



# **ACADEMIC REENTRY HANDBOOK**



# 4

## How to Pay for Your Education

<b>Federal Financial Aid</b>	<b>22</b>
Types of Federal Aid	22
Benefits of Federal Loans	22
Eligibility Requirements	23
Federal Financial Aid and Convictions	24
Applying Through the FAFSA	24
<b>Financial Aid from Your College or Program</b>	<b>25</b>
<b>Financial Aid from Your State</b>	<b>26</b>
<b>Financial Aid from Private Organizations</b>	<b>26</b>

# 5

## Entering the Academic Community

<b>Forming Positive Relationships</b>	<b>29</b>
Networking	29
Peer Relationships	29
Professor Relationships	29
Staff Relationships	30
Changing Relationships at Home	30
<b>Campus Events</b>	<b>30</b>

# A

# Introduction

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Higher or post-secondary education—that is, education obtained after receiving a high school degree or its equivalent—serves many purposes. These can be practical, such as an increase in lifetime earnings, professional training, or access to libraries and student support services. They can also be personally formative, such as exposure to new, provocative ideas; connections to a range of people and communities; the honing of writing and thinking skills; and being surrounded by a network of supporters (including other students, faculty, and staff) who are invested in your intellectual growth and success.

Throughout your involvement with the justice system you have demonstrated an incredible resilience that traditional college students may not have experienced. With your experience, you have a unique perspective to bring to the table—one of significant value from which your peers and colleagues can benefit. Perhaps you pursued higher education at a college or university before your incarceration, or you have taken classes or

earned a degree while incarcerated, or maybe you have yet to take a college-level course. No matter what your circumstances are, by either starting or continuing your education, you can make a more positive impact on your life, your family, and your community.

The purpose of this handbook is to assist you in either starting or continuing your education: this handbook is meant to serve as a foundational guide to “academic reentry.” Academic reentry is the process of starting or returning to school after a period away from academic work. In this handbook you will find information on how to research, apply for, pay for, and manage your higher education. This handbook should serve as a starting point for all people looking to further their education. Additionally, several sections herein suggest how specifically to approach the academic reentry process given prior involvement with the justice system. We hope that this handbook is helpful as you embark on your transformative journey.

# 1

## Advice for Success

Applying to college and for financial aid requires some organizational skills. This will be especially true when these responsibilities are compounded with your duties as a parent, partner, or employee. When confronted with this range of tasks, you may find it helpful to refer to the following broad guidelines.

## Setting Goals

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Exploring and setting your goals is an important part of

into a program or school on which you have done plenty of research and to which you've made a calculated decision to commit. Doing your research and making informed decisions about what is best for you and your future will help to guarantee your success. Although the majority of institutions, scholarships, and advice that you will encounter during this process are most likely legitimate, there are organizations or scholarships that may seem "too good to be true" because they are. Watch out for these so that you do not fall victim to a scam.

## Avoiding Diploma Mills

Some institutions, most of which operate solely online, are only interested in making a profit as opposed to helping you receive a quality education. These programs, called "diploma mills" (or "degree mills"), are scams that should be avoided at all costs. A diploma mill is an organization that presents itself as an institution of higher education, but which offers degrees and diplomas that are illegitimate, because they are neither accredited nor based on proper academic assessment.

A diploma mill will likely have one or more of the following characteristics:

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city rankings are created by *U.S. News and World Report*,<sup>6</sup> *Niche*,<sup>7</sup> and the *Princeton Review*.<sup>8</sup> Your local library or bookstore will most likely have lengthy books listing college rankings based on various criteria. While these rankings should not be the defining characteristic of the college or university you choose to attend, they can provide insight into how students, alumni, community partners, employers, and the larger academic community view a certain school. Such rankings can also be applied to specific majors and



## Staying Positive

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Applying to college is never a stress-free experience. The combination of deadlines, applications, and a variety of individualized processes from college to college can seem overwhelming. Also, you may fear that your previous involvement with the justice system will affect the outcomes regardless of your hard work or effort. Feeling anxious or intimidated is normal. There are systems in place to support you on this journey, and there is no reason not to be optimistic about your future in the academic sphere. Many people directly impacted by the justice system participate in higher education, either as students, staff, or faculty.

