

LEAs will use this planning template to describe their plan for addressing the academic and well-being needs of all students, including how they will meet [federal](#) and [state](#) requirements to address the disproportionate impact of COVID-19 on certain subgroups of students through key investments in evidence-based activities and [Louisiana Comeback Commitments](#). LEAs must submit their plans by **September 30, 2021** in the *Achieve!* eGMS application.



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NEEDS ASSESSMENTS ✓ ✓ ✓

How will the LEA identify the disproportionate impact of COVID-19 on student groups¹, which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)

- ☒ Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
- ☒ Student outcome data, such as assessments
- ☒ State administrative data, such as unemployment claims
- ☒ Health data, such as local Covid-19 infection rates or hospitalizations due to Covid-19
- ☒ Conversations with community (stakeholder input)
- ☐ Student enrollment and attendance data
- ☐ Student chronic absenteeism data
- ☒ Student instructional mode (virtual, hybrid, in-person)
- ☐ Student course enrollment data
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

Criteria Checklist

- ☒ The LEA reviews and analyzes progress and gaps in all data sets to identify the disproportionate impact of COVID-19 on student groups.
- ☒ Across all data sets, the LEA establishes the greatest needs and identifies the reasons the needs exist.
- ☒ The LEA sets system-level improvement goals for the areas of greatest needs across all data sets, and interim goals that indicate progress.
- ☒ The LEA partners with school leaders to set school-level improvement goals that are aligned to the LEA goals (if applicable).

¹ [ARP ESSER Fact Sheet](#)

Commitment: **ATTENDANCE & WELL-BEING** ✓ ✓

Key Investment: **Attendance**

ESSER II

\$ Click or tap here
to enter text.

ESSER III

\$ Click or tap here
to enter text.

How will the LEA identify students who need to be re-engaged?

Click or tap here to enter text.

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☐ Re-engagement supports
- ☐ Drop-out early warning systems
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

How will the LEA seek to re-engage students with poor attendance?

Parent-student conference, counselor outreach

Key Investment: **Well-Being**

ESSER II

\$ Click or tap here
to enter text.

ESSER III

\$ 25000

How will the LEA identify students who need mental and behavioral supports?

The LEA will administer SAEBRS emotional and behavioral screening to all students in grades K-8 within the first 8 weeks of school. Additionally, the LEA will administer the mySAEBRS self-assessment screening to all students in grades 2-8. Thereafter, the LEA will disaggregate by student groups (demographics (including race), social-economic status, diverse learning status) by grade level to drill down for information that will help identify individual student needs. The SAEBRS screening has two components—SAEBRS, student assessment done by teachers for students in grades K-8, and mySAEBRS, self-assessment done by students in grades 2-8. The assessments are done three times a year.

Fall baseline screening results:

SAEBRS:

Low risk – 644 – 87%

Some risk – 81 – 11%

High risk – 15 – 2%

MySAEBRS:

Low risk – 314 – 79%

Some risk – 76 – 19%

High risk – 9 – 2%

The approximate number of students needing mental and behavioral supports is 95.

(For Students) Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☒ Mental and Behavioral Health
- ☐ Character Building

- ☐ Trauma-informed care
- ☐ Full Service Community Schools
- ☐ Adoption/ integration of SEL curriculum
- ☒ Professional development for staff
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

(For Students) Describe the LEAs plan for implementing evidence-based activities.

In summer 2021, the LEA initiated a partnership with LASARD (Louisiana Autism Spectrum and Related Disabilities) to facilitate planning among diverse needs teachers and classroom teachers; the first training was done with leadership team in July, and the first training for all staff was done in August 2021. A key goal of this partnership is to work with teachers, counselors, and administrators in building a task force of teachers and teacher leaders to ensure equity in instruction for all students. Using the baseline SAEBRS data, the measurable outcome is a decrease in the number of students needing mental and behavioral supports by the spring assessment. The work with LASARD, done in monthly task force meetings and with embedded coaching and student case studies, focuses on establishing educational environment, writing quality SMART goals for individual students that address academic, as well as social and emotional needs.

