EWIMS Resources for Step 5

There are many program registries and federally designed databases for identifying evidence-based practices and interventions. The level of evidence varies among the resources listed below.

- **Alternatives to Suspensions and Expulsions Toolkit** from the Michigan Department of Education provides guidance on changing the culture, climate, and systems in schools to address behavioral concerns using non-exclusionary methods.

- **Attendance Works Toolkit** provides strategies and resources for monitoring, understanding, and addressing chronic absence; the toolkit can be downloaded and tailored to school, district, community, or state use.

- **Best Evidence Encyclopedia** provides information about the strength of evidence supporting K–12 programs; the website was created by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education under funding from the Institute of Education Sciences, U.S. Department of Education.

- **Blueprints for Healthy Youth Development** (University of Colorado Boulder, Center for the Study and Prevention of Violence) provides guidance to identify evidence-based programs to promote prosocial behavior, academic success, emotional well-being, physical health, and positive relationships.

- **Collaborative for Academic, Social, and Emotional Learning (CASEL)** *2015 CASEL Guide: Effective Social and Emotional Learning Programs—Middle and High School Edition* provides information about social and emotional programs' quality and evidence base.

- **Data Wise Improvement Process** provides guidance for teams of educators in using a wide range of data sources, such as student work and formative assessment data, to improve teaching and learning. It includes meeting protocols that support using data wisely and a free online course.

- **Great Lakes Equity Center Policy Equity Analysis Tool** provides a process for examining existing policies and practices through an equity lens to reflect on the intent behind existing policies and determine which inequities could be addressed in terms of who benefits and who does not.

- **National Center on Intensive Intervention** provides a process driven by data for academic and behavioral interventions and progress monitoring tools to help students with severe and persistent learning and behavioral needs, including students with disabilities.

- **National Center on Safe Supportive Learning Environments (NCSSLE)** addresses issues such as bullying, harassment, violence, and substance abuse. NCSSLE's website includes the School Climate Survey Compendium of valid and reliable surveys, assessments, and scales of school climate to assess conditions for learning.

- **[National Clearinghouse on Supportive School Discipline](#)** provides the resources needed to facilitate the reduction of exclusionary discipline practices and the implementation of supportive school discipline practice.

- **National Dropout Prevention Center [Model Programs Database](#)** is full of research-based programs and information for dropout prevention. The rating scale is based on the evaluation literature of specific prevention, intervention, and recovery programs.

- **National Dropout Prevention Center [Restorative Practices Guide](#)** provides guidance on a restorative approach to building community, trust, and caring relationships.

- **Office of Juvenile Justice and Delinquency Prevention [Model Programs Guide](#)** provides information on evidence-based juvenile justice and youth prevention, intervention, and reentry programs.

- **Substance Abuse and Mental Health Services Administration's [National Registry of Evidence-based Programs and Practices](#)** provides information on evidence-based mental health and substance use intervention programs and practices.

- **[Technical Assistance Center on Positive Behavioral Interventions and Supports](#)** (PBIS), established by the U.S. Department of Education's Office of Special Education Programs, provides support around multi-tiered approaches to the development and implementation of PBIS at the state, district, and school levels to establish, scale-up, and sustain the PBIS framework and includes resources for students with special needs.

- **[What Works Clearinghouse](#)** (U.S. Department of Education) provides research on programs, products, practices, and policies in education.

For more information, please email MDE-EWIMS@michigan.gov.