistics.

Birth certificates are legally confidential in Idaho for 100 years. Death, stillbirth, marriage, and divorce certificates are legally confidential in Idaho for 50 years.

You will need the following information to order certificates by mail (all forms can be found on line at: http://www.healthandwelfare.idaho.gov/health/vitalrecordsandhealthstatistics)

- A completed Certificate Request Form or write a letter containing all the necessary information
- A photocopy of your acceptable identification
- A check or money order for the certificate fee made out to Idaho Vital Records

Send it all to:
Idaho Bureau of Vital Records and Health Statistics
PO Box 83720
Boise, ID 83720-0036

Social Security Card

Social Security is a part of almost everyone's life, no matter what your age. You can get an original Social Security card or a replacement card if yours is lost or stolen by following the steps below. You cannot apply for a card online. There is no charge for a Social Security card. This service is free.
If you have never applied for a Social Security card, and are over 18, you must apply in person. If you would like a free duplicate card, you must request an application from your caseworker or transition staff that can assist you in the process. Below is the statewide list of Idaho offices. These Social Security offices are the most up-to-date list available.

Office Name	Address	City	State	Zip
Boise Office	1249 S Vinnell Way	Boise	Idaho	83709
Caldwell Office	1118 South Kimball Ave	Caldwell	Idaho	83605
Coeur D' Alene Office	7400 N Mineral Dr. Suite 100	Coeur D Alene	Idaho	83814
Idaho Falls Office	2196 Channing Way	Idaho Falls	Idaho	83402
Lewiston Office	1617 19th Ave	Lewiston	Idaho	83501
Pocatello Office	861 Jefferson Ave.	Pocatello	Idaho	83201
Twin Falls Office	1437 Fillmore	Twin Falls	Idaho	83301

Idaho Driver's Licenses and Identification Cards

To apply for an Idaho driver's license, identification card, or instruction permit you may present:

An Idaho driver's license, instruction permit, or state identification card that is current or expired for:

- Five years or less if it has a photo
- One year or less if it does not have a photo

If your driver's license has been expired for more than five years, you must have an original copy/certified copy of your birth certificate and an acceptable photo identify document.

If your full legal name is different than the name on your primary document or Idaho driver's license, instruction permit, or state identification card you must also present a certified copy of a marriage certificate or a certified copy of a divorce decree or other court order. The divorce decree or other court order must specify the name change. The name that will appear on your new Idaho driver's license, instruction permit, or state identification card is the name that is on your primary document or legal name change document.

Documents are subject to verification and may not be accepted if altered. Any document that is not in English must be accompanied by an approved English translation.

Any documents listed previously or a primary document listed on the next page that does not contain your full legal name or only contains a middle initial means that you must also present **another primary or secondary document** that indicates your **full legal name.**

If your license is stolen or lost, but still valid (and not within three months of expiring), you can get a duplicate by mail. Your request should be sent to the following address:

Idaho Department of Transportation
Motor Vehicles Division
3311 State Street
Boise, ID 83721

The more we align ourselves with our goals, the more easily we can find the necessary motivation to carry out our tasks.

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

Acceptable Photo Identity Documents

(other than state-*issued driver's licenses and IDs)*

- Acceptable valid Department of Homeland Security (DHS) photo card/document
- U.S. Military ID card or U.S. Retired Military card
- U.S. Military Dependent's card
- U.S. Passport or U.S. Passport card
- Original citizenship/naturalization document
- Foreign passport
- Concealed Weapons Permit issued by the state of Idaho not expired for one year or more
- Veteran's Universal Access Card, with photo
- Native American ID card, with photo

Acceptable Secondary Identity Documents

- Certified court name change document
- Certified marriage certificate meeting Idaho standards with seal and document number showing that it was recorded
- Certified divorce document from a court or state vital records
- Guardianship or custody documents, notarized or court certified
- U.S. Military discharge paper (Form # DD214)
- Idaho Department of Corrections photo ID card
- Idaho Department of Juvenile Corrections photo ID card

What tests will I need to take?

Vision Screening - Your vision will be tested and you must meet a minimum standard of 20/40 vision in at least one eye, with or without corrective lenses. If you wear glasses or contacts during the screening, a lens restriction will be placed on your driver's license. If the lens restriction is placed on your driver's license, you must always wear your glasses or contacts when operating a vehicle or you could be cited and lose your driving privileges for a period of time.

Written Knowledge Test - If you are a new applicant for an Idaho driver's license or your Idaho driver's license has been expired for more than 25 months, you will be tested on your knowledge of Idaho traffic laws, highway signs by shape and symbol, traffic signals, pavement marking, and equipment required on motor vehicles.

Skills Test — A skills test is required for any applicant:

- who has never been licensed before,
- who has completed driver's training and the supervised instruction period,
- whose license has been expired for 25 months or more,
- who presents or surrenders a driver's license issued by a foreign country (except Germany and Korea), or
- whose vision does not meet minimum standards.

When can I renew my license?

You may renew your Idaho driver's license in person up to 25 months before the expiration date. A Class D license renewal is valid for either four years or eight years. If you are between the ages of 21 and 62, you may choose the eight-year renewal. Your vision will be checked, and if the examiner thinks it is necessary, a skills test, visual examination, and/or medical examination may be requested.

If your driver's license has been expired for 25 months or more, you will be required to take the written knowledge test and the skills test. If your CDL is expired for 25 months or more and you wish to retain CDL privileges, you will need to take the written knowledge test for class D, all written tests pertinent to the CDL, and a skills test in the class of vehicle that matches the class of CDL you are applying for.

What else should I know?

Selective Service Registration - Federal law requires all males who are 18 to 25 years of age to register with the Selective Services System. Eligible males will have the opportunity to register when they apply for a driver's license or ID card.

Fear can be physically and emotionally paralyzing. To break the chains that keep you from realizing your dreams, you must confront your fears. You will learn and grow, which cannot happen without taking action.

"Courage is resistance to fear, master of fear – not absence of fear." –Mark Twain

Understanding Chapter 1: Identification

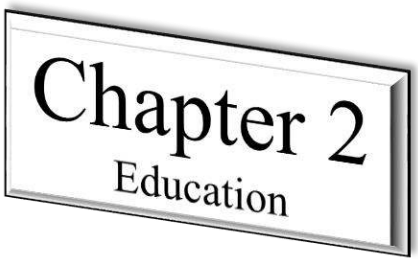
1. What documents do I need to get photo identification?

2. Do I have the documents I need to get photo identification?

3. If so, where are they located? If not, how do I get an application form to get a certified copy of my birth certificate?

4. How do I get a form to request a duplicate of my Social Security card?

5. How do I get a form to request a duplicate of or to renew my photo identification?



Advantages of Continuing Education

- Higher income
- Expanded job opportunities
- Positive role model
- Reduced likelihood of returning to prison, especially if under the age of 21 years

The best time and cost effective time to complete your education is before you get out. Contact the educational program at your institution for class enrollment.

A 2013 RAND study concluded that offenders who participated in education programs were 43% less likely to return to prison within three years of release.

a) Three state recidivism studies made in 1997 by Steuer, Smith, and Tracy, conducted in Maryland, Minnesota, and Ohio involved 3600 men and women inmates released from prison at least three years. The study showed that male and female offenders who participated in education programs while in prison reduced re-incarceration by 29%. (Recidivism Rates)

b) A 2007 study of incarceration in Colorado found that recidivism rates of women who participated in vocational programs had a recidivism rate of 8.75%, those who completed their GED, 6.71%, and those who participated in neither a vocational or academic program, 26%. (Recidivism Rates)

c) Another study in 2002 surveyed research in Florida, Maryland, Massachusetts, New York, Ohio, Texas, Utah, and Virginia. Results indicted that educational programs cut recidivism from 49% to 20%. (Recidivism Rates)

d) "National studies show," write Keys and Jackson, "that college classes cut recidivism by 30% or more. That would make a good investment for state taxpayers."

e) According to the National Correctional Association, in a 2009 report, inmates who earn an AA/AS are 70% less likely to recidivate than those who did not complete a program; a GED, 25% less likely to recidivate; and those who earn a vocational certificate, 14.6% less likely to recidivate. (Education Newsletter 1)

f) A recent U.S. Department of Justice report says that "Prison-based education is the single most effective tool for lowering recidivism. According to the National Institute of Justice Report to the U.S. Congress, prison education is far more effective at reducing recidivism than boot camps, shock incarceration or vocational training." The report goes on to say that "Other studies sponsored by the Federal Bureau of Prisons find that . . . the more education programs successfully completed for each six months confirmed, the lower the recidivism rates. The exact figures indicating these inverse recidivism rates for degree recipients were: Associates (13.7%), Baccalaureates (5.6%), Masters (0%). (Education Newsletter II)

Adult Basic Education in Idaho

From the Career &Technical Education website (www.cte.idaho.gov)

Idaho offers **Adult Basic Education** (ABE) programs, leading to completion of the **General Education Development** (GED), free of charge. ABE Learning Centers are located at each of Idaho's colleges and universities.

Adult Basic Education

Adult Basic Education (ABE) is a federally funded program that provides basic skills instruction to adults who fall below a 12th grade level in reading, writing, or math. We also provide instruction in English as a Second Language for students who cannot speak, read, or write the English language. Because we are federally funded under the Workforce Investment Act, we offer our classes to students free of charge.

Taking the GED in Idaho

To register for the GED, please visit https://GED.com. There you can set up a user profile, view testing sites in your area, and schedule your tests. There are four tests in total, and each test costs $30. The total battery costs $120.

How to log into your MyGED account after release from a Correctional Education Program

Follow these steps to log into your MyGED® account after your release. Use your MyGED® account to finish taking your GED® test or request your transcript.

To Log Into Your Myged® Account:

- Step 1: Before your release, ask the testing center to update your MyGED® account.
    - Give them the email address that you'll use to log into your MyGED® after your release
        - If your account wasn't updated before your release, call GED Testing Service to have your account updated.
    - Call the GED Testing Service call center at 1-877-392-6433
    - Give your name, date of birth, and the corrections facility where you took the GED® test
    - Give your new address, phone number, and email address so they can update your account
    - NOTE: Call center hours are 7:00 AM – 7:00 PM CT.

- Step 2: Log into your MyGED® account.
    - Go to GED.com
    - Use your updated email address to log in
    - Click "Forgot Password" if you need to reset your password
    - Log in to see your scores, continue studying, and schedule your remaining tests

To Request Your Transcript:

- Log into MyGED® at GED.com
- Click on the "Request a Transcript" link at the bottom of the screen
- Follow the steps to request a transcript to be sent to your new address

NOTE: The process to request a transcript is different for each state. Go to www.GEDtestingservice.com/GEDrequest-a-transcript to see what you need to do next.

IMPORTANT NOTE: If you set up a new MyGED® account after your release, you'll have to merge your corrections MyGED® account with your new account. Call the call center at 1-877-392-6433 to merge your accounts.

Contact 1-877-392-6433 or email help@GEDtestingservice.com if you have any questions about logging into your MyGED account.

GED Transcripts

The State of Idaho uses DiplomaSender, an external internet-based service to help test takers order their GED documents. DiplomaSender can provide copies of your GED transcript directly to you, to an employer, school, or other organization via fax, email, or by mail.

Testers who completed their GED testing after January 2014 are entitled to one free copy of their transcript. The State of Idaho does not provide these documents automatically, and students must request their free first copy through DiplomaSender.

Each additional copy of your GED transcript costs $15. Diploma sender offers the options of paying by credit card or money order.

To begin your request, or for more information about obtaining your GED transcript, please visit:

www.DiplomaSender.com.

Vocational Rehabilitation

Idaho Division of Vocational Rehabilitation
650 W. State St. Room 150, Boise, ID 83720
(208) 334-3390
department.info@vr.idaho.gov

Vocational Rehabilitation is appropriate for you if...

- You want to work
- You have a disability that makes it hard for you to get or continue work
- You want to become employed to the best of your ability
- You require specific services to become employed
- You are willing to follow through and be responsible for your own progress toward employment

Vocational Rehabilitation is NOT appropriate for you if...

- You do not want to work
- You do not have a disability
- You want VR to help document a disability for purposes of obtaining benefits
- You are required to come to IDVR by someone else and do not want to be here

How do I apply?

Applying for VR services requires a series of steps:
An applicant provides information to VR staff during an intake interview. Information requested by IDVR is necessary to begin the eligibility assessment process.

AND

An applicant agrees that he or she is available to complete the assessment process required to determine eligibility for VR services.

AND

At the intake interview, the applicant provides a signed and dated application signature sheet to IDVR or makes an alternative request for application to IDVR.

The application process is complete when all steps have occurred.

If you would like to begin the application process, contact the VR office nearest you to schedule an appointment.

Specialized Vocational Rehabilitation Service for Offenders

Vocational Rehabilitation is pro- active in assisting inmates with disabilities to transition into the community by developing a program to concentrate on this clientele. Utilizing a team approach, counselors work collaboratively with the client, the Department of Probation/ Parole and medical or psychological experts to re-introduce the individual to the work world. The Division has gained a level of expertise that has resulted in a high success rate of individuals securing and maintaining employment, a savings in institutional costs and an overall net gain to the community.

Because people are expected to contribute to the cost of their vocational rehabilitation program to the extent possible, you may be responsible for some costs of your rehabilitation plan. This will be based upon your individual financial need. However, no one is ever turned away because of inability to pay.

Post-Secondary Education

Everyone on Probation/Parole MUST check with the supervising Probation/Parole Officer to get permission to register for post-secondary classes.

Part-Time Student Options

After getting released from a correctional facility, offenders need to focus on getting reestablished so that they can support themselves and/or their family. This does not mean that you cannot continue your education. It is possible to work a job and attend school part time. Many schools offer evening and weekend programs, and these programs often qualify for financial aid.

Everyone on Probation/Parole **MUST** check with his or her supervising Parole or Probation Officer to get permission to register for post-secondary classes.

Low Income and First Generation College Students

Educational Talent Search (commonly known as TRIO) is a federal program, which is funded to help adults enroll in college or vocational technical schools and apply for financial aid. To qualify, students must either meet low-income guidelines or be a first generation college student. This program is offered free of charge to participants.

Services offered

- Information about colleges, universities and vocational/technical schools including admission and financial aid, core requirements, and application procedures and requirements.
- Assistance with completion of admission and financial aid forms and scholarship applications.
- Career, academic, and personal counseling
- On campus tutoring and academic services

Call your potential school to see if they offer this program or contact the University of Idaho TRIO office at (208) 885-5341.

FAFSA — Free Application for Federal Student Aid

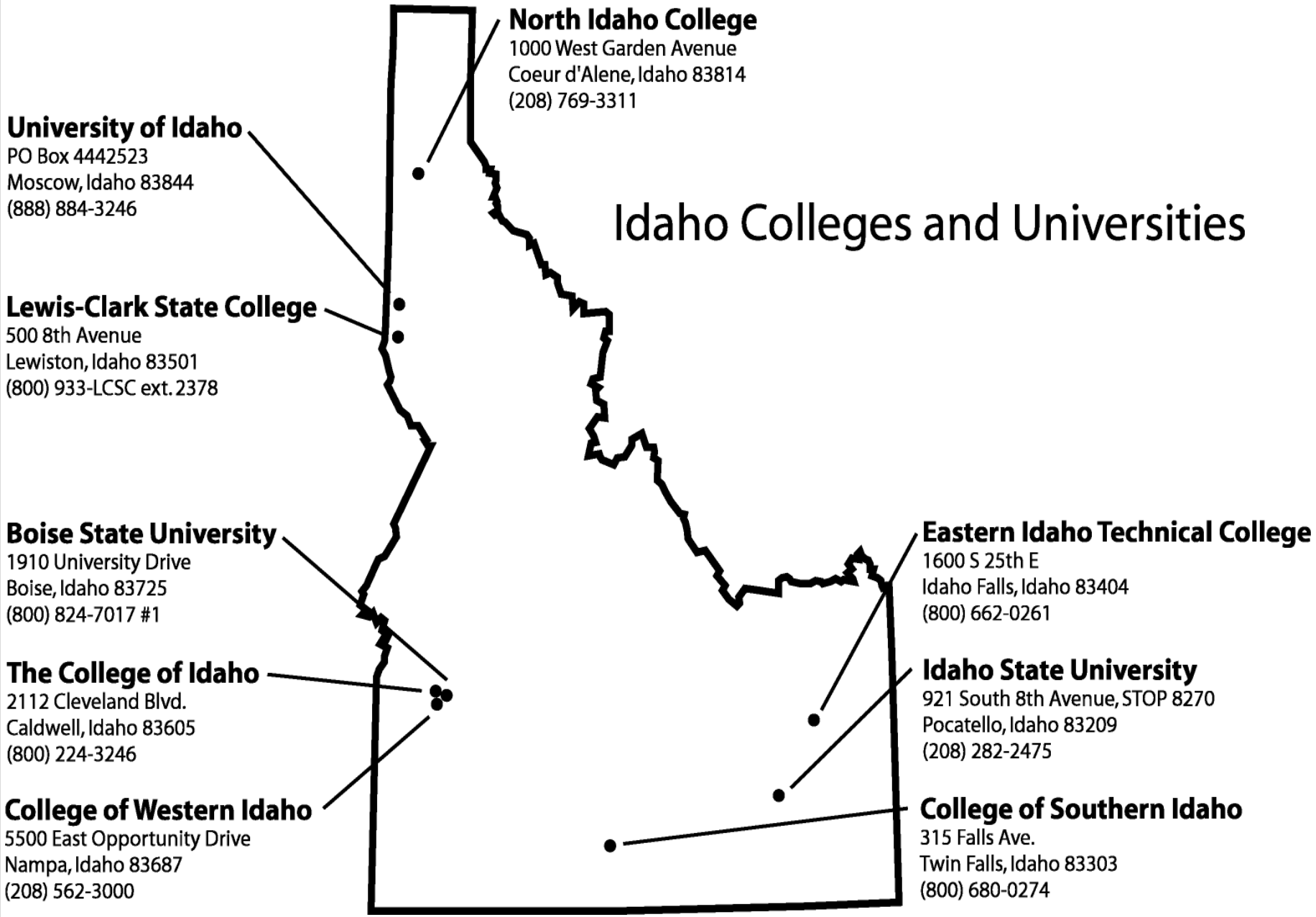
The FAFSA form is the first step to take to get financial aid for school. The application will qualify you for all grants and loans available. You can fill out one of these forms while still in prison. Education staff can help you access these forms.

In order to be eligible for Financial Aid, adult men must be registered for Selective Service. Be aware that a drug conviction may make you ineligible for some Financial Aid. Situations are handled on a case-by-case basis. More information may be requested of you to determine your eligibility. Be sure to answer every question on the FAFSA and all other forms completely. Skipping questions or leaving sections blank are likely to cause your application to be rejected

To request free FAFSA forms and information, write or call:

Federal Student Aid Information Center
PO Box 84
Washington, DC 20044-0084 www.studentaid.ed.gov
1-800-433-3243

The forms may also be filled out online at www.fafsa.gov (once you‘re released from prison.)


Idaho Colleges and Universities
North Idaho College
1000 West Garden Avenue
Coeur d'Alene, Idaho 83814
(208) 769-3311
University of Idaho
PO Box 4442523
Moscow, Idaho 83844
(888) 884-3246
Lewis-Clark State College
500 8th Avenue
Lewiston, Idaho 83501
(800) 933-LCSC ext. 2378
Boise State University
1910 University Drive
Boise, Idaho 83725
(800) 824-7017 #1
The College of Idaho
2112 Cleveland Blvd.
Caldwell, Idaho 83605
(800) 224-3246
College of Western Idaho
5500 East Opportunity Drive
Nampa, Idaho 83687
(208) 562-3000
Eastern Idaho Technical College
1600 S 25th E
Idaho Falls, Idaho 83404
(800) 662-0261
Idaho State University
921 South 8th Avenue, STOP 8270
Pocatello, Idaho 83209
(208) 282-2475
College of Southern Idaho
315 Falls Ave.
Twin Falls, Idaho 83303
(800) 680-0274

Understanding Chapter 2: Education

1. What are your educational goals?

2. What are some of your barriers to going to school?

3. What plans do you have to overcome barriers to continuing your education?

4. Why do you need to have permission from your Probation & Parole Officer?

Class resources:
Home - FAFSA on the Web - Federal Student Aid
https://fafsa.ed.gov

Reduce stress and physical illness by achieving satisfaction in your life! When you take responsibility for your own satisfaction at home and on the job, you will cease to blame and start to create the life you desire. With all relationships, be yourself and state your boundaries. Remember this when it's time to interview! By interviewing your interviewer you ensure your own satisfaction at work.

"One day your life will flash before your eyes. Make sure its worth watching." *- Soren Kierkegaard*

Getting Started on Your Job Search

Now the process for finding a job begins. It can be a frustrating experience and it can be an exciting experience . . . or maybe even both. But the reality is, you have to find a job. The information in this chapter is designed to help you create an organized and successful job search.

Start by using the One-Stop Career System (www.careeronestop.org).

American Job Centers (or AJCs) provide free help to job seekers for a variety of career and employment-related needs. More than 2,500 AJCs, funded by the U.S. Department of Labor's Employment and Training Administration, are located throughout the United States. In Idaho, services are available at each of the 25 Idaho Department of Labor offices around the state.

Services vary by location but can include:

- Resource rooms with phones, free internet and résumé writing tools
- Employment plan development
- Job training services
- Job search assistance
- Career counseling
- Practice interviewing
- Skills testing
- Labor market and employer information
- Employment workshops
- Online job listings 24 hours per day
- Hiring events and business service information
- Accessibility and special accommodations for people with disabilities
- Referrals to community resources and other agencies
- Idaho Department of Labor (www.labor.idaho.gov)
- Access to your state's job bank or CareerOneStop's National Job Search (www.careeronestop.org/JobSearch/JobSearch.aspx)

Of course one of the best benefits is having the opportunity to talk to a professional who is there to be a resource for assisting you through this process. They are knowledgeable, and have access to information that will make your job search easier and more successful.

Important Employment Tips

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

Start by asking yourself key questions

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

Know what documents you may need

- Before venturing out into the world of work you will need necessary documents. The most frequently requested documents are:
- Birth certificate
- Driver's license or basic identification
- Social Security Card

Ask yourself employment-related questions

- What occupations or industries in my area are in need of employees?
- What are my employment limitations due to my particular crime?
- What is the income I need in order to pay for housing, food, energy, child support, etc.?
- Which strategies do I think would be most effective for "selling" my attributes?

Prepare to apply for a job by creating key worksheets

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

Know what employment resources are available to you

- Idaho Department of Labor
- Linkedin.com (the #1 job search site to use), Craigslist.com, Monster.com, and other job-search websites
- Classified ads in the local paper or found on-line
- Apply for jobs with companies you want to work with
- Job assistance and job training centers

Evaluate your skills and personal strengths

- Education and career planning classes are available at all institutions. They offer interest inventories to help you identify the career that best suits you.
- When you are released, consider taking a free online self-assessment. You can go online and type the phrase "self-assessment test" into any search engine.
- You will discover there are many options available for you to check out.

Résumé Guide

A good résumé may not get you a job . . . but it will open the door for an interview where you can "sell" yourself. Most employers want a résumé to see the skills you have that relate to the job for which you're applying.

Write a Résumé That Will Generate Results

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

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

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

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

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

Remember . . . It's Content That Matters

An effective resume contains five distinct components – heading, objective, highlights of qualifications, work history education and professional development.

When filling in the work performed or job duties section use the entire space given to list your skills, accomplishments, and contributions made in your past positions.

If you worked while you were incarcerated, be sure to list the skills you used and add that to employment history. Remember . . . SELL YOURSELF!!!!

Building Your Résumé

Your résumé is a representation of who you are on a piece of paper. It is the only representation of you the hiring manager will have of you. The sole purpose of your résumé is to get you an interview. Your résumé should contain the following:

- **Header**: Also known as the masthead, it goes at the top of your résumé and contains your name, address, phone number and email address.
- **Objective**: This is the exact title of the job you are applying for.
- **Summary of Qualifications**: This is a summary of your skills.
- **Work History / Professional Experience**: It includes positions you held, dates of employment, the companies you worked for and the city and state where each company was located.
- **Education**: A list of all your education and professional training or any type of professional development classes or seminars.
- Above all, you must use key words throughout the résumé and include any additional important information that will make it more personalized and powerful. Start each statement with an action verb to describe what you did.

Presentation Matters

While the content is always the most important part of your résumé, the presentation is a close second. Your résumé is your ticket to your next job. A recruiter or a hiring manager spends an average of 10 to 20 seconds looking at your résumé, so you must get their attention in that time.

How do you ensure you catch the attention of a hiring manager?

- Decide which type of résumé will best fit you . . . chronological or functional.
- Tailor your résumé to the position you are applying for. Keep information relevant.
- Keep your résumé organized and easy to read. Use clear headings and concise information.
- Maintain order of content: objective, summary of qualifications, work experience, education.

References

- Create a reference sheet and have it available when appropriate. Some employers will ask for references when applying and some will ask for them later.
- Select the right people and talk to them in advance about using them for a reference. Ask if you can use their names and contact information. Tell them to be prepared if they are called.
- The people you list should be able to attest to your performance and your responsibilities, so keep your references as current as possible.

Resume Guidelines

The résumé is used to market you to an employer. It should be a short summary, not the whole story. The following are general guidelines for writing résumés.

Résumé Format

- Length of the résumé should be one page, and never more than two pages.
- Margins (top, bottom, left and right) should be approximately 1-inch.
- Ensure there is plenty of white space and it should be easy to read.
- Font size should be 10 to 12 point.
- Use conservative font styles (Arial, Times New Roman)
- Layout should be easy to follow and information easy to locate.
- Appearance should be neat and clean, no errors or corrections.

Résumé Content

- Show accomplishments and results that relate to the needs of the company.
- Give examples ability to solve problems.
- Use statistics and numbers when possible, and use industry terminology where appropriate.
- Use category headings: objective, professional highlights, education, training, skills, professional associations and organizations, honors and awards, references.
- Use action verbs and words with lots of impact.
- Do not state that “References are Available Upon Request”.

General Résumé Writing Tips

- Write your own résumé. Start by writing down a list of everything you have done, your work record, education, and all your accomplishments.
- Leave off salary information and only provide it when requested.
- Do not mass mail résumés.
- Do not provide names of references on the résumé. Provide them when requested.

Sample Functional Résumé

Judy Rogers
123 St. George Avenue #44
Alameda, CA 92587
415.111.1111
jrodgers@yahoo.com

Objective: Sales and Marketing Director

Highlights of Qualifications

- Extensive professional experience with the public.
- Recognized as being personable and persuasive in communicating creatively with numerous customers from all cultures and economic levels.
- Proven ability to persevere in solving a customers' problem.
- Known for being self-motivated and confident in making independent decisions.
- Focused on being very well organized and committed to meeting deadlines.
- Good understanding of Microsoft Office.

Relevant Experience

Sales and Marketing

- Made direct presentations to retail storeowners and buyers, marketing Christmas ornaments and gift items imported from the Philippines.
- Co-hosted sales seminars for potential real estate partnership investors.
- Oriented customers by answering questions regarding project details.
- Followed up by phone to verify their commitment to invest in the partnership.
- Canvassed by cold calling for contributions to a nonprofit organization.
- Consistently surpassed sales quotas in retail clothing and house wares departments.
- Co-led voter drive and personally persuaded 2000 citizens to sign the petition in support of placing a community improvement initiative on the ballot.

Organization and Customer Service

- Resolved wide range of customer problems by applying diplomacy and assertiveness. Issues included delivery delays, fee and budget problems, and in-flight problems.
- Organized logistics for speaking engagements and investment seminars including locations, catering, seating, literature, speakers and travel.
- Maintained extensive financial records regarding individual and corporate clients.
- Collected overdue or unbilled fees by thoroughly auditing billing records and persevering in telephone collection follow-ups.

Work Experience

Office Manager/Bookkeeper	United States Navy	San Francisco, CA	2016 to Present
Office Manager/Bookkeeper	Grothe & Associates	San Francisco, CA	2006 to 2016
Self-Employed	Philippine Import Sales	Bay Area, CA	2004 to 2006
Self-employed	New-Life Vitamin Sales	Bay Area, CA	2000 to 2004
International Flight Attendant	Transamerica Airline	Oakland, CA	1995 to 2000

John Chapton

1047 Cherry Street
Middleville, ID 83700
208.555.1640
jchapton@yahoo.com

Objective: Sales/Marketing Director with Micron Technology

Summary of Qualifications

- Recognized as sales and marketing professional with extensive experience.
- Demonstrated ability to motivate sales force and increase sales.
- Skilled in developing advertising campaigns and sales promotions.
- Good understanding of Microsoft Office.

Professional Experience

Assistant to the Marketing Director (2003 to Present)
Colonial Kitchens, Inc.
Columbus, ID.

- Supervised staff of 10 covering operations in three states.
- Introduced new marketing techniques and set-up training program for key staff to develop and implement new procedures.
- Developed promotional campaign, including yearly contest for naming new product styles.
- Created successful advertising campaign using radio and print media.
- Increased annual sales an average of 30% in all market territories.

Sales Director (2001 to 2003)
Pots and Pans, Inc.
Memphis, TN.