In this school year, the LEA has revised procedures for Functional Behavioral Assessments (FBAs), Behavior Improvement Plans (BIPs), and Individualized Behavior Improvement Plans (IBIPs) as a more comprehensive approach to learners' needs. Additionally, the Director of Positive Behavior Support facilitates mentorship and positive-student adult relationships wherein students were surveyed to identify a "go-to" staff member for support when needed. Student identified as high-risk via named data points were assigned a formal mentor. The Director of Positive Behavior Support leads a weekly meeting with the school psychologist and administrative team; these data meetings focus on overall student well-being but also behavioral benchmarks for the identified highest risk population of students.

(For Educators) Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☒ Mental and Behavioral Health (virtual health coaches)
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

ATTENDANCE & WELL-BEING	2021-2022 Total Funding Commitment	\$ 25000
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Commitment: **RECOVERY AND ACCELERATION** ✓ ✓ ✓

Key Investment: **Targeted Learning Support**

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ 956694

How will the LEA identify the disproportionate impact of COVID-19 on student groups², which include underrepresented student groups, including each major racial and ethnic group, children from low-income families,

² [ARP ESSER Fact Sheet](#)

children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)

- ☒ Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
- ☒ Student outcome data, such as assessments
- ☒ State administrative data, such as unemployment claims
- ☐ Health data, such as local Covid-19 infection rates or hospitalizations due to Covid-19
- ☒ Conversations with community (stakeholder input)
- ☒ Student enrollment and attendance data
- ☒ Student instructional mode (virtual, hybrid, in-person)
- ☐ Student course enrollment data
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

How will the LEA allocate funds to students most impacted by the Covid-19 pandemic? (Please describe the formula or decision-making rubric to allocate funds across schools).

LEA identified students in grades three-eight (39 incoming fourth graders, 32 fifth graders, 38 sixth graders, 41 seventh graders, and 27 eighth graders) who were at risk of being most impacted by COVID-19 pandemic by a review of virtual enrollments in the 2020-2021 school year, including results on ANet benchmark assessments and LEAP 2025 assessments. Students were invited to after school programming, and some in grades 6-8 were also assigned to school day support classes. Ninety-seven students accepted afterschool programming placement, and 78 students are enrolled in school day support classes (21 in reading; 57 in mathematics). This Targeted Learning Support has a two-pronged approach—1) interventionists work during the school day to prepare students for upcoming unit content utilizing Accelerate materials and 2) Extended Learning Opportunity Teachers work with students who did not achieve Mastery on the LEAP 2025 Spring Assessments in the after school program. A team of academic coaches works as the accelerated learning committee for students, identifying students of greatest need and pairing with the most qualified teachers. Students in grades 4-8 who had more than two LEAP scores below Basic were placed on Individualized Academic Improvement Plans, which incorporated the Targeted Learning Support.

These student groups were identified over the summer of 2021; however, new enrollments are being determined based on real-time data, including summative unit assessments, i-Ready diagnostic assessments, and ANet Benchmark 1 data. Based on each ANet Benchmark, students are invited to after school programming. Academic coaches coordinate enrollment invitations with the Director of After School Activities. Session 2 begins in January 2022; however, enrollments change as needed through the school year.

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☒ High-dosage Tutoring (ELA and Math) (if tutoring takes place during summer school or before or after school programs please use those categories)
- ☒ Literacy Interventions and Extensions
- ☒ Individual Graduation Plans (IGP)
- ☒ Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
- ☒ Other: reduce class sizes in middle school mathematics
- ☒ Other: addition of science academic coach and three interventionists

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based interventions address those disproportionate impacts?

