

**Attachment A: Use of Generic Clearance – Formative Data
Collections for ACF Program Support
(OMB #0970-0531)**

July 2022

Office of Planning, Research, and Evaluation
Administration for Children and Families
U.S. Department of Health and Human Services

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In July 2019, OMB approved ACF's request to for a new overarching generic information collection for formative data collections for support of ACF programs. In December 2020, ACF submitted a change request to increase burden estimates due to a higher than estimated demand to submit generic information collection requests. The higher demand was due in part to this being a new generic and ACF not having specific historical information to base estimates on, but also due to the unforeseen and unprecedented situation created by the COVID-19 pandemic. The Formative Data Collections for ACF Program Support generic has proved very useful for program offices to collect formative information about what programs and grantees are doing in response to the pandemic and to identify needs so that appropriate support can be provided. This report describes the use of the umbrella generic since approval, including the number of hours used.

	NOA Date	Project	Burden Hours
1	9/4/2019	Supporting Working Families: ACF Roundtables on Improving Access to High-Quality Child Care	2500
2	10/10/2019	State Department of Education Contacts Form	54
3	11/5/2019	Fathers and Continuous Learning in Child Welfare Project	1225
4	1/8/2020	Feedback on Materials for Father Involvement National Media Campaign	65
5	2/3/2020	Building Capacity to Evaluate Child Welfare Community Collaborations to Strengthen and Preserve Families (CWCC) Grantee Local Evaluation Plan and Implementation Plan Templates	162
6	2/19/2020	Tribal Continuous Quality Improvement Collaboratives	950
7	3/5/2020	Justification for the Collection of Information for Local Evaluations as part of the Personal Responsibility Education Program (PREP): Promising Youth Programs (PYP) - MARCH 2020 (PREIS and TPREP templates)	420
8	7/14/2020	Survey of Higher Education Instructors to Support the Development of Teaching Materials Based on OPRE's Research and Evaluation	88
9	8/6/2020	Using Concept Mapping to Develop a Theory to Describe the Work of the National Domestic Violence Hotline with Family and Friends of Victims/Survivors - Formative Data Collection	159
10	9/22/2020	Communications Focus Groups for Remaking the Safety Net	2074
11	10/26/2020	Justification for the Collection of Information for Local Evaluations as part of the Personal Responsibility Education Program (PREP): Promising Youth Programs (PYP) - OCTOBER 2020 (PREP PYP Part 1 - CONSORT templates)	33
12	10/26/2020	Office of Early Childhood Development Radical Family Engagement National Stakeholder Meeting	55
13	10/26/2020	Youth Empowerment Information, Data Collection, and Exploration on Avoidance of Sex (IDEAS) - Case Study of Parent Reflections	147
14	12/7/2021	Engaging Young People With Lived Experience in the Child and Family Services Review (CFSR) Process	140
15	12/17/2020	Healthy Marriage and Responsible Fatherhood Grantee Data Collection Plan Template (BUILD)	678
16	2/5/2021	Collection of Information for Local Evaluations as part of the Personal Responsibility Education Program (PREP): Promising Youth Programs (PYP) (PREP PYP Part 2 - Local Eval templates)	750
17	2/24/2021	Voices of Freedom	330
18	2/26/2021	Tribal Maternal, Infant, and Early Childhood Home Visiting (TMIECHV) Grantee Technical Assistance (TA) Needs Assessment	38
19	3/20/2021	Human Trafficking Youth Prevention Education (HTYPE) Demonstration Grant	2,658

