2021-22 Elementary and Secondary School Emergency Relief (ESSER III) Feedback and Proposals

Submitted to the Milwaukee Board of School Directors September 23, 2021

MPS MILWAUKEE PUBLIC SCHOOLS

Table of Contents

Intro

Milwaukee Public Schools (MPS) is receiving financial support under the federal Elementary and Secondary School Emergency Relief (ESSER) fund. To obtain input from students, families, and the community about the use of the $504 million of ESSER III funds, MPS distributed a survey; created an ESSER email for feedback; held student listening sessions, stakeholder meetings, and community listening sessions; and participated in town hall meetings facilitated by members of the Milwaukee Board of School Directors.

All feedback that was received was sent to the ESSER work groups and was incorporated as appropriate into each respective plan. The information below serves as a summary of the input we received.

Additionally, two surveys were conducted about ESSER funding priorities and ideas. Those charts are compiled separately however, the written responses to the open ended questions in the survey are summarized within this document.

Written Feedback from Engagement Sessions and Surveys

2021-2022 Elementary and Secondary School Emergency Relief (ESSER III) Proposal

Accelerating Learning

Priority Funding Areas

Instruction

Milwaukee Public Schools (MPS) is committed to improving the outcomes for students in prekindergarten through 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.

High-Quality Materials

Our students deserve access to high-quality learning materials such as updated curriculums; art, music, and physical education equipment; library books; and online resources to support learning.

Professional Development

Professional learning will be aligned to high-quality curriculum, assessments, and standards focusing on accelerated learning. There is a need to further support educators in developmentally appropriate practices that benefit students as they learn.

Feedback on Accelerating Learning

- Learning in own language
- Expanding online learning
- Virtual learning – having different schedules for learning
  - Students are not necessarily signing in in the morning, parents' work schedules, etc.

Technology

- Allow students to keep computers over the summer
- Look at improving device brands
- Technology is not a substitute for the direct adult support that is needed
- Diversify computer software

Curriculum

- Vocabulary improvement
- Social engagement

- Other areas besides math and English
- Framework of blended learning
- Improved ways to monitor and blend in-person/virtual, especially students who need to work
- More robust virtual options for special needs students
- Requiring strong research-based instructional practice
  - Student choice
  - Mixed in-person/virtual options at the high school
  - Take topics taught and give opportunity to go deeper
  - Accessible technology for students
  - Access to resources to do projects
  - Self-evaluation for students to monitor progress
  - Intern-based projects
  - Have hubs where students can work on projects throughout the city
  - Mobile labs
- Put hands-on classes back in the buildings (wood shop, metal shop, auto shop, sewing, choir, cooking, agriculture – connect with dietitians and nutritionists at UWM)
  - Use buildings with resources
    - Obama – cosmetology
    - North – auto shop
    - Marshall – communication
- Blended learning framework
- Make learning authentic and provide those opportunities, not being afraid of social media platforms
- Fun practices to learn
- Life skills implementation
- SpEd teachers use the course teacher's lesson plans (modified to cover a semester in half a semester's time, to have at least two courses caught up as well as modified to the student's IEP) to be able to accomplish credit recovery of courses that the SpEd student failed during the past year
- Student access to reading materials
- Spark literacy events each month
- Improved/increased social media
- Tap into department workforce development
- Partner with community to have full-service programming (get messages out timely)
- Family community literacy backpacks
- PBS channel – partnerships (programming)
- Motivation
- Engaging and culturally responsive
- Relevant content (real to their lives to make a connection)
- Contribute to change when it comes to learning
- M^3 College Connections program at MATC – dual enrollment options
- Evaluation process to determine what strategies used are working for all students
- Framework of blended learning
- Require more student choice options
- Tutoring (individual, group, disabled students)

- Students who are in transition need support systems (from middle to high school; from high school to college or career)
- School counselors – play a role in transition
- Develop community schools and personalize learning methods
- More professional development for after-school staff
- Students join leadership in designing alternatives in education (Milwaukee Succeeds)
- Smaller class size
- Will school communities see the ESSER funds directly allocated to each school to overcome reduced enrollment impacted by the pandemic, to provide additional support for the students in the classrooms, to reduce achievement lags, to provide SEL supports?
- We should take a close look at how we can retain quality staff
- Support staff are often pulled to sub or to cover in other classrooms that are short-staffed
- STEM resource programs within our high school settings are needed
- Remediate learning loss that happened from virtual learning
- Teach kids how to research and find information
- Standards-aligned curriculum
- Bring kids back for 13-year program
- Project-based learning
- Follow the tiers as intended
- Transportation for dual enrollment
- Allow for flexible pacing and growth of students (differentiated)
- Extending the school year, which may include an online component

Students with Special Needs

- Transitioning special needs students into the workforce is important. Foundational reading skills for our youngest students is paramount. We need money for reading teachers and reading specialists. All of our youth in general need a good transition into the workforce or education, etc.
- Need to be able to address special needs students with virtual learning/technology

Extracurricular

- Funds for more Learning Journeys and authentic community engagement, equitable across grade levels
- Invest in virtual extracurricular options
- Ask students what they want
- Have clubs during the day
- Integrate work with Boys & Girls Clubs
- More internship opportunities for students
- More sports teams (especially for girls)
- Extracurricular engagement
- Provide more social gatherings (parents/schools)
- School busing transportation

Teachers/Staff

- Hire more Black and Brown teachers so students can relate better and see themselves
- Hire more support staff and special education teachers
- Teachers have to learn new strategies to teach students
- High-quality teachers – streamline the hiring process and invest in recruiting teachers to Milwaukee
- Pay teachers and principals more who work in tough schools
- Train staff and provide professional development
- Train on accelerated learning, not process but outcome
- More up-to-date instructional materials and tools – and the professional development for the teachers
- Ensure teachers have the technology they need and are trained on it
- Implement tools that do not replace teachers; teachers need to engage all students
- Training for paras as they can support the teacher and classroom better
- More budgeting for schools and students who need it the most. At Obama, their counselors, school social workers, etc., are understaffed severely because their students need a lot of extra support.
- Students need more support from paras and CHAs, but those staff members are often busy attending to other high-needs students
- Have professionals come in to provide teachers in-service in mathematics (like we had with GE Foundation and mathematicians came in to work with teachers)
- Qualified teachers for interventions
- Teachers meeting in grade levels to discuss curriculum and who will provide support
- One group of staff that we have taken advantage of is our substitute teachers, constantly changing the title and the benefits that go with the position but still expect these individuals to do the work of a full-time teacher
- Mandatory professional development for teachers
- Modify curriculum and provide framework to teachers
- Districtwide professional development practice

Parents/Families

- Children of incarcerated parents – how we support them
- What can we do to train parents
- Utilizing (TikTok) resources to "teach" parents families MPS channel
- Family support – communication to parents
- Invite parents to college visits and tours
- Support for parents – check-in sessions and parent groups to listen to the parents at school level. Allows for social-emotional growth.
- More professional development for parents, focusing on academic strategies to support their children, SRBI (scientific, research-based intervention)
- Support families in understanding curriculum
- More parent engagement
- Professional development opportunities for families

Student Support

- Enrichment opportunities during the school year
- Sustainable support system

- Research to see how we can challenge students
- Extra support/attention for all students, not just those who are failing or in danger of failing
- More one-on-one instruction opportunities for students
- More K3 classrooms offered

Career Planning/College

- Career Day early in the year
- Start career planning with students earlier like the 3rd grade – don't wait until high school
  - Use the block of time to help the student with needs to get caught up with assignments for their current classes
- Our students need more exposure to careers and technical trades for those who share other interests outside of a traditional four-year college
- Access exposure for educational opportunities
  - While in school
  - After for postsecondary school

Materials/Equipment

- More/updated school materials
  - Reading books
  - Paper
  - Desks
  - Chairs
  - Pencils
  - Face masks
- More recess/sports equipment
- High-quality instructional materials
- Updated resources
- Technology
  - Need for headphones
  - Updated/new technology, Chromebooks, Apple tablets, SMART Boards
  - Personal student Chromebook, carrying case, and Wi-Fi boxes
  - Technology training for parents and students
  - Better computer programs

Meals

- Better/healthier lunch food
- Free lunch program without losing nutrition

Curriculum

- More curriculum about different ethnicities, cultures, mental health, LGBTQIA+
- ACT 31 – needs to go further
- Title 6 does help but doesn't spend on the specific initiatives

- YES program – staff members provide social, family support for First Nations students to help them not fall behind
- More hands-on classes (cooking class)
- Rewards for getting hard work done
- Program for the older students to help the younger students with their work
- Cradle to career

Classroom/Facility

- Smaller classes
- Going through concepts slower
- Music and arts programs
- Additional teachers, paras, classroom help
- Offer algebra to 8th grade students
- Brain breaks/outside time
- Focused learning (tutoring)
- More studying places – students will be more excited to be in the environment
- Additional learning time
- Direct educational services/someone to help students get their grade up
- Put all K–8 students into i-Ready for individualized/leveled work
- Interventionist at each building
- Support for social anxiety and depression
- Improved health care at schools
- Less paper/handout assignments
- Need to be in school the whole year
- Working AC

Health and Wellness

Priority Funding Areas

Mental Health

The students and families of MPS experience gaps in access to mental health services, physical health services, social and emotional programming, and physical/experiential education.

Physical Health/COVID-19

Physical/medical health supports address several gaps by replacing equipment such as automated external defibrillators and expanding assessment materials for special education testing; bolstering our Home and Hospital Instruction and Pregnant and Parenting Youth Programs; sustaining personal protective equipment (PPE) access as needed; and strategically recruiting more nurses.

Social and Emotional Learning

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Physical Education and Experiential Learning (Ropes Course Facility Improvements)

Physical education/experiential learning supports include the provision of increased access to outdoor and exercise spaces on MPS playgrounds – and the Ropes and 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.

Feedback on Health and Wellness

- More and improved field trips
- More student socialization, activities, field trips
- More sporting events

- Schools stay open later so students have a safe space to allow students and families to be for organized activities   rec programs in schools (that are free)
- Expand the work of existing programs like Families and Schools Together (FAST)
- "Local Legends" – app for developing skills, connecting to resources, etc.
- Farm to school (farming agriculture)
- Access to medical partnership funding
  - How do we make those partnerships happen?
  - Access to mental health/medications
  - Schools will be direct access for those needs
    - Example.: Parents may not have transportation to get to pick up their child's medications – may have a gap of access until they can get there

Mental/Physical Health and Wellness
- Improved social-emotional learning
- Student and community teams to work on school issues
- Reacclimate students to a schedule, help students cope with return to school
- Students need consistency from the school climate
- School safety
- Fresh fruit and vegetables
- Improved food service quality, food and packaging improvement (too much waste)
- Hands-on cooking/informational posters, recipe videos of healthy food prep
- Instill need for breakfast/better test scores
- Jamie Oliver (renowned chef known for creating improved school food programs) as a resource for bringing healthy and responsible food to schools
- Lead-free water
- Comprehensive mental health programming that includes parents
- Develop students' communication and social-emotional skills
- Zen Dens staffed with trauma support staff to assist students
- Full-time nurses
- Building trusting relationships between students and staff
- Meditation moments
- Vacant buildings turned into affordable, safe housing
- Students work to remodel homes
- Ensure that students are staying active
- Schools in safe neighborhoods
- Mental health support for anxiety and depression
- Mental health and social-emotional learning to help with communication
- Social-emotional learning – help teachers understand difficulties that students have
- Social therapy – more extracurriculars to help students keep their minds off their problems and to express their feelings
- Therapists
- Guidance counselors
- Bullying prevention programs
- More fitness programs, yoga

- More after-school sports
- Rest time/breaks in between work
- Longer recess
- More outside time
- Mask breaks
- More field trips
- Nurses with more time
- Disinfectant lights, sanitizing machines
- Temperature scanners
- Having more time for health class to talk more about the personal stuff (sex education, drugs, etc.)
- Having teachers get to know their students somewhat personally (pronouns, religions, etc.)
- More COVID-19 testing
- Allow students to listen to music while they work
- Meditation to relax will bring positivity
- Healthy fruits available
- A bridge coming from incarceration to other schools
- SEL (social and emotional learning) support

Parents and Families
- Identify whether parents have mental health issues
- More access to family therapy
- Develop more parent information to increase awareness of services available
- Partner with the community to provide support to families, including behavioral health, virtual sessions for youth, suicide prevention
- Funds used for gift cards to aid struggling families (school supplies, shoes, clothing)
- How can these funds create more economic opportunities for families so that they are more stable and have less stress at home?
- Assist families with transportation to community center

COVID-19
- Staff training in terms of COVID-19 protection
- Will there be a "sick bus" or plan for providing transportation for students with suspected COVID?
- Address COVID-19 difficulties directly with students
- Don't say, "You lost a year" – be more positive
- Encourage vaccines for students

Teachers/Staff
- Spanish training for staff
- Professional development for teachers and staff
- Address staff mental health needs
- Provide teachers with resources

- Act 31 training

School Schedules
- Recess for 7thand 8th grade
- Cultural awareness activities
- Support after graduation
- More clubs/social interactions
- After-school tutoring
- Playworks – excursion sites
- More Staff at K–8

Materials/Equipment
- More equipment
- Updated furniture
- 3-ply toilet paper
- Paper towels
- Improved breakfast and lunch—more nutrition and healthy food
- Improve bathrooms
- Masks
- Hand soap
- Water dispensers
- AC
- Heating
- Tables
- Seating
- Use more online/low-touch materials
- Provided Fitbits

Facilities
- Bigger gym for activities
- Sensory room/reflection room
- Clean bathroom regularly and more daily cleaning in schools
- Improve bathrooms and restrooms (upgrade)
- Working elevators
- More ramps for disabilities

Transportation
- Seat belts on school buses
- Reliable transportation

Facilities

Priority Funding Areas

Facilities and Maintenance

Immediate building improvements include renovations to plumbing, mechanical systems, electrical, exterior site work, 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.

Feedback on Facilities

- Building addition to Mitchell
  - 125-year-old building—requesting a buildout to use for a multi-purpose room
  - Gym on 3rd floor and may have up to 300 families come for an event
- Building renovation at Escuela Vieau
  - 125-year-old building
  - Have current attic space that they would like to renovate
  - Do not have the outside space to expand out
- Water bottle refill stations
- Updated sinks/touchless faucets
- Paper towels
- Hand sanitizer stations/dispensers
- More carpeting
- Less carpeting (asthma)
- Overall building updates
  - Floors
  - Walls
  - Ceilings
  - Lighting
  - Furniture (desks, chairs, tables)
  - Cafeterias
  - Lockers
  - Air conditioning/fans
  - Air purification/ventilation
  - Humidifiers

- - Elevators
    - HEPA filtration in support staff office that meet with students
  - Upgraded athletics facilities
    - Gym floors
    - Bleachers
- Testing for asbestos
- Fixing the "prison-like" environment
- Making all buildings handicapped accessible
- Sustainability of pools and other specialty facilities
- Use partners and other community partners to support specialty areas/courses
- Health and wellness resources in the school buildings will increase community traffic in buildings
- Intentional activities for students and staff
- Renovate space for specialty programs
- Updated science labs
- Healthier foods
- Cleaner facilities
- Consider low enrollment vs. condensing students into established, updated buildings
- Over-enrolled buildings need more space. Around Rogers Street/Reagan, etc.,schools lost art/music rooms to classroom enrollment
- Improved family involvement and adult learning spaces to be more welcoming, useful
- Nurse's office and nurse at every school
- Max capacity – not able to socially distance
- Need plan for if schools close again
- AC in school buses
- Improved security
- Involve the community in this process and get their input
- Safety scanners/key cards
- Promote hygiene in students and reduce the spread of viruses
- Renovate kitchens for food preparation
- Reduction in plastic usage and consumption (silverware, etc.)
- Local artists do murals
- Books—K–8 should have personal library
- Vending machines
- Effective principals and teachers
- Having more teachers to teach more courses
- Solar panels/green energy

Outside

- Greenspace—outdoor classroom, outdoor spaces, tidy outside space to utilize throughout the year. These spaces will support:
  - Community building
  - Partnering with local business
  - Growing your own food

- Updated playgrounds, grassy play areas
- Gates around tot lots

Programs

- Add STEM Academy in MPS middle schools to feed into MPS high schools
- Access to exposure to M-Cubed and various programs
- Put the programs back in the building
    - D.A.R.E. – Drug Abuse Resistance Education
    - G.R.E.A.T. – Gang Resistance Education and Training
    - S.T.O.P. – Students Talking it Over with Police
    - GEAR UP program

Technology

Priority Funding Areas

Equipment to Support Student Learning

Provide equity to classrooms to ensure that all staff and students have access to current technology hardware such as interactive flat panels, Chromebooks and cases, headphones, and document cameras.

Instructional Technology Software

Online tools and software that staff can use with students or by students to enhance their learning. Examples of tools include Pear Deck, a formative assessment tool for teachers; Screencastify; WeVideo, LEGO Robotics kits; and Project Lead the Way (PLTW) resources.

Accessibility to Technology and Support

With accessibility, we are making technology usable by as many people as possible. This practice of making support and tools accessible benefits people with disabilities and others as well. Diverse learners – students who need visual support, hearing support, motor skills support, etc. – will be provided with assistive technology (AT) to support access and augmentative alternative communication (AAC) across environments.

Instructional Technology Professional Development

Staff members not only need the tools and knowledge to teach in our digital work but also to do so using best practices and having support in the process. Staff members need access to ongoing professional development in this area as well as opportunities for micro credentials such as Google certifications.

Feedback on Technology

- Students need headphones/earphones, document cameras, widespread access to Chromebooks, pocket translators, and continued hotspots provided by MPS. Ensure that there are enough Chromebook carts in additional classrooms/whiteboards/audio

systems so that all can hear the teacher (wireless mics and recording systems to save the taped lesson).
- MPS should reach out to Internet providers to ensure that the upgraded services are available in their neighborhoods. Internet providers are receiving tax write-offs, so they should offer families services or discounts especially if you use the disability acts. Same with the Chromebook – parent had to purchase their own Chromebook, as MPS did not provide it.
- We need Apple technology! Apple-specific programming.
- Students need to continue to use tech; utilizing it in collaboration and not isolated
- Technology provides students with easy-to-access information, accelerated learning, and fun opportunities to practice what they learn and deepen their understanding of difficult concepts, particularly STEM
- We need AC/air conditioner
- Better access to wheelchairs/railways for disabled
- Use cell phones to communicate with families
- There are a lot of hoops to jump over when there is an excess of technology
- We need to be able to use our phones in school
- To be able to have more freedom on our MPS accounts
- They should have more equipment to help kids learn more and have a better experience
- Students need equipment to support learning because they need more materials
- Too many screens hurt our eyes
- Expand virtual learning (but cannot wait – this should happen now)
- Chromebooks should be at home and school (all with Wi-Fi/hotspots)
- Have seen increase in parental/guardian participation via Chromebooks (especially with IEP meetings)

Accessibility

- Access to technology for students is the key – conductivity is equally important
- Access to technology in all schools and at home
- Make technology ADA accessible
- More accessible communication to families to ensure that families are staying in the loop
- Access to technology is #1
- Our special needs children need adaptive technologies. It was a painful year for us parents to support them in their IEP goals.
- Too many passwords are confusing for teachers and students. It ends up delaying teaching time as students forget logins, etc.

Equity

- Make technology equitable
- Support equitable access and effective technology use
- Social justice issues

Education

- Blend in-person and virtual
- Academic parent conferences to support continuous improvement with teachers and student, and improving learning outcomes and monitoring student and engagement
- There may be an assumption, because of their age, that they may already know how to utilize the applications used in school. While they may know how to play games and use certain apps, most are not familiar with the software used in classrooms.
- Teach students how to type
- There needs to be engagement
- Technology overload – minimize the technology in the classroom; kids have been overloaded
- Will there be technology solutions available for when students are sick or if there is a snow day?
- Utilizing technology to collaborate with other classrooms around MPS, the state, the country, internationally?
- Students create content (project-based)
- Have a recording or equipment (not just that laptop camera handed out in April) to allow teachers to record their lessons with fidelity. These files should be structured to fulfill course standards with explicit instructions; after a while – students can access the lesson that they missed in the Google Classroom (this would provide a fidelity course presentation for students needing to skip classes due to family needs and working). As well, have posted for a sub-teacher to present. District team needs to have a traveling team to show how best to record, edit, and create the final version. This would of course require additional staff to teach how to record, possibly have to integrate within the blended classroom. In addition, purchase of movie making software and better studio equipment.
- Need open mindset from educators – abandon colonial ideas
- Comprehensive experience for students
- Compete with charters/experience
- How can we guarantee access to those who are choosing to stay at home?
- Teacher opinion: less technology is more
- Engage students with technology. Teacher takes time to look at data online such as programming, history, Chromebooks, and tutoring.
- Being sure students know where to find information
- Use technology to link MPS students with students all over the world (different countries like Africa)
- Computer education class
- Less focus on computers and more focus on paper
- Use technology to expand teaching opportunities (virtual school within a school)
- Telepresence not just high school (get effective teachers serving across district)
- Textbooks/help all available online
- Students can take personal devices home to retain information and continue learning

Professional Development

- Teachers were not trained

- Making sure teachers get support and planning for tech usage
- Train teachers in technology usage to better support the students
- Implement a mandatory tech PD to have everyone on the same page. Train teachers on technology usage and implementation, so they feel comfortable teaching with technology. This allows teachers to understand what is going on and lessens the amount of time away from teaching.

Chromebooks

- Chromebook for each student, and make sure everyone has a working network because not everyone has them.
- Updated, better, touch screen, more Chromebooks because they depreciate quickly, lose their value in a couple of years. Chromebooks for students to take home. Chromebooks with more programs on them.
- Why can't students have their own Chromebook? This would make the most sense even if they can't take it home. If they have a dedicated one at school, this would be most helpful.
- Teach students basic computer operations – we assume all know how to navigate a Chromebook, but most don't have computers at home.

Computers

- Full Windows 10 laptops so more things can be done like better educational programs
- Upgrade our current technology use and laptop (touch screen) computers for our students and teachers
- All students need to have computers at home AND at school, especially special education students
- Better computers, easier to complete work
- Better Wi-Fi and computers to complete work
- Update computer labs
- Professional development for teaching staff for computer use
- New computers because these are old, broken, and need to be recycled

iPads/Tablets

- Rethink the use of iPads/support for schools
- Drawing tables for iPads
- iPads – more games like Kahoot
- iPad in each classroom/laptops
- Tablets that can be migrated for schools

SMART Boards

- Bigger SMART Boards
- Upgrade SMART Boards

- SMART Boards and better Wi-Fi
- Purchase SMART Boards and install them in classrooms

Wi-Fi/Hotspots/Internet

- Work with the city or other organizations to see how Wi-Fi can be provided across the city or perhaps at least in high-need neighborhoods
- Wi-Fi capability
- Better Wi-Fi
- Spotty Wi-Fi is a huge problem if students are virtual
- The Internet that was provided by MPS kept breaking up, and parents had to purchase their Wi-Fi in order to learn
- The MPS hotspot did not work and was very spotty
- More hotspots
- Better Internet service and laptops, better hotspots
- Every student should have a hotspot at home
- Do not remove student access to tech and Internet
- Provide all students with Internet and technology, use needs assessments
- Internet hubs and/or better Internet hubs

Instructional Technology

- Instructional technology, professional development, upgrading is good
- Improved instructional technology
- Instructional technology must be engaging and collaborative – don't just plop students in front of the computer and have them watch

Printers

- Adobe Cloud, cameras and printer for fine arts club
- Access to printers/copiers
- Working printers and other electronics
- Update printers

Other Equipment

- What can help students is equipment because I don't really know if this school has really good equipment
- Projectors
- TV monitors
- Equipment to support student learning – better machines
- Displays
- PLTW–STEM technology upgrades
- Technology in school auditoriums
- Speakers

- Fire alarms
- Headphones
- Mitigation of coronavirus variant/be prepared with technology to clean (UV light)
- Robots/STEM programs
- Not just computers but tools to take apart things and re-create
- Upgrades in technology in auditoriums → sound systems, lighting
- High-flex classrooms roving camera

Google Classroom

- Students connecting in Google Classroom and making sure all teachers still use it
- Staff – incorporate in daily education the technology – no going backward. Every teacher has a Google Classroom.
- Could eliminate snow days if every teacher was required to have Google Classroom
- Use the funds to integrate Google Classroom grading with Infinite Campus Grade Book; this would streamline the grading and tracking of missing assignments for students and parents to be able to look up in the Student Toolbox.
- Google Suite or streamline all technology
- Provide technology support to students – Google and other classroom software/tools
- Maybe offer/require some type of computer class at younger ages that begin to teach typing or how to use Google Suite and other tools

Software/Applications/Programs

- Systems/software to use phones but just limited/restricted access for educational purposes
- I think software and equipment are very important but, if we do invest in these things, then we have to make sure schools are actually using them
- Licensing for programs
- More educational apps like Sumdog
- Apps that are not boring in narrations
- School app that lets you know you have assignments that need to be done or assignments that need to be redone
- Brochure makers
- Video editing
- They need computers or websites like ALEKS or Prodigy
- Standard of care for websites
- Capitalize on things like Kahoot
- Connect with other schools (global connections in lessons)
- What's the latest technology – how to bring it in the classroom (TikTok)
- Digital books – increase/expand offerings on our website
- Expansion of parent portal for parent skills and truancy
- Have less things blocked on Chromebooks

Extracurricular Engagement

Priority Funding Areas

Clubs
Out-of-schooltime groups and activities designed to enhance student skill development and experiences

Athletics
MPS athletic facilities and sanctioned team-based practices and competition for students in elementary, middle school, and high school

Child Care
Before- and after-school care options for families with children ages 3–12

After-School Supports
Academic, extracurricular, and social-emotional programs, activities, and strategies designed to strengthen and support student success

---

Feedback on Extracurricular Engagement

- Sports and clubs are highly important to the social and mental wellness of the students
- We need different types of programs to keep kids off the streets. More necessary now because we are returning to school and have not been to school for a long time with other students and teachers
- Get businesses or groups to sponsor clubs and teams (e.g., contractors who have to pay for student engagement)
- Help with families who can't afford uniforms/supplies, after-school clubs
- Sports and clubs will be very helpful because having a basketball team will help people bond just like the clubs
- Positive and consistent support and opportunity
- Not all children are in neighborhood schools
- Since there is an hour break, the children may be unsupervised during that time frame
- Integrated student support service with counselors
- Model transition services for students with disabilities
- Social centers for free

- Not a difference between "haves" and "have nots"
- Be bold and acknowledge and address directly by differential support
- Need more from K5 through high school for all students, more like the suburban schools
- Arts, gym and music programs available at all schools
- Make summer school/ESL less punitive
- Ensuring equitable access
- More parent participation at events
- Transportation to extracurricular activities
- Hard to have extra clubs/activities when you have a shared space – there is the need for facility upgrades to have the space
- Who can facilitate the extra activities, teachers, contracts?
- Not just for sports, but also for STEM/STEAM
- Obama High School is regularly under-enrolled because it lacks many of the clubs, resources, etc., to attract students

Clubs

- I believe students need more variety of clubs and the ability to create them
- Students should choose from a wide variety of clubs such as:
    - Volunteer group
    - Theater/arts/music
    - Language clubs especially at early age
    - Forensic debate, speaking/oral interpretation
    - Cooking, sewing clubs
    - Cultural groups
    - Boys & Girls Clubs
    - Boy Scouts
    - Chess club
- Also all gender-specific things, like Girl Scouts and Boy Scouts, should be turned into non-gender specific things, like just Scouts.

Sports/Athletics

- Tryouts for sports teams
- More coaches in the district
- Expand the teams (sports)
- Support for academically ineligible students
- Multiple/ability-level teams
- A variety of sports at each school
- We need more girl's sports teams; female/male teams for ALL sports
- Hold fundraisers for teams
- I think every school should have some sort of sports team. Some of the sports specifically mentioned include:
    - Swimming
    - Polo
    - Boxing
    - Dance
    - Basketball

- - ○ Football
    - ○ Soccer
    - ○ Volleyball
    - ○ Baseball
- Regional sports leagues (southwest vs. east) make it easier for kids to get to games
- Live broadcast like suburban schools

Sports Equipment and Facilities

- More new, modern, and proper equipment/uniforms
- More changing rooms for privacy
- Weight rooms
- Tracks for all schools
- New fields
- Gym space for all schools
- Outside space for athletics
- Workout room/gym space
- Outside space
- Health care

Tutoring

- Tutoring and homework help for students who are in extracurriculars
- Solid, quality, wraparound support, tutoring, and homework help
- Every school needs to provide tutoring to all students
- Previously we had groups/companies/teachers to come into the schools for tutoring
- Community Learning Center after-school learning for tutoring

Before- and After-School Activities

- More support with longer time (before and after school)
- Game rooms
- We should be able to pick our extra classes
- Pools, Jacuzzi
- Wood shop
- Bike shop
- Coding video games
- Swimming pool (at Congress)
- Second languages
- After-school programs need more things like water
- I think it should be after-school supports because it could be fun
- Better food (healthy)
- More field trips
- Driver's education for students
- Longer times for students to get help after school
- More support for those who need extra help
- More students need help with their homework
- Safe before- and after-school childcare with snacks

- Expand opportunities to both before and after school
- More programs people like
- The activities need to be cost-effective
- Need a wide variety of diverse activities, not the "usual"
- Activities are highly important for the sanity of the children and allow especially for those who experienced trauma
- How can PEARLS for Teen Girls be a part of some extracurricular activities?
- Activities provide a channel for reinforcing the lessons learned in the classroom, offering students to apply academic skills in a real-world context so we have a well-rounded education. We can build skills toward a career, beat stress, and just have fun.
- Be sure teachers for these programs are the right fit – they need to be engaged for students to be engaged
- Teach how to start a business, local businesses helping African American startups
- Different ways to make money (TikTok, YouTube, selling handmade items)
- Teach trade classes including former students
- Youth apprentices
- Peer after-school support
- Hands-on repair; teach these children trades and skills
- Music/instruments, modern age of music
- Videography
- Basic business skills

Community Learning Centers (CLCs)

- More CLC opportunities
- Working families do not always have the additional funds for CLC and camps
- The impact of having more CLC programs resulting in more children in a safe place where they can continue learning rather than being home alone; learning in a more relaxed environment
- No CLC in buildings

Transportation

New or more transportation:

- To and from practice locations
- To and from game locations
- From extracurricular activities at school to home

Proposals from Community Organizations

2021-2022
Elementary and Secondary School Emergency Relief (ESSER III) Proposal

African American Jewish Friendship Group, Inc.

2021-2022 Elementary and Secondary School Emergency Relief (ESSER III) Proposal

ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF (ESSER) PROPOSAL - MILWAUKEE PUBLIC SCHOOLS

PROPOSAL TITLE: "Reframing American History Instruction: Tools and Best Practices"

STATEMENT OF PURPOSE

The United States of America is a multiracial nation with growing demographic changes. As such, all of our students benefit from a robust knowledge of the diversity and contributions of all of our citizens. Despite the complex make-up of our citizenry, research reveals that many of our current educational materials, including textbooks, films, and other teaching and learning tools, present American History information in a myopic way that is often Eurocentric and male dominant. (Banks, J.A. 2001; Cultural diversity and education: Foundations curriculum and teaching (4th ed.). Boston: Allyn & Bacon). The **"Reframing American History Instruction: Tools and Best Practices**" proposal supports a reframing of American history and social studies curricula, so that it includes an accurate and comprehensive study of our nation's inception with a specific focus on the critical role African-Americans played in our country's development, past and present.

Currently, an *Additive Approach* is often used in the public schools to convey information about African-American's contributions to U.S. History . According to Banks, The *Additive*

Approach typically involves "content, concepts, themes, and perspectives added to the curriculum without changing its basic structure. This involves incorporating literature by and about people from diverse cultures into the mainstream curriculum without changing the curriculum." Within the context of American History instruction, this content is presented during the month of February (Black History Month). This approach fails on two critical levels:

(1) information continues to be presented from the perspective of mainstream historians and thus contains the Mainstream-Centre and Euro-Centric criteria and perspectives and

(2) the curriculum fails to help students understand how the histories and cultures of the nation's diverse ethnic groups are inextricably interwoven. It is the i*ntersectionality* of the various ethnic, cultural and religious groups that is key to understanding our nation's history and current conditions.

For our children to grow into adulthood understanding the world in which we live and all the racial complexities and problems that exist in our society, they need to learn the foundational history that brought us to where we are today. If our students are fortified with this essential knowledge, they will be equipped and willing to make the necessary changes to create an equitable and just society as envisioned in the United States Declaration of Independence.

Currently, our nation is struggling with issues of racial inequality. The COVID-19 pandemic has brought social and racial injustice and inequity to the forefront of education and public health. Many of our students are struggling to understand our country's history, their place in it and the potential contributions they can make in the future. We strongly believe that the teaching model and pedagogical tools associated with the **"Reframing American History Instruction: Tools and Best Practices**" will support the psycho-social development of <u>all</u> students. African-American students will learn about their history and rich heritage. The curriculum will, in developmentally appropriate ways, highlight not only the oppression, suffering and enslavement of African Americans, but also the remarkable perseverance, the courageous fight for freedom and civil rights, and the contributions African Americans have made and continue to make in the culture and building of this country. In turn, students of European decent will learn about their respective histories, the interrelationships between ethnic groups and how U.S. citizens have worked as a collective to create the nation we have today.

Note: While the focus of this initiative is on the integration of African-American history given its ongoing role in our nation's development, this project will provide a roadmap for the inclusion of other cultural histories and their integration into American History instruction.

Educators have shared with our committee the importance of African-American students' learning about their history and non-Black students understanding the humanity of African-Americans. Unfortunately, many teachers have not had the opportunity to learn the necessary skills required to teach a more integrative American history curriculum and are left on their own to develop these materials and lesson plans for their particular classes . (G. Ladson-Billings (2009). The Dreamkeepers: Successful teachers of African American children; Schofield; J. W. (2004). Improving Intergroup Relations Among Students.In J. A. Banks & C. A. M. Banks (Eds.). Handbook of Research on Multicultural Education (2nd ed., pp. 799-812). San Francisco: Jossey-Bass).

Without district support, there is no guarantee that all children, K-12, will receive this integrated content because it is so teacher specific and school dependent. Without district support, unfortunate outcomes and unintended harm may come to students due to the use of ineffective or insensitive teaching methodologies and materials.

DEFINING THE NEED
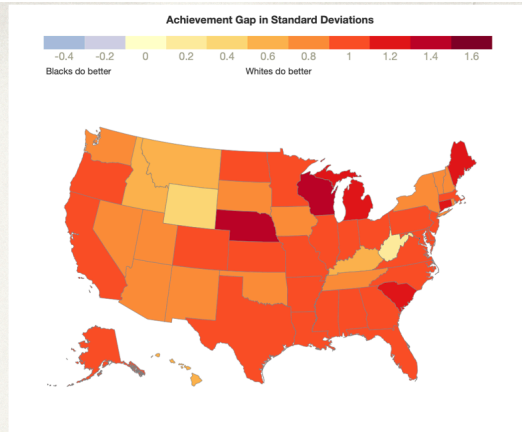
National test scores released by the National Assessment of Education Progress (NAEP) (2018-19) continued to highlight that Wisconsin has the nation's largest racial achievement gap among students in the nation.

Bradley Carl, an assistant scientist with the University of Wisconsin-Madison's Wisconsin Center for Education Research, said, "This is not a new conversation by any means." "Unfortunately, the story is old and familiar," Carl said. "Our black-white gaps have been among the largest in the nation for years."

Source: National Assessment Of Educational Progress Results Show No Significant Change From Results A Decade Ago, Rich Kremer and The Associated Press
Published: Wednesday, October 30, 2019, 9:10am

The inclusion of Black history into American History instruction is happening across the nation. States such as Arkansas, Florida, Illinois, New Jersey, New York, Mississippi, and Rhode Island have passed laws requiring Black history to be taught in public schools with special K-12 Black history oversight committees.

Table 1: **Black History Mandates with Oversight Committees**

States with Black History Mandates	Oversight Committee	State Curriculum/Resource Guide Website
Arkansas	Black History Commission of Arkansas	www.ark-ives.com/about-us/bhca.aspx
Florida	African American History Task Force	http://afroamfl.org/
Illinois	Amistad Commission (2005)	www.dusablemuseum.org/education/lesson-plans
Mississippi	Mississippi Civil Rights Education Commission	http://winterinstitute.org/academic-service/mississippi-civil-rights-education-commission/
New Jersey	Amistad Commission	www.njamistadcurriculum.net/
New York	Amistad Commission	www.dos.ny.gov/amistad/resources.html
Rhode Island	1696 Historical Commission	http://sos.ri.gov/boards/?page=board_detail&board_id=6311

Source: Social Education 81(1), pp 14– 18 ©2017 National Council for the Social Studies Teaching and Learning African American History

National	Arkansas	Florida	Michigan	New Jersey	New York	Wisconsin
	x	x	x	x	x	<
	Diff = -1	Diff = 2	Diff = 4	Diff = -3	Diff = 4	Diff = -11
	P-value = 0.7254	P-value = 0.4329	P-value = 0.1716	P-value = 0.2640	P-value = 0.1812	P-value = 0.0018

<	Has a significant negative difference compared to national performance levels.
>	Has a significant positive difference compared to national performance levels.
x	No significant difference compared to national performance levels.

A preliminary review of learner outcomes suggests a positive correlation between the inclusion of an integrated social studies/history curriculum and the closing of the academic achievement gap between Black and White students in reading as evidenced by no significant differences in minority performance outcomes in those states when compared to Wisconsin which continues to have a statistically significant difference.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment

Racial Achievement Gap, 8th Grade Math

Note: The higher number reflects the size of the gap between Black students and their non-minority counterparts
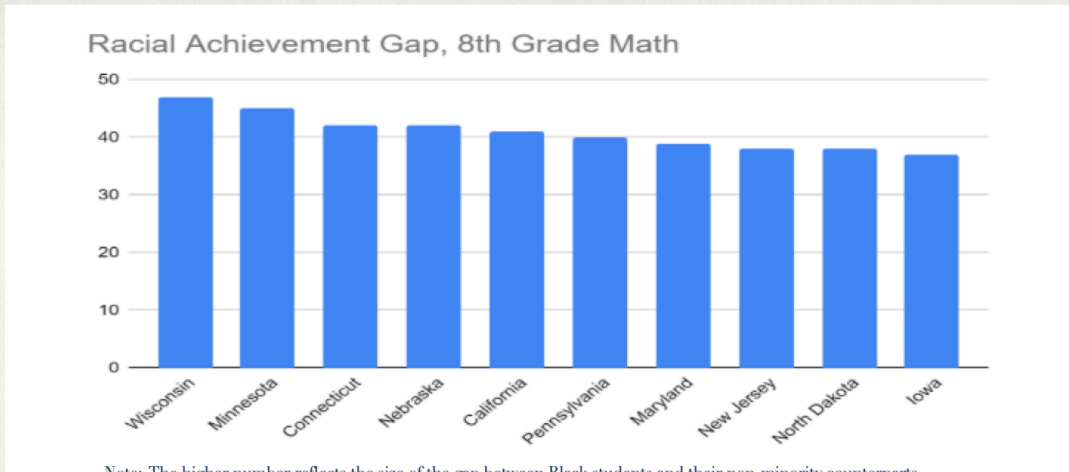
A similar positive correlation between the inclusion of an integrated social studies/history curriculum and the closing of the academic achievement gap between Black and White students in **math**. This chart compares WI to states that have integrated African-American history into U.S. History. Wisconsin's gap is the most significant.

Source: www.nationsreportcard.gov (2019)
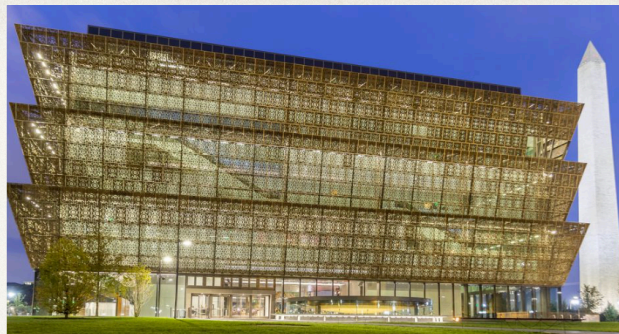
According to a 2015 research study conducted by the **National Museum of African American History and Culture and reported in Research into the State of African American History and Culture** in K–12 Public Schools, key findings indicated that teachers considered Black history highly influential in understanding the complexity of United States history. They also reported that the integration of more inclusive history curriculum supported the **"learning climate"** in the classroom and improved all students' interests and motivation to learn regardless of race or ethnicity.