The LEA has developed a strategic approach to meeting the mathematics gap; by employing an additional mathematics teacher in grades 6-8 with the purpose of reducing class size. In addition, the district has employed a full time science academic coach to address skill gaps and build conceptual understandings in science by connecting learning practices across our three tier 1 curricula with an embedded focus of writing across the content areas. Using the ANet benchmark assessments, which occur 3x/year in grades 3-8 and 4x/year in grade 2, teachers and academic coaches will monitor success of these evidence-based activities. The ANet provides data on a standards-level, and this allows for ease in the after school programs in supporting school-day instruction. Teachers in after school programs are required to write additional SLTs based upon their intact groups.

On the Spring 2021 LEAP Mathematics Assessment, 56% of students in grades 3-8 scored at Mastery or Above; this was an improvement from 52% Mastery or Above on the 2019 Spring 2021 LEAP Mathematics Assessment. The school goal in the 2021-2022 school year, is to have at least 60% of students scoring Mastery or Above on the Spring 2022 LEAP Mathematics Assessment. Progress toward this benchmark will be monitored with each successive ANet benchmark.

On the Math ANet Benchmark 1 in the 2021-2022 school year, the average percent correct on the Mathematics assessment schoolwide was 57%, compared to 53% in the 2020-2021 school year.

How will the LEA provide expanded support for students who did not score mastery or above on the state-wide assessment? (all areas outlined in [Act 294](#) should be addressed)

Individualized Academic Improvement plans were written for the 65 students with two scores below Basic on LEAP 2025 Assessments. These plans, written for students in grades 4-8, who did not achieve Mastery in the 2020-2021 year, provide for multiple means of support: 1) Additional in-school support: Student is provided with additional learning minutes. These minutes will come from available time during the school day, primarily in place of enrichment offerings. 2) After-school support: Student is enrolled in an extended learning opportunity. In that after-school class, the student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports. 3) Personalized online support: Student is provided with personalized lessons in i-Ready. Participation in these lessons will be monitored by the core content teacher.

The overall goal for these students is to improve their LEAP scores in the 2021-2022; of the 65 students, it is expected that all of them improve to proficiency (Mastery or Above) in at least one core subject area.

Key Investment: **Before and After School Programs**

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ 199640

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☐ Partner with organizations to provide before and/or after school programs
- ☐ Partner with vendors to specifically provide tutoring before and/or after school
- ☒ Develop and implement an LEA direct-run before/ after school program, staffed by LEA educators
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?

LEA identified students in grades three-eight who were at risk of being most impacted by COVID-19 pandemic by a review of virtual enrollments in the 2020-2021 school year, including results on ANet benchmark assessments and LEAP 2025 assessments. These student groups were identified over the summer of 2021; however, new enrollments for January 2022 are being determined based on real-time data, including summative unit assessments, i-Ready diagnostic assessments, and ANet Benchmark 1 data. This Targeted Learning Support has a two-pronged approach—1) interventionists work during the school day to prepare students for upcoming unit content utilizing Accelerate materials and 2) Extended Learning Opportunity Teachers work with students who did not achieve Mastery on the LEAP 2025 Spring Assessments in the after school program. Teachers in both programs coordinate with core content teachers of the academic day via grade level Professional Learning Communities (PLCs). Data include assessment data on the analytics platform Performance Matters and qualitative student writing focus groups.

Remedial classes began in August 2021, and these continue through the school year. Students meet two days/week with a highly qualified teacher in the subject area. After school enrollments for the 97 identified students began meeting in the third week of September, and these continue through December. Students meet two days/week after school with a highly qualified teacher in the subject area. In December, new students are invited for the January session, and some students continue through the school year from initial September enrollments depending upon Academic Coaches' recommendations. Outcomes of program success will be measured by the three benchmark assessments and the LEAP Assessments in Spring 2022.

Key Investment: **Summer Learning Programs**

ESSER II

\$ 28320

ESSER III

\$ 48000

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☐ Vendor-provided summer learning programs
- ☐ Partner with organizations to provide summer learning programs
- ☐ Partner with vendors to specifically provide tutoring during summer programming
- ☒ Develop LEA direct-run summer learning program, staffed by LEA educators
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?

The LEA developed a direct-run summer learning program for both academic and enrichment, including but not limited to ELA, math, health, body movement, gardening, LEGO Robotics, culinary arts, and theatre. In the academic program, students worked with teachers to prepare for Unit 1 of the 2020-2021 school year using the Accelerate curriculum materials.

Academic coaches identified students in grades 4-8 who were "not on track for mastery," using ANet benchmark 3 data from April 2021 administration; students were identified as need reading, math, or both. Students who needed only one academic subject were invited to participate the aforementioned enrichment opportunities. To incentivize participation, the promotion review committee at each grade level tied promotion for at-risk (of retention) students to participation in the summer program. Program success will be measured by results on ANet

1-3 and LEAP 2025 Assessments for returning students in the 2021-2022 school year. A parent survey was distributed to determine transportation needs; subsequently, transportation was provided to identified students.

The four-week summer program runs from 8am-12noon.

Outcomes of program success will be measured by the initial ANet Benchmark and the i-Ready BoY Diagnostic. Preliminary data points include the i-Ready EoY Diagnostic Assessment.

Key Investment: **Extended Instructional Time**

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ Click or tap here to enter text.

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☐ Extended school day (if implementing before/ after school programs separate from the school day, please use that category)
- ☐ Extended school week
- ☐ Extended school year
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?

Click or tap here to enter text.

Key Investment: **Individual Student Plans for Success**

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ Click or tap here to enter text.

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☐ Individual Graduation Plan (IGP)
- ☐ IGP Planning Partner
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?

Click or tap here to enter text.

RECOVERY AND ACCELERATION 2021-2022 Total Funding Commitment \$ 1280654

Commitment: **PROFESSIONAL LEARNING & DEVELOPMENT** ✓ ✓ ✓

Key Investment: **School Improvement Best Practices**

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ 150825

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☒ Instructional Leadership Teams (ILT)
☒ Teacher Collaboration (Common Planning/PLC/ Cluster)
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address the disproportionate impact of COVID-19 on subgroups of students?

The LEA has fostered a partnership with National Institute for Excellence in Teacher (NIET) to provide training and on-site implementation coaching on the Instructional Leadership Team (ILT) model. A cadre of teachers trained during the summer on collaborative math practices, and the academic coach team trained in the summer on the ILT approach. During the 2021-2022 school year, the LEA will work to address reading and math deficiencies (implementing success criteria and instructional rounds) using ILT protocol; progress will be monitored through high-quality benchmark assessments (ANet, i-Ready); training is ongoing, includes 20 coaching days with ANet and 2 coaching days with NIET.

Teachers and leaders trained by NIET are building-level leaders in PLCs, ensuring that attendees focus efforts and energies on those students in grades 4-8 who failed to achieve Mastery on the LEAP 2021 spring assessment and on those students in grade 3 who are not demonstrating proficiency on ANet benchmark assessments.

Key Investment: **Literacy Professional Development**

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ Click or tap here to enter text.

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☐ Literacy Content Leaders
☐ Literacy Coaches
☒ Other: partnership with APEL for science of reading training
☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?

In preparation for requirements of Act 108, the LEA will partner with APEL to train K-3 teachers and administrators on the science of reading. This training will incorporate a foundational literacy skills course based on the science of reading, including information on instructing students regarding phonemic awareness, phonics, fluency, vocabulary, and comprehension. **The LEA is not planning to use ESSER II or ESSER III funds for this initiative.**

From the Louisiana Literacy Initiative:

Requiring early literacy training on the science of reading to K-3 teachers and administrators is necessary for improving and supporting literacy development in our children. Our state's reading scores and the unknown ongoing effects of COVID-19 regulations place an even greater impetus on this need. All K-3 teachers, despite subject area expertise, should receive this training because all teachers are literacy teachers. If students cannot decode, read, and comprehend words, they will struggle with understanding and solving math problems, learning and applying science vocabulary, understanding social studies concepts, and applying knowledge across subject areas. Basic early literacy skills are absolutely essential to the development and success of student academics across content areas. Training administrators at schools with grades K-3 on campus is important in building capacity and providing implementation support to teachers. If administrators have an understanding of the science of reading, they can provide support to

teachers around more effective curriculum implementation, utilizing systematic, explicit interventions for struggling readers, and providing ongoing professional development. Knowledge of the science of reading provides teachers and administrators with the “why” behind best practices and strategies that are most effective when teaching students to read and supporting struggling readers.

