

PARTNER PROGRAM BRIEF

The Reinvention Blueprint™

Rebuilding Your Next Chapter | A six-week community pathway by Kenya Avery

A practical learning experience for women rebuilding direction, confidence, and readiness for opportunity after significant life disruption. Designed for nonprofit, shelter, workforce, and re-entry partners to bring to the women they serve.

Who it serves

Adult women returning from incarceration; survivors of domestic violence; women returning to work; and women navigating career, family, or economic transitions. Shared skills form the core, while examples, access arrangements, and referrals are tailored to the partner's participants.

What participants work toward

A clear starting point, stronger communication and decision-making skills, a career-readiness artifact, a personal support map, and a practical 90-day action plan. Progress is documented through participant work and skills practice.

The delivery model

Six weeks, twice weekly: 12 facilitated sessions. Session length, cohort size, dates, location, and virtual access are agreed with the partner. An initial orientation and a private baseline check-in support preparation. A one-day introductory workshop can be scoped separately.

What the partner engagement includes

Curriculum customization; facilitated learning and practice; participant worksheets; a locally verified resource directory developed with the partner; and a concise completion report with aggregate results. This brief includes the curriculum outline and starter tools for pilot planning.

A focused role within a wider support network

Kenya leads training and resource-navigation practice. The partner supplies an identified support contact and coordinates housing, benefits, legal, health, survivor-support, and other specialist referrals as needed. This is an educational program, not clinical treatment or a standalone re-entry service.

Partnership invitation: Book a consultation to discuss your participants, intended outcomes, available support, and a scoped pilot proposal. Pricing and launch dates are set after that conversation.

CURRICULUM | 12 SESSIONS

Weeks 1-3

C.A.R.D. connects Clarity, Alignment, Resilience, and Discipline with practical application.

Week 1 | Establish Your Starting Point

C.A.R.D. focus: Clarity

Session 1: A: Identify strengths and immediate priorities. Use a voluntary private check-in and a strengths inventory; no personal-history presentation is required.

Session 2: B: Separate immediate needs from longer-term goals. Build a support map and identify the next partner-supported contact.

Participant work: Strengths inventory; priority map; first contact plan.

Week 2 | Rebuild Self-Trust

C.A.R.D. focus: Clarity + Alignment

Session 3: A: Recognize existing capabilities. Connect transferable skills to concrete examples from work, caregiving, volunteering, or learning.

Session 4: B: Practice decisions. Use an everyday scenario to compare options, identify needed information, and choose a manageable next step.

Participant work: Evidence-of-strengths sheet; decision worksheet.

Week 3 | Strengthen Everyday Communication

C.A.R.D. focus: Alignment

Session 5: A: Make a clear request. Practice asking for information, support, or clarification using neutral scenarios and optional pair work.

Session 6: B: Set expectations and follow through. Practice boundaries, appointment planning, and responses when a plan changes.

Participant work: Communication script; weekly commitments plan.

CURRICULUM | 12 SESSIONS

Weeks 4-6

C.A.R.D. connects Clarity, Alignment, Resilience, and Discipline with practical application.

Week 4 | Prepare for Opportunity

C.A.R.D. focus: Alignment + Discipline

Session 7: A: Choose a career or education direction. Explore interests, transferable skills, and role requirements using partner-approved materials.

Session 8: B: Build readiness. Draft résumé content and practice an interview or introductory conversation. Offer digital tasks only when access and privacy allow.

Participant work: Résumé or skills profile; opportunity research sheet.

Week 5 | Navigate Resources and Obstacles

C.A.R.D. focus: Resilience

Session 9: A: Use a verified directory. Practice checking eligibility, documents, access arrangements, and a safe contact method. Participants select their own next contact.

Session 10: B: Plan for interruptions. Work through transport, scheduling, caregiving, or technology barriers with the partner support contact.

Participant work: Resource contact plan; barrier-and-support worksheet.

Week 6 | Build Your Next 90 Days

C.A.R.D. focus: Discipline

Session 11: A: Turn priorities into a plan. Set participant-selected goals, first actions, support contacts, and review dates.

Session 12: B: Review progress privately. Repeat the skills check, refine the plan, and arrange a consent-based handoff to the partner. Sharing with the group is optional.

