

ITN #13-DC-8405

COMPREHENSIVE RE-ENTRY SERVICES AT GADSDEN RE-ENTRY SERVICES

EXHIBIT C – 100-HOUR TRANSITION PROGRAM WORKBOOK

PART 2



TRANSITION

100-Hour Program

Section 8: Health & Wellness

Objectives:

At the end of this section, the participants will be able to:

- Understand the importance of good health
- Learn basic facts about illnesses & diseases
- Learn about sexually transmitted diseases
- Learn basic nutrition information
- Understand the importance of exercising
- Review the importance of stress on mental health

Topics:

- Physical & Mental Health
- Symptoms & Pain
- Basic Medical Facts
- Sexual Responsibility
- Stress



Suggested Activity/Group Discussion

Physical and Emotional Fitness Activity

How do you see others?

- What is usually the first thing you notice about someone?
- Do you care about how others see you?
- Who influences you more - peers? Other adults? Parents? Teachers? Doctors? The media?
- Does the media influence how we see ourselves? How?

Characteristics Activity

- How do you see yourself “inside” and “outside?”
- In your opinion, which area is more important – outside, inside, or a combination?
- What is the “perfect” body?
- How important is it to have the “perfect” body?
- Do you have the type of body you want?
- What would you change about yourself?
- What do you feel you can do to change yourself?
- What is it about yourself that you feel good about?
- What do you do to maintain the type of body you want?

Physical Activity and Exercise

Lack of exercise is among the most significant contributors to obesity, heart disease and overall health risk. The benefits of exercise for heart patients are well documented including reducing stress, cholesterol levels, and blood pressure.

Choosing a type of exercise that is fun and achievable is important. In addition, people should learn how to exercise safely before starting an unfamiliar activity. Anyone starting a new fitness

program or making changes to their exercise routine should first discuss the matter with a physician.

The benefits of exercise are:

- Increases ability to handle stress
- Increases aerobic threshold
- Increases muscle mass
- Increases blood flow to the heart
- Improves bone calcium
- Emotional lift
- Decreases stress
- Decreases blood pressure
- Decreases body fat
- Increases oxygen flow to brain
- Burns more calories

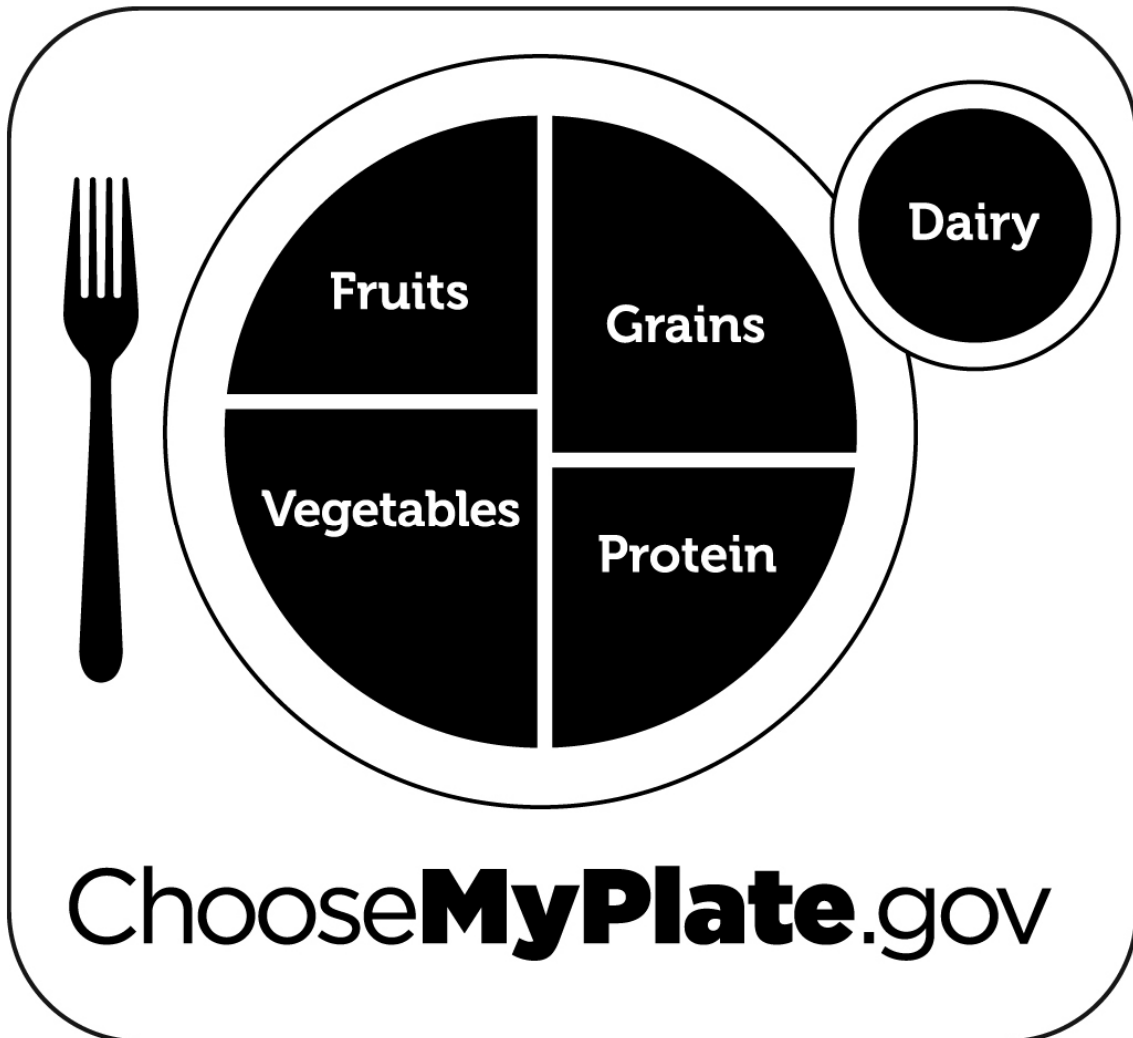
Perhaps the most difficult part of an exercise routine is getting started. Exercise will only become a habit if it is fun, so it is important to choose activities that you enjoy. If you like being with a group of people, you may want to try a team sport. If you are more of a loner, then you may want to choose a personal exercise routine. Once you have established a regular exercise routine you will find yourself following it.

You may find that your energy levels throughout the day are driven by your eating patterns. Having a good breakfast with plenty of carbohydrates will keep your brain supplied with sugars for the early part of the day. You may then find that these sugars fade sharply by mid-morning as your body reacts to high levels of sugar by burning it faster than is being supplied. Some people find it useful to have a mid-morning snack to avoid this. Other people recommend eating protein (e.g. an egg) at breakfast. This seems to delay the energy dip.

On the other hand, eating a large lunch seems to divert blood from your brain - you have probably felt the desire to sleep after a heavy meal.

You may also find that energy levels are dependent on whether you take rest periods or not. If you work through the day with no breaks, you may find that you fade badly during the end of the afternoon. Often taking a lunch break will allow you to start the afternoon refreshed for quality work. With intelligent eating and adequate breaks, you may find that you can significantly extend the amount of quality time available to you in a day. Try experimenting with different eating and rest patterns to see which ones suit the way you work. It is worth trying each approach for a few days before trying another to make the experiment more reliable, as this helps to minimize the effect of random events.

FOOD GROUPS



Communicable Diseases

Hepatitis

Hepatitis is a disease that causes inflammation of the liver. It is most often caused by a virus but it can also be caused by other factors, including alcohol abuse, medications, or chemicals. There are three types of hepatitis.

- ▶ ***Hepatitis A (HAV)*** is transmitted through personal contact or ingestion of food or water contaminated by fecal matter. When symptoms are present, they may include nausea and vomiting, jaundice (yellowing of the eyes and skin), dark urine and light colored stools, fatigue, fever, and abdominal pain. Most people recover within a year's time and a lifetime immunity is developed. There is a vaccine for HAV which is taken in two doses.
- ▶ ***Hepatitis B (HBV)*** is spread through contact with infected body fluids. HBV can be transmitted sexually and through contaminated needles including improperly sanitized tattoo needles. HBV is 100 times more contagious than HIV. HBV does not always cause noticeable symptoms. If symptoms are present, they may include flu-like symptoms, swelling and pain in the joints, jaundice, and dark urine and light colored stools. When the virus is active, the liver is an increased risk of developing cirrhosis or cancer. Chronic HBV is one of the leading causes of death worldwide. There is a vaccine for HBV that is considered safe and effective. Vaccination at an early age is very important.
- ▶ ***Hepatitis C (HCV)*** is spread through contact with blood and is not spread as easily through sexual contact. In almost all cases of acute HCV the symptoms are silent. A minor percentage of people with HCV will develop symptoms similar to those associated with HAV or HBV, but in milder forms. More than half of those infected will develop chronic HCV which may lead to extreme fatigue, liver damage, cirrhosis, liver failure, or liver cancer. There is no vaccine for Hepatitis C, so prevention is important.

Tuberculosis

Tuberculosis (TB) is an infection caused by the bacteria, *Mycobacterium tuberculosis*. Usually the bacteria attack the lungs. However, TB can affect other parts of the body. There are two different stages of tuberculosis-TB infection and TB disease. TB infection is often referred to as inactive or latent TB. A person who is infected with TB has the bacteria in his or her body, but the germs are inactive and the infected person cannot spread TB to others. In a person who has TB disease, the bacteria are active and can be spread to others. TB is an airborne disease. It is spread when people who have active TB disease of the lungs or throat cough, sneeze, or speak. The tiny drops of moisture put into the air by these actions contain the TB bacteria. When a person breathes in the germs, they can settle in the lungs and start to grow. People who breathe in the bacteria usually do not get the disease. In a person whose immune system is healthy, the body begins to defend itself when it is infected by TB bacteria. For most people infected with TB, the bacteria remain inactive for a lifetime causing no symptoms and never developing into TB disease. If someone has a compromised immune system caused by such factors as aging, infection, or poor nutrition, he/she may develop TB disease and spread TB infection. Some symptoms of TB disease are a persistent cough, chest pain, coughing up blood or phlegm, weakness and fatigue, weight loss, loss of appetite, fever or chills, and night sweats.

TB disease can be treated through medication; however, it takes at least 6 months for all of the TB bacteria to be killed.

Staph Infection

A staph infection is the short term for any infection caused by the family of Staphylococcus bacteria but particularly the bacteria known as “aureus” or “S. aureus.” These bacteria live on the skin around your nose, mouth, genitals, and anus. They usually do not cause problems unless they enter the body through a cut, puncture, or other type of break in the skin. Most staph infections produce pus-filled pockets called abscesses, which are usually located just beneath the surface of the skin as in the case of a boil or a sty, but they can also form deep within the body. The Staph bacteria can also cause infections such as impetigo, toxic shock syndrome, cellulites, and scalded skin syndrome among others. Left untreated, staph can be life threatening. People living in close quarters such as college dorms, barracks, camps, or prisons are at a higher risk of contracting a staph infection from an infected person. Although it is usually easily treated with a prescription of an oral or topical antibiotic, some of the bacteria have developed resistance to medication. Many times these resistant or immune bacteria have been able to evolve because people stop taking their prescription once the infection’s symptoms disappear, but not before the bacteria is 100% destroyed. The bacteria survivors become “vaccinated” and can reinfect the original person as well as new people.

Chlamydia

Chlamydia is a sexually transmitted bacterial infection that is easily curable if treated early. There are usually no symptoms but when they occur they appear within 7-21 days. Symptoms in women include bleeding between menstrual cycles, painful urination, discharge from the vagina, pain in the lower abdomen, and fever. Symptoms in men include a watery white discharge from the penis, and burning during urination.

Genital Warts/HPV

Genital warts are caused by the Human Papilloma Virus (HPV). It is the most commonly sexually transmitted infection. There are usually no symptoms. If symptoms appear they show up in 1-6 months. The symptoms are small, hard bumps around the genitals or anus. If not treated they can multiply and cause blockage of the anus. They also may lead to precancerous conditions of the cervix.

Gonorrhea

Gonorrhea is a sexually transmitted bacterial infection of the reproductive tract, mouth, throat, eyes, and anus. There are usually no symptoms, but they can appear within 2-21 days after infection. The symptoms in women are a thick, yellowish discharge from the vagina, burning during urination, a more painful menstrual cycle, and pain in the lower abdomen. Symptoms in men include a yellow or white discharge from the penis and burning and pain during urination. If not treated, it may lead to sterility. It also may cause arthritis and damage to joints. Additionally it may cause pelvic inflammatory disease.

Genital Herpes

Genital Herpes is a sexually transmitted viral infection that has no cure. Nationwide, 1 out of 5 adolescents and adults have herpes. There may be no symptoms but they can appear 2-30 days after initial infection. Symptoms include small, painful blisters on the genitals or mouth, painful and frequent urination, and flu-like symptoms. If not treated, symptoms may flare up

related to stressful conditions. Genital herpes may be passed to infants during delivery, resulting in potential brain damage or death if not treated.

Syphilis

Syphilis is a sexually transmitted bacterial infection. There are usually no symptoms, but they may occur in 1 to 12 weeks after infection. Symptoms include a sore or rash on or near the genitals and flu-like symptoms. If not treated, a chancre and/or a skin rash may appear. Additionally, there may be damage to the valves of the heart, paralysis, and extreme psychological conditions.

HIV/AIDS

HIV (human immunodeficiency virus) is the virus that causes AIDS. This virus may be passed from one person to another when infected blood, semen, or vaginal secretions come in contact with an uninfected person's broken skin or mucous membranes. In addition, infected pregnant women can pass HIV to their baby during pregnancy or deliver, as well as through breast-feeding. Although there is no cure for HIV/AIDS, significant medical treatment advances have been made in recent years extending life expectancy for infected individuals.

Safe Sex Practices

Abstinence: Abstaining from sex is the only 100% effective method against pregnancy and sexually transmitted diseases.

Monogamy: Having sex with only one partner who has been tested and is known to be uninfected.

Condoms: Condoms are not 100% effective. But they can help protect against HIV and other sexually transmitted diseases passed during sex. Be sure to use a new latex condom properly for each act of vaginal, anal, or oral sex. Remember, you can get sexually transmitted diseases (including HIV) from anal and oral sex, too. In order for condoms to provide the most effective protection, remember the following:

- Use a water-based lubricant for vaginal and anal sex. Never use latex condoms with oil-based products, such as petroleum jelly or vaginal products that have oil.
- Condoms should only be used ONCE.
- Condoms provide a lesser degree of protection for the genital herpes and/or HPV because these infections may be transmitted by exposure to areas of the skin not protected by the condom.

Immunizations/Vaccinations

Today's immunizations have wiped out many communicable diseases. These diseases can reappear and cause serious problems if all of us do not get our necessary immunizations. Keep up-to-date records of immunizations for yourself and your children. Check with your doctor or your local health unit about the recommended immunization schedule. Do not skip or put off any immunization unless your doctor approves. You will need proof of your child's immunizations before entry into the school system. You may also need this immunization record if you are exposed to a communicable disease at the time of a disease outbreak or travel abroad.

Mental Health

Just as physical health is important, so is good mental health. Still, millions of Americans suffer with various types of mental illness and mental health problems, such as social anxiety, obsessive compulsive disorder, addiction to drugs and alcohol, and personality disorders. Mental illness and psychological disorders have good treatment options with medications, psychotherapy, or other treatments.

Everyone has a combination of emotions, attitudes and behaviors that create a personality. You have considerable control over the items that make up your personality.

Is the life you have been living working for you? Is it working out? Overall are things better or worse? How about for people you claim to love? Is there peace or harmony in your relationships? If not, what needs to change? Who needs to change?

How is your mental health?

Below is a self-evaluation that can help identify several key issues related to mental or emotional health. Circle the answer that best describes you and be as honest with yourself as possible.

My friends would agree that:

- | | | |
|---|-------------|--------------|
| 1. I am basically a pessimistic person. | TRUE | FALSE |
| 2. I frequently wish I were somebody else or had another person's qualities. | TRUE | FALSE |
| 3. I find myself frequently angry with people. | TRUE | FALSE |
| 4. I tend to blame others for my problems. | TRUE | FALSE |
| 5. I often assume blame for other people's problems. | TRUE | FALSE |
| 6. I find it difficult to encourage and support the successes of others. | TRUE | FALSE |
| 7. It is hard for me to accept encouragement and support from friends and family. | TRUE | FALSE |
| 8. I do not have many friends. | TRUE | FALSE |
| 9. I worry constantly about things I cannot change. | TRUE | FALSE |
| 10. I am frightened about things others do not seem to be concerned about. | TRUE | FALSE |

If you answered **TRUE** to 5 or more statements it is time to review your approach to life.

Stress

Stress, like pain, can be a sign that something needs to be changed in your life. A certain amount of stress is normal in daily life but intense stress can bring about physical and mental health problems.

Measure Your Stress Amount

Instructions:

1. Circle the number after any of the events listed that have occurred in your life in the past 12 months.
2. Compute your score by adding up the values you have circled.
3. Refer to the guide following this exercise for an explanation of your score.

<u>Event</u>	<u>Value</u>	<u>Event</u>	<u>Value</u>
Death	100	Change in work responsibilities	29
Divorce	73	Son or daughter leaving home	29
Marital Separation	65	Outstanding personal achievement	28
Jail term	63	Spouse begins or stops working	26
Death of a close family member	63	Starting or finishing school	26
Personal injury or illness	53	Change in living conditions	25
Marriage	50	Revision of personal habits	25
Fired from work	47	Trouble with boss	23
Marital reconciliation	45	Change in work hours, conditions	20
Retirement	45	Change in residence	20
Change in family member's health	44	Change in school	20
Pregnancy	40	Change in recreational habits	19
Sex difficulties	39	Change in church activities	18
Addition to family	39	Loan under \$10,000	17
Business readjustment	39	Change in sleeping habits	16
Change in financial status	38	Change in # of family gatherings	15
Death of a close friend	37	Change in eating habits	15
Change to a different line of work	36	Vacations	13
Change in marital arguments	35	Christmas season	12
Mortgage or loan over \$10,000	31	Minor violation of the law	11
Trouble with in-laws	29		
Foreclosure of mortgage or loan	30		
		Total _____	

This stress-rating chart provides a measurement of the stress in your life. The total of all values you have circled **suggests** your chances of developing a serious illness in the next 2 years.

If your total score is less than 150 your chance of getting sick in the next 2 years is only 37%. A score of 150-300 raises the odds to 51%. With a score of more than 300 the chance of illness rises to 80% and continues to increase as the score goes up. **Note: These figures are indicators of possible illness, not certain illness.**

Depression

All depression types are not the same. Major depression, also known as clinical or chronic depression, is the most common. But there are also other types of depression with unique signs, symptoms, and treatment. Major depressive disorder is characterized by a combination of symptoms that interfere with a person's ability to work, sleep, study, eat, and enjoy once-pleasurable activities.

A doctor can rule out other conditions that may cause depression with a physical examination, personal interview, and lab tests. You should consult your doctor if you feel any of the following:

- persistently sad, anxious, or empty moods
- loss of pleasure in usual activities
- feelings of helplessness, guilt, or worthlessness
- crying, hopelessness, or persistent pessimism
- fatigue or decreased energy
- loss of memory, concentration, or decision-making capability
- restlessness, irritability
- sleep disturbances
- change in appetite or weight
- physical symptoms that defy diagnosis and do not respond to treatment (especially pain and gastrointestinal complaints)
- thoughts of suicide or death, or suicide attempts
- poor self-image or self-esteem

Suggested Activity – Health and Wellness Jeopardy



TRANSITION

100-Hour Program

Section 9: Substance Abuse, Addictions & Recovery

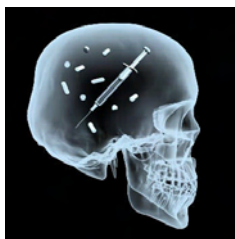
Objectives: (12 Hours)

At the end of this section, the participants will be able to:

- Understand addictions
- Learn basic facts about commonly abused substances
- Learn about treatment & recovery
- Understand the addictive lifestyle

Topics:

- Addictions
- Facts about 5 Commonly Abused Substances
- Treatment
- Relapse
- Recovery
- Substance Abuse Related Illnesses



SUBSTANCE USE, ABUSE & ADDICTION

What am I? Where do I fit?

If we look back in our lives, we may find that the first time we became concerned about our drinking or using drugs or perhaps even someone else's drinking or using drugs, was because of some negative consequence that occurred. It could have been legal problems from driving while drinking, or perhaps it was getting into a fight, or even a domestic violence incident that brought attention to a chemical problem. It might also have been losing your job or breaking up with a significant other that lead you or someone else to ask questions about your use of chemicals. Many times a family member, friend or even an employer may say something about your use of or the amount of your drugging or drinking. All of the above are signs that it may be time to take a good look at your chemical use.

Alcohol and use of other drugs has become a part of our culture. Many people in the United States oftentimes use alcohol or even other drugs on a social basis. Then again, there are many people who never use alcohol or other drugs and just don't appear to be interested in it.

The following facts may help put things in perspective. In the United States:

- About 33% of the population does not use alcohol or illegal drugs;
- About 33% the population will use alcohol or illegal drugs on occasion in a social situation;
- About 25% of the population abuses both alcohol and illegal drugs; and
- The remaining 9% have crossed the line into addiction.

At this point you may be thinking, use, abuse, addiction, crossing lines, what are they talking about? Don't worry; we will get to the line crossings.

SOCIAL USERS - can take it or leave it. They seldom experience consequences associated with alcohol or illegal drugs. They are unlikely to associate with people who are heavy abusers or addicts. Alcohol or drugs are not an issue in their lives and their lives are not centered on the use of either.

Example:

A person may attend a wedding and elect to sip a glass of champagne while toasting the bride and groom. They will do it not because they necessarily want to have a drink, but because they want to engage in the toast. You get the point, they can toast and not drink it or they can toast and have a small glass of champagne – it doesn't matter to them.

CHEMICAL ABUSERS – may go through a stage of consuming a lot, then perhaps a moderate amount and then possibly lose interest altogether.

Example:

While Bill was in college he was in a fraternity and there was always a keg around. Football games, dances, Saturday nights at the Frat House – Bill found he consumed a lot of beer and sometimes Bill's parents worried about his intake of alcohol. After graduation Bill found a good job, met the right girl, got married, settled down and begin his life as a productive citizen, husband and father. He rarely ever drank and if he did, it was on a social occasion. Even during the Super Bowl, he might drink only one or two beers or possibly none. It was no longer a part of his life. He had moved back across the line from Chemical Abuser to Social User.

ADDICTS – lose control of their chemical use/abuse and continue to drink and use drugs despite the negative consequences that it causes in their lives.

Example:

Mary had gone to the party alone and had been drinking heavily for about five hours prior to leaving. In fact, she had even had a couple of beers before going to the party just to get in the “party mood.” Mary thought nothing of drinking and driving, as she had done it so often in the past and so she left the party to drive home. On the drive home, she ran off the road and hit a pedestrian who was out for an evening stroll. Unfortunately, the man would never walk again as he was killed instantly. Since this was Mary's third DUI which now involved manslaughter, Mary was sentenced to 10 years incarceration. Mary could still not see how her life's problems equaled up to this: Addiction to alcohol + negative consequences + more negative consequences = the death of an innocent victim and 10 years incarceration for Mary.

While the above definitions seem simple, there is no doubt that the line between chemical use, abuse and dependency can be somewhat confusing.

Not all people who encounter problems with drinking and using drugs are alcoholics or addicts. Some people may be able to consume large quantities of alcohol or drugs, become intoxicated oftentimes, but they may not be dependent or addicted. They still lack the emotional, spiritual, psychological or physical dependence that defines an addict.

For example, we have all heard of people who drank, used drugs, smoked cigarettes and even drank 15 cups of coffee daily. Then one day, out of the clear blue, they decided to quit and seemed to have no problems in quitting. These are the people who had not crossed the line into addiction. These people were abusers – people who abused alcohol, drugs, cigarettes, and yes, even coffee. If these people start to experience negative consequences because of their use, they can decide to use less or stop altogether. Again, they have not crossed the line into addiction.

Again, things are not as simple as they seem. There are very serious and life-changing consequences if you continue to abuse alcohol or drugs. Abuse, left alone and allowed to continue, can progress into addiction. You can decide to slow down or stop your use of alcohol or drugs. It does become your choice. There are many substance abuse programs that specialize in helping people at this point.

We will continue with this discussion, but first let's stop and do a short exercise to help you see if you need to consider taking a closer look at your chemical use.

Check yes or no in response to the question. Be honest with yourself and perhaps consider showing this exercise to someone who knows you very well. Be willing to listen to what others have to say about you. Always remember that abusive drinking and drugging will take a serious effect on your body and your emotions

Exercise 1:

	YES	NO
1. Has a friend or family member ever expressed any concern about your drinking or using substances?	_____	_____
2. Have you changed friends or your social life?	_____	_____
3. Have you had any legal, emotional or physical problems from drinking or using (or any other negative consequences)?	_____	_____
4. When you get high, does your behavior change?	_____	_____
5. Do you think you are drinking or using drugs so you will be more outgoing or to overcome your fears?	_____	_____
6. When you get high by drinking or using, does this go against the values or morals you were taught?	_____	_____

So, where do you see yourself? Where do you fit in? Did the exercise above give you an opportunity to think about your past use of alcohol and drugs and do you see yourself as someone who may eventually cross the line into addiction? Or, what?

Crossing the Line

Addiction is a complex disease that includes psychological, environmental, social, spiritual, and physiological components. It is characterized by the compulsive use of something, accompanied by a loss of control and continued use even in the face of negative or undesirable consequences. How do we know when we have crossed the line into addiction? Do we begin to identify with having problems with alcohol or other drugs? Remember this very important point: People don't willingly choose to be addicted. If asked, most people don't want that label or that lifestyle – they don't want to be incarcerated, sick or dead. Their level of abuse of alcohol or drugs increased and somewhere along the road, they "crossed the line into addiction." Some people can become addicted early in their use while for others it may take years. Some people wonder how they could have used for so long without consequences and then wake up suddenly spiraling downward.

Where are you along that road? Sitting here listening have you tried to convince yourself that you are only a social user or that you had, for a period of time, been an abuser of drugs or alcohol? Are you asking yourself if you really have a problem with alcohol or drugs? There is no laboratory test for addiction – the only way for you to answer this question is by looking at your emotions and behavior and being totally honest with yourself.

Exercise 2:

Instructions: Answer the following questions as honestly as possible. Remember, answering these questions is for you to take a look at yourself openly and honestly.

	YES	NO
1. Have other people talked to you about your alcohol and other drug use?	_____	_____
2. Have you experienced legal, work, family, or relationship problems because of your use?	_____	_____
3. Have you quit using for a month or a week to prove you could and then started again?	_____	_____
4. Does it seem that you need more or use more chemicals now than you used to?	_____	_____
5. Have you ever experienced a loss of memory while using? For example, maybe you can't remember driving home after drinking or what you said or did at a party.	_____	_____
6. Do you spend a lot of time thinking about using drugs or alcohol during the day?	_____	_____
7. Have you tried to stop using but couldn't?	_____	_____
8. Have you lied to others about your drinking or drugging or tried to hide your use?	_____	_____
9. Have you ever regretted what you've done while using drugs or alcohol?	_____	_____
10. Have you started to withdraw from others to protect your chemical use?	_____	_____

Answering yes to three or more of the questions in the exercise above *may* indicate that you are addicted to chemicals. You would need to have a professional assessment of your chemical use to make a determination. Remember that in talking to a professional, you need to be completely honest about your alcohol and other drug use. If you make it less than it is or deny the negative consequences, you will only be hurting yourself. Perhaps during reception you were not truthful about your alcohol or drug use. Upon release, you may want to give some serious thought to seeing a professional. Remember, right now it is still your choice.

What is Addiction?

Addiction has 3 main characteristics: 1. Loss of Control, 2. Denial and 3. Preoccupation.

1. Loss of Control – when you are addicted to chemicals you don't have the option of making a choice about your chemical use. The biggest difference between abuse and addiction or dependency is that you, as an alcoholic and addict have lost the ability to control your drug use. You have become powerless over alcohol and other drugs. Powerlessness means that you are unable to predict or to control when or how much you use at any given time.

- You cannot predict the outcome when you start to use drugs or alcohol.

- You cannot predict how much you will use.
- You will find yourself needing to use more and more. This is a condition called tolerance.
- You have told yourself over and over that you will quit or use only for a short period of time, but have found you are unable to do so.
- When you drink or use drugs, your behavior oftentimes becomes unpredictable and you may do things you would never consider doing while sober.

2. Denial – Denial is very often a major roadblock in being able to recognize that you have an addiction. People tend to “play down,” “make light,” minimize, lie or deny the effect their addiction has on themselves and the people around them.

Denial can be:

- Refusing to accept that you are an alcoholic or addict. You still see using chemicals as an option.
- Minimizing the seriousness of your dependency and what you will need to do to stop. You are still trying to control your use.
- Ignoring the problems that you have caused because of your use.
- Looking at other people’s faults and problems instead of your own.
- Refusing to look at the situations, people and events that cause you stress. You deny the need for you to take action to solve your problems.
- Believing that you can live with some dishonesty in your life (again, you must lie).

Examples:

“I’ve been stopped for DUI three different times, but my Dad got me a really good lawyer and I got out of it.” John may have had a good lawyer but John is not facing the fact that his drinking is out of control and he is driving intoxicated. He thinks that each time he “beats the rap,” and that he can continue with his behavior. He denies that his drinking is a problem because he has been able to avoid the legal consequences of his drinking.

Bob spent his weekends smoking marijuana. He rarely ever saw his old friends and his new friends seemed to want to do the same thing, smoke all weekend. Several times his wife made plans for Bob to participate in a family event with her and the children, but Bob never felt like it and always had an excuse for not doing so. He also missed out on his children’s school and athletic activities. His wife often told him that he seemed more interested in “smoking a joint” than he did in her or the children or their life. Bob, just blew it off and thought, “No wonder I smoke so much with all the complaining around here.”

As you can see from the examples above, denial keeps us from taking an honest look at ourselves and our problems with alcohol and drugs.

3. Preoccupation – Preoccupation means that you spend a great deal of time thinking about, planning, obtaining and protecting your use of alcohol and drugs. You are thinking about using all the time and other things in your life become much less important. Questions you are constantly asking yourself: How, when and where can I use next? How can I avoid getting caught? Do I have enough of my drug of choice or should I be getting more? This type of thinking illustrates what your priorities are. This can affect our job performance, our interactions with our friends and family may suffer, and we don’t want anything to interfere with our use of alcohol and drugs. Using takes priority over your career, your family, your health, your life. Simply put, drugs and alcohol now come first. Above all, you want to be able to do what you want to do when you want to do it.

