



MILWAUKEE
PUBLIC SCHOOLS

2021–22 Elementary and Secondary School Emergency Relief (ESSER) Supplement
Performance Period: March 13, 2020 – September 30, 2023

Submitted to the Milwaukee Board of School Directors

Office of Finance | 5225 W. Vliet St., Milwaukee, WI 53208 | mpsmke.com

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For section 118.13, Wisconsin Statutes, federal Title X: Matthew Boswell, Senior Director, Department of Student Services, Room 133, Milwaukee Public Schools, 5225 W. Vliet St., P.O. Box 2181, Milwaukee, WI, 53201-2181

For section 504 of the Rehabilitation Act of 1973 (Section 504), federal Title II: J. Andy Woyte, Interim Section 504 ADA Coordinator,



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ESSER II SUPPLEMENT

The Elementary and Secondary School Emergency Relief Fund (ESSER) Overview

The Consolidated Appropriations Act, 2021 [P.L. 116–260], also referred to as the federal stimulus package, was enacted on December 27, 2020, and is the federal government’s response to the ongoing COVID-19 pandemic. The stimulus package provides for the Elementary and Secondary School Emergency Relief Fund.

The ESSER II has become available, and districts may start applying and budgeting for these funds. Milwaukee Public Schools (MPS) has been allocated \$225 million. School districts have until September 30, 2023, to obligate ESSER II funds.

Between March of 2020 and 2021, Congress passed three stimulus bills under ESSER with allocations of funding for school districts. These funds provide emergency financial assistance to address the impact that COVID–19 has had, and continues to have, on elementary and secondary schools. The following table summarizes those allocations, the amount of funding that is or will be allocated to MPS and the performance period.

Information Category	ESSER I	ESSER II	ESSER III
Stimulus bill	Coronavirus Aid, Relief, and Economic Security Act (CARES Act)	Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA)	American Rescue Plan Act (ARPA)
Performance period	3/13/2020 – 9/30/2022	3/13/2020 – 9/30/2023	3/13/2020 – 9/30/2024
Total amount in grants to Milwaukee Public Schools	\$41 million	\$225 million	\$506 million – Districts must reserve 20% to mitigate learning loss
School districts provide private school services	Yes; \$15 million	N/A	N/A

The table is an excerpt of information provided by the Wisconsin Department of Public Instruction for the state and modified to be applicable for Milwaukee Public Schools.



MPS Planning for ESSER II

Teams were created to develop proposed plans to implement major funding areas identified as high need. Teams created proposals based on the following identified priority areas:

- Accelerating learning
- Health and wellness
- Facilities

The plans included the following:

- Need
- Goals, objectives, performance metrics
- Work plan
- Project implementation leads
- Plan to evaluate success
- Projected budget

The next stage of planning is to receive input from students, staff, families, the community, and the Milwaukee Board of School Directors. This supplement serves as a summary of the proposed plans. We look forward to collaborating concerning the proposal for ESSER II funding.





Accelerating Learning



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Priority Funding Areas for Accelerating Learning

According to the City of Milwaukee Health Department as of April 16, 2021, there were 66,063 confirmed cases of Coronavirus (COVID-19) and 606 deaths in the city of Milwaukee. Only 9.5% of the children under the age of 15 have had COVID-19. As schools closed and virtual learning was set in place, there were many obstacles. The first obstacle to overcome was the need to get technology in the hands of the students to be able to access Google classrooms. Although many students were able to get the Chromebooks, connectivity remained a problem. The district has been able to hand out hotspots to families to decrease the equity gap in technology for all of the students in MPS. Even though the district continues to address issues that have arisen to impede the children's education, learning gaps that were present prior to COVID-19 were increased during virtual learning.

The learning gaps for the students are significant. Although this is due to many factors, it is critical that MPS take immediate action to accelerate learning and close the academic gaps that continue to widen. Due to the interruptions to learning caused by the impact of the COVID-19 pandemic K-12 students are experiencing an unprecedented amount of unfinished learning. In order to respond in a way that meets and advances student learning at all levels this funding will help the district accelerate the learning.

With ESSER funds, targeted supports will be provided to students to accelerate their learning and close opportunity gaps that were widened due to the COVID-19 slide. The supports are in the form of direct services to students, high-quality curriculum materials, and professional development for teachers which will be implemented to increase equity and excellence in our schools. Through these priorities an overarching instructional plan will be implemented and monitored to address reading, writing, math, fine arts, science, and social studies proficiency and social-emotional learning.

Provide Direct Services to Students

Milwaukee Public Schools is committed to improving the outcomes for students in grades prekindergarten (PreK)-12th grade by providing high-quality programming and extended learning opportunities. This will establish a strong foundation for student success and more support to connect families to resources and information. Success of the direct services will be demonstrated by a 5% increase in the number of students who score proficient in math, science, social studies, and English language arts (overall and disaggregated by groups) on the Wisconsin Forward, DLM, and ACT from the spring of 2022 to the spring of 2024 and a 10% decrease in the number of students who score below basic in the same areas as above.

Students will receive direct services through expanded summer offerings both virtual and in person. The opportunity gap will be filled by providing quality K-12 programming based on students' interest in an acceleration model. To increase student engagement in summer programming, exploration

courses will be based on student interest as identified through academic and career planning data. Reading acceleration opportunities will be developed for grades K5–8 and grades 6–10 will be offered booster camps where students will be taught grade level standards in which they are not proficient through Edgenuity booster courses.

To provide additional support for students who have fallen behind, tutoring will provide another opportunity for students to receive direct services. School-based tutoring plans will be developed and implemented in elementary schools to provide tutoring services either before, during, or after school. For grades K5–3rd grade, Reading Corps will provide high-impact, proven tutoring services to five more MPS schools in alignment with the district’s focus on early literacy. After school tutoring opportunities will be identified by high schools and middle schools based on courses that have high failure rates. Saturday Academy will be offered for students in grades 6–12 with tutoring to provide them with opportunities to: make up missed standards, participate in project-based learning, and receive support with individual assignments. Additional academic staff will be added to each of the seven Twilight Centers to provide drop-in assistance to students.

