National
Runaway
Safeline
®

"let's
talk"

RUNAWAY
PREVENTION
CURRICULUM

1-800-RUNAWAY   1800RUNAWAY.org

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ACKNOWLEDGEMENTS

The current version of the Let's Talk Runaway Prevention Curriculum was revised in 2025 to update terminology and activities to align with 2025 executive orders. The 2023 Let's Talk Runaway Prevention Curriculum (including Module 3 within the 2023 version) is not available at this time.

Some modules were re-named and re-ordered in 2023. Those updates remain in the 2025 version. The Mental Health (Module 7) and Human Trafficking and Exploitation (Module 15) modules added in 2023 are also included in the 2025 version.

LET'S TALK: RUNAWAY PREVENTION CURRICULUM
BRIEF OVERVIEW

Information from the curriculum development process was synthesized into a curriculum of 16 modules to help prevent young people from running away. The modules are as follows:

Module 1: Communication and Listening

Youth will:

- Learn one of the most important communication skills—active listening.
- Understand active listening and gain skills to use in conversation.
- Use real-life situations to examine runaway prevention from all aspects.
- Learn a variation of the NRS crisis intervention model that can be used in everyday situations.

Module 2: Adolescent Development

Youth will:

- Define terms such as adolescence, self-esteem, autonomy, and social environment.
- Learn about the stages of adolescent development (e.g. need for independence).
- Understand the importance of self-esteem and emotions in the process of healthy development.
- Reflect on development milestones and consider forthcoming milestones.
- Understand how the different elements of a young person's sense of self impacts their experience navigating development.
- Consider how developing a sense of self relates to issues faced by young people who run away or are considering running away.

Module 3 is Not Available

Module 4: Personal Influences

Youth will:

- Identify how personal values, principles, and beliefs affect our decision-making.
- Identify influential people, both positive and negative, and discuss why these people are influential.
- Reflect on the role of influential people in decision-making.

Module 5: Peers and Healthy Relationships

Youth will:

- Define peer influences and pressures, discuss where they occur and with whom, and consider ways to deal with them.
- Discuss qualities they seek in friendships and how these qualities may change over time.
- Discuss the differences between healthy, unhealthy, and abusive relationships.

Module 6: Families - Roles and Responsibilities

Youth will:

- Define the term "family" for themselves and discuss different types of families.
- Discuss challenges that may arise within family systems and how to prevent such challenges from becoming crisis situations.
- Highlight and practice effective communication skills to deal with family members and family problems.

Module 7: Mental Health

Youth will:

- Describe key terms used to discuss mental health and mental illness.
- Recognize the stigma surrounding mental health and the effects of stigma.
- Understand ways that mental health and mental illness can impact a person's life.
- Describe support and treatment a person may receive to promote positive mental health and well-being, and to recover from mental illness.

Module 8: Anger, Stress, and Trauma Management

Youth will:

- Define anger and understand the relationship between anger and trauma.
- Identify and recognize how their bodies and minds react to anger.
- Learn how to deal with anger in a healthy and positive way.
- Learn three relaxation techniques.

Module 9: Stress Reduction

Youth will:

- Map out potential stressors and crises that youth may experience.
- Understand that solid problem-solving and stress management skills can help them manage stress in their lives.
- Learn informal options and resources that may help youth cope with stress.

Module 10: Realities of Running Away

Youth will:

- Consider why some youth run away.
- Understand the services and philosophy of the National Runaway Safeline.
- Brainstorm things a young person should consider before leaving home.
- Consider alternatives to running away.

Module 11: National Safe Connections

Youth will:

- Brainstorm stressors that affect youth, including challenges a youth may encounter if they run away.
- Discuss what safety means to each individual and identify their personal safe place.
- Learn about A Safe Place and how the program can assist youth in crisis across the country.

Module 12: Community Response and Responsibility

Youth will:

- Discuss how an individual or community is directly and indirectly affected by someone running away.
- Learn how different people in a community can help if a young person decides to leave home or is contemplating running away.
- Discuss ways that an individual can provide service to their community.