Example:

Sally knew that her roommate was planning on going out of town on Friday and would be gone for the entire weekend. It was the perfect opportunity for Sally to get high and stay high. All week long she had spend time planning for the weekend. She made sure to have enough cocaine and she had hidden her drugs with great care so her roommate wouldn't find them. She had lied to several friends and her family about her plans for the weekend so that she could be alone, alone with her best friend. Sally was extremely anxious when she said goodbye to her roommate. NOTE: Cocaine had become Sally's best friend and it would be difficult for her to give "her" up.

Let's Talk About What Chemical Addiction Is

Myths and Misconceptions

The terms addiction, addict and alcoholic carry a stigma or a feeling of shame.

Today, many people still believe that:

- Addiction is a weakness (if you were just morally or emotionally stronger you could lick this problem);
- You should be able to stop using drugs and alcohol on your own;
- You just don't have enough willpower – if you were more disciplined you would be able to drink or use drugs in moderation;
- If you are an addict or alcoholic you are poor, uneducated, from a low socio-economic background, live in the inner city, worthless, etc.;

Do not buy into these myths or misconceptions. People who still believe this way do not understand the true nature of addiction. They do not understand the inability to stop the chemical use. Oftentimes the response of your family or loved ones can be particularly hurtful and hinder your ability to recover. Remember, that families and loved ones will also need to seek counseling in order to understand the disease of addiction.

Addicts and alcoholics may see their addiction as unfair. It is doubtful that anyone ever said to them: "Hey you, yeah you! Come over here and stand in this line if you would like to become addicted to alcohol or drugs and ruin your life." Addicts are not given that choice. As an addict or alcoholic you may ask yourself, "How did I end up this way? Why am I the one who has to be like this?" To answer these questions, you need to understand the addiction process. It runs much deeper than loss of control of our impulses.

The Addiction Process

Addiction to drugs or alcohol is a complex illness. We call it an illness because like many illnesses, it is progressive, it is chronic and it can be terminal. It also has social, physiological (physical) and psychological (mental) components.

Factors that Increase the Risk for Addiction:

- **Drug availability** – the more available drugs and alcohol are, the more likely you are to take them. Even if they are not readily available, you will find them if you want them.
- **Purity of the drug and how you take it or administer it** – this determines the level of euphoria (a feeling of well being or pleasure) and how quickly you reach that feeling. Chemicals that give you a quick and powerful high are more likely to be rapidly addicting. Inhaling or injecting (using needles) quickly moves the chemical to the brain, causing an almost instant euphoric feeling. Swallowing drugs and drinking are slower to produce the high. The quicker the feeling of euphoria, the more likely you are to repeat the drinking and drugging.
- **Amount, frequency, and length of use** – This factor has to do with the amount of drugs or alcohol we take in, how often we do it and over what length of time.
- **Genetic factors** – your genetic make up seems to influence you becoming addicted. Look at your family history and establish if you have relatives who are alcoholics or addicts.
- **Developmental factors** – As you grow up, you develop your own attitudes about drug and alcohol use by observing their use in your family, in society and in your peer groups.
- **Mental health disorders or chronic pain** – If you are afflicted with certain mental health conditions you may be subject to a higher rate of addiction than the general population. Also, if you have chronic pain you may abuse pain medication in an effort to feel better and you may eventually become addicted to these medications.
- **Psychosocial factors** – when you have other places to socialize or a variety of drug-free entertainment options, especially for preteens and teens, the number of users, abusers and addicts is lower.

A Look at the Brain Chemistry of Addiction

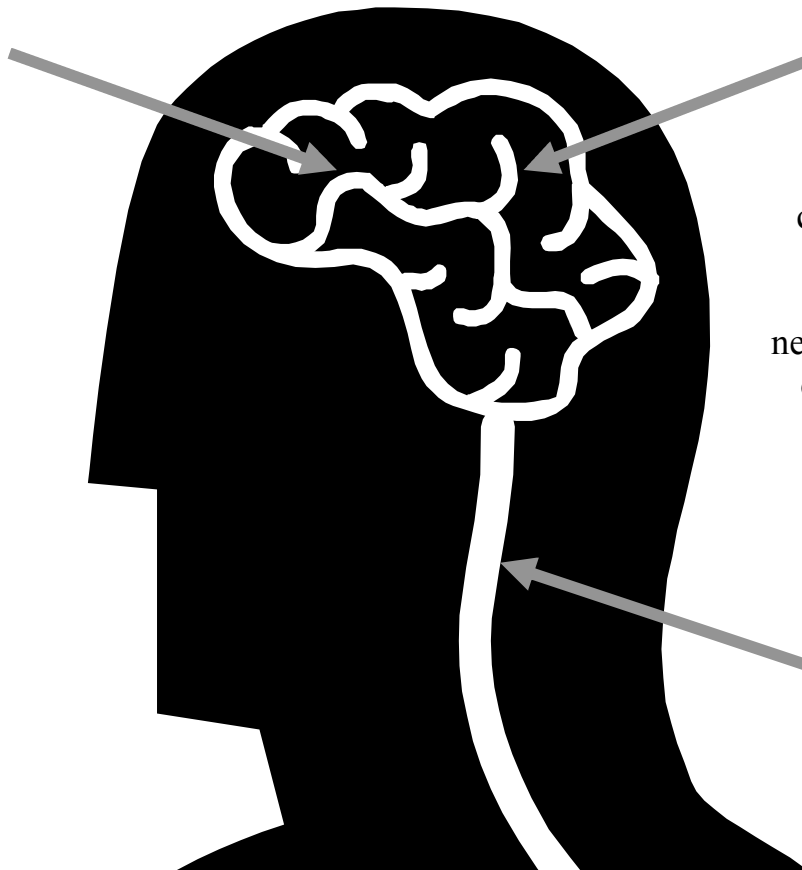
Whenever you put mood-altering drugs (including alcohol) into your body, your bloodstream very quickly carries these chemicals to your brain.

Question: *Do any of you remember the commercial showing an egg frying in a pan and the caption was, “Your brain on drugs.” The point being, ingesting enough chemicals into your brain and you have a fried brain.*

Inside your brain, drugs set off a complicated chemical reaction and activities that can distort or mess up your sense of reality or what is actually real. You know this altered state as being intoxicated or getting “high.” Some of you find this pleasurable and worth doing over and over again.

The Brain

The cerebrum is the thinking area of the brain: “I know I will never take another drink or drug. I know I’m strong enough to be around drugs or alcohol.”



Addiction is not about willpower or weakness. Research has shown that the addiction process is connected to how our brains are “wired.” Powerful chemicals called neurotransmitters control brain activities. These neurotransmitters carry messages from one brain neuron to another. The levels of these neurotransmitters can vary depending on how much and how often we use alcohol and other drugs.

The brain stem, or primitive brain, is home to the limbic system and is the automatic area of the brain. The limbic system contains the components of our addictive nature.

The process of addiction takes place in the limbic system. The limbic system stimulates our sense of smell, motivation, sex drive, and complex emotional responses. It also plays a role in regulating basic bodily functions and other actions that are automatic – actions that occur without thought. The automatic nature of the limbic system sets up the addiction process.

The Pleasure Center

Discussion of The Pleasure Center Cycle

For you to understand addiction, you need to understand the pleasure center of your brain. As discussed a few minutes ago, the process of addiction takes place in the limbic system of your brain. The pleasure center is located in the limbic system also. The pleasure center responds to pleasurable stimulation and learns to repeat it. Neurotransmitters, including endorphins and dopamine, start up the pleasure center.

Side Note on Endorphins and Dopamine: *Endorphins and dopamine are chemicals that the body naturally produces. For instance, oftentimes runners will experience what they describe as a “high” when they run. This is because the body is releasing endorphins which make you feel that way. You may also experience this when you do other forms of exercise.*

Alcohol and other drugs increase the activity of the neurotransmitters, resulting in the feeling of being high or your feelings of euphoria. As you can see from the information below, you set up the pleasure center cycle.

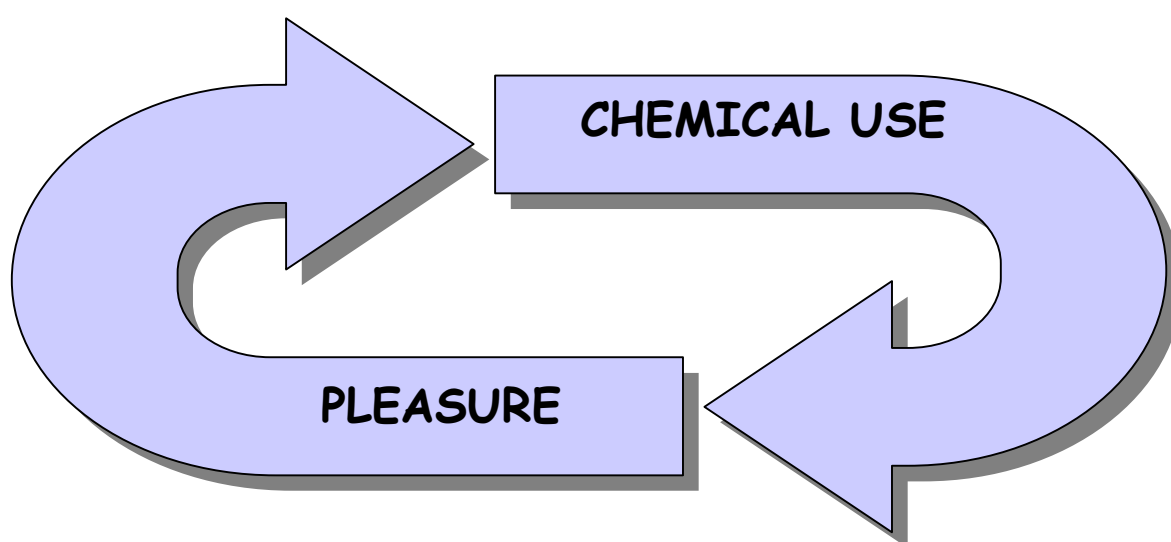
Your brain learns to repeat this pattern. After all, if some is good, then more must be better. As you go on and continue using chemicals, your desire to repeat this pattern then develops into a need to repeat it. Your body becomes accustomed to having the drugs and alcohol present. The brain stops producing its natural chemicals on its own – the brain says, “Why do I need to work and produce these chemicals when they are being given to me?” The brain comes to rely on the alcohol and other drugs to produce the “feel-good” chemicals.

As this pattern continues to repeat itself, you find that you feel lower and lower without the drugs. Your brain is waiting for the drugs and alcohol to do the work and you’re waiting for your brain to do the work. Your body becomes totally out of balance. Your need to use alcohol and other drugs becomes more powerful than your thinking processes that say you shouldn’t.

You may remember that earlier we talked about crossing the line into addiction. You may also have heard other people say that they drank or did drugs for many years without any harmful effects or consequences. Then one day they somehow crossed over the line – they became unable to control their chemical use. Simply put, crossing the line is when our brains have become comfortable with our chemical use and they override our rational or reasonable thought processes. As we discussed in the pleasure center cycle, the chemical use, then reward cycle that leads to the feelings of euphoria in the pleasure center become “haywired” into our brains. Once this occurs, normal drinking and social drug use becomes impossible. We’ve crossed the line into addiction and are no longer able to control our use.

The Pleasure Center Cycle

Located in the limbic system, the pleasure center responds to pleasurable stimulation and learns to repeat it. Neurotransmitters, including endorphins and dopamine (chemicals our bodies naturally produce), activate or start the pleasure center. Alcohol and other drugs increase the activity of neurotransmitters, resulting in the high – our feelings of euphoria.



We learn to repeat this pattern. If some is good, then more must be better. As we continue using our chemicals, our desire to repeat this pattern develops into a *need* to repeat the pattern. Our bodies become accustomed to having drugs and alcohol present. Our brains stop producing the natural chemicals on their own; they come to rely on alcohol and other drugs to produce the “feel-good” chemicals.

Progression

As we stated earlier, addiction is a progressive and oftentimes, terminal disease. Like a lot of diseases, if we chose to ignore it, it will lead to death – either through an accidental overdose or from physical complications. When you are using drugs and alcohol, when you are high, you overlook the progressive nature of the disease. You aren't thinking how it only continues to get worse over time. As you build up a tolerance to the alcohol and drugs, you will need to use more to get the high you are looking for.

So what happens then? The higher the level of the mood-altering chemicals in your body, the more damage that is being done to your organs and your nervous system. Your liver, for example, which detoxifies the chemicals in our bodies, has a much harder time and over time, will no longer function in a normal manner. Your health starts to deteriorate. Even though you may try to control your use, you will find that your consumption of alcohol and drugs only increases. Even if you stop using for a period of time, you will quickly return to using and find that you may be even worse off than you were before. It's as if the disease continued to progress even though you had stopped using for a while. Progression makes the addiction that much more dangerous and life-threatening.

Recovery/Relapse

As we have discussed, chemical dependency is a disease that causes a person to lose control over use of alcohol or other drugs. It affects every aspect of the person's life as well as his/her family and friends. The goal of recovery therefore is to eliminate dependence on the drugs or alcohol, achieve abstinence (not using) and return to a state of physical, psychological, social and spiritual health. The recovering individual will go through specific states to acquire the skills necessary to maintain sobriety. These stages include:

- Pretreatment
- Choosing Treatment
- Stabilization
- Early Recovery
- Middle Recovery
- Late Recovery
- Maintenance

Let's look at each of these stages individually:

Pretreatment

Before someone can make a commitment to a treatment program, he/she must realize and admit that his/her use of drugs or alcohol is not normal, but abusive. This abuse has resulted in negative consequences such as legal problems, breakdown of the family or loss of employment. This type of event is referred to as a "motivational crisis" and hopefully causes the addict to realize his problems are serious and he/she needs help. This phase is sometimes referred to as "hitting bottom."

Recent research indicates that early intervention by family, friends, employers or treatment professionals can start the recovery process before this crisis period occurs, although it is often the crisis which forces the individual to seek help.

Choosing Treatment

Important considerations in choosing an appropriate program are:

- Matching the individual with an appropriate treatment program
- The type of drug/drugs being used
- Presence of other mental and physical problems, such as schizophrenia or diabetes

The type of drugs being used strongly affects treatment strategies. Another important component is education for the individual regarding addiction and strategies for attitudinal and behavioral changes. These considerations create the ground work for recovery.

Chemical dependency is a family disease. Family members and friends can learn how to cope with the recovering person and how to discontinue enabling (supporting) behaviors that help or encourage the person to continue using. Involvement in a 12-Step program such as Alcoholics Anonymous or Narcotics Anonymous provides a valuable source of support and assistance at no cost.

Stabilization

This period of recovery includes acute physical withdrawal (detoxification) from the drugs or alcohol and motivational counseling by a qualified treatment professional. The person in recovery chooses treatment because he is unable to cope with his drug-related problems by himself.

Early Recovery

The individual learns to process the events which helped him realize he was addicted and brought him into treatment. A counselor produces motivation for recovery and encourages a structured treatment program and drug-free lifestyle.

Middle Recovery

The addicted individual commits to a long-term treatment program. At this point, he may struggle with emotional acceptance of his addiction and question his ability to live without drugs. With the assistance of a counselor, he makes decisions about his recovery program and formulates a plan of action to implement it.

Late Recovery

During this period the client deals with major life problems and examines his value system and behavior to prevent the recurrence of drug or alcohol use and to develop a healthy and well-balanced lifestyle. A spiritual search may begin which reinforces the new identity of the recovering person.

Maintenance

Full recovery can only be accomplished through the recognition of drug or alcohol addiction as a chronic disease and the life-long need for a strong maintenance plan. This consists of a daily program encouraging ongoing recovery and personal growth.

Most treatment programs last for three to six months of recovery. Some individuals can sustain recovery after six months of structured treatment, particularly with the help of support groups and completion of the specific recovery states. For others, this amount of time in a structured

program is insufficient for full recovery and they return to substance abuse and an addictive lifestyle. In the recovery process, this is called “relapse.”

What Is Relapse?

Relapse is a process of returning to the use of alcohol or other drugs by a person who has remained abstinent for a period of time and has made a serious attempt at recovery. The return to drug or alcohol use is considered a relapse only if the individual began the serious recovery (change) process.

During the first serious recovery effort the individual is faced with many problems. His response to these problems and whether there has been proper completion of the recovery states will determine if he will relapse and return to drug usage.

Relapse is a common occurrence. Often the recovering individual feels a relapse means he has failed and that no recovery progress has been made. Relapse education teaches that relapse is a part of the recovery process and not total failure on the part of the individual. In treatment, the relapsing event is incorporated into the total framework of recovery.

Warning Signs of Relapse

Some individuals may relapse once and then achieve total abstinence; others may relapse several times. There are predictable warning signs in the relapse process which are evident before drug usage recurs. The recovering individual and his support system (family, friends, employer) should be aware of these important signs to help prevent relapse. These include:

- Change. A build-up of stress caused by negative or positive changes and life events such as marriage, divorce, job change, promotion, or financial problems.
- Extreme Moods. Overly positive or negative thoughts, moods, or feelings including depression, elation, irritability or numbness.
- Denial. Denial that there is a chemical dependency problem. The individual fails to honestly share feelings in counseling or support groups and attendance becomes sporadic.
- Loss of Control. The individual begins to feel out of control and frequently has thoughts of drug or alcohol usage. Relapse seems justifiable.
- High Risk Situations. The individual places himself in situations where drug use is likely, thereby sabotaging or defeating his recovery efforts.
- Stress. Stress increases as the individual withdraws from support systems and obsesses about returning to drug use. Frustration, despair, embarrassment and feelings of hopelessness all occur.
- Relapse. Irresistible cravings and urges lead to obtainment and use of alcohol or drugs. The individual relapses.

Preventing Relapse

Relapse prevention is essential to the treatment process. Most relapse episodes stem from ignorance about addiction and relapse. The individual’s history, personality, the types of problems he is experiencing, family involvement and anticipation of relapse warning signs must all be taken into account. Once these areas are identified and examined, early intervention and prevention of future relapse can be planned for.

Relapse prevention planning can be accomplished in a variety of treatment environments, such as inpatient or outpatient programs. Recovering individuals become involved in individual or group counseling and structured support groups such as Alcoholics Anonymous or Narcotics

Anonymous. The goal of relapse prevention is a drug-free individual who is comfortable in his recovery. He is knowledgeable of warning signs and has a plan of action should these signs develop. This plan has specific steps to prevent relapse.

Summary

Write a 3-4 page review of what you have learned about yourself and what you need to do when released regarding substance use, abuse or addiction. Share in class only if you choose to.

Substance Abuse Related Illnesses

The following descriptions of the illnesses are brief but intended to instruct the participants on illnesses that substance abusers or addicts are at high risk for. For additional information see Section 8: Health & Wellness.

Substance abuse plays a dramatic role in the rate of several infections and life threatening illnesses. People who are engaged in substance abuse are at a greater risk of contracting disease. Habitual use of drugs and alcohol is generally related to poorer health and nutrition. Alcohol and drug use can impair the judgment of the user to the point that they make unwise decisions and thereby put their health at risk. In addition, specific risks such as sharing needles and having unprotected sex increases the risk of illness.

There are several illnesses that we will discuss that are oftentimes related to substance abuse. These are Hepatitis C, Cirrhosis of the Liver, and HIV/AIDS.

Hepatitis C

Hepatitis C is a viral disease that affects the liver. It is caused by the Hepatitis C virus (HCV), one of six virus types that causes most cases of hepatitis. HCV infection is the most common chronic blood borne infection in the United States today. The virus is transmitted when blood or bodily fluids from an infected person enters the body of a person who is not infected. HCV is also spread through sharing needles or “works,” through needle sticks or sharps exposures on the job or from an infected mother to her baby during birth. The most common method of transmission is injection drug use.

Hepatitis C can also be spread by having sex with a person infected with HCV. However, infection is rare among long-term steady partners. If you are having sex with more than one steady sex partner, use condoms correctly and every time to prevent the spread of sexually transmitted diseases.

Other possible ways it can be transmitted include contaminated equipment used in tattooing and body piercing, or sharing certain personal items such as razors or toothbrushes with infected people. There is no vaccine that can prevent Hepatitis C. HCV is not spread by sneezing, coughing, hugging, casual contact, sharing eating utensils or drinking glasses, or food or water.

80% of people with Hepatitis C have no signs or symptoms. It is often referred to as the “Silent Killer” because of this. Symptoms, when present, may include the following:

- Fatigue
- Loss of appetite
- Abdominal pain
- Jaundice (yellowing of the eyes, skin and mucous membranes)
- Dark Urine

Most people infected with HCV have a normal life span. However, in approximately 20% of people with chronic Hepatitis C infection, the disease gradually progresses over 10 to 30 years and leads to scarring, or cirrhosis of the liver or liver cancer. One to five percent of infected persons with chronic liver disease may die as a result of the disease.

Cirrhosis

Cirrhosis of the liver occurs when scar tissue replaces normal healthy tissue and blocks the normal flow of blood through the liver preventing it from working as it should.

There are many causes for Cirrhosis but in the United States, chronic alcoholism and Hepatitis C are the most common causes. Fatty liver disease and alcoholic hepatitis can also result from alcoholism but do not necessarily lead to Cirrhosis. Symptoms of Cirrhosis are:

- Fatigue, weakness, exhaustion
- Loss of appetite
- Nausea
- Weight Loss
- Accumulation of water in the legs or abdomen
- Bruising or bleeding easily
- Jaundice
- Gallstones
- Sensitivity to medications
- Vomiting blood

Treatment for Cirrhosis depends on the type and stage of Cirrhosis; however Cirrhosis itself is irreversible. Treatment can stop or delay further progression and reduce complications. Alcoholic Cirrhosis can be treated by abstaining from alcohol and maintaining a nutritious diet.

HIV/AIDS

Human immunodeficiency virus or HIV attacks the body's immune system and makes it less able to fight disease and other infections. Acquired Immune Deficiency Syndrome or AIDS, always develops from HIV infection, but not all HIV infected people develop AIDS. There is no vaccine that can prevent HIV. Symptoms of HIV infection include:

- Flu-like illness-fever, headache, malaise, enlarged lymph nodes
- Lack of energy
- Weight loss
- Frequent fevers and night sweats
- Persistent or frequent yeast infections
- Persistent skin rashes or flaky skin
- Herpes
- Shingles

HIV is not an airborne or food borne virus, and it does not live long outside the body. HIV can be found in the blood, semen, or vaginal fluid of an infected person. The three main ways HIV is transmitted are:

- through having unprotected sex with someone infected with HIV
- through sharing needles and syringes with someone who has HIV (this could be from injecting drugs or tattoo needles)

- through exposure (in the case of infants) to HIV before or during birth, or through breast feeding

There are now a number of drugs available to treat HIV and AIDS; however, they do not cure the infection, nor do they prevent the spread of HIV to other people.

Basic Facts About 5 Commonly Abused Substances

Methamphetamine

1. Methamphetamine or “Meth” is an addictive stimulant of the central nervous system.
2. Meth is manufactured in illegal laboratories using a combination of common over-the-counter ingredients and a variety of corrosive, poisonous, and carcinogenic chemicals such as acetone, battery acid, bleach, lead and red phosphorous.
3. Street names for Meth are black beauties, black mollies, chalk, crank, crink, crystal, glass, ice, poor man’s cocaine, speed, tina and yaba.
4. Meth comes in the form of pills, tablets, capsules, crystals or powder, which can be swallowed, smoked, snorted, or injected depending on the form.
5. Even in small doses Meth can increase wakefulness and physical activity and decrease appetite.
6. With continued use, users may experience anxiety, confusion and insomnia as well as psychotic episodes such as paranoia, auditory hallucinations, mood disturbances and delusions (such as the sensation of insects creeping on the skin).
7. Over time tolerance to the drug will develop, making the user increase his/her dosage to achieve the same initial effect.
8. Meth has a faster rate of addiction than many other drugs including marijuana or alcohol.
9. Meth is often used in a “binge and crash” pattern. Users try to maintain the “high” by binging – barely eating or sleeping for days at a time. Eventually users begin to “crash” at which time they become depressed and crave more of the drug. These feelings soon give way to lethargy, followed by a long deep sleep. Once the user awakens, the depression returns and may last for days.
10. After the “binge and crash” period is usually the time when the potential for suicide is high. Meth psychosis may last for days after the last dose is taken, oftentimes weeks.
11. Negative effects of meth abuse are sleeplessness, loss of appetite and weight loss, nausea, vomiting, diarrhea, elevated body temperature, skin ulceration and infection, increased blood pressure, headaches, chest pain or irregular heartbeat, stroke or heart attack, seizures, irritability, anxiety, paranoia, loss of short term memory, lack of self-control, and permanent damage to brain cells caused by injury to small blood vessels serving the brain.

Opiates

1. Opiates are central nervous system depressants used medically to relieve pain.
2. Opiates have a high potential for abuse and are found in a variety of forms including powders, liquids, tablets, syrups and capsules.
3. Opiates include prescription OxyContin, Morphine, Codeine, Dilaudid, Fentanyl and the street drug Heroin.
4. Opiates produce a tranquil and euphoric effect.
5. Users who inject an opiate such as heroin may also experience a “rush” as the drug circulates through the body.
6. Some users combine opiates with a stimulant such as cocaine. This is called “speedballing.” The stimulant keeps the user from falling asleep and the opiate reduces the hyperactive effects often caused by stimulants.

7. Psychological dependence is probable with continued use of opiates.
8. Opiates induce tolerance and more of the drug is needed in order to produce the same effects.
9. Opiates slow breathing, heart rate and brain activity. They also depress appetite, thirst and sexual desire.
10. With opiates the body's tolerance to pain is increased.
11. Regular opiate users who abruptly stop using the drug experience withdrawal symptoms four to six hours following the last dose.
12. Withdrawal symptoms include uneasiness, diarrhea, abdominal cramps, chills, sweating, nausea, runny nose and eyes, irritability, weakness, tremors, and insomnia.
13. Withdrawal symptoms are usually the strongest 24 to 72 hours after onset and can persist for 7 to 10 days.
14. Signs and symptoms of use are lethargy, drowsiness, constricted pupils and reduced vision, shallow breathing, needle or track marks on inner arms or other parts of the body from using needles to inject, redness and raw nostrils from sniffing heroin, excessive perspiration, shaking, vomiting, chills or other withdrawal symptoms, and use or possession of paraphernalia including syringes, bent spoons, bottle caps, eye droppers, rubber tubing, cotton and needles.

Alcohol

1. Alcohol is a central nervous system depressant that slows down body functions such as heart rate and respiration.
2. The active ingredient in all alcoholic beverages is ethyl alcohol (ethanol) which is produced by yeast cells acting on carbohydrates in fruits and grains.
3. Small quantities of alcohol may induce feelings of well being and relaxation but in larger amounts, alcohol can cause intoxication, sedation, unconsciousness and even death.
4. A standard drink is one 12 ounce beer, one 5 ounce glass of wine, or one 1.5 ounce shot of distilled spirits. Each of these drinks contains about half an ounce of alcohol.
5. Alcohol can cause both short-term and long-term effects.
6. Even a small amount of alcohol can impair the judgment that is required to safely operate an automobile.
7. Alcohol can, and often does, result in serious side effects if consumed with certain medications.
8. Expectant mothers who consume alcohol may give birth to a child who suffers from Fetal Alcohol Syndrome.
9. If consumed over a prolonged period to time, alcohol may cause damage to major organs, including the liver and/or the brain.
10. In some states, one DUI charge may result in probation, jail time, license revocation, a fine or a combination of the aforementioned penalties.
11. Drinking on an empty stomach may increase the likelihood of actually becoming drunk.
12. Prolonged consumption of alcohol may result in substantial weight gain which, in turn, can have negative effects on the heart.
13. Factors that influence alcohol's effects are amount of alcohol consumed; body weight – people who weigh more are less affected by the same amount of alcohol than people who weigh less and since alcohol is water soluble, heavier people have more blood and water in their bodies so the same amount of alcohol will be more diluted. Women have a higher proportion of body fat and a lower proportion of water in their bodies than men; therefore, a woman will have a higher blood alcohol content than a man who is of the same weight and who drinks the same amount; food – alcohol goes to the head more slowly if one has just

eaten or if one eats while drinking – food slows down the passage of alcohol from the stomach to the small intestine.

Marijuana

1. Marijuana is a green, brown, or gray mixture of dried, shredded leaves, stems, seeds and flowers of the hemp plant (*Cannabis sativa*).
2. Other forms of cannabis include sinsemilla, hashish, and hash oil.
3. All forms of cannabis are mind-altering (psychoactive) drugs.
4. The main active ingredient in marijuana is THC (delta-9-tetrahydrocannabinol).
5. Short-term effects of marijuana use include problems with memory and learning, distorted perception, difficulty in thinking and problem solving, loss of coordination, and increased heart rate and anxiety.
6. Marijuana is usually smoked as a cigarette (called a joint) or in a pipe or bong.
7. Marijuana is also smoked in blunts, which are cigars that have been emptied of tobacco and refilled with marijuana, sometimes in combination with another drug such as cocaine/crack.
8. Marijuana is the most commonly used illicit drug.
9. The 2008 National Survey on Drug Use estimated that 102 million Americans aged 12 or older have tried marijuana at least once in their lifetimes.
10. In 2008 there were 2.2 million persons aged 12 or older who had used marijuana for the first time within the past 12 months – this averaged about 6,000 initiates per day that year. The same survey for 2011 indicates there were 2.6 million persons aged 12 or older who had used marijuana for the first time within the past 12 months – this averages to about 7200 new users each day.