For students that are gifted and talented and enroll in Advanced Placement (AP) courses, camps will be offered for enrichment, extension, and experiential learning. The camps will take place during the summer, after school, and on weekends. This will prepare students for success in targeted AP courses including building background knowledge and building academic skills.

Dual enrollment programs allow high school students to accelerate learning through college courses and earn college credits while still attending high school. College courses will be offered both on college campuses as well as at high schools. Gateway college courses in English and math dual enrollment courses will be the primary offering. Additionally, to increase equity, students who have online instruction in a world language, will be provided the opportunity to take a college level course.

Most of the direct services for students have been allocated for extended learning opportunities. This includes funding to compensate staff to work with students during the academies to accelerate student learning. It also includes approximately \$2.3 million allocated to tutoring and contracting with Reading Corps. Dual enrollment costs include staff compensation while co-teaching with a UWM professor, costs of classes and transportation for students to attend the classes.

Direct Services			
Category	Description of Services/Activities	Timeline	Fiscal Impact
Additional Teacher Hours	Tutoring students in grades K-12 (before/afterschool, Saturdays, Twilight Centers)	Yr. 2	\$2,265,000
Additional Teacher Hours	Extended learning (Summer, Saturday, & Winter Academy)	Yr. 1-2	\$14,000,000
Additional Teacher Hours	Dual enrollment (30 FTEs)	Yr. 1-2	\$960,000
Additional Teacher Hours	Enrichment/extension/experiential camp for gifted and talented/Advanced Placement students (grades 11, 12 & elementary)	Yr. 1-3	\$160,212
Additional Teacher Hours	Advanced academics (monitoring progress and additional support for gifted and talented students)	Yr. 1-3	\$109,423
Contract	Dual enrollment classes on campus 20 classes/semester/year	Yr. 1-2	\$1,800,000
Contract	Reading Corps partnership (5 schools)	Yr. 1-3	\$450,000
Transportation	Dual enrollment- bus tickets for students	Yr. 1-2	\$368,000
Direct Services Proposed Total			\$20,112,635



High Quality Materials

We must raise the bar on student learning with high-quality learning materials, resources, and improved learning environments. The research is increasingly clear that quality curriculum matters to student achievement. Investments will be made to achieve widespread implementation of high-quality curriculum materials. Curriculum currently used in reading, science, writing, and social studies is outdated and, in many instances, not available to purchase. The adoptions of updated curriculum materials will close the equity gap for the students in the district.

There is a need to address literacy including oral language and oral comprehension since past literacy data results have indicated children entering kindergarten are behind. MPS is committed to improving the outcomes for students in grades PreK–3 by providing high-quality programming. The focus is on oral language, reading, writing and science. With the district adopting a new science curriculum, there is a need to further support the rollout with an environment more supportive of science and better equipped science centers within early childhood classrooms.

Due to the impact of the pandemic, the physical distancing and equipment use requirements are unknown for the fall of 2021. For courses that are more hands-on such as physical education, music, and art, it is important for students to participate in a safe manner. The equipment can support physical distancing and limiting shared equipment but will also be useful after restrictions are relaxed. The materials funded will alleviate the need for students to share materials and help prevent the spread of COVID–19 and teach safe practices.

As we have learned from virtual education, technology is very important in education and although school is back in-person, staff need updated equipment in the classrooms such as document cameras, and touch screen Chromebooks for early childhood education and students with disabilities. Art classrooms are usually the last to have any technology. With so many careers now using technology, this provides the teachers with tools to use with the students.

High Quality Materials

Category	Description of Services/Activities	Timeline	Fiscal Impact
Early Childhood	Literacy, science, oral language programs, and materials	Yr. 1–3	\$831,986
Dual Enrollment	Books, materials, certification needed for teachers & students (spring & fall semester)	Yr. 1–2	\$887,750
Social Studies	Social studies curriculum adoption & support materials	Yr. 1	\$17,465,500
Science	Science curriculum adoption	Yr. 1	\$16,400,000
World Language	Online curriculum materials/resources K–12 language acquisition instruction	Yr. 1 – 3	\$970,000
Music Instruments	Music specific PPE for wind/brass students. Additional guitars and ukuleles)	Yr. 1 – 3	\$240,700
Music	Soundtrap online digital workstation	Yr. 1	\$100,000
Art	Quality art materials	Yr. 1 – 3	\$650,000
Physical Education	Portable net system, round pop-up goals, electronic whistle	Yr. 1	\$93,750
Health Education	Assessment posters, traffic signs, Fatal Vision Goggles	Yr. 1	\$77,880
Classroom Libraries	K-5th grade books to support CCSS for check out/ use at home	Yr. 1 – 3	\$795,000
Instructional Technology	Technology tools for a student-driven learning environment	Yr. 1 – 2	\$4,090,000
Instructional Technology	Pear deck student engagement tool	Yr. 1 & 3	\$400,000
Art Technology	Smartboards, stands, & laptops	Yr. 1 – 2	\$330,300
Writing	Writing curriculum adoption & support materials	Yr. 1 – 3	\$9,000,000
Advanced Academics	Advanced academics curriculum and identification tools	Yr. 1	\$12,500
Advanced Academics	Advanced Placement/gifted & talented parent night (materials, mailings, etc.)	Yr. 1 – 3	\$18,000
High Quality Materials Proposed Total			\$52,363,366



Professional Development

Professional learning will be aligned to high-quality-curriculum, assessments, and standards focusing on accelerated learning. Staff will participate in professional development emphasizing research-based best practices in instruction and standards aligned teaching. There is a need to further support educators in developmentally appropriate practices that benefit students as they learn.

Once a textbook adoption is completed, professional development is necessary to ensure teachers are familiar with and confident to implement the necessary components of all resources. For those courses not up for adoption, instructional guides will be updated to align with the standards. Once the updates are concluded, staff will need to be trained in any updates to align instruction.

