



School-Age Child and Youth Development Services

PART 1 – ORGANIZATION NARRATIVE FORM

Submit Application to: cddapplications@cityofmadison.com

Deadline: 4:30 pm CDT, MAY 15, 2023

Official submission date and time will be based on the time stamp from the CDD Applications inbox. Late applications will not be accepted

The intent of this application and subsequent contract is for all organizations to present a set of opportunities within the umbrella of one contracted program for each age group, i.e. elementary, middle and high school. Only programs that involve different participants for that age group, separate staff, a different schedule and are not an activity occurring during or as part of another program should be considered a stand-alone program with a separate application.

Responses to this RFP should be complete but succinct. Materials submitted in addition to Part 1 - Organization Narrative, Part 2 - Program Narrative(s) and Part 3 - Budget Narrative will not be considered in the evaluation of this proposal. *Do not attempt to unlock/alter this form.* Font should be no less than 11 pt.

If you need assistance related to the **content of the application** or are unclear about how to respond to any questions, please contact CDD staff: Yolanda Shelton-Morris, Community Resources Manager yshelton-morris@cityofmadison.com or Mary O'Donnell, Community Development Specialist modonnell@cityofmadison.com. We are committed to assisting interested organizations understand and work through this application and funding process.

If you have any questions or concerns that are related to **technical aspects** of this document, including difficulties with text boxes or auto fill functions, please contact Jen Stoiber – jstoiber@cityofmadison.com

Legal Name of Organization:	Simpson Street Free Press, Inc	Total Amount Requested:	\$ 68,000
Program(s) included in this application:	Program Name: SSFP Elementary Programs	Amount Requested: \$ 22,000	
	Program Type: Elementary Year Round Multi-Focus		
	Program Name: SSFP Middle School Programs	Amount Requested: \$ 24,000	
	Program Type: Middle School Year Round Multi-Focus		
	Program Name: SSFP High School Programs	Amount Requested: \$ 22,000	
	Program Type: High School Year Round Multi-Focus		
	Program Name:	Amount Requested: \$	
	Program Type: Choose an item.		
<p>➤ <i>If you are applying for more than four programs please contact Jennifer Stoiber at jstoiber@cityofmadison.com</i></p>			
Contact Person:	James Kramer	Email:	editors@ssfpnews.org
Organization Address:	2411 West Broadway; Madison, WI 53713	Telephone:	608-223-0489
501 (c) 3 Status:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Fiscal Agent (if no)	

Organizational Qualifications:

1. Organization History and Mission Statement

Simpson Street Free Press programs address education gaps in Madison. We confront gaps and disparities with practical and proven, project-based learning opportunities. Our methods include mentoring, tutoring, and award-winning curriculum designed specifically for out-of-school time. We publish newspapers. Our writers are kids. Through newspapering, SSFP delivers high-impact literacy instruction during after-school and summer hours. We use Science of Reading principles, 7-Traits of a Writer, close reading and peer-to-peer editing. We work in neighborhoods where access to high-quality OST is limited. We address racial and economic disparities with direct service to local kids. The history and mission of SSFP closely align with CDD goals and this RFP. Our programs foster literacy, build human capital, and contribute to economic development.

“Staff at DPI continues to be impressed by the methods and curriculum developed at Simpson Street Free Press. This organization understands how to leverage extended-day learning opportunities in ways that support classroom performance.” – *Tony Evers*

2. Describe your organization’s experience implementing programming described in the School-Age Child and Youth Development Service Continuum and relevant to the programs you propose in this application. List all current school-age child and youth programs with their inception date.

SSFP marks its 30th anniversary in 2023. We offer multi-activity afterschool and summer programs for children and youth in grades 2-12. We provide low-income youth and youth of color access to OST programs that complement in-school learning and support positive youth development. SSFP programs match all seven building blocks in the MOST Effective Practices guide. Our portal is youth journalism and literacy, but we’re a hybrid of sorts because of our emphasis on workplace skills, SEL skills, and professional development.

Writing, skill acquisition, and academic confidence are central to SSFP pedagogy. Students write across the curriculum. They investigate, check facts, and produce media content for multiple platforms. Key strategies include extended-day academics and youth leadership. Our approach to instruction is backed by research and evidence. We field a menu of book clubs and academic programs that promote STEM learning, foster classroom confidence, and inspire young readers.

SSFP programs are never one-and-done. Students learn the ropes and move up the newsroom ranks. Former SSFP students, now in college, work as editors and literacy tutors. Our skilled student editors deliver a much-needed service in the community. SSFP jobs help local young people prepare for and pay for college. Credentialed reading specialists and experienced volunteers support the student editors.

Simpson Street Free Press (1992) **supported by City of Madison**

Simpson Street Free Press – Middle School (1995) **supported by City of Madison**

Henderson Free Press – Elementary School (2002) **supported by City of Madison**

La Prensa Libre de Simpson Street (2009)

Literacy Partnerships and Book Clubs (2011)

Podcasts, video interviews, and multi-media publishing (2016)

“As an educator, school principal and parent, I understand the value of high-quality after-school activities. Simpson Street Free Press is an innovative idea whose time has come.” – *Dr. Angie Hicks, Chief of Middle Schools, Madison School District*

“Perry and I have loved Simpson Street Free Press beginning its earliest days. I was honored to serve on the board and talk with staff about literacy and learning, history and the arts, and how to teach those subjects. There’s a reason that newsroom at South Towne is always full of kids.” – *Dr. Virginia Henderson (Women in Focus: “I Have a Dream” event 1-17-09)*

3. Describe any significant changes or shifts at your agency since 2019 or anticipated changes in the next two years. For example changes in leadership, turnover of management positions, strategic planning processes, expansion or loss of funding. What, if any affects have or will these changes make regarding the agency’s ability to provide proposed services? If there are no changes, write “No changes”.

Across the country and in Madison, the pandemic exacerbated gaps in opportunity. When schools closed in 2020, SSFP jumped into action. Young editors proved their mettle and expertise. We moved online, enrolled more students, and kept kids engaged in learning throughout the pandemic. We experienced almost no staff turnover, but we did add new teen editors.