		Program Implementation Surveys	
20	3/20/2021	Strengthening the Implementation of Marriage and Relationship Programs (SIMR)	1895
21	3/24/2021	Low Income Household Water Assistance Program (LIHWAP) Program Development	176
22	4/27/2021	Strengthening the Implementation of Responsible Fatherhood Programs (SIRF)	3,157
23	5/7/2021	Information to Inform the Office of Child Care about Implementation of Child Care Stabilization Grants	103
24	6/30/2021	Runaway and Homeless Youth Training and Technical Assistance Center (RHYTTAC) National Needs Assessment	180
25	7/8/2021	Strengthening the Implementation of Responsible Fatherhood Programs (SIRF)	3,157
26	7/14/2021	July 2021 Head Start Survey – Transitioning to In-Person Service Delivery	25
27	7/15/2021	ACF Data Governance Consulting & Support Project	30
28	7/15/2021	Tribal Continuous Quality Improvement Collaboratives Process Study	22
29	7/16/2021	Unaccompanied Children Licensed Provider Engagement for External Recruiting Efforts	8
30	7/16/2021	Needs Assessment Listening Sessions for the National Center for Early Childhood Development, Teaching, and Learning's (NCECDTL's) Training and Technical Assistance Offerings	20
31	7/16/2021	Information to Inform the Immediate Office of the Assistant Secretary about implementation of the American Rescue Plan Act	402
32	7/21/2021	Florida Domestic Violence State Coalition Community Stakeholder Feedback (Virtual Town Halls and Online Survey)	450
33	9/30/2021	Next Generation of Enhanced Employment Strategies Project - MOMS Partnership	255
34	11/1/2021	Sexual Risk Avoidance Education Grantee COVID-19 Interviews	150
35	11/26/2021	Information to Inform the Office of Child Care about Implementation of Child Care American Rescue Plan Act (ARPA) Funds	156
36	11/26/2021	Sexual Risk Avoidance Education National Evaluation Program Components Impact Study: Proof of Concept Pilot Phase	336
37	12/6/2021	Rapid-Cycle Learning Plan Template for Community Services Block Grant (CSBG) Project Impact Grant Recipients	64
38	12/20/2021	Family Violence Prevention and Services Act Resource Center Grantee Feedback Questions for Virtual Listening Sessions	53
39	1/11/2022	Standard Evaluation Survey for the National Center for Early Childhood Development, Teaching, and Learning's (NCECDTL's) Training and Technical Assistance Offerings	195
40	2/1/2022	Usability Testing of Resources to Support the Identification and Care of Children with Prenatal Substance or Alcohol Exposure in the Child Welfare System	375
41	2/14/2022	Information to Inform the Office of Child Care about Implementation of Child Care American Rescue Plan Act (ARPA) Funds for Tribal Lead Agencies – Exploration Phase	265
42	2/17/2022	Virtual Home Visiting Roundtable Discussions	300
43	2/28/2022	Survey to Inform Office of Head Start Data Collection Activities and Training and Technical Assistance	63
44	3/14/2022	Personal Responsibility Education Program (PREP) Local Evaluation Support	80
45	3/22/2022	Feedback from Head Start (HS) American Indian and Alaska Native (AIAN) Self-Review	74

46	3/22/2022	ACF Privacy and Confidentiality Toolkit Case Studies	41
47	3/25/2022	Afghan Arrivals Influx Assessment Guides	693
48	3/30/2022	Pandemic Emergency Assistance Fund (PEAF) Recipients Feedback Survey	101
49	3/30/2022	Operation Allies Welcome (OAW) Survey of Resettled Afghans	340
50	3/30/2022	Feedback on U.S. Repatriation Program Implementation and Services	691
51	4/4/2022	Look Beneath the Surface (LBS) Campaign Stakeholder Feedback Interviews	77
52	4/15/2022	Data Collection to Inform a Curriculum Adaptation for the Personal Responsibility Education Program (PREP): Promising Youth Programs (PYP) Project	120
53	4/15/2022	Information to Inform the Office of Child Care about Implementation of Child Care American Rescue Plan Act (ARPA) Funds for Tribal Lead Agencies in the Developing Stage	265
54	4/15/2022	Operation Allies Welcome (OAW) Resettlement State Refugee Coordinator (SRC) Monthly Report	600
55	4/28/2022	Feedback on Family Violence Prevention and Services Act (FVPSA) American Rescue Plan (ARP) Financial Grants Management Training	90
56	5/3/2022	Tribal Early Learning Initiative (TELI) Statement of Interest	90
57	5/3/2022	ACF Evidence Capacity Support: Survey of Survivors of Torture Grantees	70
58	5/17/2022	Information to Inform the Office of Child Care about Implementation of Child Care American Rescue Plan Act (ARPA) Funds for Tribal Lead Agencies in the Initial and Full Implementation Stages	265
59	5/25/2022	Administration for Children and Families External Speaker Request Form	30
60	6/2/2022	Runaway and Homeless Youth Training and Technical Assistance Center (RHYTTAC) National Needs Assessment	103
61	6/3/22	ACF American Rescue Plan Tribal Learning Collaborative: Leveraging Grant Flexibilities and Promoting Innovation in Pandemic Recovery	338
62	6/2/2022	Comprehensive Community Services Block Grant (CSBG) Training and Technical Assistance (T/TA) Needs Assessment	428
63		OFA Training and Technical Assistance (TTA)	111
64		Tribal Home Visiting Continuous Quality Improvement Collaboratives	138
65		Family Economic Mobility (FEM) Training and Technical Assistance Feedback	59
66		Multi-Site Study of State-Tribal Collaboration in Home Visiting	63
67		HMRP Grantee Site Visits and Community Group Listening Sessions to Support Race Equity for Fatherhood, Relationship, and Marriage Programs to Empower Black Families (REFRAME)	277
68		Services for Survivors of Torture Medical Care Survey	23
Totals			29,530

Example uses of the Formative Generic for ACF Program Support

Office of Head Start Information Collections on Time-Sensitive Issues to Inform Program Support Activities

The Office of Head Start (OHS) has various information collections intended to function during normal operations. However, in recent years, there has been more pressing need for OHS to be able to collect information about new issues that are time-sensitive to inform program support activities including webinars, training and technical assistance, and programmatic-related discussions. OHS has received approval under the Formative Generic for ACF Program Support to collection information on time-sensitive issues such as barriers to returning to in-person services during the pandemic, practices and challenges associated with new program requirements to collect staff and volunteer vaccination records, structured feedback on specific changes to data collections, and practices and challenges associated with supporting families accessing certain benefits available during the pandemic. The formative generic mechanism has been critical to allow OHS to conduct one-time data collections to obtain information about program practice, challenges, and feedback on these quickly emerging issues or topics to be able to inform program support activities and be responsive to our programs in a timely manner.