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	\$ 150825
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EARLY CHILDHOOD EDUCATION

Early Childhood Program Expansion	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ Click or tap here to enter text.
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☐ Ready Start Networks
- ☐ Fund Pre-K seats
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?

Click or tap here to enter text.

Early Childhood Program Enhancement	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ Click or tap here to enter text.
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☐ CLASS Certification
- ☐ Professional Development from High-Quality Instructional Materials Vendor Guide
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?

Click or tap here to enter text.

EARLY CHILDHOOD EDUCATION 2021-2022 Total Funding Commitment	\$ Click or tap here to enter text.
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SCHOOL SAFETY & OPERATIONS ✓

Safe School Reopening

ESSER II

\$ 507655

ESSER III

\$ 9301

Provide the URL to the following LEA documents:

School Reopening Plan for In-Person Learning

https://www.bellechasseacademy.org/ourpages/auto/2021/9/16/51119167/21-22BelleChasseAcademyReopeningPolicies_PublishedB.pdf?rnd=1631827193000

COVID-19 Vaccination policies for staff and students

https://www.bellechasseacademy.org/ourpages/auto/2021/9/16/51119167/21-22BelleChasseAcademyReopeningPolicies_PublishedB.pdf?rnd=1631827193000

Mask wearing policies for staff and students

https://www.bellechasseacademy.org/ourpages/auto/2021/9/16/51119167/21-22BelleChasseAcademyReopeningPolicies_PublishedB.pdf?rnd=1631827193000

Physical distancing, cohorts, or learning pods

https://www.bellechasseacademy.org/ourpages/auto/2021/9/16/51119167/21-22BelleChasseAcademyReopeningPolicies_PublishedB.pdf?rnd=1631827193000

If all information is in the main School Reopening Plan, please enter the same URL for each.

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☒ Provide vaccinations to educators, other staff, and students, if eligible
- ☒ Support universal and correct wearing of masks
- ☒ Physical distancing (e.g., including use of cohorts/learning pods)
- ☒ Handwashing and respiratory etiquette
- ☒ Cleaning and maintenance of healthy facilities, including improving ventilation or hvac systems
- ☒ Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments
- ☐ Diagnostic and screening testing
- ☒ Other: created open-air classroom for multi-grade level instruction
- ☐ Other: Click or tap here to enter text.

Continuity of Teaching & Learning

ESSER II

\$ 13591

ESSER III

\$ 2595

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☐ Staff Training/Professional Development to support remote learning or safe reopening
- ☒ Educational technology (computers/ laptops)
- ☐ Educational technology (software/ programs)
- ☐ Mobile hotspots with paid data plans

- ☐ Internet connected devices with paid data plans
- ☐ Cost of home internet subscription
- ☐ Cost of home internet through LEA-managed wireless network
- ☒ Other: cases to protect student devices
- ☐ Other: Click or tap here to enter text.

SCHOOL SAFETY & OPERATIONS **2021-2022 Total Funding Commitment** **\$ 533142**

DATA INFRASTRUCTURE ✓

Data Infrastructure	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ Click or tap here to enter text.
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Which activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☐ Early warning system to track student progression
- ☐ Data security/cybersecurity
- ☐ Data storage
- ☐ Staff upskilling in data literacy/science/analysis
- ☐ Statistical programs or analytics software
- ☐ Enterprise data warehouse
- ☐ Data dashboards or other activities to improve public transparency
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities.

LEA utilizes Performance Matters, a data analytics program with early warning system component; LEA is currently transitioning to cloud-based storage and office program

DATA INFRASTRUCTURE	2021-2022 Total Funding Commitment	\$ Click or tap here to enter text.
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