An increasing number of higher education institutions have committed themselves to the Fair Chance Higher Education Pledge, implementing recommendations outlined in the U.S. Department of Education's guide *Beyond the Box: Increasing Access to Higher Education for Justice-Involved Individuals* (2016a). This guide opens by reporting a "growing recognition that successful reintegration back into our society for justice-involved individuals benefits those individuals, their families, and our communities" and that "education can be a powerful pathway ... to transition out of prison". It makes a compelling case for banning "the box" that asks about previous involvement with the justice system on applications for both college admissions and employment. It also recommends increasing supportive services in a variety of contexts, like career and financial aid counseling for those with previous involvement in the justice system. All of these macro-level, federally-supported measures are reason enough to be optimistic throughout this process. However, there are also several

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When choosing a college or program, there are a variety of factors you should take into consideration. Evaluating these factors will help you make an informed decision about your academic future. Consider your goals and the ways in which you think they would best be accomplished. Then consider your individual situation—responsibilities, learning style, finances, previous educational experience, and passions—and how these might influence your life as a college student.

Throughout your school search, keep key questions like these in mind:

- What do I want to study? Does the school I'm applying to have the sort of program that I need and that I'm interested in?
- What is the cost of tuition at the school I'm applying to? Will I be able to afford it?
- Where is the school I'm applying to

located? Do I have reliable housing and transportation?

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# Types of Colleges and Universities

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## Public Versus Private Institutions

Public colleges and universities are funded by the federal and state governments, whereas private colleges and universities rely on tuition and endowments for funding. This means that the cost of attendance is the major difference between public and private institutions.

scope that create criteria to determine whether a college or university meets certain quality standards. The federal government does not accredit colleges or universities itself. Instead, the U.S. Department of Education recognizes or approves the accreditors, who then in turn accredit colleges and universities. For an accreditor to be recognized by the federal government, the accrediting agency itself must meet certain regulatory criteria and must have some connection to a federal program.

In addition to regional and national accreditation of whole schools, there is also “specialized” or “programmatic” accreditation that applies to specific departments or degree programs, like law or medicine. Not all individual departments or degree programs need to be accredited, but you can be sure that, if the program you join has specialized accreditation, then the quality of education you receive will be exceptionally high.

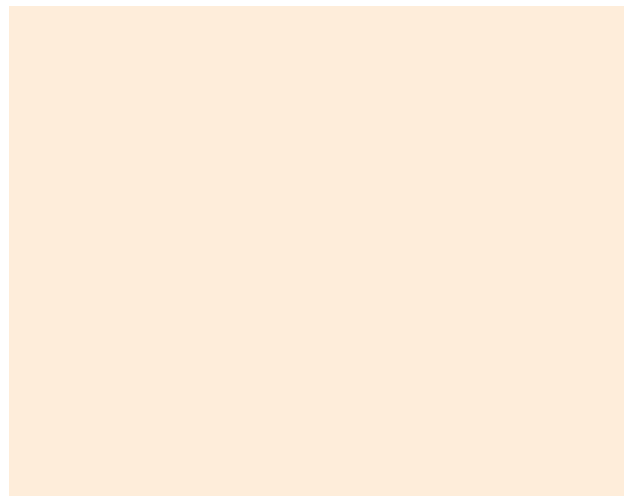
The most common type of accreditation is regional accreditation. All public colleges and universities are regionally accredited, and some may be nationally accredited as well. Many for-profit colleges and universities are nationally accredited, and many schools with regional accreditation will not accept transfer credits from schools that are only nationally accredited. All schools, both public and private, must be accredited either regionally or nationally in order for their students to be eligible to receive federal financial aid.

Attending an accredited school (and, if possible, an accredited program) is important because (i) employers generally respect credentials from an accredited institution with a good reputation, (ii) credits from non-accredited schools do not transfer to other schools, and (iii) federal financial aid is only available to those who are attending an accredited college or university. If you do not attend an accredited institution, or if you attend an institution accredited by an unrecognized accrediting agency, your future career, ability to transfer to another college or university, and your financial aid status may all be in jeopardy.

