

NCHHSTP Generic Clearance
Formative Research and Tool Development
 OMB No. 0920-0840

Attachment 10: List of Approved GenIC (07/13/2021- 7/31/2024)

Number of Information Collection (IC) in this ICR: [5](#)

Information Collection List
5 ICRs approved

CDC#	ICR Title 0920-0840	Goal of Study
0920-22HZ	DASH COVID-19 Demonstration: Mental Health Formative Evaluation and Pilot Study	<p>In this study, (CDC's) Division of Adolescent and School Health (DASH) is working with the American Institutes for Research (AIR) to conduct a Mental Health Formative Evaluation and Pilot Project with Washoe County School District (WCSD) to evaluate WCSD's approach to mental health promotion to help middle and high school students recover from the adverse effects of the COVID-19 pandemic and other traumas, in order to 1) promote overall student emotional well-being, 2) use formative evaluation data to guide implementation improvements and technical assistance; and, 3) evaluate WCSD's mental health strategies in selected schools within the district . The project team will use data to evaluate the extent to which the implementation of WCSD's priority strategy is associated with outcomes of interest, including: (a) increased reach of Tier 1 and 2 supports, (b) improved target outcomes among students, (c) improved target outcomes among staff (perceptions of relationships, staff mental health, well-being, safety, and staff-reported student mental health and behavior), and (d) reductions in disciplinary referrals and the use of exclusionary discipline in schools implementing the priority strategy relative to students and staff in comparison schools. The team will also use the data to inform the training and technical assistance provided to improve implementation of mental health supports.</p>
0920-22IF	DASH COVID-19 School Connectedness Formative Evaluation - Pilot Study	<p>The project team will use primary data collected by AIR on behalf of CDC-DASH to assess implementation of RC and RJ approaches in participating schools. This includes</p>

		assessment of the selection, adaptation, and implementation of RC and RJ in schools; facilitators and barriers to implementation; communication and collaboration among staff; sufficiency of supports and training received; satisfaction with AIR's technical assistance; lessons learned; and sustainability and scalability.
0920-22FM	DASH DEMO: Comprehensive Health Educator Core Knowledge and Skills (CHECKS) Professional Development (PD) Pilot Study	The overall aim of the Comprehensive Health Educator Core Knowledge and Skills (CHECKS) Professional Development (PD) Pilot Study is to better understand the extent to which health education teachers possess instructional competencies (ICs), (i.e., essential knowledge and skills for teaching) and to test the effectiveness of a PD package intended to strengthen those ICs. These efforts have an ultimate goal of developing a PD package that leads to effective teacher delivery of comprehensive health education in schools. The CHECKS PD Pilot Study was conducted with a middle school and high school health education teachers from up to three CDC Division of Adolescent Health (DASH) PS18-1807 Funded Recipients (Local Education Agencies).
0920-22GM	DASH DEMO: LGBTQ Inclusivity Toolkit Evaluation	Through the LGBTQ Inclusivity Toolkit Evaluation Study, CDC/DASH will gain valuable insight into the utility of a newly-designed and piloted toolkit in secondary school settings. LGBTQ Inclusivity Toolkit Evaluation Pilot Study will be implemented during the 2022-2023 academic year in three local education agencies (i.e., school districts) in the United States. Ultimately, findings from this study will provide evidence needed for strengthening existing materials to better facilitate the uptake of strategies to create safe and supportive environments for students with LGBTQ identities.
0920-23GM	[NCHHSTP] DASH DEMO: LGBTQ Inclusivity Toolkit Evaluation 2022-2024	The 2022-2024 LGBTQ Inclusivity Toolkit Evaluation Study, CDC/DASH continued to gain insight into the utility of the piloted toolkit in secondary school settings. This approved study will be implemented during the 2023-2024 academic year in three local education agencies (i.e., school districts) in the United States. Ultimately, findings from this study will provide evidence needed for strengthening existing materials to better facilitate the uptake of strategies to create safe and

		supportive environments for students with LGBTQ identities.
--	--	---