- Supervised sales staff in 15 outlets statewide.
- Increased annual sales 22% and profits 9%.
- Developed training programs and yearly goals for outlet managers.
- Promoted good will by representing firm at community events, Chamber of Commerce, and charitable organization events.

Sales Manager (1995 to 2001)
Nickel and Dime's Department Store
Kile, ID.

- Managed Hardware and Kitchenware Departments, supervised 13 sales personnel
- Ensured suitable display of merchandise on selling floor
- Analyzed trends and ensured availability of best-selling items
- Controlled inventory for two departments
- Directed changeover from manual to computer billing and inventory control

Education

Bachelor of Arts in Marketing
Idaho State University • Pocotello, ID.

Cover Letter

Employers today like to read a letter of introduction (or cover letter), when they review a resume. A cover letter should tell the employer what position you are interested in and why you think you are qualified for the position.

Some information in your cover letter may also be in your resume, but overlapping information emphasizes your skills and characteristics.

Be sure to include your contact information. Have your name and address, phone number and email address at the top of the page using the same heading you used on your resume.

It is a good idea to create a letterhead with your name and contact information, so your paperwork looks like a professional package.

There are two general types of cover letters, but you will find the example in this section to be the best one.

- **Application Letter**: This type of cover letter responds to a known job opening. It indicates the job you are applying for (by exact title) and where you learned of the position.
- **Prospecting Letter**: This type of cover letter inquires about possible positions. You state your specific job objective and how you can benefit the employer.

Whichever type of cover letter you use, you want to address it to a specific person by name and title if possible. (If you are responding to an ad, call the company and try to ask for the name of the person doing the hiring).

Keys to Writing a Good Cover Letter

- Create a letterhead with your name and contact information, using it on your paperwork to create a professional package.
- Do not design a general letter and send it to every potential employer. Target your letter to a specific job. Indicate where you learned of the position and the title of the job.
- Keep it brief and to the point. Be sure to include your contact information. Have your name and address at the top of the page the same as is on your resume.
- Go through the ad line by line and write on a sheet of paper every requirement. Opposite every requirement, write down everything relevant from your school or work experience that relates to the requirements of the job
- Tell the employer which position you are interested in and why you think you are qualified for the position.
- Some information in your cover letter may also be on your resume, but that's OK. Proofread your cover letter carefully, check for spelling, grammar, and punctuation errors. Ask another person to proofread it before you print or send it.

REMEMBER . . . THE COVER LETTER MUST MAKE A GOOD FIRST IMPRESSION

Sample Cover Letter/Letter of Explanation

Roberto Johnson

1212 Jobsearch Lane
Boise, Idaho 80000
208.555.1212
Roberto.Johnson@gmail.com

November 9, 2017

Bill H. Manager
Best Jobs, Inc.
1234 Great Location Avenue
Boise, Idaho 80001

Dear Mr. Manager:

It's exciting to apply for the Customer Service Representative position you have posted with the Idaho Department of Labor.

I am particularly interested that you are looking for someone who has customer service experience along with the proven ability to multi-task. With my extensive experience working in an office environment that focused strongly on customer service, I am able to multi-task, remain flexible to change, and address the various needs of customers. In addition, my goal has been to focus on tracking sales data and understand the importance of maintaining accurate sales records. In addition, my past work experience demonstrates my loyalty and commitment to a team and will translate into a committed relationship with your organization.

It is also important for me to let you know I have a felony conviction. My conviction was for (TITLE/NAME OF OFFENSE) on DATE OF CONVICTION (**Month and Year**). **(If more than one conviction, only list the most recent conviction in this letter).** My goal is to be forthright and honest in discussing this matter with you. This experience has helped me to realize the value of a positive lifestyle and become committed to demonstrating that I will be a reliable employee who can contribute to your company's success. Because of the confidentiality of the above information, and my embarrassment over my past mistake, I'd like to meet with you so we can talk about the particular steps my life has taken to better understand what it takes to be on the right track, and explain the specifics of my conviction. I regret the choices I have made and have taken responsibility for my past actions. Since my conviction, I have (**list positive things such as relevant courses completed, new skills obtained, do not abbreviate, use course/class titles**).

Should you consider me for the position, there are incentives your company may benefit from. The Idaho Department of Labor may, at no cost to you, post a $5,000.00 fidelity bond with you on my behalf. In addition, the IRS offers a tax credit of up to $2,400.00 to employers who hire ex-offenders. Both of these serve as incentives to employers to hire qualified individuals with criminal backgrounds, like myself.

Thank you for your time and consideration. I look forward to meeting with you soon.

Sincerely,

Your Signature

Before the Interview

Research the company. In today's world, most companies have a website. If it has a website, study it. Read company literature, talk to people familiar with the company, and observe workplace dress, attitudes and company culture.

Navigate. Find out where the company is located and how to get there. Allow extra traveling time in case there are delays beyond your control. Take time for a trial run.

Write down important information. Write down the date of your appointment, the name, address and phone number of the company, and the name of the person with whom you will be meeting (if you know it). Keep the information with you.

Take your portfolio. Your portfolio needs to include copies of your résumé, certificates, letters of recommendation, references, and samples of your work. Bring a pen and notebook.

Dress for success. Double check your appearance. Your clothes should be clean, pressed and appropriate for the interview.

The rule is to wear "one step above" what others in the company are wearing. Neutral colors such as black, brown, grey or navy are best. Appropriate shoes are important.

Go alone and be punctual. It's your interview - go alone. Arrive 10 to 15 minutes early. Cordially let the receptionist know who you are and who you wish to see.

During the Interview

- **Be yourself**. You got the interview because of your skills.
- **Present yourself in a friendly, straightforward and confident manner.**
- **When introduced to the interviewer,** shake hands if it seems appropriate, and smile.
- **Make yourself comfortable and retain your poise.**
- **Place your purse or other personal items on the floor next to your chair.**
- **Be diplomatic**. Do not argue or tell the employer your troubles.
- **Refrain from jokes or gossip**. Use proper grammar and avoid slang such as "okay" and "yeah."
- **Maintain eye contact and be aware of body language.**
- **Be a good listener**.
- **Be enthusiastic.**

Techniques for Explaining Past Mistakes

It is extremely important to be very selective in deciding what language to use when describing your past indiscretion.

Be very brief when describing your mistake (usually one concise sentence is adequate-do not go into great detail). Take time to practice your answer with a Workforce Consultant or someone with hiring experience.

Above all . . .

BE HONEST!!!

Use the Sin – Suffer – Repent Model

The best way to answer questions is to always use the **'Sin, Suffer, and Repent** model for any past mistakes you have made:

SIN! Admit you made a mistake.

"I was let go for being tardy three times in a three month period."

SUFFER! Explain the negative situation.

"My car was unreliable; it needed repairs and a new battery."

REPENT! Explain what and why this is not a problem anymore.

"It has been very difficult to pay for these things while unemployed, but I managed. I have a new battery, and the car has never run better. I can assure you, I will never be tardy again after this experience."

OR

"I have a felony conviction and spent time at the State Correctional Facility. I went through a period in my past when I made terrible choices and ran with the wrong crowd. I served my time and learned many things about myself in the process."

OR

"I have grown to understand how wrong my behavior was. Now, I look forward to proving myself to my family, co-workers, community, and to you my employer."

Employers usually do not want or need the details. They simply want to know you are hirable and will make them money.

Another approach is to explain mistakes by what is called the **"Sandwich Method"**. This is an approach wherein you begin your answer with a positive statement; briefly mention the negativesituation; then end using another positive statement.

POSITIVE: "I think mistakes can be hugely important in defining who we are as people and in teaching us valuable lessons we'll carry with us for the rest of our lives."

NEGATIVE: "I was fired for theft of company property."

POSITIVE: "This experience was a wake-up call for me. I had to take a hard look at my unacceptable behavior and make a decision to change my life, which I did. I've realized how important it is that a company can trust its employees, and I will never jeopardize my integrity or my employer ever again.

Discussing Your Conviction Record

Be aware that the law prohibits felons from holding some types of jobs. However, there are many jobs available for offenders. Remember . . . it is most important to tell the truth.

For many just out of prison the most difficult part is facing the question on the application, "Have you ever been convicted of a felony?" Let's say the employer needs someone with your energy and skills. They say, "I see that you checked 'yes' on the felony question. Can you please tell me about that"? What will you say?

When you find this question on job applications, you might wonder how to answer. If you put "yes," you may 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 you put "will discuss in interview". If nothing else you may get the employer thinking about what you have to say and at least you will get your foot in the door and have the opportunity to sell yourself.

Conviction Response Statement

Comfort the Employer

- Let them know your offense did not happen on the job. For example, “Yes, I was convicted of a felony, but it was not job related."
- If your felony was job related, you may need to get individual assistance to address this.

Own It

- “There was a time when I was making some bad choices and was convicted of (indicate what the offense was).”
- Do not add what degree it was or any other modifiers and do not go into detail regarding your offense.
- If you have more than one offense address that by saying “I have more than one felony conviction, but my most recent offense is . . .

Positives

- “I thought a lot about where my life was going and I decided to make some changes.”
- Now is the time to talk about what you have accomplished since your conviction, such as education, treatment, previous employment, hard skills, etc.

Encourage the Employer

- “I am a good worker and I want to work, I just need an opportunity to prove my skills.”
- Tell them that you want the job!
- Inform the potential employer you are on probation and that your probation officer may be calling them or visiting with them in the near future upon employment. This gives the employer a heads up and an understanding of what to expect.
- Some employers may not have ever hired someone with a felony conviction and honesty will help them decide to take a chance on you.
- It is OK to tell them if you are on parole or probation. Use this as a positive since having this job means more to you than it might to other co-workers.
- If you mess up, the consequences are greater and you could go back to prison. You definitely do not want that.
- Make sure that you look the interviewer in the eyes and focus on the lesson you have learned. Do not look down at the ground when you are discussing this.
- Appear confident of your changes.

Communicate Your Best Attitude

- **Sit straight and relatively still.** Avoid distractive wiggling or jiggling of your hands or legs or tapping and clicking of a pen.
- **Fold your hands comfortably in your lap** or on top of your résumé materials. Do not cross your arms over your chest (makes you appear disagreeable) or spread them across the back of the chair or couch (makes you appear too relaxed or disinterested.)
- **Ask questions** if you do not understand something.
- **Show reserved confidence.** Let the interviewer start the dialogue. Listen carefully.
- **Avoid interrupting,** even if the interviewer does most of the talking.
- **Maintain good eye contact.**
- **Be positive** and upbeat in your remarks.
- **Avoid complaining** about a previous job or employer. Whether or not your remarks are true, you won't appear professional if you "harp" on these subjects.
- **Avoid criticizing or disagreeing with the interviewer**.
- **Tell the employer about your skills.** If you don't, no one else will! Do not make the employer work harder than you during the interview.
- **Welcome all questions and give direct honest answers**. Take your time. Develop the answer in your head before you respond.
- **Try to plan ahead for tough questions**. Before the interview, be sure to practice answers to questions you think to may be asked.

Communicate Your Best Image by Finishing Strong

- **Don't overstay your time**.
- **If you want the job . . . say so**.
- **Summarize why you are qualified for the job**. This is the time to state strengths and qualities you may have forgotten to emphasize earlier.
- **Thank the interviewer for his or her time and interest**.
- **Extend your hand for a firm- parting handshake**.
- **Be proactive in your follow-up**. Ask how you will be notified or arrange to call the employer to learn their decision.
- **Send thank-you letters or notes within 24 hours**. Send a note to each person with whom you interviewed.

Reasons Employers Give for Not Hiring an Applicant

- Sarcastic or defensive responses
- Boastful or "know it all" attitude
- Over aggressive or high-pressure type
- Makes excuses or lies about unfavorable facts in record
- Seems unprepared for interview
- Poor grooming or personal appearance
- Immature or ill-mannered behavior
- Speaks negatively of former co-workers, school, or other people
- Lazy or low on energy
- Talks about personal problems
- Radical ideas - -politics, religion, dress, lifestyle, etc.
- Seems overly concerned about salary and benefits
- Shows no interest in company or job
- Undecided - appears to rely on others to make their decisions
- Doesn't ask any questions about the job
- Poor work history - a "job hopper"
- Fails to make good eye contact
- Limp handshake
- Lack of confidence - poor posture, shy
- Unable to take criticism
- Appears to have trouble getting along with others

Special Requirement for City, State and Federal Jobs

When applying for City, State, and Federal Jobs use the required KSA format described below.

Knowledge-Skills-Abilities (KSA)

A KSA is a series of narrative statements that are required when applying to City, State, and Federal job openings. KSA‘s are used to determine, along with résumés, who the applicants are that will be scheduled for an interview when several candidates qualify for a job. It is important to prepare for this type of interview.

KSA’s are brief and focused essays about one’s career and educational background that presumably qualify one to perform the duties of the position being applied for. A KSA is a concise essay about one’s talent, expertise, related experience, (work, education, and volunteer activities) and accomplishments. Most government-hiring officials look for a short, crisp, and clear KSA that emphasizes results or accomplishments obtained in previous work. Whenever you can, attempt to quantify any answer.

KSA’s are scored based on a scale from 1 to 100. Job applicants must score above 70 to be considered for the position. Scores are derived through answering the KSA question as specifically as possible, and providing

examples from previous employment or training that clearly demonstrates you meet the qualifications. Most government entities or agencies will require an application (online) to accompany the KSA.

KSA – The attributes required to perform a job and are generally demonstrated through qualifying service, education, or training.

- List of special qualifications and personal attributes that you need to have for a particular job (job skills). Measure the qualities and factors that will set a candidate apart from the others.
- Draw from your past experiences (say what you did and describe it). Use the best examples that match what is required for the position.
- Example: Ability to communicate – looks at duties/responsibilities and determines what this requires you to write, i.e. – grants, correspondence, etc.
- Show specific past experiences when writing things required for the job.

Knowledge: A body of information applied directly to performance of a function.

- Persons range of information. Organized body of information. Can be factual or procedural.
- Information applied directly to the performance of a job function.

Skills: An observable competence to perform a learned psychomotor act.

- Practice competencies. Verbal: mental manipulation of data or other information. Used to measure performances. Testing, typing, math, decimals, editing.
- Universal work skills: job, soft, hard, transferable, functional, self-management, communication, analytical, technical (computers).

Abilities: The competence to perform an observable behavior or a behavior that results in an observable product

- Talents, power, ability to perform an observable activity at the present time. Activities, behaviors that are similar to those required on the job.
- KSA questions are weighted differently
- Mandatory and desirable. Focus the most effort on the more heavily weighted KSA or the mandatory question
- Address each question as though there are different people reading each answer. Cross-over your information.
- It must be job-related statement and cannot pertain to anything that does not pertain to a total job description.

Hints to Follow: Read duty description in vacancy announcement, and address the qualifications for each KSA carefully.

- Use action verbs and complete sentences – not bulleted answers like with a résumé. Be specific and precise.
- Get to the point. Don't ramble. Use lots of examples. State specifically what you have done. Use clear, plain language. Don't use words from the position description.

Writing your KSA

- Read the KSA very closely. Make sure you understand what they are asking.
- Review your experiences you have had and look for things that relate to the questions. Use old applications, letters, and job descriptions.
- Analyze the experiences you have identified. Concentrate on things that really matter in what you do/have done.
- Show the facts you are using, relate to the individual KSA.
- Write them clearly, the link between your experiences and the KSA. Get information through: training sessions, Internet searches, and consulting services

Summary

- Don‘t assume reviewer will pull information out of your application. Usually tells you how many pages they will accept. All jobs, both full and part time have as much significance as the other.

Thank You Letters

Writing a thank you letter allows you the opportunity to share your reflections from the interview including topics that were discussed and your decision to accept the job if it is offered to you.

If you do not want the job, it is still important write a short thank you letter stating that you wish to withdraw your application.

If you do want the job, restate the qualifications and skills you possess related to the requirements of the position and culture of the company. Send your thank you letter within a day of your interview.

Sample Thank You Letter

Roberto Johnson
1212 Jobsearch Lane
Boise, Idaho 80000
208.555.1212
Roberto.Johnson@gmail.com

September 1, 2017

Alex Wikstrom
Sun Dog Manufacturing
123 Swiggum Street
Boise, ID 83709

Dear Mr. Wikstrom:

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

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

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

I'm very interested in working with you and your team. I am a dedicated worker and can commit to supporting Sun Dog Manufacturing well into the future. Please feel free to contact me if you would like further information. My cell phone number is 605.634.1234.

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

Sincerely,

Your Signature Here

Tom Brown

Key Job Search Tips

- Résumés should be sent to a person and not to "To Whom It May Concern"
- Make the extra effort to find out the name and title of the appropriate person.
- If you are asked to send a résumé to Personnel or Human Resources, send it to the person in charge of the department for which you want to work.
- Though the personnel staff executes the screening, the department manager will likely have the final hiring authority.
- Always send a cover letter with your résumé.
- When contacting employers, always have a copy of your résumé with you at the interview.
- When applying for a job with an application, you may want to attach your résumé.
- Take time to fill out the whole application. Never write on an application, "See résumé".
- Give a copy of your résumé to your references as it provides information about you and helps them talk to an employer about your qualifications.
- Talk about your ability to work with a diverse group of people.
- Always contact the employer after sending your résumé. Be courteous and sell your qualifications.

Key Interview Tips

- Be cheerful!!!!!
- Talk about the benefits of your experience and the relevant expertise you offer.
- Speak about the value you would bring to the company.
- Discuss your relevant skills.
- If you don't have any relevant experience be sure to talk about "transferable skills" from any other work experiences.
- Share stories in the job interview about success in prior assignments.
- Always bring extra copies of your résumé to an interview.

Key Criminal History Tips

When answering the questions: Have you ever been convicted of a felony? Check "yes" and write, "Will discuss at interview."

At the interview share how you have taken responsibility for your actions, what you have learned from the situation, and how you are different today.

Follow Up . . . Follow Up . . . Follow Up!!!!!

It's no use mailing résumés or going on interviews if you do not take the time to follow up on your all your efforts.

The first step is follow-up with a thank you note. Either a personal note or an email is appropriate for letting the employer know you appreciated there time. This is not another market strategy - it's just a common courtesy.

Social Networking

Know Your Site

Be it LinkedIn, Facebook, Twitter or any other number of web-based social networking applications, do some research before deciding which will be the most effective for marketing yourself to employers. While using multiple applications casts a broad job search net, managing these sites can be time intensive and may not generate the results you want.

Send the Right Message

If a potential employer looked at your Facebook account today, would they find information that doesn't represent you in a positive or professional manner? What you say to the world about yourself–and about others–online will determine what employers assume about you.

Target Your Audience

Make the most of your time by identifying the sites that will link you to opportunities that match your preferences. For example, you can customize your job search preferences and alerts online with the Idaho Department of Labor at labor.idaho.gov/jobseeker. Focus on sites that match your:

- Targeted industries
- Targeted employers
- Skills
- Geographic preferences
- Interests

Typical Rules May Not Apply

The nature of technology – tweeting, texting, instant messaging, has streamlined communication through writing. Accurate spelling and grammar are essential to produce a good portfolio and convey your best message to potential employers.

Although short and sweet may be the preferred technique when posting your professional information on web-based applications, be careful not to sacrifice quality for brevity.

Tweet Wisely

The "30-second elevator speech" you prepared for a job interview must now also be converted into a 140 character tweet if you hope to Twitter your way to a new career.

With such a limited opportunity to market yourself, your professional message must find the perfect balance between appealing and informative. Clear and concise is the key.

Not the Sole Source

Using online networking methods can certainly move your job search to the next level.

Although this method can initially connect you to a broad array of opportunities, it does not replace the value of networking in person.

Fillng Out an Effective Application

General Information

It is important to understand the role of an application. The purpose of an application is to screen you into an interview. It is important to shift your focus to what you have to offer an employer rather than focusing on the negatives (poor work history, felony conviction(s), lack of experience, or minimal education).

Most employers do not have a lot of time to review a "stack" of applications. At the initial screening, an employer will give your application very little time and attention. At initial first glance an employer will review your application for approximately 15 to 30 seconds.

Most employers are looking for two things at this step of the process:

- **Is it Neat?**

  Can they read your application? Is your application filled out in blue or black ink? What physical shape is your application in? Does it have stains on it? Is it torn or crumpled? Does it smell like perfume or smoke?

- **Is it Complete?**

  Is your application complete? Have you addressed every question on the application? Never, ever leave anything blank on an application. If a question does not pertain to you answer by writing NA (Not Applicable).

For the applications that have made it through the first screen, the second screen consists of reviewing the employment section. When looking at the employment section an employer is looking for three main things:

- Recent Work History
- Dates of All Employment Listed (Do you have gaps?)
- Relevant Experience

Are you currently working? If not, when was the last time you worked? If it has been more than a year, you may get screened out. We suggest if you worked while incarcerated it is important to give yourself credit for that experience. If done properly an employer might not even know that you are talking about your experience while incarcerated. First, know whom you worked for while incarcerated. If you worked in "Industry" your employer was Correctional Industries. If you worked for the facility, note the employer as CI-Boise, or Pocatello. Most community-based employers are not aware that the state operates correctional industries or what CI stands for.

An employer is not expecting to see a perfect employment record when looking at your dates of employment. They want to see that at some point you have made a commitment to a job and/or your education. To minimize gaps use years, not months (2001 to 2002). Also, you need to think creatively about your past work experience. Have you ever worked for cash? Were you a "homemaker?" Did you start a training program or pursue your education (GED, etc.)?

Be sure to fill in the correct dates of employment. Employers will check the dates. If you are unsure, call your former employer and they can provide you with that information or you can contact Social Security and make a request for your Social Security earnings information.

When filling in the worked performed or job duties section use the entire space given to list your skills, accomplishments, and contributions made in your past positions. When thinking about your work performed in prior jobs think about everything that you did in that job from the beginning of your shift to the end of your shift.

If you don't have any relevant experience be sure to list "transferable skills" from other types of work experiences.

References

Will employers check your references? If you are about to begin a job search expect to have your references checked. On the average, employers check three references for each candidate. It's essential to select the right people and talk to them in advance about using them. The people you list should be able to attest to your performance and your responsibilities, so keep your references as current as possible. What can a reference say about you? Personal references can say anything without the risk of being sued. Professional references or past employers will typically verify factual information such as dates of employment, position job duties. A potential employer can ask your previous employer if they would re-hire you. Their answer states everything. Yes – they were happy with you. No – they were not.

Criminal History

We suggest that when answering the question: Have you ever been convicted of a felony? Check "yes" and write, "Will discuss at interview". At the interview you can share how you have taken responsibility for your actions, what you have learned from the situation, and how you are different today.

Physical Record

State what you are capable of doing rather than what you are unable to do. Stay positive. If your physical condition will not impact your ability to do the job, you don't have to disclose it. If you disclose a past physical condition that you recovered from, state "no longer a problem."

Reasons for Leaving

It is important to give a positive reason for leaving even if you quit or were let go. Think about what happened after you quit or were let go. Did you get a new job, become a full-time student, or seek an advancement opportunity/career change? Was the work seasonal?

Things to Remember for Completing an Application On-Site

Write down information and dates to complete the application, rather than trying to remember them and making mistakes on the application. False information on an application may be grounds for dismissal even after you have been employed for a length of time. Don't use "white-out" or an erasable pen.

What Employers Want To Know About You

You are resourceful. You don't need constant supervision and you work well independently.

You maintain a positive attitude. You work well with others.

You are a loyal team member. You take pride in the company.

You always maintain a professional demeanor.

You take pride in your appearance and behavior.

You are easy going. You're not arrogant, rude, pushy or moody.

You are a quick learner. You won't need a lot of time to become productive.

You are a hard worker. You always give 100 percent.

You are dependable. You don't constantly call in sick or miss work

You are committed. You are dedicated to get the job done.

Understanding Chapter 3: Employment

1: Own it. Take responsibility for your actions. Show you own up to your behavior. Statements beginning with placing blame on someone or something else (it wasn‘t my fault or I didn’t know) is the worst thing you can do. List some ways in which you will talk about your crime in an interview.

2: How are you going to answer this question: Do you have a felony conviction?

3: What have you learned about employment and how are you going to use it?

4: What are your employment goals? How do you plan to accomplish them?

5: Do you have your résumé on the Department of Labor website? Everyone should have an employment backup plan. What is yours?

6: Take a skill that you have and give a SPECIFIC example of how you have demonstrated this skill. Many times in interviews they want you to

Communication skills are a required survival skill in today's work and personal environments. Being a good listener, being friendly, and using a calm tone of voice will get much better results than being aggressive and intimidating. Learn the arts of compromise, negotiation, and collaboration. Also a solid personal code of ethics is a must.

Ethics – What you do when no one else is watching.

Ethics can be defined as the values relating to human conduct with respect to the rightness and wrongness of one's actions. Underlying components associated with ethics and values are:

- honesty
- compassion
- empathy
- confidentiality
- justice

In respect to your personal life, family, and community, you must accept the choices you have made and continue to make on-going good choices. It is in the best interest of your community to have you be a successful contributing member, to be a person of upstanding moral character. Prove that you truly want to change your life and break the cycle of returning to prison. Believe in yourself and utilize self-talk to change your thinking. Rethink your beliefs and your fundamental value system. Before you can make any changes you have to know what your values are: (maybe they have already changed or started to change).

- What things were important to me before prison?
- How are my beliefs changing?
- What things are important to me now?
- What is the most important thing I can do to continue changing for the better?
- What do I have to offer my family and the world?
- What responsibilities have I had in my life and which responsibilities do I enjoy most?
- List your accomplishments:

Strategies that can help build strong character:

- Stay clean and sober – think clearly and behave appropriately
- Learn and remember people's names, use them
- Have a positive outgoing personality
- Stay calm -- keep your temper under control
- Don't gossip
- Be polite – remember manners
- Give other people the benefit of the doubt
- Don't be self-centered, oversensitive or opinionated
- Keep things in perspective
- Don't procrastinate
- Be in the moment, listen- Don't get lost in yourself talk

What strategy will help me be the kind of person I want to be?

Answering the questions on the previous page should give you a good idea of who you are and where you are headed. Take the things that you value and that are important to you and your success. Write your Mission Statement/ personal code of ethics – take your time and really think about this because it should become the foundation for how you live your life.

In respect to the workplace you must demonstrate that you care about the job, yourself and your co-workers. Be on time every day, obey rules, take care of yourself, and have a positive attitude.

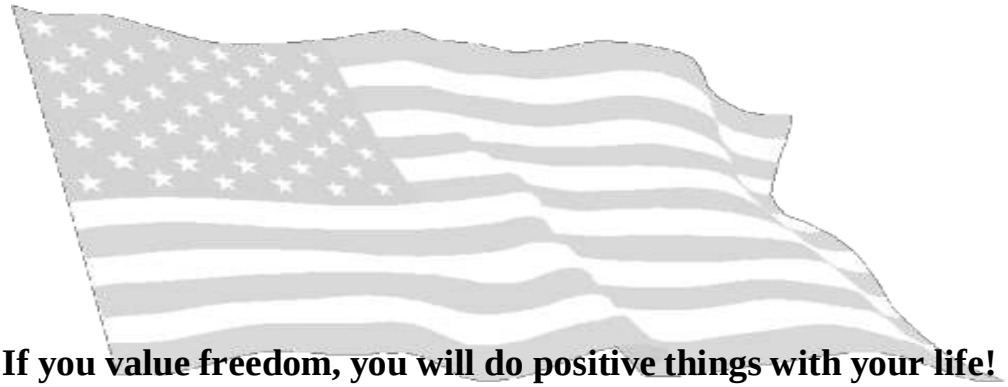
SMART Goal:

State a workplace goal:

What do I need to do to make this happen?

SMART Goals

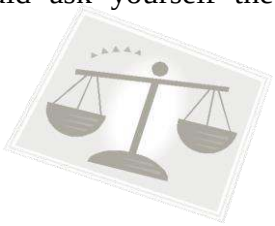
S(pecific)
M(easurable)
A(ttainable)
R(ealistic)
T(ime bound).



If you value freedom, you will do positive things with your life!

Behavior affects every aspect of our lives including problem solving, conflict management, and decision-making.

In order to act ethically, whenever you are faced with any of these you should ask yourself the following questions:



Is it legal?

How will it make you feel about yourself?

How will others feel about it?

Would you do it if someone else was watching or if they knew about it?

Does your idea make sense?

Is it fair to all involved parties?

Will people of authority approve?

What would you want your kids to do?

Is it based on actual facts or a contrived fantasy?

When in doubt, discuss it with someone you trust and not just someone who will agree with you.

Doing the right thing is not always going to be easy, but it will always lead to a feeling of satisfaction and self-worth.

Introduction to Communication

(or lack thereof)

To communicate is "to share" or "to participate". It is the transmission of a message or information by speaking or writing, giving or exchanging information, signals, messages by talk or gestures or writing.

This broad definition includes: body language, as well as, skills of speaking and writing.

In other words: It could be said that

Communication is everything!

If you learn to do it well it is an asset, and if we do not learn to do it well, it can haunt you forever.

Communication is the transmission of information and meaning from one individual or group to another. The crucial element in this definition is meaning. There is an old saying:

"You cannot, not communicate."

So, in reality, we are always communicating. The ability to communicate effectively is not inherited. Most of us require instruction, practice, supervision, and feedback to develop and improve our communication skills.