Updating materials and curriculum necessarily includes teachers learning how to use them effectively in the classroom. In order for teachers to be successful they need professional development on how to use the materials, to learn new pedagogy and to focus on the standards. The plan for professional development involves collaborating with each other, learning from experts, practicing what was learned and getting feedback from coaches. Ongoing professional development is important in order to have highly qualified teachers to instruct the children of Milwaukee.

Professional Development			
Category	Description of Services/Activities	Timeline	Fiscal Impact
Additional Teacher Hours	Early childhood building oral language with simple resources	Yr. 1 – 3	\$5,760
Additional Teacher Hours	Early childhood simple conversations	Yr. 1 – 3	\$28,200
Additional Teacher Hours	Biliteracy instructional guide development	Yr. 1 – 3	\$61,875
Additional Teacher Hours	ESL institute professional development around English language development (ELD) standards	Yr. 1	\$168,960
Additional Teacher Hours	ESL and social studies teacher cohort, K-12 (instructional guides development)	Yr. 2 – 3	\$92,160
Additional Teacher Hours	ESL curriculum development	Yr. 1 – 3	\$38,706

Category	Description of Services/Activities	Timeline	Fiscal Impact
Additional Teacher Hours	Parent institute	Yr. 1-3	\$750,000
Additional Teacher Hours	Social studies adoption—teachers capacity building	Yr. 1-2	\$845,363
Additional Teacher Hours	Science adoption—teachers capacity building	Yr. 1-2	\$845,363
Additional Teacher Hours	Create scope and sequence and provide professional development for writing standards	Yr. 1-2	\$845,363
Additional Teacher Hours	Advanced Academics—development of effective gifted education plan, identification training, Advanced Placement camp, school psychologist training, networking	Yr. 1	\$138,451
Additional Teacher Hours	Early childhood—teaching reading and science, LETRS Training	Yr.1-2	\$67,380
Additional Teacher Hours	Create scope and sequence and provide professional development for writing standards and rubrics	Yr. 1	\$638,109
Additional Teacher Hours	Cohort of K-8 and high school library media specialists will collaborate to implement research and inquiry-based lessons and units	Yr. 1	\$23,040
Additional Teacher Hours	Dual enrollment (preventative)	Yr. 1-3	\$600,000
Additional Teacher Hours	World language	Yr. 1-3	\$30,000
Additional Teacher Hours	Teacher Summer Academy	Yr. 1-3	\$54,000
Additional Teacher Hours	Math instructional guides revision	Yr. 1	\$105,695



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Category	Description of Services/Activities	Timeline	Fiscal Impact
Additional Teacher Hours	Assessment alignment	Yr. 1-3	\$3,510,000
Additional Teacher Hours	M3 College Connection Program	Yr. 1-3	\$2,100,000
Additional Teacher Hours	Summer Guided Reading training & semester 1-2 follow up	Yr. 1-3	\$2,267,424
Additional Teacher Hours	Curriculum Design - Align standards, curriculum, instruction, assessment, and data	Yr. 1-3	\$1,670,336
Contract	Curriculum design	Yr. 1-3	\$180,000
Contract	Anti-racist mini grants (50 schools X\$5,000)	Yr. 1-3	\$750,000
Professional Development Proposed Total			\$15,816,185

Priority Funding Total Request for Academics	
Grand Total ESSER II Academics Request	\$93,952,261
Direct Costs	\$88,292,186
Indirect Costs (13.75% rate)	\$5,660,076





Health and Wellness



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Priority Funding Areas for Health and Wellness

The students and families of Milwaukee Public Schools (MPS) experience gaps in access to mental health services, physical health services, social and emotional programming, and physical/experiential education. The ongoing COVID–19 pandemic has exacerbated these gaps due to a rise in mental health needs, and has shifted focus to the importance of protective health equipment and medical expertise, the necessity of measures that mitigate the impact of isolation on social/emotional development, and the inequity of access to outdoor spaces for safe and cooperative play and exercise.

A review of the Spring 2019 Youth Risk Behavior Survey (YRBS) responses from School Community Partnership for Mental Health (SCPMH) schools, reveals 40.8% of student respondents reported having experienced significant problems with anxiety or prolonged, disruptive sadness. 22.4% of student respondents reported having seriously considered death by suicide, while 16.4% acknowledged having developed a plan for a suicide attempt. Additionally, 22.1% of student respondents reported having intentionally self-harmed without wanting to die. YRBS data also shows only about 30.3% of student respondents reported they most of the time or always get emotional help when it is needed.

The proposed Health and Wellness project targets these gaps by providing equitable access to services and resources. As we continue to recover from the COVID–19 pandemic, the objectives are designed to address an anticipated increase in mental and physical health needs as well as any deficits to social and emotional development resulting from prolonged physical isolation. Furthermore, due to the prolonged pandemic and postponement/delay of the acquisition of medical services, it is expected that staff will demonstrate an increased need to obtain medical and mental health services. Multiple supports have been provided in the plan for addressing this.

MPS is requesting to use the ESSER funding to focus on four priorities: 1) Mental Health; 2) COVID–19 Health Related; 3) Social and Emotional Learning; and 4) Physical Education, Athletics, and Experiential Education.

Provide Mental Health Services to Students and Staff

Mental health supports expand the district’s SCPMH, provide for enrollment at the MPS Success Center via virtual programming, and provide access to the Hope Squad suicide prevention program to all middle and high schools, while initiating teletherapy access for all MPS students experiencing trauma and providing mental health support staff for summer recreation programs.

MPS can increase the number of students in need who are referred for mental health services and who move from referral to treatment by increasing staff, student, and family awareness of the SCPMH program and prioritizing strategies to reduce the stigma around mental health, as well as by promoting mental wellness, mental health literacy, and sense-of-belonging in SCPMH schools and classrooms. Training for school staff in trauma, Youth Mental Health First Aid (YMHFA), and evidence-based treatments can assist in the identification of and early intervention with students who present with mental health concerns.