Ask questions about accreditation before you plan to attend a school, take a class, or pay any fees. Unaccredited schools are often very quick to ask you to pay for classes or services. You should not pay for a class until you are confident that the school is accredited by a reputable accrediting agency, and that the credits and/or degree you receive will be recognized by employers and/or other colleges or universities. To determine whether a school is accredited or to learn more about the accreditor itself or the accreditation process, visit the websites for the Council on Higher Education Accreditation<sup>13</sup> or the U.S. Department of Education,<sup>14</sup> or use the College Navigator tool provided by the National Center for Education Statistics.<sup>15</sup>

this can help you choose an appropriate program and can aid in the application process.

A “traditional” student is someone who, immediately after getting a highschool diploma around age eighteen, enrolls in college or university full-time, who depends on their family for financial support, and who either doesn’t work or only works part-time during the school year. A “nontraditional” student is anyone who doesn’t fit that description.



## Support for Nontraditional Students

You will most likely be considered a “nontraditional” student at the college or university you choose to attend. Knowing



give you the opportunity to ask questions and to potentially meet current students, staff, and faculty. Even if you don't have time to take a tour of your school or program's facilities, many colleges offer virtual tours and online presentations which allow you to tour the campus on your computer whenever you have time. Information about tours, virtual capabilities, and online presentations can usually be found on the school's or program's website. If you cannot find such information online, then contact their admissions office.

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## Applying to a School or Program

Once you take all of the above information into consideration, and once you choose one or more schools or programs that you think would be right for you, it's time to apply. It's not uncommon for people to apply to multiple schools at once, especially in the case of four-year colleges and universities where the admissions process is typically more competitive. However, with more applications comes more time and potentially money spent throughout the application process, as many schools require you to pay an application fee. Some schools will waive the application fee if you call the admissions office and request a waiver.

# Completing an Application

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## Types of Admission

There are several different types of admission options that colleges and universities use. It is important to know what kind of admission process your chosen school uses before you apply. The type of admission process can tell you the admission period — the several-months-long time frame in which you must submit your application for admission and enrollment for the next available semester — and how early you should submit your application to increase your chances of admission and a larger financial aid package.

Most common in the U.S. is your application





perhaps different questions or prompts, there are several general guidelines that you should implement when writing your personal statement. First, answer the prompt as directly as possible. Stay on topic throughout the entirety of your statement. Second, try to tell a story. Be specific by providing a concrete example of a real life experience you have had that directly relates to the prompt. Third, make your personal statement stand out from the hundreds of others the admissions board might read in a day of reviewing applications by grabbing the reader's attention with vivid details.

Doing your research on the school or program to which you are applying and including some of that information in your personal statement can help to set you apart from other candidates. For example, relating the school's mission statement to the experience about which you are writing can help make your personal statement more specific to that college or university and can be an impressive and thoughtful addition to your personal statement.

In addition to what you should include, there are some things you should not include in your personal statement. For example, you should avoid using clichés and similar tired statements, because they show a lack of creativity and poor word choice. Additionally, controversial topics like religion or politics are usually best avoided. Think of the reader as an acquaintance. It'd be inappropriate to have a deep discussion about your ideological preferences with an acquaintance or stranger; similarly, it would be inappropriate in the context of your personal statement. However, if these potentially controversial topics are directly related to the experience about which you are writing and if referencing these topics helps you to directly and concisely answer the question or prompt, then including these topics should be okay so long as you tread cautiously.

As with any piece of writing, you should write as well as you possibly can. You should go through several drafts, have several trusted friends, mentors, or advisors look over your personal statement, and be as meticulous as possible. Admissions counselors are not only looking for what you say in your personal statement, but also how you say it. Having good written communication skills and a command of language is not just a preferred qualification—it is a requirement. For more information on how to write a compelling personal statement, the Internet can be a valuable resource for finding guides from specific colleges, general tips from reputable websites, and message boards from current and prospective college students. The Purdue Online Writing Lab Website has examples of successful personal statements.

When you revise your personal statement, you should always consider important guidelines or requirements, like the number of statements required and general length expected. For example, some applications require only one personal statement, some require several, and some do not ask for one at all. Additionally, some personal statement questions have word count or character count specifications that should be treated as non-negotiable rules. Even if the personal statement does not have a word or character count limit, it's always

a good idea to get to your point sooner rather than later.