Participant work: 90-day plan; completion review; agreed follow-up contact.

DELIVERY AND PARTNERSHIP

Make Participation Possible

Agree responsibilities and access arrangements before announcing a cohort.

Kenya Avery	Partner organization
Customize curriculum, facilitate sessions, supply learning worksheets, and review skill demonstrations.	Recruit participants, provide an appropriate venue or approved virtual access, and identify a support contact.
Teach resource-navigation skills using information the partner verifies.	Verify local services and eligibility; arrange specialist referrals and ongoing case support.
Report agreed attendance and learning measures in aggregate.	Approve consent, safe communications, data handling, and follow-up arrangements.

Participation principles

Offer a choice to pass, write privately, or use a hypothetical example. Explain activities and information use in advance. Do not require accounts of violence, incarceration, or trauma. Avoid recording sessions or using participant stories in marketing without separate, explicit consent. Discuss group privacy expectations without promising absolute confidentiality.

Use plain-language, print-friendly materials and flexible participation options. Arrange literacy support, interpretation, disability access, transportation, caregiving, and digital access with the partner where needed. Do not require public LinkedIn profiles or social media participation. Faith reflection is optional and is not a condition of participation.

Pilot planning decisions

Confirm cohort eligibility and referral process; session length and group size; staffing and facilitator preparation; budget and participant access supports; a private contact method; the partner's response and referral procedures; and who will review progress after completion.

Resource directory standard

Each listing needs a service, contact, eligibility notes, access details, required documents, verification date, and owner for updates. A listing or referral does not establish eligibility or guarantee service availability.

Design references: SAMHSA's trauma-informed principles emphasize safety, trust, collaboration, and choice. NIJ's re-entry guidance emphasizes individualized needs and coordinated support. These inform the design; this new program has not yet been evaluated.

[SAMHSA: Trauma-Informed Approaches and Programs](#)
[NIJ: Five Things About Reentry](#)

OUTCOMES AND PILOT REVIEW

Document Meaningful Progress

A practical measurement plan for learning, access, and follow-through.

Measure	How to capture it	When
Participation	Enrollment and sessions attended; record access barriers only with consent.	Each session
Communication	Observe a clear request and a response to a scenario using a simple rubric.	Weeks 3 and 6
Decision-making	Check that the participant identifies options, support needed, and a next action.	Weeks 2 and 6
Career readiness	Review a résumé, skills profile, or opportunity research sheet.	Weeks 4 and 6
Resource navigation	Check service fit, access requirements, and a participant-selected contact step.	Weeks 5 and 6
Action planning	Review goals, first actions, support contacts, and review dates.	Week 6

Use a consistent skills rubric

0: Not yet demonstrated. 1: Demonstrated with support. 2: Demonstrated independently. N/O: Not observed. Record N/O separately; it is not evidence of low ability. Agree an accessible way to demonstrate each skill.

Participant reflection

At entry and completion, invite a 1-5 self-rating on identifying strengths, making a clear request, locating an appropriate resource, and planning a next step. Include “prefer not to answer.” These are learning reflections, not diagnostic or validated clinical measures.

Partner report and follow-up

Report enrollment, attendance, artifacts completed, observed skill changes, and participant feedback. State the denominator and missing responses. Set completion criteria with the partner before enrollment, allowing agreed make-up options. Share individual plans only with consent; use de-identified aggregate results in partner reports.

An optional 30-day follow-up may check whether a planned action or resource contact occurred. Employment, housing, and sustained stability are longer-term outcomes influenced by other services; do not present them as guaranteed results or attribute them to this program alone.

PARTICIPANT STARTER TOOLS

My Next Chapter

Use privately. Share only what you choose, with the people you authorize.

My 90-Day Action Plan

My starting point: What matters most to me right now?

My goal	First action + date	Support / contact	Review date
1.			
2.			

One barrier I anticipate:

My response or support option:

My preferred way to check progress:

My Resource Contact Plan

The need I want help with:

Service / organization:

Contact and safe way to reach them:

Eligibility and documents to confirm:

Access needs (travel, language, technology, other):

My next step and date:

Who can help if this option is unavailable?

Partner use: verify the listing and availability before referring. Record the verification date and staff owner in the partner directory. Ask before sharing participant information.

My first manageable step:

My review date:
