



# Student Service Updates

*Special Edition on Resources to  
Support Disconnected Youth*



## In this Edition

Page 1
Letter from the Director
Page 2
ED-HHS Collaboration Background
Page 3
Family and Youth Ser- vices Bureau Programs Overview
Pages 4-5
Community Submissions
Page 6
Education for Homeless Children and Youth Program and New ESSA Provisions
Page 7
Resources for Sup- porting College Access and Success for Home- less Youth
Page 8
Assets for Independence Program
Page 9
TRIO Training Program
Page 10
Supplemental Resources
Page 11
Initial Steps for Collabo- ration and Ms. Khadijah Williams

Greetings,

As summer fades and schools come back into session, we have also experienced a transition here at the Department, with the August departure of Dr. James. T. Minor, Deputy Assistant Secretary for Higher Education Programs. We thank Dr. Minor for his service to the Department. Since his departure, I have been asked to serve as Acting Deputy Assistant Secretary, and I will also continue to maintain my role as Senior Director of Student Service.

I am very pleased to share with you this special edition of the *Student Service Updates*, which highlights information and resources to support your ongoing efforts to assist disconnected students in reaching their educational goals. As you may be aware, Student Service has been actively collaborating with the U.S. Department of Health and Human Services, Administration for Children and Families, Family and Youth Services Bureau (FYSB) since November of 2015 to provide relevant and timely information to the Student Service community on the subject of disconnected youth. We are appreciative of the feedback we've received on this partnership, and we hope this newsletter is responsive to your questions and needs. Please see pages 2-3 for additional information on our collaboration with FYSB and how to locate FYSB projects in your area. We thank our FYSB partners for their contributions.

We would also like to extend our sincere appreciation to additional offices and individuals who have contributed to this publication. Thank you to the staff of the Department's Education for Homeless Children and Youth Program and its associated National Center for Homeless Education for the important updates on pages 6-7. In addition, thank you to the Office of Community Services within the U.S. Department of Health and Human Services for the information on page 8. Finally, and importantly, thank you to the Student Service grantee community for your many submissions, found on pages 4-5, detailing strategies that you are using to serve disconnected youth. Your work in this area is inspirational, and we appreciate your willingness to share what has worked for you with your Student Service colleagues from across the country.

Finally, we hope you will continue to send us your comments, feedback, and questions as related to our partnership with HHS/FYSB. We would also appreciate feedback on this newsletter, what you found helpful, and what you would like to know more about. Please send all comments to Catherine St. Clair at [Catherine.StClair@ed.gov](mailto:Catherine.StClair@ed.gov).

Best wishes for a smooth start to the school year and a productive fall!

Sincerely,

/signed/

Linda Byrd-Johnson, Ph.D.

Acting Deputy Assistant Secretary, Higher Education Programs  
Senior Director, Student Service

# ED-HHS Collaboration Background

## Goals of this Collaboration

1. Provide coordinated support to disconnected youth who too often lack access to postsecondary education and skill training opportunities
2. Present learning opportunities and expand awareness of resources that will allow grantees to better meet the needs of our similar populations
3. Collaborate to yield more educational opportunities for youth who are outside the trajectory towards postsecondary education and related pathways

- ◆ On **November 23, 2015**, the U.S. Department of Education (ED) and the U.S. Department of Health and Human Services (HHS) released a Dear Project Director letter announcing a new collaboration between ED's Office of Postsecondary Education, Student Service (SS), and HHS' Family and Youth Services Bureau (FYSB). A copy of this letter can be found under "What's New" on the Student Service homepage at <http://www2.ed.gov/about/offices/list/ope/student-service.html>. The aim of the partnership is to promote positive educational and related outcomes for disconnected youth.