Source: The Status of Black History in U.S. Schools and Society, LaGarrett J. King Social Education 81(1), pp 14– 18 ©2017 National Council for the Social Studies

WISCONSIN STANDARDS FOR
Social Studies

Wisconsin's State Superintendent's Task Force (2015) report identifies several evidenced-based effective teaching strategies that support students' learning. The teacher training components of our ESSER proposal will ensure that Milwaukee teachers will have essential historical knowledge of the African-American population and vetted resources. As a consequence, WI teachers will be better equipped to meet the needs of all students in general, but African-American students, in particular.

✤ Current data suggest a positive correlation between a more inclusive social studies curriculum and student learner outcomes in reading and math.

✤ The "Reframing American History Instruction: Tools and Best Practices" proposal will ensure that WI teachers will have essential historical knowledge of the African-American population and vetted resources.

✤ The "Reframing American History Instruction: Tools and Best Practices" proposal provides a source of pedagogical innovation and the necessary resources that will support all students in their learning while in school.

✤ The "Reframing American History Instruction: Tools and Best Practices" proposal will assist all WI students to work and live in our racially and multiculturally diverse world

The achievement gap is a problem not only for African American students and their families and communities; it affects the well-being of the entire country. Researchers have found that "the persistence of the educational achievement gap imposes on the United States the economic equivalent of a permanent national **recession**"(McKinsey & Company 2009, 6)

Source: McKinsey & Company. 2009. The Economic Impact of the Achievement Gap in America's Schools: Summary of Findings. http://dropoutprevention.org/wp-content/uploads/2015/07/ACHIEVEMENT_GAP_REPORT_20090512.pdf

"Reframing American History Instruction: Tools and Best Practices"
"A MIND IS A TERRIBLE THING TO WASTE"

Proposed Goals and Methods of Measurement

The educational enhancement presented in this ESSER proposal is for the benefit of **all** children in grades K-12. The "Reframing American History Instruction: Tools and Best Practices" proposal would set out to accomplish four major goals:

Goal 1: Construct an integrated social studies framework for grades K-12 that integrates the critical role African-Americans played in the nation's development. The framework would specify developmentally appropriate learner outcomes based on the research and evidenced-based practices for each grade level.

An overall teaching framework will be developed by a **curriculum developer** with expertise in the area of American History instruction and African American history and culture. Developmentally appropriate goals along with a systematic teaching model will be designed and presented to teachers via on-line and in person continuing education events.

Note: Given that there is a paucity of instructional resources for K-5 in this curriculum content, and we believe that K-5 are critical formative years for the development of students' self-concepts, the timeframe presented in this proposal is focusing on K-5 curriculum. However, we strongly support the continuation of an integrative social studies and history curriculum throughout all the grades (K-12).

Measurement:

Completion of curricular materials

Year 1 Kindergarten and Grade 1

Year 2 Grades 2-3

Year 3 Grades 4-5

Goal 2: Develop a robust query-based database that would provide district teachers with critical resources (e.g., sample curricula, media resources, books, guest speaker roster) to facilitate their instructional efforts

Measurement: This committee, working in conjunction with DPI, has already begun collecting evidenced-based practice resources for inclusion in a query-based database. More resource materials are needed. The curriculum developer would work directly with a database developer in the design and testing of a query-based data source. Once developed, teachers would be given hands-on instruction on how to use the database to access materials of interest. The recommended organizational structure of the resource inventory is as follows:

◆ Books

◆ Visual Media (e.g, virtual tours of museums, films, multimedia podcasts)

◆ Sample Lesson Plans

◆ WI Black History & Contributions

◆ Field Trips

◆ Guest Speakers

◆ Applied Learning Activities

◆ Transformative, Engaging and Introspective

Note: These online resources and their roll out would coincide with the curriculum development schedule noted in Goal 1.

Goal 3: Design a teacher development inservice program (virtual and in-person) to support current teachers with the essential knowledge and communication skills needed to convey a more integrated curriculum within the classroom.

A **Project Coordinator and Inservice Provider** would work directly with various agencies (e.g., Milwaukee Public School Instructional Staff and Coordinators, UW Madison Departments of Curriculum and Instruction and Education, national experts in the area of History and Multiculturalism, WI Historical Society) to develop teacher training modules and to coordinate the efforts of various stakeholders. All training modules will be archived as podcasts for future training, as needed.

Note: These online resources and their roll out would coincide with the curriculum development schedule noted in Goal 1.

Measurement

All participating teachers will complete a pre/post survey related to their knowledge, skills and comfort in teaching an integrated approach to American History. Self-report is known to a robust and valid way to measure change over time.

Goal 4. Students grades K-5 will demonstrate the essential knowledge and associated performance outcomes regarding African American history that are incorporated into the social studies curriculum in each grade.

Essential knowledge performance standards outlined in the Teaching Hard History (Elementary Framework) will be integrated into the learner outcomes for each grade. These standards are often neglected in history instruction and so the project will use them, as well as other standards that are currently reflected in our state statutes.

Resource: Shuster, Kate, Hasan K. Jeffries, Meredith L. McCoy, Margaret Newell, Sarah B. Shear, Christina Snyder and Ebony E. Thomas. Teaching Hard History: A K–5 Framework for Teaching American Slavery. Montgomery: Southern Poverty Law Center, 2019.

In addition, experiential learning activities and outcomes aimed to support multicultural activities within the school and to create a positive learning community will be identified and used to support a positive and supportive learning environment (Learning Policy Institute, A Restorative Approach for Equitable Education, March 202*1)*

Note: These online resources and their roll out would coincide with the curriculum development schedule noted in Goal 1. Subsequent curricula and resources for grades 6-12 would follow a similar progression.

Measurement

Three pre/post surveys or tests will be used to measure progress over time:

Student Knowledge and Skills Pre/Post Instruction Assessment: This will be an easy to complete multiple choice or fill-in the blank assessment to measure essential knowledge and change over time.

Students' Perception of Self Pre/Post Survey: Surveys of students' perceptions of self and their awareness of various groups' contributions to our nation's history will also be used to document increased knowledge over time

School Climate Pre/Post Survey: Teachers, administrators and students will be asked to complete surveys on the school atmosphere, student engagement and overall community spirit. While this is a subjective measure, informants will be using their own personal experiences and aggregate data on trends and changes over time will be helpful to the project. Self-report is known to be a robust and valid way to measure change over time.

ESTIMATED COSTS
Personnel Costs (based on DPI rates)

Numbers reflect salary, fringe benefits, and supplies/services (fixed costs, PC-desktop charges, travel, if applicable). Here is an example the annualized costs for a 1.0 FTE position.

Note: Allocated funds for each position should align with Milwaukee Public School salary ranges. These figures are estimates based on current DPI rates.

Three full-time positions would be needed for the project:
1.Curriculum Development Provider:

2.Project Coordinator and Inservice Provider

3.Database Developer and Technology Support Provider

TOTAL PERSONNEL COSTS: $384,900:

Hourly minimum	$37.73	12 MONTHS
Salary		$78,500
Fringe		$33,300
Supplies and Services (roll up - see below)		$16,500
TOTAL		**$128,300**
S&S		
Fixed Costs		$9,800
IT - Desktop chargeback		$5,700
Travel Add-on		$1,000
Total S&S		**$16,500**

Additional Technology Costs
(Depending on what is currently available, these pieces of technology may need to be purchased):

Computer peripherals for podcast creation and archiving or oral histories
-microphone: $100
-popfilter : $15
-headphones: $75
-video camera: $400
Content Management System (database management)
$2000

Total Additional IT Costs: $2,590

Estimated Total Budget: $387,490

References

Banks, J.A. (2001). Cultural diversity and education: Foundations curriculum and teaching (4th ed.). Boston: Allyn & Bacon.

Banks, J.A. (2004). Multicultural education: Historical, development, dimensions, and practice. In J. A. Banks & C.A. M. Banks (Eds.), Handbook of research on multicultural education (2nd ed., pp.3-29). San Francisco: Jossey-Bass.

Bradley, Carl (2019). University of Wisconsin-Madison's Wisconsin Center for Education Research and the National Assessment of Educational Progress Results Show No Significant Change From Results A Decade Ago. Rich Kremer and The Associated Press. Published: Wednesday, October 30, 2019.

DePaoli, J , Hernandez, L E., Furger, R., Darling-Hammond, L. (2021). In Learning Policy Institute, A Restorative Approach for Equitable Education, March 16.

Ladson-Billings, G. (1994). The Dreamkeepers: Successful Teachers of African American Children. San Francisco: Jossey-Bass.

LaGarrett J. King (2017). The Status of Black History in U.S. Schools and Society. Social Education 81(1), pp.14-18.

McKinsey & Company (2009). The Economic Impact of the Achievement Gap in America's Schools: Summary of Findings. http://dropoutprevention.org/wp-content/uploads/2015/07/ ACHIEVEMENT_GAP_REPORT_20090512.pdf.

National Council for Social Studies. National Assessment of Education Progress (NAEP), 2018-19.

National Council for the Social Studies Teaching and Learning African American History (2017) Social Education 81(1), pp.14-18.

U. S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), 2019 Reading Assessment.

Shuster, Kate, Hasan K. Jeffries, Meredith L. McCoy, Newell, M., Shear, S., Snyder, C., and Thomas, E. (2019) Teaching Hard History: A K–5 Framework for Teaching American Slavery. Montgomery: Southern Poverty Law Center, www.nationsreportcard.gov (2019).

Contact Information for the African-American/Jewish Friendship Group, Inc.

Education Committee

Jamie Murray-Branch, MA, CCC-SLP (Retired)
Clinical Faculty Emeritus - University of Wisconsin (Madison)
Department of Communication Sciences and Disorders
UW Teaching Academy (Member)
jmurrayb@mac.com

Merle Sternberg, BSN/RN
Former Art Teacher
merliejs80@gmail.com

Gerald Sternberg, BA, JD
geraldsternberg2@gmail.com

Gloria V. Hawkins, PhD
Assistant Provost Emeritus
Mercile J. Lee Scholars Program
Division of Diversity, Equity and
Educational Achievement (DDEE)
Office of the Provost
University of Wisconsin-Madison
gvhawkin@gmail.com

Boys & Girls Clubs of Greater Milwaukee

2021-2022 Elementary and Secondary School Emergency Relief (ESSER III) Proposal

August 30, 2021

Dr. Keith Posley / Martha Kreitzman / Lynn Greb / Leighton Cooper
Milwaukee Public Schools
5225 W. Vliet Street
Milwaukee, WI 53208

RE: Milwaukee Public Schools: Afterschool Access for All

Dear Dr. Posley, Martha, Lynn and Leighton,

If the past 18 months have taught me anything, it is that we are better together. Greater things can be accomplished for the youth in our city if we band together, work together, think together, and solve together.

In that spirit, I am asking you to join me and other leaders from our youth development community to make afterschool programming **accessible to all** MPS students.

THE CASE FOR AFTERSCHOOL PROGRAMMING
Quantitatively, we know that students who attend afterschool programs have fewer behavioral issues in the day school, have better day school attendance, and generally perform better academically than students who are not in afterschool programs.

Qualitatively, we know that the most dangerous time for students, and their likelihood to make poor choices, is during out-of-school hours.

In a perfect world, we want ALL students to have access to engaging, enriching, and experiential programs that supplement and enhance the day school learning.

ALIGNMENT W/ MPS ESSER lll PRIORITIES
As a summary of the project we are discussing, I've taken the liberty to outline (below) where we believe they fit into the broader MPS ESSER lll spending priorities for plan development.

Alignment with a MPS priority is indicated by a code for our project: AFTERSCHOOL ACCESS FOR ALL (ASA). As you will see from the notes below, we are very aligned, and I believe this bodes well for our upcoming discussions and this unique opportunity.