Module 13: Substance Use

Youth will:

- Discuss messages received about drugs and alcohol.
- Consider reasons why people use drugs and alcohol.
- Learn facts about drugs and alcohol and possible physical and emotional effects of their use and misuse.
- Learn how to make safe and informed decisions about drug and alcohol use.

Module 14: Social Media and Internet Safety

Youth will:

- Recognize reliable sources of information online.
- Discuss considerations to make before posting on social media or sharing information online.
- Identify red flags for unsafe online situations.

Module 15: Human Trafficking and Exploitation

Youth will:

- Learn the definition of human trafficking and recognize that human trafficking experiences vary greatly.
- Identify common signs that someone may be experiencing or being recruited into a human trafficking situation.
- Understand when it is necessary to reach out to a trusted adult or peer about a potential trafficking or exploitation situation and learn how to initiate that conversation.

Module 16: Future Life Planning

Youth will:

- Identify life goals they are striving to achieve in the near future (e.g., graduate from high school, work, travel).
- Identify and discuss barriers to and tools for achieving those goals.

CURRICULUM DEVELOPMENT

The National Runaway Safeline entered into a three-year development process and partnership with the DePaul University Center for Community and Organization Development (CCOD), which was made possible by The Elizabeth Morse Genius Charitable Trust. The Elizabeth Morse Genius Charitable Trust is interested in promoting the well-being of families and integrating change in communities. Likewise, the CCOD was a natural partner because they provide consulting and research services related to clinical, community, and organizational psychology to not-for-profit, service-oriented, community-based organizations. The CCOD specializes in program evaluation and development, leadership development, and coalition building.

Let's Talk: Runaway Prevention Curriculum is an interactive, 16-module curriculum intended to build life skills, increase knowledge about resources and prevention of running away and homelessness, educate youth about alternatives to running away, and encourage youth to access and seek help from trusted community members.

The development of the original curriculum was organized into three distinct phases, later including an additional three phases:

- Phase 1: Program Research
- Phase 2: Curriculum Development and Field-Testing
- Phase 3: Publication and Promotion
- Phase 4: Spanish Translation
- Phase 5: Evidence-Based
- Phase 6: Desktop Review

Phase 1: Program Research

Phase 1 consisted of a literature review, community needs assessment, and development of the curriculum framework.

A literature review was conducted to identify 1) predictors of runaway incidents, 2) existing runaway prevention and intervention programs, and 3) strategies used in communities to address runaway incidents. While few established programs were found, runaway prevention occurs at the local level through classroom and community presentations.

Results from the literature review indicated there was no single cause for runaway episodes, though family dynamics often play a significant role.

The community needs assessment included 1) semi-structured phone interviews, 2) a national, Web-based survey, and 3) focus groups with youth and adult youth service providers in urban, suburban, and rural Illinois. Eighteen providers, representing a variety of agencies and organizations nationwide, participated in phone interviews and shared ideas regarding the design, content, and implementation of a runaway prevention curriculum. A Web-based survey was then created from the phone interview results, promoted nationwide, and completed by more than 280 service providers. These service providers represented the fields of social services, health, religion, law enforcement, and education. The combined results of the survey and phone interviews were then discussed in focus groups with 27 youth and 26 adults. From these three assessment methods came the topics to include in the runaway prevention curriculum.

Phase 2: Curriculum Development and Field-Testing

In keeping with the positive youth development philosophy of NRS, five youth from local agencies and organizations were recruited to form a Youth Advisory Committee (YAC) in the second phase. This process was an opportunity to build leadership skills among these youth by engaging them in a meaningful community service project. The YAC was composed of both male and female youth of varying ethnicities, between ages 17 and 20. These youth had various life perspectives, which ensured a variety of experiences and opinions. YAC members reviewed each module and provided verbal and written feedback, which was then considered and integrated into the curriculum.

In addition to gathering feedback from the YAC, 14 pilot testing groups were conducted with youth in urban, suburban, and rural regions of Illinois and Northwest Indiana. A total of 94 youth participated in the pilot testing groups. Participants ranged in age from 12 to 21, with the majority being 14 to 19 years old. As for sex, 51% of youth were female and 49% of youth were male. Participants represented a range of individuals, including White/Caucasian (35%), Black or African American (29%), Hispanic or Latinx (21%), Multi-Racial (5%), Native American/American Indian (4%), other (3%), and Asian/Pacific Islander (2%). Various locations were chosen for the pilot tests, including youth service organizations, faith-based settings, and schools, to help guarantee a broad group of participants.

For each pilot testing group, the participants took part in either one or two full-length modules of the Runaway Prevention Curriculum. The participants were given pre- and post-tests to assess whether or not they acquired the knowledge and skills presented. After the module was presented, they completed an overall process evaluation survey. They then discussed what they did or did not find informative about the module. Participants also provided other comments they believed would improve the program. CCOD and NRS then synthesized the feedback to further modify the curriculum. A final YAC curriculum review was held to ensure the curriculum was youth friendly and developmentally appropriate.

Phase 3: Publication and Promotion

Promotion of *Let's Talk: Runaway Prevention Curriculum* included the following:

- Training and technical assistance for curriculum users
- Links to the curriculum on the NRS website
- Utilization of existing partners in generating interest in the curriculum
- Collaborations with existing NRS partners and organizations
- Attending local and national conferences to exhibit and provide presentations on the curriculum
- Establishing and maintaining contacts within the community to spread the word about the curriculum

After launching in 2007, NRS continued to explore opportunities that would expand both the reach and research of the curriculum so that it would appeal to a broader audience.

Phase 4: Spanish Translation

In 2009, NRS, in partnership with the DePaul University Center for Community and Organization Development (CCOD), entered into the process of developing a Spanish version of the *Let's Talk: Runaway Prevention Curriculum* which was made possible by The Elizabeth Morse Genius Charitable Trust.

CCOD team members reviewed, evaluated, and offered recommendations for the adaptation of the Spanish version of the RPC. They reviewed the 14 modules for consistency, clarity, terminology, and grammar. Members involved in the curriculum's translation and adaptation process represented a variety of Latinx cultures. This allowed for a broader discussion about selecting the most appropriate terminology for youth audiences that would transcend the variety of Spanish dialects within the United States.

Modules were tested among two cohorts of primarily Spanish-speaking youth ranging between ages 13 and 18. A total of 16 youth participated in the focus groups. All but one youth indicated on the demographic survey that Spanish was their first language. Across both groups, 63% of participants were female and 37% were male. Focus groups were held in urban Chicago neighborhoods, with youth recruited from one community-based organization and one local high school. The racial and ethnic makeup of participants was Mexican/Mexican American (94%) and Ecuadorian (6%).

During each focus group, participants took part in four activities pulled from four different modules in the Spanish-language curriculum.

Participants were given pre- and post-tests to assess whether or not they acquired the knowledge presented. After the first two and second two activities, participants completed an evaluation that focused on clarity of language and concepts within the modules. After the administration of each evaluation, the facilitators held a small-group discussion to provide participants an opportunity to elaborate on the aforementioned themes and to share additional recommendations to improve the modules.

Phase 5: Evidence-Based

The *Let's Talk: Runaway Prevention Curriculum* was evaluated by DePaul University-based researchers. Data from this evaluation provided evidence that the *Let's Talk* intervention improved the knowledge and life skills of the youth who participated in the program.

Evaluating the *Let's Talk: Runaway Prevention Curriculum*

In order to evaluate the *Let's Talk: Runaway Prevention Curriculum*, all 14 modules were presented to youth from ten different community sites within eight states, including California, Colorado, Florida, Illinois, Missouri, New Hampshire, New York, and Virginia. The sites where the intervention was delivered represented a variety of different community venues, ranging from Boys and Girls Clubs to alternative schools and juvenile justice programs. Since the goal was to achieve consistency in the samples of youth whose data were included in the evaluation, only the youth that completed at least 50% of the pre- and post-tests that were administered before and after each module were included in the analyses. The sample size after this exclusion was 122, which represented 37% of all youth who participated across all ten sites. Females made up 51.6% of the sample. The adolescents ranged in age from 10 (.8%) to 18 (.8%), with an average age of 13. The sample included youth who had completed sixth grade (10.7%) to those who had completed twelfth grade (6.6%). For most of the participants, ninth grade was the highest grade they had completed (14.8%).

To test whether youth were gaining and retaining the knowledge that was presented during the intervention, facilitators had the youth complete a survey (pre-test) before each program module was delivered, and then again immediately after each program module was completed (post-test). There was a separate survey for

each of the 14 modules, each with ten questions pertaining to the information that was to be taught during that lesson. Each test was "graded" to see how many of the questions were answered correctly, and then each student's score on the pre-test was compared to her/his score on the post-test. If students scored higher on the post-test than on the pre-test, this indicated that they retained new knowledge following the session. Pre- and post-tests were coded in order to link both tests while keeping the participants' identification anonymous. Data were entered into SPSS and then analyzed.

Changes in Knowledge and Life Skills

In order to determine if the differences between the two test scores were meaningful and if they provided evidence that participants truly learned new information and gained new life skills during each session, researchers conducted a statistical test called a "paired samples t-test." This statistical procedure is used when the same group of people completes a survey or test both before and after they participate in an intervention. The paired samples t-test determines whether there is a significant difference between participants' scores on the pre-test and scores on the post-test by computing the difference between the two scores for each participant, and then testing to see if the average difference is significantly different from zero. A separate paired samples t-test was conducted for each of the 14 modules.
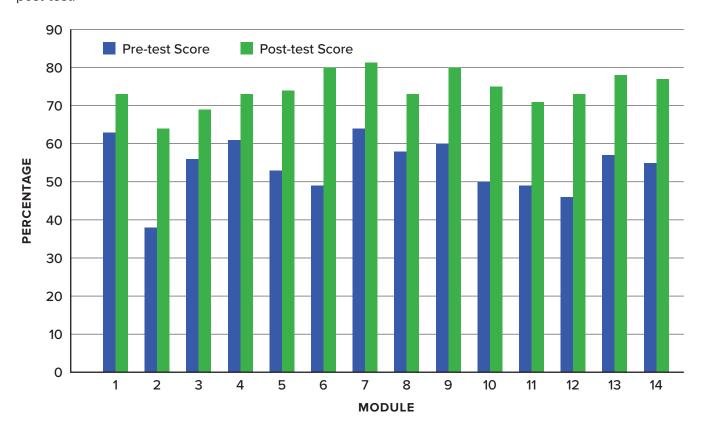
Findings show that information and life skills did indeed increase from the pre-test to the post-test across all 14 modules. Scores often improved drastically. For example, in Module 6 (Runaway Reality), the average score for the pre-test across all participants was 49.25% correct, whereas the average score for the post-test across all participants was 80.19%. This means that not only are youth learning, but they are also able to retain what they have learned after the material has been presented. In the table below, the pre-and post-test average percentages (scores) are shown for each module, along with the average increase in test scores.

MODULE PRE- AND POST-TEST AVERAGE SCORES			
MODULE	PRE-TEST SCORE (Percent Correct)	POST-TEST SCORE (Percent Correct)	AVERAGE % INCREASE IN TEST SCORE
Communication and Listening	63.37	73.08	9.71
Adolescent Development	37.50	63.70	26.20
Personal Influences	55.89	68.97	13.08
Peers and Healthy Relationships	61.05	73.16	12.11
Families Roles and Responsibilities	52.72	73.80	21.09
Runaway Reality	49.25	80.19	30.94
National Safe Connections	63.81	81.62	17.81
Community Response and Responsibility	57.60	72.60	15.00
Anger Management	60.20	80.40	20.20
Stress Reduction	49.64	75.18	25.54
Drugs and Alcohol	48.67	71.33	22.667
Romantic Interests	46.20	72.66	26.46
Internet Safety and Fun	57.44	77.80	20.37
Future Life Planning	54.94	76.91	21.98

*All values were statistically significant at the $p < .001$ level.

The bar graph below illustrates that in every module scores showed improvement from the pre- to the post-test.

The National Runaway Safeline's *Let's Talk: Runaway Prevention Curriculum* is an evidence-based intervention.

Data from this evaluation demonstrates that youth are learning helpful information as they participate in the various intervention modules. The average increase in knowledge across modules ranged from 10% to 31%. Of particular note is that the modules which demonstrated the least amount of change were those where participants' initial level of knowledge was relatively high. For example, in Module 1 (Communication and Listening), the average score for the pre-test was 63% correct, whereas the average score for the post-test was 73%. The modules that evidenced the greatest amount of change from pre- to post-test included: Module 2 (Adolescent Development), Module 6 (Runaway Reality), Module 10 (Stress Reduction), Module 11 (Drugs and Alcohol), and Module 12 (Romantic Interests). Overall, the evaluation data suggest that this evidence-based prevention program is beneficial to the youth who participate in the modules, both in increasing awareness and knowledge of how to deal with challenging life situations, and in reshaping the way youth think about how to overcome these obstacles in a healthy manner.

Phase 6: Desktop Review

With the support from First Nonprofit Foundation, NRS was able to complete a desktop review and update the existing *Let's Talk: Runaway Prevention Curriculum.* NRS was able to gather information from users across the country to update and rebrand the 14-module life skill curriculum. Changes included:

- Rebranding the curriculum with the new National Runaway Safeline name and logo
- Editing the resource section of each module with up-to-date resources
- Expanding the resource sections
- Updating statistics and any other outdated information
- Revising an activity in Module 6: Runaway Reality
- Adding two new activities (These new activities were not pilot tested to the same degree as the other activities.)
    - A healthy relationships activity in Module 4: Peers
    - A human trafficking activity in Module 6: Runaway Reality
- Including information about additional development phases and evidence in the curriculum development section:
    - Phase 4: Spanish Translation
    - Phase 5: Evidence-Based
    - Phase 6: Desktop Review
- Including trauma-informed care and harm-reduction philosophy and language

TRAUMA-INFORMED CARE

The *Let's Talk: Runaway Prevention Curriculum* was developed with a trauma-informed care approach by recognizing that youth participants have histories that may impact their current emotional state. To that end, curriculum experts wrote the content of this resource with a strengths-based approach, to recognize resilience, empower youth, and minimize the possibility of a youth reliving their past without warning. The curriculum provides the facilitator with a caution icon to alert the facilitator of the need to be sensitive to youth's prior experiences and prioritize emotional safety and choice for youth when participating in activities. It also provides a facilitator with a number of resources and information that can assist a youth who may need additional support.

Let's Talk promotes the six key principles of trauma-informed care from SAMHSA* by providing opportunities for youth to learn and practice these principles. Throughout the curriculum, youth will learn how to make informed decisions considering their safety, build trusting relationships, connect to positive peer support, and engage in mutually healthy relationships. In addition, the curriculum activities empower youth participants to share their voice and explore potential choices when addressing issues youth face.

- Accessed 2014 from Substance Abuse and Mental Health Services Administration (http://samhsa.gov/nctic/trauma-interventions):

  - Safety

  - Trustworthiness and Transparency

  - Peer Support

  - Collaboration and Mutuality

  - Empowerment and Choice

GUIDE TO USING THE CURRICULUM

You'll find *Let's Talk: Runaway Prevention Curriculum* is an easy-to-use format developed with educators, facilitators, and instructors in mind!