*"Every child, regardless of race, income, background, the zip code where they live, deserves the chance to make of their lives what they will." — President Barack Obama*

- ◆ On **April 21, 2016**, a joint kick-off meeting was held to formally launch the planned collaborative activities under this ED-HHS partnership. The meeting was attended by leadership and staff from both agencies.
- ◆ On **May 23 and 25, 2016**, FYSB staff conducted webinars to introduce SS grantees to the Runaway and Homeless Youth Program, Adolescent Pregnancy Prevention Program, and the Family Violence and Prevention Services Program. The webinars were designed to expand the SS community's awareness of the resources available to meet the needs of disconnected youth, many of whom are also served under the SS administered programs. **If you were not able to attend the live webinars, please follow these links to the recordings:**

**Webinar 1:** <https://nspn.adobeconnect.com/p1v11q4u6nt/>

**Webinar 2:** <https://nspn.adobeconnect.com/p9f9g2qzzbh/>

- ◆ On **July 27, 2016**, SS staff conducted a webinar to introduce FYSB grantees to the Federal TRIO Programs, the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Program, the Child Care Access Means Parents in School (CCAMPIS) Program, and the Graduate Assistance in Areas of National Need (GAANN) Program.

# FYSB Programs Overview

To locate FYSB projects in your area,  
please check out the following grantee map:

<http://www.acf.hhs.gov/programs/fysb/grants/fysb-grantees>

## Runaway and Homeless Youth Programs

**Street Outreach:** Gets youth off the streets and into safe places and assists youth who are at risk of sexual exploitation.

**Basic Center:** Addresses immediate needs of runaway and homeless youth by providing food, short-term shelter, medical care, and counseling.

**Transitional Living and Maternity Group Homes:** Provides longer term residential services to youth age 16 to 21 including longer-term shelter, life skills, educational opportunities, and career counseling.

## Adolescent Pregnancy Prevention Programs

**State/Competitive/Tribal PREP:** Expands capacity of family and youth serving agencies that focus on preventing pregnancy and STIs.

**PREP Innovative Strategies:** Funds organizations that are using innovative strategies to prevent pregnancy among high-risk youth.

**Sexual Risk Avoidance Education:** Supports the implementation of prevention education aimed to teach youth how to voluntarily refrain from non-marital sexual activity through an evidence-based approach that integrates findings with practical implementation that aligns with the needs and desired outcomes for the intended audience.

## Family Violence Prevention and Services Programs

**State/Territory/Tribal Grants:** Provides victims with shelter, counseling, referral, legal advocacy and other forms of support.

**State/Territory Domestic Violence Coalitions:** Educates, supports and provides technical assistance to domestic violence service providers

**Discretionary Grants:** Improves the prevention of domestic violence in various ways.

**Family Violence Resource Centers:** Strengthens community and systems responses to domestic violence by providing information, publications, research, technical assistance, training and referrals.

## Have you ever visited the website for the National Clearinghouse on Families and Youth (NCFY)?

*The National Clearinghouse on Families and Youth is a free information service of FYSB. Its purpose is to educate the family and youth work field about the research and effective practices that can improve the long-term social and emotional well-being of families and youth. NCFY publishes more than 250 articles, podcasts and videos a year about interesting and innovative work going on in the field.*

Learn more and browse NCFY's trove of news and research (*including an upcoming Question and Answer article featuring Dr. Linda Byrd-Johnson!*) at:

<http://ncfy.acf.hhs.gov/>

# Student Service Community Submissions

On May 12, 2016, the Department sent a letter to the Student Service grantee community, requesting examples of strategies that grantees are using to serve disconnected youth. We are pleased by the volume of responses we received, and are inspired by the collaborative work that is happening in communities across the country. Please see the following excerpts for some of the many ways that Student Service grantees are supporting *all* students in their pursuit of higher education.

Educational Opportunity Centers of Pennsylvania has formed community partnerships to provide EOC services to many individuals who may be disconnected from the educational pipeline. Just a small sample of the project's partnerships include:

**-Lackawanna County prison Re-entry task force:**

This program is for those prisoners that are seeing a release dates within 45 days. We present every 6 weeks to this group about EOC services.

**-St. Joseph's Homeless Transitional Program:**

This is a house that allows homeless women to live for a year who are either pregnant or a parent. In this year, the residents create life plans that work toward self-sufficiency. We conduct 1:1 appointments and workshops to assist the residents with career and educational plans.