Extracurricular Engagement
Clubs- ASA
Athletics- ASA
Child Care- ASA
Afterschool Supports- ASA

44

<u>Accelerating Learning</u>
Direct Educational Services- ASA
High Quality Instructional Materials- ASA
Professional Development- ASA
Strengthening Parent/Family Engagement- ASA

<u>Health & Wellness</u>
Mental Health- ASA
Physical Health- ASA
Social Emotional Development- ASA
Physical Education & Experiential Learning- ASA

A NEW NARRATIVE FOR MPS
Additionally, I believe this could become a catalyst for changing the narrative about MPS. A project of this caliber demonstrates a new way of thinking by the district, by directly challenging the "myths" that plague the organization, such as:

- New uses for underutilized space at MPS
- Strong commitment to partnership within the City of Milwaukee
- Scalable ideas that can change the academic outcomes of our students

There is still a lot to figure out, but I am hopeful that you see this as a game changer for Milwaukee's youth. Hurdles that we would need to overcome include:

- Space (Owner: MPS)
- Staff (Partnership with HERA- Higher Education Regional Alliance)
- Programming (Owner: Youth Development Organizations)
- Funding (Owner: MPS)
- Transportation (Owners: MPS & Youth Development Organizations)

POTENTIAL PARTNERS
To accomplish this audacious goal, I've reached out to 10 leaders in Milwaukee's youth development space. These dedicated organizations share our interest in launching bold ideas to get bold results. We've received verbal commitments of interest from:

COA Youth & Family Centers
City Year Milwaukee
Girl Scouts of Wisconsin Southeast
Journey House
PEARLS for Teen Girls
Running Rebels
Silver Spring Neighborhood Center
United Community Center
YMCA

THE ASSUMPTIONS AND THE MATH
Using data taken from the third Friday count dated September 2019 (MPS pre-pandemic numbers), we started with the following baseline and assumptions:

75,000	# of students at MPS
20.1%	% of students with special needs

60,000	the addressable market for ASA project
7,500	# of students currently in afterschool programs (est. average daily attendance)

52,500	# of slots new needed in afterschool (assuming 100% participation rate)

SCENARIOS
1. 25% participation rate / $1,000 cost per child / Project cost = $13.125M annually
2. 50% participation rate / $1,000 cost per child / Project cost = $26.250M annually
3. 75% participation rate / $1,000 cost per child / Project cost = $39.375 M annually

With an investment of $26.25M, as a collective we would be able to accomplish the following:

1. **CLC Afterschool "Super Site"**
   - Sites with no afterschool programming would transport youth to sites offering afterschool programming
   - Mix of traditional Boys & Girls Clubs, youth and family centers, and MPS CLCs
   - Student Transportation
     o No extra busses needed for project
     o Simplify existing bus routes, resulting in dedicated bus for transporting students
2. **Improved Dedicated Afterschool Space**
   - Focus on underutilized classrooms/spaces at CLC locations
3. **Citywide CLC Activity Clubs**
   - Multiple opportunities for youth to participate in sports:
     o Basketball (Boys & Girls)
     o Volleyball (Boys & Girls)
     o Softball
   - Enrichment and Activity clubs:
     o Chess
     o Yoga
     o Music
     o Swimming
4. **Special Needs Initiative**
   - Boys & Girls Clubs understand this is a priority population for MPS. B&G would be interested in further discussion around implementing/expanding programming to serve this demographic.

LIFE AFTER ESSER
Clearly the stimulus dollars are meant to do just that, stimulate. Respectfully, we request that MPS designate funds for at least 3 years of programming. We believe that continuation of this program is

46

possible through a combination of two efforts: 1.) WI Shares funds and 2.) creating "super" sites in the form of a Hub & Spoke model. This hub & spoke model will allow the project to leverage the geography of MPS school sites, their relative proximity, and reduce the strain of longer distance transportation.

Finally, if this project accomplishes its desired outcome, I am confident this project would appeal to both public and private funders.

I look forward to future discussions on this topic. Until then, thank you for answering the call of our cherished Club Members, students, parents, caregivers, and families.

Together, we can amplify our impact and outcomes for Milwaukee's youth!

Sincerely,

Kathy Thornton-Bias
President & CEO

Boys & Girls Clubs of Greater Milwaukee's SPARK Program

SPARK is a research-based, cost-effective K–3rd grade early reading intervention which includes one-on-one tutoring and family engagement throughout the year. First piloted by the Boys & Girls Clubs of Greater Milwaukee (BGCGM) in 2005, the program has been proven to yield positive student outcomes in reading and absenteeism through two external evaluations which meet the prestigious **U.S. Dept. of Education's What Works Clearinghouse (WWC)** standards without reservations (the highest evidence-based accolades a program can receive).

SPARK is designed to provide students with direct and intensive literacy support. Tutors engage in one-on-one 30-minute sessions with each student up to three times a week, develop lesson plans that are developmentally appropriate, and work with their students' teachers to integrate literacy instructional priorities being taught in the classroom. In addition to working closely with students, staff prioritizes building solid relationships with families to provide help and resources. Having strong relationships allows for on-going collaboration with families, school staff, and the students.

Lastly, the SPARK Early Literacy Program is explicitly responsive to the three specific instructional practices that MPS has outlined in it's Accelerated Learning Framework:

- Focusing on culturally and linguistically responsive teaching practices that promote learning
- Using high-quality, standards-aligned, district-adopted instructional materials
- Leveraging technology to empower students to create, collaborate, communicate, and think critically

In this way, SPARK Early Literacy is UNIQUELY POSITIONED to address the individual early literacy challenges present in urban schools and dramatically exacerbated by COVID-related learning loss.

SPARK Successes During COVID

The COVID Pandemic provided SPARK with a rare opportunity to deliver services 100% virtual. As a program that traditionally operates during school hours, SPARK has historically struggled to maintain an appropriate tutor base to serve the large number of youth enrolled in the program. By going virtual, this new delivery model allowed tutors the flexibility to work remotely and will be used moving forward to build our base of tutors. COVID also allowed us to serve students during a larger window of tutoring times (8 am to 7 pm) which provided additional options for parent and teacher schedules. We hope to be able to offer a hybrid model, in person and virtual, to serve more students in the future. Parent engagement events also successfully adapted to virtual. Below are successes that SPARK achieved this past year (through the end of June 2021):

- Scanned in over 1,000 books to build virtual curriculum, built 457 PowerPoints

- 131 active SPARK members

- 3,546 one-on-one virtual tutoring sessions

- 8,782 outreach events to families/4,697 contacts made

48

How much does it Cost?

As all of our SPARK leaders are licensed teachers, our largest expense is hiring, onboarding, training and support for our incredible SPARK team. A single school's SPARK Early Literacy Program benefits from a full-time State-licensed teacher, 8 tutors and a Family Engagement Coordinator (F.E.C.). In total, a one school SPARK program has expenses totaling approximately $123,000 annually to serve 40 youth. Even at a price tag of $3,000 per student, SPARK is drastically more cost effective than other programs (Reading Recovery, Grade Retention) that have similar rigorous components such as SPARK. By tapping into tutors instead of teachers, SPARK is able to engage a greater number of students at a reduced cost.

Funding Gap:

The SPARK program currently operates in six MPS sites. Due to the pandemic, the program was delivered virtually at all locations for the 2020-2021 school year, but starting in fall of 2021, we plan to be back in all of our SPARK classrooms. Two MPS SPARK sites (Sherman and 81st Street Schools) have just enough funding to get through Dec. 2021. Beginning in January 2022, a funding gap of approximately $162,300 exists to keep SPARK operational. Without out MPS support, BGCGM would be forced to terminate relationships at these sites, which have been served for over 10 years, and were both original SPARK locations.

The Ask:

With expenses around $720,000 to implement the entire program annually at 6 MPS locations, below is a brief highlight of the impact additional support could make:

1. 2 Year Commitment (Sept. 2021 – June 2023): A 2-year commitment to both Sherman and 81st Street Schools to cover SPARK operations for the next two years. A contribution of $492,000 would cover full program expenses including licensed teachers, 16 tutors, and training at these locations. Each SPARK site would serve 40 youth annually, totaling 160 kids receiving tutoring services.

2. 1 Year Commitment (Sept. 2021 – June 2022): A $246,000 contribution to cover SPARK operations at Sherman Multicultural Arts and 81st Street School for school year 2021-2022. This includes expenses for the licensed teachers and youth development professionals needed to implement the program, training, and the supplies necessary for youth to be successful. 80 youth would receive services through this option.

3. 6 Month Commitment (January – June 2022): At a minimum, pro-rated support for Sherman and 81st Street SPARK programming. This time frame reflects 66% of the program year, therefore BGCGM politely asks for 66% of the operating expense of SPARK which equates to $162,300 for SPARK during this time. After June 2022, the future of SPARK at these locations would need to be revisited.

4. BGCGM would be open to discussions around expansion into other MPS schools, taking a scaled approach in order to facilitate the program with fidelity.

Updated May 24, 2021

SPARK Early Literacy: A Key Response to ESSER Priorities

ESSER III and EANS funds are designed to help schools reopen quickly and safely, as well as address the months of significant learning loss by U.S. students during the COVID-19 pandemic. (Based on educator assessments last October, students are at least 1.5 months behind in reading and 3 months behind in math, according to a McKinsey & Company report.)

According to a July 15, 2021 CRPE article's examination of major metro urban district ESSER priorities, the most frequently identified ESSER III - PRIORITY INVESTMENT is:

- Helping Students Make Up Lost Instructional Time;
- COVID relief law REQUIRES that at least 20% of district ESSER funds be allocated to make up for lost learning time...YET only 51% of districts identified lost instructional time as a priority.

The report also details that many districts are steering clear of long-term budget commitments. The BGCGM SPARK program can perhaps assist with this as the commitment is grant-based and, therefore, understood by those involved as time limited.

SPARK Early Literacy addresses many MPS-Identified ESSER Priorities

1. Accelerated Learning
   a. Direct Educational Services
   b. High Quality Instructional Materials
   c. Professional Development
   d. Strengthening Parent / Family Engagement
2. Health & Wellness
   a. Mental Health
   b. Social Emotional Wellness
3. Facilities
4. Technology
   a. Accessibility to Technology and Support
5. Extracurricular Engagement
   a. Clubs
   b. Athletics
   c. Child Care
   d. Afterschool Supports

COA Youth

&

Family Centers

2021-2022
Elementary and Secondary School Emergency Relief (ESSER III) Proposal

HIPPY Milwaukee

Home Instruction for Parents of Preschool Youngsters

HIPPY (Home Instruction for Parents of Preschool Youngsters) is an internationally recognized *bilingual* **literacy and school-readiness program for preschool children ages two to five. The HIPPY model establishes the parents as a child's first and most important teacher and makes a daily "habit" of parental involvement in education. With the support and encouragement of HIPPY staff and curriculum, parents learn how to directly engage in their child's development of literacy, motor, cognitive, communication and social/emotional skills through a 30-week curriculum that is delivered in the home by committed and caring HIPPY Parent Partners.**

The one-on-one instruction of the in-home sessions is supplemented by monthly Family Gathering Nights. Family Gathering Nights feature presentations and interactive, literacy-based activities. Along with a meal, learning activities and plenty of fun, parents discover that education flourishes when a community of learning is established.

COA's HIPPY program holds HIPPY International's Certificate of Accreditation, indicating that it meets all quality assurance standards and utilizes the same curriculum and implementation techniques as other national and international HIPPY programs.

Results

The effectiveness of this program is also supported by the findings of third-party research.

A 2010 evaluation by the University of Wisconsin – Center for Urban Initiatives and Research (CUIR) looked at the comparative reading levels of MPS 3rd graders who had participated in the HIPPY program at ages 3, 4, or 5 and found that "HIPPY graduates had achieved an advanced level in reading in higher percentages than district students."

In addition, a 2006 evaluation by Marquette University School of Education found that when entering first grade, 71% of HIPPY K5 students and 73% of HIPPY first graders were reading at or above the proficient level, compared to 51% and 58% of all MPS K5 and first grade students.

ACTIVITY ZONE

Draw & Color Yourself Reading!
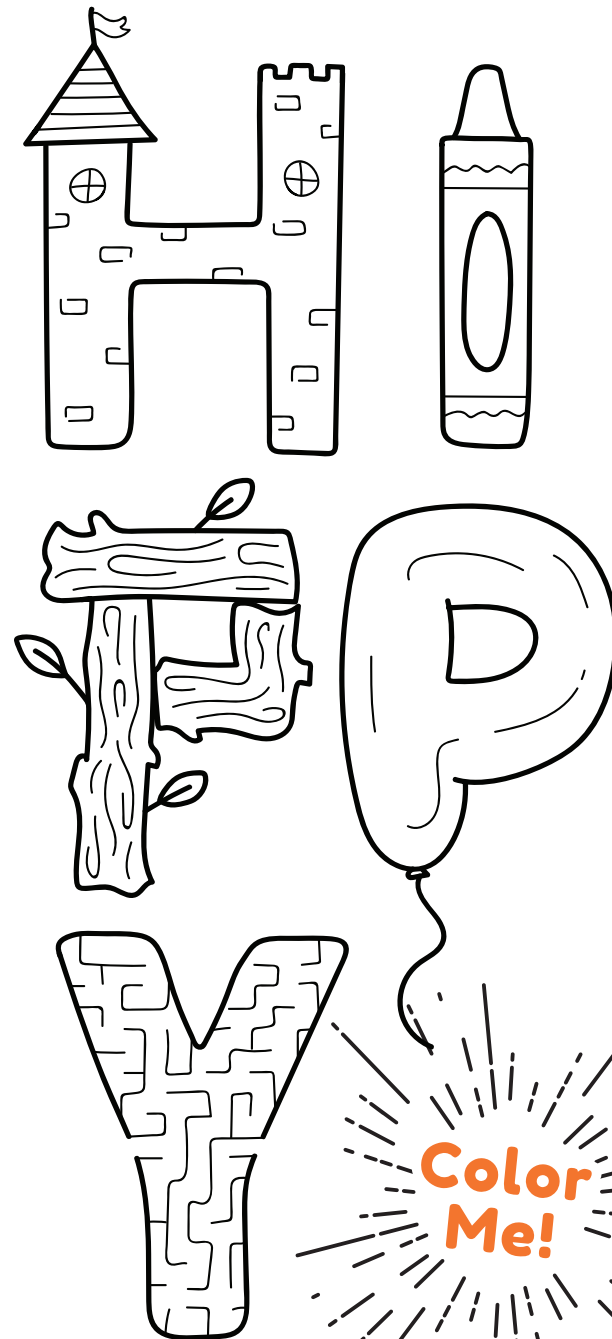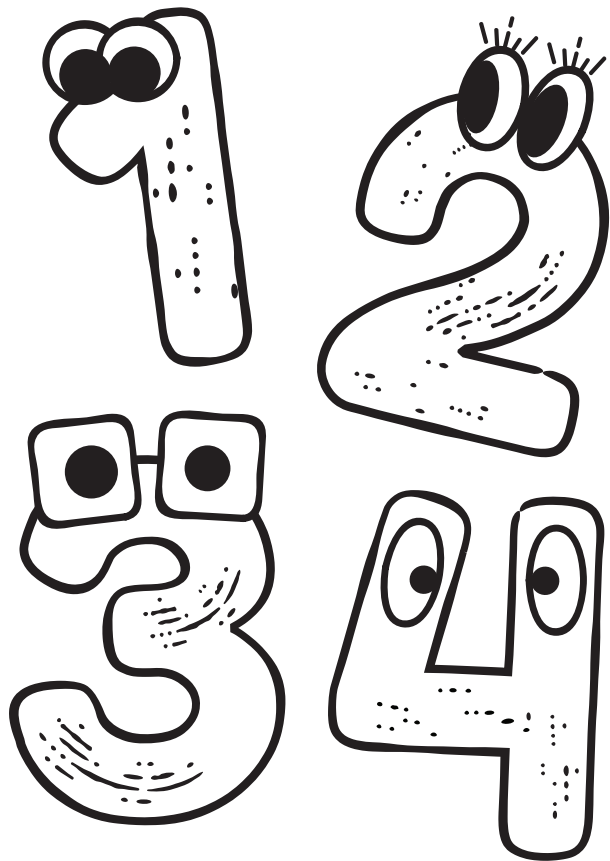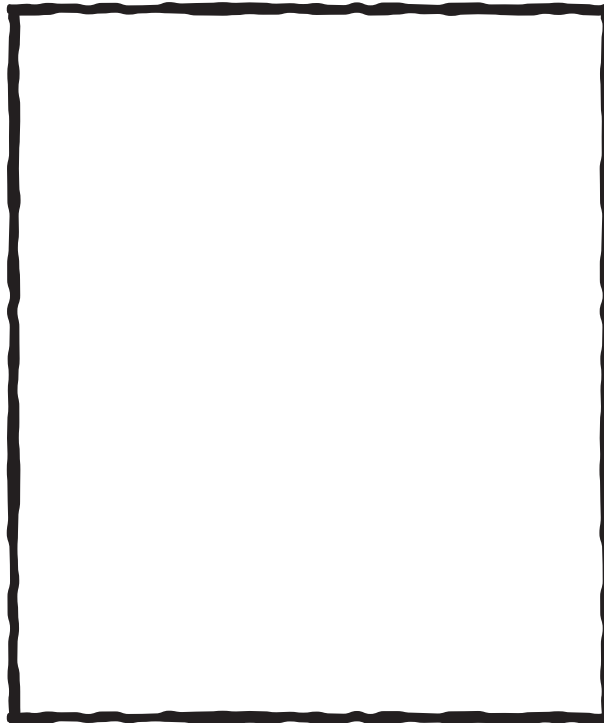
INTERESTED?