Communication, whether it is verbal or non-verbal, spoken or written, even when done correctly can feel awkward and unnatural. Practice will help overcome those feelings. These skills will not only help you get a job, but keep that job as well.

Things are worth doing poorly,
until we learn to do them well

In learning these communication skills, we start with the concept that any communication process has five areas starting with the sender of the message. The sender generates his/her message through different channels. A channel is anything, which conveys the message. Some examples might be pen and paper for written communication, a phone, or talking for verbal communication. Turning down the lights in a movie theater would communicate what to the receiver of a message? The receiver is whoever receives the message.

Sometimes the message is blocked or distorted before or even by the receiver (and possibly even by the sender). These would be referred to as barriers to the communication process.

For our purposes we are looking at communication from two different angles, hard and soft communication skills. **Hard communication skills** include:

- reading
- writing

Soft communication skills include:

- non-verbal communication,
- para-language,
- listening,
- cultural issues,
- giving and receiving criticism.

Hard Skills of Communication

The focus of the hard communication skills of reading and writing include reading for comprehension and writing to be understood. This portion of the manual will assist in the practice of reading with understanding through the understanding of probation and parole documents.

Writing has been covered earlier in this manual in the Employment section; however, in this section, we will look at the writing of a memo, and the format for a business letter. Earlier in this manual you learned about creating a resume, cover letter and thank you letter. You also learned how to appropriately fill out a job application. All of which are important hard communication skills.

Written communication is critical in our world. Text messages, road signs, contracts, instructions, formal and informal business letters are but a few.

We use formal letter writing in our job searches, to contact businesses, to complain about service, or to request assistance. How we write is as important as what we write clearly. Conveying the meaning of our message is critical. In fact, the acronym, K.I.S.S. is very important in formal business communication.

K.I.S.S

K*eep*
I*t*
S*hort and*
S*imple*

The very thought of writing a "Formal business letter" can be intimidating. It does not have to be. Remember K.I.S.S. Want an example? Read the following:

Any statement contained in a document incorporated or deemed to be incorporated by reference herein shall be deemed to be modified or superseded for purposes of the Prospectus to the extent that a statement contained herein or in any other subsequently filed document which also is or is deemed to be incorporated by a reference herein modifies or supersedes such statement.

WOW! Make any sense? Not to most people. A good rule-of-thumb is to just use plain English. We will define plain English as any words that are clear and concise. Words that others, including you, can understand. Remember foul language is NOT plain English.

Some examples of plain English are:

Less Familiar Words	Simple Alternatives
Ascertain	find out
Conceptualize	see
Encompass	include
Hypothesize	guess
Monitor	check
Option	choice
Perpetuate	continue

Can you see the difference?

So, just because you will be writing a formal business letter you do not need to use words that require you or others to look up their meanings.

Jargon, or terms that are peculiar to any particular activity or profession should be kept to a minimum as well as "flowery" terms or cliché's. Cliché's are expressions that have been overused such as, "below the belt" or "first and foremost".

Another important part of the K.I.S.S
process in writing formal business
communication is the "short" part of K.I.S.S. This means, try not to repeat yourself. The fewer words you use to communicate the better. Here is an example:

Too wordy: The committee members agreed on many of the changes in the rules.

Improved: Committee members agreed on many changes in the rule.

Short, simple and to the point! In addition to K.I.S.S a crucial part of formal business writing is proofreading. Even experienced writers will write and rewrite work. Professional writers often re-write their work several times. Once you develop skills using the computer, "spell-check, cut, copy and paste" makes most re-writing simple and efficient.

Einstein, a famous scientist once said,

"Genius is 10% inspiration and 90% "perspiration"

So, proofreading can be one of the most important steps in your writing process. Be sure to remember that the computer can and does allow mistakes. Here is an example: say you were writing about ordering too many parts for a repair job you were doing and in your business letter you wrote: I am returning these parts because I ordered to many.

The spell check on your computer would not correct the word "to" because it is a word. It just happens to be the wrong one. "To" refers to something while "too" means some amount or also. So you need to read your writing as well as not depend on the spell- check to correct everything. Another trick to proofreading is to read out loud or better yet, have a friend read it out loud as you listen. This is a great way to catch errors or to discover a sentence that may need some changes.

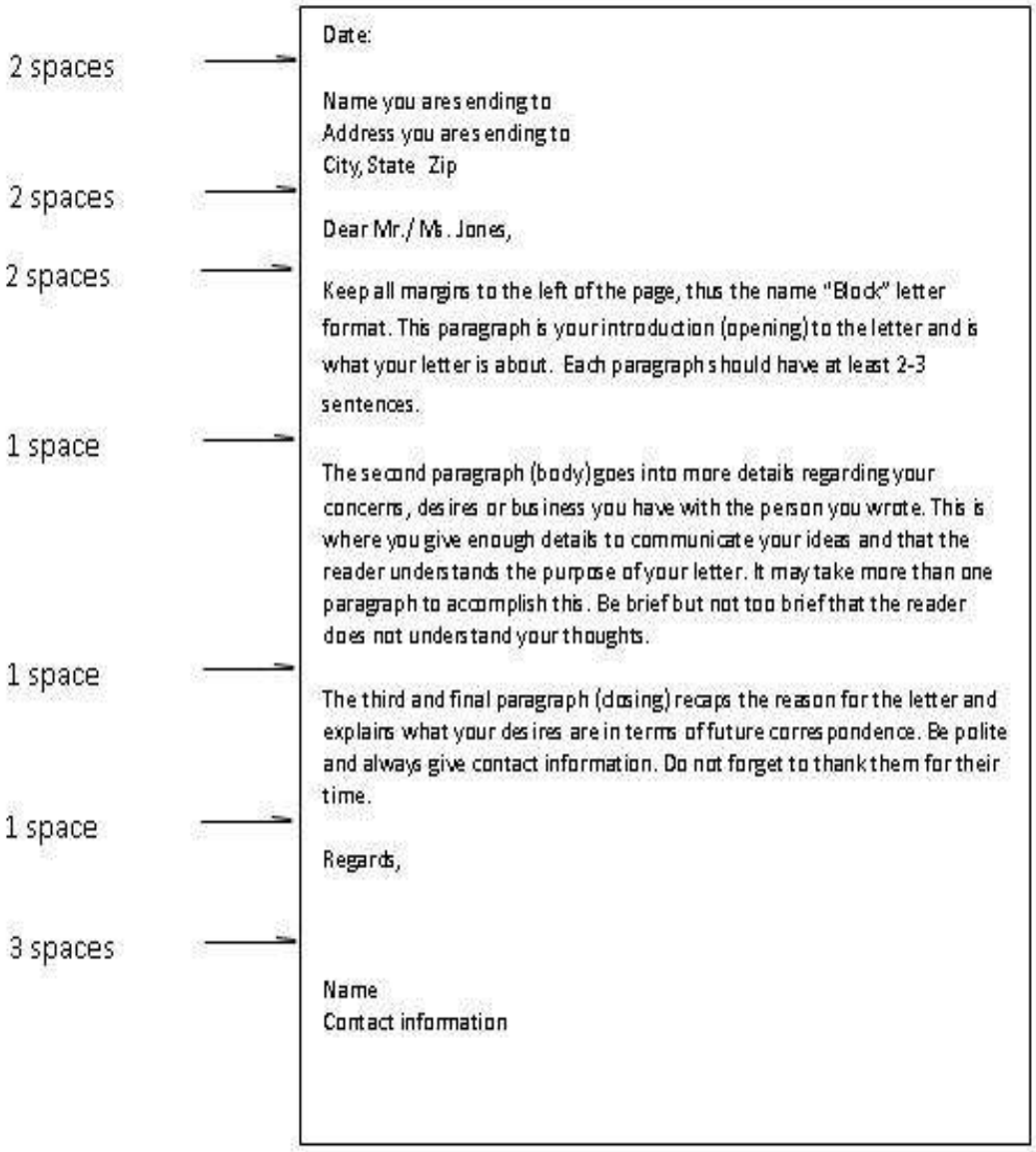
Okay, we are going to focus on formal business letter writing. All cover letters should follow the formal business letter format.

Keep the letter brief, usually no more than three to five paragraphs on ONE page. Here is a specific outline format that is easy to follow when creating your business letters in Block Format.

We chose block format because it is easiest to use and you do not need to remember things like how many spaces is proper to indent a paragraph. It all goes to the left margin.

Failure To Communicate?

Refer to the following outline to create your own letter



Now that we have reviewed the concept of writing a formal letter and covered some tricks to proofreading your letter let's try these new skills out. Below is a business letter. The writer made a few mistakes. They forgot to proofread it. So, use the outline provided above as your guide for the format of the letter and, either with a group or by yourself, proofread this letter and circle or mark the areas needing correction or improvement.

On a separate sheet of paper re-write the letter showing how it could be improved.

December 26, 2011

Johnny Smith Jr.
1489 West Park Ave.
New York, NY 89901

Mr. Saint Nicholas
(A.k.a. Santa Claus)
No. 1 North Pole Artic
Circle 00001

Dear Mr. Santa Claus:

Thank You, Thank You, Thank You for all the great presents you brought to ~~me~~ us this year. We all enjoyed them very much. There are only a couple of things that were not right.

First, I wanted a Radio Flyer wagon, not a sled, and Second, if you remember I also asked for bb or pellet gun not a silly Nerf gun, and I promised not to shot my sister Sally or her stupid dolls, or the neighbor‘s cat either. I know you are a very busy and maybe you just forgot or your filling elf made a mistake. So please note these two requests for next year.

Now the whole naughty or nice deal, is that a yearlong thing? Or can guys get away with just part or parts of a year? The reason I‘m asking is because sometimes my sister just gets on my nerves and really needs a slug on the arm, and Billy at school is always picking on us younger kids, so if I punch him in the nose does that count bad for me?

So anyway I‘ll try real hard not to be bad at all this year, and hope you will understand if I have to punch Sally and Billy at least a couple times. Hope you have a wonderful year off, and please say hello to Mrs. Claus.

Sincerely:

Johnny Smith Jr.

Another form of communication in the work place is a Memorandum or otherwise known as a Memo. Below is an example of a template that is available in most Microsoft Office programs.

What does a Memo template look like?

A template is a document you can fill in and then print or send via email.

Memorandum **To:**

[Click **here** and type name] **CC:** [Click **here** and type name]

From: [Click **here** and type name]

Date: 7/19/2012

Re: [Click **here** and type subject]

How to Use This Memo Template

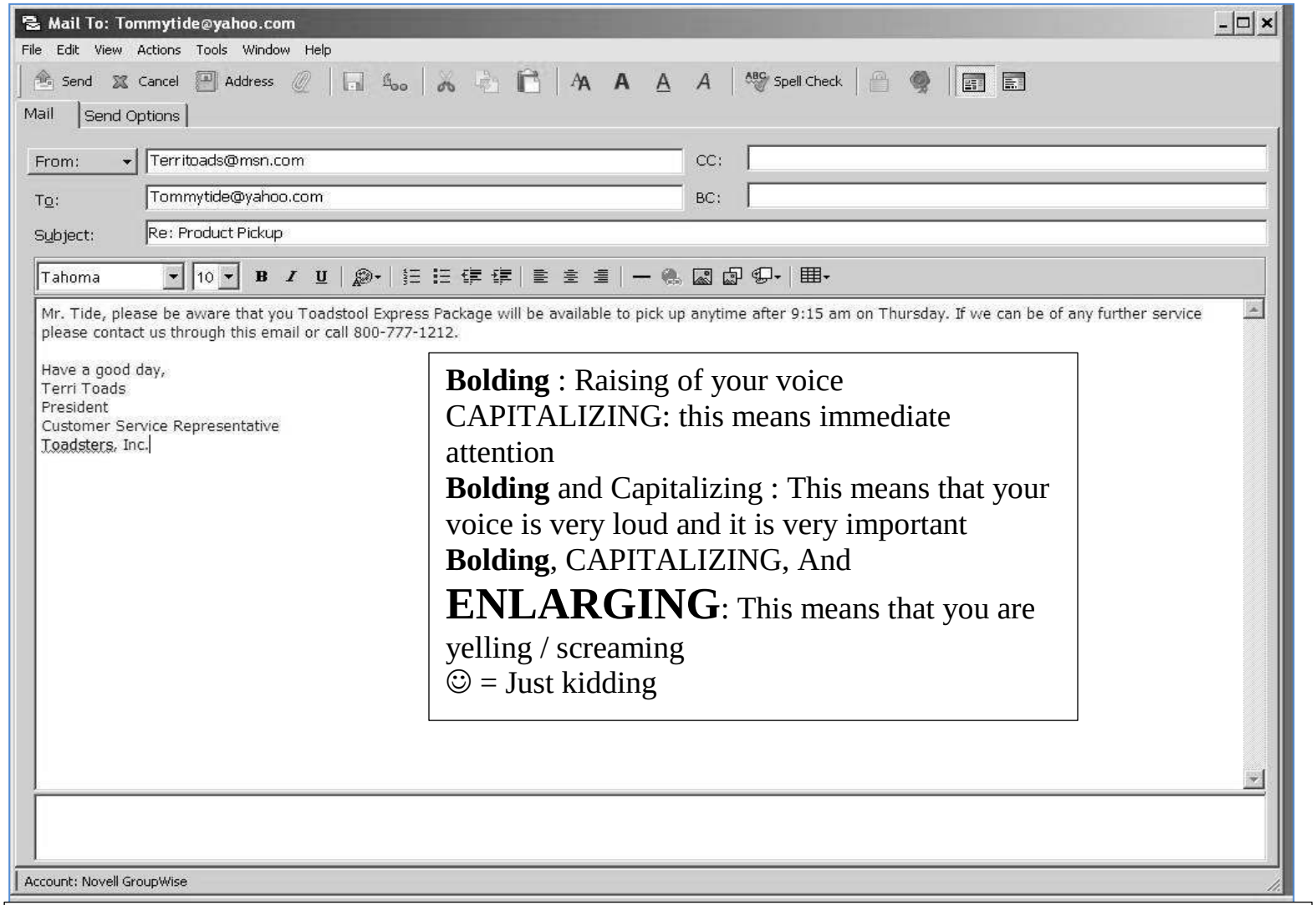
Select text you would like to replace, and type your memo. Use styles such as Heading 1-3 and Body Text in the Style control on the Formatting toolbar.

To delete the background elements—such as the circle, rectangles, or return address frames, click on the boundary border to highlight the handles, and press Delete. To replace the picture in this template with a different one, first click on the picture. Then, on the Insert menu, point to Picture, and click From File. Locate the folder that contains the picture you want to insert, and then double- click the picture.

To save changes to this template for future use, choose Save As from the File menu. In the Save As Type box, choose Document Template. Next time you want to use it, choose New from the File menu, and then double-click your template.

E MAILS

Many probation and parole offices prefer to use email now. So, learning this skill may be vital to successful supervision.



Bolding : Raising of your voice
CAPITALIZING: this means immediate attention
Bolding and Capitalizing : This means that your voice is very loud and it is very important
Bolding, CAPITALIZING, And
ENLARGING: This means that you are yelling / screaming
☺ = Just kidding

E-mail etiquette is very important when communicating with friends, family, and in the workplace. Notice in the email above how a correspondence this way may look. Remember: only forward business-related emails to other employees; your boss is not paying you to send jokes and funny pictures around.

Reading for Understanding

Use the following excerpt from Probation and Parole to answer the questions at the end.

As part of your conditions, an Idaho State Probation/Parole Officer will supervise you in the community either on Probation or Parole. The purpose of supervision is for your officer to monitor and enforce compliance with the conditions of your parole/probation, to protect the community by assisting you in minimizing your risk to re-offend, and to assist you in being a law-abiding community member. Probation/Parole Officers serve as Officers of the Court as well as Agents for the Parole Commission. Your Probation/Parole Officer assigned to you has the following responsibilities:

Introduction

Instruct you as to the conditions specified by the Court or the Parole Commission.

Instruct you as to the conditions of the Agreement of Supervision and what they mean.

Keep informed as to your compliance with the conditions of your supervision.

Keep informed as to your conduct and to report your conduct to the sentencing Court or Parole Commission.

Direct you to appropriate rehabilitation, vocational, and educational programs to bring about improvements in your conduct and your situation.

Establish a case plan with you according to your risk assessment and ensure that you are complying with that plan.

Use supervision activities such as, but not limited to, verification of employment, verifying sources of income, monitoring of your associations, conducting record checks, placing restrictions on your travel, and testing you for the use of drugs and alcohol.

Impose intermediate sanctions for violations, if necessary or deemed appropriate, which may include electronic monitoring, increased contacts with your supervising officer, discretionary jail time, additional terms or conditions, etc.

Assess the problems you may be experiencing such as unemployment, drug and/or alcohol problems, mental health issues, financial problems, lack of residence, etc. Your officer will develop a plan to address these issues and will refer you to available community resources to assist you.

Communication

It is essential that you understand the role of your Probation/Parole Officer and that their professional objective is to assist you in successfully completing your Probation or Parole. Your responsibilities are clearly outlined and specified by the Court or Parole Commission. One of the keys to the successful completion of supervision is communication. Take the responsibility of establishing a consistent pattern of communication with your supervising officer and your supervision can be a positive and rewarding experience.

Who will supervise you?

What services are provided by P & P?

What is the purpose of Supervised Probation?

Name one key that leads toward a successful probation?

Whose responsibility is it to establish a consistent pattern of communication

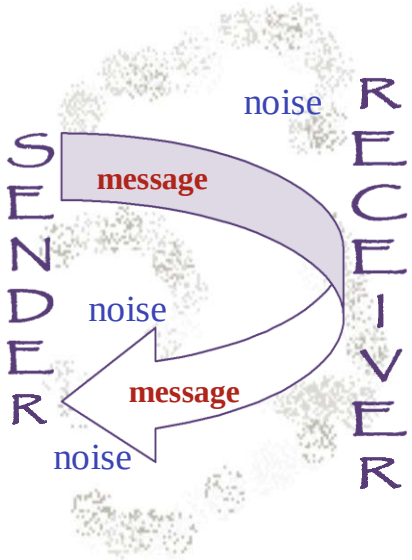
Soft Skills of Communication

In order to communicate there must be a sender or a source of information, a message or piece of information, and a receiver at the other end. Then … The receiver interprets that information and returns a message to the original sender. Who then interprets the receiver‘s message and starts the volley of information.

The Sender thinks it…

Sends the message (cluttered by noise)

The Receiver interprets it…



Then …

The Receiver sends it back for clarification or additional input or in other words a communication interchange or conversation.

Try this: If you heard the word DOG … what kind of dog did you picture? Describe him/her

The dog that comes to mind for me is an eighty-four pound long haired black German Sheppard that is 3 years old and is so tall her head naturally rests on the kitchen table top.

Did we communicate? ---Not exactly

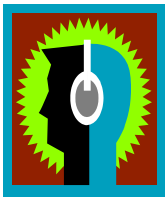
Yes, we each pictured a dog, but based on our past experiences or our current thoughts, I would imagine none of you pictured my dog.
I, as the Sender, needed to give you more information or you, as the Receiver, needed to ask clarifying questions so that we were visualizing the same dog.

BUT… stuff gets in the way

In the middle of the message is Noise!

Noise can get in the way of communicating any message. A few are listed below:

- Past experiences
- Future expectations
- Inside your head thoughts or conversations
- Sounds
- The other person's physical
- appearance
- Previous experiences with this person
- Others opinions about this person
- Lack of understanding of a word or
- phrase that was used
- Physical Hearing Difficulties
- Concentrations issues
- Background noise
- Personal frustration



If there were a way to block out all the noise surrounding us and in our heads, communication would be much easier. It would certainly be more accurate.

Unfortunately, this is impossible. So… we have to learn to work around it, or at least think through it. As you take this course there will be an extreme amount of noise happening in your head.

It may come from actual physical noise from your surroundings like your dorm unit, or others talking in the day room.

It could come from a physical disability like impaired hearing. Many of these things can be more easily diminished by relocating yourself to another room, wearing ear plugs or ear phones; however, those thoughts in your head are much more difficult to tune out.

Have you ever shown up to class and all of a sudden 15 minutes has gone by and you do not understand what the instructor/facilitator is talking about or what page you are on?

Most people have.

It is embarrassing and unnerving.

Thoughts on things going on at home, or on a conversation that took place yesterday, or even about something that needs to get done in the future - wherever you allow your mind to wonder. Listening to what is being said, discussed or presented is lost in the noise, thus making it difficult to listen.

Write down something you used successfully to control the noise around you when you tried to listen.

Tips:

- Tell your brain to stop, not out loud of course, just in your head. You **can** control your thoughts.
- Write down those things that you are thinking about and give yourself permission to come back to them later.
- Focus on the speaker or some object in the room for a few moments.

These tips work if you put them into practice and then you allow yourself to listen more effectively without miscommunication.

Have you ever said…

I hear ya' **I'm listening** **I listen all the time**

but when it comes back to understanding or repeating what was said

you did not have a clue?

Most of us have done this at some time, and when we do, it usually leads to miscommunication and at the very least a misunderstanding.

SO… How do you increase your active listening skills?

Listening is the communication skill we use most frequently.

Workplace tip: Listening is about the hardest thing to do. It requires a great deal of practice and being willing to get it wrong, until you get it right. In order to do this, ask clarifying questions to make sure you understand.

As seen by previously listed statistics, communication and especially listening, is a very important part of our day…

45% to be exact …

It does not matter if we are at home, work or the grocery store; **listening is an important communication skill.**

There are numerous reasons why it is hard to listen and especially actively listen.

- You can think faster than someone else can speak.
- Most of us speak at the rate of about 125 words per minute. However, we have the mental capacity to understand someone speaking at 400 words per minute (if that were possible).
- This difference between speaking speed and thought speed means that when we listen to the average speaker, we're using only 25 percent of our mental capacity. We still have 75 percent to do something else with, so our minds will wander.

This means we need to make a real effort to listen carefully and concentrate more of our mental capacity on the act of listening. If we don't concentrate, we soon find that our minds have tuned out.

So let's practice alittle.

If you are attending an official class, your instructor will put on music in the background and it will certainly be loud enough to be heard sufficiently in the back of the room.

Then the instructor will read a list of items or an article from the newspaper.

Stop… and listen for 30 seconds… write down what you heard.

After listening for several minutes you will be asked to write down the information you remember in the space below. Do not write while you are listening.

Next your instructor will replay or reread the same thing they did before. Again write down what you remember when they are finished.

Discuss and/or write down how these two listening activities differed from each other? Which was easier and why?

*If you are doing this exercise alone, turn on the radio and try to read something from the newspaper or in a book and answer the same questions.

Workplace tip:

Do not be afraid to ask questions to get the information you need.

Active Listening

Active Listening takes a great deal of energy, which is why we seldom put forth the energy required to do it.

There is a Chinese symbol shown below for the word listen. As you can see it is made up of several components.

If a person is to engage in active listening, it takes all of you. You need to listen to hear words, volume, and tone. It includes your eyes so you can read and interpret non-verbal cues. It includes your heart to understand and empathize with the speaker, and an undivided mind to take all these things in and try to accurately interpret what is being communicated.

Listening is hard work!

To begin being an active listener we must first understand the four rules of active listening.

The Four Rules of Active Listening:

- Seek to understand **before** you seek to be understood
- Don't be judgmental
- Pay close attention to the speaker
- Use silence effectively

Using accurate terminology and body language to illustrate our ideas in only half of the communication equation. We must also interpret words and body language of others as they are offered to us. We must try to resist letting our own personal history decipher their meaning so we can truly listen.

"Listening to both sides of a story will convince you that there is more to a story than both sides."
-Frank Tyger

Seek to understand before you seek to be understood

When we seek to understand rather than be understood, our modus operandi will be to listen. Often, when we enter into conversation, our goal is to be better understood. We can be better understood, if first we better understand. With age, maturity, and experience comes silence. It is most often a wise person who says little or nothing at the beginning of a conversation or listening experience. We need to remember to collect information before we disseminate it. We need to know it before we say it.

Don't be judgmental

Listening demonstrates a high degree of emotional intelligence. There is a reason kids already know what the adults have to say.

Once a child knows you're judgmental, there is little reason to ask the question unless the intention is to argue. If we speak to anyone about issues important to him or her, we need to avoid sharing our judgment until we have learned their judgment. This empathetic behavior is an indicator of emotional intelligence.

Pay close attention to the speaker

The Chinese symbol mentioned earlier combines numerous aspects into listening. Receivers must especially use their eyes and their ability to stay focused on the speaker. It is vital that you pay close attention to a speakers non-verbal communication clues as well as the tone in their voice, the position of their body and not just the words they say if you are to succeed as an active listener.

In most listening situations people use eye contact to affirm you are listening. The speaker maintains eye contact to be sure the listener or listeners are paying attention. BUT, eye contact can also be a form of aggression, of trying to show dominance, and of forcing submissive behavior. We should be careful how we use it when listening.

The listener can pick up clues using all their senses to determine sincerity, intent, and personality. Listeners can also send messages to speakers using body language. Positive feedback is an endorphin releaser for the giver and the sender.

O.A.R.S. – Careful communication is critical in situations of conflict or opposing points of view. Remember these tools to find ways to work through programs:

ask **O**pen-ended question,
offer **A**ffirmations,
participate in **R**eflective listening and
provide **S**upport.

This can be difficult in tense situations, but will reap priceless benefits.

"When you find yourself in deep water, use your OARS." -Ron Schafter

Use silence effectively

The final rule for active listening is to effectively use silence. Often a truly revealing moment is never understood because of an untimely interruption. Some of the finest police interrogators, counselors, teachers, and parents learn more by maintaining silence than by asking questions. As an active listener, silence is a very valuable tool.

DO NOT interrupt unless absolutely necessary.

Silence can be awkward, even painful. We feel we need to fill the empty air. Often times it is more painful for a speaker than for a listener. If someone is speaking and we want him or her to continue talking, we do not interrupt. Rather, we do provide positive feedback using body language, eye contact, and non-word sounds like "umh, huh". Silence is indeed golden especially when used to gather information as a listener.

Read the following paragraph out loud. Then answer the following questions without rereading or hearing the paragraph again.

Ms. Sarah works in a building next to the city fountain. She is in need of a taxi in order to get to the airport on time to go to Chicago. Her flight leaves in 1 ½ hours, so she grabs both her briefcases, runs down three flights of steps and gets into the cab. When she gets out she spills her purse losing some of her coins and finally gives a tip to the driver.

1. **The story has only one character?**

2. **The taxi horn was working well?**

3. **She works on the 4th floor?**

4. **The worker was a man?**

5. **She lost all of her change?**

*For those working alone, do the same activity with either the TV playing, or listening to talk radio.

Split into groups of 2 or 3 and have everyone speak at the same time for 1 minute. Using the space below, have each person write down what the others said.

Next, take turns talking and listening. After all in the group have had a chance to talk for about a minute each, write down what you remember from each person's turn speaking.

What did you learn from the other people about themselves, each other and about communication? Discuss this in your group and be prepared to talk about this with other groups.

Active Listening is something that takes practice, practice, and **practice**. The only way to get better is to **JUST DO IT!**

Remember the first rule of listening:
Seek to understand before you seek to be understood

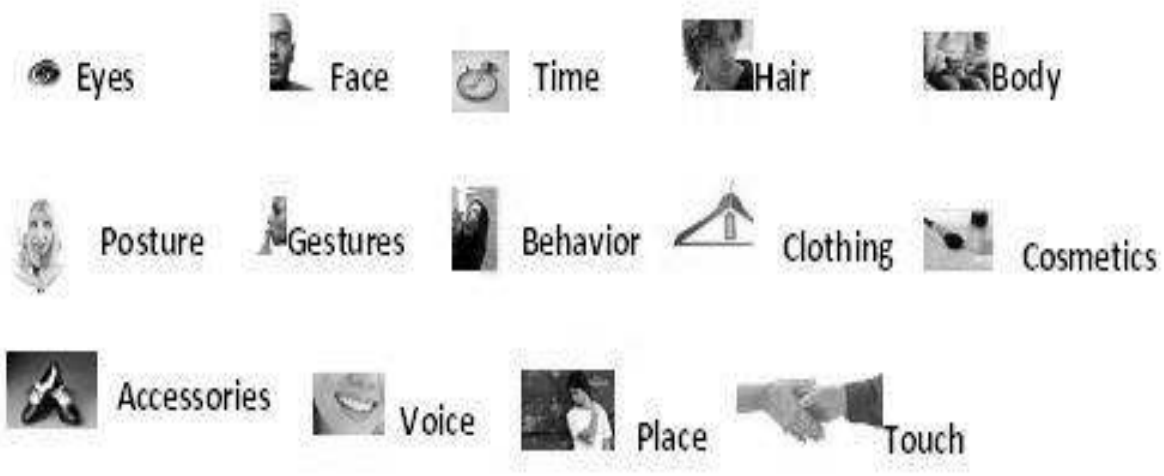
Speaking We speak for numerous reasons.
To get our ideas across, to give directions,
to have conversation, to instruct,
to express our feelings or even
just to hear yourselves talk.

Earlier in this unit we looked at the communication model with a Sender and a Receiver. However, we did not talk much about how we speak or how our words and non-verbal communications are interpreted. Did you know that of communication?

Words make up 7%,
Visual 55%, and
Emotional Tone 38%

Except for the words the rest is non-verbal. Nonverbal communication means sending messages without words. We do this through a variety of ways.

