

## Resources for Selecting Evidence-Based Practices for the Stronger Connections Grant

### ***Bullying and Harassment Prevention***

[StopBullying.gov](http://StopBullying.gov) provides information from various government agencies on what bullying is, what cyberbullying is, who is at risk, and how to prevent and respond to bullying.

### ***Drug and Violence Prevention***

[Youth.gov](http://Youth.gov) is a federal website related to creating, maintaining, and strengthening effective youth programs. Included are facts, funding information, and tools to assess community assets, generate maps of local and Federal resources, and search for evidence-based youth programs.

### ***Human Trafficking***

The U.S. Department of Education (ED) Office of Safe & Healthy Students [Human Trafficking of Children in the United States: A Fact Sheet for Schools](#) contains information and resources related to human trafficking.

### ***Positive Behavioral Interventions and Supports***

The [Technical Assistance Center on Positive Behavioral Interventions and Supports](#) (PBIS) was established by ED to define, develop, implement, and evaluate a multi-tiered approach to technical assistance that improves the capacity of States, districts, and schools to establish, scale-up, and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional, and academic outcomes for students with disabilities. Safe Schools

[Office of Juvenile Justice and Delinquency Prevention's Model Programs Guide](#) includes information on evidence-based juvenile justice and youth prevention and intervention programs that cover topics such as bullying, discipline, school climate, school safety, school violence, and truancy.

### ***School Climate***

[The National Center on Safe Supportive Learning Environments](#) (NCSSLE) is funded by ED's Office of Safe and Healthy Students to help address issues that affect conditions for learning, such as bullying, harassment, violence, and substance abuse.

[ED Policy, Guidance, and Resources for School Climate and Discipline](#): Creating a supportive school climate—and decreasing suspensions and expulsions—requires close attention to the social, emotional, and behavioral needs of all students. Administrators, educators, students, parents, and community members can use this site to find tools, data, and resources to: (a) increase their awareness of the prevalence, impact, and legal implications of suspension and expulsion; (b) find basic information and resources on effective alternatives; and (c) join a national conversation on how to effectively create positive school climates.

### ***School Safety, Security, Emergency Management, Renewal & Recovery***

ED's Office of Safe and Supportive Schools has administered the [Readiness and Emergency Management for Schools \(REMS\) Technical Assistance \(TA\) Center](#) to serve two critical functions aimed at helping education agencies, with their community partners, manage safety, security, and emergency management programs. We build the preparedness capacity (including

prevention, protection, mitigation, response, and recovery efforts) of schools, school districts, IHEs, and their community partners at the local, state, and Federal levels.

ED's Institute of Education Sciences (IES) supports states, districts, schools and institutions of higher education in their use of evidence-based practices in this period of recovery and renewal to improve outcomes for all learners, especially those that education systems have historically underserved. IES's [Evidence-based Practices for Renewal and Recovery](#) website curates evidence, tools, and other materials from a wide range of sources—including but not limited to the U.S. Department of Education—that may be useful to partners as they undertake that critical work. Importantly, the level of evidence underpinning the practices listed here varies. In virtually every case, more evidence is needed to better understand which practices are effective, for whom, and under what conditions. Evidence-building is a critical component of the renewal and recovery process.

### ***School-Based Mental Health and Well-being Services***

The [National Center for School Mental Health](#) strengthens policies and programs in school mental health to improve learning and promote success for America's youth. CSMH advances evidence-based care in schools and collaborates at local, state, national, and international levels to advance research, training, policy, and practice in school mental health.

[SAMHSA's Evidence-based Practices Resource Center](#) provides communities, clinicians, policymakers and others with the information and tools to incorporate evidence-based practices into their communities or clinical settings.

SAMHSA's [National Network to Eliminate Disparities in behavioral health](#) is a network of community-based organizations focused on the mental health and substance use issues of diverse racial and ethnic communities. The NNED supports information sharing, training, and technical assistance towards the goal of promoting behavioral health equity.

The [National Partnership for Student Success](#) (NPSS) focuses on five categories of evidence-based student supports that together can meet the needs of students today. Research shows that these supports can result in gains in reading and math, high school and college graduation rates, reductions in chronic absenteeism, and improved student well-being and mental health.

### ***Social Emotional Learning and Behavior***

ED's [What Works Clearinghouse](#) (WWC) reviews evidence of effectiveness of programs, policies, or practices by using a consistent and transparent set of standards. The WWC doesn't rank, evaluate, or endorse interventions. Search for social emotional learning and behavior resources [here](#).

ED's Office of Special Education and Rehabilitative Services (OSERS) has published [Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs](#), which highlights seven key challenges to providing school- or program-based mental health support across early childhood, K–12 schools, and higher education settings, and also presents seven corresponding recommendations. The appendix provides additional useful information, including (a) numerous examples corresponding to the recommendations highlighting implementation efforts throughout the country; (b) a list of federal resource centers; (c) a list of resources to assist in implementing the recommendations; and (d) a

summary of legislation and policy addressing the provision of social, emotional, and behavioral supports to promote mental health and well-being.

The [CASEL Program Guide](#) is designed to help educators and school administrators select an evidence-based SEL program that best meets the needs of their community.

***Suicide Prevention***

[The National Action Alliance for Suicide Prevention](#) is a public-private partnership charged with advancing the National Strategy for Suicide Prevention.