Many prompts for personal statements involve elements of struggle, resilience, and growth. With these topics, you may feel compelled to disclose your previous involvement with the justice system. While this is not off limits, it may not be the best decision. A general rule for talking about your involvement with the criminal justice system is to only disclose what you have to. (How to talk about your involvement will be covered in section 3.2 below.)

### Letters of Recommendation

Asking for letters of recommendation is another major part of the college application process. The number of recommendations can vary by application and some applications require different kinds of recommendations. For example, some applications may ask you to list a few references and their contact information while others may ask for formal letters of recommendation. Some applications may not require this step at all.

Here are three guidelines for successfully securing and submitting letters of recommendation:

1. **Decide who you are going to ask** to either act as a reference for you or write you a letter of recommendation. You should ask counselors, teachers, employers, religious leaders, or respected community members that you have previously worked with or who know you well. It's usually best not to ask family members or friends. Most importantly, you should ask someone who knows you well, who is enthusiastic about recommending you, and whom you trust to provide this vital piece of your college application.
2. **Consider the timeline** for asking someone to provide a recommendation. If you need an actual letter of recommendation, you should ask at least a month before you need the letter. If you haven't heard from your recommender for a couple weeks, send them a friendly reminder to ensure that you will meet your deadline. If possible, ask for a recommendation in person. Remember to ask politely, as this person will be doing you a favor by taking time to recommend you for admission.
3. **Provide your recommender with all the materials** they'll need. Any information you have about the letter of recommendation — what has to be included, when it's due, the procedure for sending it, etc. — should be shared with your recommender. If the letter of recommendation needs to be mailed to the school, provide your recommender with a stamped envelope for the letter. Additionally, you may want to give them a copy of your résumé or an unofficial transcript so they have material to consider while they write your letter of recommendation. Once your recommender has finished their letter, you might

ask for a digital or paper copy that you can keep for your records in case something goes wrong in the submission process. If they give you a copy, do not use it for any other applications unless you have their permission. However, asking for a copy is not always appropriate. Some applications will ask that letters of recommendation be kept private, so that the applicant cannot see them. In this case the





# Federal Financial Aid

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## Types of Federal Aid

Applying for financial aid through the federal government is free through the Free Application for Federal Student Aid [FAFSA], which can be found on the Federal Student Aid website.<sup>21</sup> By filling out this application, the government will determine what type and amount of aid for which you are eligible. You can submit the application and apply without having to accept an award. Applying will just let you know the amount of financial aid for which you are eligible. The types of aid that the FAFSA covers include:

- **Grants**

Grants do not need to be repaid as long as you maintain an acceptable grade point average [GPA] and do not withdraw from school. Each grant will determine the minimum GPA needed to stay eligible. The amount of aid offered through federal grants varies. If you are awarded a federal grant, then be sure to discuss the details with a financial aid officer at your school, because grants may have rules about how many credit hours you need to take per semester and the number of semesters you are eligible to continue receiving the grant. The two most common types of federal grants are:

- **Federal Pell Grants** are grants specifically for low-income undergraduate students, ranging up to \$6,895 for the 2022–23 award year. Pell Grants are one of the most common and trusted types of grants, and are awarded to all eligible students. Usually students are eligible to receive a Pell Grant for a maximum of 12 semesters (six years).

- **Federal Supplemental Education Opportunity Grants** [FSEOGs] are also grants specifically for low-income undergraduate students, ranging between \$100 and \$4000 per year. Unlike Pell Grants, there is no maximum time-frame for receiving a FSEOG, but schools are allocated limited FSEOG funds, and once those funds run out for a given year, no more aid can be provided this way.

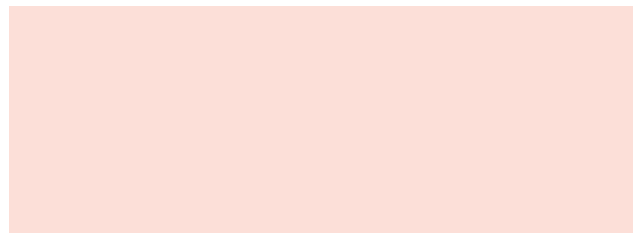
- **Direct loans**

Direct loans are low-interest loans that can be subsidized or unsubsidized. While all direct student loans must be repaid with interest, subsidized federal loans do not start building up interest until after you graduate with your degree. These loans are often only for those who qualify based on economic need. Unsubsidized federal loans start building up interest as soon as you receive the money, and

therefore it is preferred to have a subsidized loan. The amount of aid received through federal student loans varies depending on the cost of attendance of your school, your FAFSA, and any other financial aid you receive. The most common types of direct loans are the Federal Perkins Loan and Stafford Loans. If you qualify for direct student loans, you will have to complete a short tutorial before you accept and receive the funds. This tutorial, called “counseling,”