Discuss or write down what these different types of non-verbal communication techniques communicate others



Now think about what these things say about you when you:

(Or, recall a time when you did these things)

- Go for a job interview …
- Meet a co-worker for the first time …
- Visit your parole officer …
- Meet with an attorney regarding custody rights for your children…
- Discuss Pre-Release plans with your case manager …
- Try to ask someone for help or directions …
- Meet the manager of your new apartment/living situation …

1. **What first impression did you give?**

2. **What first impression did you want to give?**

3. **Did you give the impression you wanted? Why not?**

4. **What could you have changed that may have made a difference in the first impression you gave?**

There are also verbal and non-verbal listening responses that we as speakers rely on to help determine if we should continue the conversation.

(All of the responses listed below give the speaker permission to keep going)

Verbal Listening Responses

Definitely
Wow!
That's neat.
Interesting.
Is that right?
Oh?
Not good.
Well...
Hmm.
I don't know.
No way!

Non-verbal Responses:

Nod
Eye contact
Smile

A pause in your verbal delivery of information will tell the other person it is OK to respond.

What happens if you want to say something while the other person is speaking?

WAIT ! … Hold it …. Hold it…

There will be a pause where you can regain control of the conversation. Wait for the person to take a breath or trail off. But remember how it feels when someone interrupts you. It doesn't feel good and it is usually quite annoying. Be considerate and thoughtful of the other person. You will get your turn to air your thoughts or give your feedback.

What if you, as the Receiver need to stop the conversation and move on with what you were doing?

In order to professionally stop a conversation, wait your turn and politely excuse yourself, or explain that this is not a good time. Then schedule a time that would be convenient for both parties.

This may sound disrespectful or weird; however, it tells the individual that they are important enough to schedule a time to meet. It tells them that what they have to say is important. Most folks will understand and be happy to reschedule a better time when they can have your undivided attention. Be polite; remember you could be the speaker at any given time. Also, how would **you** want to be interrupted?

We have reviewed the fundamentals of the communication process, some of the finer details of active listening, and skimmed the surface of speaking. Let's take a look at applying them to our everyday life.

Demonstrate ability to effectively communicate with others using basic communication skills

- Use established rules for grammar, word usage, spelling, and sentence construction.
    - How you present yourself really makes a difference in how people treat you.
- Clarify types of messages received through paraphrasing (restating what was said in your own words), showing empathy, interpreting both verbal and non-verbal information, and questioning skills.
    - Make sure you understand the message that is being presented. The cost of not getting it right is too great not to.
- Relate to people of different ages, abilities, racial, ethnicity, education level, personalities, genders, cultures, and behavioral styles.
    - Every person brings experiences, stories, information and perspective to any given situation. Listen and you may learn a great deal.
- Communicate personal feelings, needs, and ideas constructively.
    - You work and interact with people. Even someone you do not respect can have valuable input, even if you do not like it.
- Demonstrate how to give and take good instructions and develop strategies to understand given instructions.
    - In any job, being able to take instruction is vital and in some jobs it can save your life. Be diligent in asking for clarification if you do not understand. When giving instructions, pretend it is the first time you ever heard it, and be specific. It could cost you and your company a great deal if you get it wrong.
- Distinguish between passive, assertive, and aggressive communication styles and identify these types of responses to a number of situations.
    - By using your active listening skills you can help determine what an appropriate response may be to a given situation.
- Recognize and respect the personalities and communication styles of others in the class.
    - People tend to respond in ways that are natural for them. However this may not be what is natural for you. Give others grace when it comes to things that annoy you. Allow them to think and respond differently than you. Listen with empathy and understanding and you never know you just learn a thing or two.

S

Source: Porter, P. A. & Grant, M. (1992). Communicating effectively in English: Oral communication for non-native speakers. (2d. ed.). Belmont, CA: Wadsworth Publishing Company

Giving Constructive Criticism

When delivered with respect, dignity, and positive reinforcement, constructive criticism can be a learning process.

Criticism given to co-workers, family, or friends all need to be delivered with the other person in mind. Remember it is for the betterment of the company, the individual and for the relationship. You can give constructive criticism for numerous reasons. They include:

- **Reinforce Value**: Instead of criticizing an employee for procrastinating, you can give constructive criticism by saying that his input to the project is valued and remind him of the deadline.
- **Fresh Ideas**: Give criticism along with a solution
- **Ask for an Opinion**: this will keep feedback motivational
- **For Future Progress**: Present criticism in the form of a sandwich.
    - Start with something done well, then something to correct, ending with something else done well.
- **Respect Feelings**: You are dealing with people and people have feelings. Deliver criticism how you would want criticism delivered to you.
- **Reflect**: Take time to reflect on what was said.
    - Take criticism and turn it around, so that you can benefit from it, not beat yourself up over it.
    - If it is not true, get over it.
    - Learn to differentiate between constructive criticism and verbal abuse.
    - Take it as a learning tool.
    - Don‘t resent someone because they criticize you, they are usually just trying to help.

Teamwork and Problem Solving

The workforce as a whole does not promote the "Lone Ranger" any longer. It is now all about the team. The team makes decisions on the qualifications needed for the position and who gets interviewed based from applications and resumes. They then decide whom to hire and when they start. After hiring, individuals will find themselves part of a work team at the very least. Even lone sales people have a team beside them providing product and morale support. So teams are very important in the work force.

There are three types of teams. The Functional Team, the Cross Functional Team, and the Multifunction Team - all work with Dr. Bruce Tuckmans‘mode of team/group development.

In a functional team, the team results are the most important. A cross functional team is a group of people with different functional expertise working toward a common goal. A multi-function team is composed of members with varied but complimentary experience, qualifications, and skills that contribute to the achievement of the organization's specific objectives. No matter what the team purpose, almost all jobs require that you work with a team.

According to Dr. Tuckman, there are 4 stages that a team or group go through. First is **Forming** a kind of the honeymoon phase. People get together and are nice to each other and listen to each other. They usually keep their thoughts to themselves, agreeing out loud, and disagreeing under their breaths.

Tuckman's second stage is **Storming.** This is when the individuals in the group begin to jockey for position. This is when disagreements are likely to happen. They do not know each other well enough to trust each other yet, nor have they put in enough time to agree to disagree and move on. These disagreements may be over organization, individual duties, product, or even when a team meets.

Stage 3 is **Norming**. This is when the team begins to take shape. They are willing to discuss things, hear each other's opinions, and then maybe even change their minds on directions and possibilities.

In Stage 4, the team moves to **Performing**. The group works like a well-oiled machine. They bounce ideas off each other; they pick up the slack for each other in order to succeed; and the sum of the whole becomes much greater than the individuals. This is when it hums. The team is at its maximum efficiency.

Back in the second stage of **Storming** many different types of Team Roles may come into play:

- The Leader typically sets the agenda and helps the group make progress.
- The Encourager is the person who inspires participation and helps to get everyone's opinions heard.
- The Taskmaster makes sure the group stays focused on reaching their goal.
- The Critic questions the assumptions expressed and the decisions that are made.
- The Recorder not only takes notes as the word suggests but keeps track of all the unwritten activities as well.
- The Comic Relief is the person who is good at relieving tension.

An effective team shares leadership, rotates team roles, stays focused and works for the common good.

Read more: http://www.businessdictionary.com/definition/multidisciplinary-team.html#ixzz1oG2qPHB

Problem Solving

There are some basic steps to follow when looking at problem solving.

- Identify and analyze the problem
- Choose the best plan
- Collect and analyze data
- Implement the plan
- Consider possible solutions
- Observe, evaluate and adjust

In addition to problem solving steps, you may find yourself in some need of additional aids or tools such as brainstorming, compromise, and consensus.

Brainstorming is a group technique that allows for the maximum amount of ideas in the shortest amount of time. There are numerous brainstorming techniques that can be used but as long as you receive all offers and suggestions equally, without judgment, it should be good.

Compromise is another way to solve a problem; it is when each side gives up something in order to accomplish a goal.

Then you have consensus. Consensus brings the group closer to a win/win solution. The group accepts and supports a decision that is adopted by all members.

When a group goes through its storming phase mentioned above, there are some techniques that can be used that will help to manage conflict. Conflict may come in the form of something relatively simple, to something that can take weeks to resolve. Below are a few steps that may help in managing conflict:

- Know when to intervene
- Address the conflict
- Identify the sources and the importance of the conflict
- Identify possible solutions
- Develop an acceptable solution
- Implement and evaluate

Every action and intention has an effect – on us as well as others. Through negative feelings we radiate negativity, and in this way the negative energy grows. When we choose to feel great we radiate love and positivity. When we offer encouraging vibes we receive them…and the positive energy grows! Smile!

"Everything you are against weakens you. Everything you are for empowers you."

-Dr. Wayne Dyer

There are several ways for an individual to behave/deal with conflict.

When you are choosing a conflict management style you need to ask yourself two questions?

How important is the issue, and **how important is the relationship?**

The answers to these two questions will determine what type of conflict style you choose to resolve the issue. Take a look at the illustration listed below. There are 5 conflict styles to choose from. They include **Controlling, Collaborator, Compromising, Accommodating and Avoiding**.

When relationship is high, but the issue is not, **Accommodating** is your best choice. This style indicates a willingness to meet the needs of others at the expense of the person's own needs.

If the relationship is high and the issue is important, then **Collaborating** is a good option. People who lean towards a collaborative style try to meet the needs of all folks involved.

When the Issue and the relationship are both low then **Avoiding** is not such a bad idea. People tend to lean toward this style when seeking to evade the conflict entirely.

The 4th is when the relationship is low but the issue is high, one may see **Controlling** as an option. People using the Controlling option tend to prefer to be firm and take a stance of power.

All things being equal, the fifth option, **Compromise,** is often a good choice. This style prefers to find a solution that will at least partially satisfy everyone. Ideally, each person would be able to evaluate the situation and choose the appropriate conflict management style.

Practice with these scenarios and choose which conflict management style would be best.

Choose from the following to answer each question:

A. Collaborating Owl
B. Avoiding Turtle
C. Accommodating Teddy Bear
D. Compromising Fox
E. Competing Shark

a. Two staff members are having a disagreement over a personal matter which does not affect their work. _____

b. Two staff members are having an issue that is affecting their work. As a supervisor, you are concerned that their failure to communicate will compromise security. _____

c. Two supervisors on different shifts with different ideas of what needs to be communicated in the shift-to-shift logbook. _____

d. Day and evening supervisors want additional money for equally important projects. _____

e. A staff member who transferred in from another unit has a different approach to certain tasks than how you trained your people, but it works well. _____

"Treat a man as he appears to be and you make him worse.
But treat a man as if he already were what he potentially could be, and you make him what he should be."

David Brinkley observed, "A successful man is one who can lay a foundation with the bricks others have thrown at him."

Criticism

It’s easy enough to pick out the flaws

In the work that others have done,

To point out the errors that others have made,

When your own task you haven’t begun.

It‘s easy enough to fuss and find fault

When others are doing their best,

To sneer at the little that they have achieved,

When you have done nothing but rest.

It’s easy enough to cavil and care,

To criticize, scoff, and deride,

For few of us have ever done perfect work

No matter how hard we have tried.

It‘s easy enough not to speak of the best

And to dwell all the time on the worst,

And perhaps it is proper sometimes to find fault,

But be sure that you’ve done something first!

International Fire Fighters

Ways to Overcome the Fear of Failure

- Identify the Root Cause
- Simplify
- Failure is inevitable
- Fail More. Succeed More
- Failure is Temporary
- Free Your Mind
- Shift Your Perspective
- Self-Growth
- Embrace Fear
- Take Action

Author James Allen states, —

A man is literally what he thinks, his character being the complete sum of all his thought. That's why it's important to make sure your thinking is on the right track

Develop Skills to Communicate with the Customer

- Create a rapport with your customers through actively listening to their needs, wants, and concerns.
- Identify behaviors that are offensive to customers
- Demonstrate how to show concern for a customer's problem
- Collaborate with others to accomplish specific goals.

Develop an understanding of professional appearance in your field.

Conduct a self-assessment on behavior, personal appearance, and attitude.

Don't wait until you feel positive to move forward. Act your way into feeling good. That's the only way to start thinking more positively about yourself.

Always choose to make a good first impression!

You only have one first impression…make it the best!

You are free to make decisions that make your life miserable and you are free to make decisions that make your life wonderful and successful. We are free to be human and make mistakes; and we are also free to forgive others, and to ask for forgiveness.

"

While we are free to choose our actions, we are not free to choose the consequences of our actions." -Stephen Covey

Identify and explain the differences among different types of behavior as they relate to customer service: courtesy, aggressiveness, coyness, disrespect, and pleasing.

- Display a sense of personal responsibility for the welfare of the company and co-workers.

- Identify a variety of leadership strategies and styles that work for you and your customers.

- Identify problem situations.

- Understand the population targeted by the services or products you deliver.

If you are interested in providing good customer service, and you should as every job has a customer, ask yourself these questions:

- Do I believe in people?
- Do I believe that empowering others can accomplish more than individual achievement?
- Do I actively search for potential leaders to empower?
- Would I be willing to raise others to a higher level higher than my own level of leadership?
- Would I be willing to invest time developing people who have leadership potential?
- Would I be willing to let others get credit for what I taught them?
- Do I allow others freedom of personality and process, or do I have to be in control?

Explain how to build a bond or relationship with the customer, use additional paper if needed.

The beauty of learning interpersonal communication skills is that you can use these skills to benefit you in all areas of your life, home, office, family, or friends.

When we communicate, we all benefit.

Understanding Chapter 4: Communication

Choose two of the five following scenarios and using what you have learned regarding Communication, Ethics and Customer Service construct your answer.

1. This scenario focuses on the issue of making too many commitments. There is an ambitious salesperson that has appointments to meet two good customers at two different locations at the same time. Analyze the predicament and discuss how to please all parties. Make recommendations on how to avoid similar conflicts in the future.

2. Confidential information should not be shared with others no matter how much they pry. Put yourself in the position of Assistant to the President of a major corporation. The assistant knows information that must be kept confidential, even though another employee keeps asking questions. Determine the best way to respond to the snoopy employee.

3. This scenario focuses attention on quantity and quality. Analyze the situation about a well-liked effective employee whose written communication almost always contains spelling errors. Discuss the importance of accuracy in written communication and develop strategies to improve the situation.

4. This scenario involves the improper use of the 1-800 company telephone number for personal use. Determine the ethical issue involved and give advice to the employee.

5. Most customers can sense when a telephone operator is not particularly interested in being helpful. You are challenged to devise a training program on telephone etiquette that might include voice quality, attitude, and the appropriate questions to ask customers. This scenario requires you to have someone analyze a flawed telephone conversation you present and determine what went wrong.

Income

(resource - http://consumer.gov; ftc.gov/consumer; business.ftc.gov; OnGuardOnline.gov; Admongo.gov;)

You need to know about your identity.

When you are released, take steps to understand if your identity is in trouble.

Do you have any pending warrants?

Do you have any outstanding fines or payments?

Do you have any outstanding charges associated with child support or court rulings to pay damages or restitution, and/or court or defense costs? Uncover this information with the help of your probation or parole officer.

Do a Credit Background check on yourself.

The Fair Credit Reporting Act (FRCA) requires several nationwide companies to provide you with a free copy of your credit report, at your request, once every 12 months. There are three big credit reporting companies: TransUnion, Equifax and Experian.

You can order a free credit report online:

- www.annualcreditreport.com
- Or call Annual Credit Report at 1-877-322-8228

Start "banking" your money

Open a savings or checking account. Avoid check cashing and payday loan businesses, because they charge fees to cash your checks and loan you money.

Many people are nervous about opening accounts because of prior financial problems – bounced checks or overdrawn fees. There are a variety of banks that will partner with you to avoid these obstacles. To open an account, you will need:

- Government issued photo ID (like a State driver's license)
- A utility bill or other official piece of mail that proves your address
- If you have it, also bring your Social Security card/number. (You do not need a Social Security number to open a checking account, but you will need it to open a savings account.)

Know where your money goes

It's easier to pay your bills on time, save money each month, and find financial freedom.

To get started, think about your money. Money should go towards things you need, things you want and towards your debts or into savings.

Some expenses are required every month. A place to live, a way to get around, and nutritious food to eat are things you can't live without. Every month you make rent or mortgage payments and spend money on utilities as well as transportation. Many people pay for different types of insurance and some pay for school fees and loans.

These expenses are things you can't do without. Ideally, this should be half of your budget. If you lose your job, or have an unexpected emergency expense, these are the things that you will still have to spend your money on.

Do you enjoy watching cable television, shopping, or eating in restaurants? While these aren't things you need, it's your life and you should enjoy it with a budget that fits you best.

The best budget includes money to meet your needs and your wants as well as save for your future. When you put money into your savings, you can better plan for your retirement or education for your family.

Credit cards, payday lenders, and rent-to-own furniture stores charge very high interest rates. It's important to pay down these debts first so that your savings can go farther.

If you need help getting started, build a budget and see it take control of your money!

Credit counseling or debt settlement is not a quick fix to your financial problems

Before you sign up with a credit counseling agency, do your research and consider the following:

- Licensing - Idaho law requires credit counseling agencies to obtain a license from the Department of Finance. Go to the Department's website at finance.idaho.gov to check an agency's license status.

- Range of Services and Qualifications - Avoid agencies that you cannot meet with face-to-face. Talking over the telephone or chatting on the Internet may be more comfortable for you, but it will not provide the needed one-on-one interaction. Some credit counseling agencies are affiliated with creditors. Find an organization with counselors who are trained by independent organizations that are unrelated to creditors.

- Written Contracts - Never commit to anything over the telephone. Get all promises in writing and read all documents before you sign them. If someone says you must "act immediately," he or she is lying. It never hurts to consult with a trusted relative or friend about important matters like this. Your best friend might have objective insight that you don't.

- Fees - Two types of credit counselors operate in Idaho: (1) nonprofit; and (2) for-profit. Nonprofit credit counselors charge less for their services, making them the better choice for obtaining assistance. For-profit credit counseling agencies charge a fee for their services and sometimes pay commissions to their employees based on the number of clients they sign up.
  Do not agree to a plan that requires you to pay any fees before your debt is settled or reduced. A Federal Trade Commission rule prohibits such advance fees by for-profit agencies that sell debt relief services over the telephone. The rule also applies when the consumer calls the company in response to debt relief advertising.

- Debt Management Plans (DMP) - Avoid credit counseling agencies that push a debt management plan (DMP) as your only option. In a DMP, you pay money to the agency according to a set schedule, usually monthly.

Managing Your Credit

Everyone has "credit". For some, that credit is very poor and for others good. Some of the things that influence your credit are income, assets, length of time employed, length of time living in one place, credit history, and debt-to-income ratio.

One indicator used by lenders is the credit score. The credit score is based upon your credit history. You are entitled to one free copy of your credit report every year. It is difficult to get this score while you are incarcerated. Getting this report will help you to prevent someone from utilizing or affecting your credit rating. A credit rating of 700 is considered excellent. If it is below 500, you are unlikely to be able to get affordable credit.

While credit is most often associated with getting loans, there are other areas that are beginning to run credit reports, particularly house and apartment rentals and some employers.

Whether you intend to borrow money or not, it is helpful to have good credit. In addition, it is difficult to rent an automobile or a motel room without a credit card, though a check card will work for those uses.

There are some kinds of "credit" that you should avoid because of the high cost and potential impact on your credit history.

Overdrawing your checking account is one, an act that not only comes with high cost, but also can result in legal prosecution. Payday loans, title loans, and post-dated check loans often come with the highest legal interest (24.99%) and large fees. These instruments do not balance a budget, but only delay and magnify the problem. Another type of credit to avoid is rent-to-own contracts.

Consumer is the most common kind of credit issued. It comes in the form of credit cards and consumer loans. Credit cards are lines of credit accessed by the use of a card.

In the first four months of 2012, the average interest rate on credit cards was 14.91%. For those with bad credit, the average was 23.64%. When you have a credit card, minimum payments will result in a great overall cost. For example, a cardholder who borrows $5,000 on a credit card today at 14.91 percent interest and consistently pays $100 monthly will have to pay $2,863 in interest to clear that balance. Consumer loans tend to have higher interest rates than credit cards.

The Cost of Using Credit

Interest Rate = 24%

Payment = 4% of Current Balance

BALANCE	TIME TO PAY OFF	INTEREST CHARGED	TOTAL COST
$2,000	11 YEARS 6 MONTHS	$1,850	$3,850
$6,000	16 YEARS 1 MONTH	$5,850	$11,850
$10,000	18 YEARS 2 MONTHS	$9,850	$19,850

For many, choosing to not have credit cards is a good choice.

This requires financial self- discipline. Others choose to use their credit cards for small purchases and to pay them off each month. Combined with a good debt-to-income ratio and job stability, this can build a good credit rating. To get rid of month-to-month debt, it is a good idea to make larger payments, reducing the length of time it takes to pay off the debt and the total cost of the debt.

Auto loans and home loans are two kinds of credit that are hard to avoid. The cost of a home can easily top $100,000, and even a low-mileage used car can cost over $10,000. The rates for these loans will vary depending upon numerous economic factors.

Low rates do not guarantee easy credit in these areas. In fact, with home loans it tends to be the opposite, as the bank or mortgage company is getting a very small return on their money. So they expect a smaller risk. Auto rates in April of 2012 (on a 48 month loan) ran about 3.75%, $22.46 payment per $1000.00 loan. Home mortgages in the same timeframe (on a 30 year mortgage) ran 3.875%, $4.63 payment per $1000.00 loan. For the present rate, check with local banks or credit unions.

There are a number of ways that you can improve your credit. Here are some suggestions:

Keep a good debt-to-income ratio.

This is the percentage of your income, which is utilized to pay for debt. If over a third of your monthly income is used to pay debt, your debt-to-income ratio is questionable to poor. If less than a fourth of your monthly income is used to pay debt, your ratio is fair to good. High-income levels can support higher debt-to-income ratios.

Utilize credit wisely.

Paying off your credit card every month is one way of doing this. Don't charge your limit. Keep your balance well below what you can charge. Don't apply for multiple credit cards.

Create a good work history.

The longer you work at a job, the better impact on your credit. Increasing your income also helps your credit rating.

Pay all your bills on time.

Do not "bounce" checks or incur bad debts.

Stay in one place.

Stability will count toward good credit. So will assets, accumulated over time.

If your credit debt is too high for you to pay, there are several ways that you can handle it. First, you should try to renegotiate the debt with your creditor. Many creditors would rather lower the interest and payment amounts than have a debt become un-collectable.

A consumer loan or a bad debt from a regular bill will often be turned over to a collection agency. Such collection can have a negative effect on your credit. There are laws that regulate how a collection agency can go about collecting a debt. A debt collector is barred from attempting collection at inconvenient times. They are not allowed to discuss your debt with a third party. You can stop a debt collector from contacting you by sending a certified letter telling them to stop. This does not keep the collection agency from suing you for the debt.

Savings

Saving is important because having it (whatever the amount) brings you peace of mind and the ability to pay for things without using credit.

Start Saving Now.

Even if you think you can't afford it – Even if it is only a few dollars out of each paycheck.

What's next?

If you're going to start saving, you'll need to have a budget. Use these **seven steps** to make a successful financial plan:

1. **Start as early as possible**
2. **Set goals (short- and long-term).**
3. **Tell your family members or others with whom you share finances**
4. **Support your plan with a practical, working budget**
5. **Do your homework – think about your options and be flexible**
6. **Put your plan in writing**
7. **Review your plan every month or two**

Budgets are just the beginning. Your plan won't make much sense unless you also learn to build credit, save and invest wisely.

The best way to make a budget for the future is to figure out how you spend your money now. First, look at where your money comes from and where it goes. Track all of your income and expenses for one month before creating your budget. You'll need to keep track of all of your purchases by writing them down by category in a notebook or holding on to receipts organized by category.

Write down how much you spend in each category every month. Don't forget to include money that you save each month to help you meet your future goals. Be realistic about your budget so that it's easy for you to follow.

Step One: Calculate Income

Your income is the most important part of your budget – it allows you to take care of your family and yourself. You can put that money into a budget to figure out how you spend your money now and how to make the most of it in the future.

Step Two: Calculate Expenses

It is also important to know where you spend your money. Keeping track of your receipts and watching your statements is the best way to see how much you spend. If you already have a way of recording daily expenses, like a diary, use that information to fill out this section.

Step Three : Calculate Assets

There are many ways to look at your personal finance. You may own some things that are worth money that you never even considered. Think about things like electronics, jewelry or even your home. These things, plus the money in your savings or investment accounts, are part of your assets.

Step Four: Calculate Debt

If you are struggling with debt, you can help yourself by making a plan. You might owe money to many people or companies, but you can make a big difference by writing down those numbers. Be honest with yourself about how much you owe. Once you know how much you have to pay, your budget plan can help you figure out how to get rid of your debt.

Do not enter any account numbers in this section. You will only need to write the amount of money you owe.

Prioritizing Your Budget

If your budget shows you have more expenses than income, there are many ways to get out of trouble. Remember, everyone has different priorities. You will have to make the decisions that are right for you.

What payments should I make first if I don't have enough money to pay for all my bills?

First, pay off your necessary household expenses, such as rent or mortgage, utilities, and food, first. You need to pay your rent or mortgage to ensure you don't get evicted or have your property foreclosed upon. Think about the health and safety of your family when making these types of decisions.

What should I do if I can pay off my monthly household expenses, but am having trouble paying off my loans?

1. Pay off the loan with the highest interest rate first to save on interest payments.
2. Talk to your creditor. Your creditor may be willing to reduce your payments or change the terms to accommodate your situation, by offering extensions, smaller payments over a longer period of time, or accepting partial payments.

Sample Daily Spending Diary Worksheet

Use this budgeting tool to track where your money is going. You are far more likely to save your money when you see how much small purchases, like cigarettes and soda, can add up.

Day	What did I spend my money on today?
Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

Monthly Payment Schedule

Track all of your income and expenses in a format similar to below for each month. Write out these columns, and space to write in your expenses and income. When the expense has been paid, enter the date in the paid column.

Income	Expenses/Bills	Pay or Due Date	Amount Due	Paid

Child Support

How Child Support Services Helps Families

Child Support Services can help to help make sure children receive financial and medical support from both parents in a variety of ways. To request child support services:

1. Complete an application. You may print the application form or request one be mailed to you by calling Child Support Customer Service at (208) 334-2479. If you are outside the Boise area, call 1-800-356-9868.
2. If child support is ordered, include a certified copy of the most recent child support order.
3. Enclose a $25 check or money order made out to Child Support Services.
4. Choose how you would prefer to receive payments if you are the custodial parent:
   Attach a voided check or deposit slip to have payments deposited into your checking or savings account.
   If you do not provide a voided check or deposit slip, Child Support Services assumes you want to access payments using an Idaho Family Support Card. This card and a Personal Identification Number (PIN) will be sent to you in separate mailings within a week or two.
   For more information about direct deposit and the Idaho Family Support Card, check out Receiving Child Support Payments.
5. Mail your application, with the $25 fee, to Idaho Child Support Receipting Services, P.O. Box 70008, Boise, Idaho, 83707-0108 Child Support Services will send you a letter to let you know when your case is opened and whether any additional information is needed.

Your Pay

Your employer is required to give you a paycheck stub every payday. Read the paycheck stub carefully and make sure there are no errors. Keep your paycheck stubs until the end of the year so that you can compare them for discrepancies as well as comparing them with your tax forms at the end of the year. Some employers have direct deposit into your checking account or onto a bankcard. This option is best since it happens on time every time.

Practice reading the pay stub below. Does it make sense to you?

Daytime Business, Inc.

Pay Period: 02/03/2012 Pay Date: 02/17/2012

Employee: Joe Worker XXX-XX-XXXX Tax Status: M-02

	Rate	Hours	Amount
Reg Pay	10.50	80.0	840.00
Annual	10.50		
Sick	10.50		
Overtime	15.75	3.0	47.25
Other			
Total Earnings			887.75
Federal Tax			61.00
FICA-SSDI/SSHI			61.99
Retirement			88.72
Blue Cross			77.00
State Income			29.00
TOTAL DEDUCTIONS			317.71
NET PAY			569.54

Direct Deposit:
U.S. Bank—checking

LEAVE ACCOUNTING

Leave	Beg	Accrued	Taken	Balance
SICK	49.0	2.0	0.0	51.0
VAC	12.0	2.0	0.0	14.0
COMP				

EMPLOYER COSTS

FICA-SSDI/SSHI	61.99
RETIREMENT	44.36
Blue Cross	376.00
Group Life	16.56
	547.21

YEAR-TO-DATE TOTALS

Gross Wages	3407.25
Taxable Wages	2912.52
FICA Wages	3253.25
Federal Tax	244.00
State Income Tax	116.00
FICA Withheld	248.89
Retirement	340.73

W-4

The most common deductions are taxes. There are several kinds of taxes that are deducted from your pay.

One of these is FICA, consisting of Social Security and Medicare. FICA is deducted at a flat rate of 7.65%. You should verify on each paycheck stub that the proper amount was deducted. Another tax is Federal Income Tax. The amount of Federal Income Tax withheld is determined by how often you are paid, how much your taxable income is, and how you fill out your W-4. You may also have State Income Tax withheld. This will vary from state to state but in Idaho you should expect it to be roughly half your Federal Income Tax withholding.