Prescription Drug Abuse and Over-the-Counter (OTC) Drugs

1. Prescription drug abuse is increasing; the main reason is that they are easily accessible.
2. Pharmaceuticals taken without a prescription or a doctor's supervision can be just as dangerous as taking illicit drugs or alcohol.
3. Prescription medications are powerful substances. Medications are to help those who are sick and are to be administered by a doctor. When prescription medication is not used for sickness and not administered by a professional, it becomes a controlled substance and the impact on the person can be deadly.
4. Prescription and over-the-counter (OTC) medications are fast becoming the new party drugs for many of America's youth.
5. A trend among some youth is known as *pharming* – using prescription and OTC drugs for recreational use.
6. Medicine cabinets have become potential sources of drugs for many people.
7. One out of every two Americans is on prescription medications.
8. Prescriptions drugs most often taken from a parent's, grandparent's or neighbor's medicine cabinet are narcotic pain relievers, stimulants, sedatives/tranquilizers, sleep aids, and cough meds.
9. Drug abuse affects young and old alike but older adults are at the greatest risk for misuse of medications because they often use many different types of medications to treat one or more illnesses.
10. OTC medications should not be taken beyond the recommended number of days or in greater doses than indicated on the label or by the doctor. Taking these medications for prolonged periods of time may cover up other illnesses or health problems.
11. Misuse of prescription and OTC drugs can often lead to psychological and physical dependence.

12. People may use increased amounts to ensure a sense of well-being, to treat unrelated illnesses or health problems, or for non-medical purposes.



TRANSITION

100-Hour Program

Section 10: Families

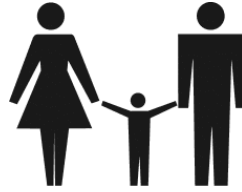
Objectives:

At the end of this section, the participants will be able to:

- Understand how families are systems
- Learn about domestic abuse/violence
- Know the basic child development stages
- Learn the effects on incarceration on children
- Learn about child support in Florida

Topics:

- Family Systems
- Functional & Dysfunctional Families
- Domestic Violence & Children
- Child Support



Every day in America:

- 4 children are killed by abuse or neglect
- 5 children or teens commit suicide
- 7 babies die before their first birthday
- 8 children or teens are killed by firearms
- 33 children or teens die from accidents
- 192 children are arrested for violent crimes
- 383 children are arrested for drug abuse
- 906 babies are born at low birth weight
- 1,153 babies are born to teen mothers
- 1,879 babies are born without health insurance
- 2,261 high school students drop out
- 2,383 children are confirmed as abused or neglected
- 2,411 babies are born into poverty
- 2,494 babies are born to mothers who are not high school graduates
- 4,017 babies are born to unmarried mothers
- 4,302 children are arrested
- 11,672 public school students are punished
- 17,132 public school students are suspended

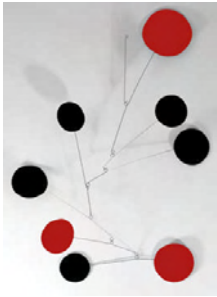
Families:

Your family is a system. At first this may be felt more than understood. No one family member exists apart from the larger family and as the family affects the member, the members also affect the family. This helps explain how children from one family can seem so different.

This first system-principle is that the whole family is greater than the members – the family will continue despite good or bad things happening to it.

The second system-principle is relationships; the connections between the members – the bond of blood (which is never undone) is deeper than friendship.

Family systems can be closed or open. In a closed system the relationships are fixed and rigid. Whether the subject is money, sex, children or lifestyle the pattern will always be the same – the response is always negative – the more one tries to change it, the more it stays the same. The rules that govern the system never change and they can be subtle and secret or clearly visible. One of the recognizable patterns of a dysfunctional family is the *no-talk* rule – no matter how serious the issue might be (abuse, addictions, etc.) it is never spoken of or addressed for change. If a family member does want to change and begins talking about the problems, they typically suffer some form of hostility from the rest of the family.



Perhaps you have seen an art-form called mobiles. Various shapes connected by thin wires create different designs as it moves. Mobiles are an excellent word-picture for family systems. If you touch one part of a mobile the whole assembly moves. Closed-family systems always return to the original design while open-family systems are always in gentle motion.

There is some dysfunction in all families but not all families are dysfunctional. Because families are made up of human beings there are always shortcomings and failings. Healthy families recognize this and can easily and openly forgive, learn and grow together.

In dysfunctional families the children never know what to expect. They have to “walk on eggshells” and have no time to tend to their own feelings, needs and wants. They must be hyper-vigilant. All children need someone they can depend on, to have their feelings affirmed, to be taken seriously and to be challenged.

What can you do if you think your family is part of your problem? How do you change the old, destructive unhealthy behaviors? A first step is to recognize unhealthy beliefs and behaviors. The following is a brief summary of the differences between functional and dysfunctional families:

<u>Functional / Healthy Family</u>	<u>Dysfunctional / Unhealthy Family</u>
<ul style="list-style-type: none"> ▪ Six Freedoms: power to perceive / to think & interpret / to emote / to choose / want & desire / be creative through imagination ▪ Unfolding Intimacy: in love / working out differences / compromise / intimacy plateau ▪ Negotiated Differences: there must be the desire to cooperate creating the willingness to fight fair ▪ Clear & Consistent Communication: demands awareness of self and the other as well as mutual respect for dignity ▪ Trusting: created by honesty / accurate emotional expression / thoughts & desires more important than agreement ▪ Individuality: differences are encouraged ▪ Open & Flexible: one can be spontaneous without fear of shame or judgment ▪ Needs Fulfilled: all of the members allowed to have their needs filled ▪ Accountability: willing to acknowledge individual problems as well as family problems and work to resolve those problems ▪ Open & Flexible Laws: rules are negotiable and allow for mistakes 	<ul style="list-style-type: none"> ▪ Denial: problems are denied and can never get solved (members denied Five Freedoms) ▪ Intimacy Vacuum: the root cause of family dysfunction ▪ Shame: acting more than or less than human ▪ Fixed/Rigid Roles: the system is more important than relationships ▪ Enmeshed Boundaries: caught up in each other's “stuff” (if Mom is scared, all feel scared) ▪ Needs Sacrificed: individual cannot get needs met (low grade anger/depression present) ▪ Conflicts: either open conflict or agreement to never disagree (issues never get resolved) ▪ Irrevocable Rules: rigid & unchanging (usually control, perfectionism, blame) ▪ Open Secrets: part of the vital lie keeping the family frozen (everyone knows what everyone pretends not to know) ▪ Non-changing System: everyone plays their role to control the distress ▪ Absolute/Grandiose Will: the major tragedy is that all members have their wills disabled ▪ Lack of Boundaries: members give up their identity to maintain the system

Co-dependence – The Most Common Family Illness:

In every dysfunctional family there is a basic pressure. Anyone who becomes controlling in the family to the point of being experienced as a threat by the other members initiates the dysfunction. Each member then adapts to this pressure in an attempt to control it and becomes co-dependent on the controlling member.

The adult child of a dysfunctional family learns to survive by developing certain patterns of behavior. These survival behaviors feel normal since they are the patterns one used every day of his/her early life to survive. As an adult they are not only unnecessary, they are unhealthy.

Survival behaviors are hard to give up. You learned to control people by becoming Caretakers, Stars, and Heroes & Heroines; by being a Lost Child; by being Perfect; by being the Problem; or the Rebel or the Scapegoat, by being Surrogate Spouses, by being your Parent's Parent, etc., anyone but yourself, you had to give up your identity. You survived by not being there.

Codependence is always a symptom of abandonment and this loss of an inner life results in addiction to outer reality.

Some Facts on Domestic Violence:

- Intimate partner violence is primarily a crime against women. In 2001, women accounted for 85% of the victims of domestic violence and men accounted for 15%.
- Women are much more likely than men to be killed by an intimate partner. In 2000, intimate partner homicides accounted for 33.5% of the murders of women and less than 4% of men.
- Women of all races are about equally vulnerable to violence by an intimate partner.
- Male violence against women does much more damage than female violence against men.
- 31% of American women report being physically or sexually abused by a husband or boyfriend at some point in their lives.
- The health-related costs of rape, physical assault, stalking and homicide by intimate partners exceed \$5.8 Billion (\$5,800,000,000) each year.
- 37% of women who sought treatment in emergency rooms for violence-related injuries were injured by a current or former spouse, boyfriend or girlfriend.
- 76% of women who reported they had been raped or physically assaulted since the age of 18 said a current or former husband, partner or date committed the assault.
- 21% of women reported being raped or physically assaulted during her lifetime.
- Rapes/sexual assaults committed by strangers are more likely to be reported to the police (41%) than assaults committed by "non-strangers" including intimate partners, other relatives or friends/acquaintances (24%).
- 78% of stalking victims are women. 80% of women who are stalked by former husbands are physically assaulted by that partner and 30% are sexually assaulted.

Domestic Violence & Children:

- Slightly more than 50% of female victims of intimate violence live in households with children under the age of 12. 3.3 to 10 million children are exposed to domestic violence annually.
- Children who are exposed to domestic violence are more likely to exhibit behavioral and physical health problems including depression, anxiety and violence toward peers.
- These children are more likely to attempt suicide, abuse alcohol & drugs, run away from home, engage in teenage prostitution and commit sexual assault crimes.
- Each year over 320,000 pregnant women in the U.S. are battered by the men in their lives.
- Complications of pregnancy for abused women are significantly higher and include low weight gain, anemia, infections, internal bleeding, depression, suicide attempts and nicotine, alcohol and illegal drug use.

Domestic Violence & Youth:

- 1 in 5 female high school students reported being physically or sexually abused by a dating partner.
- 40% of girls age 14-17 report knowing someone their age who has been hit or beaten by a boyfriend.
- 8% of high school age girls said “yes” when asked if “a boyfriend or date has ever forced sex against your will.”

Family Violence Prevention Fund Report

A Story:

A doctor decided to take his son on a fishing trip to Alaska for his 13th birthday. They traveled to a remote resort and the fishing was great. Part of the vacation was to fly into a wilderness area with a pilot and a guide and one morning the four of them flew to an even more remote area where the fishing was even better. In fact, the fishing was so good that they lost track of time and found themselves unable to leave because the tide had gone out and left the seaplane beached on some rocks. They had provisions and the pilot radioed the resort to say they were safe and would leave the following morning when the tide came in.

The next morning they did some more fishing and then boarded the plane. What no one knew however was that one of the pontoons was punctured by a rock and overnight slowly filled with water. The plane gained speed to take off but as it cleared the surface the weight shifted and the plane crashed into the icy-cold water. The pilot and guide were able to swim to safety, as was the boy’s father but the 13 year old started losing body heat and could not swim to shore.

The pilot and guide saw the father swim to his son but the tide began to carry them out to sea. It was the last they were ever seen.

There is little doubt that most of you reading this story would do the same thing. Even under different circumstances there is little doubt that you would give your life for a loved one, especially a son or daughter. There is something noble about dying for another person. There is no question that you would die for them. The real question is this: *If you would die for them will you live for them?*

Living for someone is difficult. It has few heroic moments and the reward may never be seen or experienced. That is why it is harder to do.

As you read or heard this true story what were your emotions?

Who in your life are you willing to die for?

How have you hurt them in the past?

How will you now live for them?

What does living for your loved ones look like to you?

How do you think it will look to your loved one(s)?

How would this new approach to your family make a difference in their life?

How would this new approach to your family make a difference in your life?

RELATIONSHIP QUIZ: AM I IN AN ABUSIVE RELATIONSHIP?

Instructions: Enter the number of points next to each question depending on the severity of each item:

Never = 0 points / Rarely = 1 point / Sometimes = 2 points / Frequently = 3 points

- My partner teases me in a hurtful way in private or in public
- My partner calls me names such as "stupid" or "bitch"
- My partner acts jealous of my friends, family, or co-workers
- My partner gets angry about clothes I wear or how I style my hair
- My partner checks up on me by calling, driving by, or getting someone else to
- My partner insists on knowing who I talk to on the phone
- My partner blames me for their problems or bad mood
- My partner gets angry easily, leaving me walking on eggshells
- My partner throws or destroys things when angry
- My partner hits walls, drives dangerously or does other things to scare me
- My partner drinks or uses drugs
- My partner insists that I drink or use drugs whenever they do
- My partner accuses me of being interested in someone else
- My partner reads my mail, goes thru my personal space/items (i.e., purse)
- My partner keeps me from getting a job or cost me my job
- My partner keeps money from me, keeps me in debt, or has "money secrets"
- My partner sold my car, made me give up my license, or won't repair my car
- My partner has threatened to hurt me
- My partner has threatened to hurt my children
- My partner has actually hurt my children
- My partner has threatened to hurt my pets
- My partner has actually hurt my pets
- My partner has threatened to hurt my friends or family
- My partner has hurt a friend or family member
- My partner has threatened to commit suicide if I leave
- My partner has struck me with hands or feet - slapped, punched or kicked
- My partner has struck me with an object or threatened me with a weapon

- My partner has given me visible injuries - bruises, welts, cuts
- I have had to administer first aid to myself due to injuries from my partner
- My injuries have been serious enough to seek treatment - doctor, hospital, clinic, paramedic
- My partner forces me to have sex when I don't want to
- My partner forces me to have sex in ways that I don't want to
- My partner has been in trouble with the police
- My partner acts one way in front of others, and another way when we are alone
- My partner is secretive or lies about past relationships
- I feel isolated and alone and have no one I can really talk to
- I have lost friends because of my partner/partner's actions
- I no longer see some of my family because of my partner
- I have thought about calling the police because of an incident of violence
- I have actually called the police on one or more occasions
- I am afraid to call the police because of threats from my partner

Total Points: _____

Scoring:

0-17: Generally Non-abusive:

These are likely to be the sorts of strains that are not unusual in relationships. Do NOT, however, make the mistake of brushing off any incident of violence or threat of violence, no matter how isolated!

18-58: Moderately Abusive:

This is a home experiencing some violence at least once in a while. It may be that this is a relationship where violence is just beginning. In a new relationship there is good reason to expect it will eventually escalate into more serious forms and may occur more frequently.

59-95: Seriously Abusive:

Scores in this range indicate a seriously abusive relationship that can, under outside pressure, or with the sudden strain of a family emergency, move into the dangerously severe range. Serious injury is quite probable if it has not already occurred. Please consider finding counseling, getting help, even leaving.

96 and up: Dangerously Abusive:

If you scored in the top range, you need to consider even more seriously the option of leaving, at least temporarily, while you consider your next move. The violence will not take care of itself or miraculously disappear. Over time the chances are very good that your life and/or the lives of your children will be in danger.

Control Log

1. ACTIONS: Briefly recall and describe a situation and the actions you used to control your partner (statements, gestures, tone of voice, physical contact, facial expressions, etc.)

2. INTENTS: What did you want to happen in this situation?

3. BELIEFS: What beliefs do you have that support your actions and intents?

4. FEELINGS: What feelings were you having at the time?

5. MINIMIZATION, DENIAL & BLAME: In what ways did you minimize or deny your actions or blame her/him?

6. EFFECTS: What was the impact of your action(s)?

- A. On you _____
- B. On your spouse/partner _____
- C. On others _____

7. PAST VIOLENCE: How did your past violence affect this situation?

8. NON-CONTROLLING BEHAVIOR: What could you have done differently?

Child Development:*Some Basic Childhood Developmental Stages:*

You are not expected to be a child development expert but you need to be aware of typical child development. When observing a child's development, keep in mind these key points:

- There is a wide range of typical behavior. At any particular age 25% of children will not exhibit the behavior or skill, 50% will show it, and 25% will already have mastered it.
- Some behaviors may be typical—in the sense of predictable—responses to trauma, including the trauma of separation as well as abuse and neglect.
- Prenatal and postnatal influences may alter development (alcohol/drug use, nutrition, smoking).

Age: Birth - 6 Months**Cognitive**

- Looks at shapes, such as faces
- Connects people with events—mother & bottle
- Tells family member from others
- Repeats actions that cause toys to move or make noises

Language

- Babbles & coos
- Cries when something is wrong
- Makes sounds to get attention
- Responds to sounds by making gestures

Physical

- Explores by looking, grasping
- Sucks
- Follows objects with eyes
- Brings fists together
- Begins to roll over
- Reaches with both hands
- Pulls to sitting position

Social/Emotional

- Smiles at faces & voices
- Smiles or babbles when held, rocked, or played with
- Shows discomfort by crying or tensing body
- Laughs & makes noises to show pleasure
- Different cries to show different needs

Age: 6 Months - 1 Year**Cognitive**

- Repetitive actions
- Uncovers hidden toys
- Shakes or moves objects to make noise
- Explores nearby areas more carefully
- Tries to name familiar people
- Looks at pictures in a book

Language

- Says dada / mama
- Babbles to self and familiar people
- Copies mouth and lip movements
- Imitates sounds and gestures
- Combines words and gestures; e.g., —bye-bye
- Imitates sounds things make
- Stops doing things when told —no

Physical

- Sits without support
- Crawls—pulls to standing
- Feeds self with fingers & messily with a spoon
- Begins to stand alone—holding onto furniture
- Opens drawers and cupboards
- Picks up toys with thumb and first finger

Social/Emotional

- Reaches out, pats reflection in a mirror
- Pulls away from things not wanted
- Participates in games like peek-a-boo
- Begins to imitate and play with adults
- Responds to name
- May cling to familiar person if a stranger is present
- Shows hurt feeling when scolded

Age: 1 - 2 Years**Cognitive**

- Understands simple instructions
- Connects the order of events, such as food, wash, nap
- Begins to name things
- Finds new ways to get things done
- Recognizes self in a mirror
- Recognizes body parts on a doll
- Fills a box or can with objects

Language

- Uses dada & mama correctly
- Puts simple words together
- Uses one word to indicate needs
- Imitates words
- Follows simple instructions
- Asks simple questions

Physical

- Throws a ball
- Walks up & down stairs with help
- Pulls clothes off
- Uses a spoon, drinks from a cup
- Walks & runs without falling
- Climbs on & sits in a chair
- Carries, pushes, pulls a large toy
- Turns pages in a book
- Tells when they are wet, soiled & need to use the restroom

Social/Emotional

- Watches children play, plays with other, may not share well
- Shows a sense of humor
- Shows a preference for a toy
- Demonstrates anger by crying or fighting
- Shows affection
- Shows more independence in activities & self care, decision making
- May slap, bite, or hit & refuse to do what they are asked

Age: 2 - 3 Years**Cognitive**

- Takes simple objects apart & puts them together
- Develops longer memory span
- Matches colors, sizes & shapes
- Makes simple choices
- Knows what some objects are used for
- Begins to understand numbers

Language

- Uses 3-word sentences
- Using words to show feelings & thoughts
- Uses more expressive language
- Listens to memorize simple rhymes
- Uses me, I, & you

Physical

- Jumps
- Walks up & down stairs—alternating feet
- Kicks a large ball
- Makes simple lines with crayons
- Puts on & takes off clothes
- Unzips clothes
- Washes, dries hands, combs/brushes hair
- Stays dry at night

Social/Emotional

- Becomes frustrated easily
- Protects & cares for belongings
- Imitates adult activities
- Expresses pride in accomplishments
- Shows a sense of humor & enjoys surprises

Age: 3 Years**Cognitive**

- Puts together a 5–10 piece puzzle
- Draws figures with head & hands
- Counts to 5 & can count 3 objects
- Shows greater awareness of time
- Sees likeness & differences
- Understands words of place

Language

- Speaks in longer sentences
- Uses language to describe objects, events, & things
- Asks & answers questions
- Uses language in imaginative play
- Listens to longer stories

Physical

- Walks downstairs without help
- Jumps from a bottom step
- Does forward somersaults
- Paints with a brush
- Unbuttons, zips, laces shoes, dress & undresses with help
- Brushes teeth—with help
- Expresses need to use the toilet

Social/Emotional

- Takes turns & shares
- Plays with a group of children
- Chooses a special friend
- Expresses anger verbally
- Selects activities independently

Age: 4 Years**Cognitive**

- Draws a person with detailed features
- Matches letters to letters in a name
- Names colors, shapes & textures
- Brushes teeth, uses the toilet

Language

- Acts out & tells stories
- Shows pleasure playing with word sounds & meaning
- Gives longer answers to questions
- Uses past tense

Physical

- Bounces a ball
- Walks backwards
- Jumps over low ropes
- Shows great eye-hand coordination
- Buttons, laces, dresses, & undresses

Social/Emotional

- Makes demands for attention, shows off, expects praise
- Easily encouraged or discouraged
- Enjoys leadership roles. Can appear bossy
- Experiments & solves problems
- Apologizes easily

Age: 5 Years**Cognitive**

- Shows definite purpose in using objects
- Counts to 20
- Prints #'s 1-5
- Compares objects by size and weights
- Names shapes & days of the week

Language

- Repeats songs & nursery rhymes
- Recalls events in order
- Follows 3-step instructions
- Says their full name and address
- Uses future tense
- Pronounces words clearly & uses them in sentences
- Uses more words to express needs, fears, feelings, and ideas

Physical

- Skips, jumps, marches, gallops & hops
- Bounces & catches a ball
- Rides a tricycles
- Can balance on one foot
- Completes puzzles with 20–30 pieces
- Draw human figure with features
- Tries to tie shoes

Social/Emotional

- Enjoys playing with other children or may prefer to play alone
- Likes to run errands
- Take responsibility for own actions
- Rarely quarrels
- Respects others belongings
- Follows a leader and enjoys being the leader

Age: 6 Years to Puberty**Cognitive**

- Capable of organized learning, understands concepts of time, distance, money, past & future
- Begins to shift & sort information into categories
- Develops interest in historic events, foreign lands, & different cultures
- Refines readiness skills in reading, numbers, & writing
- Understands charts, graphs, & diagrams, especially when making objects
- Improves their reasoning & problem solving skills
- Develops an interest in learning special skills like music, art or sports

Language Development

- Uses more & more words to talk about people, things, or feelings
- Criticizes & complains in very clear terms
- Makes puns & comical comments with words and phrases
- Can be verbally aggressive when interacting with others
- Are fascinated by rhymes, anagrams, codes, & foreign words

Physical Development

- Loses their baby roundness, are long legged & gain weight
- Writes more clearly & tries more detailed work
- Develops a coordinated sense of balance
- Practices personal hygiene independently
- Performs simple household tasks
- Develops a sense of rhythm

Social/Emotional

- Spends increasing amounts of time with others of their own age and gender
- Forms clubs around friendships & neighborhood alliances
- Shares secrets, handshakes, rituals with friends
- Develops competitive feelings & the need to be strong
- Strives to succeed in school work & develops careful, consistent work habits
- Develops an active imagination & interest in creative play
- Develops a strong sense of fair play
- Enjoys independent activities, such as reading or watching television
- Learns to control their emotions & tries to hide their needs and fears from adults

Additional Tips on How Children Grow & Develop

1. No two children are alike. Each one is different. Each child is a growing, changing person.
2. Children are not small adults. They do not think, feel, or react as grown-up people do.
3. Children cannot be made to grow. On the other hand, they cannot be stopped from growing.
4. Even though children will grow in some way no matter what care is provided for them, *they cannot reach their best growth possibilities unless they receive care and attention appropriate for their stage of development from a consistent figure in their life.*
5. Most children roughly follow a similar sequence of growth and development. For example, children scribble before they draw.
6. During the formative years, the better children are at mastering the tasks of one stage of growth, the more prepared they will be for managing the tasks of the next stage.
7. Growth is continuous, but it is not always steady and does not always move smoothly forward. You can expect children to slip back or regress occasionally.
8. Behavior is influenced by needs.
9. Children need to feel that they are loved, that they belong and that they are wanted. They also need the self-confidence that comes from learning new things.
10. It is important that experiences that are offered to children fit their maturity level. If children are pushed ahead too soon, and if too much is expected of them before they are ready, failure may discourage them. On the other hand, children's growth may be impeded if parents or caregivers do not recognize when they are ready for more complex or challenging activities.

Source: Resources for Child Caring, Inc., Minnesota Child Care Training Project, Minnesota Department of Human Services.



The Effects of Incarceration on Children:

What We Do Know About Children with Parents in Prison

“When my mother was sentenced, I felt that I was sentenced. She was sentenced to prison - to be away from her kids and family. I was sentenced as a child, to be without my mother.”

- In 2007 more than 1.7 million children had a parent in prison or jail.
- Nearly 10 million children have a parent who is or has been under some form of criminal justice supervision.
- In 2007, one in 43 (2.3%) American children had a parent incarcerated in a state or federal prison.
- One in 15 black children and 1 in 42 Latino children has a parent in prison, compared to 1 in 111 white children.
- Approximately half of children with incarcerated parents are under ten years old.
- 2% of incarcerated fathers and 8-10% of mothers have children in foster care (*data does not include at least some persons in prison with children in foster care who are in kinship placements*).
- Information from one study on children in foster care with parents in prison provides the following data:
 - ✓ 25% of children live with their fathers when a mother goes to prison
 - ✓ 90% of children remain with their mothers when the father is incarcerated
 - ✓ 50% of children with an incarcerated mother live with their grandmothers
 - ✓ In the child welfare system, 1 in 10 children in in-home settings is living with someone who is on probation.
 - ✓ 1 in 5 children with incarcerated parents had clinically significant internalizing problems (e.g., anxiousness, depression, withdrawal)
 - ✓ 1 in 3 had attention problems, aggression, or other disruptive behaviors.
- About 15-20% of children entering the child welfare system have incarcerated parents.
- About 1 in every 5 African-American children who come to the attention of child welfare agencies have a recently arrested parent compared to only 1 in 10 White children and only 1 in 20 Hispanic children.

The Impact:

- Children of incarcerated parents mourn the loss of their parent.
- Witnessing the arrest of a parent intensifies the child’s loss, sense of helplessness and creates additional trauma.
- Many children of incarcerated parents exhibit symptoms of Post Traumatic Stress Disorder.
- Social stigma causes families to avoid discussing the absence of a parent. Being kept in the dark can influence children emotionally and psychologically and impact the restoration of parent-child relations when the parent in prison is released.
- Literature suggests that parental incarceration can have profound consequences for children including: feelings of shame, grief, guilt, abandonment, and anger; social stigma; disconnection from parent; poor school performance; impaired ability to cope with future stress and trauma; potential addiction; and negative perceptions of police and other authority figures.
- Children with parents in prison need support and there are very few programs and social services specifically designed to serve their complicated and layered needs.

Why We Do Not Know More

- Studies on children of people in prison have focused primarily on those who intersect with child protective services and constitute only a fraction of all children with incarcerated parents.
- Data on children living with other parents, relatives, and casual caregivers are inconsistent and inconclusive.
- Similarly there are no inter-agency efforts to assess the impact that law enforcement and criminal justices policies have on children and families of people in prison.
- At the time of arrest, conviction and imprisonment, parents are often fearful of giving information about their children and families. Therefore, information that is gathered is usually extremely inaccurate.

Parents in Prison:

- In 2007 there were 809,000 parents in prison, an increase of 79% from 1991.
- 75% of women and 65% of men in prison are parents.
- Incarcerated parents lose their parental rights at a disproportionate rate.
- 72% of incarcerated mothers with children under age 18 lived with those children before entering prison.
- 54% of mothers and 57% of fathers in state prisons reported never receiving a visit from their children.

Caregivers:

- Caregivers of children with parents in prison bear numerous burdens, including stigma and shame associated with having a family member in prison, increased financial strain, physical and emotional stress, and lack of external resources.
- Public assistance programs, including Temporary Assistance for Needy Families (TANF) were not designed with relative caregivers in mind. Grandparents especially are reluctant to seek support for fear of losing the children to the child welfare system.
- Caregivers struggle with multiple challenges in fostering continued relationships between children and their parents in prison.
- Most prisons are not accessible by any form of public transportation, restricting child-parent visits. In some cases this means children will never visit their parents.
- The cost of calling from prison to family outside may be an economic burden caregivers cannot manage.
- Caregivers of children with incarcerated parents are often forced to renegotiate family responsibilities and assume new roles.
- Approximately 70% of children whose mothers are in prison live with grandparents and other relatives.
- 62% of parents in state prisons and 84% of parents in federal prisons are held over 100 miles away from their residence. 43% of parents in federal prisons are held over 500 miles away from their last residence.

Who Is In Prison

- In 2007, 2.3 million people were held in Federal or State prisons; 200,000 women and more than 2.2 million men.
- African Americans constitute 900,000 of the total prison and jail population today.
- From 1995 to 2005, the number of women in prison nationwide increased by 57%.
- There are now more than 7 million Americans incarcerated or on probation or parole, an increase of more than 280% since 1980.
- Roughly two-thirds of women in prison are women of color, representing the fastest growing prison population.

- 93% of people in prison are male, 7% female.
- 25% of people in prison in state and local jails have mental illness.
- In 2002, 76% of people in state prisons were convicted of non-violent crimes, including 31% for drug offenses, and 29% for property offenses.
- Blacks make up 12.3 % of US population and 43.9% of the state and federal prison population. Latinos constitute 12.6% of the country's population, but make up 18.3% of the prison population. Whites are 69% of the general population with 34.7% of those incarcerated.
- One in every 3 Black males born today can expect to go to prison in his lifetime.

National Resource Center on Children & Families of the Incarcerated (NRCCFI)

Some Important Family Re-Entry Questions:

- **What have I done to damage any relationships with my family and children?**

- **What must I do to repair my family relationships?**

- **Can I sacrifice my lifestyle for the wellness of my family?**

- **What do I have to give up to be a good father/mother or husband/wife?**

- **What kind of guidance do my children need from me?**

- **Does my son or daughter deserve a spot in “the system?”**

- **How much of my old lifestyle will I give up?**

- **How much of my old lifestyle am I not willing to give up?**

- **Can I give them up?**

- **Am I aware of the connection between the old and the new?**

- **How long will it take to accomplish the goals I have set?**

- **What and who needs to be sacrificed?**

- **Where is my loyalty?**

- **Can I learn to stay home and / or relax?**

COMMITMENT TO CHANGE IS THE MOTIVATOR – EVERYTHING GOOD COMES FROM THAT.

Parenting:

Remembering Your Past

“We should not look back unless it is to derive useful lessons from past errors.”

George Washington (1732-1799)

What influence did your Father have on you?

What influence did your Mother have on you?

What influence did your caregiver have on you?

What fond memories do you have from childhood?

What bad memories do you have from childhood?

What did you learn about relationships by observing your Mother and Father?

What kind of parent are you?

Are you open to listening to your children's point of view?

Can you negotiate and compromise with your children?

Do/Did you expect your children to follow rules?

Would you tell your children how you feel?

Do/Did you spend quality time with your children?

Would you be clearly seen as a friend to your children?

Do/Did your children come to you and talk openly?

Child Support in Florida:

About the Child Support Enforcement Program

The Florida Department of Revenue (DOR) has administered the Child Support Enforcement Program since 1994. Department staff provide child support services in all but two Florida counties. The State Attorney's Office provides services in Miami-Dade County. The Manatee County Clerk of Court provides services in Manatee County.