Each module contains the following sections:

Learning Goals

- Refers to the knowledge, information, and skills that the participant will acquire after completing the module activities.

Define the Issue

- Elaborates on how the specific module and learned skill sets can prevent runaway episodes.

Icons

- Notates helpful facilitation tips and recommended supplemental materials pertaining to certain modules/activities.

Contains discussions of a sensitive nature that could be triggering for some.

Activity may require more open space.

Helpful hint, facilitation suggestion, or supplement(s) to consider with the activity/module.

May need more time for this activity.

We encourage you to do this module with family members or guardians

For a complimentary activity or module, please see . . .

A must-do if you are short on time!

Module Activities

- Lists the activity titles, time allotted, and methodology for each activity.

Time Required

- Notes the approximate length of time required for the entire module.

Materials

- Lists the materials, handouts, and/or worksheets for the module. Note that some materials may need to be ordered in advance.

Module Activity Content

- Includes approximate time and a detailed script for each activity. The module format includes the following:
- BOLD VERBS in the left margin indicate actions to take.
- A complete summary is included at the end of each module. If you have not completed the entire module, the summary is formatted in sequential order to easily recap the activities.

Handouts and Worksheets

- Lists the handouts and worksheets included in the module.

References

- Provides a list of material used to develop the content area.

Resources

- Offers additional resources pertaining to the module content for further readings and materials.

Pre- and Post-Tests

- Assessment tools to determine participants' rate of learning.

At the end of each module is an appendix that includes handouts, worksheets, and pre- and post-tests for participants. Please return the completed pre- and post-tests along with a demographic form to **prevention@1800RUNAWAY.org**.

ADDITIONAL RESOURCES

Each module offers a variety of resources specific to the topics covered within the module. General information and resources are provided below.

BOYS & GIRLS CLUBS OF AMERICA

bgca.org

Boys and Girls Clubs of America's mission is to enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.

FYSB Family & Youth Services Bureau

acf.hhs.gov/programs/fysb

The Family and Youth Services Bureau (FYSB) supports the organizations and communities that work every day to reduce the risk of youth homelessness, adolescent pregnancy, and domestic violence. FYSB envisions a future in which all our nation's youth, individuals and families—no matter what challenges they may face—can live healthy, productive, violence-free lives. FYSB is one of two bureaus within the Administration for Children, Youth and Families (ACYF). One of its core programs serves runaway and homeless youth. Each year, thousands of U.S. youth run away from home, are asked to leave their homes, or become homeless. Through the Runaway and Homeless Youth Program (RHY), FYSB supports street outreach, emergency shelters, and longer-term transitional-living and maternity group-home programs to serve and protect these young people.

love is respect

loveisrespect.org

A project of the National Domestic Violence Hotline, love is respect offers 24/7 information, support, and advocacy to young people between the ages of 13 and 26 who have questions or concerns about their romantic relationships. love is respect was designed to create the ultimate resource for fostering healthy dating attitudes and relationships, provide a safe space for young people to access information and get help in an environment that is designed specifically for them, and ensure confidentiality and trust so young people feel safe and supported online and off.

1-800-RUNAWAY **1800RUNAWAY.org**

naehcy.org

NAEHCY is the only professional organization specifically dedicated to meeting the educational needs of children and youth experiencing homelessness. They provide professional development, resources, and training support for anyone and everyone interested in supporting the academic success of children and youth challenged by homelessness. They also engage in federal policy advocacy to strengthen policies and resources for homeless children, youth, and families. A grassroots membership organization continually striving to meet the dynamic needs of their members, NAEHCY's membership includes local homeless education liaisons, educators, school counselors, social workers, registrars, nurses, child advocates, shelter staff, state and federal policy specialists, and partners from community-based and national nonprofit organizations.