- sign the certification statement on the FAFSA





- records of your untaxed income, such as child support received, interest income, or veterans' non-education benefits
- bank statements and records of investments (if applicable)
- records of untaxed income (if applicable)

If you are a dependent student, then you will need all of the above information for your parents as well — by law, they must provide this information.<sup>24</sup>

### *Step Two*

**Create Your FSA ID.** Before you can do anything else, you must create your own Federal Student Aid ID [FSA ID]. Your FSA ID is an account that keeps track of all your federal student aid activities. You need it to fill out the FAFSA. You will also use it to sign your Master Promissory Note [MPN] if you decide to accept any federal loans, to apply for repayment plans, to complete any loan counseling, and to use the Public Service Loan Forgiveness Help Tool if you ever need to do that. You can easily get your FSA ID online by going to the Federal Student Aid website.<sup>25</sup> You will need your Social Security number and either your own mobile phone number or your own email address. Once created, keep your username or email and password for your FSA ID in a safe place with all your other documents.

### *Step Three*

**Complete and Submit the FAFSA.** After you compile the necessary documentation and get your own FSA ID, you must complete the FAFSA. The FAFSA is available online and on paper in both English and Spanish. It is better to complete the FAFSA online because it will be processed more quickly, you are less likely to make mistakes, and it will be able to save basic information for the next time you apply.

To access the FAFSA online, visit the Federal Student Aid website.<sup>26</sup> According to federal regulations, you must submit your FAFSA by June 30th of the academic year you will be attending college. However, state or school deadlines for filing your FAFSA are often much earlier. The state deadline will be listed on the FAFSA; the college deadline will most likely be listed on the school's website, otherwise you should contact the school's financial aid office. In Missouri, the state deadline is April 1st of the same year

## Financial Aid from Your State

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Many states provide additional financial assistance to students who live in that state and are seeking help with the cost of continuing education. Financial aid can vary from state to state, along with requirements, eligibility, and deadlines. Each state-level department of education will put out information for potential state scholarship opportunities in its own way.<sup>27</sup> Your involvement with the justice system may affect your eligibility for state scholarships, so read all of the information and eligibility requirements carefully before applying.

The majority of state-sponsored scholarships in Missouri are given based on your FAFSA and thus require no additional application. While many state-sponsored scholarships are for recent high school graduates who have taken the ACT or SAT, others are less restrictive, and some are even geared toward adult learners. Not all schools participate in these programs, but there are still a few scholarships for which you may qualify. To find all of this information, visit the Missouri Department of Higher Education website.<sup>28</sup>

Other states have their own procedures for distributing state-level student financial aid. Most states, like Missouri, require students to fill out the FAFSA in order to be eligible for state aid. Some states require both the FAFSA and an additional state-based application. For example, Iowa requires the FAFSA plus its own Iowa Financial Aid Application [IFAA] to be eligible for many state grants and scholarships.<sup>29</sup> As another example, Kansas has its own State of Kansas Student Aid Application [SOKSAA] that students must complete in order to be eligible for state aid; while it doesn't require the student to fill out a FAFSA, most Kansas state scholarships and grants do require a completed FAFSA before any funding will be awarded.<sup>30</sup> Similarly, the main source of state student aid in Wyoming comes from their Hathaway Scholarship, which includes both merit-based and needs-based awards. Wyoming students do not need to complete a FAFSA to be eligible for a merit-based award, but do need to complete it to be eligible for a needs-based award.<sup>31</sup> One notable exception is the state of Washington: while they will accept FAFSA submissions to be considered for state-based aid, they also offer their own Washington Application for State Financial Aid [WASFA] for students who may not be able to complete the FAFSA.<sup>32</sup>



# 5

## Entering the Academic Community

Once you arrive on campus you may discover a culture different from your own or what you're used to. When compounded with higher expectations in classes, more coursework, and a new social environment, such cultural adjustment or "culture shock" can make the first year of higher education even more challenging. However, college and university campuses and the larger academic community are aware of this challenge and typically try to anticipate student needs through the creation of various programs and departments designed to support their students. The following sections outline several college cultural norms and expectations and offer recommendations for how to navigate this new cultural space.