The services provided include:

- Proving paternity
- Getting child support orders
- Enforcing child support orders
- Changing child support orders

DOR does not enforce visitation or custody. DOR services are available even if a parent lives in another state or country.

Facts:

- DOR provides child support services to about a million children.
- DOR collects over a billion dollars in child support last year.

If you have questions or concerns about your child support case and private child support collection agencies, you can call us at **1-800-622-KIDS (5437)**.

Paternity is Fatherhood

Every child deserves to have a legal father. When you establish paternity, you identify the legal father of the child. Paternity gives rights and benefits to the mother, the father and the child.

Some of the rights and benefits for the child are:

- Information on family medical history
- The child knows who their father is
- The father's name is on the birth certificate
- Health or life insurance from either parent, if available
- Support from both parents, like child support and medical support
- Social Security or veteran's benefits, military allowances and inheritances

Paternity gives both parents the legal right to:

- Get a child support order
- Get a court order for visitation or custody
- Have a say in legal decisions about the child

How Do I Establish Paternity for My Child?

In Florida, there are 5 ways to establish paternity:

1. Marriage: The parents are married to each other when the child is born
2. Acknowledgement of Paternity: The unmarried couple signs a legal document in the hospital when the child is born, or later
3. Administrative Order Based on Genetic Testing: Paternity is ordered if a genetic test proves fatherhood
4. Court Order: A judge orders paternity in court
5. Legitimation: The mother and natural father get married to each other after the child is born and update the birth record through the Florida Office of Vital Statistics

Genetic Testing

A genetic test is a scientific test used to prove if a man is the child's father. Sometimes it is also called a DNA test. DOR does not use needles or need blood to do the test. It works this way:

- The man believed to be the father, the mother, and the child are scheduled for a genetic test appointment.
- Everyone must show up for their appointment and bring picture identification.
- At the appointment, the lab worker takes a picture of the person being tested, gets a fingerprint, and reviews and photocopies the picture identifications. We are careful to check identification so that we are sure the test is being done on the correct person or persons.
- The lab worker wipes the inside of the cheek of each person with a small swab, similar to a large q-tip, to get a sample of cells the lab will use for the genetic test.
- The lab worker seals and ships the cell samples and identification to the genetic testing laboratory.
- The laboratory compares the cells of the mother, the man believed to be the father, and the child to get a test result.
- The laboratory sends the test results to us, and we send copies to the mother and the man believed to be the father.

Genetic test results are reliable and proof that the man who took the test is or is not the father of the child. We use laboratories certified in genetic testing. We do not accept genetic test results for any other laboratories. Once the genetic test results are received from the laboratory doing the testing, you will receive the results in the mail. We are NOT AUTHORIZED to reveal any testing results (positive or negative) to anyone over the phone.

Genetic testing is always a part of the Administrative Order method. Sometimes a judge will order genetic testing in court. Regardless of the method, if the mother or the possible father has any doubt about who the real father is, we recommend a genetic test.

Modification of Child Support Orders

NOTE: You must be a client of DOR to apply for modification. If you are not, you must complete the application for Child Support Enforcement services.

Both the noncustodial parent and custodial parent have the right to request a review of the support order for possible upward or downward modification. If determined appropriate, Child Support Enforcement (CSE) can initiate action to increase or decrease the support order based on Florida Child Support Guidelines.

A Florida court order for child support may be modified if it has been at least 3 years since the existing support amount was ordered or since the case was last reviewed for a modification. To petition the court for modification when the previous order was entered three or more years ago, the difference between the current support amount and the proposed amount, using current information and statutory guidelines, must be at least 10% or \$25 per month (whichever amount is greater).

If it has been less than 3 years since the last review, a Florida support order may still be modified if there has been a significant change in circumstances. To petition the court for modification when the previous order was entered less than three years ago, the difference between the current support amount and the proposed amount, using current information and statutory guidelines, must be at least 15% or \$50 per month (whichever amount is greater). For interstate cases, modification will require coordination with another state's child support agency. If the order was not issued in Florida and CSE requests another state to review the order for possible modification, the modification will be based upon that state's laws and policies.

If you wish to apply for modification of an existing support order, you can call **1-800-622-KIDS (5437)** or write/stop by your local child support office for an application or fill out the online modification request, print it and mail it to your local child support office.

Child Support Enforcement Customer Service

Florida's Child Support Enforcement Customer Service can be contacted toll free at 1-800-622-KIDS (5437) from 7:00AM to 7:00PM EST, Monday thru Friday. To obtain information about payments and collections, the Department's Automatic Payment Line, 1-800-226-6777, is available 24 hours a day, 7 days a week, and the State Disbursement Unit's toll free phone line at 1-877-769-0251 is available during business hours.

The State Program Office mailing address is: The Florida Department of Revenue, Child Support Enforcement, P.O. Box 8030, Tallahassee, FL 32314-8030.

Child Support Enforcement of Child Support Orders:

A child support order tells the parents what they must do to support their children. Enforcing child support orders means getting the parent to do what the order says.

Some of the ways DOR gets parents to pay are:

- Notify the parents when they miss payments
- Suspend Florida driver licenses
- Take IRS tax refunds
- Take tax refunds to pay past due support
- Take Florida Lottery winnings if over \$600
- Take support payments from unemployment and worker's compensation
- Tell employers to take payments from paychecks
- Place liens on the parent's car, boat, or other property
- Report past due support to credit agencies
- Place a hold and take money from bank accounts
- Take the case to court because the parent did not do what the order says
- Work with the court to issue a writ, also known as an arrest warrant.

Paying Child Support:

Paying support, receiving support, and getting information on the status of your support payments is easy. You can:

- Pay online or by mail
- Get your payments by direct deposit or debit card
- Get payment information online or by phone

Pay online by credit card or electronic check at either one of these sites:

www.MyFloridaCounty.com www.ExpertPay.com

Pay by Mail:

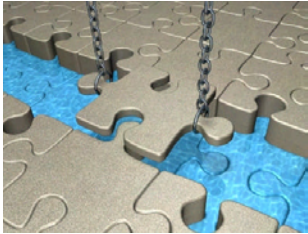
Mail payments to the Florida State Disbursement Unit at:
State Disbursement Unit / P.O. Box 8500 / Tallahassee, Florida 32314-8500

On your payment, make sure that:

Your name is clear

You include the name of the person you are paying support to

You include the court case number, if you know it



Now What?

Equipped with facts and knowledge about the importance of family relationships and the damage and dangers of domestic abuse; how do you begin to rebuild, restore, renew, recover or heal relationship wounds?

If you have ever flown in a commercial airplane you know that one of the important safety instructions given is in the event of air pressure loss oxygen masks will be released over your seat. Part of the instructions is to put your mask on first before helping children. If you are not safe first you cannot take care of others.

Getting help for you is the first priority. It can't be done alone; you need a support system and have to pick your team. You are out of your element and alone; your value system is shocked and confused. Your Incarceration has taken away everything and everybody. There is grief, loss and pain that *must* be dealt with. You have fears and doubts and can be overwhelmed by the change process and you should be asking yourself, "Can I do this?" You *must* understand what you have done to others; not only what has been done to you.

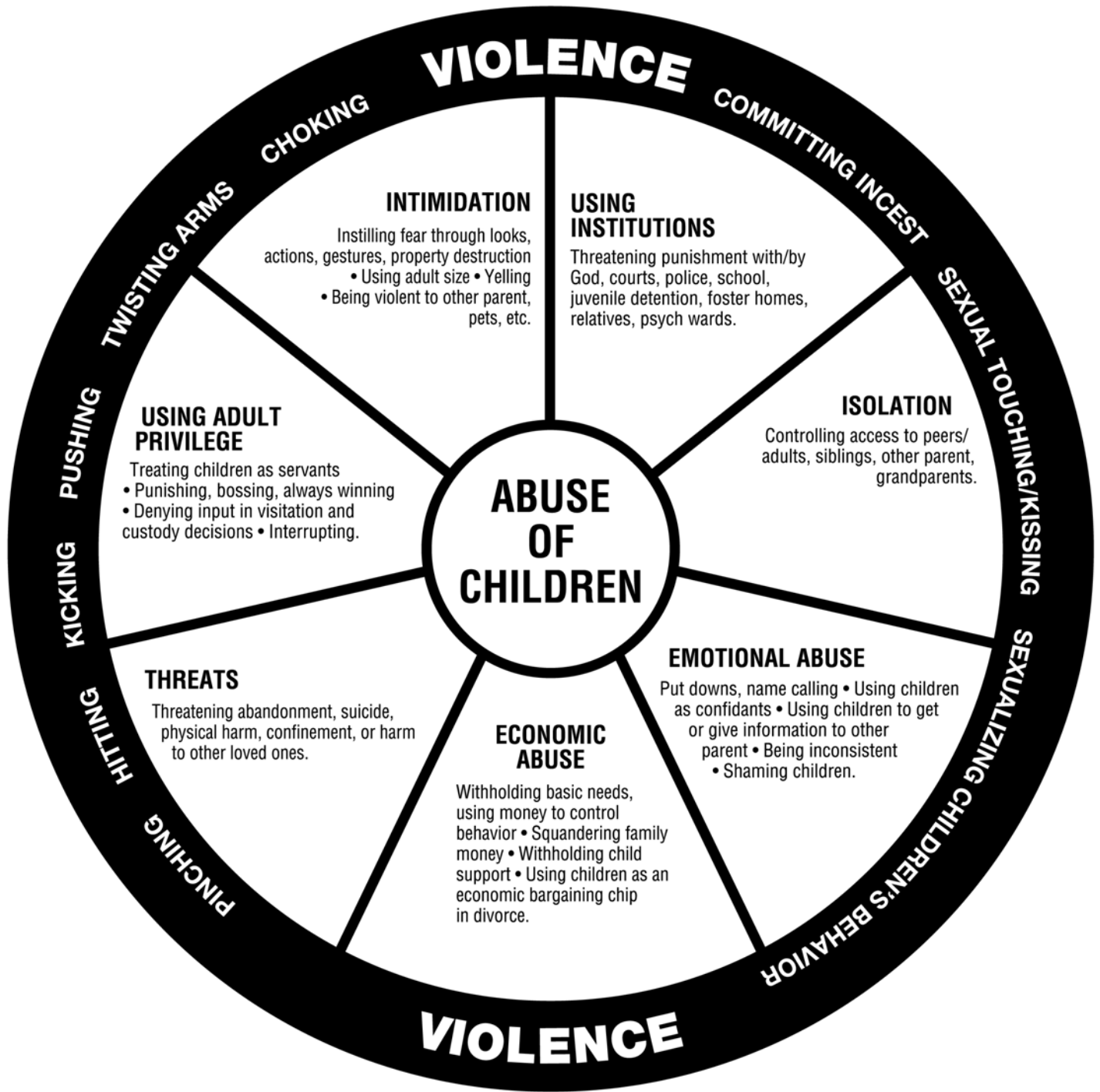
Being a loving and caring parent is linked to being a caring and loving person.

Building Self-worth:

- Get in touch with the good and bad messages you send yourself
- Every time a bad message runs in your head, replace it with a good message– Praise your self for being and doing good everyday
- Praise your child for being – "I love you son, you are very special to me"
- Praise your child for behavior – "You did a great job cleaning your room"
- A great way to build self-worth is to be there for others

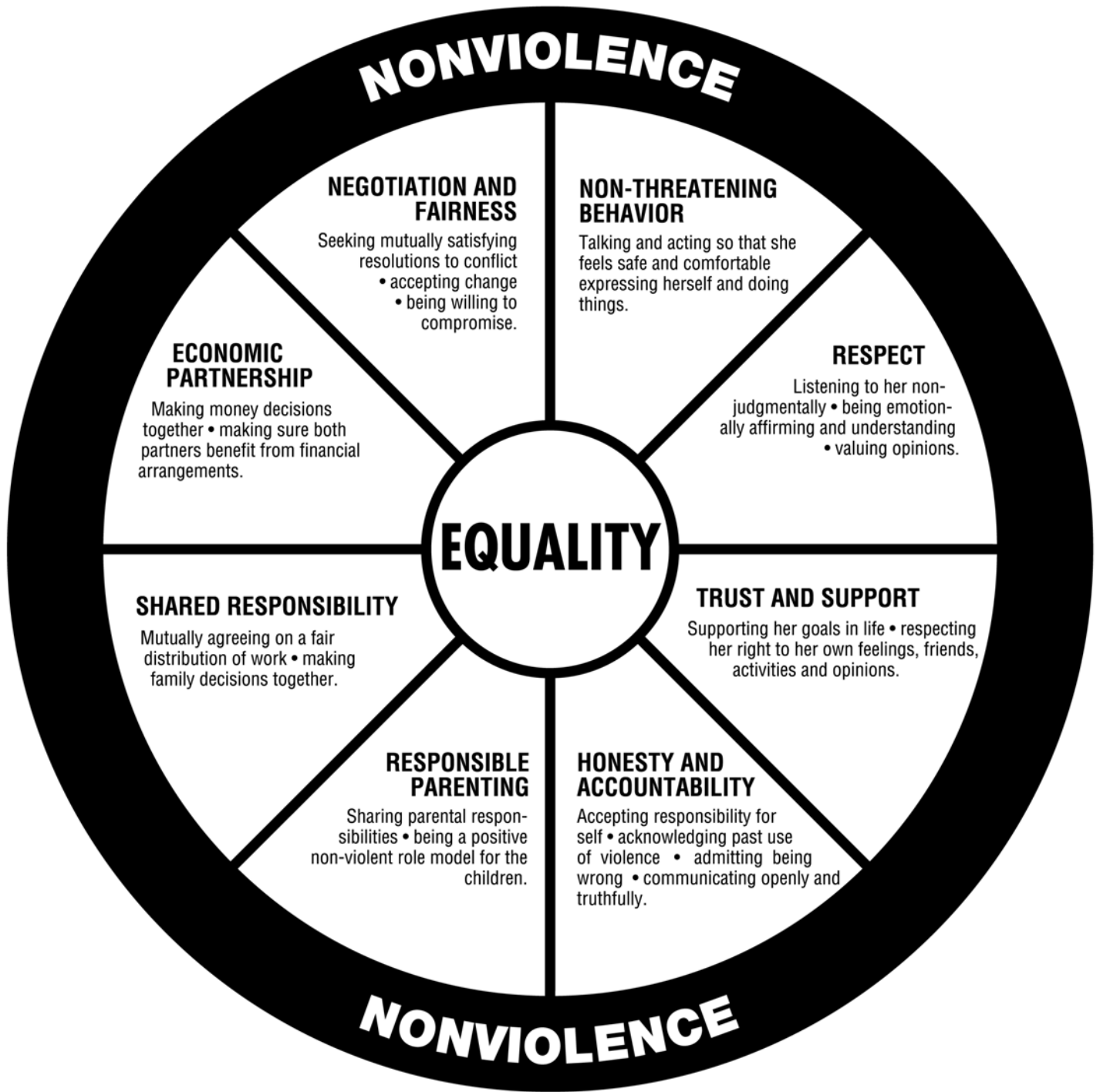
Create a Parenting Plan:

- Your plan needs to have *what* you are going to do and *how* you are going to do it
- Become an expert on your children
- Be a coach and a cheerleader
- Help your children take care of their physical health
- Promote emotional & spiritual growth



DOMESTIC ABUSE INTERVENTION PROJECT

202 East Superior Street
Duluth, Minnesota 55802
218-722-2781
www.duluth-model.org



DOMESTIC ABUSE INTERVENTION PROJECT

202 East Superior Street
 Duluth, Minnesota 55802
 218-722-2781
www.duluth-model.org



TRANSITION

100-Hour Program

Section 11: Employment

Objectives:

At the end of this section, the participants will be able to:

- Understand the importance of work
- Learn how to find work, apply for jobs & interview
- Learn about networking
- Understand basic resumes & who needs them
- Understand the importance of ethics
- Work through real-life work scenarios

Topics:

- Working
- Finding the Right Job
- Job Applications / Resumes
- Networking
- Keeping a Job
- Federal Bonding Program



“Your opportunity is in providing a solution to someone’s problem.”

Why Work?

Well you have made it, the end of your incarceration is just around the corner and you are faced with the prospect of having to go to *work*. Put yourself into an employer’s shoes by asking yourself this question: “Why should I hire you?” Put another way ask yourself, “Would you hire you?”

Why does someone hire anyone? There is no such thing as an “employer.” There is no one who pays money just for you to show up at work. The quote at the top of this page sums up the situation and you are no different. You will be hired because you have what that company needs to solve someone’s problem. If you have the skills or the ability to learn you are an asset. You are worth more than you cost. You may have heard the expression, “it’s not personal, it’s business.” Well, it is!

Employ means to provide work and pay for. An employer has a problem so he hires someone to take care of that problem; the bigger the problem-solver, the higher the wages.

Remember you will never start at the top, you have to work your way to the top and that often means starting at a lower or even an entry position. (Remember consequences?)

What are some reasons people work?

What do these words mean to you?

Motivation:

Determination:

Self-knowledge:

Three questions that can help you or hurt you when looking for work:**1. How *interested* are you in finding work?**

2. How much do you *really* want to work?

3. What are *your* interests, abilities and values?

Place in order of importance your reasons for working:

(1=Most important – 12=Least important)

_____ To be creative	_____ Self-esteem	_____ Caring for others
_____ Security	_____ Food	_____ Stay out of trouble
_____ Independence	_____ To save money	_____ Peace of mind
_____ To have basic needs	_____ To have luxury items	_____ Other

Looking for a job is a job in itself and it takes planning, preparing, confidence and effort. The hardest work you may ever do is looking for work, especially with your felony record but it is possible. In truth, many of you had jobs before you came to prison and the issue isn't only finding a job but keeping one.

Getting the Right Job

What would you like to do for the rest of your life? What would it take to get that job, training, higher education, maybe a little less procrastination on your part?

How you define work may depend of how your work meets your needs and wants. Some needs are basic: food, shelter, clothing, transportation. Others needs are desires. At this stage of your life you need to "turn your wanters off" and get realistic; keep first things first and basic needs come first.

One of the steps to think about and plan before you enter the job market is what you bring with you wherever you go – your character. And character begins with truth. The truth of what you have done and what you have learned through your incarceration. There is an expression you may have heard, "The truth shall set you free, but first it will make you damn mad!"

Truth comes from the same word as trust and you earn trust not by your words but by your actions. Truthfulness forms a basis for life. If you continue to choose based on what is easy, well, look where it has brought you so far.

You may believe that if you don't tell the truth and get a job you can make a good impression before the truth is found out. It's a gamble. But when the lie gets out you will have the reputation as a person who can't be trusted, otherwise known as a liar! As discussed before it always comes down to choice.

If you have "hustled" your whole life you may not know what you want to do or are good at. Contact a local One Stop Center or other employment agency and ask for a skills assessment.

This is a series of questions you answer that can help determine your strengths, weaknesses and interests. The results may surprise you.

Finding and Applying for Jobs

Where do you start? Let's start with a list of your skills; I heard that thought that may have gone through your mind, "I don't have any." Yes you do. What did you do prior to coming to prison? What do you like to do? What is your ideal job? Start there; what is your *dream* job? Be realistic, not that sit-behind-a-desk-and-make-money-for-doing-nothing; but a real JOB!

Skills

What are skills? They are defined as the ability to use arms, hands or body to perform a task, craft or science. Make a list of your skills. Use any experience you have at any work you have done. What did you do prior to your incarceration? What have you done since you have been in prison?

Let's equate some jobs inside to work after you are released:

INSIDE/OUTSIDE GROUNDS	=	LANDSCAPE MAINTENANCE
FOOD SERVICE	=	RESTAURANT / CATERING / BANQUETS / CONVENTIONS
HOUSEMAN	=	JANITORIAL / MAINTENANCE SERVICES
LAUNDRY	=	HOTEL / HOSPITAL / COMMERCIAL LAUNDRY
ORDERLY	=	CLERICAL / ADMINISTRATIVE

OTHERS:	=	_____

These may not be the glamour jobs but it is a place to begin working to a better future. These are jobs people go to every day and make money doing.

Necessary Items

Before you start there are some things you *must* have. You will need a State Drivers License or photo I.D. If you are missing one of these make it a priority to get them. You will not start any job without these items.

Another good item to carry along is a Job Tool Kit which can be anything from a Two Pocket Folder to a Brief Case. This kit will contain the materials you need to accomplish your job search. Here is a list of items to include in this kit. These are only examples as you go. You can always add item to it.

1. A list of past work history including dates of employment
2. Copies of your resume or work history
3. A list of professional and personal references
4. Social Security Card
5. Drivers License / Photo I.D.
6. Any diplomas (High School, College, etc.) and certificates
7. Veterans, a copy of your DD-214
8. Letters of recommendation

Where to Start

The first thing that you need is the will to start. If you can not get out of the bed in the morning you are already a day late and a dollar short! You must be motivated and that means "making a

job of getting a job.” The first job you look for after release is probably going to be the hardest job you have ever looked for.

One of the best places to start looking for work is your local One Stop Center. To find it go to www.floridajobs.org. This leads you to State of Florida Agency for Workforce Innovation. You will find a list of service centers for each county in the state and you can also find job listings. On-line there are many other websites that can assist your job searching to include www.employflorida.com and www.workforceflorida.com.

Networking is the best way to find work! Why? People know people. When you are referred through networking it is an automatic reference; someone is vouching for you already. How do you network? By telling everyone you know that you are looking for work. Be specific with your information. If you are looking for a painting job that’s what you tell people, not just “work.” Think about networking as a game, as a sport, as a personal challenge. Below are some strategies for success.

Have some small printed pieces of paper with your name, contact information, what you can do and what you are looking for. Why? Because people know people and the more people carrying around your small advertisements the better chances you have of reaching your goal.

So how do you apply for jobs that aren’t advertised anywhere? You meet people who might have insight into your job search. You talk to people who know people who could help you out. You cold-call people you’ve read about in the newspaper. You write cordial letters to prominent community leaders. You cultivate an arsenal of contacts. In short, you network.

1. Brainstorm for Contacts

Think of everyone who could possibly serve as a contact. Don’t limit yourself to people who could clearly help you out - friendly, accessible people in unrelated fields often have contacts they would be happy to share with you. Also, people who have contact with a diverse crowd through either work or volunteer activities can be extremely helpful.

To get started with your list, here are some suggestions:

Family friends	Relatives
Neighbors	Your hair cutter
Former co-workers	Former employers
Community agencies	Your doctor / dentist
Non-profit directors	Business executives / owners

2. Where the Contacts Are - Tried and True Places to Network

Volunteer opportunities	Conventions
Fundraisers	Club meetings
Community Centers	12-Step Meetings
Continuing education classes	Business meetings

3. Be Prepared

Networking is a like planning a marketing campaign. While it's essential that you are honest and relaxed, you should not wing it. Approach networking opportunities with a game plan. Before you confidently walk into a business conference room, a dinner party, or group event, do your homework. Find out who will be there, or do your best to list who you think will probably be present. Then decide who you would most like to meet. When you have your list of potential contacts, thoroughly research their work and their backgrounds and then make up some questions and conversational statements that reflect your research. And finally, think critically about what your goals are for your networking function. What information do you want to walk away with? What do you want to convey to the people you meet? But, as is always true, it's important to be flexible and to perceive opportunities you didn't plan to face.

4. Networking Knows No Limitations

Business conferences, informational interviews, class reunions, and receptions are obvious networking opportunities - you expect to walk away with a few business cards and some recommendations. But the reality is that invaluable contacts and enviable opportunities often surprise us. Good networkers are flexible people who approach connection-making as a fluid enterprise that extends far beyond hotel conference room walls. You never know who will step onto the equipment at the gym; who will be parked behind you in an interminable grocery store line; who will sit next to you on an airplane; or who will be under the hair dryer next to you at the beauty salon. Don't let these opportunities pass you by. Always be ready to make a contact and exchange business cards. And remember, don't hesitate to network someone who has no obvious connection to your ambitions: Your new contact may be able to give you relevant names of his or her friends and colleagues.

5. Follow Up

After you meet with a contact, it is absolutely essential to write a thank you note. Tell your contact how much he or she helped you, and refer to particularly helpful, specific advice. Everyone - even the most high-level executive - likes to feel appreciated. In addition to immediate follow-up after a meeting or conversation, keep in touch with your contacts. This way, they may think of you if an opportunity comes up, and they will also be forthcoming with new advice. It's important to stay on their radar screens without being imposing or invasive. And, of course, if you get that new job, be sure to tell them and thank them again for their help.

6. What Goes Around Comes Around

If you want to be treated with respect, treat others with respect. If you want your phone calls and email missives returned, call and write back to the people who contact you. If you want big-wigs to make time for you, make yourself available to others whom you might be able to help out. It's that simple

The higher up you climb in the professional world, the more you'll find that everyone knows everyone else. Thus, if you're impolite, curt, condescending, or disposed to burning bridges, you'll cultivate a reputation that will serve as a constant obstacle. Remember - the people who seem little now will one day be running companies and making decisions. If you treated them with kindness and respect when they were green, they'll remember and return the favor later.

7. Make It Easy For Your Contacts

When you call, meet with, or write to a potential contact, make it as easy as possible for them to help you. Explain what you specifically want, and ask detail-oriented questions.

For example, most people love to talk about themselves. By asking for your contact to offer valuable insight from his or her personal experiences and successes, he or she will feel important and respected. Who doesn't like to feel like an expert?

Be sure to avoid making general demands, such as, "Do you know of any jobs that would be good for me?" This sort of question is overwhelming and it puts an undue burden on your contact.

8. Stay Organized

Keep a record of your networking. Whether you do this in a card file, in a notebook, or in a database file on your computer, it's important to keep track of your contacts. Make sure your system has plenty of room for contacts' names, addresses, phone numbers, companies, job titles, how you met them, and subsequent conversations you've had with them.

Networking Tips for Job Seekers

1. Focus on networking with your closest contacts first
2. Be clear about what you want (and don't want)
3. Be generous in sharing ideas, resources, contacts
4. Don't keep score
5. Be yourself
6. Ask lots of open questions - Who? What? How? When?
7. Network with a wide range of contacts outside your immediate connections
8. Take a genuine interest in other people and not just your own needs
9. Be systematic
10. Listen twice as much as you talk
11. Focus on the quality of relationships rather than the number of contacts you've got
12. Keep asking "How can I help you?" rather than "How can you help me?"
13. Share and help others without expecting anything back
14. Keep nudging yourself outside your comfort zone
15. If you're not going to follow up faithfully, don't bother networking
16. Think long-term relationships rather than short-term job leads and opportunities..

9. Other Avenues

Cold Calls – just walking into a company and asking for an application or calling to see if they are hiring. This should be part of your networking plan. The purpose of a cold call is to establish a relationship or a reference. If a job comes from it great but keep the purpose of your cold calling to make friends first. Always remember to look your best and be polite and if you are told they are not taking applications say thank you but would you know anyone else that is hiring.

What is the worst thing they can say? "No." It's not personal. They don't know anyone that is hiring. But just maybe, the answer could be, "a business down the street was hiring why don't you try there." That's one more lead for you.

Job Fairs are a great place to put in applications, but be prepared and don't get overwhelmed by a larger number of companies in one place with a horde of job seekers busy as ants trying to land that job you are seeking. A job fair is where a number of companies are invited by some agency to present their available jobs and meet with prospective employees.

Newspaper Want Ads are another source of listings but is the least effective way of finding a job. There are a few things to be aware of with Want Ads. Some may be rather vague in what they are looking for; others can look promising but misleading. Take the example of the car dealer looking for 20 "self starters." You could end up working for little to nothing and after a month only one person gets the job and in a few months the same ad reappears. Also watch for

the same employer looking for the same type employee week after week after week. This could also be a sign of poor management.

Employment Agencies can be another source of finding a job, but they can be costly. Most times you or the employer or both have to put money up front prior to any jobs being filled. Always know what you are getting into. Be cautious and never pay for job leads.

Something To Think About

The world is running over with negative people who want to tell you that you are not good enough. On occasion they may be right, but why do their work for them? Prove them wrong; show them you can be a success. Never take “no” personally, no just means no. How many times have you been told no today? If you have been incarcerated for over six months your “no” button should be calloused over by now.

Remember, you will never go beyond what you believe about yourself. What you say about yourself, what you say about your future, what you say about your abilities is more important than you may ever know.

Job Applications

The main purpose of filling out a job application is to get an interview. The job application is a first impression; so is your physical appearance and demeanor. Be prepared to have an immediate interview and possibly start working.

Applications come in two forms: paper or on a computer. If it is a paper application always use a black or blue pen, never red or some other wild color, and never in pencil. Wild colors do not make a good impression and pencil can be changed. Fill in all the spaces. If something does not apply to you put N/A in that space. Never reply, “anything available.” Always have a specific job in mind. The salary block answer is always the same “will negotiate” or “will discuss.” If you know what the job pays, use that number. Remember if you say you will work for \$10.00 an hour and the job pays \$15.00 an hour, you may get hired at the amount you said you would work for. You also may have left over \$10,000 on the table! The same can apply in reverse if you put a figure too high.

Let’s talk about that “have you ever been convicted of a felony” question. Everything you put on an application is subject to a background check, and your time with the state will be revealed. We know this is a sticking point but for every story about the one that slipped past there are many more that got caught. Even if there isn’t a background check done, your past will catch up with you at some point and your employer will find out about it.

When you fill out an application you are saying the things you put down are the truth to the best of your knowledge and a good job could be lost because you would not admit to the fact you were incarcerated.

On-line applications are basically the same as paper ones. The big difference is they are done on a computer. The questions are the same and normally you will need an e-mail address to get a reply. This is by no means an overwhelming problem. Computers are available at the “One Stop Centers,” your local library or if you have a friend or family member, you might use theirs. An e-mail address is no big problem either because there are any number of sites on which you can get an e-mail account free of charge.

SAMPLE Employment Application

APPLICANT INFORMATION					
Last Name		First		M.I.	Date
Street Address				Apartment/Unit #	
City		State		ZIP	
Phone		E-mail Address			
Date Available		Social Security No.		Desired Salary	
Position Applied for					
Are you a citizen of the United States?		YES <input type="checkbox"/>	NO <input type="checkbox"/>	If no, are you authorized to work in the U.S.?	
Have you ever worked for this company?		YES <input type="checkbox"/>	NO <input type="checkbox"/>	If so, when?	
Have you ever been convicted of a felony?		YES <input type="checkbox"/>	NO <input type="checkbox"/>	If yes, explain	

EDUCATION					
High School			Address		
From	To	Did you graduate?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	Degree
College			Address		
From	To	Did you graduate?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	Degree
Other			Address		
From	To	Did you graduate?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	Degree

REFERENCES	
<i>Please list three professional references.</i>	
Full Name	Relationship
Company	Phone ()
Address	
Full Name	Relationship
Company	Phone ()
Address	
Full Name	Relationship
Company	Phone ()
Address	

PREVIOUS EMPLOYMENT					
Company			Phone ()		
Address			Supervisor		
Job Title		Starting Salary	\$	Ending Salary	\$
Responsibilities					
From		To		Reason for Leaving	
May we contact your previous supervisor for a reference?			YES <input type="checkbox"/>	NO <input type="checkbox"/>	
Company			Phone ()		
Address			Supervisor		
Job Title		Starting Salary	\$	Ending Salary	\$
Responsibilities					
From		To		Reason for Leaving	
May we contact your previous supervisor for a reference?			YES <input type="checkbox"/>	NO <input type="checkbox"/>	
Company			Phone ()		
Address			Supervisor		
Job Title		Starting Salary	\$	Ending Salary	\$
Responsibilities					
From		To		Reason for Leaving	
May we contact your previous supervisor for a reference?			YES <input type="checkbox"/>	NO <input type="checkbox"/>	
Company			Phone ()		
Address			Supervisor		
Job Title		Starting Salary	\$	Ending Salary	\$
Responsibilities					
From		To		Reason for Leaving	
May we contact your previous supervisor for a reference?			YES <input type="checkbox"/>	NO <input type="checkbox"/>	

MILITARY SERVICE	
Branch	From To
Rank at Discharge	Type of Discharge
If other than honorable, explain	

DISCLAIMER AND SIGNATURE	
I certify that my answers are true and complete to the best of my knowledge.	
If this application leads to employment, I understand that false or misleading information in my application or interview may result in my release.	
Signature	Date

(SAMPLE TRADITIONAL RESUME)

Address

Telephone

Your Name Here

Objective	What you offer / what you desire (spend time on this)		
Experience	1999–1998	Arbor Shoe	South Ridge, SC
	National Sales Manager		
	<ul style="list-style-type: none"> ▪ Increased sales from \$50 million to \$100 million. ▪ Doubled sales per representative from \$5 million to \$10 million. ▪ Suggested new products that increased earnings by 23%. 		
	1993–1998	Ferguson and Bardwell	South Ridge, SC
District Sales Manager			
<ul style="list-style-type: none"> ▪ Increased regional sales from \$25 million to \$350 million. ▪ Managed 250 sales representatives in 10 Western states. ▪ Implemented training course for new recruits — speeding profitability. 			
Experience	1988–1993	Duffy Vineyards	South Ridge, SC
	Senior Sales Representative		
	<ul style="list-style-type: none"> ▪ Expanded sales team from 50 to 100 representatives. ▪ Tripled division revenues for each sales associate. ▪ Expanded sales to include mass-market accounts. 		
	1985–1988	Lit Ware, Inc.	South Ridge, SC
Sales Representative			
<ul style="list-style-type: none"> ▪ Expanded territorial sales by 400%. ▪ Received company's highest sales award four years in a row. ▪ Developed Excellence in Sales training course. 			
Education	1980–1983	South Ridge State University	South Ridge, SC
	<ul style="list-style-type: none"> ▪ B.A., Business Administration and Computer Science. ▪ Graduated <i>summa cum laude</i>. 		
	Interests		
Reading, running, gardening, carpentry, fishing, computers.			

(SAMPLE SKILLS / FUNCTIONAL RESUME)

123 School Street
Anywhere-But-Here, FL
32323

Phone 850-123-4567
E-mail exfelon@inmate.com

Your Name Here

Functional summary Overall / General Skills

 Specific Skills / Years of Experience
 Specific Skills / Years of Experience
 Specific Skills / Years of Experience

References **Professional References:**

 Name / Telephone / Address

 Name / Telephone / Address

 Name / Telephone / Address

 Personal References:

 Name / Telephone / Address

 Name / Telephone / Address

 Name / Telephone / Address

Employment [Dates Attended] [Company/Institution Name] [City, State]
 [Job Title] [Details of position, award, or achievement.]

 [Dates Attended] [Company/Institution Name] [City, State]
 [Job Title] [Details of position, award, or achievement.]

 [Dates Attended] [Company/Institution Name] [City, State]
 [Job Title] [Details of position, award, or achievement.]

Education [Dates Attended] [School / Program] [City, State]
 Degree / Certification / License
 ▪ [Details of position, award, or achievement.]

Interviewing

Do's & Don'ts

You have done all the leg work, filled out applications, sent resumes and you finally get the call to come in for an interview. Now is the time you become your own Advertising Agency. You are selling the best product you know to someone whom you have never met before, that product is *you*.

You will need not only to be able to answer questions about yourself but be able to ask questions of your possible new employer. Have no fear; it is done every day with success.

You need to look your best. How you dress depends on the type job you have applied for. For a construction job a clean and pressed pair of jeans and a Polo or sport shirt is acceptable. For an office job you will need to dress a bit better. Knowing the dress code of the place is a help.

One thing is don't ever go to an interview looking like something the cat dug up and brought in last week. Don't go to an interview looking like you have just rebuilt a Mack Truck in Joe's Grease Pit, even if you are going to Joe's Grease Pit for the interview. For you men, trimmed hair and beard, no earrings or other visible body piercings. Ladies, conservative is always best, and that includes makeup.

Remember the more refined the job the better the dress code. Always dress for success. Wearing a three piece suit for a plumbing job is a bit much. Ladies, a dress or slacks and blouse are ok. Say no to tight, form fitting skirts, no deep plunging blouses and leave those high heels at home. Dress appropriately for the job and company you are visiting.

Always remember that the clothes you wear are the first thing the interviewer will see and that is a big part of the first impression.

Interviewing Skills

Now is when you make that first impression shine, make it a lasting one.

First thing is to be on time. Always arrive about 10-15 minutes early and by all means be alone. Never take anyone with you to an interview; this is something you must do by yourself. Prior to going into the building make that last check of yourself, neat, clean, no spinach between your teeth. No gum or mints; don't smoke or have a dip of snuff in your mouth. Take a pen and small pad with you in case there are some instructions you need to make note of during the interview. Last but not least don't fidget or be antsy during the wait in the outer office. In plain words never let them see you sweat.

As you enter the interviewer's office be confident. You have been asked to be there so know that it is ok. When introductions are made use your full name, no nicknames. Now is not the time to be known by your street name. Make sure your handshake is firm and not that cold dead fish that will send chills down the other person's spine. Take a seat when offered, sit erect with both feet on the floor, yes that's both feet on the floor, and hands in your lap. Remember body language speaks volumes and arms crossed over your chest could send a signal that you are only there to do them a favor. **Do Not Fidget!** Yes you are a bundle of nerves but this too will pass. It could even be enjoyable if you will let it.

TMAY – *Tell me about yourself...* Your life in just under two minutes – a commercial about you!

As you look across that desk that seems 100 miles wide you see a person who is confident and poised. All the while you feel like you may vomit at any moment, and you know this is serious.

“Let’s start off by getting to know you better” they say and you know the next words are going to be “Tell me about yourself.” This is the most common interview question. It is an ice breaker but **less than 1 in 20 is prepared to answer** it. If you can answer with ease and poise you have made a great first impression.

Here are a few helps:

1. Early Life, Where were you born / Grew up. What did your parents do? (10 Seconds)
2. Education, Highest Formal Education, any college or technical school. (15 Seconds)
3. Work History, Employers and positions held. (40 Seconds)
4. Current Situation, Employment status, appropriate personal information. (15 Seconds)
5. Goals and Objectives, What would you like to be doing in the near future? (10 Seconds)

Don’t just think about it, write it down and practice it until it comes out smoothly and easily.

Other Interview Questions

What do you know about our company? This will show if you have done some studying about the company, its products, its potential and its size.

What do you think of your last employer or your last job? The best rule on this one is never say anything negative even if it is deserved. If you say negative things now the perception is you will say negative things about the new company at a later date.

What are your greatest strengths and weaknesses? This gives you a chance to say some good things about yourself and to show how you have overcome some hurdle at a previous job. You will need practice to do this right. One word answers or phrases do not make it. To say you are a team player without telling how you are a team player is a negative. They need an explanation.

Every day people lose out on a deserved job by making big interview errors. Practice, Practice, Practice, be prepared. If you don’t prepare you will lose out and then you will once again be tempted to start playing the blame game.

Weird Things Said in Job Interviews

The statements below were said in actual job interviews.

Why did you leave your last job?

- "I have a problem with authority."

Tell us about a problem you had with a co-worker and how you resolved it.

- "The resolution was we were both fired."

Do you have any questions?

- "What is your company's policy on Monday absences?"
- "If I get an offer, how long do I have before I have to take the drug test?"

Why are you leaving your current job?

- "I was fired from my last job because they were forcing me to attend anger management classes."

Why do you want to work for us?

- "For the benefits."

What are your weaknesses?

- "I get angry easily and I went to jail for domestic violence. But I won't get mad at you."

Tell of a time you made a mistake and how you dealt with it.

- "I stole some equipment from my old job, and I had to pay for its replacement."

Random responses

- "May I have a cup of coffee? I think I may still be a little drunk from last night."

Questions You Ask

One of the most overlooked ways to make an impression is the questions you ask in an interview. These are not “what-can-you-do-for-me” questions like: “What are your benefits? How much vacation do I get?” Research shows that very few job applicants ask appropriate questions and those that do stand out from the crowd, which is what you want to do.

The best questions to ask are based on some research you do before the interview. “Where do you see your company growing in the next 5 years?” When the answer comes – you turn it back to your abilities to serve in that plan. Remember the opening quote to this Section:

“Your opportunity is in providing a solution to someone’s problem.”

After The Interview

After the interview is over take a few minutes to go over what happened, what was asked, what you said, any mistakes you made, things you did not say or things you said that came out wrong. Write them down and use them as guidelines for the next interview. Do not beat yourself up because you feel you blew it. A lot of people think that only to find out that they have been hired in spite of themselves. ***DO NOT GIVE UP!***

Remember the interviewer’s name. If you don’t know it prior to the interview, concentrate on it when introduced and repeat it as soon as possible, such as “Good morning Mr. Smith” or “It’s nice to meet you Ms. Jones.”

Send a thank you note or card. This is a good way to be remembered. Check back if you haven’t been contacted by the time they told you they would get back in touch with you. However, remember not to make a pest of yourself.

Keeping the Job: *Don’t work for rewards; you are rewarded for work!*

Exercise: What are Work Ethics?

List some work ethics below (Examples: punctuality, teamwork, etc.) Write as many as possible.

1. _____	13. _____
2. _____	14. _____
3. _____	15. _____
4. _____	16. _____
5. _____	17. _____
6. _____	18. _____
7. _____	19. _____
8. _____	20. _____
9. _____	Others:
10. _____	_____
11. _____	_____
12. _____	_____

Once you land that job, what is required of you to keep it and get promoted? Let’s talk about keeping it first.

When you are hired by a company you will be given a work schedule. It may be an 8 hour day or maybe more. You are expected to arrive on time. If your day starts at 8AM that means be at

your work station at 8 a.m., not in the parking lot or just walking in the front door at 8 a.m.. Make a habit of letting your supervisor know of any reason you will be out at the earliest date so he or she can make the necessary arrangements to cover for you. If you are going to be late, call your boss. Don't tell someone to tell him, you make the call. If you have told your buddy to tell him and they forget it is YOUR JOB that will be lost. Take only the breaks that are prescribed. If it is 15 minutes take 15 minutes, not 20 or 25 minutes. If lunch is 30 minutes don't take 45 minutes.

People can lose their jobs by standing around the water cooler or by being late. And never, ever slip out early. You are being paid for a certain amount of hours and are expected to produce for that same amount of time.

Teamwork is not just a word. It is the cooperation of all members of a group to get a task completed in the shortest and safest manner. It is all the workers making sure they cover each other's back. If one worker is getting behind the rest will do what is needed to get the job done. Whenever a team fails to complete an assignment it has let the entire company down. You will need to assist others from time to time, just as others will be needed to assist you. The weak link in the chain is the one that drops the load and there will be times you may be the weaker link. The days of that's not what I was hired for are long gone. The last line on most job assignments is "All Other Duties Assigned." That means the day may come when the boss says "Joe, go and clean the restrooms, the janitor didn't show and they are filthy." Do it with a smile, just remember for each person who has a job there are a whole bunch waiting outside to take yours.

When the Golden Gate Bridge was being built in San Francisco in the 1930's there was a tent city that sprung up at the base of the pier being built on the city side. The reason - the men were waiting for an iron worker to fall and they would try to be the first guy in line to take his job.

Safety is a big part of overall performance. Keep your area clean and neat. This holds true in the office, on the mill floor, the lab or even the garage floor. Keep tools in the tool box, not left lying on the floor. Keep all aisles clear so forklifts can move unhindered. Keep filing cabinet and desk drawers closed to prevent tripping or getting someone's head bumped. Yes it is funny when the "Three Stooges" do it but Workman's Compensation will not think it's funny when your coworker slips on the oil spill you didn't clean up and neither will your boss. Always, know your physical abilities. If you need help ask for it. Better to wait a minute for help lifting a heavy item than being in pain with a strained back. Yes a few days off are nice but not in traction. Use all safety equipment, make sure saws have blade guards, wear those eye protectors and if safety shoes are required make sure yours are in good condition. A lot of safety equipment that companies have is required and, if not used, workers have found themselves walking out the gate and not coming back. It is there for your protection. You are not weak because you use it. Last but not least, report all hazards immediately. The longer a hazard is unreported the greater the potential for an accident. It could be you.

Mental and physical effort is needed to perform any job. Some require more mental effort while others require more physical effort. Both are needed to stay at top performance level no matter what the job. If you are not in shape either way you cannot perform at your best. A good diet, exercise and a good night's sleep go a long way in getting you started to be that top performer.

The thing you need to remember is no one is indispensable; there is always someone to take your place no matter what your job is, wherever you work.

Scenario #1:

You've just arrived at work after a sleepless night. You were kept awake by the barking of the neighbor's dogs and are feeling very tired and sleepy. When you enter the break room of the company you work for your boss comments, "Rough night, huh?" You mumble to him as you pour yourself a cup of coffee. Moments later, a co-worker enters the break room screaming at you about having parked in "her" parking spot. You know that there are no assigned parking spaces and feel yourself becoming extremely agitated about the whole situation. This co-worker usually has a nasty attitude with you. How do you respond?

Why do you think you handled it this way?

What is a better way of handling it?

Scenario #2:

After making several attempts to complete a task at work, you've not been successful. Your boss has made it clear that this task must be completed prior to your leaving that day. She assigned this task about midday and stated that "anyone with common sense can do this in one hour tops." You feel like her request is not fair and feel somewhat threatened by her comments. You have very important plans for the evening and need to leave work exactly at 5:00 p.m. It is now 4:15 p.m. What do you do?

Why do you think you handled it this way?

What is a better way of handling it?

On the Job #1 – What do you do?

Answer the following questions as if you were an employee at a business:

1. You see a co-worker in the company parking lot smoking pot before their shift. You...

- (a) go tell your supervisor about what you witnessed.
- (b) ignore what you saw in the parking lot.
- (c) talk to your co-worker about what you saw and suggest he/she get help.
- (d) ask your co-worker where you can get some pot.
- (e) _____

Why? _____

2. You witness another employee stealing materials from the job site. You...

- (a) ignore what you saw.
- (b) tell your supervisor.
- (c) call the police or another law enforcement agency.
- (d) confront your co-worker about what you saw.
- (e) _____

Why? _____

3. Your supervisor asks you to pick up supplies at a local distributor and they give you more than you ordered. You...

- (a) take the extra supplies that you received.
- (b) tell the distributor they made a mistake before leaving.
- (c) inform your supervisor when you return to work.
- (d) take what are given back to work and ignore the distributor's mistake.
- (e) _____

Why? _____

4. You are paid for working 40 hours although you worked 25 hours for the week. You...

- (a) cash the check and then tell your boss on the next working day.
- (b) do not tell anyone about the mistake.
- (c) do not cash your check until you talk to your supervisor.
- (d) enjoy the weekend and think it's their problem and you really deserve it anyway.
- (e) _____

Why? _____

5. Your friend comes to your job and wants you to give him/her a break on the price on a product. You...

- (a) tell your friend that you cannot help them out.
- (b) let your friend have it for a cheaper price and split the difference with them later.
- (c) give the item to your friend for free.
- (d) get mad at your friend for asking you to do something like that.
- (e) _____

Why? _____

On the Job #2 – What do you do?**Answer the following questions as if you own the business:****1. You are told an employee is stealing from the company. You...**

- (a) confront the employee who is accused of stealing.
- (b) wait until you have solid proof that he/she is stealing.
- (c) fire the employee on the spot.
- (d) tell the suspected employee who turned them in
- (e) _____

Why? _____**2. You smell marijuana on one of your employees. You...**

- (a) fire him/her with no questions asked.
- (b) suggest he/she go to drug rehabilitation.
- (c) ignore it until it becomes a problem.
- (d) drug test your entire staff on a regular basis.
- (e) _____

Why? _____**3. An employee is always calling in sick and you suspect s/he has an alcohol problem. You...**

- (a) ignore it because alcohol is legal.
- (b) talk to that person's co-workers to see if his/her work performance is up to normal standards.
- (c) fire the employee for not showing up to work.
- (d) call the employee in for counseling and tell him/her about your concerns.
- (e) _____

Why? _____**4. A supervisor is harassing and bothering an employee because that employee has an interracial marriage. You...**

- (a) fire the supervisor for not being professional.
- (b) encourage the supervisor because your company does not like that type of relationship.
- (c) ignore the entire situation because it is not work related.
- (d) counsel the supervisor about the rights of all the company's employees.
- (e) _____

Why? _____**5. A supervisor is having a relationship with one of his/her employees. You...**

- (a) ignore it because it has not affected his/her job performance.
- (b) transfer either the supervisor or the employee involved.
- (c) fire the employee for sleeping with his/her boss.
- (d) fire the supervisor for sleeping with one of his/her employees.
- (e) _____

Why? _____

10 Work Habits:

- | | |
|---|--------------------------------------|
| 1. Be on time | 6. Dress appropriately |
| 2. Get along with others | 7. Have a good attitude |
| 3. Follow directions / Listen carefully | 8. Be dependable & trustworthy |
| 4. Take the job seriously | 9. Always keep busy |
| 5. Be able to take criticism | 10. Maintain a professional demeanor |

On the Job #3 – You Decide?

You are learning how important good work habits can be to your success. In this exercise you need to decide what to do. Read each paragraph carefully. Consider the 10 Work Habits. List which habit the individual needs to consider. Respond to each question.

1. Mark has a job as a painter. He is often responsible for mixing paint to match the client's specifications. Lately he has been having trouble getting exactly the right mixtures. He really wants to keep this job. What advice would you give Mark to do a better job?

Work Habit: _____

2. Mary works as a receptionist in a large public relations firm. She has permission to leave work a little early today to start her vacation. She would like to wear her comfortable clothes to work today but knows a prospective client will be in the office that afternoon. How can she dress appropriately for the client and still be ready to head out on vacation?

Work Habit: _____

3. Terry has just started a new job in a bakery. He is responsible for decorating the cakes. He's very talented and often finishes the work earlier than expected. He's anxious to do well and would like to take on more responsibility. What advice would you give Terry?

Work Habit: _____

4. Lori has been late for work 3 times in the last few weeks. Either her alarm clock doesn't go off or she sleeps right through it. If she's late 1 more time she will lose her job. What advice would you give Lori?

Work Habit: _____

4. Bill and his co-worker Mark have known each other since they were incarcerated together. They never got along well and are now forced to work side-by-side. Bill is ready to "forgive and forget," but Mark still seems to be holding a grudge. What can Bill do to remedy the situation?

Work Habit: _____



Highlights of the Federal Bonding Program

Fidelity bonding Services Are User-Friendly

- NO bond approval processing—local staff instantly issue bonds to employers
- NO papers for employer to sign to obtain free bond incentive for job hire
- NO follow-up and NO termination actions required for bond issued
- NO deductible in bond insurance amount if employee dishonesty occurs
- NO age requirements for bondee other than legal working age in State
- NO other U.S. program provides Fidelity Bonding services
- NO Federal regulations covering bonds issued
- ANY job at ANY employer in ANY State can be covered by the bond

What Is Fidelity Bonding?

- Insurance to protect employer against employee dishonesty
- Covers any type of stealing: theft, forgery, larceny, and embezzlement
- In effect, a guarantee of worker job honesty
- An incentive to the employer to hire an at-risk job applicant
- A unique tool for marketing applicants to employers
- DOES NOT cover ‘liability’ due to poor workmanship, job injuries, work accidents, etc.
- Is NOT a bail bond or court bond needed in adjudication
- Is NOT a bond needed for self-employment (contract bond, license bond or performance bond)

Why Is Fidelity Bonding Needed for Job Placement?

- Employers view ex-offenders and other at-risk job seekers as potentially untrustworthy workers, thereby, denying them job-hire
- Insurance companies will not cover risky job applicants under commercial Fidelity Bonds purchased by employers to protect themselves against employee dishonesty
- Anyone who has ever “committed a fraudulent or dishonest act” is deemed NOT BONDABLE by insurance companies, a situation leading to routine denial of employment opportunities for such persons
- Being NOT BONDABLE is a significant barrier to employment possessed by the hardest-to-place job applicants; this barrier can be eliminated only by The Federal Bonding Program
- Job bonding enables the employer to “obtain worker skills without taking risk”
- Persons who are NOT BONDABLE can ultimately become commercially BONDABLE by demonstrating job honesty during the 6 months of bond coverage under the Federal Bonding Program (such commercial bonding will be made available by the Travelers Casualty and Surety Company of America; referred to hereafter as TRAVELERS)

Who Is Eligible for Bonding Services?

- Any at-risk job applicant is eligible for bonding services, including: ex-offenders, recovering substance abusers (alcohol or drugs), welfare recipients and other persons having poor financial credit, economically disadvantaged youth and adults who lack a work history, individuals dishonorably discharged from the military, and others

- Anyone who cannot secure employment without bonding
- All persons bonded must meet the legal working age set by the State in which the job exists
- Self-employed persons are NOT ELIGIBLE for bonding services (bondee must be an employee who earns wages with Federal taxes automatically deducted from paycheck)
- Bonds can be issued to cover already employed workers who need bonding in order to (a) prevent being laid off, or (b) secure a transfer or promotion to a new job at the company
- Bonding coverage can apply to any job at any employer in any State

How Can Bonds Be Accessed Under the Federal Bonding Program?

- Any organization is now eligible to deliver bonding services under The Federal Bonding Program; for many years bonding services were almost exclusively delivered by the State Employment Service
- All organizations issuing Fidelity Bonds must be “certified” to do so by The Federal Bonding Program
- The Fidelity Bonds issued to employers covering at-risk applicants are made available exclusively to The Federal Bonding Program by Travelers which is not duplicated by any other U.S. program
- Bonds are issued instantly to be in effect the day that the applicant is scheduled to start work; the bonds are self-terminating (no termination paperwork needed), and the employer does not sign any papers in order to receive the bond free-of-charge
- The bond insurance issued ranges from \$5,000 to \$25,000 coverage for a 6-month period with no deductible amount (employer gets 100% insurance coverage); when this bond coverage expires, continued bond coverage can be purchased from TRAVELERS by the employer if the worker demonstrated job honesty under coverage provided by The Federal Bonding Program
- Bond can be issued to the employer as soon as the applicant has a job offer with a date scheduled to start work

Individuals Seeking Bonding

The Federal Bonding Program provides fidelity bonding for the first six months of employment for hard-to-place job applicants. If you are seeking bonding services and/or a job you should call the following toll-free number (**1.877.872.5627**) for:

1. The location of the workforce office/one-stop center nearest your home and,
2. The telephone number of the State Bonding Coordinator for your state. In those states without a state bonding coordinator, callers will be referred to the nearest career center/ one-stop center for employment assistance.

Florida
 Attn: Bonding Services Coordinator
 FL Agency for Workforce Innovation
 107 East Madison St.
 Tallahassee, Fl. 32399
 1 866 352 2345 (toll-free)

www.bonds4jobs.com/index.html

PORTFOLIO TABLE OF CONTENTS

Cover Page

Resume

References

Sample Thank You Letter

Recommendations

Certificates

Diploma

Federal Bonding Information

Tax Credit Information

Career One-Stop Center

1492 Orange Avenue
Orlando, FL
August 16, 2011

Tom Joyner
East Gate Villas apartment complex
6119 Fowler Ave
Tampa, FL

Dear Mr. Joyner:

Sally Pittman recommended that I send you a copy of my resume for your reference. She thought you might have a vacancy for a groundkeeper with your new apartment complex at East Gate Villas.

I have several years of experience in all phases of ground keeping with both large and small areas. I'm especially knowledgeable about landscaping details and am familiar with a variety of equipment used in maintaining lawns and gardens. I have an excellent record for maintaining machinery to the highest standards and work well independently.

Since Ms Pittman has seen my previous work I'm sure she can answer any questions you may have about my qualifications.

I will call you on Wednesday to answer any questions you may have about my work. Perhaps we could get together to discuss how my experience might best meet the needs of your company.

Sincerely,

Charlie Wilson

cwilson@gmail.com

Charlie Wilson

1492 Orange Avenue • Orlando FL • (407) 294-1387 • cwilson@gmail.com

Objective

Obtain a career that enables me to utilize my understanding of Landscaping and ground keeping

Education

Florida Department of Education – Orlando, FL - GED certificate October 2010

Experience

Horticulture

- Broad Knowledge of planting and care techniques for a large array of plant materials including:
 - florals and decorative herbaceous plants (annuals and perennials)
 - deciduous and evergreen trees and shrubs
 - grass and sod
- Strong awareness of factors affecting viability (soil, water, sunlight, and seasonal conditions) enabling optimal placement and growth.
- Recognition of early symptoms and application of preventive measures for plant disease and insect control.

Grounds Maintenance

- Understanding of topography and drainage plans at sites such as golf courses, botanical gardens, and commercial parks where attractive settings are required.
- Ability to develop new landscaping arrangements as well as follow all stages of exiting landscape plans.
- Diligent in keeping up with turf maintenance schedules in areas of fertilization, irrigation, weeding and mowing.
- Pesticide applicator's license pending.

Equipment Operation

- Skilled in safe handling and maintenance of various grounds keeping equipment including:
 - Mowers
 - Spreaders
 - Trimmers
 - Rototillers
 - Tractors
 - Edgers
 - Sprayers
 - Chain saws
 - Wood chippers
 - Leaf/debris blowers
 - Watering systems

Employment History

State of Florida, Tallahassee, FL (2005-2011)

Maintenance Worker, Park and Public Lands

Began as a member of cleanup crew while continuing professional development

JOHN DOE

#201, 315 - 10 Avenue S.E.
Calgary, Alberta T2G 0W2
(403) 555-1234

R E F E R E N C E S

EMPLOYMENT

Johnny LaRue
Manager
Lucky Lotto Gas Bar
Calgary, Alberta
Business: (403) 987-6543

ACADEMIC

Thomas Arnold
Teacher
Central High School
Calgary, Alberta
Business: (403) 555-1212

PERSONAL

Joan Burner
Homemaker
Calgary, Alberta
Residence: (403) 555-5678

1492 Orange Avenue
Orlando, Fl
August 16, 2011

Tom Joyner
Owner, East Gate Villas
6119 Fowler Ave
Tampa, FL

Dear Mr Joyner:

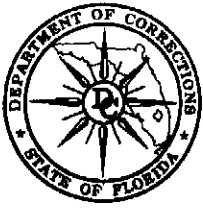
Thank you again for the opportunity to interview for the ground keeping position. I appreciated your hospitality and enjoyed meeting you.

The interview convinced me of how compatible my background, interests and skills are with the goals of East Gate Villa Apartment Complex. My prior ground keeping experience and most recent work with the State of Florida have prepared me well for this position. I am confident my work could be both beneficial to myself and your company.

I look forward to meeting you and your staff again.

Sincerely,

Charlie Wilson



FLORIDA
DEPARTMENT of
CORRECTIONS

Governor
RICK SCOTT

Secretary
EDWIN G. BUSS

An Equal Opportunity Employer

501 South Calhoun Street, Tallahassee, FL 32399-2500

<http://www.dc.state.fl.us>

August 16, 2011

Tom Joyner
East Gate Villas
6119 Fowler Ave
Tampa, FL

To Whom It May Concern:

Charlie Wilson worked as an ITA (Inmate Teaching Assistant) for 2 years and has been teaching classes regularly. He has completed all his training and helped many students to complete their GED. When Charlie has an appointment and is unable to attend class, he notified his supervisor in advance and made sure all material for the next class was in place.

Charlie has expressed eagerness to work as an Inmate Teaching Assistant because he would like to continue his education upon his release and pursue an Associate's Degree in the field of Education.

With the great experience and knowledge Charlie has obtained he would be a great asset to any company and to the students he comes in contact with.

Susie Barnes
GED Teacher

November 20, 2007

A.N.Y. Company Ltd.
12 Any Street
Anyville, Anystate

To Whom It May Concern:
Reference for Mr. John Smith

John Smith joined the A.N.Y. Company in July of 2006. Since then he has proved to be a most reliable and effective member of the production team. James is a professional and efficient in his approach to work and very well liked by his colleagues.

He is well presented and able to work both independently and as part of a team. His contributions to all areas of company activity in which he has been involved have been much appreciated.

I believe that James will make a valuable addition to any organization that he may join. We deeply regret his decision to move on and I recommend him without hesitation.

I would gladly answer any request for further information.

Sincerely,

Ms. Jane Doe
Managing Director



EXAM FORM NO.

CERTIFICATE NO.

ServSafe® Certification

TO

for successfully completing the standards set forth by the National Restaurant Association Educational Foundation for the ServSafe® Food Protection Manager Certification Examination, which is accredited by the American National Standards Institute (ANSI)-Conference for Food Protection (CFP).

8/18/2008

DATE OF EXAMINATION

8/18/2013

DATE OF EXPIRATION

Local laws apply. Check with your local regulatory agency for recertification requirements.



#0655

National Restaurant Association
EDUCATIONAL FOUNDATION

Mary M. Adolf
President & COO, Products and Services Division
National Restaurant Association Solutions

NA
RE:
AS:
S O

©2008 National Restaurant Association Educational Foundation. All rights reserved. ServSafe® and the ServSafe logo are registered trademarks of the National Restaurant Association Educational Foundation, and used under license by National Restaurant Association Solutions, LLC, a wholly owned subsidiary of the National Restaurant Association.