In addition to our students, we can increase MPS staff usage of the Employee assistance program as well as ensuring staff maintain regular doctor visits to ensure mental and physical health. ESSER funding will be used to expand the Employee Assistance visits that will give employees additional sessions with the therapist to address any mental/emotional issues that have occurred because of the Pandemic or any other stressful life events they may be facing. The goal is to provide employees and their families the necessary resources to improve their overall well-being.

Health and Wellness				
Priority 1: Mental Health				
Category	Description of Services/Activities	Timeline	Fiscal Impact	
Mental Health	School based mental health expansion and tele-therapy services	Yr. 1	\$10,925,010	\$3,125,010 (SBMH) Purchased services, \$7,800,000 (Teletherapy) purchased services
Mental Health Services Provided to CLCs/Summer Camps	Psychologists/ school social workers - eight (4 psychology and school social workers) will be available at the 72 summer camp locations to provide emergency services. The average hourly extra wage is \$41/hour	Yrs. 1 – 3 (Summer)	\$3,264,676	\$2,125,440 Personnel, \$1,139,236 Fringe
Success Center	Success Center virtual expansion	Yrs. 1 – 3	\$4,500,000	\$4,500,000 (\$1.5 M per year) Purchased services
Staff Professional Development	MPS staff advanced training in evidence-based programs for Tier 2 groups for our psychologists and social workers (Cognitive Behavioral Intervention for Trauma in Schools, etc.)	Yrs. 1 – 3	\$250,000	\$250,000 Purchased services
YMHFA Supplies	Youth Mental Health First Aid professional development materials \$25/manual x 2,000 manuals	Yr. 2	\$50,000	Supplies



Category	Description of Services/Activities	Timeline	Fiscal Impact	
YMHFA Train the Trainer	Training of new Youth Mental Health First Aid trainings (\$2,200 x 2 trainers)	Yr. 2	\$4,400	Purchased services
Mental Health Staff Training	Provide advanced mental health training for over 500 mental health support staff	Yrs. 2 – 3	\$250,000	Purchased services: Yr. 2 \$100,000; Yr. 3 \$150,000
Hope Squad	Expansion of suicide prevention group to all middle and high schools	Yrs. 1 – 3	\$375,000	Purchased services: Contract of \$375,000
Recruitment	Recruitment of nurses and speech and language pathologists	Yrs. 1 – 3	\$120,000	Travel: \$10,000/year (\$30,000); Conference space and registration \$30,000/year (\$90,000)
EAP	Expanding Employee Assistance Program (EAP) to more staff sessions allowed	Yrs. 2 – 3	\$400,680	Purchased services: \$200,340/year
Recruitment	Tuition reimbursement incentive program for qualified nursing applicants making a three-year commitment to MPS	Yrs. 1 – 3	\$225,000	Other: \$75,000/year
Subtotal:			\$20,364,766	



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COVID- 19 Health Related

Physical/medical health supports address several gaps by replacing equipment such as AEDs and expanding assessment materials for special education testing, bolstering our Home and Hospital and Pregnant and Parenting Youth Program budgets, sustaining personal protective equipment (PPE) access as needed, and strategically recruiting more nurses. Furthermore, the plan provides a modest healthcare spending reduction for staff to offset rising medical costs.

Automated external defibrillators

The MPS HeartSafe program has been in place since 2005. This program was developed in partnership with Children’s Wisconsin. Currently MPS has 224 automated external defibrillators (AED) in schools throughout the district. Many of the units are now aging out and require replacement as the life expectancy for each unit is 10 years. This lifesaving program benefits children and adults that work and play on MPS properties. There are teams of staff that are trained to use these devices along with cardiopulmonary resuscitation (CPR). There have been eight lives saved because of this lifesaving program.

PPE

Since the onset of the pandemic, some measure of PPE has been worn or required in our personal or professional lives. In MPS, PPE is being utilized to promote health and safety in the district. It is a preventative measure that follows guidance from federal, state, and local health authorities. Staff and students are required to wear masks. Additional PPE are also required when interacting with others for a variety of reasons. There are students that require direct service from school nurses and other staff members. Items such as gloves, gowns, face shields, and masks are being purchased to support the health and safety guidance for schools.

Summer programming in MPS will look differently this year. In addition to the Individualized Education Program and direct service needs provided by nurses in the past during the summer, there will be contact tracing needs for all summer programming as well. Summer coverage needs will also include summer academy and childcare camps. This can be done by either employing current employees or contracted nurses. There is a need for five nurses (LPN or RN) working a 5-hour day to cover schools.

Recruitment

The number of children that attend schools with health conditions has been increasing every year. As a result, more time has been required of school staff to support children with health conditions. Children who are physically and mentally supported, are better equipped to learn. MPS employs registered nurses and licensed practical nurses who work directly with students that have health conditions. Unfortunately, there has been a nursing shortage nationwide for many years and we have not been able



to fill our vacant positions. Many efforts have been made to recruit nurses. Additional efforts need to be made but it will require more funds than we as a district have. This is an important need for our district as we have greater than 20% of students with disabilities in addition to other children with health conditions.

MPS Staff Emergency Paid Sick Leave

COVID–19 emergency paid sick leave will be available for an employee who is unable to work or work remotely. Employees will receive up to two weeks of paid sick leave as follows: Full-time employees (regularly scheduled to work 40 or more hours per week); 80 hours at their regular rate of pay and part-time employees: the number of hours that the employee works, on average, over a two-week period, subject to caps and reasons. Payments are capped at \$511 a day (\$5,110 in total) for dealing with an employee’s own illness or quarantine.

Home and Health

Home and Health program staff will provide school supplies for children to support their academic progress. Program staff will also provide art bags for students to provide a therapeutic and creative outlet for program students.

Pregnant and Parenting Youth Program (PPYP)

Pregnant and Parenting Youth Program (PPYP) will provide educational and social opportunities for students to connect with peers and learn new skills and learn about resources related to parenting, mental health, employment, childcare, housing, and postsecondary education.

