

Sample Worksheets

Three pages from the participant packet, exactly as staff complete them during the two days.

WHO THIS IS FOR	READ TIME	EDITION
Directors deciding whether to send staff	10 minutes, 5 pages	August 2026

IN BRIEF

- Your staff do not sit through lectures. Six of the nine modules end with written table work on pages like these.
- The first two samples are the tools staff use after the training to figure out what a young person is missing and which adult can supply it.
- The third is a three minute private writing exercise that opens Day One and is revisited at the close of Day Two.
- Both scoring tools are structured practice tools, not validated instruments. Staff are certified on knowing that difference.

What each sample shows you

SAMPLE	WHAT STAFF DO WITH IT	WHAT IT TELLS YOU AS A DIRECTOR
Appendix A. Navigation Capacity Practice Profile	Score a young person on four separate components of getting and keeping benefits, then name who will supply the weakest one.	Whether your staff can tell the difference between a young person who does not know what they are owed and one who knows and cannot execute.
Appendix B. Anchor Function Map	List every adult who could still be present twelve months from now and score each on four properties, then find the uncovered function.	Whether your staff can identify the adult with standing to make a phone call, which is the gap in most cases.
Worksheet 1. Ninety Days	Write, privately, what they believe happens in the first ninety days after exit.	Nothing directly. It is never collected. It exists so staff can measure their own change of view at the end of Day Two.

Navigation Capacity Practice Profile

Navigation capacity is the knowledge, skill, and adaptive agency required to identify, access, and sustain transition benefits. It is not one thing. It has four components, and they come apart. **Score the four components separately and never add them.** A total tells you nothing about what to do next. Each component fails in its own way and calls for its own intervention.

HOW TO SCORE

Circle one number in each row. **0** not present, no evidence seen. **1** emerging, shows up sometimes and disappears under stress. **2** established, present consistently in routine conditions. **3** sustained under load, holds during a crisis, a move, a denial, or a placement change. Score what you have observed in the last ninety days, not what you hope is there. If you have not observed a component, score 0 and write *not observed*. Capacity supplied on the young person's behalf by someone else counts fully.

COMPONENT	0	1	2	3	EVIDENCE YOU WOULD SHOW A SKEPTICAL FUNDER
1. Benefits literacy Knows which rights, programs, and protections exist, the eligibility criteria, and the approximate value. Score against the actual benefit set, not self reported confidence.	0	1	2	3	
2. Procedural competence Can execute multi step processes: obtain and submit documents, complete applications correctly, keep a usable address, answer requests for more information, track a case through a queue.	0	1	2	3	
3. Adaptive agency Responds to obstacles with persistence rather than disengagement: appeals a denial, escalates, re applies after a missed deadline, asks a second time.	0	1	2	3	
4. Temporal awareness Understands the timing: application windows, disbursement timelines, renewal deadlines, verification cycles, and how they depend on one another.	0	1	2	3	

What the scores predict. High literacy with low procedural competence: they know exactly what they are owed and have applied for none of it. High on the first three with low temporal awareness: first access succeeds, then renewal fails. Neither is a motivation finding; each calls for a different intervention.

Young person, initials only

Lowest scoring component, and what it costs in the next ninety days

Who supplies that component on their behalf, starting when. (This is a structured practice tool, not a validated instrument.)

Anchor Function Map

An anchor relationship is a consistent, trust based adult presence that keeps a young person engaged with the activation process across the transition. Four properties do four different jobs, and all four are needed. **Score the properties separately, never the relationship as a whole.**

PROPERTY	WHAT IT IS, AND WHAT ITS ABSENCE COSTS
Consistency	The relationship persists through disruption, crisis, placement change, and case closure. Without it there is no one present at the renewal, and renewal is where activation is lost.
Trust	The young person experiences the adult as reliable and invested, and will disclose difficulty rather than hide it. Trust decides whether an obstacle becomes a shared problem or a private one.
Competence	The adult knows enough about the transition landscape to give accurate guidance or make an effective referral. Without it you get a supportive adult who advises confidently and incorrectly.
Reach	The adult can activate resources beyond the pair: call a financial aid office, reach a program administrator, access an emergency fund, escalate to someone with decision authority.

Step 1. The map

One row per adult. List every adult who could plausibly be present twelve months from now, by role only: aunt, coach, caseworker, foster parent, supervisor at work. No names. Score every adult on all four properties with one letter per cell: **A** absent, **P** partial, **X** present. In the last column answer the question that decides the map: is this adult structurally guaranteed to disappear on the closure date? Write Y, N, or Unknown. Six to eight adults is a full map. Fewer than three means you are screening for closeness rather than function.

Young person, initials only

Anticipated closure or exit date

ADULT, ROLE ONLY	CONSISTENCY	TRUST	COMPETENCE	REACH	PRESENT AFTER CLOSURE?

Step 2. The coverage line

Write *covered* or *uncovered* in each box. A function is covered only when at least one adult scored X on that property **and** answered N to the closure question. A P never covers a function. Two partials do not add up to coverage. A function covered only by an adult who disappears at closure is uncovered, however long the relationship has lasted.

CONSISTENCY	TRUST	COMPETENCE	REACH

Step 3. The uncovered function

Most maps show consistency and trust well covered and reach uncovered. The missing thing is usually not a caring adult. It is an adult with **standing** to make a phone call on behalf of the young person: a signed release of information, a named role recorded in the file, a letter on program letterhead, a phone number the institution will answer. Standing can be conferred by a program in an afternoon. Warmth cannot.

Our uncovered function is

The adult who could cover it

The standing that adult would need, and the person in your organization who can confer it

Who will ask that adult, and by what date. A name and a calendar date, not a month

Report to the full room: the count of maps with all four functions covered. Counts only, never cases. This is a Tier 2 certification artifact and a structured practice tool, not a validated instrument.

Ninety Days

Write down what you believe happens to a young person in the first ninety days after they leave care. Write specific events with rough timing rather than a general impression: what happens in the first week, what happens in the first month, where they are on day ninety. Half a page is enough.

THIS PAGE IS PRIVATE

Nobody reads it. It is not collected and you will not be asked to share it. Three minutes of silent writing. You come back to this page yourself at the very end of Day Two, and the comparison you make then is the entire value of writing it now. Keep the packet.