## Forming Positive Relationships

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One of the greatest benefits of pursuing higher education comes from the positive relationships that you form throughout your experience. The academic environment hosts a wide variety of unique people with whom to form such relationships, including peers, faculty, staff, and professors. The next few sections discuss how to form positive relationships with all these people.

### Networking

“Networking” is a business term for hanging out with a lot of professionals who have similar career goals and passions. To successfully network, you have to form and maintain professional relationships with other people to further a goal. While this can take place in a more formal, structured setting—like an actual networking event or mixer—networking can also take place in normal, day-to-day interactions with your peers, professors, and other faculty members. Social media can also be used as a networking tool, which is why it is important to “clean up” your social media accounts. You never know who will be looking at those pages.

The benefits of successful networking are numerous. Successful networking helps to improve your own confidence and establish reliable staff and faculty contacts for later in your academic and professional career. Networking involves being open-minded, confident, and professional. It doesn’t mean only forming relationships with people solely for their utility in your professional life. It also doesn’t mean blatant self-promotion or over-confidence. Limiting your circle of contacts, being aggressive, or having a hidden agenda can all be detrimental to your networking experiences and overall professional reputation. Practice is one of the best ways to learn how to properly network, so attend a variety of networking opportunities and seek advice and resources that can help you build better networking skills.

### Peer Relationships

Positive relationships with your classmates are valuable assets to have in college. Seeing your peers as equals who have new information and insights to share with you can help you make friends, feel more connected to your campus community, and learn more about what is happening on your campus and in the world. However, it may be challenging to get to know your peers, whether due to different life experiences, priorities, or cultures. Try hard to find a core group of people with whom you can bond over commonalities you share.

Seeking out other nontraditional, first-generation, or commuter students is a great place to start. For example,

“Professor,” “Dr.,” or even by their first name. You should follow these guidelines, which could be different for each faculty member. If you are unsure how to address faculty, you should ask them how they would like you to address them. This question will demonstrate professionalism on your part. Otherwise, “Professor [Last Name]” is usually the safest and most professional option.

Outside of class, you may interact with professors via email, unless they specify alternative methods of communication. Be cordial, professional, and concise when emailing your professor. You should always treat your emails with a professor in the same way you would a supervisor at work, and never like a friend or family member. Your email should have a professional opening (“Dear Professor”) and a proper closing (“Thank you,” “Sincerely,” etc.). You should use formal language and proper grammar. Additionally, you should only email your professor after exhausting all other options (consulting the syllabus, asking a classmate or a teaching assistant, etc.) unless the professor specifies otherwise.

Another setting in which you can create positive relationships with professors is through their office hours. Office hours are the times in which your professor says they will be in their office, ready to answer any questions you may have. For most faculty members you do not need to make an appointment to visit during office hours. However, if you think your question requires an extended conversation, you might want to request an official appointment. Office hours provide you with an important outreach tool for getting help outside of class, directly from the person teaching the material. Additionally, they can help you build more frequent contact with your professors. Attending office hours is usually not mandatory, but they should be utilized often if you have questions or concerns about an assignment, test, project, or have general questions about the class. You should make a point to attend office hours for each of your classes at least once a semester, as it’s an excellent way to demonstrate to the professor that you are engaging with the material and are actively participating in the course.

You may also see your professors and other faculty members outside of these scenarios, like at on-campus or social events. Say hello and engage them in brief conversation when appropriate. Don’t be offended if they don’t remember your name, especially if you took their class some time ago or if you only had them in a large lecture-style class. Making in-person contact with your professors outside the classroom environment can help them remember you in class and can help to foster a stronger relationship.

## Sta Relationships

Seeing everyone on your campus as your equal can help you form positive relationships outside of the classroom. Being polite to other people on campus (like librarians, secretaries, student workers, food service workers, custodial staff, and other employees) can prove incredibly beneficial. These relationships can help you feel more connected to your school,

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can be done through your university book store or through websites like Amazon or Chegg. If you do buy a textbook and decide that you do not need it later, you can try to resell it. Your university or college bookstore and websites like the two aforementioned often buy back textbooks. Unfortunately, the buy-back price is a small fraction of the cost at which you originally bought the book. However, if the book is in phenomenal condition and if you no longer need it, selling it back can be a better alternative than letting it sit on a shelf.