In 2023, national research calls attention to lost instruction time and learning loss. Students of color and ELL kids are hit hardest. SSFP is uniquely positioned. Our award-winning lesson plans are sequential. Student assignments build on previous learning and our young people quickly transfer newsroom skills to the classroom. Teams of volunteers and reading specialists support the work. Most SSFP staff members are bilingual. We kept things going through C-19. Now we apply lessons learned.

Close reading and revision are key strategies at SSFP. We use “7-Traits of a Writer” and Science of Reading principles. Students learn skills that easily transfer to any classroom. We flood SSFP newsrooms with practical academic support. One-on-one and small group time is a recognized indicator of OST quality. Partnerships with UW Journalism School, Physics Department, and School of Education help SSFP provide substantial one-on-one time. SSFP is a youth leadership pipeline and professional development incubator.

Among our most significant changes are new publishing platforms. We’re proud of our new content, new circulation systems, and our always growing readership.

“SSFP programs deserve support. They have a talented staff, a proven curriculum, and dedicated base of volunteer teachers and editors. But the final proof of the quality of the program is the students. They love the program and achieve great things when they go off into the post-SSFP world.” – *Hemant Shah, Director, School of Journalism, UW Madison*

4. Describe your organization’s experience, education and training requirements for management and school-age child and youth program staff. Include how you support these requirements and other professional development opportunities.

SSFP was launched by south Madison parents in 1992. Most SSFP board members live in south Madison. Senior staffers Brandon Alvarez, Taylor Kilgore, Cris Cruz, Helen Zhang, and James Kramer were born here. SSFP students learn the ropes and move up the newsroom ranks. Older students assist younger peers. This means we grow our own experienced OST instructors. High school and college-age editors work in neighborhoods where they grew up and in schools they previously attended. Simpson Street Free Press is one of Madison’s most trusted youth-serving organizations. Madison parents trust our brand and know the track record. Connections to the schools and communities in which we work is a longstanding organization strength. Most SSFP editors are bilingual and SSFP students publish in English and Spanish. After working for SSFP in middle and high school, our 16-23-year-olds are well-versed in OST best practices. So, we promote from within. High school and college-age editors assume leadership roles. Experienced volunteers and credentialed reading specialists assist the student editors. SSFP staff, board, and volunteers mirror the demographic makeup of south Madison.

A strong commitment to ongoing professional development is also an organization strength. In fact, it's part of our core mission. As described above, SSFP staffers know the curriculum because they grew up doing it. We use Science of Reading principles and "7-Traits of a Writer," close reading and lots of peer-to-peer editing. Our newsroom atmosphere is collaborative and fun. Kids never get stuck because older youth are ready to help. SEL and youth leadership are built into our system. We hum like a small business and operate like a one-room schoolhouse. We provide access to high-quality OST that complements the school day.

SSFP is a community-based organization in the truest sense of the term. We have an established equity and inclusion track record. We draw diverse groups young people into collaborative learning activities. Schools, libraries, journalists, parents, and local youth leaders work together. SSFP students publish high-quality media content and inspire young readers in Madison, Dane County, and across Wisconsin.

SSFP fields teams of credentialed and experienced staff members. Board president, Amanda Kroninger, and managing editor, Taylor Kilgore, are graduates of UW-Madison's School of Journalism. Director James Kramer and publications coordinator, Ben Reddersen, are graduates of UW-Madison's School of Education. Our science editor, Helen Zhang, has degrees in biology and public health. Other SSFP editors (MMSD and SSFP grads) are current college students. SSFP also deploys teams of skilled and experienced volunteers, some who have been with us for decades. Most importantly, SSFP is a professional development and youth leadership incubator. Professional development opportunities are everywhere at SSFP and always embedded in our system. We use the MOST Effective Practices guide in real and meaningful ways as we craft our approach to high-quality OST.

- SSFP managing editor, Taylor Kilgore, started at SSFP while a 7th grade student at Sennett Middle School. Taylor has worked at SSFP for 11 years and is a graduate of LaFollette High School and the UW- Madison School of Journalism.
- SSFP science editor, Helen Zhang, started at SSFP while in 6th grade at Jefferson Middle School and has worked at SSFP for 13 years. She is a graduate of Madison Memorial High School and UW-Madison.
- SSFP La Prensa editor, Brandon Alvarez, is a graduate of LaFollette High School and has worked at SSFP for five years. He is currently a student at Madison College.
- SSFP publications director, Ben Reddersen, came to SSFP in 2014 during a service-learning placement through UW-Madison's School of Education. He holds degrees in computer science and secondary education.
- SSFP board chair and volunteer, Amanda Kroninger, is a graduate of UW-Madison's School of Journalism and the senior publications editor at EPIC. She has volunteered at SSFP for 19 years.
- SSFP executive director, James Kramer, was born in the Simpson Street neighborhood on Madison's southside. He is a graduate of UW- Madison's School of Education, a two-time winner the NAACP Soldier Award, the Joyce Erdman Award for community service, and was recognized with the Wisconsin Friend of Education award.

SSFP has typically used MAP (or MMSD equivalent), ACT scores, and Forward Exam results to monitor student progress in the core-subject areas. But we relied less on school-based tests during the pandemic. We still watch progress in reading/language arts and use benchmarks such as assignment completion and school-day engagement to evaluate student growth. We continue to watch school-day attendance and conduct in-house evaluations using a trimester schedule. SSFP parents are instrumental in our success. SSFP students learn practical skills through newspapering. In turn, they publish compelling stories that inspire curiosity among our young audience.

"The national Afterschool Alliance convened a panel of reviewers, including leaders in the out-of-school time field, researchers, program directors, and experts on quality programming to assess applicants and recommend grant awards. Simpson Street Free Press is doing vital work and we are delighted to support them." – *Marilyn Torres, Senior Program Officer, NY Life Foundation*



School-Age Child and Youth Development 2023 Request for Proposals PART 2 - Program Narrative Form

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Deadline: 4:30 p.m. (CDT) on **May 15, 2023**

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Part 2 – Program Narrative Form MUST be completed for EACH PROGRAM for which you are asking for funds.