When you first start working, you will be asked to submit a W-4. This will help to determine how much Federal Income Tax and State Income Tax is withheld. The W-4 will also provide your employer with your Social Security Number and address to make sure that you are credited with your income taxes withheld as well as assuring that you will get proper credit for Social Security purposes.

The W-4 has three sections. On the following pages is a sample of a W-4 form for you to refer to and practice entering your information.

The first section is a worksheet for you to use to calculate how many personal allowances you are allowed. Personal allowances include dependents but also other things. If you have tax deductions or adjustments that are not included on this worksheet, use the worksheet provided on the back page of the W-4. Likewise, if you have multiple jobs within the household, use the worksheet on the back.

Read each line carefully and follow the instructions. Enter the amount from line H of the worksheet onto line 5 of the bottom portion. The larger the number of allowances, the lower the taxes withheld. If you claim too many allowances, you may end up owing money on taxes at the end of the year. That may result in penalties. If you claim too few allowances, you may end up with a refund. Some people like to get a larger refund at the end of the year. There is no penalty for getting a refund.

The Employee's Withholding Allowance Certificate at the bottom portion of the first page, is the part that you will turn into your employer.

The employer will use this to determine your income tax withholding. It will also be used to fill out your W-2 at the end of the year. It is important that you fill out the W-4 accurately.

- Box 1; Fill in your name and address. Do not use a nickname or shortened name. Your name here should match your name on your Social Security Card.
- Box 2; Fill in your Social Security Number. Make sure that this also matches your Social Security Card.
- Box 3; Mark single, married, or married but withholding at the single rate. The single rate will withhold more than the married.
- Box 5; You will put the amount of allowances you are claiming for withholding purposes. Remember that the allowances for withholding purposes are different than the exemptions on your 1040
- Box 6; Put any additional amount that you would like withheld from each paycheck. Remember that this amount will be taken out of each paycheck, not just once a month
- Box 7; You can claim exemption from income tax withholding. Before you claim exemption, make sure that you meet the requirements. If you claim exemption wrongfully, you can be penalized.

Form W-4 (2011)

Purpose. Complete Form W-4 so that your employer can withhold the correct federal income tax from your pay. Consider completing a new Form W-4 each year and when your personal or financial situation changes.

Exemption from withholding. If you are exempt, complete **only** lines 1, 2, 3, 4, and 7 and sign the form to validate it. Your exemption for 2011 expires February 16, 2012. See Pub. 505, Tax Withholding and Estimated Tax.

Note. If another person can claim you as a dependent on his or her tax return, you cannot claim exemption from withholding if your income exceeds $950 and includes more than $300 of unearned income (for example, interest and dividends).

Basic instructions. If you are not exempt, complete the **Personal Allowances Worksheet** below. The worksheets on page 2 further adjust your withholding allowances based on itemized deductions, certain credits, adjustments to income, or two-earners/multiple jobs situations.

Complete all worksheets that apply. However, you may claim fewer (or zero) allowances. For regular wages, withholding must be based on allowances you claimed and may not be a flat amount or percentage of wages.

Head of household. Generally, you may claim head of household filing status on your tax return only if you are unmarried and pay more than 50% of the costs of keeping up a home for yourself and your dependent(s) or other qualifying individuals. See Pub. 501, Exemptions, Standard Deduction, and Filing Information, for information.

Tax credits. You can take projected tax credits into account in figuring your allowable number of withholding allowances. Credits for child or dependent care expenses and the child tax credit may be claimed using the **Personal Allowances Worksheet** below. See Pub. 919, How Do I Adjust My Tax Withholding, for information on converting your other credits into withholding allowances.

Nonwage income. If you have a large amount of nonwage income, such as interest or dividends, consider making estimated tax payments using Form 1040-ES, Estimated Tax for Individuals. Otherwise, you may owe additional tax. If you have pension or annuity income, see Pub. 919 to find out if you should adjust your withholding on Form W-4 or W-4P.

Two earners or multiple jobs. If you have a working spouse or more than one job, figure the total number of allowances you are entitled to claim on all jobs using worksheets from only one Form W-4. Your withholding usually will be most accurate when all allowances are claimed on the Form W-4 for the highest paying job and zero allowances are claimed on the others. See Pub. 919 for details.

Nonresident alien. If you are a nonresident alien, see Notice 1392, Supplemental Form W-4 Instructions for Nonresident Aliens, before completing this form.

Check your withholding. After your Form W-4 takes effect, use Pub. 919 to see how the amount you are having withheld compares to your projected total tax for 2011. See Pub. 919, especially if your earnings exceed $130,000 (Single) or $180,000 (Married).

Personal Allowances Worksheet (Keep for your records.)

A	Enter "1" for **yourself** if no one else can claim you as a dependent	A	
B	Enter "1" if: • You are single and have only one job; or • You are married, have only one job, and your spouse does not work; or • Your wages from a second job or your spouse's wages (or the total of both) are $1,500 or less.	B	
C	Enter "1" for your **spouse.** But, you may choose to enter "-0-" if you are married and have either a working spouse or more than one job. (Entering "-0-" may help you avoid having too little tax withheld.)	C	
D	Enter number of **dependents** (other than your spouse or yourself) you will claim on your tax return	D	
E	Enter "1" if you will file as **head of household** on your tax return (see conditions under **Head of household** above)	E	
F	Enter "1" if you have at least $1,900 of **child or dependent care expenses** for which you plan to claim a credit (**Note.** Do **not** include child support payments. See Pub. 503, Child and Dependent Care Expenses, for details.)	F	
G	**Child Tax Credit** (including additional child tax credit). See Pub. 972, Child Tax Credit, for more information. • If your total income will be less than $61,000 ($90,000 if married), enter "2" for each eligible child; then **less** "1" if you have three or more eligible children. • If your total income will be between $61,000 and $84,000 ($90,000 and $119,000 if married), enter "1" for each eligible child plus "1" **additional** if you have six or more eligible children	G	
H	Add lines A through G and enter total here. (**Note.** This may be different from the number of exemptions you claim on your tax return.) ▶ For accuracy, **complete all worksheets that apply.** • If you plan to **itemize** or **claim adjustments to income** and want to reduce your withholding, see the **Deductions and Adjustments Worksheet** on page 2. • If you have **more than one job** or are **married and you and your spouse both work** and the combined earnings from all jobs exceed $40,000 ($10,000 if married), see the **Two-Earners/Multiple Jobs Worksheet** on page 2 to avoid having too little tax withheld. • If **neither** of the above situations applies, **stop here** and enter the number from line H on line 5 of Form W-4 below.	H	

Cut here and give Form W-4 to your employer. Keep the top part for your records.

Form **W-4** Department of the Treasury Internal Revenue Service

Employee's Withholding Allowance Certificate

▶ **Whether you are entitled to claim a certain number of allowances or exemption from withholding is subject to review by the IRS. Your employer may be required to send a copy of this form to the IRS.**

OMB No. 1545-0074

2011

1 Type or print your first name and middle initial.	Last name	2 **Your social security number**
Home address (number and street or rural route)		3 ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate. **Note.** If married, but legally separated, or spouse is a nonresident alien, check the "Single" box.
City or town, state, and ZIP code		4 **If your last name differs from that shown on your social security card, check here. You must call 1-800-772-1213 for a replacement card.** ▶ ☐
5 Total number of allowances you are claiming (from line **H** above **or** from the applicable worksheet on page 2)		5
6 Additional amount, if any, you want withheld from each paycheck		6 $
7 I claim exemption from withholding for 2011, and I certify that I meet **both** of the following conditions for exemption. • Last year I had a right to a refund of **all** federal income tax withheld because I had **no** tax liability **and** • This year I expect a refund of **all** federal income tax withheld because I expect to have **no** tax liability. If you meet both conditions, write "Exempt" here ▶		7

Under penalties of perjury, I declare that I have examined this certificate and to the best of my knowledge and belief, it is true, correct, and complete.

Employee's signature (This form is not valid unless you sign it.) ▶ **Date** ▶

8 Employer's name and address (Employer: Complete lines 8 and 10 only if sending to the IRS.)	9 Office code (optional)	10 Employer identification number (EIN)

For Privacy Act and Paperwork Reduction Act Notice, see page 2. Cat. No. 10220Q Form **W-4** (2011)

Deductions and Adjustments Worksheet

Note. Use this worksheet *only* if you plan to itemize deductions or claim certain credits or adjustments to income.

1	Enter an estimate of your 2011 itemized deductions. These include qualifying home mortgage interest, charitable contributions, state and local taxes, medical expenses in excess of 7.5% of your income, and miscellaneous deductions	1	$
2	Enter: { $11,600 if married filing jointly or qualifying widow(er); $8,500 if head of household; $5,800 if single or married filing separately }	2	$
3	**Subtract** line 2 from line 1. If zero or less, enter "-0-"	3	$
4	Enter an estimate of your 2011 adjustments to income and any additional standard deduction (see Pub. 919)	4	$
5	**Add** lines 3 and 4 and enter the total. (Include any amount for credits from the *Converting Credits to Withholding Allowances for 2011 Form W-4 Worksheet* in Pub. 919.)	5	$
6	Enter an estimate of your 2011 nonwage income (such as dividends or interest)	6	$
7	**Subtract** line 6 from line 5. If zero or less, enter "-0-"	7	$
8	**Divide** the amount on line 7 by $3,700 and enter the result here. Drop any fraction	8	
9	Enter the number from the **Personal Allowances Worksheet**, line H, page 1	9	
10	**Add** lines 8 and 9 and enter the total here. If you plan to use the **Two-Earners/Multiple Jobs Worksheet**, also enter this total on line 1 below. Otherwise, **stop here** and enter this total on Form W-4, line 5, page 1	10	

Two-Earners/Multiple Jobs Worksheet (See *Two earners or multiple jobs* on page 1.)

Note. Use this worksheet *only* if the instructions under line H on page 1 direct you here.

1	Enter the number from line H, page 1 (or from line 10 above if you used the **Deductions and Adjustments Worksheet**)	1	
2	Find the number in **Table 1** below that applies to the **LOWEST** paying job and enter it here. **However,** if you are married filing jointly and wages from the highest paying job are $65,000 or less, do not enter more than "3"	2	
3	If line 1 is **more than or equal to** line 2, subtract line 2 from line 1. Enter the result here (if zero, enter "-0-") and on Form W-4, line 5, page 1. **Do not** use the rest of this worksheet	3	

Note. If line 1 is **less than** line 2, enter "-0-" on Form W-4, line 5, page 1. Complete lines 4 through 9 below to figure the additional withholding amount necessary to avoid a year-end tax bill.

4	Enter the number from line 2 of this worksheet	4	
5	Enter the number from line 1 of this worksheet	5	
6	**Subtract** line 5 from line 4	6	
7	Find the amount in **Table 2** below that applies to the **HIGHEST** paying job and enter it here	7	$
8	**Multiply** line 7 by line 6 and enter the result here. This is the additional annual withholding needed	8	$
9	Divide line 8 by the number of pay periods remaining in 2011. For example, divide by 26 if you are paid every two weeks and you complete this form in December 2010. Enter the result here and on Form W-4, line 6, page 1. This is the additional amount to be withheld from each paycheck	9	$

Table 1

Married Filing Jointly		All Others	
If wages from LOWEST paying job are—	Enter on line 2 above	If wages from LOWEST paying job are—	Enter on line 2 above
$0 - $5,000	0	$0 - $8,000	0
5,001 - 12,000	1	8,001 - 15,000	1
12,001 - 22,000	2	15,001 - 25,000	2
22,001 - 25,000	3	25,001 - 30,000	3
25,001 - 30,000	4	30,001 - 40,000	4
30,001 - 40,000	5	40,001 - 50,000	5
40,001 - 48,000	6	50,001 - 65,000	6
48,001 - 55,000	7	65,001 - 80,000	7
55,001 - 65,000	8	80,001 - 95,000	8
65,001 - 72,000	9	95,001 -120,000	9
72,001 - 85,000	10	120,001 and over	10
85,001 - 97,000	11		
97,001 -110,000	12		
110,001 -120,000	13		
120,001 -135,000	14		
135,001 and over	15		

Table 2

Married Filing Jointly		All Others	
If wages from HIGHEST paying job are—	Enter on line 7 above	If wages from HIGHEST paying job are—	Enter on line 7 above
$0 - $65,000	$560	$0 - $35,000	$560
65,001 - 125,000	930	35,001 - 90,000	930
125,001 - 185,000	1,040	90,001 - 165,000	1,040
185,001 - 335,000	1,220	165,001 - 370,000	1,220
335,001 and over	1,300	370,001 and over	1,300

Privacy Act and Paperwork Reduction Act Notice. We ask for the information on this form to carry out the Internal Revenue laws of the United States. Internal Revenue Code sections 3402(f)(2) and 6109 and their regulations require you to provide this information; your employer uses it to determine your federal income tax withholding. Failure to provide a properly completed form will result in your being treated as a single person who claims no withholding allowances; providing fraudulent information may subject you to penalties. Routine uses of this information include giving it to the Department of Justice for civil and criminal litigation, to cities, states, the District of Columbia, and U.S. commonwealths and possessions for use in administering their tax laws; and to the Department of Health and Human Services for use in the National Directory of New Hires. We may also disclose this information to other countries under a tax treaty, to federal and state agencies to enforce federal nontax criminal laws, or to federal law enforcement and intelligence agencies to combat terrorism.

You are not required to provide the information requested on a form that is subject to the Paperwork Reduction Act unless the form displays a valid OMB control number. Books or records relating to a form or its instructions must be retained as long as their contents may become material in the administration of any Internal Revenue law. Generally, tax returns and return information are confidential, as required by Code section 6103.

The average time and expenses required to complete and file this form will vary depending on individual circumstances. For estimated averages, see the instructions for your income tax return.

If you have suggestions for making this form simpler, we would be happy to hear from you. See the instructions for your income tax return.

You are required to fill out, sign, and date the W-4. Your employer will keep the W-4 on file. It will only be sent to the Internal Revenue Service if you claim ten or more allowances or, in some circumstances, when you claim exempt.

Also, you are required to fill out an I-9 form (Employment Eligibility, Verification form) for each new employer. This form is required by the U.S. Government for all employees (citizens and non-citizens) hired after November 6, 1986. If you would like to view a copy of this form ask your instructor or you can go to www.uscis.gov/i-9 .

You may have benefits that impact your pay. These may include retirement, health insurance, and group life insurance. Make sure that you clearly understand what benefits are, and how they impact your net pay. You may be paying for all or part of these benefits. This will lower your income taxes and, possibly, your Social Security Tax. Establishing a retirement plan is also a simple and cost effective way for you to invest for the future. Most retirement plans allow you to choose what kind of investments your contributions go into.

If you are self-employed, there will be a difference between what you are paid and your profit. Most self-employed individuals incur expenses in the course of doing business. As a self-employed individual you will have to pay your own income and Social Security taxes on a regular basis, most often quarterly. Your Social Security will include both the portion normally paid by the employer and the portion normally paid by the employee. The combined rate for Social Security is 15.3%. Before you open a business, make sure that you have a clear idea of the costs and the administration necessary to run that business. You may want to consult with a specialist in business finances.

Understanding Chapter 5: Money

What must you fill out when you are hired, that determines how much Federal Income Tax is withheld from your pay?

a. Paycheck stub
b. W-4
c. W-2
d. I-9

What is used to keep track of the balance in your checking account?

a. An ATM.
b. The back of your package of checks.
c. A check register.
d. Nothing. You just keep track in your head.

How will a budget help you?

a. It will help you to avoid running out of money before your next paycheck.
b. It will help you save money for future expenses and for investment.
c. It will help set guidelines and limits on how you spend your money.
d. All of the above.

What is a good strategy for controlling over-spending on food?

a. Use a menu to draw up a shopping list before shopping.
b. Buy lunch every day from a fast-food restaurant.
c. Invite yourself to the neighbor's house for dinner.
d. Go to the store every day and buy whatever is on sale.

Why is it important to have good credit?

a. Because your credit rating may affect your ability to rent an apartment, rent an automobile, or get job.
b. Because you may need to get a loan in order to go to school, buy a car, or buy a home.
c. Because a good credit rating reflects honesty and hard work.
d. All of the above.

What principles will help you to invest successfully?

a. Invest in risky ventures that offer high returns.
b. Invest regularly even in small amounts.
c. Wait until you have a large amount of money to invest.
d. All of the above.

Resources: Consumer.gov<http://Consumer.gov> - Easy-to-read materials on a variety of topics relevant to re-entry, including making a budget, credit issues, job scams

Finding a place to live will be difficult for some. For others, there will be no choice because of Department of Correction requirements.

Some may be mandated to a halfway house or required to return to the county where the crime was committed.

If you have no restrictions on where you live, think hard before deciding to move back into your old neighborhood.

There may be people and activities there to pull you back into criminal behavior.

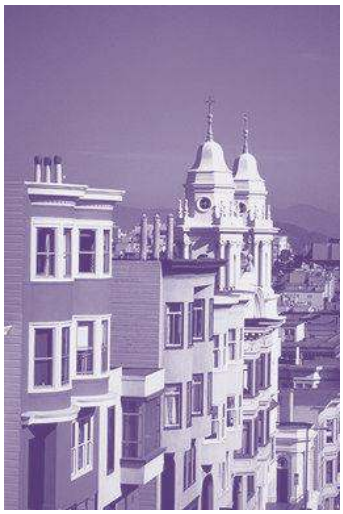
Some will have a supportive friend, relative, or family member to live with and housing may not be a major concern, while others will need to explore different options.

When looking for housing, keep in mind where it is located relative to your work, what transportation is available, and what stores are in the area.

Temporary Shelter Providers and Referral Agencies

- **United Way 2-1-1, formerly First Call for Help,** is a service that can assist you in finding temporary shelter like the ones listed below. Resources are accessible to you through the Internet (after your release and if you have no restrictions), and by dialing 211.
- **www.hud.gov** is an online resource that lists housing information. Go to Idaho once you are on this website and you will find local resources.
- **Idaho Community Action Partnerships** provide services to reduce the effects of poverty in the community. Many provide energy assistance, winterization, housing, and emergency shelter services. These agencies are also a good source of information and referral for related services. www.idahocommunityaction.org
- **Emergency and Overnight Shelters** offer lodging for a short period of time (usually one or two nights) until other arrangements can be made through the county or other programs. You may use 2-1-1 (First Call for Help) to help locate these shelters. There is no charge for staying at most emergency shelters. Some charity-sponsored shelters may require that you participate in their programs to use their shelter. Go to www.homelessshelterdirectory.org and click on Idaho. This will give you access to shelters, soup kitchens, and other resources in Idaho. **Important Note:** Many of these shelters now have waiting lists and some are very long. We strongly encourage you to call the shelter ahead of arriving.

Types of Housing



Transitional/Halfway Housing — some people are mandated to this type of housing as a condition of their release and to provide some structure as the offender adjusts to community living. If space is available, others may also live there, provided they meet the shelter's guidelines. You may use 2-1-1 to help you locate transitional housing in your area. Ask your case manager for assistance.

Transitional Housing may:

- Provide shelter for up to one year
- Expect you to be accountable at all times and cooperate with any programming identified by the referring agency
- Provide opportunity to ease back into the community by gaining employment, accumulating savings, etc.
- Develop a plan of working toward independent living and establishing community support services
- Include support services (such as counseling and job search help) in addition to food and shelter
- Provide time to save money for your own place.
    - Costs will depend on services provide

Applying for community transitional housing

Most transitional housing has an application that must be filled out in order to be accepted into their housing facility.

Depending on the institutional facility, you may have to write to transitional housing for an application and let them know you are interested in their facility or you can request an application from your case manager.

The application will either need to be mailed by you or faxed by your case manager depending on the transitional housing or institutional facility procedures.

If your application to a transition home is accepted by the provider, **your housing will still need to be approved by a Parole Officer** (PO) in the district you are paroling to.

Housing Tip: See your case manager for a housing resource list for transitional houses in the area where you are looking to reside upon release

After acceptance by a PO, funds will be needed to pay the first month‘s rent to secure a bed prior to your release from an institution.

There are several ways that your rent can be paid:

- Family or friends
- Funds saved during your incarceration
- Transitional Funding if you qualify and funds are available

There is a specific application and review process for requesting and receiving transitional funding for housing and one-time transportation costs. In order to be considered, you must not have other (external) sources of support from family or friends or have received and/or spent a significant amount on commissary items during the 12 months prior to your tentative parole date.

A typical rule of thumb is to spend less than $500.00 during the 12-month period prior to release on commissary purchases. If you are receiving funds into your inmate account, receipt and expenditure transactions will be screened during the application review. Those who qualify for transition funding typically receive assistance to accommodate one-month’s rent with an approved housing provider.

Remember, as part of the re-entry planning process, you have a responsibility and obligation to save for release. Planning for rent and other expenses is important to reintegrating into the community and to your continued success. Talk to your case manager if you plan to apply for transition funding for more details.

Renting – Be sure to consider all expenses such as application fee, security deposit, utilities not included in rent, etc.

Search for listings in local newspapers, network with friends and family, and utilize apartment referral services provided by your case manager. Be sure you understand the terms of the lease before signing. People with criminal records may not be allowed to reside in some apartment complexes, mobile home parks, etc. Price range is variable depending upon the type of building, location, and number of roommates.

Single Residency Occupancy – (SRO) is only for single, childless adults. SRO is usually furnished housing with shared bath or kitchen facilities that are made available to income eligible individuals at reduced rates.

Buying a Home – This is usually not an immediate option for many offenders, but may be appropriate for some, especially when renting is too challenging.

First-time home buying programs may be available. Neighborhood associations can usually help you find these grants.

Military veterans may qualify for home buying assistance.

A variety of organizations sponsor homebuyer workshops and provide counseling. Check the Internet or local newspapers for information.

Check with the property manager before you pay an application fee. It goes toward a background check, which may simply make you ineligible to rent.

You will probably be required to sign a lease, meaning you must follow terms of the contract. It should be noted that some PO’s will not allow you to enter into a lease due to agreements of supervision.

What Property Managers Look for in Tenants

- **Past Rental History** — Know names and addresses of those you rented from in the past. Before you apply, be sure to take care of any unlawful detainers.

- **Employment History** — Name, address, and phone number of your employer, as well as your monthly income (generally rent should not exceed one third of your income).

- **Credit History** — Property managers are concerned about whether you paid rent timely or late. Try to clean up any outstanding bills from creditors. If you have a copy of your credit report, it is helpful to bring it with you.

- **Criminal History** — Most property managers do a criminal history check. They may ask you if an offense was committed in a residence. An honest, straightforward response is best.

Questions to Consider Before Signing a Lease

- How long is the lease?
- How much notice is required (30 or 60 days) before moving?
- What is the penalty for moving out before the lease is up?
- Is there a security deposit for the apartment/rental unit and what is the amount?
- What are the property manager's conditions for full return of the security deposit at the time of moving out? Are there any utilities included in the rent?
- Is there a security deposit for the utilities?
- What is the average monthly cost for the utilities in the apartment/rental unit?
- Is public transportation available nearby?
- Where are the nearest schools, shopping centers, etc.?
- For what reasons can the property manager evict you? With how much notice?

Rental Expenses Worksheet

Find four properties you qualify for from a local newspaper or Internet site and fill out the following worksheet as best as you can. If you cannot find the right info write down how you would go about finding it.

	Property 1	Property 2	Property 3	Property 4
Address				
Rent (per month)				
Security Deposit				
Heat / Gas				
Electric				
Parking / Garage				
Garbage / Utilities				
Water				
Other				
Totals				

Tenant's Rights and Responsibilities

You have the following responsibilities as a tenant:

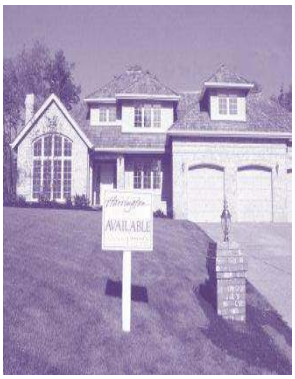
- Your property manager can require references from you.
- You must pay rent on time (usually on the first day of the month).
- You must follow all legal clauses in your lease.
- You must not disturb other tenants.
- You must give proper written notice when you want to move out.
- You must pay for damages beyond normal wear and tear to your residence.

As a tenant in Idaho, check with: www.hud.gov (go to Idaho), to check to see what rights you have as a tenant. The following conditions may or may not apply:

- Your property manager must abide by the agreed upon lease.
- Your property manager must keep your apartment free from health and safety hazards.
- Your property manager must keep your apartment in good repair.
- You have the right to call health/safety inspectors to inspect your apartment.
- Your building must be insulated and weatherized.
- You have the right to peaceful and undisturbed possession of your apartment.
- You have the right to privacy.
- Your property manager cannot enter without your permission without giving you notice unless the lease says he/she can, or in the event of an emergency.
- Your property manager must give you his/her name and address.
- Your property manager may not end or change the lease without giving you written notice.
- Your property manager cannot evict or retaliate against you for exercising your rights.
- Your property manager cannot shut off utilities or lock you out of your apartment.
- Your property manager cannot force you to leave your apartment without first going to court.
- Your property manager cannot hold your personal belongings for nonpayment of rent.
- You may be entitled to the return of your security deposit. Be sure to give your property manager a forwarding address. However, your property manager may retain any amount of

the security deposit that is reasonable to pay for unpaid rent if the property manager gives you a written explanation within three weeks. Your property manager cannot charge you for normal wear and tear to the apartment.

Buying a Home



Buying a home may not be possible for some time after release, until you have saved enough for a sufficient down payment and meet income eligibility guidelines. But for many people, home ownership is within reach and may even be more affordable than renting. The first step in choosing a home is figuring out how much you can afford to spend. As a general guide, you can buy a home with a value of two or three times your annual household income, depending on your savings and debts. Only you can decide if owning a home is right for you.

Mortgage

There are two main types of mortgages – be sure to research properly to determine which is best for you.

Fixed-rate mortgages have interest rates that never change. Property taxes and insurance may increase, but the monthly payments are stable for life of the mortgage — 30 years, 20 years, 15 years, or less.

Adjustable-rate mortgages (ARMS) generally begin at an interest rate that is 2-3% below a similar fixed rate mortgage, but the rate changes at specified intervals, depending on varying market conditions. This type starts with lower payments but may increase as interest rates change.

Mortgage payments include three parts: a payment on the principal of the loan (the amount borrowed); a payment on the interest; and payments into an account (escrow) that your lender maintains to pay for things like property taxes and homeowners insurance. This is called P.I.T.I. (Principal-Interest-Taxes-Insurance).

Do you make enough to pay the lender back?

Your lender will want to know not only how much money you have, but how much you will be likely to make over the next 30 years — the usual mortgage term. Also, what are your other debts? Do you owe money for credit card charges or other loans? Do you have any other assets such as personal property like a boat or a car?

Ideally, you will want to come up with at least 20% of the value of your new home as a down payment, to avoid additional expenses like mortgage insurance payments. But you may qualify for special programs for first-time homebuyers that will get you into a home for little, if any, down payment.

Closing Costs

The price you pay for a home does not include the costs of the transaction that are called closing costs. They can add up to a significant sum and must be factored into the total cost. Below, are price ranges for various common closing costs:

Title search fee	($50-$150)
Title insurance	($100-$600)
Attorney's fee	($100-$700)
Appraisal fee	($200-$300)
Recording fees, transfer taxes	($50-$100)
Credit report	($25-$75)
Lender's origination fee	(1-3% of loan amount) Minimum of $1000 for $100,000 loan)
Reserves for home insurance and property taxes	(amount varies)
Interest paid in advance	(if applicable)

Answer these questions to see if you should consider buying a house

1. Describe your rental history. List any evictions, or problems you have had with property managers.

2. Where do you plan to live?

3. Do you have family or friends that will allow you to stay with them temporarily?

4. Do you have children living with you? If so, list the ages, gender, and any special housing requirements.

5. What do you need in regard to housing (services, space, location, etc.)?

6. What money do you have available for housing and how will you pay each month's rent?

7. What special housing conditions will be placed on you by the Department of Correction?

Understanding Chapter 6: Housing

1. What number would you dial to access the United Way First Call for Help?

2. What is transitional housing (half-way housing)?

3. What does SRO mean?

4. What is a Security Deposit?

5. A property manager can enter your apartment without permission. True or False

6. What are some advantages to owning your own home?

What is your definition of success? Happiness? Being a good parent? Financial gain? Possessions? Staying out of prison for 3 years? You must define this for yourself, and create your goals accordingly.

"No one can cheat you out of ultimate success but yourself."

-Ralph Waldo Emerson

Chapter 7
Transportation

As you prepare for your return to the community, it is very important that you plan how you are going to get around. Consider not just transportation to work but your transportation needs. Given that many ex-offenders are not released with access to a car, having alternative transportation is a necessity. There are many modes of travel to consider.

Modes of transportation include:

- Automobiles
- Car-pooling
- Walking
- Taxis
- Motorcycle
- Bicycling
- Buses
- Flying

Because regular or reliable transportation is often unavailable in rural areas, there may be limits to work opportunities, advanced education, vocational training, proper health care, and/or recreation. In short, you aren't able to participate in your communities if you can't get to where you need to be. Let's explore the different means of transportation.

Walking/Bicycling — You can make your plans so that you live within walking or bicycling distance from work, shopping, and all of your family and recreational activities. If you are going to live miles from your work or recreation, you will need motorized transportation.