nche.ed.gov

The National Center for Homeless Education (NCHE) operates the U.S. Department of Education's technical assistance and information center for the federal Education for Homeless Children and Youth (EHCY) Program. In this role, NCHE provides research, resources, and information, enabling communities to address the educational needs of children experiencing homelessness. The Center also supports educators and service providers through producing training and awareness materials and providing training at regional and national conferences and events. NCHE is associated with the University of North Carolina at Greensboro.

missingkids.com

As the nation's nonprofit clearinghouse and comprehensive reporting center for all issues related to the prevention of and recovery from child victimization, the National Center for Missing & Exploited Children (NCMEC) leads the fight against abduction, abuse, and exploitation - because every child deserves a safe childhood.

1-800-RUNAWAY **1800RUNAWAY.org**

NATIONAL DOMESTIC VIOLENCE HOTLINE

thehotline.org

Since its first call in 1996, the National Domestic Violence Hotline has been the vital link to safety for women, men, children, and families affected by domestic violence. They provide confidential, one-on-one support to each caller and chatter, offering crisis intervention, options for next steps, and direct connection to sources for immediate safety. The hotline is an excellent source of help for concerned friends, family, coworkers, and others seeking information and guidance on how to help someone they know.

NHLC

NATIONAL HOMELESSNESS LAW CENTER

nlchp.org

The National Homelessness Law Center is a 501(c)3 nonprofit organization based in Washington, D.C. and is the only national legal group dedicated to ending and preventing homelessness. They operate programs across the United States that serve America's homeless families, children and individuals.

NATIONAL NETWORK for YOUTH

nn4youth.org

The National Network for Youth (NN4Y) is the nation's leading organization advocating at the federal level to educate the public and policymakers about the needs of homeless and disconnected youth. NN4Y is a membership organization of service providers, state agencies, coalitions, advocates, and individuals who work toward their vision of a world where homeless youth can escape the dangers of the streets and access safety, youth-appropriate services, hope, and healing.

1800RUNAWAY.org

National Runaway Safeline (NRS), the federally designated national communication system for runaway and homeless youth, provides crisis intervention through its 1-800-RUNAWAY hotline, texting service, and 1800RUNAWAY.org online services (live chat, email, and forum). NRS provides youth and families in crisis with support and access to resources 24 hours a day, 365 days a year.

For Youth…Someplace To Go.
Someone To Help.

nationalsafeplace.org

National Safe Place Network (NSPN) envisions a world where all youth are safe. It is their mission to ensure an effective system of response for youth in crisis through public and private partnerships at a local, state, and national level. NSPN provides access to immediate help and supportive resources for all young people in crisis through a network of sites sustained by qualified agencies, trained volunteers, and businesses.

Freedom happens now.

PolarisProject.org

Founded in 2002, Polaris is named for the North Star, which people held in slavery in the United States used as a guide to navigate their way to freedom. Today, they are filling in the roadmap for that journey and lighting the path ahead. From working with government leaders to protect victims' rights, to building partnerships with the world's leading technology corporations, Polaris sparks long-term change that focuses communities on identifying, reporting, and eliminating trafficking networks. Their comprehensive model puts victims at the center of all that they do, helping survivors restore their freedom, preventing more victims, and gathering the data to pursue traffickers wherever they operate.

ADDITIONAL RESOURCES CONTINUED

FYSB Family & Youth Services Bureau | Runaway and Homeless Youth Training, Technical Assistance, and Capacity Building Center

rhyttac.net

The Runaway and Homeless Youth Training, Technical Assistance, and Capacity Building Center (RHYTTAC) is the training and technical assistance provider for all federally funded runaway and homeless youth (RHY) grantees. RHYTTAC assists these organizations in developing and implementing effective approaches to serving young people who have run away and/or are impacted by homelessness, accessing new resources, and establishing linkages with other programs with similar interests and concerns.

School Social Work Association of America

sswaa.org

The School Social Work Association of America's mission is to empower school social workers and promote the profession of school social work to enhance the social and emotional growth and academic outcomes of all students nationally and globally.