Responses to this RFP should be complete but succinct. Materials submitted in addition to Part 1 - Organization Narrative, Part 2 - Program Narrative(s) and Part 3 - Budget Narrative will not be considered in the evaluation of this proposal. *Do not attempt to unlock/alter this form.* Font should be no less than 11 pt.

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Legal Name of Organization:	Simpson Street Free Press, Inc.	Total Amount Requested for this Program:	\$ 22,000
Program Name:	SSFP Elementary Programs	Total Program Budget:	\$ 112,700
Program Contact:	Brandon Alvarez, Ben Reddersen	Email: editors@ssfpnews.org	Phone: 608-223-0489

AGE Group and Program TYPE: Select ONE Program Type under ONE Age Group for this form.

Elementary

- Multi-focus School Year Only Multi-focus Summer Only
- Multi-focused Year Round Topical/ Skill/Population

Middle School

- Multi-focus School Year Only Multi-focus Summer Only
- Multi-focused Year Round Topical/ Skill/Population

High School

- Multi-focus School Year Only Multi-focus Summer Only
- Multi-focused Year Round Topical/ Skill/Population

PLEASE NOTE: Separate applications are required for each age group and distinct/stand-alone program. Programs are considered distinct/stand-alone if the participants, staff and program schedule are separate from other programs, rather than an activity or pull-out group.

1. PROGRAM OVERVIEW

- A. Need: Briefly describe the need in the City of Madison for the programs included in this application, including the source of the data used in your response.

“For the first time since the implementation of the Wisconsin Forward Exam, proficiency fell below 40% statewide in both math and English/language arts.” – *Wisconsin DPI*

Reading scores in Madison are among the worst in Wisconsin. Literacy-focused OST is a powerful tool, in particular as students recover from lost instruction time. According to Wisconsin DPI, about 70% of students in our service area are below proficiency in reading (WI. census tract #15.02). SSFP curriculum has won dozens of state and national awards. Our methods support local schools and classroom teachers. A typical school day, operating on its own, can't provide the volume of one-on-one reading support some students need. That's what OST programs do. SSFP develops and applies evidence-based OST in practical, frontline settings.

“Critical to note, here, is that adolescent literacy builds on elementary literacy: developing the skills of the former is not possible without the foundations of the latter. Indeed, up to half of the printed fourth-grade curriculum is incomprehensible to students who read below that grade level.” – *U.S. Department of Education*

- B. Goal Statement: What is the goal of your program and how does it align with the scope of work described in the RFP guidelines?

All SSFP elementary-age students will read at or above grade level. SSFP students in this age group prepare for the transition to middle school.

Until the end of 3rd grade, students learn to read. Starting in 4th grade, students have to read to learn. The challenge at SSFP is to make sure our elementary-age students can read at grade level. We've always been good at this, but as our community comes out of a pandemic, this goal is even more urgent.

Rich and layered OST programs help young people connect to their communities, build SEL skills, and benefit from belonging. This is especially true for elementary and middle school youth. SSFP provides crucial academic support in a fun and interesting newsroom atmosphere. Older students assist younger peers. SSFP activities translated well online during the pandemic -- kids were able to keep valuable OST connections. But the challenge now for OST programs is to match what kids and families need most. SSFP delivers practical, fun, nurturing, in-person OST programs. Students can choose their own, flexible schedule – but always encounter the same staff and newsroom atmosphere.

“The OST programs at SSFP align precisely with the Science of Reading principles and close reading activities MMSD is seeking to install.” – *Chris Gomez Schmidt (Madison School Board 2021-23)*

“It's the first time the district has updated its literacy curriculum since 2010. And it has a big hill to climb, with district reading scores below state averages, especially for minority students. The 2018-19 state Forward Exam, given to students in grades 3 through 8, [showed](#) 35% of MMSD students scored proficient or advanced on the English Language Arts portion. For black students, it was 10.1% and for Hispanic students, 16%.” – *The Capital Times (10/24/22)*

- C. Program Summary (3-5 sentences):

We confront achievement gaps using award-winning curriculum. Writing for publication is project-based learning. SSFP students learn to innovate, write with confidence, explore and use technology. Students produce media products for multiple platforms, work in English and Spanish, and transfer practical literacy skills to the classroom. SSFP programs, in particular our elementary programs, encourage young readers

2. POPULATION SERVED

- A. Proposed Participant Population: Describe the intended service population that will be impacted by this program (e.g., location, ages, race/ethnicities, income ranges, English language proficiency, if applicable etc.) AND how this population was involved in the development of this program proposal.

SSFP enrolls students in grades 2-12. About 85% of young people enrolled are students of color. About 55% are second-language English speakers and/or enrolled in DLI programs at school. Most SSFP students come from lower-income families. About 30% of SSFP students are in the elementary grades.

Much like our students, SSFP leadership and staff come from the neighborhoods and schools we serve. Our staff is largely comprised of high school juniors and seniors and college-age editors. These skilled young people assist our elementary-age students. They work in neighborhoods where they grew up and in schools they previously attended. Proven curriculum, experienced staff, and community connections combine to make SSFP dynamic and effective. Results include improved academic confidence, improved school-day engagement, and hundreds of student-written media products. In particular for high school students, SSFP is an example of high-quality and multi-activity OST. We currently serve about 290 students per year, and about 30% of students are in elementary school.

Most SSFP board members live in south Madison. Senior staffers Brandon Alvarez, Taylor Kilgore, Cris Cruz and James Kramer were born here. Launched in 1992 by southside parents, Simpson Street Free Press is now one of Wisconsin’s flagship academic achievement organizations. Madison parents know and trust our brand. Connections to the schools and communities in which we work is a longstanding organization strength. Most SSFP editors are bilingual and SSFP students publish in English and Spanish. We promote from within and older students assist younger peers. This nurturing and mentoring newsroom-style system is very effective for our elementary-age students. Experienced volunteers and credentialed reading specialists support the student editors. SSFP staff, board, and volunteers mirror the demographic makeup of south Madison.