**-State Parole and Model Court:** These courts refer youth to us for career and educational guidance.

*-Provided by Ms. Sharon Bartolini, Director, Educational Opportunity Centers of Pennsylvania (PA)*

When I discover a young person is homeless or on the verge of being homeless, I connect them with **Job Corps**. Job Corps is an excellent resource for young people. Job Corps is not just for homeless youth, but for many youth that have various needs.

*-Provided by Ms. Jessica Chickering, Director, Student Support Services of Indian Hills Community College (IA)*

Old Dominion University Upward Bound has engaged in the following collaboration to help meet the needs of disconnected youth.

-Upward Bound at Old Dominion University collaborates with "**ForKids**," an agency in Norfolk, Virginia that assists families who are homeless. The partnership with ForKids assists in ensuring that the high school students served by the agency are given the opportunity to enroll in Upward Bound. Focused strategies are used to help these students to succeed in secondary school, enter postsecondary education, and graduate.

*-Provided by Ms. Lila A. Love, Program Director, Upward Bound of Old Dominion University (VA)*

The Education Service Center (ESC) Region 12 GEAR UP project works with a wide variety of agencies in order to provide services to disconnected youth, such as:

**-Family Abuse Center of Waco** provides services to help those who are victims of domestic violence.

**-Pack of Hope** provides food on weekends to underprivileged youth in the community.

**-Texas Homeless Education Office (THEO)**, in response to McKinney-Vento, provides training to the GEAR UP counselors and supports mandates for helping homeless and unaccompanied youth.

*-Provided by Ms. Sharon Henson, Deputy Director, School Support & Grant Services, Education Service Center Region 12 GEAR UP (TX)*

The Renaissance Education Group, which administers Upward Bound and Talent Search projects, works in a variety of collaborative capacities. One example of an innovative strategy to reach disconnected youth is the following:

- Renaissance created and will launch an **annual Lunch and Learn for Guardian Ad Litem (GAL) Program** in Durham this spring to provide information on program services for the cadre of court appointed special advocates for youth. This Lunch and Learn is to help court appointed advocates to understand how to engage middle school and high school youth, those who are in foster care, or youth who are otherwise under court supervision, in a life planning strategy that includes completing high school and starting the "college conversation." Ultimately, this Lunch and Learn provides an opportunity for GAL court advocates to help propose educational recommendations for the court review and approval that include career preparation and college preparation.

This expands the full range of options for youth by systemically including college as a postsecondary option for consideration. This also reduces barriers in the TRIO application process for youth in foster care.

*-Provided by Dr. Kenneth Mitchell, Upward Bound and Talent Search, The Renaissance Education Group, Inc. (NC)*

The Student Support Services projects at the Universidad Politécnica de Puerto Rico describe several efforts, including those shared below, to proactively provide students with critical information.

-We have coordinated activities with **several local programs, specifically PROFAMILIAS**, a group of volunteers dedicated to provide information on sexual and reproductive health. The program offers gynecological services, family planning counseling, and affordable contraceptive methods. The objective is to try to prevent situations that may hinder their chances of success in both college and their personal lives in general, such as unwanted pregnancies or sexually transmitted diseases.

-We have also coordinated with a **state office, La Oficina de la Procuradora de la Mujer**, an ombudsman of sorts which protects women's rights. An official from the office has given seminars on different types of violence: domestic, dating and sexual. These seminars are looking to prevent students from experiencing these traumatic events.

-Provided by Mr. Gabriel Cortés Hernández, Director, ESL Student Support Services of the Universidad Politécnica de Puerto Rico (PR), on behalf of the institution's three Student Support Services projects: **Traditional SSS, SSS-STEM, and SSS-ESL**

The Student Support Services project of Adrian College partners with several outside agencies to find supportive funding and services for disconnected youth, including those transitioning from foster care and low-income, disabled students. One example of those collaborations is the following.

- The Student Support Services Director at Adrian College is on the Community Board of the **Michigan Youth Opportunity Initiative (MYOI)** which serves area foster youth and assists in making the transition from foster care to independence as an adult. Services extended to youth transitioning from foster care include: Student support group; Living skills workshops; Financial literacy workshops; Financial assistance through the Educational and Training Voucher and various scholarships; and 1:1 match for every dollar foster youth save toward education or living expenses. The director works with the Office of Financial Aid to identify foster youth at Adrian College using information from the FAFSA.