Taxi Cabs — charge per trip, not per person. If possible, share a ride with family and/or friends. Cabs also charge for waiting, sometimes up to $25 an hour. Cabs are very expensive, so check the bus routes before calling a cab or call the bus hotline to see if one runs through the area. Typical cab fare includes $2.50 fee when the meter starts, with $1.90 owed for every mile.

Buses — In some cities, large and small, buses are a convenient and economical source of local transportation as well as between cities or across the country. Make sure routes and scheduling meet your needs. This information is available online, at the station, or at bus stops. Idaho Falls, Coeur d'Alene, Pocatello, and cities within the Treasure Valley have regular bus service. For information go to the online sites listed below, or call:

Idaho Falls
TRPTA http://www.trpta.org
208-529-1489
Targhee Regional Public Transportation Authority

Couer d'Alene
Citylink http://idahocitylink.com
1-877-941-RIDE

Treasure Valley
Valley Ride www.valleyride.org 208-846-8547

Carpools — Carpools can pick up their riders at their homes or everyone could meet at a convenient location, including any of the region's Park & Ride lots. Typically, you'll save hundreds of dollars a year in commuting expenses, including gas, oil changes, tires, repairs, and parking fees. In addition, you'll have the opportunity to read, study, work, or relax on the days you don't drive. You'll arrive at work better prepared to face the day. For example, you can carpool every day or just a couple days a week. One person might drive all the time, with the passengers contributing gas and parking money.

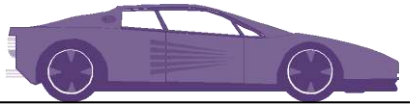
Ada County Highway District Commuteride-www.commuterride.com

At one time a brand new car was a better value than a used vehicle in terms of overall dependability. However, cars of the last decade are built so much better and last so much longer that buying new mostly means the extra money goes for depreciation and that new car smell.

For about half the cost of a new car, you can buy a seven to eight-year-old used vehicle in good condition that still offers years of service and includes many standard safety features.

The Internet is a wonderful tool for the used-car buyer. You can read expert reviews on older vehicles, and then type in make, model, year, and mileage to receive a professional estimate of a particular car's worth. For example, the **Kelly Blue Book** breaks prices down by method of sale (dealer or private party) and car condition (poor, fair, good, or excellent). Another good way to see if the vehicle has been damaged is to look at the **CarFax** online or ask the dealer for it.

Tip:
Make sure to check with your Probation/Parole before purchasing any type of vehicle!



Once you have found a used car that interests you, take it to an independent mechanic. For about $100-$150, many mechanics will check out a car's major systems, give you a list of work that the car needs and estimate how much these repairs are likely to cost. This is good lemon insurance that may also help you get a better deal if there are significant repairs to be made.

Warranties are another important item to keep in mind when purchasing a vehicle new or used. All new vehicles come with a manufacturer's warranty. However, with used vehicles you need to check to confirm if it is still under warranty. If not, you can often purchase an extended warranty, which will be included in your monthly payments.

Insurance Costs:The cost of owning a car today is much more than the price on the window. Before you can drive your car you must also purchase insurance. It is required by law and protects you from paying costly bills in the unfortunate event of an accident. Insurance costs vary widely, ranging from $30.00 a month to $300.00 a month. The cost is calculated by a number of factors including the year of the car, the make and model of the car, your age, your gender, your driving record, if you still owe money on the car, and whether or not you've had insurance recently.

There are two types of car insurance:

Full Coverage

Will cover all bills of all drivers in the accident, including you. This type of insurance costs more per month, but may save you money in the event of an accident.

If you are financing a vehicle this coverage is mandatory until the loan is paid in full.

Liability

Will cover the bills of the other driver in the event that you cause an accident, but will not pay anything to you if you are hurt or your car is damaged. This type of insurance costs you less per month, but may be more costly in the event of an accident as you must pay to fix the damages to your car.

Tips for Choosing the Right Car for You:

1. **Go with low mileage if at all possible.** Lower miles are a benefit if you resell and should mean more time before repairs are necessary. Try to avoid cars with excessive mileage (more than 15,000 miles per year).

2. **Learn about previous owner(s).** Find out the number of previous owners. Ideally, a two-year-old car should have one owner, and a five-year-old car shouldn't have more than two owners. If it has more owners, it may be a warning sign. Beware of missing or inconsistent service records.

3. **Do your homework.** Research everything about the vehicles you have in mind. Read up on current trade-in and market values, safety ratings, consumer and professional reviews of the vehicles, the options, mileage adjustment, and condition of the cars. (Carfax)

4. **Investigate the lease and rental market.** There are many excellent lease return cars on the used car market, especially cars driven by an individual for personal use, or in a company.

5. **Get everything in writing,** especially price, terms, repairs, and/or trade-ins. This should be clearly written into the sales agreement.

6. **Make sure you can afford to own the car once you have bought it.** The True Cost to Own (TCO) takes into account all ownership and operation costs for five years, giving the breakdown year by year. If possible, research these costs on the Internet. The purchase price is the tip of the iceberg, and the TCO reveals all costs such as:

- Depreciation
- Loan/Interest
- Taxes and fees
- Insurance premiums
- Fuel costs
- Maintenance and repairs

associated with buying, owning, and operating a car over a five-year period

Vehicle Loans/Leases:

When you choose a car, you also choose how to pay for it.

With a <u>loan</u>, a bank or lender advances you the money to pay for the car, and you repay the principal plus interest in monthly payments, usually over a time period of 3 to 5 years.

If you do not keep up with your payments, the lender and or bank can repossess the vehicle and keep all payments that you made.

Special deals from dealers:
Car companies periodically offer very low financial rates to promote sales. Sometimes they get as low as 2% or 3% provided that there are no strings attached. (Read all agreements carefully.)

With a <u>lease</u>, you make monthly payments for the lease period, usually 3 to 5 years, which gives you the right to use the car. When the lease ends, you return the car, buy it back from the leasing company for the price specified in the lease agreement, or occasionally extend the lease a month at a time.

With a lease, you don't own the car, so there's no resale value as there is with a car you buy. But, you are paying only part of the depreciation or loss of value.

The appeal of leasing is the low initial costs: Usually you pay a leasing fee of $500.00 or less, depending on the car. Plus, you pay one month's payment, one month as a security deposit. If you're returning a previous lease vehicle you may be able to avoid those fees altogether. And there's no up-front sales tax. However, you may decide to buy it after the lease agreement is done. So find out up front what those costs would be.

Adopted from: The Wall Street Journal Guide to Understanding Personal Finance 1997 copyright

Buying Tip:

You should always read any loan or lease agreement carefully before you sign. Be sure you understand the specific details/fine print.

Comparison of Travel Options

The chart below compares the cost of different forms of transportation, as well as several other relevant factors that may make that form of travel impractical. This information will change frequently and actually values will vary for each individual.

V Values Information for Comparison Chart

For this example the loan is for $5,000 ($150 month). Financed automobiles require full coverage insurance.

Vehicle maintenance is estimated at $100 per year for tires and $25 every three months for oil change and maintenance,

Insurance is estimate at $40 per month and $80 per month for high risk or full coverage.

Fuel costs are estimated at $3.50 - $4.00 for a gall of gas, with a vehicle that achieves 20 miles per gallon.

Travel times are estimated for traveling 60 mph, and will vary by area.

Bus times are estimated on Boise bus routes.

Available hours for buses will vary by route.

Mode of Travel	Monthly Travel Expense				Travel Time One Way (in minutes)				Availability by area	Availability by Time of Day	Comments
Mileage 1-Way	1	5	10	20	1	5	10	20			
Walking 3 mph	0	0	0	0	20	100	200	400	Everywhere	24/7	Can be combined with the Bus Service
Bicycle 12 mph	0	0	0	0	5	25	50	100	Everywhere	24/7	
Bus	70	70	70	70	4	20	25	50	Treasure Valley, CdA, Idaho Falls, Pocatello	6 AM – 7 PM	Indirect Routes Frequent Stops
Ride Share	75	75	75	85	5	10	20	35	Limited to Treasure Valley	Based on Other Riders	May include other pick ups
Co-Worker Family	0	0	0	0	1	5	10	20	Everywhere	Based on Other Riders	Availability and cost may change
Taxi	176	480	840	1620	1	5	10	20	Everywhere	24/7	
Automobile											
Basic	77	95	130	200	1	5	10	20	Everywhere	24/7	Liability, gas, maintenance
With Financing	267	295	330	400	1	5	10	20	Everywhere	24/7	Full Coverage, gas, maintenance, loan payment
Poor Insurance	117	145	180	250	1	5	10	20	Everywhere	24/7	Liability, gas, maintenance
SR22 Insurance	217	245	280	350	1	5	10	20	Everywhere	24/7	Liability, SR22, gas, maintenance

Reading a Bus Schedule Worksheet: Eugene Greyhound Bus Schedule

Arrivals		Departures	
From	Time	To	Time
Los Angeles	7:00 am	Los Angeles	5:30 am
	6:00 pm		10:15 am
San Francisco	8:00 am	San Francisco	5:30 am
	6:15 pm		10:15 am
Seattle	4:30 pm		2:00 pm
Olympia	11:00 am	Seattle	6:45 am
	4:30 pm		11:20 am
Portland	8:15 am		4:50 pm
	11:00 am	Portland	6:45 am
	4:30 pm		9:15 am
Salem	8:15am		3:25 pm
	4:30 pm	Bend	8:20 am
Bend	11:15 am	Salem	9:15 am

Understanding Chapter 7: Transportation

Using the schedule above, answer the following questions:

1. When does the bus arrive in Eugene from Seattle?
2. When does the first bus from Portland arrive in Eugene?
3. When does the first bus leave Eugene for San Francisco?
4. When does the last bus from Los Angeles arrive in Eugene?
5. When does the second bus from Portland arrive in Eugene?
6. What is the first bus to arrive in Eugene each morning?
7. What is the last bus to arrive in Eugene each day?
8. What is the first bus to leave Eugene each day?
9. What is the last bus to leave Eugene each day?
10. If I arrive in Eugene from Bend, can I take a bus to Salem on the same day?

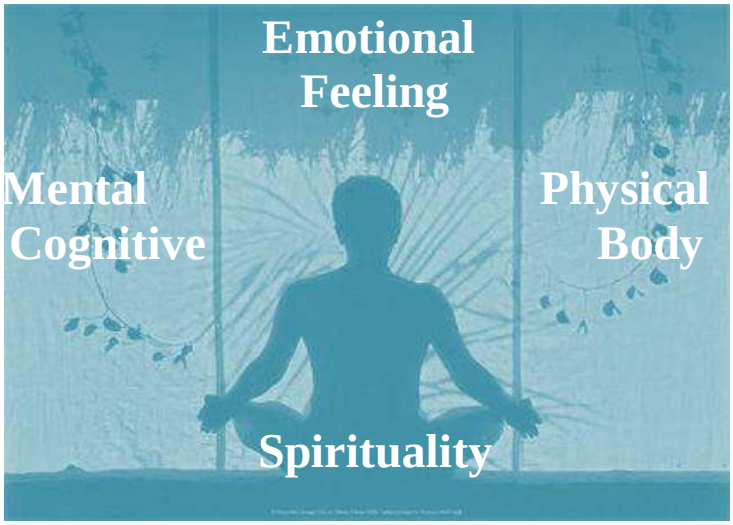
Self-Care

Are you aware that your physical health can have a profound impact on your transition from prison back to the community? When you are tired or run down and don‘t feel well, you are not motivated to take the necessary steps towards getting your life on track.

Similar to your physical health, your mental emotional well-being and spiritual health are also important. Being in tune with your emotions and thinking patterns play an important role in your successful transition back into the community.

Self-Care requires an awareness of your life skills. Think about how you cope with certain situations, how you solve problems, and how you communicate with others.

When we talk about Self-Care, it is important to understand that this topic is about the “Whole Person”. We are comprised of four parts: The physical body, the emotional/feeling states, the mental/cognitive functioning, and spirituality. Each of these will be discussed in this chapter, which will aid you as you navigate the path of your transition from incarceration to the community!



Physical Health

Diet and Nutrition are the first step. Eat a variety of foods – focus on vegetables, fruits, and whole grain products in addition to protein sources.

Learn to prepare simple, healthy meals rather than relying on fast food/take out.

If you think of something as junk food it probably is!

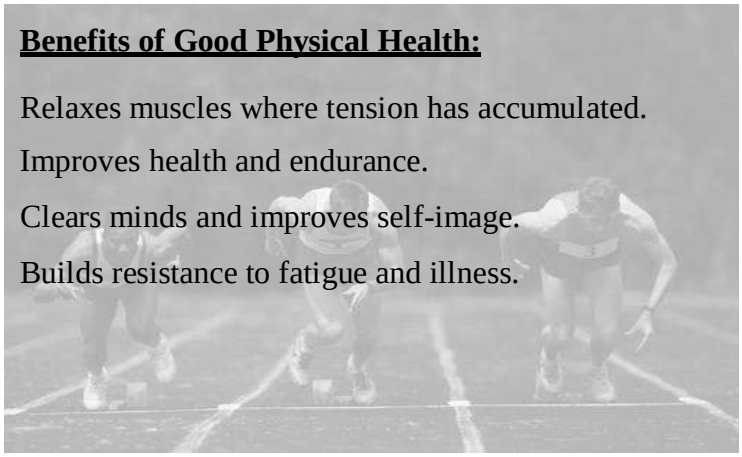
Read food labels. Select foods that are low in salt and sugar and low in saturated fat with no trans fats.

Flavor enhancing ingredients like MSG and preservatives do not add nutrition to your food.

Drink plenty of water and limit soda and caffeinated drinks.

These things are especially important if you have children since good eating habits will prevent childhood obesity that will stay with them through adulthood.

Wherever you live, there are county extension offices or local colleges that offer classes on nutrition and cooking if you want some help in this area.



Benefits of Good Physical Health:

Relaxes muscles where tension has accumulated.

Improves health and endurance.

Clears minds and improves self-image.

Builds resistance to fatigue and illness.

Keys to a Healthy Mind

Be responsible for your own self-talk, emotions and outcomes.

Our thoughts control our actions and we can choose how to think.

Choose how you let stress affect you.

Negative thinking is a heavy burden. It literally bends the body and drains energy every bit as much as carrying a heavy weight.

Control mental stress and muscle tension by recognizing
ACT instead of REACT

Lifelong Health Concerns

Find a primary care physician so that you have a medical professional you can turn to for regular checkups and illnesses. Establish yourself with a medical provider who is aware of your medical history, your addiction history, if necessary, and your family medical history so that you can be treated properly. Many offenders do not believe they can afford regular medical care and wait until they have a medical crisis, which means they end up in the hospital emergency room. Look for employment that offers medical insurance, so that you can stay healthy. A lower paying job with benefits might be preferable to a higher wage with no benefits. Find out what kinds of free or reduced medical and dental care fees are available in your community.

BEHAVIOR RISK RING

Here are some things you can do to reduce your risk of disease or health problems:

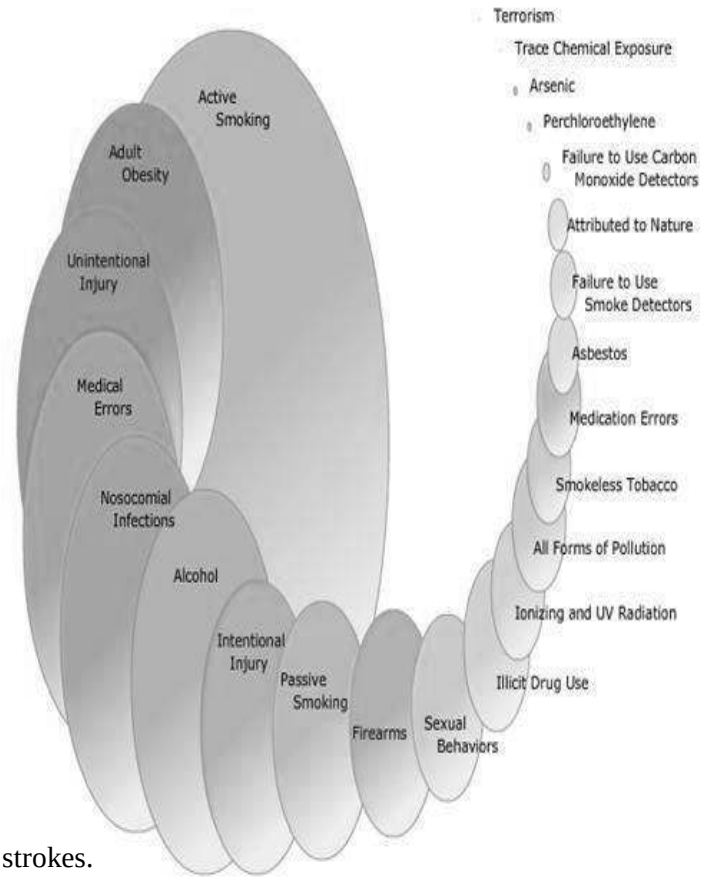
Get plenty of rest. 6 to 8 hours per night is what the average person needs.

Wash your hands frequently to prevent the spread of germs.

Do not return to chewing tobacco or smoking cigarettes.

Check your cholesterol and blood pressure regularly. If the tests are above normal, follow the treatment program your medical provider recommends.

RISKOMETER.org American Council on Science & Health 7-19-2012



Treating high blood pressure helps prevent heart problems and strokes.

Maintain a healthy weight. Being overweight increases your risk of developing diabetes, hypertension, and high cholesterol, which increases your risk of heart disease.

While on supervision, follow your PPO's directives on whether or not you may consume alcohol.

Make regular physical activity part of your routine. Walking as much as you can is a good start! Yard work, playing outdoors with your children, playing sports, or getting involved with a community gym are all good options.

If you have questions or concerns about immunizations once you are released, you can contact your health care provider or city or county health departments. The 2-1-1 Care Line may also be able to assist you with a referral.

As you age, your physical health needs will change so be prepared by having regular health monitoring. If you are leaving prison on medication, be sure that you know what your medications are and when to take them.

Additionally, have a plan for where you will get your medication from and how you will pay for it. There are many medications that require you to have blood work done in order to monitor the level of the medication in your blood.

Ask your institutional health provider to explain your medications to you before you leave so you know what to expect when you have to be responsible for taking your medication.

If you cannot afford your medication, call the 2-1-1 Care Line to see if there are assistance programs available to help.

Dealing with Sexually Transmitted Diseases:

The term STD (sexually transmitted disease) is not specific to any one disease but represents more than 25 infection organisms spread through sexual activity and the disease symptoms they cause. STD‘s are almost always spread from person to person by sexual contact. Some STD‘s such as Hepatitis B and C, virus infections and HIV infections are also spread by blood-to-blood contact particularly among intravenous drug users through contaminated needles. Pregnant women with infections may pass their infections to infants before or during birth and through breast-feeding.

If you are afraid you might have a sexually transmitted disease, have questions about tests or treatment, or need to find a doctor or clinic, call the National STD hotline at 1-800-227-8922. Trained health professionals are available to answer your questions and provide referrals 24 hours a day, seven days a week. All calls are private, personal, and

Returning to the community is a good time to begin practicing personal responsibility. Do this for yourself, for anyone you consider a partner, and for your children or future children. Refraining from sexual activity or using a barrier method of protection are two ways to protect you from STD‘s and unplanned pregnancies. Whether you are involved in a long- term relationship or engaged in a casual encounter, the potential for an STD and/or unplanned pregnancy is always there. The 2-1-1 Care Line or your local health district can be a resource for information on preventing pregnancy or STD‘s.

Dental Health:

Remember to follow these tips to maintain a healthy smile: Brush your teeth carefully at least twice every 24 hours. Ideally, you should brush after every meal. At the very least, brush once a day and always before you go to bed.

Floss your teeth daily. Flossing cleans those areas your toothbrush can’t reach.

Don’t smoke or chew tobacco. It promotes serious dental problems such as gum disease and oral cancer.

Check your gums regularly for signs of disease, which are red puffy gums or gums that bleed even slightly when you brush or floss. Notify your dentist if any of these signs appear.

Eat a balanced diet.

If you wear full or partial dentures, clean your dentures daily. Be sure to remove stains and plaque that may build up and irritate you. Also, remember to take your dentures out when you sleep to help your gum tissue stay healthy.

See your dentist regularly for checkups and professional cleanings. In some communities there are schools for dental hygienists that offer teeth cleaning at a minimal cost.

Although you may be on a constricted diet due to limited funds, fresh foods such as fruit and vegetables are relatively inexpensive and are the best source of nutrition for your money. While they may appear cheap on the shelf, foods with extensive processing, that are full of sugars and preservatives, can do more harm than good in the long run and cost you a great deal more later – in medical expenses. Our bodies are between 55% and 75% water, so be sure to drink beween1/2 and 1 gallon of water every day!

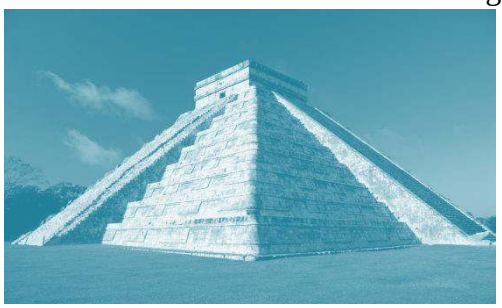
“Did you ever stop to taste a carrot? Not just eat it, but taste it? You can’t taste the beauty and energy of the earth in a Twinkie.” -Astrid Alauda

Eating Right

A healthy diet is the building block of a healthy life. The illustration below shows the basic food groups necessary for good nutrition.

STEPS TO A
HEALTHIER YOU

MyPyramid.gov



GRAINS Make half your grains whole	**VEGETABLES** Vary your veggies	**FRUITS** Focus on fruits	**MILK** Get your calcium-rich foods	**MEAT & BEANS** Go lean with protein
Eat at least 3oz. of whole-wheat grain cereals, breads, crackers, rice, or pasta every day. 1oz. is about 1 slice of bread, about 1 cup of breakfast cereal, or ½ cup of cooked rice, cereal, or pasta.	Eat more dark green veggies like broccoli, spinach, and other dark leafy greens. Eat more orange veggies like carrots or sweet potatoes. Eat more dry beans and peas like pinto beans, kidney beans, and lentils.	Eat a variety of fruit. Choose fresh, frozen, canned, or dried fruit. Go easy on fruit juices.	Go low fat or fat-free when you choose milk, yogurt, and other milk products. If you don't or can't consume milk, choose lactose-free or other calcium sources such as fortified foods and beverages.	Choose low-fat or lean meats and poultry. Bake it, broil it, or grill it. Vary your Protein routine-choose more fish, beans, peas, nuts, and seeds.
For a 2,000-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.				

Grains	Vegetables	Fruits	Milk	Meat/Beans
Eat 6 oz. every day	Eat 2 ½ cups every day	Eat 2 cups every day	Get 3 cups every day; for kids ages 2 to 8 it‘s 2	Eat 5 ½ oz. every day
Find your balance between food and physical activity. Be sure to stay within your daily calorie needs. Be physically active for at least 30 minutes most days of the week. About 60 minutes a day of physical activity may be needed to prevent weight gain. For sustaining weight loss, at least 60 to 90 minutes a day of physical activity may be required. Children and teenagers should be physically active for 60 minutes every day or most days.			Know your limits on fats, sugars, and salt (sodium). Make most of your fat sources from fish, nuts, and vegetable oils. Limit solid fats like butter, stick margarine, shortening, and lard, as well as foods that contain these. Check the Nutrition Facts label to keep saturated fats, trans fats, and sodium low. Choose food and beverages low in added sugars. Added sugars contribute calories with few, if any, nutrients.	

The Right Tool To Balance Your Diet

You probably already use the Nutrition Facts label in some way, maybe to check calories, fat, or sodium content. But, the more familiar you are with the information, the more you'll want to use it daily to ensure you're eating a healthy balanced diet.

Use the label when you shop, as you plan your meals, and as you cook each day. The label makes it easy to determine the amount of nutrients you're getting and to compare one product to another. Strive for a diet that emphasizes fruits, vegetables, whole grains, fat-free or low-fat milk, and milk products. Include lean meats, poultry, fish, beans, and nuts. Choose foods that are low in saturated fats, trans fats, cholesterol, salt, and added sugar.

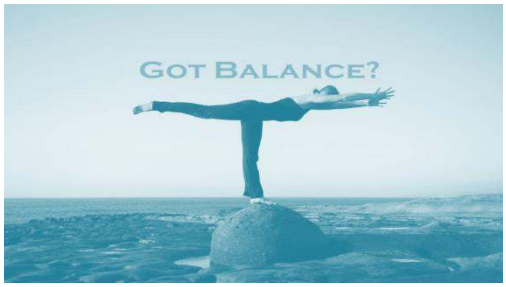
Regular physical activity is important for your overall health and fitness. It also helps you control body weight by balancing the calories you take in from food with the calories you expend each day. For more information visit; www.healthierus.gov/dietaryguidlines

Mental Well-Being

Your attitude will make or break your release plan. The attitude with which you approach life is ultimately the key to your success. Awareness of your attitude in every situation you find yourself in will affect the quality of your life and the relationships you have with other people. There are decisions and outcomes in life over which you will have absolutely no control; your attitude is not one of them. You do have control over your attitude. Choosing a positive attitude can create positive options. It's your choice.

Attitude:

A state of mind or a feeling; disposition.



Attitude

By Charles Swindoll

"The longer I live, the more I realize the impact of attitude on life.
Attitude, to me, is more important than facts.
It is more important than the past,
than education, than money,
than circumstances, than failures, than successes,
than what other people thin, say or do.
It is more important than appearance, giftedness or skill.
It will make or break a company…a church…a home.
The remarkable thing is we have a choice
every day regarding the attitude
we embrace for that day.
We cannot change our past…
we cannot change the fact that people
will act in a certain way.
We cannot change the inevitable.
The only thing we can do is play the one string we have,
and that is our attitude…
I am convinced that life is 10% what happens to me
and 90% how I react to it.
And so it is with you…we are in charge of our Attitudes."

Thinking

Your attitude is influenced by your thoughts and your thoughts control your behavior. When you take charge of your thinking you can control the results of a situation.

Your thinking tells you how to react or respond. Think about a road map, whether it is a map someone drew for you or one you can purchase at a gas station. Each is an attempt to tell the truth. As time progresses, new roads and buildings will be constructed and others will be torn down. You will need an updated map to reflect the changes. Not all maps are the same.

Now imagine the road map as a mind map and look at our mind maps in a similar fashion. All of us have a map that has been influenced by caregivers, teachers, family and friends. Your map has led you but perhaps your mind map is outdated, inaccurate, and keeps leading you to unfavorable destinations. Therefore, it may be time to change your mind map. Change is difficult for everyone but it is possible. You are in charge of your mind map. Once you recognize that you have a faulty map, you can begin to change it.

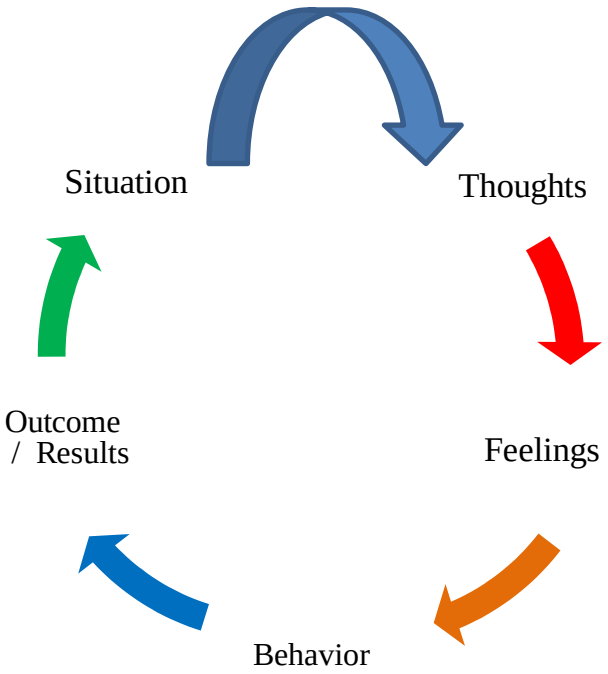
Your past reveals patterns. Unless you make some changes, you may predict the same problems, the same behaviors, and the same outcomes. Thinking about your thoughts is a skill and a skill becomes a habit by consistent practice. You can learn how to change your thoughts to bring about a positive outcome. In order to think and behave differently, you must take a look at your patterns of thinking (mind map). Remember a time when you overreacted to a situation because you didn't have all the information or misinterpreted the details? More than likely, there have been numerous times; perhaps you have lost a relationship or two because of a misinterpretation.

When we receive information we attempt to make sense of it. Sometimes you act first and think later if you perceive the information as inaccurate or hurtful. In order to change this you must practice using an internal dialog (self-talk). Ask yourself, (1) Do I have all the information? (2) Do I understand the information? (3) How do I feel about the information? If you practice asking yourself these questions you may be able to change your internal dialog and make better decisions. As you make better decisions your life will improve. **You have absolute control over your thinking and behavior**.

You have thoughts about your surroundings, observations, loved ones, and future, that are both positive and negative all day. As you are reading or listening to this, you are interpreting the information and trying to make sense of it.