“As an educator, school principal and parent, I understand the value of high-quality after-school activities. Simpson Street Free Press is an innovative idea whose time has come.” – *Dr. Angie Hicks, Chief of Middle Schools, Madison Metropolitan School District*

- B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	8	10%
Black/African American	32	40%
Asian	8	10%
American Indian/Alaskan Native		
Native Hawaiian/Other Pacific Islander		
Multi-Racial		
Balance/Other	32	40%
Total:		
Ethnicity		
Hispanic or Latino	32	40%
Not Hispanic or Latino	48	60%
Total:		
Gender		
Boy/Man		
Girl/Woman		
Non-binary/GenderQueer		
Prefer Not to Say		
Total:	80	

- C. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and/or their families. Describe how the proposed program will be culturally relevant to the population served.

About 60-65% of our current elementary-age students are second-language learners and/or enrolled in DLI programs at school. SSFP programs are uniquely positioned to deliver language access and culturally relevant OST right now. Through newspapering, students of all ages get to play with language in fun and interesting ways. Our youngest students enjoy translating words, phrases and articles – and love to work with our older La Prensa students doing translating work. Most SSFP staff are bilingual and we love making language acquisition fun and engaging for elementary-age students.

“The journalism-based writing programs pioneered by Simpson Street Free Press reinforce all ten writing standards in Wisconsin. In addition to academic alignment, SSFP also promotes character education by encouraging perseverance and grit as students write and rewrite to produce quality pieces. This combination of academic enrichment and character development has led to the success and notoriety that Simpson Street has enjoyed.” – *Josh Forehand, Principal, Nuestro Mundo*

No es realmente un gato grande, el caracal es un cazador que vive en Asia y África

Por Sol-Saray, 10 años

Un lince del desierto, también conocido como caracal, es un gato salvaje originario de África, Asia y partes de la India. Se pueden encontrar en bosques, pastizales, sabanas y bosques.

- D. Recruitment, Engagement, Intake and Assessment: Describe your plan to recruit, engage and address barriers to participation for the identified service population. Explain the intake and assessment procedure you will use for this program.

Most of our elementary-age students are enrolled by a parent. We engage parents from the beginning, explaining the program and discussing possible barriers. Our programs are easy to access and always free. Within the first few weeks of participation, we’ve evaluated each new student’s individual needs and interests. SSFP programs for elementary-age students are well-known among local parents. So, while we almost never have to recruit and usually have wait lists, we are adept at including kids who most need our programs. We also get a fair number of referrals from classroom teachers.

“My long Simpson Street Free Press experience has been gratifying. I have been able to work with some students once a week for years, watching them grow from struggling readers and writers to competent mentors for younger students. They also have taken on larger and more complex assignments themselves.” – *Louise Robbins, longtime SSFP volunteer and professor and director emerita in the Information School at UW-Madison (Wisconsin State Journal, 6/23/19)*

Fun Facts About the Black-Handed Spider Monkey

by Joseph Zheng age 8

Spider monkeys are well known for their name. Although their name may sound like they are spiders, they are actually mammals. Black-handed spider monkeys live in Mexico and South America and can weigh up to 17 pounds.

Virginia Henderson Free Press (4-4-23)

3. PROGRAM DESCRIPTION AND STRUCTURE

- A. **Activities:** Describe your proposed program activities. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

SSFP programs provide affordable, stable, neighborhood-based OST for students in the elementary grades. SSFP programs are always free and even our youngest students get paid. Our curriculum and methods complement in-school learning and support positive youth development. We use experienced volunteers and credentialed reading specialists. Our newsrooms are full of fun word games and colorful maps for learners of all ages and skill levels. For students in the younger grades, our mantra is “explore your world at Simpson Street Free Press.” Because we’re a newsroom and a portal to the world, curious young people can explore in both structured and unstructured ways.

Activities for elementary-age students center on participation, collaboration, and engagement. We use fun and collaborative word games to practice spelling and vocabulary. Younger students at SSFP write about mountains, rivers, animals, and the Solar System. We lesson plan our source material carefully for this age group. Alligators, polar bears, and the rings of Saturn draw kids in and get them curious. Then we do lots of close reading and related fun activities. Kids love to investigate and explore.

Program activities are developmentally appropriate, culturally relevant, and fit our program design. We plan activities for this age group using evidence-based practices. We walk students through outlining and drafting. Students in this age group enjoy practicing words in English and Spanish. Students work with college-age editors who use Science of Reading principles. SSFP activities are designed to help kids stay engaged and confident at school. Even for younger students, SSFP is about project-based learning. Students use technology and accomplish newsroom tasks. It’s a practical way to learn skills that transfer easily to the classroom. We deliver the in-person instruction that works best for kids in this age group. SSFP staff includes experienced college-age editors, dedicated high school students, and credentialed reading specialists.

“Afterschool, summer and other out-of-school-time programs can be ideal settings for children to learn and build social and emotional well-being—when skilled and trusted adults are there to guide them.” -- *The Wallace Foundation*

“In other words, each of these studies suggested that summer reading setback is a major contributor to the existing reading achievement gap between more and less economically advantaged children—reading activity is the only factor that consistently correlated to reading gains during the summer.” – *The Afterschool Alliance*

“Assessing students’ literacy skills is critical to the success of any OST program that uses texts in activities. Participant assessment allows the program to gain perspective on students’ existing literacy skills, carefully tapping into what young people can do, like to do, and want to do in terms of literate activity as they enter the program and as they progress throughout the program.” – *AdLit / All About Adolescent Literacy*

“School partnerships are critically important to ensure that providers can align programs to the school-day curriculum or core standards. Strong partnerships also help providers identify students who need extra support and help gain access to data on student learning needs and progress that help OST providers deliver more targeted supports.” – *U.S. Department of Education*

- B. **Program Schedule:** If you are proposing to provide a program at more than one location and the program schedule is the same for all locations, please list all of the locations in the “Location(s)” cell in Table 1 below. If the program schedules vary amongst locations, please complete Table 2 and the question following the tables.