-Provided by Ms. Linda S. Jacobs, Director of Academic Services and **Student Support Services** Director, Adrian College (MI)

The Educational Opportunity Centers project at Malcolm X College works in conjunction with the **Illinois Department of Human Services Division of Rehabilitation Services and the Open Door Program (Youth Readiness Program)** to assist at risk, academically low-performing high school young adults to improve their lives. Since its inception, the pilot project has sought to bring together human services and academic services. Most importantly, students and young adults are able to meet with transition counselors who will support them beyond high school, to college and/or employment. They have access to completing job applications, resumes, and/or access to college enrollment because of these joint services.

-Provided by Ms. Sylvia Jimison, Project Director, **Educational Opportunity Centers of Malcolm X College (IL)**

Paul D. Camp Community College has a **Community Resources Toolkit** (booklet) that contains phone numbers and addresses of agencies and helplines to assist students in crisis situations.

-Provided by Ms. Bronia Gail Vaughan, Director, **Student Support Services of Paul D. Camp Community College (VA)**

Service is intertwined with the educational process for Student Support Services participants at the University of South Carolina Lancaster. A majority of our SSS participants are members of the mentoring organizations known as Delta Links and Omega Scholars. Their involvement with foster-care youth at the **Lancaster Children's Home** in Lancaster, South Carolina, has been transformational. Once a month, Delta and Omega members spend quality time mentoring and interacting with youth at the Lancaster Children's Home – a local non-profit agency that cares for homeless and troubled youth. Participants share their college experiences as well as encourage youth regarding the importance of education and how they can use educational opportunities to help build self-esteem and reach their career goals. Contact with these foster care youth has helped our participants to develop empathy for others whose lives have been altered due to no fault of their own. As a matter of fact, the experience has been a major factor in helping some of our students decide to major in social work.

-Provided by Mr. Matt Williamson, Interim Director, **TRIO Programs and OSP [SSS] Career/Cultural Specialist, Student Support Services of University of South Carolina-Lancaster (SC)**

## Get to Know the Federal Education for Homeless Children and Youth (EHCY) Program

The federal Education for Homeless Children and Youth (EHCY) Program is authorized under the education subtitle of the McKinney-Vento Homeless Assistance Act and oversees the implementation of the McKinney-Vento Act and other federal laws related to the education of homeless children and youth (HCY). According to U.S. Department of Education (ED) data, U.S. public schools have seen a steady increase in the number of HCY enrolled in school over the years, with the most recent count reaching more than 1.3 million homeless students during the 2013-2014 school year.

The overall goals of the EHCY Program are to ensure equal access to a free, appropriate public education and to services needed for school success for HCY. Key to the implementation of the McKinney-Vento Act are State Coordinators for Homeless Education and local homeless education liaisons. Each state must appoint a State Coordinator to oversee homeless education activities within the state, just as each district must appoint a local liaison to oversee the same within the district. State Coordinators and local liaisons can be key partners with Student Service grantees in identifying HCY across the PreK through postsecondary educational spectrum. OPE encourages its grantees to reach out to their State Coordinator to learn more about how the EHCY and Student Service programs can work together to ensure the identification of and provision of services to HCY. For more information, visit the website of the National Center for Homeless Education (NCHE), the U.S. Department of Education's EHCY technical assistance center.

## New ESSA Provisions Related to Higher Education for Homeless Youth

The education subtitle of the McKinney-Vento Act was reauthorized by the Every Student Succeeds Act (ESSA) in December 2015. Included in the reauthorized statute are two new provisions related to helping homeless youth transition to postsecondary education.

1. Under ESSA, State Educational Agencies (SEAs) must include in their state homeless education plan a description of how school counselors in the state will help homeless youth prepare for college.
2. ESSA also requires local liaisons to inform unaccompanied homeless youth of their status as independent students for purposes of federal student aid and assist these youth in getting documentation of this status for purposes of filling out the Free Application for Federal Student Aid (FAFSA). Independent students do not need to include a parent signature or parental financial information on their FAFSA; rather, their aid package is calculated based solely on the student's income and assets. This is a critical support for unaccompanied homeless youth, who are experiencing homelessness on their own and will not receive parental support to pay for college.