Are you a Milwaukee family interested in enrolling in COA Youth & Family Centers' HIPPY program? Fill out the form on our website at **www.coa-yfc.org/hippy** or call us at **(414) 263-8383** to set up your first visit.

Follow COA on Social Media!

@coayfc

COA
Since 1906
YOUTH & FAMILY CENTERS

HIPPYUSA
Home Instruction for Parents of Preschool Youngsters

Color Me!

WHAT IS HIPPY?

Home Instruction for Parents of Preschool Youngsters (HIPPY) is a literacy and school-readiness program for parents of preschool children ages two to five.

HIPPY establishes you as your child's first and most important teacher and makes a daily habit of involvement in your child's education.

- **FREE Home-Based Program**
- **FREE Books and Fun Activities for Your Child**
- **FREE Interactive Learning Games**
- **FREE Family Night Events with Food and Fun**

LEARN AT HOME

HIPPY is delivered to your home (or a convenient location) by committed and caring HIPPY Parent Partners once a week during the school year. The one-on-one instruction of the in-home sessions happen on your schedule.

HELP YOUR CHILD GROW

Families participating in HIPPY receive books and activities each week from their local HIPPY program. Parents then spend time each day reading to their children, teaching them numbers, colors, letters and many more school readiness skills.

DID YOU KNOW?

90% of your child's brain develops by age 5!
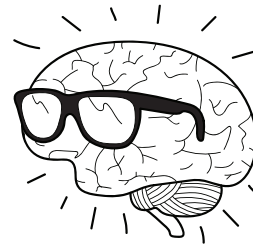
Local research shows that graduates of the HIPPY program are more likely to be advanced readers.

JOIN OUR COMMUNITY

Monthly Family Gathering Nights feature interactive lessons and literacy-based activities. Along with a meal, learning activities and plenty of fun, you will meet new families and discover that education flourishes when a community of learning is established.
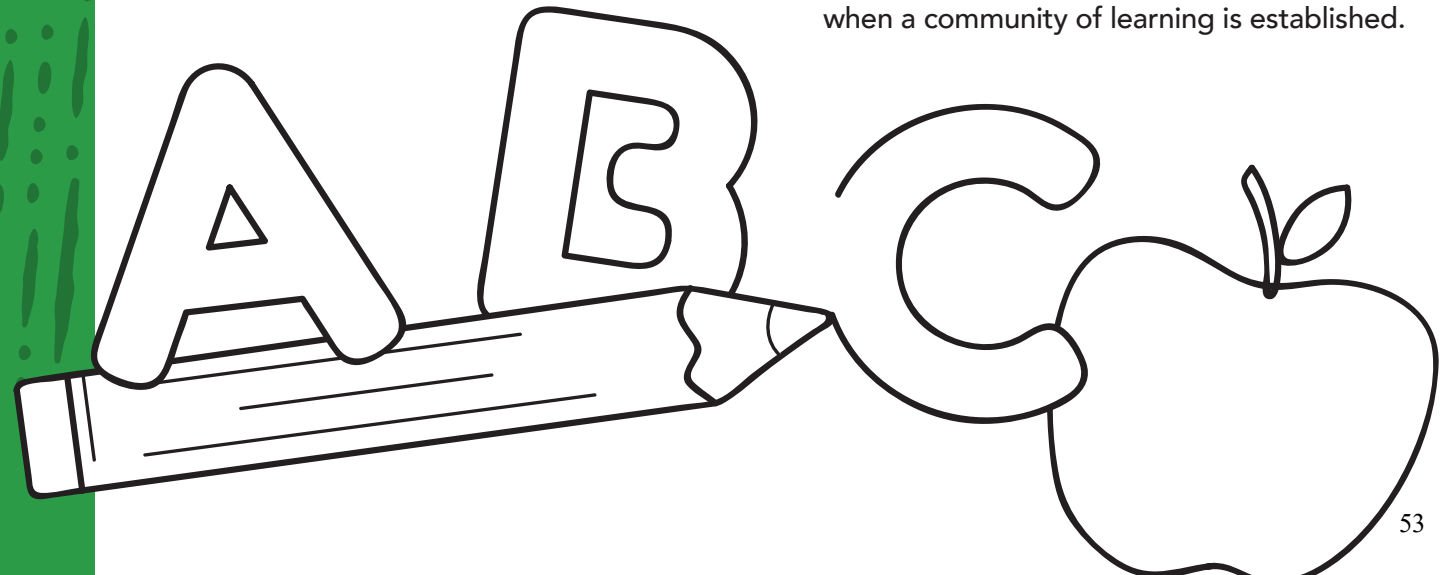
Common Ground

2021-2022 Elementary and Secondary School Emergency Relief (ESSER III) Proposal

Common Ground Community Volunteer Tutoring Program Proposal

Common Ground has asked over 103 Milwaukee Public Schools parents, grandparents, teachers, principals, and community members what our children need to thrive in school. Parents, educators, and community members feel a robust tutoring program is essential for our children -- even more so given the disruption and trauma caused by the pandemic.

We are asking Milwaukee Public Schools to allocate $1 million dollars of Federal COVID-recovery funds (ESSER III) as seed money for a volunteer tutoring program. The old Interfaith/RSVP tutoring program with retirees as volunteers was well-regarded and could be an effective model. Common Ground wants to be a part of this effort and is committed to recruiting volunteer tutors.

Small paid staff of 1-3 with the following primary responsibilities:
- Running, growing, and managing the organization
- Developing and selecting training, curriculum and materials
- Supervision and support of tutors, including regular visits to schools
- Building and maintaining relationships with the teachers and principals
- Evaluation and data collection
- Fundraising
- Deb Jupka, who developed the Interfaith/RSVP tutoring program, is willing to act as a consultant

Volunteer Tutors
- Work with students 1:1 (with rare exceptions)
- Receive initial onboarding and ongoing training in both reading tutoring and how to interact with students
- Have a consistent schedule and reliable attendance
- Commit to volunteering 90 minutes, one or two times per week during school year
- Tutor sees the same 3 children (spaced 30 min apart) each time
- Each session with a child is 20-25 minutes, leaving 5-10 minutes for break, notes, prep, or consulting/observing teacher
- Tutoring takes place during the school day at the school
- Tutors can receive a small stipend for their service and to cover transportation expenses

Focus
- Reading
- Students:
  - 1st - 3rd graders
  - Need "tier two intervention" in reading

   o Have good attendance

Curriculum
- Possibly based on *Book Buddies* by Marcia Invernizzi, et. al.

Funding
- $1 million in ESSER III funds as seed money
- After roughly 3 years, this non-profit is established and has a track record and can get funding from grants and philanthropy

Timing and Scaling
- Start with 20-30 tutors and 2-3 schools by mid-fall semester 2021
- Expand as able with fidelity

Schools
- Work in schools that want the program
- Can we create a model where some of our churches "adopt" a school and provide some or all of the tutors for this program in that school? Potential or existing pairings:
    - o St. Mark African Methodist Episcopal Church -- Keefe Avenue School
    - o Immanuel Presbyterian Church and First Unitarian Society of Milwaukee -- Carver Academy
    - o Tabernacle Community Baptist Church and Ellison Chapel African Methodist Episcopal Church -- Clarke Street School
    - o Lamb of God Missionary Baptist Church and Jerusalem Empowered African Methodist Episcopal Church -- Maple Tree School
    - o Bradford African Methodist Episcopal Church -- Lloyd Barbee Montessori
    - o Community Baptist -- Hi-Mount (and Washington HS)

Common Ground's Role
- Do the necessary political work to get funding and cooperation
- Recruit some of the tutors
- Use relationships with principals and help recruit schools to participate
- Find an Executive Director who can develop and run this. CG does not want to run this program.

Results
- Create a method for evaluating impact. Use existing assessments?

<div align="center">

Contact: Jennifer O'Hear

jennifer.ohear@commongroundwi.org ● (414) 467-9981

</div>

Common Ground
Community Volunteer Tutoring Program
Executive Director Job Description

Powering meaningful change

We are seeking highly-motivated applicants with an entrepreneurial spirit, a heart for children, and solid management skills to bring this intergenerational program to life. This is an opportunity to build a successful tutoring non-profit from the ground up and impact the lives of young students as well as the retired, volunteer tutors.

GENERAL DESCRIPTION

The Common Ground Community Volunteer Tutoring Program seeks to bolster the reading skills of first-third grade Milwaukee Public Schools students by harnessing the skills of retired volunteers who would like to give back to the community. The executive director would be a paid position and would be responsible for initially developing the program, then managing and growing the program.

Success in this position would mean increasing the number of schools and tutors each year while demonstrating increases in students' reading scores and other metrics. Common Ground is working to secure three years of seed money for this program with the expectation that the program will be financially self-sustaining with grants and philanthropy after that period.

QUALIFICATIONS
- Educational leadership or non-profit management experience
- Reading specialist license preferred
- Development/Fundraising experience

SKILLS AND RESPONSIBILITIES
- Design program from the ground up loosely based on Interfaith/RSVP model
- Build relationships and a relational culture
- Develop and deliver appropriate training to volunteers
- Effective oral and written communication
- Organization and management skills
- Able to recruit and manage volunteers, staff or consultants as needed
- Understanding of schools and ability to work with principals and teachers
- Critical thinking and problem solving
- Tracking and measuring impact
- Fundraising

SALARY AND BENEFITS
- This is a full-time paid position. Salary and benefits commensurate with experience.

If you are interested in this opportunity, please send a resume and cover letter to Jennifer O'Hear at jennifer.ohear@commongroundwi.org.

Milwaukee Public Library LibraryNow

2021-2022 Elementary and Secondary School Emergency Relief (ESSER III) Proposal

LibraryNow

In 2016, MPL launched LibraryNow, an exciting partnership with Milwaukee area schools. The goal of LibraryNow is to improve student achievement outcomes by providing students access to library resources, digital content, and technology. Through LibraryNow, more than 70,000 students in Milwaukee have a virtual library card that provides 24/7 access to the Library's digital resources including eBooks, audiobooks, online tutoring, and more. All Milwaukee Public Schools' students grades 1 – 12 have LibraryNow accounts and students can access library resources from anywhere—home, school, in the community, or at the library.

LibraryNow Resource Highlights
- **Brainfuse** offers a unique blend of tutoring, one-to-one homework help, state-aligned skills building, test preparation, and writing assistance for students of all ages, from elementary school to college studies. Via live chat, students are able to ask homework questions to a certified subject expert from 11 AM-11 PM seven days a week.

- **Overdrive and Hoopla** give students and educators the ability to borrow thousands of digital eBooks, audiobooks and videos from their phone, computer, or tablet. Both resources feature access to a wide range of high interest titles for all ages and reading abilities. Digital materials return automatically so there are never any late fees.

- **Mango Languages and Pronunciator** offer language-learning courses in more than 160 languages. Whether students are improving their English skills or working on their fourth language, Mango and Pronunciator use video tutorials and personalized lessons that help young people develop language skills for practical, real-life situations.

LibraryNow Usage Indicators:
- **283,000** LibraryNow.org visits since the first recorded on 3/31/2017.