Health and Wellness				
Priority 2: COVID- 19 Health Related				
Category	Description of Services/Activities	Timeline	Fiscal Impact	
Personnel	Health and Wellness Project Coordinator— A limited term employee (LTE) (\$35/hr. at 20 hours a week) will be hired to support the overall ESSER program to ensure all programmatic and reporting requirements are completed	Yr. 1 – 3	\$125,580	\$109,200 Personnel, \$16,380 Fringe
Personnel	Extra wages - Compensatory education funding for students with disabilities (COVID–19)	Yr. 1 (Summer)	\$15,360	\$10,000 Personnel, \$5,360 Fringe
Nurse Staffing Services	Expansion of nursing contracts to more vendors, aggressive hiring	Yr. 1 – 3	\$2,250,000	Purchased services (\$750,000/year)



Category	Description of Services/Activities	Timeline	Fiscal Impact	
Assessment Kits	Assessment kits for specialized services student assessments	Yr. 2	\$500,000	Purchased services (one-time cost for multiple assessment kits)
Occupational Nurse	Provide services to MPS staff	Yrs. 1 – 3	\$336,960	Purchased services (\$112,320/year)
Contact Tracing	Contract with staffing agency or healthcare system for RN/LPN	Yr. 1 (Summer)	\$17,860	Purchased services
Surveillance Testing	COVID-19 testing to mitigate the spread	Yrs. 1 – 3	\$480,000	\$160,000/year Purchased services
PPE Supplies	PPE supplies for nursing staff	Yrs. 1 – 3	\$210,000	Supplies: \$70,000/year
N95 Fittings	N95 masks require appropriate fitting. Costs are \$100/fitting.	Yrs. 1 – 3	\$500,000	Purchased services
Emergency Paid Sick Leave	COVID–19 related emergency paid sick leave	Yrs. 1 – 2	\$6,280,392	Personnel/benefits \$3,140,196/year
AED Supplies	AED, pads and batteries, replacement for schools, and training supports	Yrs. 1 – 3	\$150,000	\$50,000/year supplies
Home and Hospital Instructional Supplies	Program staff make home visits to provide instruction to students that have medical or mental health challenges that prevent them from attending school in person	Yrs. 1 – 3	\$36,000	\$12,000/year supplies
Pregnant and Parenting Youth Program (PPYP)	PPYP transportation, food, supplies	Yrs. 1 – 3	\$54,000	\$18,000/year supplies
COVID–19 Health Related Proposed Total			\$10,956,152	



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Performance Period: March 13, 2020 – September 30, 2023

Submitted to the Milwaukee Board of School Directors on May 3, 2021

Social and Emotional Learning

Social and emotional learning (SEL) supports include material, licensing, and professional development costs for the continued support of and upgrades to key programs such as Second Step and Classroom Organization and Management Program (COMP); in addition to newly supported programs facilitated by the MPS Violence Prevention Program, such as Zones of Regulation or anti-bullying curricula.

Community support for student social and emotional well-being has been integral to the success of this work. The plan provides for a list of district-supported community partners to be developed from which building principals can select school-specific, community-based social and emotional programming on a yearly basis.

ESSER funding will support the implementation of classroom-wide and school-wide programming to promote socially and emotionally supportive learning environment that align with district goals. In order to be equitable, a list of vendors will be selected that support SEL, and individual schools will be allocated yearly funding to request vendors and services based on their individual schools' needs. In addition, below are specific programming that ESSER funds are being requested to support.

Youth Guidance Programs

The Youth Guidance's counseling and prevention programs (Becoming A Man & Working on Womanhood) help youth traverse difficult terrain. Through the Becoming a Man (BAM) and Working on Womanhood (WOW) programs, young men and women are supported in making positive choices that help them cope with their unique social and emotional struggles while staying engaged in school. Youth are also provided with the tools to succeed through life-enhancing, trauma-informed programs, and character-development experiences. Youth Guidance staff work within schools to provide youth counseling and support services. Milwaukee Public Schools would like to bring both programs to the district and believe that the additional supports and resources will positively impact the overall educational experience of students and their school communities.

Black and Latino Male Achievement Professional Development and Technical Assistance

The Black and Latino Male Achievement department (BLMA) supports schools through professional development and technical assistance opportunities. The BLMA department has established varying levels of engagement for school communities, aimed at improving outcomes for all students, emphasizing our Black and Latino students. BLMA seeks to provide staff with enriching opportunities aimed at addressing challenges and supporting schools in the development and implementation of strategies to equitably and sustainably improve systems and structures. Funds are being sought to assist schools with creating additional staff opportunities of engagement with the BLMA department.



Restorative Practices

Restorative Practices is a framework/way of being that values the kind of relationships that foster authentic conversations, connectedness, collaboration, engagement, conflict resolution and creativity that addresses the harm, not the person. This framework is known for creating the kind of culture that reduces disparities and disciplinary practices and causes all school community members to be accountable and supported in ensuring that every student succeeds socially and academically.

School climate shapes the experience students, staff, families, and the community have in school every day. Creating and keeping a positive school climate is critical to school improvement efforts. It encourages engagement and collaboration between staff and students and leads to mutual respect and a spirit of working together. The ultimate goals of restorative practices are that: Practices are utilized in the classroom for community building and to address harm; Practices are utilized by administrators and staff members to respond to conflict, and to repair more serious harm; Practices can be utilized to support re-entry of students into the school community after suspension, expulsion, or incarceration.

Antiracism & Bias Professional Development

A three-year plan has been created to engage MPS staff members in professional development and discussion on antiracism and antibias practices. The three-year plan will provide professional development, ongoing support, and best practices for staff members to work with students to increase self awareness, learn from diverse perspectives and to create a more inclusive school and district community. Internal MPS facilitators will be developed to sustain the work. The professional development will support a learning environment that fosters diversity, inclusion and respect for all.