Table 1

Location(s): SSFP South Towne Newsroom			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year	3:30pm	6:00pm
	Summer	3:30pm	6:00pm
Tuesday	School Year	3:30pm	8:00pm

	Summer	11:00am	8:00pm
Wednesday	School Year	3:30pm	8:00pm
	Summer	11:00am	8:00pm
Thursday	School Year	3:30pm	8:00pm
	Summer	11:00am	8:00pm
Friday	School Year	3:30pm	8:00pm
	Summer	11:00am	8:00pm
Saturday	School Year		
	Summer	9:00am	3:00pm
Sunday	School Year		
	Summer		

Table 2

Location(s):			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year		
	Summer		
Tuesday	School Year		
	Summer		
Wednesday	School Year		
	Summer		
Thursday	School Year		
	Summer		
Friday	School Year		
	Summer		
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

If applicable, please list the third location and any subsequent locations. Include the specific program schedule(s) differences as compared to the programs included in the tables above.

N/A

- C. Frequency, Duration and Anticipated Attendance: Please complete the table below. If you are proposing to provide a program at more than one location and the program structure is the same for all locations, please list all of the locations in the "Location(s)" cell in the table below. If the program structure varies amongst locations, please complete the rows for "Location #2" and the question following the table for any additional program locations.

	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location #1:	SSFP South Towne Newsroom				

School Year	5 Days Per Week	5 Hours	38 Weeks	1 to 10	15
Summer	6 Days Per Week	10 Hours	14 Weeks	1 to 10	20
Location #2 (if applicable):					
School Year					
Summer					

*Frequency=number of times per week, month, year (i.e. 5 days per week, 2x per month, 4x per year)

**Annual Duration=number of weeks or months annually (i.e. 10 weeks, 6 months)

If applicable, please list any other locations and note any differences in the program structure as compared programs included in the table above.

Before the pandemic, SSFP used our two permanent locations on Madison’s southside and three sites located in the after-school spaces of local schools. In 2022, we used only the two permanent sites. In 2023-24, we will again offer programs at various school sites. Our planning goal right now is to expose as many kids as possible to our curriculum and our brand of OST learning.

4. ENGAGEMENT, COORDINATION AND COLLABORATION

- A. Family Engagement: Describe how your program will engage parents/guardians and families in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

SSFP enrolls students in grades 2-12. About 85% of young people enrolled are students of color. About 55% are second-language English speakers and/or enrolled in DLI programs at school. Most SSFP students come from lower-income families. About 30% of SSFP students are in the elementary grades.

Most SSFP board and staff live in south Madison. Senior staffers Brandon Alvarez, Taylor Kilgore, Cris Cruz and James Kramer were born here. We engage parents/guardians and families in the development of this proposal and in all SSFP programs/activities. Madison parents know and trust SSFP. Program assessment is done by staff members who are from the communities we serve.

Engagement, coordination and collaboration is always part of the plan at SSFP. Launched in 1992 by south Madison parents, Simpson Street Free Press has carefully honed its craft. Connections to the schools and communities in which we work is a longstanding organization strength. Most SSFP editors are bilingual and SSFP students publish in English and Spanish. We promote from within. Older students assist younger peers. High school and college-age editors assume leadership roles. Experienced volunteers and credentialed reading specialists assist the student editors. SSFP staff, board, and volunteers mirror the demographic makeup of south Madison. Young people are involved in implementation at every stage -- picking assignments, following their curiosity, collaborating with teammates, and publishing the work.

“It was such a joy talking with the students, and it's clear that Simpson Street Free Press is filling a need in education like no other organization.” – *Kelly Lecker, Executive Editor, Wisconsin State Journal (1-21-23)*

- B. Neighborhood/Community Engagement: Describe how your program will engage neighborhood residents or other relevant community stakeholders in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

SSFP is a unique organization. Launched by south Madison parents in 1992, SSFP was started by the community specifically to provide what the community saw was missing – rich and layered OST designed to support school-day outcomes. Since that time, SSFP has meticulously honed our approach to high-quality

OST. We are embedded in the communities and neighborhoods we serve. Our Parents of Simpson Street group is active, involved, and effective.

SSFP programs match the ethos and essence of MOST Effective Practices and this RFP. SSFP projects foster school-day engagement using proven education strategies. SSFP extended-day learning models apply OST best practices for healthy youth development. This is project-based learning. SSFP kids find platform and voice as they hone practical literacy skills.

“Dear Editor: As the Latina parent of a bilingual daughter, I see clearly the benefits of academic-based programs like Simpson Street Free Press. The staff at Simpson Street know the community, know the kids, and know how to teach. South Madison parents know and trust Simpson Street Free Press outcomes.” – Patricia Lara (*The Capital Times*, 6/22/19)

C. **Collaboration:** Please complete the table below and respond to the narrative questions regarding program collaboration with community partners.

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
MMSD	Collaboration	Tamuriel Grace	Yes
UW School of Ed	Volunteer editors	Dawn Lemirand-Poepping	No
UW School of Journalism	Volunteer editors	Sue Robinson	No
Capital Newspapers	In-Kind Space	Dave Zwiefel	No
UW Madison Physics Department	Math/Science Tutors	Dan McCammon	No

List any additional partners, their role & responsibilities, contract person and MOU information (if applicable):

SSFP benefits from Partnerships with UW-Madison School of Education, School of Journalism, and UW’s Physics Department. Volunteers at SSFP work with students and provide one-on-one literacy support. We use a fun and engaging newsroom system and provide easy onboarding for new volunteers. Students at SSFP love working with our volunteers because the process helps them get their articles published.

“Teaching a kid to read is a laudable and necessary service to the community. Teaching a kid to write is to empower an individual to compete in any field on any stage.” – Vince O’Hern, *Publisher of Isthmus*

How do these partnerships enhance this proposal?