As you begin to manage your thinking, it is equally important to pay attention to your feelings. Feelings play a crucial part in how you interpret the messages you receive.

As discussed earlier, you may feel hurt, embarrassed, provoked or upset, and behave impulsively in a situation. The more in touch you are with your feelings, the better equipped you will be to find a solution. Any situation can be considered a problem, or an opportunity, based on how you chose to interpret it. Adversity is your opportunity to showcase your abilities.



Mental Well Being/Thinking Summary:

1. Maintain a positive attitude so you can create responsible outcomes.
2. Mind maps can lead you toward or away from freedom and the things you say you value the most.
3. Pay attention to your thoughts and feelings so you can learn to respond differently.

Healthy Personal Boundaries and How to Establish Them

Learning to set healthy personal boundaries is necessary for maintaining a positive self-concept, or self-image. It is our way of communicating to others that we have self-respect, self-worth, and will not allow others to define us.

Personal boundaries are the physical, emotional, spiritual, and mental limits we establish to protect ourselves from being manipulated, used, or violated by others. They allow us to separate who we are, and what we think and feel, from the thoughts and feelings of others. Their presence helps us express ourselves as the unique individuals we are, while we acknowledge the same in others.

It would not be possible to enjoy healthy relationships without the existence of personal boundaries, or without our willingness to communicate them directly and honestly with others. We must recognize that each of us is a unique individual with distinct emotions, needs, and preferences. This is equally true for our spouses, children, and friends.

To set personal boundaries means to preserve your integrity, take responsibility for who you are, and to take control of your life.

Know that you have a right to personal boundaries.

You not only have the right, but you must take responsibility for how you allow others to treat you. Set clear and decisive limits so that others will respect them, and then be willing to do whatever it takes to enforce them. People who have weak boundaries themselves tend to violate the boundaries of others.

Recognize that other people's needs and feelings are not more important than your own.

Learn to say, NO

You do not do anyone any favors by trying to please others at your own expense.

Identify the actions and behaviors that you find unacceptable.

Let others know when they've crossed the line, acted inappropriately, or disrespected you in any way. Do not be afraid to tell others when you need emotional and physical space. Allow yourself to be who you really are without pressure from others to be anything else. Know what actions you may need to take if your wishes aren't respected.

Trust and believe in yourself.

You are the highest authority on you. You know yourself best. You know what you need, want, and value. Don't let anyone else make the decisions for you without your permission. Healthy boundaries make it possible for you to respect your strengths, abilities, and individuality as well as those of others.

Mental Health

Just as the body can develop physical illness or limitations, which require medication, so can the mind. We think nothing of taking medication for the flu, yet we hesitate to take prescribed medication for our mental health. If you have been told you may have a mental health issue, or if you recognize a mental health problem, it is important to seek help from a medical doctor, psychologist, psychiatrist, clinic, or someone skilled in dealing with mental health.

It sometimes takes time to find the right dose for medication. **Do not be discouraged and do not self-medicate.** Continue to work with your health care professional until the best results are obtained.

Once you begin feeling better, you may begin to think you no longer need the medication. You feel better because the medication is working. Sometimes people take themselves off their meds because they feel better. This is dangerous to do and can have negative results. If you believe you no longer need your medication, talk to your health care professional and follow their instructions.

Depression

Feeling "down" from time to time is normal. Feeling "down" all the time is not. You become depressed because of things that happen in your life, such as loss of a loved one, losing your job, or losing your freedom when sent to prison. For some people, not accomplishing life goals can lead to depression. Physical illness can also lead to depression. Some types of depression run in families as well. Depression affects people of all ages, races, and social classes. For some, it will be a one-time event and for others it may recur.

Symptoms of depression:

- Persistent sadness, anxiety, or "empty" mood
- Feelings of guilt, worthlessness, helplessness
- Loss of interest of pleasure in hobbies and activities that were once enjoyed
- Difficulty concentrating, remembering, making decisions
- Decreased energy, fatigue, being "slowed down"
- Insomnia, early-morning awakening, or oversleeping
- Unexplained weight loss or weight gain
- Thoughts of harming self or others
- Restlessness, irritability
- Persistent physical symptoms that do not respond to treatment, such as headaches, digestive disorders, and chronic pain
- Feelings of hopelessness, pessimism

Depression is normally a very treatable illness. Medications, counseling, and lifestyle changes can help to relieve symptoms. Depression is made worse by the use of alcohol or drugs to self-medicate. It can become a vicious circle of suffering.
If you have symptoms that last for days at a time, you need to consult with a physician to determine the cause. Sometimes people consider harming themselves because they see no other way out of their situation. It is important to seek help immediately.

As Americans, we agree that all people are equal. Still, we find we sometimes feel less valuable than others, confusing superiority with authority. This can happen with professionals such as professors, lawyers or doctors; and sometimes we even feel like we are worth less than people with great material wealth. We need to remember that, while some folks can have authority in an area where they have great knowledge or expertise, they are still equal with similar goals, desires and struggles.

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

If you take medication, it is important that you take it consistently and as prescribed. Do not miss doses. Do not take more or less than prescribed. Although this can seem difficult and annoying, it is important for your well-being.

It is also important that you know where to go to obtain your medication and lab work when you are released. Do not wait until you are released to figure this out! Have a plan so there is no lapse in your medical treatment. Know your provider name and phone number.

Emotional Well-Being

Emotions: The Outward Manifestation Of Internal Feelings

Emotions are a part of our life.

How we react to our emotions can determine the direction of our life path. Our feelings are neither "good" nor "bad". They are internal sensations created from a response to an external stimulus. It is our reaction that is important, "how we deal with our feelings". Emotional well-being (emotional balance) will help us gain control over our lives. When emotional balance improves, our reasoning and our belief system will improve, leading to better decision-making and better consequences.

Feelings

There are four primary feelings:

Sad, glad, afraid, and mad. We first recognize the feelings/emotions, and at that point we generally do not pay attention to the thinking. (It's all about how we feel.) It is important to pay attention to the feelings, so we can recognize the thinking that got us there. Awareness gives us the ability to choose.

Exercise: My Personal Stressors – list the items that cause stress in your life and the best way for you to deal with them or to reduce that stress. Think of ways that worked well for you in the past.

My Stressor	Stress Reducer

Feelings + Thinking = Attitude = Behavior

- Procrastination is stressful; Do what needs done, when you are supposed to do it.
- Don't rely on memory, make a list
- Surround yourself with positive people
- Don't just put it down. . . put it away
- Be more flexible
- Laugh
- Be prepared to wait; take reading material or something to do while waiting
- Have patience
- Plan and prioritize
- Take a "time out"
- Systematically relax your body
- Forgive
- Seek to understand
- Listen and learn
- Distinguish between "want" and "needs"
- Start earlier; it often takes longer than expected
- Get plenty of sleep
- Relax and participate in an activity that you enjoy
- Develop an attitude of gratitude
- Lose the attitude of "entitlement", life is more than just about us
- Be pro-active, problem solve. When you make a mistake, fix it quickly
- Have genuine concern for others and for your community

Leisure:

The amount of "leisure" or "free time" varies from person to person and from life situation to life situation. Regardless of your life situation, it is important that you make some time for "healthy and legal" leisure activities. Healthy leisure activities can provide relaxation and reduce stressors in your life. This helps you both mentally and physically. Leisure activities done with others can foster healthy relationships.

Develop an attitude of Life-Long Learning. This begins with an attitude to learn, and results in choosing behaviors that promote learning. Learn computer skills. Take classes through local colleges or community education programs. Many low cost activities are available; you just need to stop, think, plan, and do.

Something I've always wanted to do but never have done:

Low cost leisure activity	Practical Application
Public recreation - Ride bike Hike Tennis	Healthy lifestyle
Take a low cost community education "Learn to Paint" class. Paint at least twice a week for an hour.	Creativity – Meeting new people Learn to paint
Visit the library – read books, magazines	Self improvement Relaxation

Choose two activities and fill in the box below

Low cost leisure activity	Practical Application

My Plan:

Leisure Activity Goal:

_____
_____
_____

Action Steps:

1. _____
_____
2. _____
_____
3. _____
_____
4. _____
_____
5. _____
_____

Conflict Resolution:

- Resolving conflict will help maintain emotional health. Here are some suggestions:
- Don't fight to win. Nobody wins. Remember you are fighting to solve the problem, not to win. Be willing to negotiate or give in when necessary.
- Be sure that you understand exactly what the problem is. If you are not sure why you are having a conflict, discuss it.
- Take care of the problem when it comes up. Don't let it get too big to handle. Even if the problem seems small, if you don't deal with it when it happens the problem will only get bigger.
- Don't blame others for problems you are having with someone else. If you are mad at your brother don't yell at your best friend. Directly tell each person what is bothering you.
- Think before you speak. If you say mean things to your family and friends or speak sarcastically to them even though you are just teasing, you are really hurting them. If you have something constructive to say, be sure to say it in a way that will be helpful not harmful.
- Never strike another person to get your way. Physical violence or abuse (hitting, punching, kicking, shaking, or slapping) is NEVER acceptable behavior.
- Try writing down your feelings. If the person that you are having a conflict with will not discuss the problem or you are not comfortable enough to talk to him or her about it, write a letter. You can decide later if you want to mail it. Even if you are not able to talk it over with another person you will understand more about how you feel when you have read your own words.
- Listen to what the other person has to say. Each person involved has his or her own point of view and should have the chance to express it.
- When the fight is over… drop it. Forgive and forget. Don't keep bringing up the fight or hold onto your anger once the argument is over, even if it was not resolved the way you wanted.

Spirituality

When we speak of spirituality, we are NOT referring to religion. Spirituality includes topics such as our conscience, our sense of peace, harmony, our knowledge of having a soul (life essence or life energy), and our ability to sense when something isn't right, or when danger is near. Some people describe this as intuition.

Our spiritual side is intangible and impacts all our life areas. When discussing this topic, it is very important to learn how to pay attention to our intuitive senses. For example, we tend to know when situations are dangerous for us, but we don't know how we know that. We have a sense that something isn't right. That is our intuition alerting us to danger.

Many words and phrases describe spirituality. Some of these words and phrases are peace, peace of mind, balance, a sense of well-being, harmony, a positive attitude, acceptance, connection to others, love for others, compassion, understanding, empathy, morality, values, purpose, meaning, a clear- conscience, non-judgmental, selflessness, and honesty.

As we review the importance of self-care, we recommend you pay attention to how balanced you are in all four areas. If you are out of balance in one area, you are out of balance in the other four areas. For example, if you are angry with someone (feelings) you are not able to think clearly (healthy mind/ cognitive), your body is tense and stressed (physical), and your spirituality is negatively impacted.

This creates conflict within yourself and should be addressed so you don't make poor choices you will regret. To be successful you need to strive for balance in all the life areas.

Understanding Chapter 8: Health

1. Name 4 things that are important for your physical health.

2. Name the five basic food groups necessary for good nutrition.

3. What strategies can you use to change your attitude?

4. What are some signs of depression?

5. List some stress reducers that you can use.

6. What leisure activities can you do that are low or no cost?

Chapter 9
Relationships

Just as you had to adjust to life in prison, you will have to adjust to life as you return to a free world. You cannot expect to feel comfortable in the real world for quite a while, but the following suggestions will help.

Begin by appreciating the small things that others take for granted – such as privacy, being able to come and go as you please, etc.

Avoid talking about life behind bars as your only conversation topic, practice making small talk about daily happenings instead. Begin visualizing positive ways to react to possible solutions.

Don't try to catch up on what you have missed: you cannot relive lost time.

Be patient – know that you have to take small steps toward a new way of living.

Gradually you will feel more "here" than "there"(prison).

Tips for Incarcerated Parents

Establish and maintain a positive relationship with the other parent of your child. Even if your relationship has ended, try to find ways to connect respectfully for the sake of the children.

Make a plan of how you can connect with each of your children and follow the plan.

Be honest with your children regarding why you aren't living with them, but respect their ability to understand, depending on their age.

Let children know how important they are to you, but remember they may not necessarily respond as you might want. They may be angry because you did something wrong and cannot be there with them.

Be prepared to make amends, and say you are sorry.

Take your time. Don't expect big changes from family members overnight.

As much as possible, find ways to support your children emotionally, financially, and spiritually.

Be consistent in your approach and contact schedule. Your children need to be able to rely on you to call or write regularly.

Observe family celebrations, special occasions, and cultural events from the inside.

Make gifts, if you are able, using the classroom, carpentry, craft, or metal shop.

Create a game to play long distance. Read the same book they are reading and talk about it. Make up a story for the children to finish. Draw pictures and make them into a coloring book that tells a story. It may help if they have a stuffed animal to hug or talk to when they miss you.

Focus on cleaning up any outstanding legal problems before your release, especially things like unpaid fines and tickets which can affect your driver‘s license. If you have court-ordered child support obligations, contact the child support officer assigned to your case.

Develop a realistic plan to reconnect with your child after you are released.

Connect with others inside who share your situation as a parent behind bars trying to connect with their children.

Don’t be afraid to ask for counseling from the facility mental health clinician, chaplain, or your caseworker. If possible, **take some time to read and learn about becoming a better parent.**

Rebuilding the family can be likened to a spider’s web

“Although it is made of thin delicate strands, the web is not easily broken. However, a web gets torn everyday by the insects that kick around in it, and a spider must rebuild when it gets full of holes.”

-E.B.White

Long-lasting relations are valuable to us because in them we learn a great deal about ourselves and others. A commitment to long-term relations shows our character, integrity, tenacity and worth.

“The value of a relationship is in direct proportion to the time that you invest in the relationship.”

-Brian Track

Seven Characteristics of Strong Families

The following are simple reminders as to what is important in keeping a family strong. You aren't expected to have all characteristics in your family, but begin by concentrating on one or two:

Appreciation - At least once a week show appreciation to your children or spouse when they are being good or you see your relationship growing stronger.

Democratic Decision-Making - It is important to involve all members of the family in making decisions.

Flexibility and Openness to Change - Change is unavoidable.

Communication - Family members share their feelings, hopes, dreams, fears, joys, sorrows, experiences, and needs. We communicate by our words, with our bodies, and by our behavior.

Shared Values - Values provided direction and meaning to life – Parents have to know what they expect of their children and how to communicate this clearly.

Quality Time Together -The family bond is valued and efforts are made to make time for family activities and interaction.

Connection with Others - Building and maintaining supportive relationships between family members and others in the community helps families cope with stress and crises.

Source: Building Family Strengths: A Tool Kit for Families – University of Minnesota Extension Service

To love others, we
must first
learn to love ourselves

Anonymous

Family Relationships Change

You can't expect to just walk back into a family's life without adjustments on both sides. A partner may have learned to do things around the house (budgeting, grocery shopping, car repair, etc.) that you did before. Once you return, who does them?

Children may get used to living without their mom or dad. You may be rejected as a disciplinarian/parent or role model because of your -ex-con‖ status or just because you haven't been around. Family roles and responsibilities may have changed.

Your children aren't the same as when you left – don't try to treat them the way you did before you left. You can't treat a child like you would an infant, or teenager like you would a child. Show your children that you care about their needs, are interested in what they are doing, and that you are willing to spend time with them.

A divorce or child custody proceeding may have occurred and can significantly affected the family as you once knew it.

Your relationships with your parents will change, or maybe already has changed because of aging.

Show your family that you understand how you have hurt them.

Allow members of your family to share painful memories with you.
Admit you were wrong.
Ask for forgiveness.

If asked about your incarceration, answer questions honestly. **Do not tell people it was "no big deal."** Acting -tough about your experience does a serious disservice to your family and friends. Let them know that being incarcerated is
no way to spend your life. As your family learns to trust you, they will be able to start treating you like your crime and imprisonment didn't happen.

Reflections:

_____
_____
_____
_____
_____
_____
_____
_____
_____

Your Parents

Will you be living with your parents following release? Is their advancing age becoming a factor in your relationship with them? If so, it is essential that you prepare yourself for a changing, more supportive role with them. You may even find yourself caring for other relatives and friends, but it is extremely important that you take care of yourself first.

Families are a primary source for the care giving of an older adult. In fact, the National Alliance for Care Giving estimates that one in four households are providing care for someone who is at least 50 years old and has a disabling condition.

Will You Be A Caregiver?

Your primary role as an offender on supervision is to follow the guidelines of your supervision. If your family has been caring for a parent or your child in your absence, it is important that there be a family meeting, even if by phone, prior to your release so that everyone understands what you are going to be able to provide in a care taking role. Your Supervising PPO will also need to be included since they are tasked with giving your term on supervision the structure through programming and rules that will give you the best opportunity for success.

<u>Take this simple test to identify your family role upon release:</u>

Will you be providing a home for yourself and family or residing in someone else's home or a transitional house?

Will you have responsibilities at another location (such as a parent's home) or will you have full or part time responsibilities for children?

Will you be providing financial support for family or children?

Will you be the primary caregiver for your children?

Will you be the primary caregiver for an elderly parent or relative?

Will you co-parent children and do you plan to be involved in school activities, conferences or other events for the children?

Will you be expected by other family members to take over a care-taking role that they have been providing during your incarceration?

Once you have had a family meeting with the people who have supported your incarceration by being caretakers for adults or children during your absence, you will be in a position to determine what services there may be available in the community to assist you.

The 211 CARE line is an important resource for assisting you in providing emotional, financial, and other specific services for your family. **Be sure to involve your PO and your family** in the development of this transition plan.

Family Relationships and Traditions

The Importance of Family

Research tells us that the most important thing to a child's well-being is the parent figure. The caregiver is the child's first attachment. Being able to be close to another person is important for the child's emotional health. Trusting someone gives the child a sense of stability in a scary world.

Parent figures are important to children's emotional health and development. Children need both positive male and female examples in their lives. Some psychologists say that the most important thing parent figures can do is to love their partner. As you know, however, this is not always possible. If you have a good relationship with your partner, work as hard as you can to keep this relationship.

Parents who are raising children in single parent homes can still help their children benefit from having the influence of two parents.

This is true even if the relationship is permanently broken. If the absent parent is in the picture at all, the current parent figure needs to do his/her best to make him/her your ally, someone you can work with.

Even if your relationship with the absent parent is bitter, you still have one thing in common-wanting the best for your children. This is the common ground from which you can learn to work together. This often means setting aside grudges for your child's sake.

Failure to develop a working relationship with the other parent can lead to a variety of harmful results for your children. These include:

1. Forcing children to choose between two people they love.
2. Putting children in the middle of a conflict.
3. Keeping children worried and insecure.
4. Setting a bad example for your children's future relationships.

Maintaining a Good Relationship with Former Partners,\ Friends/Associates

Let go of a negative past and look forward to a positive future.

That may mean no longer associating with old friends who have not changed.

If your former associates are still using drugs, being violent, or stealing, you need to find new friends.

Don't be pulled back into your former lifestyle! Remember that it's YOU who comes back to prison!

You can do several things to maintain a good relationship with your former partners. These are some of the more important rules to remember:

- Stay in the present. Avoid bringing up past issues.
- Focus on the children. Work together to problem-solve to help them.
- Do not be nosy about your former partner's personal matters. Do not bring up dating or current relationships. Do not use the kids as spies.
- Do not criticize your former partner in front of your children. Try to support your children in having a good relationship with the other parent and any stepparents because this is what is best for them.
- Do not use your children as go-betweens. Do not have your child carrying messages or asking for favors from the other parent for you.
- Teach your children to respect the other parent. Even if you have issues with your ex-partner, teach your children to show respect and courtesy for him/her.
- Try to have a friendly relationship with the new partner of your children's other parent. You do not want him/her to feel constantly threatened by you, as he/she is spending time with your children and can help with arrangements. You will probably need his/her help at times.

Sometimes we need permission to proceed, but many times we look for permission just to validate our wishes (like advise) or get out of an uncomfortable position. When permission is not required, why wait? Do you actually need permission or are you really looking for approval?

"Care about people's approval and you will be their prisoner." Tao Te Ching

What if nothing seems to work? Sometimes, despite all efforts, some couples just cannot work together. When this happens, communication may have to go through a third party. Lawyers, child advocates, and mediators sometimes do this. Such arrangements are usually very expensive and troublesome. This is not the best arrangement for raising children. To avoid this situation, do all you can to keep your relationship with your children's other parent as positive as possible?

Dealing with Multiple Former Partners

Some parents may have several different former partners. The basic rules described above still apply in those situations. In addition, although you need to deal with each former partner as an individual, multiple partners still make it a much greater challenge. Since former partners can help you support your children, and since it is best for the child to have the influence of both parents, it is important to stay on good terms with each other. Respect for your former partners is the key.

Even if you do not like them, show respect for their time, their privacy, and their position as the other parent(s) of your children.

It may be difficult if one parent and his/her family visit regularly and provide for their child and others do not. It will take a lot of skills as a parent to let such neglected children know that it is not their fault and that they are special and valuable as the other children.

Voices and Viewpoints

Elvira says ""My in-laws have always treated me like dirt. Since I've been arrested, it has only gotten worse. Even though they have been nice to the kids, I do not want anything to do with them." What do you think Elvira should do about letting her kids see her in-laws? Is there any way she can try and make things better?

The Family Group: In-Laws and Outlaws

Children are emotionally healthier when they know they belong to a family group. Healthy contacts with grandparents, aunts, uncles, cousins, and other relatives give children a sense of security. Belonging to a family group helps children mold their identities. Families also can provide support in times of need.

In-laws also can be a major source of conflict in marriages. Parents who have been incarcerated may especially have problems with critical or judgmental in-laws. You should reach out and try to stay on good terms with all family members for your children's sake. Of course, your duty is to shield and protect your children from any relatives who may possibly harm them.

Family Traditions

Children also benefit by participating in family rituals and traditions that show their family group is special. All families develop their own way of doing things that are different in every family. Families often celebrate holidays in special ways. Can you remember some of the things your family did to celebrate holidays? We call these customs family traditions. Traditions are important because they help tie family members together. Traditions also organize the time that family members spend together in a positive way. We tie many of our oldest memories (good and bad) to special family events such as holidays and birthdays. Traditions include activities, special foods, and celebrations.

There are three basic types of family traditions:

1. Family Celebrations: We do these things on special occasions such as birthdays, holidays, anniversaries, graduations, weddings and so on.

2. Family Events: These are special activities that each family creates, such as trips or vacations, movie night, family meetings, eating out, reunions, and so on.

3. Family Routines: These are every day patterns of how we do things such as mealtime, bedtime, wash day, pizza day, Saturday afternoons, and so on.

Families with the strongest ties have the most traditions. These rituals provide stability in the child's life, which is very comforting. They know what to expect. Traditions create opportunities for family members to make good memories that they will have for a lifetime. Such traditions are a source of strength that helps family members feel good about themselves and each other.

Traditions connect us to the past and help link generations together. They also provide a way to arrange our memories. These shared memories give children a sense of cultural identity that strongly connects them to their families. Learn your family traditions. Your children can get a lot from them. Even minor events can be lifetime memories in the making.

As a parent, you can start new family traditions. Do not ignore this wonderful gift. You can begin things that may last for generations to come.

Cultural Traditions

Some parents in prison use their time to become reacquainted with their cultural and spiritual traditions. When used constructively, these traditions can be a source of strength when incarcerated parents are reunified with their children. Helping your children develop a positive cultural identity is a tremendous gift you can give your child. For many parents, exploring and coming in contact with their traditional cultural ways is a giant step in their personal growth. It often means gaining pride in who you are. All cultures applaud responsible parenting because it deals with the basic things we all share as human beings, such as love for our children.

Activity / Exercise: Family Relationships and Traditions

Directions: Read each question carefully and write in your best answer.

Why is it important that you keep a good relationship with your children's other parent(s)? List at least three reasons.

_____

_____

_____

_____

Explain why it is not a good idea to have your children carry messages back and forth between you and your child's other parent(s).

_____

_____

_____

_____

What are some of the good things your child can get from his/her extended family (grandparents, cousins, aunts, uncles, and so on)?

_____

_____

_____

_____

What are three things you can do to reach out to other family members and develop a good relationship with them?

_____

_____

_____

_____

Remember back to when you were ten years old. Describe your favorite holiday. What things did you do to make it special?

_____

_____

_____

_____

What holidays do you want to make special for your kids? List them and then write down the special things you would like to do.

_____

_____

_____

_____

Write down any special foods that your family ate when you were a child. If you cannot think of any, what foods might you want to be special in your family now?

_____

_____

_____

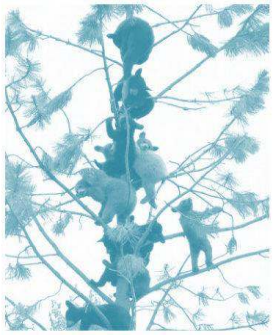
_____

When your children grow up, what is one special family memory you would like them to have?

_____

_____

Strengthening Families



What can you do as parents?
What does society expect of you as a parent?
What‘s best for your children‘s health and well-being?

You can use the development of the five protective factors we will outline here to strengthen your family!

Build parental resilience. This is a parent‘s ability to handle daily stress and bounce back when life gives you challenges. Parents who are resilient have these skills:

- A positive attitude
- Creatively solve problems
- Effectively address challenges
- Do not direct anger & frustration at their children
- Identify resources or support for when parenting becomes overwhelming

Have social connections that support you, your family and your goals for a healthy family.

- Have people in your life who are trusted and supportive
- Involve yourself in church or other support groups
- Socialize with extended family members who are pro-social and other community resources such as parenting groups
- Develop your social network through participating in healthy activities with your children, meeting other parents through daycare settings, children‘s activities such as sports or music and school events

Increase your knowledge of parenting and child development.

Attend parenting classes, read books on parenting, get information from your child‘s medical provider, off the Internet and by participating in parent support groups.

The key here is to educate yourself so you know what to expect from your children depending on their developmental age and stage in their life. Through this you will also know what your child needs from you to successfully move through these developmental stages.

Identify Concrete Supports in Times of Need.

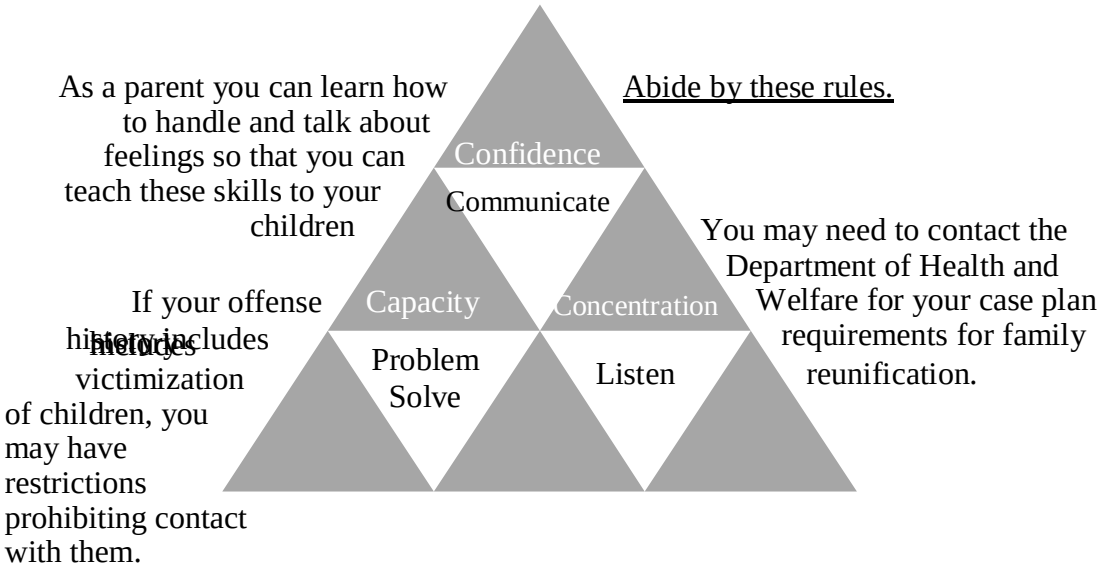
There are times that people struggle with meeting their basic needs for food and shelter. When there is a financial, medical or emotional crisis, you need to know what supports are available to help you with difficult times. Care line 2-1-1 can make referrals and help with each of these life areas.

Research what programs are available to help you with housing or utility costs. Look at the options your community has for food banks, free summer lunch programs for children or provision of meals in community kitchens. Do you qualify for any state or local assistance with transportation, day care, medical costs, counseling or prescriptions? Will participating in those programs, even for a short time, allow you to manage your family budget?