Health and Wellness

Priority 3: Social Emotional Learning

Category	Description of Services/Activities	Timeline	Fiscal Impact	
BLMA Personnel	Black and Latino Male Achievement supported schools engaging in professional development	Yrs. 1 – 2	\$294,912	Personnel: \$96,000/year (192,000), Fringe: \$51,456/year (\$102,912)
BLMA	Contract with The Youth Guidance’s Counseling and Prevention programs (Becoming A Man & Working on Womanhood)	Yrs. 1 – 3	\$3,398,797	Purchased services: Yr. 1 \$970,013; Yr. 2 \$1,220,587; Yr. 3 \$1,208,197
Second Step	Adopt new, digital Second Step elementary and Second Step middle school social-emotional learning curricula for implementation in grades PreK–8 at all K–5, K–8, K–12 schools in MPS	Yr. 1	\$665,000	Purchased services
SEL Vendor List	A vetted menu of services from which principals may select vendor programs aligned with the specific needs of their school	Yrs. 1 – 3	\$4,740,000	Purchased services: \$1,580,000/year
Professional Development	PREPaRE training for all crisis team members	Yrs. 1 – 3	\$50,004	Purchased services: \$16,668/year
Restorative Practices	Extra hours—budgeted is planning time for the Restorative Practices Conference—160 hours (4 weeks) 10 staff; average rate is \$43.19/hour	Yrs. 1 – 3	\$318,431	Personnel: \$207,312; Fringe: \$111,119
Restorative Practices	Annual Restorative Practices Conference—conference materials, posters, duplicating, food	Yrs. 1 – 3	\$75,000	Supplies: \$25,000/year
Restorative Practices	Restorative Practices: Creating/updating tutorial and informational videos featuring our staff and students	Yrs. 1 – 3	\$15,000	Purchased services



Category	Description of Services/Activities	Timeline	Fiscal Impact	
Restorative Practices	Extra wages- Restorative Practices: 200 staff for Restorative Practices 16 hours/summer. The part-time certificated rate for teachers working beyond the established workday is \$26.33 per hour. Teachers will have the opportunity to complete after school professional development monthly for two hours during years 1–3. There is \$74,777 budgeted to allow 142 teachers to complete 2 hours of PD each month after school during the 10-month school year.	Yrs. 1 – 3	\$604,570	Personnel: \$131,200/year (\$393,600); Fringe: \$70,323/year (\$210,970)
Restorative Practices	Restorative Practices Coach—hire 2 FTE RP coach to support school with growing restorative practices	Yrs. 1– 3	\$599,040	Personnel: \$390,000 Fringe \$209,040
Restorative Practices	Substitute teachers – Substitute teachers will provide coverage for up to 100 teachers on an as-needed basis during years 1 and 3 for PD session and/or restorative practice meetings taking place on school days during the course of the school year. The daily substitute teacher rate is \$200	Yrs. 1 – 3	\$92,160	Personnel: \$20,000/year (\$60,000); Fringe: \$32,160 (\$10,720/year)



Category	Description of Services/Activities	Timeline	Fiscal Impact	
Restorative Practices	Restorative Justice Toolkit will be provided for staff members who complete the restorative practices training series. The restorative justice toolkit is comprised of classroom resources including talking pieces, a center piece, circle-keeping recommendations, ice breaker questions, fidget cubes, mindfulness tools and other resources for classroom teachers to implement restorative practices in their classroom. A total of \$10,000 has been budgeted for years 1-3 of the project at \$200 per kit for 50 teachers	Yrs. 1 - 3	\$30,000	Supplies: \$10,000/year
Antiracism and Antibias Professional Development	Virtual Courageous Conversations Exploration - 100 sessions (80 MPS staff each session) over three years	Yrs. 1 – 3	\$930,000	Purchased services: \$310,000/year
Antiracism and Antibias Professional Development	Courageous Conversation Practitioners—MPS staff will receive training to become a certified practitioner. This will allow for sustainability in future years. Staff will be completed 45 hours of training modules and receive three months of support	Yrs. 1 – 3	\$528,000	Purchased services: \$176,000/year
Antiracism and Antibias Professional Development	LEADS series—advanced professional development for district and school administrators for courageous conversations. A total of 320 MPS administrators will receive this PD. Budgeted is four series at a cost of \$22,000 per series	Yr. 2	\$88,000	Purchased services: \$88,000
Antiracism and Antibias Professional Development	Courageous Conversation books will be purchased for the book study	Yrs. 1 – 3	\$9,000	Supplies: \$3,000/year
Social Emotional Learning Proposed Total			\$12,437,914	



Physical Education, Athletics, and Experiential Education

Physical Education/Experiential Learning

Physical Education/Experiential Learning supports include the provision of increased access to outdoor and exercise spaces on MPS playgrounds, and the Ropes & Challenges Course, such as improved middle/high school exercise facilities, implementation of playground exercise stations and traffic education areas, and inclement-weather access facilities at Potter's Forest.

Experiential Education: Milwaukee Public School's Ropes and Challenges education, curriculum, and program is based on the experiential learning model and is a Tier 1 and 2 support. The experiential learning model is a four-step process that includes participation in engaging activities, guided reflection on the experience, applying personal meaning to the experience, and then helping students generalize the learning to their own lives. The Milwaukee Public Schools Ropes and Challenges curriculum and program is designed to provide students with opportunities to enhance social/emotional and behavioral skills such as trust, communication, problem solving, responsible decision making, emotional regulation, and leadership skills. The program and course serve staff and student groups across the district. Staff groups include work groups and departments in administration as well as building staff. Student groups range from classrooms to leadership groups to small Social Academic Instructional Groups (SAIG) and students with a range of disabilities. As part of the 6-8-week program curriculum, groups have the opportunity to participate in the outdoor challenge course located at Potter's Forest. As the challenge course elements, facility, and forest continue to age, it has become increasingly difficult to keep up with repairs and maintenance. Some of the elements that are accessible to students with orthopedic and visual impairments need significant repair and maintenance. In addition, during days with inclement weather, groups often must be cancelled and may not be able to be rescheduled due to lack of indoor programming space and available elements. Approximately 1,900 - 2,000 students can attend the trip to Potter's Forest each school year; however, there can also be up to 400 students who are unable to attend due to weather conditions and capacity limits on current elements. Additional elements, equipment, and facilities, along with being able to train facilitators on the Early Start Calendar, will increase opportunities for MPS students to participate in this beneficial program.