For students in the elementary grades, these partnerships result in more close reading doses and more one-on-one time. Our curriculum and newsroom structure means volunteers can help young writers see their work published.

“The matamata lives in South America and is part of the turtle family. The matamata lives in the northern part of South America, in Brazil and Venezuela. They are about 18 inches in length and weigh around five to six

pounds. Other than eating fish, they eat small birds and small mammals. This particular species lives up to 30 years.” – *Aarosh Subedi, age 10, (Virginia Henderson Free Press, 3/15/23)*

What are the decision-making agreements with each partner?

Each partnership is different and can change from semester to semester. These partnerships are sustainable and ongoing.

- D. **Resource Linkage and Coordination:** What resources are provided to participants and their families by your proposed program? How does the program coordinate and link families and participants to these resources?

SSFP newsrooms are full of resources that link to Planet Earth and our solar system. Students follow their curiosity and explore topics of interest. We have hundreds of lesson plans for students in this age group. And we have staff that know how to encourage the work.

“Along with the online changes, student writers are also covering a special series of new content. Over the past two months, students have written about the ancient libraries of the Middle East, pollinator species, Mars helicopters, and East Africa.” – *The Capital Times (12-28-22)*

5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

- A. **Madison Out-of-School Time (MOST) Effective Practices:** Please describe how each of the seven basic elements are addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)? Are there any other program quality standards, tools or measurements that you use with this program? If yes, please list and describe.

SSFP helped craft and develop MOST effective practices. SSFP uses the MOST Effective Practices guide in training. All staff at SSFP -- high school juniors and seniors, college-age editors, reading specialists and volunteers -- know, understand, and embrace these principles.

MOST Building Block #1 promotes and encourages Intentional Program Design. In fact, the OST curriculum pioneered by SSFP continues to win state and national awards for innovation and solid results. The youth outcomes achieved by SSFP programs are clear, concrete, and sustained over time. Our award-winning curriculum and methods were developed over the years by program participants and the community. Because we were started by the community, and remain embedded in the neighborhoods we serve, few organizations enjoy the kind of family loyalty that SSFP does. Programs are designed and implemented using a deliberate process that embraces all stakeholders.

MOST Building Block #2 recognizes the importance of building “relationships through reliable, ongoing interactions that develop trust.” This is a key element in success for the SSFP programs designed for students in the elementary grades. The high-quality and innovative staffing formula used at SSFP is consistent and effective. Our younger students benefit from sustained relationships with teachers, mentors, and OST staff. We surround our youngest students with supportive, nurturing, and experienced staff. Positive peer-to-peer relationships are an organization hallmark.

Most Building Block #3 addresses youth voice and leadership. Quite obviously, SSFP shines in this realm. We publish dozens of youth-written articles, columns, and book reviews every week. Students polish, practice, and exercise youth voice at every step in the process. For older, more-experienced youth leaders at SSFP, helping younger students is a big part of the job. There is a community-service ethic at work in SSFP programs that is easy to recognize, but difficult to replicate.

MOST Building Block #4 centers racial and cultural inclusion. Racial and cultural diversity is evident at all levels of the organization. Staff, board, and our Parents of Simpson Street group reflect the demographic

makeup of the neighborhoods we serve. All SSFP students, most particularly students in elementary grades, benefit from the rich and authentic diversity inherent in all SSFP programs.

Most Building Block #5 supports family and community engagement. Respectful and inclusive family communication is a key strategy at SSFP, especially with parents of younger students. Our programs are culturally responsive, and families have meaningful opportunities to influence programs. A good example is our La Prensa programs. Students of various ages work together to translate articles, back-and-forth, between English and Spanish. With new publishing platforms launched last year, SSFP's Spanish-language readership has grown exponentially, and Spanish-language readership is an organization strength.

Organizational management and staff support are addressed in **MOST Building Block #6**. SSFP was launched by the community it serves. We are, by every account, a well-managed and fiscally sound organization with a proven track record of success. Professional development, appropriate supervision and support, are embedded in the SSFP system.

Most Building Block #7 addresses environment and safety. SSFP facilities are long established and our programs are trusted and beloved by parents and families. We also work in schools. SSFP provides environments that foster learning and trust and build a sense of community.

Quality Standards and Program Measurements: SSFP is well-known for its use of modern OST measurement tools. Since the pandemic, we've relied less on school-based test results. But we still monitor reading/language arts proficiency, in particular among our younger students. We use in-house evaluations and benchmarks such as assignment completion and school-day attendance. We count close reading doses. We use Infinite Campus and work closely with parents when assessing student progress. Students in the elementary grades get special attention at SSFP. High school students edit and revise the work of younger students and conduct one-on-one close reading sessions. This collaborative and nurturing process is inherent in all SSFP programs, and the process benefits youth in all age groups.

B. Program Outputs - Unduplicated School-Age Children or Youth and Program Hours

Total Annual Unduplicated Children or Youth participating in proposed program: 80

Total program hours annually: 1200

C. Program Outcomes

Please describe the data and the data source used to choose your outcome objectives?

Published student work and strong overall readership are indicators of program success. But SSFP results rely on the sheer number of close reading doses and peer-to-peer revision sessions that happen during newspaper production. And this is particularly true for our students in the elementary grades. Practical language-arts and technology skills are what we teach and what makes SSFP programs effective. We make it fun for our younger students with a focus on exploration. We extend the learning day, but don't replicate a classroom. This is project-based OST learning, and we use GRR principles (Gradual Release of Responsibility). Program outcomes include academic confidence, school-day engagement, improved reading/language arts proficiency, published media products, and inspired young readers and writers.

SSFP employs high school and college-age editors. Older students assist younger peers. Young writers make outlines and rough drafts, then edit and check facts. These skills transfer quickly to the classroom. SSFP activities make academics fun, cool, and doable.

Outcome Area (Elementary-age and middle school students) Students demonstrate improved academic confidence and school-day engagement. All students read at or above grade level. **Indicators:** Observable change in literacy habits and skills. Measurable changes in MAP (or MMSD equivalent) and Forward Exams. **Measurement Tools:** Number of close reading doses. Assignments completed. MAP (or MMSD equivalent), in-house evaluations and Forward Exams. Infinite campus for school progress and school-day attendance.