This document cannot be reproduced or altered.
07060701

v.0808

State of Florida

Department of Education Certificate of Achievement

This is to certify that

has satisfactorily completed occupational competencies in

PC SUPPORT SERVICES

an approved vocational program

E. J. Irish

Commissioner of Education

Competencies on reverse side

State of Florida

Department of Education

Tallahassee, Florida

Jawetta Coble

Vice Chancellor for Workforce Education

INDIAN RIVER STATE COLLEGE

Certificate of Completion

This is to certify that

has completed a 300 clock-hour course of study in
Basic Air Conditioning Certification.



Danna D. Swett

Assistant Dean of
Industrial Education

[Signature]

Vice President of
Applied Science & Technology

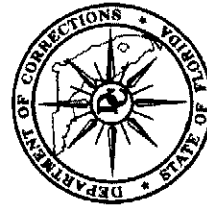
TRANSITION 100-HOUR PROGRAM
Certificate of Completion

Let it be known that on

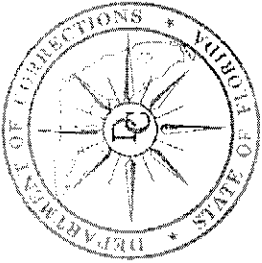
Successfully Completed All Required Course Work:

*The Change Process
Decision Making
Problem Solving
Values & Principles
Goals & Goal Setting
Social Situations*

*Health & Wellness
Substance Abuse, Addictions & Recovery
Families
Employment
Money Matters
Community Re-Entry*



Facilitator, Bureau of Re-Entry Programs and Education



Florida Department of Corrections

Office of Re-Entry

Hereby Awards This Certificate for Successful Completion of

Thinking for a Change
25 Lessons in Cognitive Behavioral Change

XXXXXXXXXX

August 30, 2011

(Name), Facilitator

(Name), Facilitator

(Name), Lead Facilitator

(Name), Facilitator/Trainer

CERTIFICATE OF PARTICIPATION



PRESENTED TO

XXXXXXXXXXXX

IN RECOGNITION OF YOUR PARTICIPATION IN THE
FLORIDA DEPARTMENT OF CORRECTIONS' SPECTER GRANT
RE-ENTRY SEMINAR

SEPTEMBER 21, 2010

XXXXXXXXXXXX

Program Coordinator

XXXXXXXXXXXX

Bureau Chief, Re-entry Program & Education

Re-Entry Participation Award

THIS AWARD IS PRESENTED TO

Name of Recipient

FOR PARTICIPATING IN THE
FOLLOWING RE-ENTRY INITIATIVE
PROGRAM

NAME OF PROGRAM

PROVIDED BY THE
FLORIDA DEPARTMENT
OF
CORRECTIONS

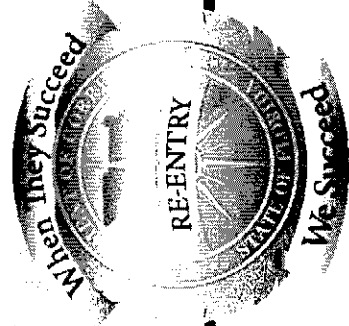
Facilitator

Date

Witness

Date

THIS IS AN INTERNAL AWARD ISSUED BY FDCC. IT IS NOT INTENDED TO REPRESENT COMPLETION OF A CERTIFIED PROGRAM RECOGNIZED BY THE FLORIDA DEPARTMENT OF EDUCATION.



Certificate of Achievement

This certificate is awarded
this day December 10, 2010 to

XXXXXXXXXX

for successful completion of the
Gulf Correctional Institution
Inmate Teaching Assistant Program



Bureau Chief, Re-Entry Programs & Education

Inmate Teaching Assistant Training Coordinator

DEPARTMENT OF EDUCATION



State of

Florida

This Certifies That

having satisfactorily completed all requirements of law and standards prescribed by the State Board of Education, thereby demonstrating satisfactory evidence of educational competence, is hereby awarded this

HIGH SCHOOL DIPLOMA

and is entitled to all the Rights and Privileges appertaining thereto.

In witness whereof our names and the seal of the State Board of Education, Tallahassee, Florida, are hereto affixed, this the

11TH Day of October, 2010

Diploma Number: 200288624



Workforce Development Federal Bonding

Summary Of Program

The Federal Bonding Program is a means by which the Department of Labor has arranged fidelity bond insurance coverage to be given to employers to protect the employer against dishonesty of ex-offenders, welfare recipients, those with poor work histories, youth, and other high-risk job applications.

Eligibility

- (a) EMPLOYER- Employers are eligible if they are hiring for a full-time job of at least 30 hours a week that should last at least six months. Any job at any employer can be covered by the bond insurance.
- (b) EMPLOYEES - Employees are eligible if they have the occupational skills needed to fill the job.
Self-employment is not covered. No candidate may be covered for more than one job at the same time.

Amount Of Bond

Bonds are either \$5,000 or \$10,000. Bonds are automatically issued for \$5,000, unless the State Bonding Coordinator, or designee, approves the local office request for \$10,000.

Duration Of Bond

The Federal Bonding Program insurance policy is issued free-of-charge to the employer for six-month duration. (Should the worker covered by the bond change jobs before the end of the six months of insurance coverage, a second and final bond covering the same worker can be issued to the new employer.) At the end of the six months of free bond coverage, if the worker has not caused a claim to be paid to the employer under the bond, the employer can choose to arrange to purchase continued bond coverage for the same worker at the regular commercial rate.

Effective Date Of Coverage

The bond is effective on the date the employee starts work, or immediately upon the signature of the local Department of Labor Bonding Representative if the employee has already started work. Employer signature is not required. The bond will be mailed directly to the employer by the Travelers Property Casualty Company. Bonds are issued through the insurer's agent, the McLaughlin Company, in Washington, D.C.

Costs

Bonds are Free of Charge to Employers.

How To Apply

To obtain a bond, the prospective employer or employee applies at any Massachusetts One Stop Career Center and shows that a valid job exists, that the employee meets the job qualifications, and that the bond is needed for the employee to keep the job.

Additional Information

Questions concerning this program may be directed to the Massachusetts State Bonding Coordinator, David F. Sullivan at (617) 626-5733 or dsullivan@detma.org.

What benefits can a business receive from hiring a person returning from incarceration?

- **Work Opportunity Tax Credit (WOTC) and the Welfare-to-Work Tax Credit (WtWTC)**

Incentives that Congress provides to private-sector employers for hiring economically disadvantaged individuals with significant barriers to employment Benefits include:

Up to \$8,500 in potential tax credits

Credits applied toward taxes due to the Internal Revenue Service, and Carry over of unused tax credits in the next year.

- **Federal Bonding Program:**

It is a business insurance policy that protects the employer in case of any loss of money or property due to employee dishonesty. It is a “guarantee” to the employer that the person hired will be an honest worker.

- **Massachusetts Rehabilitation Commission (MRC):**

If an employer provides occupational skills training to a person that is MRC eligible then the employer shall be paid a daily fee for supervised skill development, which is beyond the supervision customarily provided to an employee.

- **Massachusetts Apprentice Training Division:**

The Division of Apprentice Training will work with companies that agree to provide supervised skill training.

Instructions for Form 8850



Department of the Treasury
Internal Revenue Service

(Rev. January 2006)

Pre-Screening Notice and Certification Request for the Work Opportunity and Welfare-to-Work Credits

Section references are to the Internal Revenue Code unless otherwise noted.

General Instructions

What's New

- The work opportunity credit and the welfare-to-work credit are now allowed for qualified individuals who begin work for you before January 1, 2006.



*These credits may be extended with respect to employees who began work for you after December 31, 2005. See *What's Hot in Tax Forms, Pubs, and Other Tax Products* at www.irs.gov/formspubs to find out if the credits have been extended.*

- The Katrina Emergency Relief Act of 2005 added a new targeted group, Hurricane Katrina employee, identified as group 9.

Purpose of Form

Employers use Form 8850 to pre-screen and to make a written request to a state employment security agency (SESA) (unless the employee checks only the Hurricane Katrina employee box) to certify an individual as:

- A member of a targeted group for purposes of qualifying for the work opportunity credit or
- A long-term family assistance recipient for purposes of qualifying for the welfare-to-work credit.

Submitting Form 8850 to the SESA (unless the employee checks only the Hurricane Katrina employee box) is but one step in the process of qualifying for the work opportunity credit or the welfare-to-work credit. The SESA must certify the job applicant is a member of a targeted group or is a long-term family assistance recipient. After starting work, the employee must meet the minimum number-of-hours-worked requirement for the work opportunity credit or the minimum number-of-hours, number-of-days requirement for the welfare-to-work credit. The employer may elect to take the applicable credit by filing Form 5884, Work Opportunity Credit, or Form 8861, Welfare-to-Work Credit.



The certification requirements described above do not apply to Hurricane Katrina employees. For an employer of a Hurricane Katrina employee, this form is used to accept reasonable evidence that the worker is a Hurricane Katrina employee. It is the employer's responsibility to ascertain that the place where the employee lived on August 28, 2005, (the address on line 1 of the form) is in fact in the core disaster area (see pages 2 and 3 for a list of these

areas). The employer is not required to ask employees to furnish any documentary evidence.

Who Should Complete and Sign the Form

The job applicant gives information to the employer on or before the day a job offer is made. This information is entered on Form 8850. Based on the applicant's information, the employer determines whether or not he or she believes the applicant is a member of a targeted group (as defined under Members of Targeted Groups) or a long-term family assistance recipient (as defined under Welfare-to-Work Job Applicants). If the employer believes the applicant is a member of a targeted group or a long-term family assistance recipient, the employer completes the rest of the form no later than the day the job offer is made. Both the job applicant and the employer must sign Form 8850 no later than the date for submitting the form to the SESA.

Instructions for Employer

When and Where to File

Do not file Form 8850 with the Internal Revenue Service. Instead, if required, file it with the work opportunity tax credit (WOTC) coordinator for your SESA no later than the 21st day after the job applicant begins work for you. Although electronic filing of Form 8850 is permitted, at the time these instructions were published, no state was equipped to receive Form 8850 electronically. See Announcement 2002-44 for details. You can find Announcement 2002-44 on page 809 of Internal Revenue Bulletin 2002-17 at www.irs.gov/pub/irs-irbs/irb02-17.pdf.

To get the name, address, phone and fax numbers, and email address of the WOTC coordinator for your SESA, visit the Department of Labor Employment and Training Administration (ETA) web site at www.ows.doleta.gov/employ/tax.asp.



Never include Form 8850 with a tax return or otherwise send it to the IRS, regardless of the employee's targeted group. Form 8850 should be filed with the state SESA unless the employee checks only the Hurricane Katrina employee box, in which case the employer should keep the Form 8850 for its records.

Additional Requirements for Certification

In addition to filing Form 8850, you must complete and send to your state's WOTC coordinator either:

- ETA Form 9062, Conditional Certification Form, if the job applicant received this form from a participating agency (e.g., the Jobs Corps) or
- ETA Form 9061, Individual Characteristics Form, if the job applicant did not receive a conditional certification.

You can get ETA Form 9061 from your local public employment service office or you can download it from the ETA web site at www.ows.doleta.gov/employ/tax.asp.

Recordkeeping

Keep copies of Forms 8850, along with any transmittal letters that you submit to your SESA, as long as they may be needed for the administration of the Internal Revenue Code provisions relating to the work opportunity credit and the welfare-to-work credit. Records that support these credits usually must be kept for 3 years from the date any income tax return claiming the credits is due or filed, whichever is later.



Hurricane Katrina employee. *Form 8850 should not be filed with the state SESA for employees who only check box 1 on Form 8850. Employers should keep Form 8850 for their records. If a prior version of Form 8850 was sent to the state SESA indicating the employee is a Hurricane Katrina employee, the employer and employee should complete this version of Form 8850 for the employer to retain for its records. Do not attach Form 8850 to a tax return.*

Members of Targeted Groups

A job applicant may be certified as a member of a targeted group if he or she is described in one of the following groups.

1. **Qualified IV-A recipient.** A member of a family receiving assistance under a state plan approved under part A of title IV of the Social Security Act relating to Temporary Assistance for Needy Families (TANF). The assistance must be received for any 9 months during the 18-month period that ends on the hiring date.
2. **Qualified veteran.** A veteran who is a member of a family receiving assistance under the Food Stamp program for at least a 3-month period during the 15-month period ending on the hiring date. See section 51(d)(3). To be considered a veteran, the applicant must:
 - Have served on active duty (not including training) in the Armed Forces of the United States for more than 180 days or have been discharged or released from active duty for a service-connected disability and
 - Not have a period of active duty (not including training) of more than 90 days that ended during the 60-day period ending on the hiring date.
3. **Qualified ex-felon.** An ex-felon who:
 - Has been convicted of a felony under any Federal or state law,
 - Is hired not more than 1 year after the conviction or release from prison for that felony, and

- Is a member of a family that had income on an annual basis of 70% or less of the Bureau of Labor Statistics lower living standard during the 6 months immediately preceding the earlier of the month the income determination occurs or the month in which the hiring date occurs.

4. **High-risk youth.** An individual who is at least 18 but not yet 25 on the hiring date and lives within an empowerment zone, enterprise community, or renewal community.

5. **Vocational rehabilitation referral.** An individual who has a physical or mental disability resulting in a substantial handicap to employment and who was referred to the employer upon completion of (or while receiving) rehabilitation services by a rehabilitation agency approved by the state, an employment network under the Ticket to Work program, or the Department of Veterans Affairs.

6. **Summer youth employee.** An individual who:

- Performs services for the employer between May 1 and September 15,
- Is age 16 but not yet age 18 on the hiring date (or if later, on May 1),
- Has never worked for the employer before, and
- Lives within an empowerment zone, enterprise community, or renewal community.

7. **Food stamp recipient.** An individual who:

- Is at least age 18 but not yet age 25 on the hiring date, and
- Is a member of a family that —
 - a. Has received food stamps for the 6-month period ending on the hiring date or
 - b. Is no longer eligible for such assistance under section 6(o) of the Food Stamp Act of 1977, but the family received food stamps for at least 3 months of the 5-month period ending on the hiring date.

8. **SSI recipient.** An individual who is receiving supplemental security income benefits under title XVI of the Social Security Act (including benefits of the type described in section 1616 of the Social Security Act or section 212 of Public Law 93-66) for any month ending within the 60-day period ending on the hiring date.

9. **Hurricane Katrina employee.** A Hurricane Katrina employee is:

- A person who, on August 28, 2005, had a main home in the core disaster area and, within a two-year period beginning on this date, is hired to perform services principally in the core disaster area; or
- A person who, on August 28, 2005, had a main home in the core disaster area, was displaced from the main home as a result of Hurricane Katrina, and was hired during the period beginning on August 28, 2005, and ending on December 31, 2005, for a job located outside the core disaster area.

Gulf Opportunity (GO) Zone (Core Disaster Area). The GO Zone (also called the core disaster area) covers the portion of the Hurricane Katrina disaster area determined by the Federal Emergency Management Agency (FEMA) to be eligible for either individual only or both individual and public assistance from the Federal

Government. The GO Zone covers the following areas in three states.

a. **Alabama.** The counties of Baldwin, Choctaw, Clarke, Greene, Hale, Marengo, Mobile, Pickens, Sumter, Tuscaloosa, and Washington.

b. **Louisiana.** The parishes of Acadia, Ascension, Assumption, Calcasieu, Cameron, East Baton Rouge, East Feliciana, Iberia, Iberville, Jefferson, Jefferson Davis, Lafayette, Lafourche, Livingston, Orleans, Plaquemines, Pointe Coupee, St. Bernard, St. Charles, St. Helena, St. James, St. John the Baptist, St. Martin, St. Mary, St. Tammany, Tangipahoa, Terrebonne, Vermilion, Washington, West Baton Rouge, and West Feliciana.

c. **Mississippi.** The counties of Adams, Amite, Attala, Choctow, Claiborne, Clarke, Copiah, Covington, Forrest, Franklin, George, Greene, Hancock, Harrison, Hinds, Holmes, Humphreys, Jackson, Jasper, Jefferson, Jefferson Davis, Jones, Kemper, Lamar, Lauderdale, Lawrence, Leake, Lincoln, Lowndes, Madison, Marion, Neshoba, Newton, Noxubee, Oktibbeha, Pearl River, Perry, Pike, Rankin, Scott, Simpson, Smith, Stone, Walthall, Warren, Wayne, Wilkinson, Winston, and Yazoo.

Empowerment zones, enterprise communities, and renewal communities. For details on all empowerment zones, enterprise communities, and renewal communities, you can use the RC/EZ/EC Address Locator at www.hud.gov/crlocator. For details about empowerment zones, enterprise communities, and renewal communities, call 1-800-998-9999, or contact your SESA. For more information about empowerment zones, enterprise communities, and renewal

communities, see Publication 954, Tax Incentives for Distressed Communities.



Under section 1400, parts of Washington, DC, are treated as an empowerment zone. For details, use the RC/EZ/EC Address Locator at www.hud.gov/crlocator or see Notice 98-57, on page 9 of Internal Revenue Bulletin 1998-47 at www.irs.gov/pub/irs-irbs/irb98-47.pdf. Also, there are no areas designated in Puerto Rico, Guam, or any U.S. possession.

Welfare-to-Work Job Applicants

An individual may be certified as a long-term family assistance recipient if he or she is a member of a family that:

- Has received TANF payments for at least 18 consecutive months ending on the hiring date, or
- Receives TANF payments for any 18 months (whether or not consecutive) beginning after August 5, 1997, and the earliest 18-month period beginning after August 5, 1997, ended within the last 2 years, or
- Stopped being eligible for TANF payments because Federal or state law limits the maximum period such assistance is payable and the individual is hired not more than 2 years after such eligibility ended.

Member of a family

With respect to the qualified IV-A recipient, qualified veteran, food stamp recipient, and long-term family assistance recipient, an individual whose family receives assistance for the requisite period meets the family assistance requirement of the applicable group if the individual is included on the grant (and thus receives assistance) for some portion of the specified period.

Pre-Screening Notice and Certification Request for the Work Opportunity and Welfare-to-Work Credits

OMB No. 1545-1500

▶ See separate instructions.

Job applicant: Fill in the lines below and check any boxes that apply. Complete only this side.

Your name _____ Social security number ▶ _____

Street address where you live _____

City or town, state, and ZIP code _____

Telephone number () _____

If you are under age 25, enter your date of birth (month, day, year) ____/____/____

Work Opportunity Credit

- 1 Check here if you are a Hurricane Katrina employee. Enter the address of your main home on August 28, 2005, and the state and county or parish in which it was located.

- 2 Check here if you received a conditional certification from the state employment security agency (SESA) or a participating local agency for the work opportunity credit.
- 3 Check here if **any** of the following statements apply to you.
 - I am a member of a family that has received assistance from Temporary Assistance for Needy Families (TANF) for any 9 months during the last 18 months.
 - I am a veteran and a member of a family that received food stamps for at least a 3-month period within the last 15 months.
 - I was referred here by a rehabilitation agency approved by the state, an employment network under the Ticket to Work program, or the Department of Veterans Affairs.
 - I am at least age 18 but **not** age 25 or older and I am a member of a family that:
 - a Received food stamps for the last 6 months **or**
 - b Received food stamps for at least 3 of the last 5 months, **but** is no longer eligible to receive them.
 - Within the past year, I was convicted of a felony or released from prison for a felony **and** during the last 6 months I was a member of a low-income family.
 - I received supplemental security income (SSI) benefits for any month ending within the last 60 days.

Welfare-to-Work Credit

- 4 Check here if you received a conditional certification from the SESA or a participating local agency for the welfare-to-work credit.
- 5 Check here if you are a member of a family that:
 - Received TANF payments for at least the last 18 months, **or**
 - Received TANF payments for any 18 months beginning after August 5, 1997, **and** the earliest 18-month period beginning after August 5, 1997, ended within the last 2 years, **or**
 - Stopped being eligible for TANF payments within the last 2 years because federal or state law limited the maximum time those payments could be made.

All Applicants

Under penalties of perjury, I declare that I gave the above information to the employer on or before the day I was offered a job, and it is, to the best of my knowledge, true, correct, and complete.

Job applicant's signature ▶ _____

Date ____/____/____

For Employer's Use Only

Employer's name _____ Telephone no. () - EIN ▶ _____

Street address _____

City or town, state, and ZIP code _____

Person to contact, if different from above _____ Telephone no. () -

Street address _____

City or town, state, and ZIP code _____

If, based on the individual's age and home address, he or she is a member of group 4 or 6 (as described under Members of Targeted Groups in the separate instructions), enter that group number (4 or 6) ▶ _____

Date applicant: Gave information ____/____/____ Was offered job ____/____/____ Was hired ____/____/____ Started job ____/____/____

Complete Only If Box 1 on Page 1 is Checked

State and county or parish of job _____

Check if the individual was not my employee on August 28, 2005 and this is the first time the employee has been hired by me since August 28, 2005.

Under penalties of perjury, I declare that the applicant completed this form on or before the day a job was offered to the applicant and that the information I have furnished is, to the best of my knowledge, true, correct, and complete. Based on the information the job applicant furnished on page 1, I believe the individual is a member of a targeted group or a long-term family assistance recipient. I hereby request a certification that the individual is a member of a targeted group or a long-term family assistance recipient.

Employer's signature ▶ _____ Title _____ Date ____/____/____

Privacy Act and Paperwork Reduction Act Notice

Section references are to the Internal Revenue Code. Section 51(d)(12) permits a prospective employer to request the applicant to complete this form and give it to the prospective employer. The information will be used by the employer to complete the employer's federal tax return. Completion of this form is voluntary and may assist members of targeted groups and long-term family assistance recipients in securing employment. Routine uses of this form include giving it to the state employment security agency (SESA), which will contact appropriate sources to confirm that the applicant is a member of a targeted group or a long-term family assistance recipient. This form may also be given to the Internal Revenue Service

for administration of the Internal Revenue laws, to the Department of Justice for civil and criminal litigation, to the Department of Labor for oversight of the certifications performed by the SESA, and to cities, states, and the District of Columbia for use in administering their tax laws. 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 section 6103.

The time needed to complete and file this form will vary depending on individual circumstances. The estimated average time is: Recordkeeping 5 hrs., 30 min. Learning about the law or the form 24 min. Preparing and sending this form to the SESA 30 min.

If you have comments concerning the accuracy of these time estimates or suggestions for making this form simpler, we would be happy to hear from you. You can write to the Internal Revenue Service, Tax Products Coordinating Committee, SE:W:CAR:MP:T:T:SP, 1111 Constitution Ave. NW, IR-6406, Washington, DC 20224.

Do not send this form to this address. Instead, see When and Where To File in the separate instructions.



careeronestop
PATHWAYS TO CAREER SUCCESS

<u>Name</u>	<u>Location</u>	<u>Service Type</u>	<u>Map Directions</u>
<u>(Blountstown) One Stop Career Center</u>	16908 Northeast Pear Street, Blountstown, FL 32424 phn: (850) 674-5088	Comprehensive One-Stop Career Centers	Map Directions
<u>Last Updated: 7/5/2011</u>			
<u>(Chipley) One Stop Career Center</u>	680 Second Street Chipley, FL 32428 phn: (850) 638-6089	Comprehensive One-Stop Career Centers	Map Directions
<u>Last Updated: 7/12/2011</u>			
<u>(Marianna) One Stop Career Center</u>	4636 Highway 90 East, Suite E Marianna, FL 32446 phn: (850) 718-0326	Comprehensive One-Stop Career Centers	Map Directions
<u>Last Updated: 7/5/2011</u>			
<u>Brevard Workforce-Titusville</u>	3880 South Washington Avenue Titusville, FL 32780 phn: (321)504-7600	Comprehensive One-Stop Career Centers	Map Directions
<u>Last Updated: 8/10/2011</u>			
<u>Brevard Workforce-Palm Bay</u>	Country Club Plaza 5275 Babcock Street Northeast Palm Bay, FL 32905 phn: (321)504-7600	Comprehensive One-Stop Career Centers	Map Directions
<u>Last Updated: 8/11/2011</u>			
<u>Brevard Workforce-Rockledge</u>	295 Barnes Boulevard Rockledge, FL 32955-5325 phn: (321)504-7600	Comprehensive One-Stop Career Centers	Map Directions
<u>Last Updated: 8/10/2011</u>			
<u>Career Central</u>	4440 Grand Boulevard New Port Richey, FL 34652	Comprehensive One-Stop Career Centers	Map Directions

phn: (727)484-3400

Last Updated: 7/5/2011

Career Central

6038 Gall Boulevard
Zephyrhills, FL 33542
phn: (813)377-1300

Comprehensive One-Stop
Career Centers

[Map](#) | [Directions](#)

Last Updated: 7/5/2011

Career Central Hernando

7361 Forest Oaks Boulevard
Spring Hill, FL 34606
phn: (352)200-3020

Comprehensive One-Stop
Career Centers

[Map](#) | [Directions](#)

Last Updated: 7/5/2011

Central Career Center

1951 North Military Trail, Suite D
West Palm Beach, FL 33409
phn: (561)340-1060 Ext. 2300

Comprehensive One-Stop
Career Centers

[Map](#) | [Directions](#)

Last Updated: 7/5/2011

City of Miami Gardens One Stop
Career Center

4690 NW 183rd Street
Miami, FL 33055
phn: (305)620-8012

Comprehensive One-Stop
Career Centers

[Map](#) | [Directions](#)

Last Updated: 7/5/2011

Daytona Beach One Stop Career
Center

359 Bill France Boulevard
Daytona Beach, FL 32114
phn: (386) 323-7001

Comprehensive One-Stop
Career Centers

[Map](#) | [Directions](#)

Last Updated: 7/5/2011

DeLand One-Stop Career Center

1382 South Woodland Blvd.
DeLand, FL 32720
phn: (386)740-3232

Comprehensive One-Stop
Career Centers

[Map](#) | [Directions](#)

Last Updated: 7/5/2011

East Orange County WORKFORCE
CENTRAL FLORIDA

4360 East Colonial Drive
Orlando, FL 32803
phn: (407)531-1227 Ext. 4400

Comprehensive One-Stop
Career Centers

[Map](#) | [Directions](#)

Last Updated: 7/5/2011

Escarosa Career Center-Milton

5723 Highway 90
Milton, FL 32583
phn: (850) 983-5325

Comprehensive One-Stop
Career Centers

[Map](#) | [Directions](#)

Last Updated: 7/5/2011

[Escarosa Career Center-Pensacola](#) 3670-A North L Street
Pensacola, FL 32505-5217
phn: (850)607-8700
Comprehensive One-Stop
Career Centers
[Map](#) | [Directions](#)

Last Updated: 7/5/2011

[Flagler One Stop Career Center](#)
20 Airport Road, Suite E
Palm Coast, FL 32164
phn: (386)586-5169
Comprehensive One-Stop
Career Centers
[Map](#) | [Directions](#)

Last Updated: 7/5/2011

[Florida Crown Workforce Career Center](#)
1389 U.S. Highway 90 West
Lake City, FL 32055
phn: (386) 755-9026 Ext. 3101
Comprehensive One-Stop
Career Centers
[Map](#) | [Directions](#)

Last Updated: 7/5/2011

[Florida Crown Workforce Career Center](#)
25815 Southeast Highway 19, Unit 1
Old Town, FL 32680
phn: (352)542-3373
Comprehensive One-Stop
Career Centers
[Map](#) | [Directions](#)

Last Updated: 7/5/2011

[Florida Crown Workforce Career Center](#)
211-B Southeast 11th Street
Trenton, FL 32693
phn: (352)463-3677
Comprehensive One-Stop
Career Centers
[Map](#) | [Directions](#)

Last Updated: 7/5/2011

[FloridaWorks Alachua County](#)
4800 SW 13th Street
Gainesville, FL 32608
phn: (352) 955-2245
Comprehensive One-Stop
Career Centers
[Map](#) | [Directions](#)

Last Updated: 7/5/2011

[FloridaWorks Bradford](#)
819 South Walnut Street
Starke, FL 32091
phn: (904) 964-8092 Ext. 100
Comprehensive One-Stop
Career Centers
[Map](#) | [Directions](#)

Last Updated: 7/5/2011

[Gateway Jacksonville WorkSource Career Services](#)
5000-2 Norwood Avenue
Jacksonville, FL 32208
phn: (904) 924-1710 Ext. 2460
Comprehensive One-Stop
Career Centers
[Map](#) | [Directions](#)

Last Updated: 7/5/2011

[Heartland Workforce, Hardee One-Stop Career Center](#) 205 Carlton Street
Wauchula, FL 33873
phn: (863)773-3474 [Map](#) [Directions](#)

Comprehensive One-Stop
Career Centers

Last Updated: 7/5/2011

[Heartland Workforce, Highlands One-Stop Career Center](#) 5901 US Highway 27 South
Sebring, FL 33870-2117
phn: (863)385-3672 Ext. 0 [Map](#) [Directions](#)

Comprehensive One-Stop
Career Centers

Last Updated: 7/5/2011

[Hialeah Downtown One Stop Career Center](#) 240 East 1st Avenue, Suite 208
Hialeah, FL 33010
phn: (305)883-6925 [Map](#) [Directions](#)

Comprehensive One-Stop
Career Centers

Last Updated: 7/5/2011

[Hialeah Gardens One-Stop Career Center](#) 2851 West 68th Street, Suite 14
Hialeah, FL 33016
phn: (305)826-4011 [Map](#) [Directions](#)

Comprehensive One-Stop
Career Centers

Last Updated: 7/5/2011

[Homestead One-Stop Career Center](#) 140 NE 8 Street
Homestead, FL 33030
phn: (305)242-5373 [Map](#) [Directions](#)

Comprehensive One-Stop
Career Centers

Last Updated: 7/5/2011

[JobsPlus One Stop Career Center](#) 409 N.E. Racetrack Road
Ft. Walton Beach, FL 32547-2503
phn: (850) 833-7587 [Map](#) [Directions](#)

Comprehensive One-Stop
Career Centers

Last Updated: 8/5/2011

[JobsPlus One Stop Career Center](#) 212 North Wilson Street
Crestview, FL 32536
phn: (850) 689-7823 [Map](#) [Directions](#)