- During a school year marked by uncertainty because of the COVID-19 pandemic and many students learning from home, LibraryNow use has skyrocketed to more than **5,000 clicks** just in the first month of the 2020-21 school year. **9,418** student accounts have been upgraded to full-service library cards as of 10/1/2020

- Total upgraded student account circulation increased from 806 in 2016 to **187,752** as of 10/1/2020

- LibraryNow is a critical driver to some of our top digital resources. During September 2020 alone, there were **445** visits to Hoopla, **1,529** visits to Overdrive, **165** visits to Brainfuse, **183** visits to Freegal

- August 15 to September 15, 2020 saw a **41.5%** increase in usage over the same period a year ago.

- MPL has conducted nearly 100 LibraryNow presentations to over **1,000** Milwaukee educators.

Planned Expansion of LibraryNow

Community Need
Though students throughout Milwaukee have fast-tracked access to MPL's digital resources through LibraryNow, not all students are taking advantage of that access. We believe the digital divide goes beyond broadband access, for us it also means making sure students can navigate the digital world once they have access. This has never been more important.

Many young people in Milwaukee remain unaware of all that the library offers. Additionally, we believe that students need a bridge between their school life and out-of-school time, a way to learn how to take advantage of the vast resources available to them through MPL--both digitally and in person. We believe that one of the best ways to build that bridge is by developing strong relationships with the young people we serve during both the school day and out-of-school time.

LibraryNow Expansion through AmeriCorps
In September 2020, MPL received an AmeriCorps Planning Grant. With this grant, MPL will hire three Program Specialists this spring to help launch a proposed team of 20 AmeriCorps members in September 2022, composed of carefully selected, near-peer leaders representative of the communities we serve.

These LibraryNow AmeriCorps members will meet young people where they are, spending time with them during the school day and in summer in their classrooms and school libraries. They will also work with Milwaukee Public Library staff to provide additional programming in MPL branches after school while developing positive relationships with youth.

LibraryNow AmeriCorps members will perform the following high-impact activities:
- LibraryNow Classroom Sessions aligned with academic standards
- Homework Hub @ MPL
- Makerspace Activities
- Summer Reading Outreach

Through LibraryNow expansion, MPL will provide increased student support in schools and in libraries throughout Milwaukee. LibraryNow AmeriCorps members will deliver a dependable stream of information to kids, parents, and teachers that will allow for a better understanding of library resources, greater use of MPL branches, and will ultimately help build a city of readers and life-long learners.

LibraryNOW

Summary of Implementation and Outcome Evaluation Findings for Milwaukee Public School Students (2015 to 2019)

Prepared by: IMPACT Planning and Evaluation
June 2020

MILWAUKEE PUBLIC LIBRARY

LIBRARY NOW

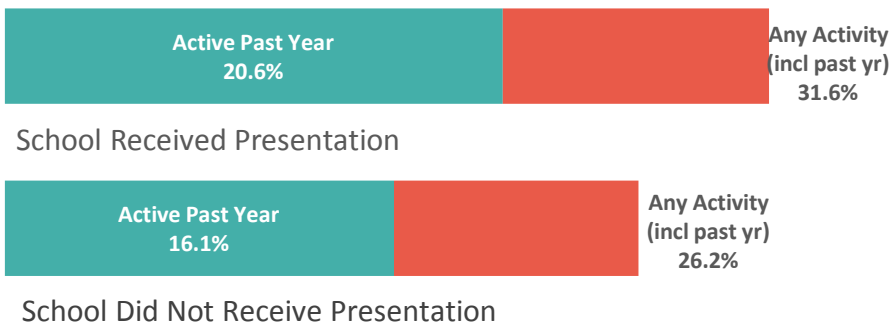For more information visit mpl.org/librarynow

NEARLY HALF OF SCHOOLS WERE REACHED BY THE END OF 2018/19

✓ Outreach was primarily through hands-on presentations with school staff.

✓ Representatives from 73 out of a total of 161 MPS schools received LibraryNOW presentations from 2016/17 through 2018/19.

✓ These 73 schools served nearly 32,000 1st - 12th grade students (who were generally representative of all MPS students in those grade levels).

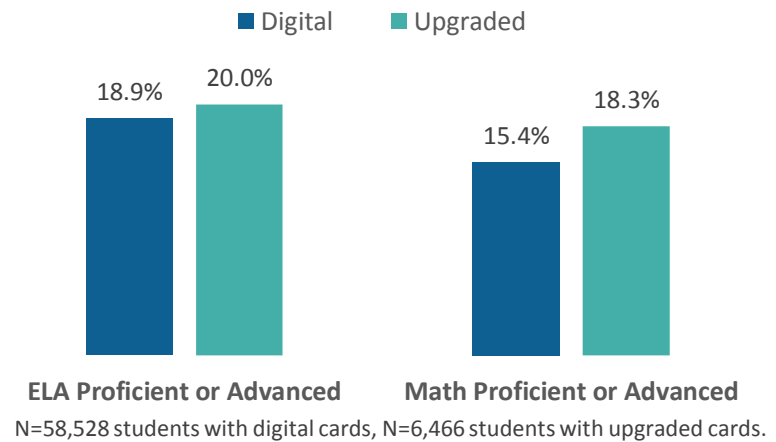### Students' Library Activity by their School's Presentation Status

| Active Past Year 20.6% | | Any Activity (incl past yr) 31.6% |

School Received Presentation

| Active Past Year 16.1% | | Any Activity (incl past yr) 26.2% |

School Did Not Receive Presentation

STUDENT USE OF LIBRARY RESOURCES

✓ Students at schools that received presentations were slightly more likely to have accessed library resources.

✓ Students with upgraded cards were more likely to use library resources than those who only had digital accounts.

STUDENTS' ACADEMIC OUTCOMES

✓ 97% of students who attended schools that received orientation sessions (N=15,935) advanced a grade level from the previous year, compared to 96% of all students in the district (N=54,078).

✓ Student proficiency in English Language Arts (ELA) and Math was slightly higher among students who had upgraded their library cards from the basic digital accounts provided through LibraryNOW.

Students "Proficient" or "Advanced" by Card Type 2018-2019

■ Digital   ■ Upgraded

- ELA Proficient or Advanced: Digital 18.9%, Upgraded 20.0%
- Math Proficient or Advanced: Digital 15.4%, Upgraded 18.3%

N=58,528 students with digital cards, N=6,466 students with upgraded cards.

RECOMMENDATIONS

1. Continue to collect data on outreach activities to inform future training presentations and marketing.

2. Explore strategies to provide students who enter library branch locations with information about LibraryNOW resources and how to access them.

3. Continue to strengthen the partnership with MPS to access schools and school staff who have not yet participated in LibraryNOW presentations.

4. Further align LibraryNOW with other school and community initiatives by promoting subject-specific LibraryNOW resources.

5. Gather feedback from school staff to inform training approaches that best meet staff needs and support engagement with LibraryNOW.

Milwaukee Public Library Summer Reading Outreach
Summer outreach is coordinated through the Education & Outreach Services Department.

Early Childhood Summer Reading Outreach
The Summer Reading Program is taken to group licensed child care programs in areas of the city most in need. Staff presents weekly story times to children ages 2-5 and provides service to the sites' school age classrooms of children ages 6-12 with Super Reader Squad program support *at their location.* Staff instructs and empowers child care teachers to build Print Motivation in their students. Children with a high level of Print Motivation love books and enjoy being read to, which in turn can equate to school success in later years.

- 6 story times per preschool classroom over a 7 week span.
- Teachers received book bundles, story time props and additional lesson plan ideas.
- Prize book delivery so that site staff could send a new book home with each child.

Early Childhood Summer Reading Outreach			
Year	Classrooms	Participants	Change
2020	97 Centers*	2,688	- 2%
2019	234	2,733	+ 2%
2018	263	2,685	- 4%
2017	238	2,795	- 8%
2016	253	3,051	+ 10%

School Age Summer Reading Outreach
The Summer Reading Program is taken to school age students in summer programs that include MPS recreation, summer school and Community Learning Centers, Boys and Girls Clubs, Children's Outing Association, choice, charter and parochial schools and other community-based organizations. Weekly visits by Library Educators introduce students to interesting books to motivate them to read in summer while encouraging and monitoring their reading progress.

- MPL offers training to site staff to support them in implementing the program at their site.
- Site Staff received book bundles, reading tips and suggestions to encourage reading/support staff.
- Prize book delivery so that site staff could send a new book home with each child.

School Age Summer Reading Outreach			
Year	Sites	Participants	Change
2020	80	3,574	-64%
2019	127	10,043	+11.7%
2018	115	8,993	+3%
2017	117	8,723	+1%
2016	111	8,641	+ 6%
2015	107	8,159	+ 33%

Connected Learning for Teens

MPL's Connected Learning program encourages teens to engage in reading, creative development and learning activities outside of the school setting. Leadership and facilitation is provided by a Teen Education Outreach Specialist who is knowledgeable in and has the capacity to utilize emerging technologies and Connected Learning principles to achieve system goals and desired outcomes. MPL applies a three-pronged approach to Connected Learning--developed through a robust community scan that was completed in 2016.

MPL Makerspaces

MPL is designing spaces for hanging out, messing around, and geeking out –HOMAGO. Young people work on interest driven projects in a safe space with their peers. Spaces are outfitted with equipment that exposes patrons to in demand career pathways in our region. The Makerspace at Mitchell Street has been open since 2018 and will be joined by spaces ready to engage patrons at the Good Hope branch and a redesigned Washington Park space as soon as it is safe to reopen.

Paid Internships

Paid work experience gives young people jobs now and helps them develop valuable 21st century career skills for the future. MPL has up to 10 positions for interns to serve as teen leaders who engage their peers in all that the library has to offer.

Intern Job Duties:

- Consulting on program design and marketing for programs such as the Teen Summer Challenge.
- Designing and hosting special events for their peers focused on building STEM skills, career skills, and opportunity to explore art, media, and design.
- Serving as library advocates with peers in school, in the community, and through social media.
- Hosting Open Maker Time at the Mitchell Street branch, engaging patrons in use of Makerspace equipment and serving as near peer mentors in a safe, 100% free, and easily accessible space where young people can engage in skill building activities during critical out of school hours.
- Consulting on design and equipment for MPL Makerspaces.
- Participating in career exploration and financial literacy activities.

Programming

System wide teen programming is grounded in the principals of Connected Learning and conducted in support of Connected Learning goals.
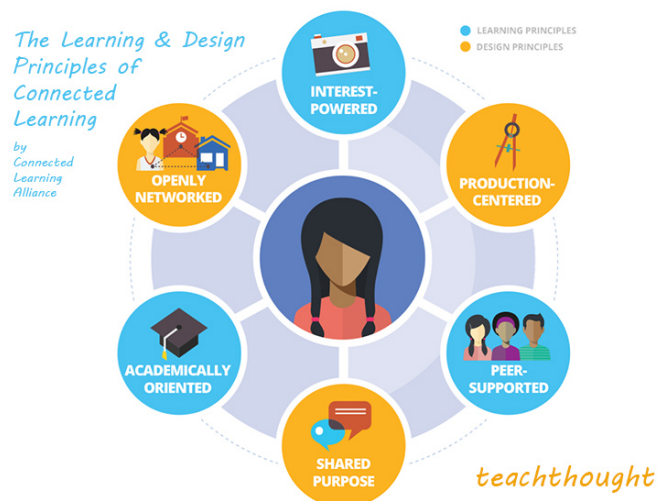
Milwaukee Succeeds

2021-2022 Elementary and Secondary School Emergency Relief (ESSER III) Proposal

About this proposal

What happens when you ask Milwaukeeans age 13-20 the following question: ***How would you change education to improve outcomes for Black male youth?*** The following project is based on the ideas of 58 Milwaukee youth (the majority of which are MPS students) in response to this critical question.

Based on the lived experiences of these youth, supporting the mental health of Black males in our city's schools must be the starting point for any work seeking better academic results for Black male youth. The painful truth is that for Black males, our schools do not provide a welcoming environment for cultivating their long-term success. These challenges, fueled by longstanding systemic racism, have been exacerbated by the acute impact of COVID-19 on students—especially students of color. Our high schools are in dire need of mental health support that are accessible.

The ideas presented in this proposal are conceptual and intended to be refined in collaboration with MPS leadership and staff—ensuring this work aligns not only with the district's priorities and related initiatives, but also acts on the lived experience and advocacy of our city's youth.

About Milwaukee Succeeds

Background

Milwaukee Succeeds unites our community around a shared vision of success for every child, in every school, cradle to career.

Launched in 2011 by the Greater Milwaukee Foundation (GMF), our partnership has engaged over 300 organizations, collaborating to transform systems for all children in the City of Milwaukee.

As part of the StriveTogether National Network, Milwaukee Succeeds collaborates with partnerships in communities across the country to "build infrastructure to support equitable outcomes for every child."

In addition to financial support from the Greater Milwaukee Foundation, a collaborative of local funders supports our work including Herb Kohl Philanthropies, Northwestern Mutual Foundation, and United Way of Greater Milwaukee and Waukesha County.

Our Leadership Table includes Milwaukee Public Schools Superintendent Dr. Keith Posley and Board President Bob Peterson and MPS Teacher Angela Harris as well as leaders from city and county government, the business sector, higher education, philanthropy, civic organizations, and community leaders with lived experience.

Our approach

Milwaukee Succeeds seeks to share decision-making power with those most impacted by the decisions being made, while centering racial justice to accelerate education equity.

As we act to change the systems that impede education equity, we define our role in three ways:

Convene a wide range of cross-sector stakeholders to identify and implement strategies.

Support a community-wide agenda for change that leads to education equity.