Outcome Statement: Reading/language arts proficiency improves for all (100%) students. MAP scores (or MMSD equivalent) increase for at least 90% of participants (grades 2-8). At least 70% of participants improve proficiency more than grade level expected. Elementary-age students prepare for the transition to middle school.

“Academic OST programs with sufficient dosage can measurably improve student achievement.” – *The Wallace Foundation*

“Elementary school students who regularly attended high-quality afterschool programs (alone or in combination with other activities) across two years demonstrated significant gains in standardized math test scores, compared to their peers who were routinely unsupervised during afterschool hours. Regular participation in the programs was associated with gains of 20 percentiles in math achievement test scores over the two-year period.” – *Outcomes Linked to High-Quality Afterschool Programs: A Study of Promising Afterschool Programs; University of California, Irvine, Purdue University, and University of Wisconsin – Madison*

“Simpson Street Free Press is one of the best achievement gap closers we’ve got going. With even more attention focused on public education in our state, on disparities and achievement gaps, and on strategies like out-of-school time or after-school programs, the Simpson Street Free Press model and curriculum is going to increasingly be held up as an example of success.” – *WISC Ch. 3 News*

Please identify at least one Program Outcome for your proposed program(s), from the RFP Guidelines 1.4, that you will track and measure. Complete the table(s) below.

Outcome Objective #1: Students read at grade level and practice English/language-arts skills.				
Performance Standard	Targeted Percent	80%	Targeted Number	64
Measurement Tool(s) and Comments:				
MAP (or MMSD equivalent) score.				

Outcome Objective #2: Engagement at school demonstrated through school-day attendance.				
Performance Standard	Targeted Percent	70%	Targeted Number	56
Measurement Tool(s) and Comments:				
Infinite Campus to watch school-day outcomes/attendance and parent communication.				

Outcome Objective #3:				
Performance Standard	Targeted Percent		Targeted Number	
Measurement Tool(s) and Comments:				

If necessary, add additional outcome objectives, performance standards, targeted percent, targeted number, and measurement tools:

- D. Data Tracking: What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses?

For students in the elementary and middle school grades, we closely watch English/language arts proficiency and progress. We use Infinite Campus and communicate with parents. We also use in-house evaluations. While SSFP has always been known for our data collection systems, we’ve relied less on school-based tests during the pandemic. Rather, we watch a range of indicators to gauge school-day progress and school-day engagement. Successful transition to higher grades is a particular focus area for us. Because we’re a

newsroom, there are many opportunities to collect data and follow student progress. For our students in the younger grades, we count close reading doses.

6. PROGRAM LOCATION

A. Address(es) of the site where programs will occur:

South Towne Mall, 2411 West Broadway
Capital Newspapers, 1901 Fish Hatchery Road

7. PROGRAM STAFFING AND RESOURCES:

A. Program Staffing: Full-Time Equivalent (FTE) – Include employees, AmeriCorps members and Adult Interns with direct program implementation responsibilities. FTE = % of 40 hours per week.
*Use one line per individual employee

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Managing Editor	Yes – See Organization Narrative	All	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	1.0	1.0
Publications Coordinator	Yes – See Organization Narrative	All	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	1.0	1.0
Science Editor	Yes – See Organization Narrative	All	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	0.5	0.7
La Prensa Editor	Yes – See Organization Narrative	All	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	0.5	0.8
Co-Editor	Yes – See Organization Narrative	All	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	0.5	0.8
Co-Editor	Yes – See Organization Narrative	All	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	0.5	0.8
Executive Director	Yes – See Organization Narrative	All	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	1.0	1.0
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
Please complete the total FTE for the applicable time period		School Year:		5.0	
		Year-Round			
		Summer			6.1

Volunteers: If volunteers will have direct contact with program participants, how are they vetted, trained and supervised?

Volunteers at SSFP work directly with students and provide one-on-one literacy support. We use a local service to do background checks when volunteers will work directly with youth. We use a fun and engaging newsroom system and provide easy onboarding for new volunteers. Students at SSFP love working with our volunteer editors because the process helps them get their articles published. OST best practices, strategies,

and techniques are discussed regularly at SSFP. Volunteers and staff organize workshops and other types of training sessions and staff planning time is built into our work schedule.

“For the past nine years, I have worked with middle school students at James Wright Free Press and at Simpson Street Free Press. I find this work both enjoyable and practical. The methods we use at SSFP really work for kids and I am always amazed by how quickly they master the techniques we teach. I know from countless conversations with students that they love to use these techniques at school. – *Cliff Kohler, volunteer teacher and editor (2-17-23)*

“Teaching a kid to read is a laudable and necessary service to the community. Teaching a kid to write is to empower an individual to compete in any field on any stage.” – *Vince O’Hern, Publisher of Isthmus*

B. Other program Resources/Inputs (such as program space, transportation or other resources necessary for the success of your program):

Our newsrooms are full of computers, colorful maps and books, for learners of all ages and skill levels. For students in the middle school grades, our mantra is “explore your world at Simpson Street Free Press.” Because we’re a newsroom and a portal to the world, curious young people can explore in both structure and unstructured ways. Our programs are always accessible and always free.

“As an educator, school principal and parent, I understand the value of high-quality after-school activities. Simpson Street Free Press is an innovative idea whose time has come.” – *Dr. Angie Hicks, Chief of Middle Schools, Madison School District*

8. BUDGET

- A. The budget should be submitted with the proposal using the template provided in an Excel document or a PDF. There are five tabs within the Excel spreadsheet: Cover Page, Organization Overview and one sheet for the Program Budget for each age group. The Cover Page, Organizations Overview and relevant Program Budgets must be submitted with this document for a proposal to be complete.

The budget template can be found on the [CDD Funding Opportunities website](#).