Office of Head Start Standard Evaluation Forms for Training and Technical Assistance Events

The Office of Head Start (OHS) hosts multiple training and technical assistance (TTA) events each week through their funded national centers and regional TTA staff. These events range from tens of participants to a few thousand participants depending on the topic. To obtain feedback for these highly individualized TTA events, OHS has received approval for standard evaluation forms which have items that can be skipped or slightly adjusted based on the type of event, respondent, and topic covered (e.g., a blank in the form where the name of the event can be inserted). This has been very useful to standardize feedback forms of TTA events to inform improvements of TTA provided in the future to be useful, meaningful, equitable, and respectful for everyone.

Feedback from Head Start (HS) American Indian and Alaska Native (AIAN) Self-Review

The Office of Head Start (OHS) requires the use of the CLASS (Classroom Assessment Scoring System), an observational tool of classroom quality that is administered by an independent observer, as part of the monitoring process. The American Indian Alaska Native (AIAN) Head Start Programs indicated concerns particularly regarding the cultural validity of a non-community member applying the CLASS within AIAN HS classrooms. In fall of 2019, OHS initiated an effort to support CLASS training for a pilot group of AIAN programs who would use the CLASS in self-review. Due to COVID, application of the self-review pilot was postponed until Spring 2022.

To inform OHS professional development and technical assistance in fiscal year 2023, we received approval under this umbrella generic to gather feedback from each programs' pilot observers and program leaders. Data collection will be completed by June 30. It is expected that the information will inform the self-review monitoring and communication, community of practice supports, and culturally responsive CLASS training. Further, it provide information from the programs as to observer confidence

and the level of program understanding and attitude about the CLASS when self-monitored. In addition, OHS is interested in learning if the CLASS results are being used to inform program professional development. Early results highlight the need for additional supports and flexible timeline for AIAN CLASS observers serving geographically disperse programs. Travel time and costs made it challenging for these programs to follow-through on self-review across their programs in the one month time allotted (e.g, multiple programs 12 hour drive away; or multiple programs a flight away). OHS will use this information to design and provide necessary support in the future.

Sexual Risk Avoidance Education Grantee COVID-19 Interviews

ACF learned through anecdotal reports that Sexual Risk Avoidance Education (SRAE) grant recipients made rapid adaptations to their workspace, staffing, and programming because of the COVID-19 pandemic. However, there had been no systematic collection of information about SRAE grant recipients' adaptations to their workspace, workforce, and programming; youth engagement with programming; and potential youth needs resulting from the pandemic. In response, the Sexual Risk Avoidance Education National Evaluation (SRAENE) aimed to inform ACF about how the pandemic affected grantees' programming and operations and how it would shape programming in the forthcoming 2021-22 program year. Information on pandemic-related changes was necessary for ACF to provide targeted training and technical assistance (T/TA) to SRAE grantees as they plan their future programming.

SRAENE conducted virtual, asynchronous interviews with a purposive sample of all Competitive SRAE and General Departmental SRAE grantees that are direct service providers (~150 grantees). The grant recipient organizations are located in most states, and therefore represent the experiences providing programming in different regions across the country, including varying experiences due to varying COVID-19 restrictions. The interview data revealed vital details on COVID-related changes in the workplace, including staff training, supervision, technology usage, and communication; program implementation, including the number of sites, youth enrollment, and youth engagement; and data collection and evaluation activities. ACF plans to communicate lessons learned from these data with SRAE grant recipients and offer additional T/TA to support grantees as they continue to navigate COVID-related challenges and implement relevant changes as a result.

Virtual Home Visiting Roundtable Discussions

ACF, in collaboration with the Health Resources and Services Administration (HRSA), planned a series of three virtual roundtables with a diverse array of home visiting experts, including national home visiting experts, state and tribal administrators, local program staff and home visitors, families, model developers, researchers, and advocates. Each roundtable was designed to elicit input and feedback from pre-identified experts in response to discussion questions, developed in advance, regarding the virtual delivery of home visiting services before and during the COVID-19 health emergency.

We received approval under the Formative Generic for ACF Program support to conduct the three roundtable discussions in March 2022. Information shared during the roundtable discussions has been

critically important in ensuring that ACF and HRSA have a clear understanding of how the home visiting field is thinking about and prioritizing the implementation of and planning for virtual home visiting in states, territories, and Tribal entities. Additionally, ACF and HRSA received overwhelmingly positive feedback on the roundtable discussions from participants.