Do your research before you rent or buy. Determine



## **Affirming Your Place in the**

# Conclusion

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We hope this handbook has given you a foundation for starting or continuing your higher education. Academic reentry is no easy task, but you have already proven that you have the ability to persevere in adverse situations and, by reading this handbook, you have demonstrated your desire to continue your education. We hope that you will find few barriers to your pursuit of higher education. However, with the information in this handbook to help guide you, we hope you will feel confident and empowered

to continue your transformative journey in spite of any barriers you may encounter. As you plan for your academic and professional future, we hope you will approach this process positively, continue to demonstrate your resilience, and make the most of your talents, gifts, and passions as you embark on this next chapter of your life. We would be happy to answer any questions that you have (our program contact information can be found in Appendix C). Good luck and be well!

# References

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National Employment Law Project, National Reentry

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# Appendix A

## Finding Your Ideal Career Worksheet

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If I could choose one friend to trade jobs with, I'd choose

# Appendix B

## Expungement of Records in Missouri

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Expungement or “sealing” is the process of removing some portion of your history with the justice system from public view. When a record is expunged or “sealed” it is no longer publicly available, unless a subsequent court order reopens or “unseals” it.

### **B.1 Am I eligible for expungement in Missouri?**

If your offense occurred and was prosecuted in Missouri, then you may be eligible to file a petition for expungement of your record. You may expunge at most one felony and two misdemeanors or ordinance violations, but any number of infractions, in your lifetime in Missouri. Approximately 1,900 offenses qualify. In general, property and drug-re

must submit with the court clerk when you file your peti-

# Appendix C

## Relevant Reentry Resources

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### Academic Reentry in St. Louis

☒ L P E ☒ P ☒

Website: <https://www.slu.edu/prison-program>

Address: Morrissey Hall, 3700 Lindell Blvd, St. Louis, MO 63108

Phone: 314-977-3196

IO E ☒ ☒ O C

Website: <https://www.hecstl.org/trioeoc>

### Other St. Louis Area Resources

☒ H L D

Website: <https://www.startherestl.org/>

United Way 2-1-1

Website: <https://www.211helps.org/>

Phone: 2-1-1 or 1-800-427-4626

### National Reentry Resources

☒ I

Website: <https://www.vera.org/>

Address: 233 Broadway, 12th Floor, New York, NY 10279

Phone: 212-334-1300

Email: [contactvera@vera.org](mailto:contactvera@vera.org)

J L ☒ A J L A

Website: <https://www.jlusa.org/>

Address: 555 Lenox Avenue, Suite 4C, New York, NY 10037

Email: <https://www.jlusa.org/contact/>

# Appendix D

## Accredited Community and 4-Year Colleges and Universities in the St. Louis Area

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### Community Colleges

**J C A**

1000 Viking Drive  
Hillsboro, MO 63050  
636-481-3597  
Website: <https://www.jeffco.edu/arnold>  
Admissions: <https://www.jeffco.edu/student-services/admissions>

**J C I ☒**

1000 Viking Drive  
Hillsboro, MO 63050  
636-481-3481  
Website: <https://www.jeffco.edu/imperial>  
Admissions: <https://www.jeffco.edu/student-services/admissions>

**J C H**

1000 Viking Drive  
Hillsboro, MO 63050  
636-481-3000  
Website: <https://www.jeffco.edu/Hillsboro>  
Admissions: <https://www.jeffco.edu/student-services/admissions>

**L ☒ C ☒ C C NON**

**C ☒**  
600 Troy Road  
Edwardsville, IL 62025  
618-656-8800  
Website: <https://www.lc.edu/>  
Application: \_\_\_\_\_

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**Four-Year Colleges and Universities**

C ☒    ☒ C        N        M  
11830 Westline Industrial Drive, Suite 106  
St. Louis, MO 63146  
314-991-6200  
[info@chamberlain.edu](mailto:info@chamberlain.edu)  
*Website:* \_\_\_\_\_

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