Partnerships between K-12 educators and Student Service grantees can help ensure that both groups are aware of the services and supports each system can provide to help homeless youth navigate the transition to postsecondary education. For more information about new ESSA provisions related to postsecondary education for homeless youth, see Section Q of the *Education for Homeless Children and Youths Program: Non-Regulatory Guidance*. For information about financial aid for unaccompanied homeless youth, download the Office of Federal Student Aid's *Questions and Answers: Federal Student Aid and Homeless Youth*. And don't forget to reach out to your State Coordinator for Homeless Education to be introduced to the local homeless education liaison in your area.

## **Resources for Supporting College Access and Success for Homeless Youth**

College readiness for homeless youth starts early and involves numerous steps along the way, including:

- preparing academically during high school and even middle school years;
- taking AP courses and exams and college entrance exams, as applicable;
- filling out college applications;
- seeking financial assistance through federal financial aid and scholarships; and
- gaining a sense of confidence in one's ability to succeed in college.

For homeless youth, many of whom are both low-income and first-generation college students, connection with caring and knowledgeable adults who can provide encouragement and useful information along the path to college can make a tremendous difference. Further, the provision of academic guidance and wrap-around supports once enrolled in college can make the difference between a homeless youth's dropping out or continuing on to degree completion. Consider these resources for equipping the homeless youth you work with to transition to and succeed in college:

- NCHE (National Center for Homeless Education): [Homeless Education Helpline](http://www.nche.org) - 800-308-2145 or [homeless@serve.org](mailto:homeless@serve.org)
- NCHE: *[Supporting College Completion for Students Experiencing Homelessness](#)*
- NAEHCY (National Association for the Education of Homeless Children and Youth): *[College Access and Success for Students Experiencing Homelessness: A Toolkit for Educators and Service Providers](#)*, including:
  - Appendix 1C: Checklist of Strategies for Identifying Higher Education Students Experiencing Homelessness
  - Appendix 2A: Guiding the Discussion on College Selection
  - Appendix 2B: Web Resources for Researching Colleges
  - Appendix 3A: Worksheet for Covering Exam and Application Expenses
  - Appendix 4A: Federal Financial Aid Web Resources
  - Appendix 5A: Scholarship Search Tips and Tricks
  - Appendix 6B: College Success Resources for Students Experiencing Homelessness
- NAEHCY: [Higher Education Helpline](http://www.naehcy.org) – 855-446-2673 or [highered@naehcy.org](mailto:highered@naehcy.org)
- NAEHCY: [State Higher Education Networks](#)

# Supporting Students' Financial Capability— The Assets for Independence Program

The Assets for Independence (AFI) program is a discretionary grant program administered by the Office of Community Services (OCS) within the U.S. Department of Health and Human Services (HHS). The AFI Program may help Student Service grantees meet the financial capability needs of students.

## About AFI

AFI enables eligible organizations to implement and demonstrate an assets-based approach for supporting low-income individuals and their families. AFI grantees enroll participants to save earned income in special-purpose, matched savings accounts called Individual Development Accounts (IDAs). Every dollar of earned income that a participant deposits into an AFI IDA is matched (from \$1 to \$8 in combined federal and non-federal funds) by the AFI project, promoting savings and enabling participants to acquire a lasting asset. AFI participants use their IDAs for one of three allowable assets: to purchase a first home; to capitalize a business; or to fund postsecondary education or training. Interested students must meet eligibility requirements under the AFI Act, either by meeting the eligibility requirements under the state Temporary Assistance for Needy Families (TANF) program or by meeting income and net worth tests.

Many Student Service projects, colleges and universities, and nonprofit organizations have implemented or partnered with AFI IDA programs to meet the needs of eligible students interested in saving for college.

## Tools for Supporting Financial Capability

OCS recognizes that there are many ways to support financial capability and has a variety of tools to help you explore how your Student Service project could integrate financial capability services.

- Building Financial Capability: A Planning Guide for Integrated Services (The Guide), contains 13 field-tested planning tools for organizations providing financial capability services for the first time as well as those that want to improve or expand existing efforts. A short video series on the Guide is also available.
- About Financial Capability Services, provides information about ten key financial capability services.