Comprehensive One-Stop
Career Centers

Last Updated: 8/5/2011

[JobsPlus One Stop Career Center](#) 171 North 9th Street
DeFuniak Springs, FL 32433 [Map](#) [Directions](#)

Comprehensive One-Stop
Career Centers

phn: (850)892-8668

Last Updated: 8/5/2011

Key Largo One Stop Career Center

103400 Overseas Highway
Key Largo, FL 33037
phn: (305) 853-3540

Comprehensive One-Stop
Career Centers

[Map](#) | [Directions](#)

Last Updated: 7/5/2011

Key West One Stop Career Center

1111 12th Street
Key West, FL 33040
phn: (305) 292-6762

Comprehensive One-Stop
Career Centers

[Map](#) | [Directions](#)

Last Updated: 7/5/2011

Lake/Sumter WORKFORCE
CENTRAL FLORIDA

1415 South 14th Street, Suite 100
Leesburg, FL 34748
phn: (352)360-6280 Ext. 6400

Comprehensive One-Stop
Career Centers

[Map](#) | [Directions](#)

Last Updated: 7/5/2011

Little Havana One-Stop Career Center

701 SW 27th Avenue
Miami, FL 33135
phn: (305)643-3300

Comprehensive One-Stop
Career Centers

[Map](#) | [Directions](#)

Last Updated: 7/5/2011

Miami Beach One Stop Career Center

833 6th Street, 2nd Floor
Miami Beach, FL 33139
phn: (305)532-5350

Comprehensive One-Stop
Career Centers

[Map](#) | [Directions](#)

Last Updated: 7/5/2011

North Miami Beach One Stop Career Center

633 NE 167th Street, Suite 200
North Miami Beach, FL 33162
phn: (305) 654-7175

Comprehensive One-Stop
Career Centers

[Map](#) | [Directions](#)

Last Updated: 7/5/2011

Northside One Stop Career Center

7900 NW 27th Ave, Suite 200
Miami, FL 33147
phn: (305)693-2060

Comprehensive One-Stop
Career Centers

[Map](#) | [Directions](#)

Last Updated: 7/5/2011

Osceola WORKFORCE CENTRAL

1392 East Vine Street

Comprehensive One-Stop

[Map](#) | [Directions](#)

FLORIDA

Kissimmee, FL 34744
phn: (407)705-1555 Ext. 5400

Career Centers

Last Updated: 7/5/2011

Perrine One Stop Career Center

9555 SW 175 Terrace
Miami, FL 33157
phn: (305) 252-4440

Comprehensive One-Stop
Career Centers

[Map](#) [Directions](#)

Last Updated: 7/5/2011

Polk Works (Lakeland) One-Stop Center

309 North Ingraham Avenue
Lakeland, FL 33801
phn: (863)508-1100

Comprehensive One-Stop
Career Centers

[Map](#) [Directions](#)

Last Updated: 7/5/2011

Polk Works (Winter Haven) One-Stop Center

500 E. Lake Howard Drive
Winter Haven, FL 33881-3135
phn: (863)508-1100 Ext. 3300

Comprehensive One-Stop
Career Centers

[Map](#) [Directions](#)

Last Updated: 7/5/2011

South Career Center

951 Yamato Road
Boca Raton, FL 33431
phn: (561)853-0181 Ext. 2040

Comprehensive One-Stop
Career Centers

[Map](#) [Directions](#)

Last Updated: 7/5/2011

South County

3420 8th Avenue South
St. Petersburg,, FL 33711
phn: (727)524-4344

Comprehensive One-Stop
Career Centers

[Map](#) [Directions](#)

Last Updated: 7/5/2011

Southside Jacksonville WorkSource Career Services

6800 Southpoint Parkway
Jacksonville, FL 32216
phn: (904)997-3100 Ext. 2360

Comprehensive One-Stop
Career Centers

[Map](#) [Directions](#)

Last Updated: 7/5/2011

Southwest Florida Works

1032 Tamiami Trail, Unit 9
Port Charlotte, FL 33953
phn: (941)235-5900

Comprehensive One-Stop
Career Centers

[Map](#) [Directions](#)

Last Updated: 8/2/2011

Southwest Florida Works

4150 Ford Street Extension

Comprehensive One-Stop

[Map](#) [Directions](#)

Career Centers

Ft. Myers, FL 33916
phn: (239)931-8200

Last Updated: 8/1/2011

Southwest Florida Works

3353 Radio Road
Naples, FL 34104
phn: (239)436-4301

Comprehensive One-Stop
Career Centers

[Map](#) | [Directions](#)

Last Updated: 8/2/2011

Southwest Florida Works

215 B South Francisco Street
Clewiston, FL 33440
phn: (863)983-6138

Comprehensive One-Stop
Career Centers

[Map](#) | [Directions](#)

Last Updated: 8/2/2011

Southwest Florida Works

750 South 5th Street
Immokalee, FL 34142
phn: (239)658-3300

Comprehensive One-Stop
Career Centers

[Map](#) | [Directions](#)

Last Updated: 8/2/2011

Suncoast Workforce

3526 9th Street West
Bradenton, FL 34205
phn: (941) 714-7449

Comprehensive One-Stop
Career Centers

[Map](#) | [Directions](#)

Last Updated: 7/5/2011

Suncoast Workforce

897 East Venice Ave
Venice, FL 34285
phn: (941) 486-2682

Comprehensive One-Stop
Career Centers

[Map](#) | [Directions](#)

Last Updated: 7/5/2011

Suncoast Workforce

3660 N. Washington Blvd.
Sarasota, FL 34234
phn: (941) 358-4200

Comprehensive One-Stop
Career Centers

[Map](#) | [Directions](#)

Last Updated: 7/5/2011

West Career Center

1085 South Main Street
Belle Glade, FL 33430-7106
phn: (561)829-2040 Ext. 2200

Comprehensive One-Stop
Career Centers

[Map](#) | [Directions](#)

Last Updated: 7/14/2011

West Dade One Stop Career
Center

8485 Bird Road
Miami, FL 33135
phn: (305) 228-2300

Comprehensive One-Stop
Career Centers

[Map](#) | [Directions](#)

Last Updated: 7/5/2011

WorkForce Brandon Center,
Brandon

9350 Bay Plaza Boulevard, Suite 121
Tampa, FL 33619
phn: (813)930-7832

[Map|Directions](#)

Last Updated: 7/5/2011

WorkForce One

7550 Davie Road Extension
Hollywood, FL 33024
phn: (954)967-1010

[Map|Directions](#)

Comprehensive One-Stop
Career Centers

Last Updated: 7/5/2011

WorkForce One Central

2610 West Oakland Park Boulevard
Ft. Lauderdale, FL 33311-1347
phn: (954)677-5555

[Map|Directions](#)

Comprehensive One-Stop
Career Centers

Last Updated: 7/5/2011

WorkForce One North

2301 W. Sample Road
Pompano Beach, FL 33073
phn: (954)969-3541

[Map|Directions](#)

Comprehensive One-Stop
Career Centers

Last Updated: 7/5/2011

WorkForce Plant City Center,
Plant City

2001 E. Cherry Street
Plant City, FL 33563
phn: (813)930-7880

[Map|Directions](#)

Comprehensive One-Stop
Career Centers

Last Updated: 7/5/2011

WorkForce Tampa Center , North
Tampa

9215 North Florida Ave.
Tampa, FL 33612
phn: (813)930-7400

[Map|Directions](#)

Comprehensive One-Stop
Career Centers

Last Updated: 7/5/2011

WorkSource Career Services

1845 Town Center Boulevard
Fleming Island, FL 32003
phn: (904)213-3888 Ext. 2060

[Map|Directions](#)

Comprehensive One-Stop
Career Centers

Last Updated: 7/5/2011

WorkSource Career Services

525 State Road 16
St. Augustine, FL 32084-3840
phn: (904)819-0231

[Map|Directions](#)

Comprehensive One-Stop
Career Centers

Last Updated: 7/5/2011

WorkSource Career Services

400 State Road 19 N. (Palatka Mall),
Comprehensive One-Stop

[Map|Directions](#)

Suite 33
Palatka, FL 32177
phn: (386)329-3724

Career Centers

Last Updated: 7/5/2011

<u>WorkSource Career Services</u>	96042 Lofton Square Court Yulee, FL 32097 phn: (904)432-0009 Ext. 2660	Comprehensive One-Stop Career Centers	Map Directions
Last Updated: 7/5/2011			
<u>Workforce Center-Panama City</u>	625 Highway 231 Panama City, FL 32405 phn: (850) 872-4340 Ext. 100	Comprehensive One-Stop Career Centers	Map Directions
Last Updated: 7/5/2011			
<u>Workforce Connection</u>	2703 NE 14th Street Ocala, FL 34470 phn: (352)840-5700	Comprehensive One-Stop Career Centers	Map Directions
Last Updated: 7/5/2011			
<u>Workforce Connection</u>	9030 N.E. Highway 27 A Bronson, FL 32621 phn: (352) 486-5580	Comprehensive One-Stop Career Centers	Map Directions
Last Updated: 7/5/2011			
<u>Workforce Connection</u>	1103 East Inverness Boulevard Inverness, FL 34452 phn: (352)637-2223	Comprehensive One-Stop Career Centers	Map Directions
Last Updated: 7/5/2011			
<u>Workforce Plus, Gadsden</u>	1140 W. Clark Street Quincy, FL 32351 phn: (850) 875-4040	Comprehensive One-Stop Career Centers	Map Directions
Last Updated: 7/5/2011			
<u>Workforce Plus, Leon</u>	2525 South Monroe St., Ste. 3-A Tallahassee, FL 32301 phn: (850) 922-0023	Comprehensive One-Stop Career Centers	Map Directions
Last Updated: 7/5/2011			
<u>Workforce Plus, Wakulla</u>	3278 Crawfordville Highway, Unit G Crawfordville, FL 32327 phn: (850) 926-0980	Comprehensive One-Stop Career Centers	Map Directions
Last Updated: 7/5/2011			

Workforce Solutions-Okeechobee County Center 209 SW Park Street
Okeechobee, FL 34974
phn: (863) 462-5350 Comprehensive One-Stop
Career Centers [Map](#) | [Directions](#)

Last Updated: 8/1/2011

Workforce Solutions-St Lucie County Center 584 Northwest University Boulevard, Suite 300
Port St. Lucie, FL 34986
phn: (866)482-4473 Comprehensive One-Stop
Career Centers [Map](#) | [Directions](#)

Last Updated: 8/1/2011

Workforce-Madison 705 East Base Street
Madison, FL 32340
phn: (850) 973-9675 Comprehensive One-Stop
Career Centers [Map](#) | [Directions](#)

Last Updated: 7/5/2011

Business Service HUB 6301 Northwest 5th Way
Ft. Lauderdale, FL 33309
phn: (954)677-5627 Affiliate One Stops [Map](#) | [Directions](#)

Last Updated: 7/5/2011

Clearwater (Barry Street) 1510 Barry Street
Clearwater, FL 33756
phn: (727)524-4344 Affiliate One Stops [Map](#) | [Directions](#)

Last Updated: 7/5/2011

Escarosa Career Center-Century 8120 North Century Boulevard
Century, FL 32535
phn: (850)256-6259 Affiliate One Stops [Map](#) | [Directions](#)

Last Updated: 7/5/2011

Gulf- to- Bay One-Stop Career Center 2312 Gulf-to-Bay Boulevard
Clearwater, FL 33765
phn: (727)524-4344 Affiliate One Stops [Map](#) | [Directions](#)

Last Updated: 7/5/2011

Heartland Workforce, DeSoto One-Stop Career Center 2160 Northeast Roan Avenue
Arcadia, FL 34266
phn: (863) 993-1008 Ext. 231 Affiliate One Stops [Map](#) | [Directions](#)

Last Updated: 7/5/2011

<u>JobVantage</u>	1563 Florida Mall Avenue Orlando, FL 32809 phn: (407)531-1232	Affiliate One Stops	Map Directions
Last Updated: 7/5/2011			
<u>JobVantage-Sanford</u>	2884 South Orlando Drive Sanford, FL 32773 phn: (407)531-1231	Affiliate One Stops	Map Directions
Last Updated: 7/5/2011			
<u>Martin County (Mobile Unit)</u>	Blake Library Stuart, FL 34994 phn: (866)482-4473	Affiliate One Stops	Map Directions
Last Updated: 8/1/2011			
<u>Okeechobee ReEMPLOYment Services Center</u> <small>NEW</small>	209 SW Park Street Okeechobee, FL 34974 phn: (863)462-5350	Affiliate One Stops	Map Directions
Last Updated: 8/2/2011			
<u>South Florida Workforce Access Points</u>	Trinity Church Miami, FL phn: (305)749-3190	Affiliate One Stops	Map Directions
Last Updated: 7/5/2011			
<u>Southwest Florida Works</u>	1020 Cultural Park Boulevard, Cape Coral, FL 33990 phn: (239)673-8591	Affiliate One Stops	Map Directions
Last Updated: 8/1/2011			
<u>Southwest Florida Works</u>	921 Anvil Way LaBelle, FL 33935 phn: (863)675-1412	Affiliate One Stops	Map Directions
Last Updated: 8/1/2011			
<u>Suncoast Workforce</u>	City Hall, Second Floor, 4970 City Hall Boulevard North Port, FL 34286 phn: (941)429-7263	Affiliate One Stops	Map Directions
Last Updated: 7/5/2011			
<u>Treasure Coast ReEMPLOYment Services Center</u>	525 NW University Boulevard Port St. Lucie, FL 34986	Affiliate One Stops	Map Directions



phn: (877)525-1392

Last Updated: 8/2/2011

WorkNet One-Stop Center (St. Petersburg Business Services)

624 1st Avenue South
St. Petersburg, FL 33701
phn: (727)524-4344

Affiliate One Stops

[Map](#) | [Directions](#)

Last Updated: 7/5/2011

WorkSource Career Services

1184 South 6th Street
Maccleddy, FL 32063
phn: (904)259-9309 Ext. 2960

Affiliate One Stops

[Map](#) | [Directions](#)

Last Updated: 7/5/2011

Workforce Solutions-Indian River County (Mobile Unit)

Corner of 26th Street and 18th Avenue
Vero Beach, FL 32960
phn: (866)482-4473

Affiliate One Stops

[Map](#) | [Directions](#)

Last Updated: 8/1/2011

Workforce Solutions-Martin County Business Service Center (Mobile Unit)

Morgade Library
Stuart, FL 34994
phn: (866)482-4473

Affiliate One Stops

[Map](#) | [Directions](#)

Last Updated: 8/1/2011

Workforce-Live Oak

815 North Ohio Avenue
Live Oak, FL 32064
phn: (386)362-7000

Affiliate One Stops

[Map](#) | [Directions](#)

Last Updated: 7/5/2011

Worknet Pinellas Tarpon Springs One-Stop Career Center

Last Updated: 7/5/2011



TRANSITION

100-Hour Program

Section 12: Money Matters

Objectives:

At the end of this section, the participants will be able to:

- Understand basic financial information
- Learn about the importance of credit & credit scores
- Learn how to budget, save & invest
- Know when & how to use loans

Topics:

- | | |
|--------------------|----------------------|
| - Banking | - Borrowing |
| - Checking | - Budgeting |
| - Saving | - Personal Security |
| - Credit | - Using Credit Cards |
| - Loans & Interest | - Owning a Home |



What is money?

What does money mean to you?

What would you do if you won a million dollars?

Do you have a monthly budget? _____

If not, what steps can you take to prepare to use a budget?

What are my financial goals and how will I get there?

What do I need to do to organize my financial records more efficiently?

ADDITIONAL BANKING SERVICES

Money Transfer

Money transfer is a method of electronically transferring money from one bank to another. A wire transfer is a form of money transfer from one bank to another. A remittance is a money transfer that goes to a bank or a person in another country.

- Your bank may be able to send a money transfer more cheaply than it would cost you to send money through companies such as Western Union or Moneygram. Most banks can send money to banks that are outside the U.S.
- When sending a remittance, be sure to ask about the currency exchange rate and all the fees charged. Remember, the bank receiving the remittance may also charge a fee to the receiver of the funds.
- Before sending a remittance to another country, ask these questions:
 - ✓ What is the TOTAL cost of the wire transfer, including ALL fees charged?
 - ✓ What is the TOTAL amount of the money in the country to which you are sending it?
 - ✓ How soon will the money get to the person to whom you are sending it?
 - ✓ What is the background and reputation of the company you are using?
 - ✓ If you live in a state that requires remittance companies to have a license, does the company have one?
 - ✓ Does the company give you a receipt or other document that contains all of the information about the remittance?

ATM

An Automated Teller Machine (ATM) is a kiosk or terminal where you can deposit, withdraw, or transfer money from one account to another 24 hours a day.

- You can use the ATM for many services, but there might be a fee involved. Most people use the ATM to get cash from their account. If you use another bank's ATM, you might be charged an additional fee. You may be able to make deposits at your bank's ATM only.
- For individuals whose family members live outside the U.S., some banks offer an ATM card, sometimes called a "dual" ATM card. The "dual" ATM card works similarly to other ATM cards. You will send the ATM card to your family members and provide them with a PIN. This allows your family member to withdraw money from an ATM where they live. This is generally cheaper than sending a wire transfer.

Telephone Banking

Telephone banking allows you to check your account balance by phone.

Telephone banking allows you to:

- Check account balances.
- Transfer money between accounts.
- Obtain account history, such as most recent deposits or withdrawals.
- Stop payment on a check.
- Obtain information on branch hours or other information.
- Report a lost, stolen, or damaged card.

ADDITIONAL BANKING SERVICES (Continued)

Money Order

A money order is similar to a check. It is used to pay bills or make purchases when cash is not accepted. Many businesses sell money orders for a fee. If you need to use a money order, it is best to shop around for the best price.

- Cashier's check — For a cashier's check, also called a treasurer's check, bank check, or teller's check, you provide cash or money from your account in the amount of the check plus a service charge (usually from \$2 to \$5). You also tell the institution who is receiving the check. The institution writes a check for you. This check is guaranteed not to bounce. A cashier's check is similar to a money order, but it is provided by a financial institution.
- Certified check — A certified check is a check you write and take to your financial institution. The bank will mark it "certified" for a fee (usually \$2 to \$5) and place a hold on the money in your account until the check is processed. A certified check is guaranteed not to bounce.

Direct Deposit

With direct deposit, your paycheck or benefit check is electronically transferred and directly deposited into your account. The amount of money is immediately available. Some banks will not charge monthly fees if direct deposit is used.

You can sign up for direct deposit of your Federal benefits by phone or online in less than 5 minutes through the Government's Go Direct program. Call 800-333-1795 or visit www.GoDirect.org.

- If you electronically file (e-file) your Federal income tax return and direct deposit your refund, you could have access to your money within 8 to 15 days. If you have a check mailed to you, it could take 6 weeks. The same timeframe applies to state income tax refunds too. There are several community agencies that offer free tax preparation and e-filing services. Complete the Money Matters module for more information on free income tax preparation or contact your local IRS office.
- Although many companies advertise that you can have your refund that same day, there is a significant charge for this service. In many situations, individuals still cannot access their refunds for 2 days or longer.

Loan

A loan is money you borrow from a bank with a written promise to pay it back later.

- Banks charge you fees and interest. This is the money you pay to borrow money. You can talk to the customer service representative for more information about loans offered at a bank.
- The Money Smart modules Borrowing Basics and Loan to Own provide detailed information on how to borrow money responsibly.

ADDITIONAL BANKING SERVICES (Continued)

Online Banking

With online banking, you can perform many of the same tasks that you would ordinarily do in person. While the features of online banking differ among institutions, most institutions allow you to perform tasks including paying bills online, reviewing account balances, transferring funds between accounts, submitting a loan application, and sending electronic communications to the bank via secure email.

You can do all of the things on the computer that you can do over the telephone. You can also pay bills at the bank's website.

Debit Card

When you use this card to buy something from a store or another business, the money comes out of your bank account immediately.

- A debit card is a plastic card sometimes called a check card. The debit card usually has a MasterCard or Visa logo and a magnetic strip on the back. It is tied to your checking account and allows you to pay for goods and services at stores and other businesses that accept MasterCard or Visa credit cards.
- The debit card is similar to a credit card, but there are important differences:

	Credit Cards	Debit Cards
Payments	Buy now, pay later.	Buy now, pay now.
Interest Charges	Yes if you carry a balance or if your card offers no "grace period."	No.
Other Potential Benefits	Freebies , such as cash rebates and bonus points good for travel deals. Some purchase protections .	Easier and faster than writing a check . Avoid debt problems. More cards now offering freebies. Some purchase protections .
Other Potential Concerns	Fees and penalties . Remember, not all cards offer grace periods (time to repay without incurring interest). Overspending can cause debt problems .	Fees on certain transactions. You may overdraw your account if you are lax about recording debit card transactions.

- If someone uses your debit card without permission, inform the bank **immediately**. If you report the problem promptly, the financial institution will put the money back into your account (less \$50) if it is unable to resolve the matter within 10 business days of your telling the bank.
- If someone uses your credit card without your permission, you do not have to pay the charge while the credit card issuer is investigating your complaint.
- The debit card also functions as an ATM card. With ATM cards, you can make deposits to or withdrawals from your checking account at ATMs. Most debit cards require a PIN if you use the card as an ATM card.

ADDITIONAL BANKING SERVICES (Continued)

Debit Card (Continued)

- When you use your debit card at a merchant, you may have the choice whether to sign for your transaction or input a PIN number. Check with your bank to determine whether you will pay any fees or be eligible for any special incentives if you select one option over the other.
- Make sure no one can see your PIN when you are inputting it. If your debit card is stolen, the thief will be able to access the funds in your account if he or she has your PIN.

Stored Value

This is a card onto which you can “load” money to be used for future purchases.

Stored value cards include:

- Telephone cards with pre-paid minutes.
- International gift cards that can be used anywhere VISA or MASTERCARD logo is displayed.
- Payroll cards

Some advantages of stored value cards are that they:

- Reduce or eliminates check-cashing fees.
- Offer 24-hour access to funds; no need to wait in long lines.
- Make money transfers more easily available to families.
- Offer the ability to make purchases using credit card networks.
- Reduce the need to carry a lot of cash.
- Provide a “pseudo bank account” – funds do not have to be withdrawn entirely as when using a check-cashing service.

Some disadvantages of stored value cards are that:

- There are many fees associated with their use (e.g., activation, monthly, point-of-sale, reload, inactivity, overdraft fees) that can erode the balance.
- Not all cards are FDIC-insured.
- Not all cards are protected against loss or theft.

Before getting a stored value card, keep these questions in mind:

- Will the money on the card be FDIC-insured?
- What fees will I be charged?
- What rights do I have if my card is lost or stolen?

COMPLETED PRACTICE CHECK REGISTER

Check Number	Date	Description of Transaction	Payment/Debit (-)		Fee	Deposit/Credit (+)		Balance	
	2/20	Opening Deposit				200	00	\$200	00
	2/26	Debit card purchase at store	19	75				180	25
	3/12	ATM	100	00				80	25
	3/22	Deposit				30	00	110	25
	3/23	Deposit				50	00	160	25
	3/23	Cash withdrawal	25	00				135	25
	3/18	Monthly fee			5.00			130	25

MONTHLY INCOME AND EXPENSE WORKSHEET

My Income

Wages \$ _____
Public assistance \$ _____
Child support/
Alimony \$ _____
Interest/Dividends \$ _____
Social Security \$ _____
Advanced Earned
Income Credit _____
Other \$ _____

My Expenses

Fixed Expenses

Rent/Mortgage \$ _____
Property taxes/
Insurance \$ _____
Trash collection \$ _____
Cable \$ _____
Car payment \$ _____
Car insurance \$ _____
Other loan payments \$ _____
Health insurance \$ _____
Day care/Elder care \$ _____

Flexible Expenses

Savings \$ _____
Gas/Oil \$ _____
Electricity \$ _____
Water \$ _____
Telephone/Cell phone \$ _____
Food \$ _____
Transportation/Gas \$ _____
Car maintenance \$ _____
Education \$ _____
Personal expenses \$ _____
Charity/Donations \$ _____
\$ _____
\$ _____
\$ _____

Total Income \$ _____

Total Expenses \$ _____

MONTHLY PAYMENT CALENDAR

Instructions

- Transfer your income sources and amounts from the Income and Expense worksheet to the dates income is paid on the calendar below.
- Transfer your expenses to the dates they are due on the calendar below.
- Use one color ink for income and a different color for expenses.
- Check off each bill as it is paid.
- See your instructor for additional worksheets.

Month _____						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

MONTHLY PAYMENT SCHEDULE

Instructions:

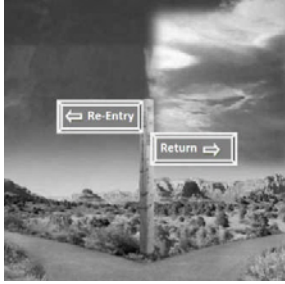
- Transfer your income sources and amounts from the Income and Expense worksheet to the income column below.
- Record the date the income amount is expected.
- Transfer your expenses, the date due, and amount due into the appropriate columns below.
- When the expense has been paid, enter the date in the Paid column.
- Use one color ink for income and a different color for expenses.
- See your instructor for additional worksheets.

Month _____

Income	Expenses/Bills	Pay or Due Date	Amount Due	Paid
Wages				
Child Support				
	Savings			
	Rent			
	Telephone/cell phone bill			
	Credit card payments			
	Food			
	Transportation			
	Personal expenses			
	Child care			

DAILY SPENDING DIARY

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



TRANSITION

100-Hour Program

Section 13: Community Re-Entry

Objectives:

At the end of this section, the participants will be able to:

- Understand how & where to find help
- Learn about various government & private agencies
- Learn the importance of community
- Review your Personal Transition Action Plan

Topics:

- Community & Re-Entry
- Your Responsibilities
- Government & Private Agencies
- Community Corrections & Supervision
- Restoration of Civil Rights



One of the fundamental truths of you re-entering society is this: **You will not make it on the outside, cannot make it on the outside, without some form of healthy community!**

Perhaps it will be a 12-Step group, support group, small church group or other group of people that you are responsible to and it is responsible to you. (Note: Family does not count. It is part of your community but it can be part of your problem or you are part of their problem. Family is important, but it is not the same as community.)

Lost on the Moon Exercise:

Your spaceship has just crashed on the moon. You were scheduled to rendezvous with a mother ship 200 miles away on the lighted surface of the moon, but the rough landing has ruined your ship and destroyed all the equipment on board except for the 15 items listed below.

Your crew's survival depends on reaching the mother ship, so you must choose the most critical items available for the 200-mile trip. Your task is to rank the 15 items in terms of their importance for survival. Place #1 by the most important item, #2 by the second most important, and so on, through #15, the least important. Complete the exercise by yourself first, then in a small group. Compare differences in answers.

<u>Individual Rank</u>	<u>Items:</u>	<u>Group Rank</u>
_____	Box of matches	_____
_____	4 packages food concentrate	_____
_____	50 feet of nylon rope	_____
_____	Large piece of insulating fabric	_____
_____	Solar-powered portable heating unit	_____
_____	2 -.45-caliber pistols	_____
_____	1 case of dehydrated milk	_____
_____	2 - 100-pound tanks of oxygen	_____
_____	Map of the moon's stars	_____
_____	Flashlight	_____
_____	Magnetic compass	_____
_____	5 gallons of water	_____
_____	3 Signal flares	_____
_____	First-aid kit	_____
_____	Solar-powered receiver-transmitter	_____

What did you learn about your thinking process when working alone?

What did you learn about your thinking process when working in a group?

What was the difference?

Re-Entry:

Beginning your re-entry is easy, but without a commitment on your part you will fail. You can be overwhelmed by the change process and asking yourself, “Can I do this?” It can’t be done alone. You need to pick your team – make sure it is a healthy one for “sad days” and there will be many of them. Learn how to be your own “cheer-leader!”

Your value system is shocked and confused with change. Incarceration has taken away everything and everybody and there is grief and loss to deal with. You *must* have goals and stay focused. Remember: *basic needs* first - food / clothing / shelter / transportation (basic, public) If you need a car it should be basic – it starts, runs and stops – and is for work, school and family responsibilities. You will need tolerance, patience and endurance, traits that may feel foreign. Study how you handle disappointments (unmet expectations).

You can’t be all things to all people. Your goals versus other’s demands to do more and do better will cause conflict. You have too much on your plate and the “good boy” period (6 months – 1 year) is not much fun. You *must* understand what you have done to others, not only what has been done to you. There are some things that will not happen due to choices you made – no excuses – there are consequences.

You have no time to waste – if “it” is not one of your goals don’t do it. Your first job is a “stepping stone” – it is not permanent. Learn how to budget and manage money. Get help with this. Avoid instant gratification – rewards will come later.

Get involved in some form of physical activity and in some social activities like volunteering, something you haven’t done in the past.

How much of your old life (streets, friends or places) are you *not willing* to give up?

Can you give them up?

Are you aware of the connection between your old life and the new?

What and who needs to be sacrificed?

Can you sacrifice your lifestyle for your wellness?

Do you believe you don't deserve anything good or decent?

Do you go out of your way to mess things up?

The moment someone trusts you do you start playing them for a sucker or a fool?

Are your expectations unrealistic?

Do you comprehend that life has not stopped during your incarceration?

- **Commitment to Change is the motivator – EVERYTHING good comes from that.**

Support Systems:

What is meant by a support system? People who help you, encourage you and listen to your concerns. They provide information, guidance and honesty. A support system will help you carry out your goals. Healthy people know they do not have to accomplish everything alone and that involving others in their lives adds to their success.

Identify who gives you the following types of support and consider how well they do it. Rate them from poor (1) to excellent (5). You may have more than one person in some categories or perhaps none. Think about someone who might provide this support for you if your current person does not do it to your satisfaction or if you have no one who immediately comes to mind.

<u>Support</u>	<u>Person</u>	<u>Rating</u>	<u>Who else?</u>
Encouragement:	_____	_____	_____
Assistance:	_____	_____	_____
Comfort:	_____	_____	_____
Information:	_____	_____	_____
Listening:	_____	_____	_____
Challenge:	_____	_____	_____
Fun / Celebration:	_____	_____	_____

If you discover you need to depend on the same person for all these types of support you may want to consider adding more people. How would you cope if you lost this one person? How much more support could you enjoy if you allowed more people into your life? How much richer could your life become by sharing it with others?