MPS, in partnership with the Wisconsin Bike Federation and Children's Wisconsin/Safe Kids Southeast Wisconsin have developed pedestrian safety curricula that will be taught in every K-12 physical education class each October. To better use these curricula, we are recommending that every K-8 and elementary school has a *Traffic Garden* installed on the playground. These gardens mimic streets, alleys, and other features. This will help schools teach about pedestrian and traffic safety every school year. By teaching this every year, we believe we will reduce traffic accidents and fatalities.

In addition, childhood obesity continues to be a negative trend nationally and in Milwaukee. To make things more challenging, COVID-19 has increased screen time for students and families. By adding exercise stations on school playgrounds, and updating exercise rooms in high schools and



middle schools: students, families and the community can use these stations to improve their health-related fitness levels. Exercise stations on playgrounds are shown to potentially increase the amount of exercise students receive.

Sports Physicals

Research on the role of physical activity and sport for cognitive and academic function suggests that children's attachment to school and their self-esteem, as well as their ability to concentrate during school lessons, may be enhanced by physical activity, which in turn affects cognitive functioning and academic achievements. Students in MPS are encouraged to participate in sports activities. There is a very active and robust sports program in MPS. A requirement to participate in the sports activities is to have a sports physical. Unfortunately, some students are not able to obtain a sports physical and will not be able to participate. The district feels it is important to support students that want to participate in sports activities for the reasons listed, therefore, we will expand the opportunity for sports physicals for students who are not able to obtain one from a healthcare provider.

Health and Wellness				
Priority 4: Physical Ed & Experiential Learning: Ropes Course Facility Improvements				
Category	Description of Services/Activities	Timeline	Fiscal Impact	
Ropes Course facility improvements	New Ropes Course building, updated/new elements. Allows students to utilize space daily and not have to cancel course due to weather	Yrs. 1 – 3	\$297,000	Purchased services: \$150,000 new building, \$95,000 new/improved course elements, \$52,000 course maintenance (tree removal/ground maintenance)
Playground Improvements	Create traffic "gardens" at elementary and K-8 school playgrounds	Yrs. 1 – 3	\$700,000	Purchased services: \$7,000/100 schools
Community Exercise Stations	Community exercise stations will be added to 100 schools	Yrs. 1 – 3	\$3,000,000	Purchased services: \$30,000/100 schools
Exercise Rooms	Exercise rooms will be renovated in high schools and middle schools.	Yrs. 1 – 3	\$1,480,000	Purchased services: \$37,000/40 schools
Rescue Training	Staff will be trained in Ropes Course rescue training	Yrs. 1 – 3	\$10,000	Purchased services



Category	Description of Services/Activities	Timeline	Fiscal Impact	
Ropes Course Equipment	Purchase an electric gator and knaack box.	Yrs. 1 – 3	\$17,000	Purchased services
Personnel	Ropes Course trainer funds for summer (paying for time for trainers/trainees)	Yrs. 1 – 3	\$152,064	Personnel: \$33,000/ year (\$99,000); Fringe: \$17,688/year (\$53,064)
Contract	Contracted nurse to provide administrative and screening support for Sports Physicals during Fall and Spring. Avg. salary \$20/hr.	Yrs. 1 – 3 Spring/Fall	\$4,608	Purchased services \$4,608
Sports Physicals	Contract with staffing agency or healthcare system for nurse practitioners to provide 4 days of sports physical in spring, summer, and fall.	Yrs. 1 – 3 Spring/ Summer/ Fall	\$40,500	Purchased services (\$13,500/year)
Personnel	Extra wages – LPN to provide administrative and screening support for sports physicals during fall and spring. Average salary \$20/hr.	Yr. 1 Summer	\$23,639	Personnel: \$15,390, Fringe: \$8,249
Physical Ed & Experiential Learning Proposed Total				\$5,724,811

Grand Total ESSER II Health and Wellness Request	\$50,986,572
Direct Costs	\$49,483,643
Indirect Costs (13.75% rate)	\$1,502,929



Facilities



MILWAUKEE
PUBLIC SCHOOLS

2021–22 Elementary and Secondary School Emergency Relief (ESSER) Supplement
Performance Period: March 13, 2020 – September 30, 2023

Submitted to the Milwaukee Board of School Directors

Office of Finance | 5225 W. Vliet St., Milwaukee, WI 53208 | mpsmke.com

Priority Funding Areas for Facilities

MPS has 158 schools, along with other administrative buildings throughout the district. Most of these buildings have not had updates due to lack of funding. In the wake of COVID-19, MPS is seeking funding to bring all buildings up to COVID-19 safety standards to ensure students and MPS employees are safe from contracting and spreading COVID-19.

Immediate building improvements include renovations to plumbing, mechanical systems, electrical, exterior sitework, replacing windows, doors, carpet, and flooring. These renovations will directly improve ventilation throughout the buildings. Water fountains will be replaced to lessen the spread of germs by installing bottle filling stations. Outdoor classrooms will be constructed to encourage outdoor learning, which will allow students to be socially distanced, have better air quality, and spend time outdoors.

This project will directly impact all students, teachers, and other district employees by improving building infrastructure. Improvements to air quality and ventilation will lessen the spread of COVID-19 in school and administrative buildings. Other updates will improve air quality, helping those with preexisting conditions, ensuring the safety of all MPS students and staff.

MPS recognizes the importance of making changes to the infrastructure. The seven priorities of the facilities funding area are intended to help keep students safe, and these improvements will allow students and teachers to come to school confident of the air quality being provided.

