

CFP Data Inventory Guidance

Use of this Document

This document was created to assist LEAs in completing the Consolidated Federal Programs (CFP) Data Inventory, which must be submitted annually in support of the CFP application. This document describes the statutory background of the Data Inventory, summarizes key updates from the previous version, and provides general guidance for completing each part.

Background

Per requirements in the Elementary and Secondary Education Act (ESEA) and federal uniform grants guidance, LEAs must assess local needs in direct support of Consolidated Federal Programs investments (2 CFR § 200.403; ESEA 1114(b)(6); ESEA 2102(b)(2); ESEA 4106(c)(d)). In LEAs where schools operate Title I Schoolwide Programs, needs assessments must include school-level findings concerning the needs of students most at-risk to not meet state academic standards (ESEA 1114(b)(6)). The Data Inventory was designed to support LEAs in meeting these federal requirements in a single document, as well as to support LEAs in developing cohesive and effective strategies for CFP fund use.

Key Updates (2021)

- LEAs are required to submit only a single Data Inventory.
- Data Inventories will be uploaded directly into the CFP application, allowing for easy review and revision as new data becomes available, as needs change, or in support of new investments.
- The Data Inventory now includes a Title I Part A Schoolwide Program Planning section (Part 3), where school-specific needs of students most at-risk to not meet academic standards will be identified. While this section does require descriptions of school-level findings and should be completed in collaboration with school stakeholders, this single narrative should represent a significant reduction in the amount of work asked of school leaders regarding the Data Inventory.
- The Data Inventory must be uploaded before the LEA's original CFP application is submitted. Otherwise, there is no "due date." Applications that do not include an uploaded Data Inventory will not be reviewed by the CFP Team.

Guidance

Part 1: Consider Student Outcomes Data

In Part 1 of the Data Inventory, the LEA is asked to consider student outcomes data broadly. Key questions to guide this review are

- What does academic achievement look like in our LEA?
- What does student social, emotional, and physical health look like in our LEA?

This broad overview should provide a high-level starting place from which to identify more specific LEA needs. The academic achievement and social, emotional, and physical well-being of historically marginalized subgroups should be considered during this process.

The CFP Team recognizes that LEAs review and describe their high-level outcomes regularly, including in support of other planning or improvement processes required by the Agency of Education. Therefore, broad summaries of outcomes do not need to be submitted as part of the Data Inventory. It is important, however, that LEAs refer to specific findings from outcomes measures when completing Parts 2 and 3.

Part 2: Identify Needs in Support of CFP Fund Use

The prompts featured in Part 2 of the Data Inventory represent the broad intents of Titles IA, IIA and IVA. LEAs should use specific findings from outcomes, demographic, process, and perceptions measures (Appendix A) to identify the needs of the LEA within these intents. To avoid duplication of efforts when possible, LEAs are encouraged to include relevant results from other AOE tools and plans in their narratives, such as the VTmtss Survey, Integrated Field Review, Covid-19 Recovery Plans or Continuous Improvement Plans.* The findings described will be used by the CFP Team to evaluate the necessity, reasonableness and allowability of CFP investments, as required under statute. See “The Data Inventory and CFP Investments” section below.

*Please note that attachments or links to documents should not be used. Findings should be summarized or reproduced directly in the Data Inventory narratives.

Part 3: Title I Part A Schoolwide Program (SWP) Planning

Part 3 of the Data Inventory was designed to meet planning requirements under statute of individual schools operating Title I Schoolwide Programs. While this section does require descriptions of school-level findings and should be completed in collaboration with school-level stakeholders, this single narrative should represent a significant reduction in the amount of work asked of school leaders regarding the Data Inventory. SWP school narratives may be largely duplicative of the “Needs of Students Most Academically At-Risk” described at the LEA level in Part 2 but should be further supported or revised based on school-level measures and findings. As before, LEAs and schools are encouraged to use the relevant results of other tools and plans when completing their narratives.

Part 4: Stakeholder Involvement

In Part 4 of the Data Inventory, the LEA gives assurances that all necessary stakeholders were consulted when planning for CFP fund use, as required under ESEA. Documentation of consultation with required stakeholders is not submitted with the Data Inventory but should be available for review upon request, such as during monitoring. ESEA does not include specific descriptions of how the input of various stakeholder groups should be collected or considered, and LEAs are invited to adopt approaches that are both meaningful and practical for all parties, such as inviting stakeholders to offer feedback on digital drafts or to respond to questionnaires.

The Data Inventory and CFP Investments

When writing investments with CFP funds, a key question to ask is, “Is the need for this investment clearly identified in the Data Inventory?” If not, the necessity of the investment should be reconsidered, or the Data Inventory should be updated to include additional findings from specific measures in support of the need.

Here is an example of a narrative from the Data Inventory that features findings from specific measures:

Well-Rounded Education Needs

- *Per 2019 Vermont Science Assessment (VTSA) results, 40% of 11th graders achieved proficiency.*
- *2019 student climate survey results reveal dissatisfaction with high school science class offerings.*
- *Per curriculum director, staff turnover and budget constraints have limited science offerings for several years.*

Here is an example of a CFP investment supported by the findings and needs described:

(Title IV) In order to increase the number of science offerings available to high school students, promote engagement and improve proficiency, contract with online course provider. Enrollment for 40 students.

Notice that the statement of purpose written in the investment (“*In order to increase the number of science offerings...*”) makes direct reference to the findings described in the Data Inventory.

Here is another example of a narrative from the Data Inventory that describes findings from specific measures:

Professional Development Needs

- *Elementary math proficiency has been outpaced by literacy for several years across the LEA, per SBAC and NWEA MAP scores.*
- *Integrated Field Review results describe a sustained focus on literacy in professional learning and instructional resource allocation.*
- *Walkthrough results demonstrate limited use of strategies to differentiate elementary classroom math instruction.*

Here are examples of CFP investments supported by the findings and needs described:

(Title II) In order to improve elementary math achievement through differentiated instruction, full-time instructional coach to work directly with classroom teachers. Service delivery plan uploaded.

(Title II) In order to improve elementary math achievement by developing highly effective instructional approaches, 4 elementary school teacher leaders to attend the Vermont Mathematics Initiative (VMI).

See the Data Inventory template for additional examples of narratives that feature descriptions of specific measures and findings.

Contact

Questions about Data Inventory requirements, completion, submission or about this guidance document should be directed to Jesse Roy, Assistant Division Director, jesse.roy@vermont.gov.