You should have completed your Transition Action Plan forms from *Section 1 – Introduction*. If you haven't completed it do so immediately. Your plan should have listed all the special needs you might require upon release such as:

- ✓ Medical / Dental / Mental Health needs
- ✓ Substance Abuse Treatment / AA / NA
- ✓ Anger Management
- ✓ Marriage / Domestic Violence Counseling
- ✓ Academic / Vocational training
- ✓ Housing

For more information about needed resources upon, please visit the Online Re-Entry Resource Directory at <http://www.dc.state.fl.us/resourceDirectory/Search.aspx>. The directory is searchable by service, county, city, circuit, and zip code.

Continuing Education:

Education is a lifelong process. Some of it comes from school or learning a trade but most of it comes from “the school of hard knocks.” In truth that is the only way we learn, from our interests, passions and our mistakes. Knowing your learning strengths and weaknesses is an important way to really know what your purpose is in life.

List 3 educational strengths:

1. _____
2. _____
3. _____

List 3 educational weaknesses:

1. _____
2. _____
3. _____

What type of job / occupation or career do you want?

What education or training will be necessary in order to get the job you identified?

Based on your educational strengths and weaknesses have you chosen the right occupation and training?

Today there are many educational opportunities available. Vocational education prepares you for a particular job or profession. Academic education improves your ability to gain knowledge and information to grow as a person, not just for a career. Both are needed today. If you have a career, technology changes so quickly that continuing education – always learning – is part of working today. There are very few jobs not using computers today. Jobs in this “new economy” require people who think and work more independently and efficiently. This means that most of us will have to learn and grow throughout our working lives. We will always have to learn new things and therefore you should commit to be a “life-long learner.”

For additional information on continuing education contact your local community colleges, and vocational schools, speak with Student Aid departments for assistance with enrollment, funding, grants and scholarships.

In addition, contact the Department of Vocational Rehabilitation (A division of the Department of Education) for information on the various programs it offers.



Reentry with Supervision to Follow Incarceration

When you are convicted of a felony, the completion of your jail or prison sentence does not always end your sentence or legal obligations. You may have some form of supervision to follow. The following section describes what you should expect if released from custody with supervision from the Department of Corrections to follow.

Purpose / Mission – The department's mission is twofold:

- to ensure public safety by providing proper supervision of offenders and
- to assist offenders with re-entry into society.

We want you - offenders released to supervision - to succeed, which includes assisting you with a successful transition back into the community by referring you to available resources and services you may need to complete supervision conditions imposed and to help you become a self-sufficient, law abiding citizen.

Below are some of the most important things you will need to think about and remember that will help you in complying with supervision requirements and to be successful on the community supervision you are being released to.

Role of the Probation Officer

- Instruct offender on the conditions of supervision and answer questions
- Monitor and enforce conditions of supervision imposed by the court or parole commission
- Develop an Individualized Supervision Plan (ISP) with the offender to determine offender needs and make appropriate referrals
- Conduct face-to-face contact with the offender at his/her residence, employment, and other places in the community to monitor compliance with conditions and review progress with conditions imposed
- Report willful non-compliance to the court or parole commission

The offender's responsibilities

- Communicate with your officer - You are on supervision – not your mom or dad or sister – you report and call to talk to your officer
- Ask questions if you do not understand something, this is important
- Ask for help if you need help
- Report any unexpected or anticipated changes in residence, employment, or contact with law enforcement immediately – keep your officer informed of your activities.

INITIAL REPORTING INSTRUCTIONS: Your release officer will briefly review your supervision orders with you and provide reporting instructions, including a date and time to report to a probation office for a more formal instruction upon your release. You will have the opportunity to ask your probation officer questions about your conditions of supervision or expectations while on supervision when you first meet your officer and during subsequent meetings.

OFFENDER REPORTING: You are required to report to the office location on the date and time provided to you by your release officer. Failure to report as instructed is a violation of your supervision.

OFFENDER ORIENTATION: Once you meet your probation officer, the following will occur:

Introduction - The officer's role in supervising the offender is to monitor and enforce offender's compliance with the order of supervision, to make appropriate referrals, and address willful non-compliance with the order of supervision imposed by the court or releasing authority. Your officer will review the disposition and supervision status, including the offense, length of supervision, adjudication or withheld status, etc.

Instruction on the standard conditions of supervision – Your officer will review the conditions of supervision in detail, including your responsibility to comply with each condition imposed by the sentencing or releasing authority, prohibited actions, and consequences for willful non-compliance with the conditions of supervision.

REPORTING REQUIREMENTS – You are required to report to the probation office as instructed, even if you don't have the funds to pay your monthly monetary obligations. You are expected to be courteous to all staff and wear appropriate attire (shirt and shoes required) when reporting to the probation office. You are required to submit a full and truthful written monthly report to the officer as instructed; and you are required to follow information or instructions regarding reporting requirements conveyed by the probation officer.

Referrals – If you need assistance or request assistance from community resources, your officer will make appropriate referrals for education, employment, financial assistance, temporary residence/shelter, and/or self-improvement activities, in order to assist you with resources and services available. If the sentencing or releasing authority ordered you to attend or complete treatment or other programs, your officer will refer you to these programs and you will be required to attend and successfully complete the program.

COST OF SUPERVISION - There are statutory requirements for payment of cost of supervision. Your officer will review the acceptable form of payment, amount of payment, payment schedule, payment process and the consequences of failing to pay in a timely manner. Florida Statutes require that you pay the State of Florida a fee for the "cost of supervision." The fee varies depending on the date of your conviction or administrative orders, but the monthly charge is usually \$50.00 to \$102.00 per month.

RESIDENCE & EMPLOYMENT – Your residence and employment will be verified and approved by your officer. Changes in residence and employment must be pre-approved. Your officer will make unannounced visits at your residence, employment site and elsewhere at varied times. Your officer will enter your residence, conduct searches, and periodically visit or call your employer to verify employment and make sure the employer is aware of your supervision status. You need to be truthful in job applications, especially in reference to felony convictions, if applicable. You should notify your employer of your supervision status and offense, unless otherwise directed by your probation officer; you have thirty (30) days to advise your employer of your probation status, before your probation officer calls him or her. It is generally a better situation if you inform your employer prior to the contact and notice by the probation officer. If you are unemployed, you will be referred for job placement assistance, required to conduct job searches, and report results as instructed until employment is located.

SUPPORTING LEGAL DOCUMENTS - You are required to support legal dependents to the best of your ability. Employment status, income, and support for all legal dependents, as well as need for self-improvement (e.g., education, vocational skills, secondary employment, etc.) will be discussed and reviewed by your probation officer.

POSSESSING, CARRYING, OR OWNING A FIREARM OR WEAPON – You are prohibited from possessing, carrying, or owning firearms while on supervision, regardless of whether you were convicted or adjudication of guilt was withheld. This includes any weapon, including any

dirk, metallic knuckles, slingshot, billy club, tear gas gun, chemical weapons or devices, or other deadly weapons (except a common pocket knife) that is likely to produce death or great bodily injury as provided in section 790.001, F.S.. Permission to use or possess a firearm after supervision has terminated must be requested and obtained from the Office of Executive Clemency, the Bureau of Alcohol, Tobacco, and Firearms, and the Florida Department of Law Enforcement eight (8) years after your civil rights have been restored.

VIOLATIONS OF THE LAW – You must report all felony, misdemeanor, traffic, and local ordinance infractions and arrests immediately to your officer. Your officer has no discretion in this area and must report all new charges or arrests to the court or Florida Parole Commission.

ASSOCIATION WITH PERSONS ENGAGED IN CRIMINAL ACTIVITY – You are prohibited from associating with persons engaged in criminal activity. Changes in relationships, residence, and leisure activities that will improve your behavior and chances of success while on supervision are encouraged.

USE OF INTOXICANTS TO EXCESS OR POSSESSING NON-PRECRIBED DRUGS - While on supervision, you cannot drink to excess or possess any drugs or narcotics unless prescribed by a physician (common over-the-counter medications excluded). This includes visiting places where intoxicants, drugs, or other dangerous substances are unlawfully sold, dispensed, or used including private parties or public events. “Intoxicants to excess” is defined as “overindulgence, or, to the point of legal intoxication or influence.”

OFFENDER FOLLOWING INSTRUCTIONS/ANSWERING INQUIRIES TRUTHFULLY / ALLOWING OFFICER TO VISIT OFFENDER’S HOME, EMPLOYMENT SITE, OR ELSEWHERE– You are required to follow instructions given to you by the officer, supervisor, or the court referencing deadlines established, appointments or referrals made, etc. Failing to follow instructions given related to the conditions of supervision or failing to answer truthfully all inquiries (including false statements on the Written Monthly Report) is a violation of the conditions of supervision. Your officer is authorized by law to visit your home, employment site, or elsewhere without notice in order to supervise you and monitor compliance with conditions imposed.

PAYMENT INSTRUCTIONS - Your officer will review each of your monetary obligations and advise you of your monthly payment schedule. Your officer will review in detail each of your obligations, the amount you must pay, the frequency of payment and the date you must have completed all payments. Recreational travel (such as vacations) will not be allowed if you are behind in the payment schedule.

You will mail your money order or cashier's check along with a completed Court Ordered Payment System Deposit Form to the Court Ordered Payment System Accounting Section in Tallahassee. Your officer will provide you with this information. Each payment will also include a four percent – (4%) administrative fee (surcharge) in addition to those payments to offset the Department’s collection and disbursement costs.

RESTITUTION - The term “restitution” refers to a monetary obligation that is owed to a victim of a particular offense. Restitution can be ordered by the court or the Parole Commission based upon a determination of the victim’s loss. Generally, if restitution was ordered by the court at your sentencing to prison, payment of the restitution will be a condition of any type of supervision that follows your release from prison. In some instances, the court may order that you perform some type of community service in place of monetary restitution. While in prison, if you are eligible for work release, PRIDE or certain types of prison jobs which pay a wage, a portion of your income will be applied to the restitution obligation.

COURT COSTS / FINES - At the time of sentencing, the court may also have ordered you to pay a fine or court costs related to your prosecution and conviction. In Florida, there are many offenses which require the court to impose a specific fine or cost upon conviction. This money may be owed to the State of Florida, the county in which you were convicted, or a trust fund designed to assist victims of crimes. As noted previously, this monetary obligation may also be a condition of any type of supervision you have to serve following your release from prison.

RANDOM SUBSTANCE ABUSE TESTING – You will be randomly tested for illegal substances or alcohol use. Testing is unannounced and witnessed by an officer of the same gender. Positive urinalysis is reported to the sentencing or releasing authority. Please note that you are responsible for fees associated with drug treatment and testing.

INSTRUCTIONS ON SPECIAL CONDITIONS OF SUPERVISION – Your officer will review each special condition ordered by the court or commission, including but not limited to restitution, court costs and fines, public service work, evaluations and treatment, no contact with victim, education/self improvement programs, jail time, electronic monitoring, etc.

If you have been placed on community control (house arrest) and/or electronic monitoring, your officer will review additional information with you to explain the rules of these programs.

If you have sex offender conditions, these conditions and statutory requirements regarding registration will be explained in detail by your officer, including the following:

- sex offender or sexual predator registration requirements;
- curfew requirements; prohibition of living within 1,000 feet of a place where children regularly congregate;
- participation in and successful completion of a sexual offender treatment program with qualified practitioners specifically trained to treat sexual offenders;
- prohibition on any contact with the victim, directly or indirectly, including through a third person, unless approved by the victim, the offender's therapist, and the sentencing court;
- if the victim was under the age of eighteen (18), a prohibition, on contact with a child under the age of eighteen (18), except as provided in section 948.30(1)(e), F.S.;
- if the victim was under age eighteen (18), prohibition on working for pay or as a volunteer at any school, day care center, park, playground, or other place where children regularly congregate;
- effective January 1, 2006, if the victim was under age eighteen (18), a prohibition on working for pay or as a volunteer at any place where children regularly congregate, including, but limited to, schools, day care centers, parks, playgrounds, pet stores, libraries, zoos, theme parks, and malls;
- prohibition on viewing, accessing, owning, or possessing any obscene, pornographic, or sexually stimulating visual or auditory material, including telephone, electronic media, computer programs, or computer services that are relevant to the offender's deviant behavior pattern;
- effective January 1, 2006, if the crime was committed on or after July 1, 2005, a prohibition on accessing the Internet or other computer services until the offender's sex offender treatment program is completed, a risk assessment is completed by a qualified practitioner specifically trained in sex offender treatment, and an approved safety plan is implemented by the qualified practitioner for offender's accessing or using the Internet or other computer services;
- requirement that the probationer or community controlee submit two (2) specimens of blood or other approved biological specimens to the Florida Department of Law Enforcement to be registered with the DNA data bank;
- requirement that the probationer or community controlee make restitution to the victim, as ordered by the court under s. 775.089, for all necessary medical and related professional services relating to physical, psychiatric, and psychological care;
- submission to a warrantless search by the community control or probation officer of the probationer's or community controlee's person, residence, or vehicle;
- at least annual participation in polygraph examinations conducted by a licensed and certified polygrapher trained specifically in the use of the polygraph for the monitoring of sexual offenders;
- prohibition against obtaining or using a post office box without the prior approval of the supervising officer;

- if there was sexual contact, submit to, at the probationer's or community controlee's expense, an HIV test at a location specified by the officer; and, in addition, submit to electronic monitoring.

RESTORATION OF CIVIL RIGHTS - If you are convicted of a felony offense, there may be employment restrictions that apply during the supervision period until your rights are restored after supervision is completed. The restoration of civil rights process will be reviewed by the officer.

OFFENDER TRAVEL AND TRANSFER PROCEDURES – Per statute, while you are on supervision, you are required to remain in a specified place, meaning you can't leave the county of your residence without first obtaining permission from your officer. Your office will review emergency travel, the Emergency 24-Hour Contact process, timeframes, and steps required to obtain permission to travel. Your officer will also review Interstate Compact rules regarding out of state travel and transfers and travel outside the United States or its territories which must be approved in writing by the sentencing or releasing authority.

CRIMINAL REGISTRATION REQUIREMENTS - If you have been convicted of a felony in any court of this state or convicted of a crime in any federal court or in any court of a state other than Florida, which if the crime was committed in Florida would be a felony, you must within forty-eight (48) hours of entering any county in this state, register with the local sheriff or law enforcement. The term "convicted" as used in this section with respect to a person's felony offense, means a determination of guilt that is the result of a trial or the entry of a plea of guilty or nolo contendere, regardless of whether adjudication is withheld and includes an adjudication of delinquency of a juvenile. You will need to report personally to local law enforcement to complete the required criminal registration, as provided in section 775.13, F.S., and you will need to take a form of identification with you to register (driver's license or identification card). In addition, you will submit a DNA sample, as directed by your officer, for DNA analysis if you have not already done so as required in ss. 943.325 and 948.014, F.S.

VOLUNTARY PARTICIPATION IN SELF-IMPROVEMENT PROGRAMS - If treatment or participation in self-improvement programs are not required by the orders of supervision, you and your officer will talk to determine if there is a need for counseling or assistance. You will be encouraged to participate in programs and services that will ultimately improve your lifestyle and chance of succeeding. If you decide to participate in a program or service that is not imposed by the orders of supervision, the choice will be on a voluntary basis. Your officer will discuss referrals and resources available during the course of supervision if you are having problems maintaining employment or residence, financial difficulties, or other specified needs.

CONCLUSION OF ORIENTATION – Your officer will conclude the orientation by providing an opportunity for you to ask questions or request clarification of any and all conditions of supervision. Your officer will review the requirements for a successful termination and will provide instructions regarding a date or timeframe as to when you need to return to the office for the next visit.

ISSUES IMPACTING OFFENDERS SUCCESS: There are several issues that will impact your success, both during the supervision period and after release, including:

- Employment
- Substance abuse
- Mental health
- Physical health
- Income
- Housing
- Support from family and friends
- Influences (family, friends, acquaintances in neighborhood)

- Education
- Ability to transition from a structured institutional life to an independent lifestyle
- Public attitude and opinion
- Resources available in the community to assist in the transition process
- Statutory restrictions regarding employment and residence
- Local ordinances with residential restrictions

Offenders received for supervision usually have more than one of the above “issues” they must overcome in order to successfully complete supervision and continue to live a crime-free, self-sufficient lifestyle – especially when released from prison to supervision.

Ways to Succeed

- Come up with a release plan that will place you in the best location to succeed (family support, employment, away from bad influences, etc.) **The release plan is your responsibility – not the department’s.** Have a back up plan as well. Start working on improving your relationships with family and friends now so you have a place to go upon release – even if it will be temporary until you are able to support yourself. If you have an out of state plan – tell your release officer ASAP so the other state has at least 120 days to investigate and advise if acceptable prior to release
- Take initiative to turn your life around. Have a positive attitude and persevere
- Ask for temporary family support initially or share a residence with a friend until financially able to fend for self
- Don’t live with or associate with people that will get you back into trouble – surround yourself with positive influences
- Don’t feel sorry for yourself – there will be many obstacles
- Don’t let pride get in the way of asking for help – everyone needs help at times
- Quit thinking like you used to – Be open-minded to suggestions. Maybe you need family or marriage counseling to improve your relationship with your spouse or children – many people do
- Take one step at a time to make self improvements – set achievable goals during a realistic timeline (work towards a better job, beginning with a low paying/part time job if need be)
- Work with your officer to develop a plan to reach your goals and meet your supervision requirements
- Enroll in education or vocational classes to improve chances of higher paying jobs
- Find a mentor or friend or family member you can talk to when times are rough or you need encouragement and support
- Use resources and services provided to assist you. Work 2 jobs if need be until able to support self
- Keep your officer informed of your activities
- Communicate with your officer if you are having problems at work, with family, etc.
- Comply with instructions of officer

How your Officer can be an asset to you

Probation Officers have access to information and contacts that can assist you with employment, treatment, counseling, housing, medical, finances etc... Telling your officer what you need can get the ball rolling in addressing your individual needs.

Communication with your officer is essential, no matter how minor it may be. If it will impact your supervision in any way, communicate it to your officer. Not all probation officers are alike – some have social work/counselor backgrounds or personalities and others are more law enforcement, but all will treat offenders with respect and expect the same from offenders under supervision. Regardless of their supervision / management style, officers will treat each offender fairly and offer each offender the same opportunities to take advantage of the resources and services available in order to comply with conditions. Each officer will work to assist each offender in complying with the conditions of supervision, but if you – the offender – decide that you do not want to comply with the conditions of supervision, your officer has no choice but to report this willful non-compliance to the court or commission.

Make the right choices and you will successfully complete your supervision and make it out in the community.



Florida Parole Commission



RESTORATION OF CIVIL RIGHTS PARDONS, PARDONS WITHOUT FIREARM AUTHORITY, FIREARM AUTHORITY, REMISSION OF FINES AND FORFEITURES

Effective March 9, 2011

This information pertains to Restoration of Civil Rights and all other forms of clemency with the exception of Commutation of Sentence requests. A Request for Review (Form 1502) must be completed for the Commutation of Sentence process. This application is available on our website, <https://fpc.state.fl.us/Clemency.htm> or you may request this application by calling our office at (850) 488-2952.

Restoration of Civil Rights cases are divided into two categories: Without a Hearing (Rule 9.A.) and With a Hearing (Rule 10.A.) You may visit our website for more detailed information regarding the list of offenses that determine which category your case will be processed.

RESTORATION OF CIVIL RIGHTS WITHOUT A HEARING CASES: This type of investigation is designed to process less serious offenses and requires you to be **crime and arrest free for 5 years prior to being reviewed by the Florida Parole Commission**. You are also required to **provide certified court documents for EACH felony conviction** with the application before it will be entered into our system. A certified court document is a copy of the original document on file with the applicable agency (Clerk of Court, State Attorney's Office, Law Enforcement Agency, etc.) which bears the Clerk's original signature and seal attesting that the document is a true and correct copy of the original. The court documents can be obtained from the Clerk of Court in the county where the offense occurred and consist of the charging document (often referred to as the State Attorney Information or Indictment), Judgment; and Sentence/Community Control/Probation Order.

RESTORATION OF CIVIL RIGHTS WITH A HEARING CASES: This type of investigation is designed to process the more serious offenses and requires that **7 years have passed since the date of completion of all sentences and conditions of supervision imposed for all felony convictions**. You are also required to **provide certified court documents for EACH felony conviction** with the application before it will be entered into our system. The court documents can be obtained from the Clerk of Court in the county where the offense occurred as stated above.

During the investigative phase, the Executive Clemency Board will consider, but not be limited to, the following factors when determining whether to grant an applicant restoration of civil rights or other form of clemency.

- ❖ The nature and circumstances of the offense,
- ❖ Prior and subsequent criminal record, including traffic offenses,
- ❖ Employment history, child support obligations,
- ❖ Mental health, drug or alcohol issues

- ❖ Domestic violence issues
- ❖ Letters submitted in support of, or in opposition to, the granting of executive clemency

The information this agency requests from you is necessary to provide the basic facts needed by the Clemency Board to make an informed judgment as to whether or not you should be granted Restoration of Civil Rights or any other form of clemency. You are under no obligation to furnish any information. However, unless you do provide us with this information, we will be unable to provide complete information to the Clemency Board.

If your request requires a hearing, you will be scheduled to meet with an Examiner of the Florida Parole Commission, who is assigned the investigative phase by the Clemency Board for an interview. This Examiner may also speak with individuals who have written character or reference letters, employers, and other individuals who may be able to provide relevant information concerning you.

If you are granted Restoration of Civil Rights based on the Without a Hearing investigation, you will be sent a Certificate of Restoration of Civil Rights to the address on file.

If the Clemency Board grants an application regarding a With A Hearing case, an Executive Order will be prepared, signed by the Clemency Board members, and a copy mailed to you.

PARDON OR PARDON WITHOUT FIREARM AUTHORITY: The Rules require that you must have completed all sentences imposed and all conditions of supervision have expired or been completed, for a period of no less than 10 years. You may not have any outstanding detainers or pending charges, owe restitution, or have any pecuniary penalties or liabilities which total more than \$1,000 and result from any criminal conviction or traffic infraction. This form of clemency requires an in-depth interview with an Examiner of the Florida Parole Commission. Individuals convicted in a federal, military, or out-of-state court are not eligible to apply.

FIREARM AUTHORITY: The Rules require that you must have completed all sentences imposed and all conditions of supervision have expired or been completed, for a period of no less than 8 years. You may not have any outstanding detainers or pending charges, owe restitution, or have any pecuniary penalties or liabilities which total more than \$1,000 and result from any criminal conviction or traffic infraction. This form of clemency requires an in-depth interview with an Examiner of the Florida Parole Commission. Individuals convicted in a federal, military, or out-of-state court are not eligible to apply.

The fact that your rights have been granted is public record. Whether you have filed an application and the case is still pending investigation is not public information. Executive clemency files are maintained to provide for the exercise of the Governor and Cabinet's Constitutional clemency power and are routinely made available to them, members of their staff and other officials concerned with these proceedings. The Governor is the only person who can release information regarding an individual's clemency and can do so when required by law or to further the ends of justice.

ADDITIONAL INFORMATION:

You will not be eligible for any form of clemency if: you owe restitution, have pending criminal charges, or outstanding detainers or warrants.

You are not required to appear with an attorney.

All information submitted to the Office of Executive Clemency becomes the property of this office and **will not be returned**. Keep copies of any paperwork you may need in the future.

Any eligible person who has been **granted** or **denied** any form of executive clemency may not apply for further executive clemency for at least **2 years** from the date that such action became final. A Request for Review of a Commutation of Sentence requires a **5 year** waiting period before applying again.



TRANSITION

100-Hour Program

Section 14: Summary

Objectives:

At the end of this section, the participants will be able to:

- Review the program subject matter
- Learn the importance of people who care
- Learn how to give back to the community

Topics:

- Transition
- Problem Solving
- Values & Principles
- Social Situations
- Substance Abuse
- Employment
- Re-Entry
- Decision Making
- Anger Management
- Goals & Goal Setting
- Health & Wellness
- Families
- Money Matters



Now What?

You have completed the Transition program. How do you begin to apply some of the lessons you may have learned?

Transition Class Summary

1. **Transition:** What must come to an end in my life for me to make a new beginning?
2. **The Change Process:** You can't think your way into a new kind of living, but live your way into a new kind of thinking.
3. **Decision Making:** Your best thinking is what got you here.
4. **Problem Solving:** Problems are "opportunities."
5. **Values & Principles:** You Are Not In Control – Principles Are!
6. **Goals & Goal Setting:** Be S.M.A.R.T. Specific, Measurable, Achievable, Realistic & Timely.
7. **Social Situations:** The most important form of communication is listening.
8. **Health & Wellness:** You only have one body and everything affects it.
9. **Substance Abuse, Addictions & Recovery:** Is the life you have been living working for you?
10. **Families:** In the end, relationships are all we have.
11. **Employment:** "Your opportunity is in solving someone's problem."
12. **Money Matters:** Earning / Saving / Spending
13. **Community Re-Entry:** You will only get as much help as you are willing to work for.
14. **Summary:** Final Words

A Spiritual Assessment / Inventory:

It is not too late to take stock of your life, even in the last weeks of your incarceration. For those in the midst of life, in the apparent safety and security of your health, it is not too early. No matter how much time you have left to live, the answers to the following questions, voiced in the quiet honesty of your own heart, provides direction to the rest of your living.

Re-Entry Questions:

Who have I been all this time?

How have I used my gift of human life?

What do I need to “clear up” or “let go of” in order to have more peace?

What gives my life meaning?

For what am I grateful?

What have I learned of truth and how truthfully have I learned to live?

What have I learned of love and how well have I learned to love?

What have I learned about tenderness, vulnerability, intimacy and communion?

Final Words:

Who made a difference?

Take This Quiz:

1. Name the five wealthiest people in the world:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

2. Name the last five Heisman trophy winners:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

3. Name the last five Miss America winners:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

4. Name five people who have won a Nobel Peace Prize:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

5. Name the last five Academy Award winners for best actor or actress:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

How did you do? The headliners of yesterday are no second-rate achievers. They are the best in their fields but none of us remembers them. The applause dies, awards tarnish, achievements are forgotten, and certificates are buried with their owners.

Here's another quiz:

1. List a few teachers who aided you through school:

- a. _____
- b. _____
- c. _____

2. Name three friends who helped you through a difficult time:

- a. _____
- b. _____
- c. _____

3. Name five people who have taught you something worthwhile:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

4. Think of a few people who have made you feel appreciated:

- a. _____
- b. _____
- c. _____

5. Name five people whose stories have inspired you:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Easier? The people who make a difference in your life are not the ones with the most credentials, the most money or the most awards. They are the ones who care.

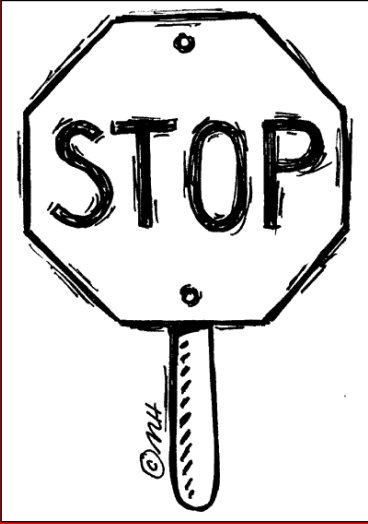
1. What is the best way for me to give back and how can I begin?

2. How will giving back help me?

3. Who are my heroes? Which of their character traits do I most admire?

*If you want happiness for an hour...take a nap.
If you want happiness for a day...go fishing.
If you want happiness for a year...inherit a fortune.
If you want happiness for a lifetime...help somebody.*

- Chinese Proverb

	<p>Step Back Think Observe Proceed with Caution</p>
---	---

Think – Think – Think

Why?

What is my part?

What is going on?

What is the outcome?



Gloria Night/P-S, 2007

100 Hour Transition Program References

Introduction:

- *Transitions, Making Sense of Life's Changes*, William Bridges, Addison-Wesley Publishing
- *On Death & Dying*, Elisabeth Kubler-Ross, Collier Books, NY
- *The Criminal Personality Volume I: The Profile for Change*, Samuel Yochelson & Stanton E. Samenow, Jason Aronson Publishing, Northvale, NJ

Decision Making:

- *Don't Think of an Elephant*, George Lakoff, Chelsea Green Publishing, White River Junction, VT

Problem Solving:

- *Project Metamorphosis* (www.learningconnections.org)
- *The Criminal Personality Volume II: The Change Process*, Samuel Yochelson & Stanton E. Samenow, Jason Aronson Publishing, Northvale, NJ

Values & Principles:

- *The 7 Habits of Highly Effective People*, Stephen R. Covey, Simon Shuster, NY

Goals & Goal Setting:

- S.M.A.R.T. (www.topachievement.com)
- *Living the 7 Habits*, Stephen R. Covey, Simon Shuster, NY

Social Situations:

- *Florida Department of Corrections 100-Hour Transition Programs, 2002-2007*

Health & Wellness:

- Center for Disease Control & Prevention (www.cdc.gov)
- US Department of Health & Human Services, National Institute of Health (www.nimh.nih.gov)

Substance Abuse, Addictions & Recovery:

- Florida Department of Corrections, Bureau of Substance Abuse

Families:

- Urban Institute, Justice Policy Center Report on The Hidden Costs of Incarceration & Reentry
- *Domestic Abuse Intervention Project*, (www.duluth-model.org)
- *Bradshaw On: The Family*, John Bradshaw, Health Communications, Deerfield Beach, FL
- *Boundaries*, Dr. Henry Cloud & Dr. John Townsend, Zondervan Publishing, Grand Rapids
- *Inside Out Dad*, National Fatherhood Initiative (<http://www.fatherhood.org/insideoutdad/>)
- *The Little Book of Restorative Justice for People in Prison*, Barbara Toews, Good Books, Intercourse, PA

Employment:

- U.S. Department of Labor (www.dol.gov)
- Job Star Central (www.jobstar.org)
- Southworth Company (www.southworth.com)

Money Matters:

- FDIC *Money Smart* Program (www.fdic.gov)

Community Re-Entry:

- Florida Department of Corrections, Office of Community Corrections
- Florida Parole Commission
- Social Security Administration (www.socialsecurity.gov)
- US Department of Housing & Urban Development (www.hudhre.info/index.cfm)
- FL Department of Revenue, Child Support Enforcement (<http://dor.myflorida.com/dor/childsupport/>)

Throughout:

- *Arrested Development; a Workshop on the True & False Self*, David Malinowski, Winter Springs, FL
- *Florida Department of Corrections 100-Hour Transition Programs, 2002-2007*

NOTES