**After reviewing the tools, we invite you to consider partnering with an AFI project near you, or applying to be an AFI grantee.**

**If you have questions about the AFI program, contact the AFI Resource Center via email at info@idaresources.org.**

## Example from the Field—

### TRIO and AFI

The Mt. Hood Community College TRIO Student Support Services program in Gresham, Oregon has partnered with Community and Shelter Assistance (CASA) of Oregon to offer IDAs to eligible students through The Matched College Savings Program (MCSP). Students who participate earn \$5 in matching funds for every \$1 they save. Students must complete 10 hours of financial education and 6 hours of career-readiness training, commit to an annual savings goal of about \$300 to \$500, make monthly deposits in their AFI IDA account, and agree to save over a period from 6 to 36 months. The TRIO program recruits students, provides financial education, and engages in case management, while CASA manages and administers the matched savings account and handles other program operations.

*“IDA programs are natural fit for TRIO, as we already provide the financial literacy, career development, and case management supports that have proven to be effective in promoting college access and success for low-income students. IDAs give TRIO programs the opportunity to further develop their financial literacy and career readiness programming, and more importantly provide students with some relief from student loan debt and the opportunity to develop lifelong asset building skills.”*

*-Eric Juenemann, Director, TRIO Student Support Services, Mt. Hood Community College*

# Sonoma State University to Provide Training to TRIO Personnel to Support Disconnected Youth

The purpose of the Training Program is to improve the operation of projects funded under the Federal TRIO Programs through grants to train leadership personnel and staff employed in, participating in, or preparing for employment in, projects funded under the Federal TRIO Programs and is authorized under the HEA.

The FY 2016 competition for new Training Program grants included six absolute priorities. Absolute Priority 5 provides training on: strategies for recruiting and serving hard to reach populations, including students who are limited English proficient, students from groups that are traditionally underrepresented in postsecondary education, students with disabilities, students who are homeless children and youths, students who are in foster care or are aging out of the foster care system, or other disconnected students.

According to Sonoma State, disconnected youth need access to caring adults who, as mentors, can provide information and supports that will help them make good choices for their futures. Youth are more likely to make a successful transition to adulthood when they have the life experiences, adult supports and education that build skills, academic credentials, knowledge, and confidence.

There will be **four onsite trainings** announced later this fall for this academic year. And, there will be a limited number of online training opportunities offered. This is a training that provides a small trainer-to-trainee ratio and follow up with trainees to provide continued support and to answer questions.

Emphasis will be on the development of the following services based on current research and proven programs:

- **Relational mentoring and connecting the population with caring adults**
- **Strategies to combat truancy and dropout**
- **Alternative learning options and access to learning resources**
- **Community involvement and service learning strategies**
- **College access for non-traditional students**
- **Developing workforce connections**
- **Building resiliency**
- **English Language Learners**

Both the onsite trainings and the online trainings offer trainees exercises in which they practice and experiment with the knowledge, skills, and resources they are learning. Trainees will have access to numerous resources, documents, presentations, interviews, research studies, model programs, staff activities, forms and reference materials—all related to the training topics. Every trainee who completes either the onsite or online training receives a flash drive loaded with 400 valuable resources.



**Dates, locations, and registration site for training to be posted on TRIO website by November 1, 2016.**

**Please visit:**

**<http://www2.ed.gov/about/offices/list/ope/trio/index.html>**

# Supplemental Resources

## *NCES “The Condition of Education”*

Ninety-one percent of young adults ages 25 to 29 had a high school diploma or its equivalent in 2015, and 36 percent had a bachelor’s or higher degree. Median earnings in 2014 continued to be higher for 25- to 34-year-olds with higher levels of education, and in 2015, the unemployment rate was generally lower for those with higher levels of education. Read more at: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2016144>

## November is National Runaway Prevention Month

Learn more at:

[http://  
www.1800runaway.org/2015/10/november-is-national-runaway-prevention-month](http://www.1800runaway.org/2015/10/november-is-national-runaway-prevention-month)

## *Successful Reentry for Formerly Incarcerated Youth and Adults Toolkit:*

In partnership with the U.S. Department of Justice’s Office of Juvenile Justice and Delinquency Prevention, the U.S. Department of Education released a new toolkit providing guidance to educators and others to support a successful reentry system for formerly incarcerated youth and adults. The toolkit provides resources for educators and community members and highlights the five critical components of an effective reentry program: program infrastructure, strategic partnerships, education services, transition processes, and sustainability.