Facilities is committed to improving the outcomes for students in grades PreK-12 by providing a safer environment for learning both for students and teachers.

Air Quality

1. Upgrade the mechanical systems in MPS buildings within the district to improve air quality.

District personnel will hire a consultant to produce engineering data sheets to create a bid package to be bid out to testing and balancing contractors. Facilities personnel will identify scopes for the remediation plan. Mechanical contractors or MPS Shop personnel will perform minor repairs to the school buildings.

2. Replace existing windows, window screens, and door system for better fresh air ventilation.

The Department of Facilities personnel and outsourced consultants and contractors will design the scope for replacing existing windows and window screens across the district. The new windows and window screens will allow better air flow into classrooms, increasing the quality of air circulation. Updated door systems will allow for better air flow throughout the buildings, further improving air circulation.

3. Install outdoor classroom structures to promote physical distancing, achieve fresh air ventilation, and addressing an educational need for instruction.

The Department of Facilities personnel and outsourced consultants and contractors will install outdoor classroom structures at multiple MPS schools. The addition of these outdoor classrooms will aid social-emotional learning and encourage social distancing when outside the physical indoor classroom.

4. Replace carpeting with new floor tile too reduce transmission of viruses and alleviate breathing stressors for those with preexisting conditions.

The Department of Facilities personnel and outsourced consultants and contractors will replace carpeting in MPS school buildings. Replacing carpet and installing new floor tile will help reduce the transmission of viruses and help those with preexisting conditions breathe cleaner air.

Plumbing

1. Remove existing drinking fountains and install new bottle filling stations to reduce the spread of germs in schools and district buildings.

The Department of Facilities personnel and outsourced consultants and contractors will replace all drinking fountains with new bottle filling stations. Bottle filling stations will help reduce the spread of germs by encouraging individual bottle filling, as well as provide easier access to remain hydrated throughout the day for both students and teachers.

Improve Electrical Work

1. Replace the fire alarm systems at one school and replace a generator to assist mechanical systems with air ventilation.

The Department of Facilities personnel and outsourced consultants and contractors will replace the fire alarm system at one school and replace a generator to assist mechanical systems to aid with better air ventilation. The fire alarm is being replaced at a school where students are predominately hard of hearing. The updated alarm system will notify students through light and vibrations that they need to exit the building rather than by an auditory alarm.

Corridor Lockers

1. Replace shared corridor lockers with single use lockers – these additions are for individuals who currently share lockers and who cannot be due to violating COVID–19 safety protocols.

Students who currently share corridor lockers will be assigned newly added corridor lockers. Installation will be facilitated by the Department of Facilities personnel and outsourced consultants and contractors. The addition of these lockers will encourage social distancing and will help slow the spread of COVID-19 and other germs through the school building.



Facilities				
Category	Description of Services/ Activities	Timeline	Fiscal Impact	
Air Quality	Virtual Server Upgrades	Yr. 1	\$750,000	Contractor \$750,000
Air Quality	Temperature Control Modifications	Yrs. 1-3	\$50,000,000	Designer/consultant \$2,000,000; Contractor \$48,000,000
Air Quality	Testing and Balancing	Yr. 1	\$50,000,000	Technical analysis \$25,000,000; Designer/consultant \$2,000,000; Contractor \$22,000,000; Project Manager/inspector \$1,000,000
Air Quality	Capital Projects	Yr. 1	\$53,000,000	Designer/consultant \$2,000,000; Contractor \$50,000,000; Project Manager/inspector \$1,000,000
Air Quality	Install CO2 Detectors in Assembly	Yr. 1	\$500,000	Designer/consultant \$50,000; Contractor \$450,000
Air Quality	Purchase air purifier filters	Yrs. 1-2	\$1,400,000	Contractor \$1,400,000
Plumbing	Replace drinking fountains	Yrs. 1-2	\$5,500,000	Contractor \$5,000,000; Project Manager/ Inspector \$500,000
Electrical	Replace fire alarm—Milwaukee Sign Language	Yr. 2	\$390,000	Designer/Consultant \$25,000; Contractor \$360,000; Project Manager/Inspector \$5,000
Electrical	Public address systems to master control rooms	Yr. 1	\$890,000	Contractor \$880,000; Project manager/ Inspector \$10,000
Electrical	Generator replacement—Stuart	Yr. 2	\$317,000	Designer/consultant \$15,000; Contractor \$300,000; Project manager /inspector \$2,000
Air Quality	Outdoor classrooms	Yrs. 1-2	\$7,110,000	Designer/consultant \$100,000; Contractor \$7,000,000; Project manager/inspector \$10,000
Air Quality	Windows and doors	Yrs. 1-3	\$6,250,000	Designer/Consultant \$200,000; Contractor \$6,000,000; Project manager/inspector \$50,000
Air Quality	Carpet replacement	Yrs. 1-3	\$14,060,000	Designer/consultant \$50,000; Contractor \$14,000,000; Project manager/inspector \$10,000
Interior	Corridor locker replacement	Yr. 2	\$8,520,000	Designer/consultant \$1,500,000; Contractor \$7,000,000; Project manager/inspector \$20,000
Priority Funding Total Request for Facilities			\$198,687,000	



Priority Funding Grand Total

Proposed ESSER II Funding	Fiscal Impact
Accelerating Learning	\$93,952,235
Direct Services	\$20,112,635
High Quality Materials	\$52,363,366
Professional Development	\$15,816,158
Indirect	\$5,660,076
Health and Wellness	\$50,986,572
Mental Health	\$20,364,766
COVID-19 and Health Related	\$10,956,152
Social Emotional Learning	\$12,437,914
Physical Education and Experiential Learning	\$5,724,811
Indirect	\$1,502,929
Facilities	\$198,687,000
Air Quality	\$183,070,000
Plumbing	\$5,500,000
Electrical	\$1,597,000
Interior	\$8,520,000
Grand Total	\$343,625,807





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