Advocate for resources and policy changes to support implementation.

By executing these roles, we aim to cultivate and model anti-racism through our work.

Our early experience: 2011-2020

In 2011, Milwaukee Succeeds launched our collective impact work with four community-wide goals:

- **Kindergarten Readiness**: All children are prepared and ready to enter school
- **School Success**: All children achieve their full potential through quality education
- **College and Career Readiness:** All young people in Milwaukee utilize postsecondary education or training to prepare for a family-supporting career
- **Social and Emotional Learning**: Ensure the social and emotional well-being of all our young people

Over the course of the following eight years, Milwaukee Succeeds led nine collaborative action networks collectively involving over 300 different organizations in changing systems from early childhood through K16 education. Several collaborative projects emerged from these networks, funded by a combination of local and national philanthropy as well as aligned local and state public funding. Projects impacted developmental screenings, quality childcare, early literacy, FAFSA completion, K12 attendance, summer melt, postsecondary remediation, Opportunity Youth, and social and emotional wellbeing.

As a long-standing strategic partner, Milwaukee Public Schools has been critical to the success of many of these projects and has benefited from the cross-sector supports and investments that have been facilitated through the Milwaukee Succeeds partnership.

Our current priorities: 2020-Present

In 2019, Milwaukee Succeeds began a strategic planning process designed to focus the partnership with the singular goal of driving systemic change across the community. Based on an assessment of local and national data as well as the engagement of our funders, partners, and those with lived experience, we adopted two priorities:

1. Quality Early Childhood Education (ECE) for Black and Brown children and
2. High School Success for Black males.

This proposal focuses on our second priority: High School Success for Black males.

Youth Forward MKE and The Design Your Future Fellowship

In 2020, Milwaukee Succeeds launched a high school success initiative called Youth Forward MKE. It seeks to transform the success trajectory of Black male youth in the city of Milwaukee by:

1. Creating spaces that center the perspectives and lived experiences of youth to ensure youth are heard and valued at all levels of programming and decision making.

2. Building authentic relationships by cultivating stronger, aligned networks to ensure youth receive necessary support and resources.
3. Shifting power to young people in our community by shifting ways of operating so that young people not only have a seat at the table but lead and drive decision making.

In service to these strategies, Milwaukee Succeeds launched the Design Your Future Fellowship in June 2021. This proposal aligns the themes, goals, and recommendations our Design Your Future Fellows created over the last three months.

About the Project

Listening to the perspective of youth

The Design Your Future Fellowship was a 6-week program launched by Milwaukee Succeeds to seek youth input on how to rethink education to improve outcomes for Black male youth. The fellowship gathered 58 youth, ages 13-20, to engage in leadership development, project management and systems thinking sessions. The fellowship grouped fellows into 6 cohorts, each producing a proposal on what they would like to see in Milwaukee schools. All 6 proposals identified mental health support and resources as a critical need, and 4 of the proposals ***explicitly stated the need for an in-school curriculum*** that provided students the space, time, and strategies to navigate mental health challenges individually and collectively. Fellows emphasized these needs have become even more acute as a result of the COVID-19 pandemic and its impact on the mental wellbeing of Milwaukee's Black male youth.

Additionally, researchers from the Wisconsin Evaluation Collaborative (WEC) at the University of Wisconsin-Madison analyzed data related to MPS student voice, which is formally elicited through Student Discipline Committees (SDCs) and Student Summits. There are SDCs at MPS middle and high schools, where a trained facilitator meets with students twice a month - one meeting focused on student concerns and recommendations related to discipline and school climate, and the other on a student-selected topic related to race, discipline, or current events. Beginning in the 2018-19 school year MPS has conducted student summits as a way of 1) gathering student input on selected aspects of school climate and culture that influence academic success; and 2) offering students opportunities to discuss with adult facilitators and their peers a set of topics related to history and social justice issues.

Among the themes identified in the WEC report, many are strongly aligned with the issues DYF Fellows highlighted:

1. Improving student-teacher relationships through mutual respect
2. Schools/staff urged to adopt restorative practices
3. Schools/staff urged to increase inclusion of student voices in school policies

4. School/staff urged to provide more opportunities for meeting student needs (mental health, bullying prevention, etc.)

Student Summit reflection surveys included suggestions for future topics. Mental health supports were among the three most common. And finally, analysis of the SDC meeting minutes suggest that the biggest area of concern among students were staff practices/behaviors and the behavior of their fellow students. Lack of communication and understanding also emerged as a common theme, as students found this issue both amongst themselves and in their relationships with school staff.

How we can meet student needs

Milwaukee youth want a culturally conscious mental health curriculum with programming opportunities implemented in high schools for Black male youth. The challenge students face center on the accessibility and capacity limitations of what is currently available at the high school level. Our DYF Fellows are advocating for school-wide, high school level curriculum that benefits the entire student population through improved mental wellbeing (and ultimately) improved academic results.

This curriculum should be customizable for each school, address the stigmas related to mental health and ways to handle mental health issues, and increase access to mental health resources and support. It is critical to build capacity in young people to have conversations and be in community with one another around mental health. Providing school staff and students with the proper training and skills to address mental health with one another will create sustainable support for both students and school staff.

To support our combined goals of responding to the impact of COVID-19 and **shifting power directly to youth and involving them in key decision-making**, Milwaukee Succeeds is requesting an investment of resources to incorporate an evidence-based mental health curriculum in all high schools and create the infrastructure for long-term sustainability of the program and its practices across the district.

To achieve these goals, the following action steps will be taken:

Project Strategies	Action Steps
Increase Educator Effectiveness	• Build teacher-to-student relationships by improving communication and understanding. As educators learn to monitor their own emotions in the classroom, they will reduce their own stress levels, thus enabling them to skillfully respond to student behaviors, creating a calmer learning environment for students.
Improve School Culture and Climate	• All school staff will be provided with evidence-based tools to manage their own stress and emotions. These educators create a school climate where everybody can thrive. • Students will learn targeted techniques to help reduce stress, manage emotions, and process trauma. • Schools will learn to facilitate restorative practices that empower students, educators, and parents.

Center Students and Families	• Create peer to peer support group systems/networks that advocate for mental health and emotional wellness of Black boys.
Build Internal Capacity	• At least 48 district staff will be certified SEL instructors and can train all district educators to scale the program. • Initial 2.5-year investment results in long-standing change.
Build Strategic Alignment Across District Priorities	• Incorporate and align goals and priorities of School Improvement Plans and student leadership groups to desired metrics and areas of improvement.

Working with SKY Schools

The Design Your Future Fellows identified SKY Schools as a desired partner to provide students and adults with healthy strategies to manage stress and emotions through a comprehensive social emotional curriculum that combines dynamic cognitive processes with powerful breathing practices. The SKY approach is uniquely positioned to support the action steps above by creating a sustainable support group model that can be duplicated at all high schools, naturally building a larger network that advocates for mental health and emotional wellness of students—particularly Black male youth.

The SKY program is an empirically validated and evidence-based curriculum. It is designed to be a comprehensive socio-emotional well-being program by including all the evidence-based practices research shows leads to student well-being, emotional intelligence and social intelligence. Additionally, the SKY approach supports all key stakeholders and sets schools up for long-term success. For more information on SKY Schools—including their impact locally at Bay View High School—please review the following research summary: SKY Schools Impact & Research.

Project scope and timeline

The following table provides a high-level concept of the project's developmental arch. However, it should be emphasized that a pre-project planning phase would be used to engage MPS leaders and staff with Milwaukee Succeeds, youth leaders, SKY Schools, and other project stakeholders to align the project with the district and school's priorities. Collaborating in this design work will ensure the ideas of youth are centered while actions are aligned to the district's core strategies to ensure long-term success.

Project Phase	Actions
Pre-Project Launch: Collaborate on project design *Stakeholders are convened to collaboratively design the project*	• Youth leaders and other project stakeholders are identified (potential stakeholders may include Milwaukee Community Schools Partnership, Office of Social and Emotional Learning, Black and Latino Male Achievement, Black Teachers Caucus MKE) • Project goals, strategies, success measures are determined • Roles and responsibilities defined • Project plan drafted
Year 1: Launch pilot	• Train all school staff and essential school partners who work directly with students

5 high schools selected for pilot are fully trained in program and curriculum	• Train 1,000 students per school starting at the lowest grade to build a knowledgeable student base to support development and connection with incoming students the following year • 6 SKY teacher certifications per school (30 total certifications for the district) • Both school-based and district staff should be selected to ensure sustainability of the program (i.e. Culturally Responsive Teachers, Department of Black and Latino Male Achievement, SSTs, Office of Social Emotional Learning) • Research and evaluation support to assess impact of program and progress towards goals
Year 2: Cultivate model at pilot schools while building district-wide plan *Initial 5 high schools receive implementation support and district supported in scaling plan*	• Continue training for new students; coaching for student-to-student support and activities • 18 additional SKY certifications to support district-wide training and implementation in year 3 • Milwaukee Succeeds supports district personnel to build district training plan for implementing program at all high schools and middle schools
Year 3 and Beyond: Launch district wide approach *District wide implementation plan executed*	• Stakeholders take action to scale model district wide through existing infrastructure at MPS Central Office • Scaling evaluated for fidelity to ensure impact cascades district wide

Impact on MPS priorities

This project directly contributes to the MPS priority to "Improve District and School Culture." The three components of this priority would be directly addressed by the activities outlined in this proposal. SKY programming has yielded significant decreases in discipline referrals and includes student engagement in restorative practices. Research on SKY has also shown improvements in academic achievement.

A collaboration with SKY Schools could have a significant positive impact on both adults and students, resulting in positive outcomes on a number of school and student-based measures. As noted above, SKY programs have been validated by a host of research, including evidence from Bay View High School. SKY programs implemented in numerous states have yielded improvement on measures from disciplinary infractions to academic achievement.

While there are multiple ways to measure success, we recommend a dual approach of tracking both school-level data and student/teacher-level data. School-level data could include attendance, disciplinary referrals, and potentially some academic outcomes. To help with sustainability, this data needs to come from either school or district staff. Student-level measures would involve SKY facilitators administering pre-, mid-, and post-training assessments to participants that would gauge their

perspectives on things like quality of sleep, levels of anxiety, ability to manage emotions, etc. However, we would take a flexible approach to determining specific student-level measures in each school. Part of honoring student voice and collaborating in decision making means that SKY facilitators would work with the student-led group in each school to learn how they might define success and design a data gathering tool accordingly.

Estimated Budget

Milwaukee Succeeds is not requesting any direct funding for this project. Instead, we are asking for the district to commit funding to support the following budget.

Budget Categories	Year 1	Year 2	Year 3	Total
SKY School Personnel (2 Coaches/school)	$750,000	$375,000	$45,000	$1,170,000
Teacher Incentives	$15,000	$7,500	$3,000	$25,500
Youth Stipends	$48,000	$48,000	$48,000	$144,000
District Wide PD Trainings for HS Staff			$255,927.60	$255,927.60
MPS Indirect Costs (13.15%[1])	$123,096.72	$65,182.21	$53,285.53	$241,564.46
TOTAL	$936,096.72	$495,682.21	$405,213.12	$1,836,992.06

---

[1] Unrestricted rate used

National Association for the Advancement of Colored People (NAACP)

2021-2022
Elementary and Secondary School Emergency Relief (ESSER III) Proposal

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE
Milwaukee Branch Unit # 3254
Clarence P. Nicholas, President
2745 N. Dr. Martin Luther King Jr. Drive Suite 202, Milwaukee, Wisconsin 53212
Phone: (414) 562-1000 Fax: (414) 562-1091
Email: naacpmkeorg@gmail.com Website: http://www.naacpmke.org

June 3, 2021

Bob Peterson
President of MPS Board of Directors
5225 West Vliet Street
Milwaukee, WI 53208

Dr. Keith Posley
Superintendent of MPS
5225 West Vliet Street
Milwaukee, WI 53208

Dear Sir(s),

The Milwaukee Branch NAACP's Education Committee and President met and decided on how the Superintendent and Board of School Directors should develop a spending and investment plan for the next decade to wisely use the monies unspent and carried over last year (in the athletics department in particularly). Additionally, the COVID-19 relief dollars, the American Rescue Act Dollars, the Cares Act dollars, unused Referendum 2020 Dollars, to request the State Lotteries and Pari-Mutuel Betting's Segregated Accrued Funds, to work with City of Milwaukee Public Officials and the Milwaukee Community At-large to assure Article 10 Section 3 of Wisconsin's Constitution is carried forth, to build the MPS Infrastructure, to recruit additional staff of color, and to build an equitable and unitary school district.

1. Invest $20 Million in a scholarship fund to send 30 students of color to the college of their choice for the next decade to become teachers in the MPS School System.
2. Put forth $10 Million in the technological infrastructure equipping school buildings as needed and the community infrastructure supports along with classroom training for teachers, community adults and students to meet the 21st Century demands of the Global Technological Divide.
3. Invest $20 Million for future unforeseen emergencies and $10 Million to be used to further develop the recreation and athletic departments to provide transportation as well as equipment as needed to run the school district's sports program.
4. Invest $10 Million in Ethnic Studies and Civic Engagement projects bringing in certified and professionals to help train teachers, administrators as well as school board of directors through training in ethical thought processes using workshops, retreats and meeting with other urban school boards of the size of Milwaukee School District or larger.

Yours sincerely,

Clarence Nicholas

Clarence Nicholas, President
Milwaukee Branch NAACP

CC: Tom Barrett, Mayor Milwaukee
David Crowley, Milwaukee County Executive Director
Cavalier Johnson, Common Council President
Jacqueline M. Mann, Ph.D. MPS Board of Governance