<http://lincs.ed.gov/reentry/>

## *Temporary Housing During Breaks in the Academic Year:*

For grantees funded under the TRIO Student Support Services (SSS) Program only, a statutory provision allows, with restrictions, the use of program funds to pay for housing during breaks between academic semesters for participant(s) in a SSS project. Prior approval by the assigned program specialist is required before funds are used for this purpose. No other SS-administered programs permit the use of program funds for student housing assistance.

SS grantees seeking assistance for homeless students over college breaks are encouraged to use the FYSB grantee map (<http://www.acf.hhs.gov/programs/fysb/grants/fysb-grantees>) to identify any Runaway and Homeless Youth (RHY) grantees in their local area. The ability for an RHY grantee to provide temporary shelter is an individualized decision based on the circumstances specific to that student. Student Service grantees should contact their local RHY grantee if a housing need arises.

## *Foster Care Transition Toolkit:*

Released by the U.S. Department of Education, in partnership with other Federal agencies as well as youth and practitioners in the child welfare system, this toolkit is designed to help youth access the resources necessary to successfully transition into adulthood and continue on to post-secondary education and meaningful careers.

<http://www2.ed.gov/about/inits/ed/foster-care/youth-transition-toolkit.pdf>

## *Fair Chance Pledge*

Commit to providing individuals with criminal records, including formerly incarcerated individuals, a fair chance to participate in the American economy. Learn more about the “Fair Chance Pledge,” a nationwide call-to-action to accomplish the shared goal of creating a stronger set of opportunities for people who have been impacted by the criminal justice system at <https://www.whitehouse.gov/issues/criminal-justice/fair-chance-pledge>

## Ready to start collaborating?

### Here are some initial steps you could consider:

- Visit the **Family and Youth Services Bureau (FYSB) Grantee Map** and reach out to FYSB grantees in your local area to explore partnership possibilities. The FYSB-administered programs provide critical services, such as emergency shelter, teen pregnancy prevention, and family violence prevention. <http://www.acf.hhs.gov/programs/fysb/grants/fysb-grantees>
- Find your state on the **National Center for Homeless Education Resources Map**. Once you click your state, you will find contact information for your State Coordinator for Homeless Education, as well as up-to-date statistics on homeless children and youth in your state. [http://nche.ed.gov/states/state\\_resources.php](http://nche.ed.gov/states/state_resources.php)
- Consider other **state or local outreach** to organizations or agencies that provide services for disconnected youth. For inspiration and ideas, see pages 4, 5, and 8 of this newsletter for some collaboration strategies in which other Student Service grantees are currently engaged.

“I graduated from Harvard University, and now I work for the State Board of Education in Washington, D.C. My story is typical. Except for the fact that I’m not supposed to be here. Were it not for the amazing work of the Upward Bound and similar, critical organizations, I’d still be chronically homeless.” Ms. Khadijah Williams joined the Upward Bound Program at Los Angeles City College in middle school. She states that the program took her in despite her struggling grades, which were due to moving from shelter to shelter, and gave her the skills and opportunities she needed to succeed. The services offered, like time management, organization, tutoring, college visits, and college classes allowed Khadijah to graduate high school on time and prepared her for college. Khadijah thanks Upward Bound for being invaluable in her success, and states, “Many would say that I succeeded because of my grit, my desire to learn, and my commitment to improving myself. What people tend to not really fully appreciate, however, is that it's much easier to use these qualities to move forward in life when you have enough support. That's what too few students in my situation have. Upward Bound provides that support.”



**We value your feedback!**

**If you have any questions or comments regarding the ED-HHS collaboration or the information presented in this newsletter, please email Catherine St. Clair at [Catherine.StClair@ed.gov](mailto:Catherine.StClair@ed.gov).**