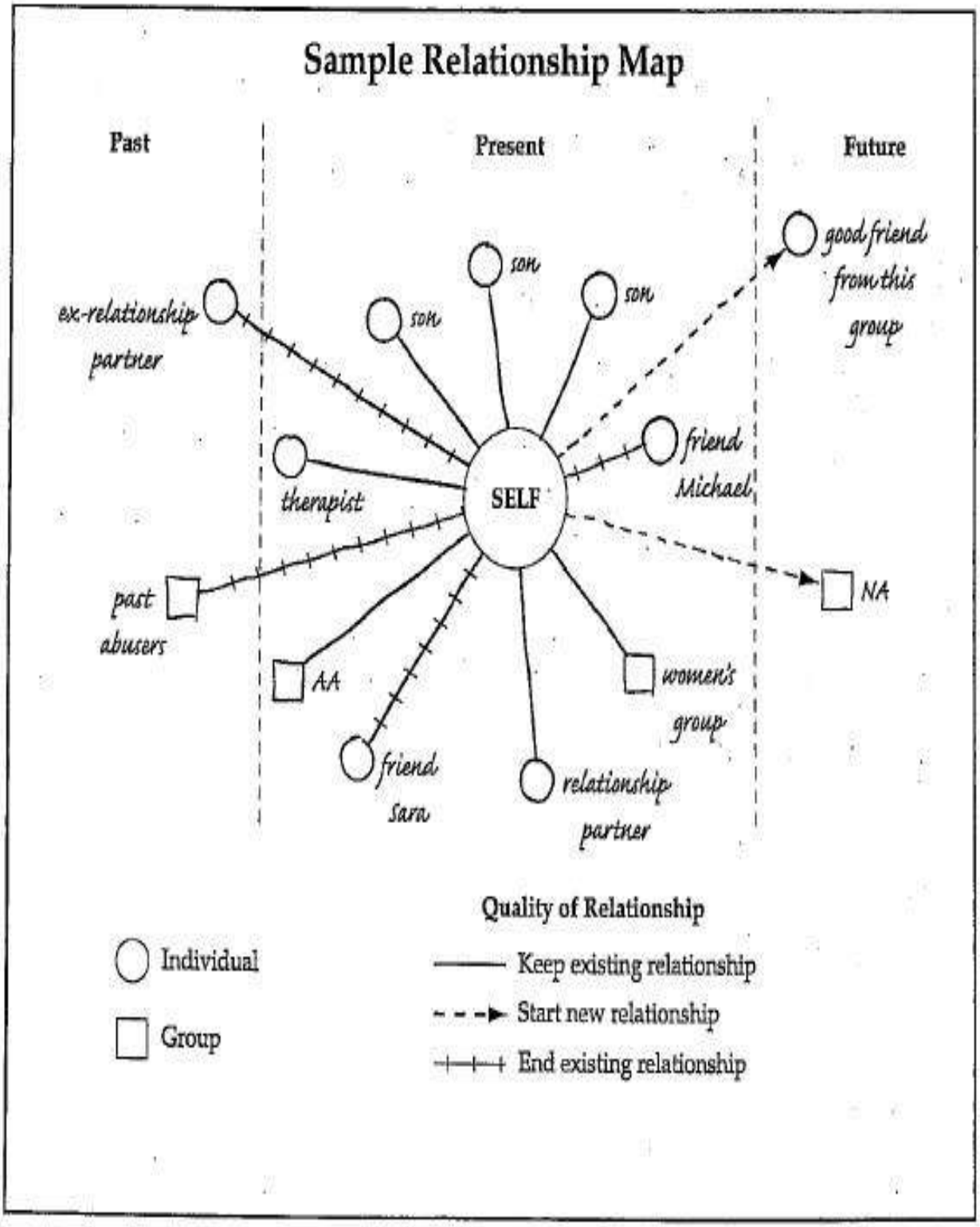
It is important to have regular service providers in your life, a regular doctor and dentist that the family sees, a pharmacy and a regular car mechanic or auto service place. These are people with expert knowledge, who, if they know they have your business, will be there in times of crisis!

Build social and emotional competence for yourself and in your children. Children need these key social and emotional skills:

- Confidence- they need to trust you and that your will be a stable part of their life
- Capacity- to develop good relationships with peers and adults
- Concentration and persistence-so they can accomplish challenging tasks
- Ability to effectively communicate emotions
- Ability to listen to instructions, to be attentive
- Ability to solve social problems

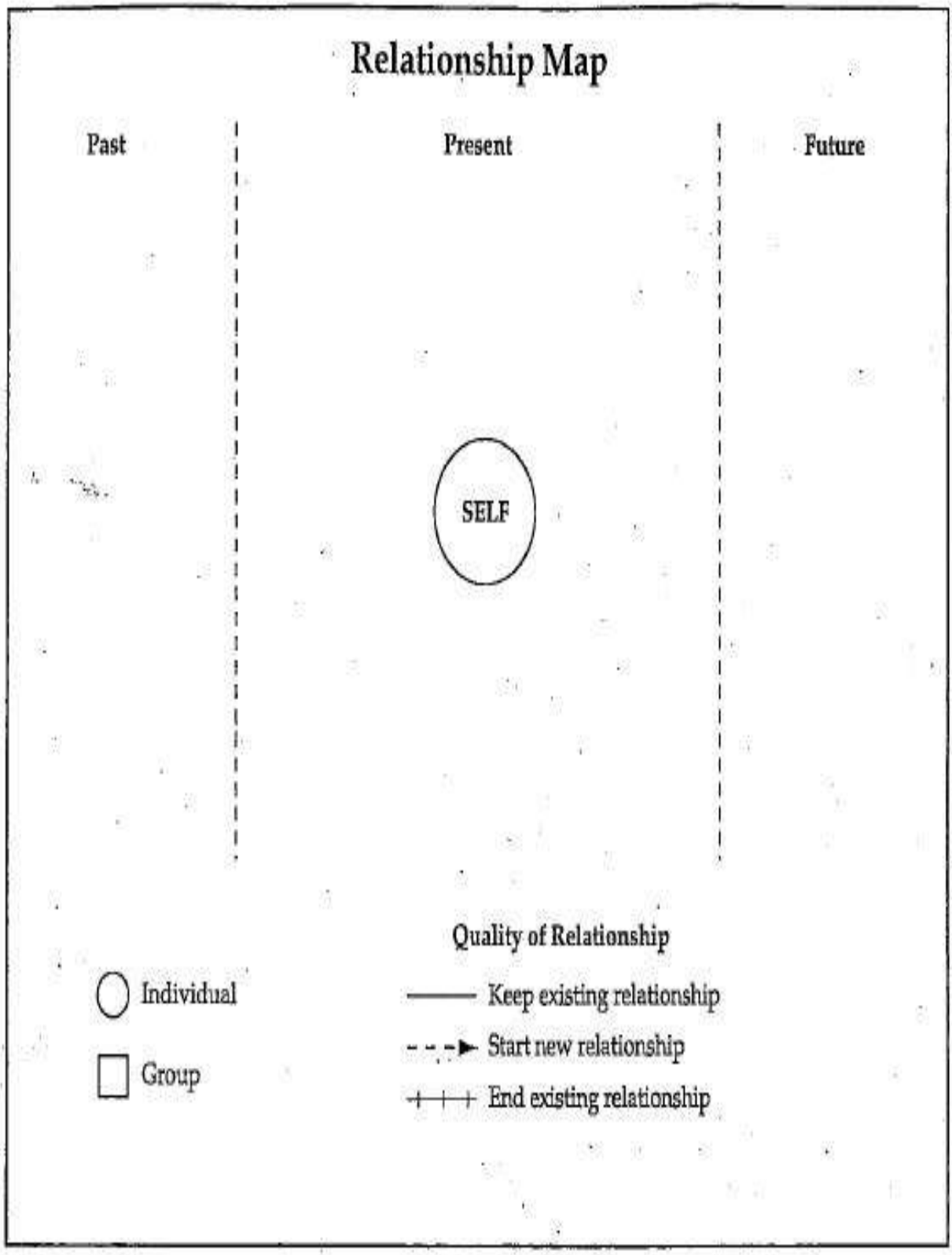


Take a look at the sample Relationship Map.
Filling out one of these may help you sort
out past, present, and future relationships.



Relationship Map Template

Create a Relationship Map for yourself



Sample Relationship History Chart

	Mother	Father	3- Stepfather	4- Husband	5 –Joe Boyfriend
Characteristics of person	Confused, acted like a child. Pushy	Happy Funny Fun loving	Mean Macho Critical	Quiet/ Immature	Insecure Rigid Critical
Characteristics of relationship	Tangled, not dependable, inconsistent	Unreliable playful	Abusive Neglectful Fearful	Both too young when we got married	Hostile
My role my feelings	I was the adult, overwhelmed scared	I felt attractive, Daddy's little girl			
Rewards of relationship	I was in charge	Got attention, Had fun			
Price of relationship	Grew up too soon	Felt Uncomfortable			
Involvement with chemicals or other addictive behaviors	Abused prescription drugs	Alcoholic	Abused alcohol and marijuana	Abused alcohol and marijuana	Drug Addict
Response to addictive behaviors					

After you have looked over the sample Relationship Chart on the previous page fill out your own chart below to help you determine who and how much involvement you want from them in your life.

Relationship History Chart

	Mother	Father	3	4	5
Characteristics of person					
Characteristics of relationship					
My role my feelings					
Rewards of relationship					
Price of relationship					
Involvement with chemicals or other addictive behaviors					
Response to addictive behaviors					

Fill in the boxes with resources, names, and contact information that would benefit you.

Legal	Services	Health / Wellness
Family	Community Connections Map Where do I go for support? Who are the people I am connected to?	Other
Faith / Spiritual		Housing
Education / School	Employment	Friends

Community of Support

Let me tell you about the people and places that provide resources and support to my family and me. I will rate the strength of the resources and support I get from the people and places using the scale below and putting the number in the box next to what I have written.

Me and My Community of Support:

People: (Partner, family, friends, neighbors, groups and clubs)	

Places: (Community centers, family center, faith community, library, your child's school)	

Strength of Convictions

Extremely Strong =5
Very Strong = 4
Somewhat Strong = 3
A Little Weak = 2
Very Weak = 1

Of the people listed above who pulls you forward and who pulls you back? Why do you think that is? Which of these people do you plan to associate with?

Relationship with the Community

Paying back to the community is a different way of thinking about crime and our response to it. It focuses on the harm caused by the crime and requires offenders to take responsibility for their actions and to assume a role in remedying that harm, often using creative forms of making amends. Offenders are provided opportunities and encouragement to understand the harm they have caused to victims and the community and to develop plans for taking appropriate responsibility.

Please work with your PO regarding choices and timing of paying back to the community for your crime. Please consider the following when you choose an activity: What do you enjoy doing? Do the terms of your supervision permit the activity? What time restraints do you have related to work, family, or recovery programming?

The measure of success in restorative justice is not how much punishment has been inflicted, but rather how much harm to the victim, community, and offender has been repaired. Offenders in denial for years about the harm they caused, who never considered the victims, who previously had no empathy for victims, can change and grow by having a chance to hear the harm, to accept responsibility, to apologize, and to try to make amends to the victims of their offense. Your PO can direct you regarding whether you are permitted to contact victims and when it is appropriate.

A man‘s fortune must first be changed from within

Chinese proverb

Victim Awareness

We all of have been a victim of a hurtful act at some time in our lives. Each year, many people have property that is stolen from them or suffer from physical injuries because someone assaulted them. Many of these people are deeply upset about what has happened to them and may face many months or years of pain before their lives can feel "normal" again.

A good way to help you understand how victims felt when you hurt them is to remember how you felt when you were victimized. If you remember the pain and feelings you experienced, you can understand how the victim(s) felt. To feel another person's pain and to take responsibility for that pain is very difficult to do. But doing so is an important step towards the restorative justice concept which values:

- Truth telling
- Accountable
- Making amends (reparation)
- Opportunities of healing for all parties

"…the prevention of crime, the rehabilitation of persons, and the

reconstruction of community

are not three ideas.

They are one idea, spoken in three different ways."

Robert Woodson, "A Summons to Life"

List one person you have harmed and list one way you can take responsibility for your actions.

_____

_____

_____

_____

_____

_____

_____

Understanding Chapter 9: Relationships

Explain your expectations in terms of interacting with your spouse / significant other and children?

What are their expectations? Are they realistic? Why or why not?

What are some ways that you can show your family that you understand how you have hurt them?

What changes have you made in yourself to prepare for the role you will have in your family when you return?

What are some activities you can do to create "quality time", and not spend a lot of money?

What are the three types of family traditions?

What have you learned that will help you to be a resilient parent or family member?

How do you make amends to a victim?

Idaho Department of Correction
Division of Community Corrections

Orientation Handbook

You are required to report in person to the Department of Correction as instructed by the Court or Parole Commission and/or the Intake Probation/Parole Officer after your hearing. You must meet with Community Corrections Staff within 24 hours of your hearing and/ or release.

Failure to report in the manner specified is a violation of your probation or parole and a Bench or Commission Warrant will be requested for your arrest.

The purpose of this section is to explain the rules of and your responsibilities towards supervision on Probation or Parole either of which are considered a privilege and not a right.

Introduction

As part of your conditions, an Idaho State Probation/Parole Officer will supervise you in the community while on Probation or Parole.

- The purpose of supervision:
- To monitor and enforce your compliance with the conditions of probation/parole
- To protect the community by assisting you in minimizing your risk to re-offend
- To assist you in being a law-abiding community member

Probation/Parole Officers serve as Officers of the Court, and Agents for the Parole Commission. It is also their job to mentor and assist you in becoming a productive and successful member of the community. Your Probation/Parole Officer assigned to you has the following responsibilities:

1. Instruct you as to the conditions specified by the Court or the Parole Commission.

2. Instruct you as to the conditions of the Agreement of Supervision and what they mean.

3. Keep informed as to your compliance with the conditions of your supervision.

4. Keep informed as to your conduct and to report your conduct to the sentencing Court or Parole Commission.

5. Direct you to appropriate rehabilitation, vocational, and educational programs to bring about improvements in your conduct and your situation.

6. Establish a case plan with you according to your risk assessment and ensure that you are complying with that plan.

7. Use supervision activities such as, but not limited to, verification of employment, verifying sources of income, monitoring of your associations, conducting record checks, placing restrictions on your travel, and testing you for the use of drugs and alcohol.

8. Impose intermediate sanctions for violations, if necessary or deemed appropriate, which may include electronic monitoring, increase contacts with your supervising officer, discretionary jail time, additional terms or conditions, order to show cause hearings before the Court, etc.

9. Assess the problems you may be experiencing such as unemployment, drug problems, alcohol problems, mental health issues, financial problems, lack of residence, family problems, etc. Your officer will develop a plan to address these issues and will refer you to available community resources to assist you.

Communication

It is essential that you understand the role of your Probation/Parole Officer and that their professional objective is to assist you in successfully completing your Probation or Parole. Your responsibilities are clearly outlined and specified by the Court or Parole Commission. One of the keys to the successful completion of supervision is communication. Take the responsibility of establishing a consistent pattern of communication with your supervising officer and your supervision can be a positive and rewarding experience. It is your responsibility to let your Parole Officer know challenges that you are having. Remember if they don‘t know what‘s going on they cannot assist or help you.

Court Order Or Parole Commission Order

Depending on the procedure established by your assigned District, you might be required to initial all numbered items on your Court or Parole Commission Order during your orientation. Regardless, you should always be given a copy of the order that governs your supervision and understand you are responsible for adhering to all written conditions. You will be further instructed on any specific conditions of your Court or Parole Commission Order. It is very important that you ask your Probation/ Parole Officer to clarify any issues or questions that you may have regarding the conditions and rules of supervision. It‘s always best to ask permission first then have to ask for forgiveness later.

Agreement Of Supervision

You will initial and sign the Idaho Department of Correction Agreement of Supervision if the Court has sentenced you to probation. Parolees will sign and initial the Parole Commission Order and Special Conditions. Both of these documents cover the general conditions for Community Corrections supervision. Any special conditions will be covered in either your Court order or under the Special Conditions portion of your Parole order. Again, make sure to communicate with your Probation/Parole Officer if you have any further questions regarding the rules. All rules need to be followed. You cannot pick and choose which rules apply.

Grievance Procedure

Any complaints you may have must be addressed through an informal resolution with your Probation/Parole Officer prior to a grievance being filed. You need to first seek information, advice, or help on the matter from your supervising officer and then, if you are unable to resolve the problem, then you may request to resolve the matter with the Section Supervisor. Failure to attempt to resolve the issue with the PO prior to the grievance being filed will result in the grievance being returned without a response. Should you choose to file a written grievance, you have the right to appeal per the offender grievance process and may do so without the fear of retaliation.

Driver's License
State law requires motorists to have a valid Driver's License and Proof of Insurance to be able to operate a motor vehicle in Idaho. If not able to get a driver's license, a state of Idaho identification card will be required.

Miscellaneous Issues

Do not bring children to the probation/parole office. Remember all offenders, including sex offenders, report to the same office.

Everyone on supervision will receive an IDOC number. Please place that number and your name printed clearly on Cost of Supervision (COS) payments. It identifies you and will facilitate appropriate credit to your account.

You will be escorted in and out of the office area. Please do not leave your area without an escort. Do not leave the building without permission from your PO.

Personal property is subject to search when brought to the probation/parole office. You are to be responsible for your property. It is not the responsibility of the Department of Corrections. No backpacks unless necessary.

No smoking is permitted on state property. Please do not smoke at the probation/parole office.

Wear appropriate clothing to the probation/parole office. Examples of inappropriate clothing include gang colors, revealing clothing and the wearing of sunglasses or hats inside the office.

Final Thoughts About Living Under Supervision

You, your caseworker, and supervision agent will develop a release plan, including an approved residence and conditions of release. You and your caseworker need to work together to develop a residence where you plan to live upon release. If you plan to live at a private residence, the rules of supervision need to be discussed with the tenants. They need to be agreeable to all rules of supervision.

If you are aware that you have personal identification documents (such as driver's license, birth certificate, or Social Security card) in your file, be sure to remind your caseworker or send a Concern Form to the records unit to have these documents included with your release paperwork.

Be sure that you understand the conditions of release before you are released.

If you have any questions, ask your caseworker. Before you leave prison, you will be signing paperwork that states you have been read, and had explained to you, the conditions of release and that you fully understand all the rules, regulations, and conditions in the document. At the time you actually leave prison, you will receive copies of these documents.

Idaho Department of Correction
Agreement of Supervision

1.____ **Laws and Conduct**: I will obey all municipal, county, state and federal laws. I will cooperate with the requests of my probation/parole officer. Cooperation includes being truthful. If I am detained by law enforcement, I will tell the officer(s) that I am on felony supervision, and the name of my probation/parole officer. I will notify my probation/parole officer of any such contact within 24 hours.

2.____ **Reporting**: I will report as directed by my probation/parole officer.

3.____ **Residence:** I will reside in a location approved by my probation/parole officer. I will not change my approved place of residence without first obtaining permission from my probation/parole officer.

4.____ **Firearms and Weapons:** I will not purchase, carry, possess, or have control of any firearms, chemical weapons, electronic weapons, explosives, or other weapons. Any weapons or firearms seized may be forfeited to the Idaho Department of Correction (IDOC) for disposal. I will not reside at any location where firearms are present.

5.____ **Search:** I consent to the search of my person, residence, vehicle, personal property, and other real property or structures owned or leased by me, or for which I am the controlling authority conducted by any agent of IDOC or a law enforcement officer. I hereby waive my rights under the Fourth Amendment and the Idaho constitution concerning searches.

6.____ **Employment:** I will seek and maintain employment, or a program, to include a stay at home parent, approved by my probation/parole officer, and will not change employment or program without first obtaining permission from my supervision officer.

7.____ **Associations:** I will not knowingly be in the presence of or communicate with person(s) prohibited by any IDOC agent.

8.____ **Travel:** I will not leave the State of Idaho or the assigned district without first obtaining permission from my probation/parole officer.

9.____ **Alcohol:** I will not purchase, possess, or consume alcoholic beverages in any form, will not enter any establishment where alcohol is a primary source of income, and will not work in an establishment where alcohol is the primary source of income unless otherwise ordered by the Court/Commission or my probation/parole officer.

10.____ **Controlled Substances:** I will only purchase, possess or consume controlled substances lawfully prescribed for me, and then, only in the manner prescribed. Nor will I use or possess any substance my probation/parole officer forbids me from using or possessing.

11.____ **Substance Abuse Testing:** I will submit to any test for alcohol or controlled substances as requested and directed by any IDOC agent or other law enforcement officer. A dilute or adulterated sample, or a failure to provide a sample, will be deemed a positive test. I agree that I may be required to obtain tests at my own expense I hereby waive any objection to the admission of those blood, urine, or breath test results presented in the form of a certified affidavit.

12.____ **Evaluation and Program Plan:** I will obtain any treatment evaluation deemed necessary as ordered by the Court/Commission or requested by any agent of IDOC. I will meaningfully participate in and successfully complete any treatment, counseling or other programs deemed beneficial as directed by the Court/Commission or any agent of IDOC. I understand I may be required to attend treatment, counseling or other programs at my own expense.

13. ____ **Absconding Supervision:** I will not leave or attempt to leave the state or the assigned district in an effort to abscond or flee supervision. I will be available for supervision as instructed by my probation/parole officer and will not actively avoid supervision.

14.____ **Intrastate/Interstate Violations:** I waive any objection to the admission into evidence of any probation/parole violation allegation documents submitted by the agency or my supervising officer in another district or state at any probation/parole violation hearing.

15.____ **Extradition**: I waive extradition to the State of Idaho and will not contest any effort to return to the State of Idaho. I will pay for the cost of extradition as ordered by the Court/Commission.

16.____ **Court Ordered Financial Obligations:** I will pay all costs, fees, fines and restitution in the amount ordered by the Court/Commission, in the manner designated by the Court/Commission or my probation/parole Officer.

17.____ **Cost of Supervision**: I will comply with Idaho Code 20-225 which authorizes the IDOC to collect a cost of supervision fee. I will pay supervision fees as directed by the department.

_____I have read or had read to me the above agreement and have been provided with a copy of the Idaho Response Matrix. I understand and accept these conditions of supervision. I agree to abide by and conform to them and understand that my failure to do so may result in the submission of a report of violation to my sentencing/paroling authority.

_____ _____

Defendant Signature Witness Signature

_____ _____ Defendant

Name (printed) & IDOC # Witness Name (printed)

Date _____

Reviewed

_____ _____

Defendant Signature Witness Signature

_____ _____

Date Witness Name (printed)

_____ _____

Defendant Signature Witness Signature

_____ _____

Date Witness Name (printed)

IDAHO DEPARTMENT OF CORRECTION – DIVISION OF PROBATION AND PAROLE

LIMITED SUPERVISION UNIT (LSU)

AGREEMENT OF SUPERVISION

1. ____ **COURT/PAROLE CONDITIONS OF RELEASE:** I shall obey my Court Order and/or Parole Commission Order, and special conditions. I acknowledge that I have waived my 4th amendment right to search and seizure and continue to be subject to search of my person, residence, vehicle, and any other real property. I will not actively avoid supervision or abscond supervision.

2. ____ **LAWS AND COOPERATION**: I shall obey all municipal, county, state and federal laws. I shall comply with all lawful requests of any agent of the Idaho Dept. of Correction, and shall be completely truthful at all times with any agent of the Idaho Dept. of Correction. During any contact with law enforcement personnel, I shall provide my identity, and notify the law enforcement officer(s) that I am under supervision. I will notify the LSU Probation/Parole Officer of this contact within 48 hours.

3. ____ **ALCOHOL/CONTROLLED SUBSTANCE:** I understand that I shall not purchase, possess, or consume any alcoholic beverage.

I understand that I shall not use, possess, or purchase any illegal drug, or any prescription medications that was not prescribed to me by a licensed physician or dentist. I am also subject to drug and alcohol testing in a manner prescribed by the Division of Probation and Parole.

4. ____ **FIREARMS/WEAPONS:** I understand that I shall not purchase, carry, possess, or have in my control any firearms, chemical weapons, electronic weapons, explosives or other dangerous weapons.

5. ____ **RESTITUTION:** I shall pay restitution and other fees as ordered in the sum of $_____every month**.** Payments will be made at the rate of $_____per month beginning on the_ day of _____,_____.

6. ____ **COST OF SUPERVISION:** I will comply with Idaho Code 20-225, which authorizes a cost of supervision fee in the amount of

$30 per month.

7. ____ **REPORTS:** I will submit a truthful monthly report to my LSU Probation/Parole Officer every month in the format designated by the LSU PO. I will report any change of residence and/or any contact with law enforcement within 48 hours of occurrence.

8. ____ **TRAVEL**: I will not leave the state without first obtaining permission from the LSU Probation/Parole Officer.

9. ____ **LSU Introduction Letter**: I have received the LSU Introduction Letter from my current Probation/Parole Officer and understand that I have not been accepted to LSU yet, until I receive a formal acceptance from the LSU Probation/Parole Officer

(i.e. letter, email).

10. ____ **Court ordered/parole conditions pending:** I am still obligated to complete my Special Conditions listed in my Court Order or Parole Agreement.

I understand and accept the conditions of supervision under which I have been released. I agree to abide and conform to them and **understand that my failure to do so may result in my removal from the Limited Supervision Unit and/or the revocation of my probation or parole.** I will continue to report as directed to my current Probation/Parole Officer until an LSU Probation/Parole Officer notifies me in writing that I have been accepted.

Probationer/Parolee Printed Name	**Witness Printed Name**
Probationer/Parolee Signature	**Witness Officer Signature**
Date: _____	Date:_____
IDOC# _____	

IDAHO DEPARTMENT OF CORRECTION

Sex Offender Agreement of Supervision

____1. I will not purchase, produce, possess, or view any media material (pictures, magazines, books, videotapes, or movies) that acts as a stimulus for my sexual behavior, nor will I possess or view any materials containing male or female nudity. I will not be present where such material is available.

____2. I will not subscribe to, use, nor have access to, Internet service, including e-mail or any other Internet material without permission from my supervising probation and parole officer (PPO) and sex offender treatment provider. I will not use any form of password-protected files, or other methods that might limit access to, or change the appearance of data images or other computer files without prior written approval from my supervising PPO.

____3. I will not engage in any illegal sexual activity as defined by state of Idaho law.

____4. I will not engage in any deviant behaviors including but not limited to: sadomasochism, bestiality, phone sex, cross dressing, clothing fetish, voyeurism, exhibitionism, public masturbation, or frottage.

____5. I will reside in a place approved by my supervising PPO, and I will not move until my supervising PPO has approved a new place of residence.

____6. I will abide by all travel restrictions as imposed by my supervising PPO, and I will not leave the district of my residence for a social or recreational reason without approval of my supervising PPO. My district of residence is_____. Permission to leave either the district or the state of Idaho is required in writing from my supervising PPO.

____7. I will not initiate, maintain, or establish contact with any person, male, or female, under the age of 18 years, without the presence of an approved chaperone. The chaperone must be over the age of 21and be approved by both my supervising PPO and sex offender treatment provider.

____8. I will not form or unite in a romantic interest or sexual relationship with a woman/man until my supervising PPO and sex offender treatment provider determine that the individual is able to give effective consent. I will introduce this person to my supervising PPO and sex offender treatment provider for approval. Sexual activity is defined as sexually oriented verbal/nonverbal communication, and any form of romantic, erotic, exciting or sexually arousing touch, including kissing, oral, manual, genital, or body contact of any kind.

____9. I will not form an intimate relationship with a man/woman who has physical or shared custody of a child(ren) under the age of 18 years, nor will I reside or stay at a residence where minor children frequent or reside, except as approved by my supervising PPO and sex offender treatment provider. Intimate relations are defined as a relationship with another person that involves some level of romantic, erotic, exciting, or sexually arousing feelings on my or the other person's part.

____10. I will observe curfew restrictions as directed by my supervising PPO.

____11. I will not have any direct or indirect contact with my past or present victim(s) without the approval of my supervising PPO and sex offender treatment provider.

____12. I will not live near, frequent, loiter, or go near places where minors or victims of choice congregate (e.g., parks, playgrounds, schools, video arcades, swimming pools, special events) or any other risky areas as identified by my supervising PPO such as_____. A request for exception must be submitted on an activity permission form, and approved in writing by my supervising PPO.

____13. I agree to obtain a specialized sex offender evaluation. The evaluator and my sex offender treatment provider must be clinical members of the Association for the Treatment of Sexual Abusers (ATSA), and approved by my supervising PPO. I will comply with all requirements of the treatment program and actively participate in treatment until discharge is recommended mutually by the sex offender treatment provider and my supervising PPO.

____14. I will provide complete and truthful information to any psychological and/or physiological assessment when requested by either my supervising PPO or sex offender treatment provider.

____15. I agree to sign any 'release of information' form that allows my supervising PPO to communicate with professionals involved in my treatment program.

____16. I will not change treatment programs without prior approval of my supervising PPO.

____17. I agree to pay financial obligations incurred for my counseling and treatment.

____18. I will remain gainfully employed and will obtain approval from my supervising PPO to begin new employment or change existing employment.

_____19. I will inform my current or potential employer of my crime(s).

____20. I will immediately notify my supervising PPO if I am terminated or dismissed from work for any reason.

____21. I will participate and comply with the Electronic Monitoring Program Agreement of Supervision or a daily schedule if requested by my supervising PPO.

____22. I will comply with all sex offender registration and DNA procedures as required by state of Idaho law.

____23. I understand that the Idaho Department of Correction (IDOC) may advise my neighbors, employers, and other concerned parties of my conviction and supervision status.

____24. SPECIAL CONDITIONS: _____I have read, or have had read to me, the above terms, and I agree to abide by them for the duration of my probation or parole supervision.

Offender's Signature:_____ Date: _____

PPO's Signature:_____ Date: _____

Understanding Chapter 10: Supervision

1. How many hours do you have before you need to report in person to your Probation and Parole officer after your release?

2. What paperwork will you be signing upon release from the institution?

3. Can you leave the State of Idaho?

4. If you abscond (go on the run) from supervision, what will happen to your sentence?

5. Who is responsible for knowing the laws of registration?

6. List 3 ways to succeed in your supervision program.