9. IF APPLICABLE, PLEASE COMPLETE THE FOLLOWING:

- A. Disclosure of Conflict of Interest
Disclose any potential conflict of interest due to any other clients, contracts, or property interests, e.g. direct connections to other funders, City funders, or potentially funded organizations, or with the City of Madison.
N/A
- B. Disclosure of Contract Failures, Litigations
Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation.
N/A



School-Age Child and Youth Development 2023 Request for Proposals PART 2 - Program Narrative Form

Submit Application to: cddapplications@cityofmadison.com

Deadline: 4:30 p.m. (CDT) on **May 15, 2023**

Official submission date and time will be based on the time stamp from the CDD Applications inbox. Late applications will not be accepted

Part 2 – Program Narrative Form MUST be completed for EACH PROGRAM for which you are asking for funds.

Responses to this RFP should be complete but succinct. Materials submitted in addition to Part 1 - Organization Narrative, Part 2 - Program Narrative(s) and Part 3 - Budget Narrative will not be considered in the evaluation of this proposal. *Do not attempt to unlock/alter this form.* Font should be no less than 11 pt.

If you need assistance related to the **content of the application** or are unclear about how to respond to any questions, please contact CDD staff: Yolanda Shelton-Morris, Community Resources Manager yshelton-morris@cityofmadison.com or Mary O'Donnell, Community Development Specialist modonnell@cityofmadison.com. We are committed to assisting interested organizations understand and work through this application and funding process.

If you have any questions or concerns that are related to **technical aspects** of this document, including difficulties with text boxes or auto fill functions, please contact Jen Stoiber – jstoiber@cityofmadison.com

Legal Name of Organization:	Simpson Street Free Press, Inc.	Total Amount Requested for this Program:		\$ 24,000
Program Name:	SSFP Middle School Programs	Total Program Budget:		\$ 127,850
Program Contact:	Brandon Alvarez, Ben Reddersen, James Kramer	Email:	editors@ssfpnews.org	Phone: 608-223-0489
AGE Group and Program TYPE: Select <u>ONE</u> Program Type under ONE Age Group for this form.				

Elementary

- | | |
|---|--|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only |
| <input type="checkbox"/> Multi-focused Year Round | <input type="checkbox"/> Topical/ Skill/Population |

Middle School

- | | |
|---|--|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only |
| <input type="checkbox"/> Multi-focused Year Round | <input type="checkbox"/> Topical/ Skill/Population |

High School

- | | |
|---|--|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only |
| <input type="checkbox"/> Multi-focused Year Round | <input type="checkbox"/> Topical/ Skill/Population |

PLEASE NOTE: Separate applications are required for each age group and distinct/stand-alone program. Programs are considered distinct/stand-alone if the participants, staff and program schedule are separate from other programs, rather than an activity or pull-out group.

1. PROGRAM OVERVIEW

- A. **Need:** Briefly describe the need in the City of Madison for the programs included in this application, including the source of the data used in your response.

“For the first time since the implementation of the Wisconsin Forward Exam, proficiency fell below 40% statewide in both math and English/language arts.” – *Wisconsin DPI*

Middle school students at SSFP will read at or above grade level. SSFP projects make high-quality, culturally relevant OST opportunities available for low-income youth. SSFP students in this age group prepare for the transition to high school. According to Wisconsin DPI, about 70% of middle school students in our service area are below proficiency in reading/language arts.

Achievement gaps in Madison are among the worst in Wisconsin. Literacy-focused OST is a powerful tool, in particular as students recover from lost instruction time. SSFP curriculum has won dozens of state and national awards. Our methods support local schools and classroom teachers. A typical school day, operating on its own, can't provide the volume of one-on-one literacy supports some students need. That's what OST programs do. SSFP develops and applies evidence-based OST principles in practical, frontline settings.

SSFP curriculum is sequential. We believe that like Velcro, knowledge sticks to other, previous knowledge. We use “Gradual Release of Responsibility” teaching strategies with our middle school youth. Students master new skills, gain confidence in their current skills, and apply those skills to move up the newsroom ranks. “Predictable Connections to the School Day” is a proven after-school and summer semester strategy. SSFP students quickly learn to apply newsroom skills in the classroom.

“As an educator, school principal and parent, I understand the value of high-quality after-school activities. Simpson Street Free Press is an innovative idea whose time has come.” – *Dr. Angie Hicks, Chief of Middle Schools, Madison Metropolitan School District*

- B. **Goal Statement:** What is the goal of your program and how does it align with the scope of work described in the RFP guidelines?

SSFP programs match the ethos and essence of the School-Age Child and Youth Development Service Continuum, MOST Effective Practices, and this RFP. Our OST projects address C-19 learning loss and spark academic achievement using proven education strategies. SSFP extended-day learning models apply OST best practices for healthy youth development. This is project-based learning. Writing for publication and

producing high-quality newspaper content is a real job for students enrolled in SSFP programs. SSFP middle school kids find platform and voice as they hone practical, 21st century literacy skills. An important organization goal is that all our middle school students become ready and prepared for the transition to high school.

Rich and layered OST programs help young people connect to their communities, build SEL skills, and benefit from belonging. This is especially true for elementary and middle school youth. SSFP provides crucial academic support in a fun and interesting newsroom atmosphere. Older students assist younger peers. SSFP activities translated well online during the pandemic -- kids were able to keep valuable OST connections. But the challenge now for OST programs is to match what kids and families need most. SSFP delivers practical, fun, nurturing, in-person OST programs. Students can choose their own, flexible schedule – but always encounter the same staff and newsroom atmosphere.

"The national Afterschool Alliance convened a panel of reviewers, including leaders in the out-of-school time field, researchers, program directors, and experts on quality programming to assess applicants and recommend grant awards. Simpson Street Free Press is doing vital work and we are delighted to support them." – *Marilyn Torres, Senior Program Officer, NY Life Foundation*

C. Program Summary (3-5 sentences):

We confront achievement gaps using award-winning curriculum. Writing for publication is project-based learning. Middle school students learn to innovate, explore, write with confidence, and use technology. Students produce media products for multiple platforms, work in English and Spanish, and transfer newsroom skills to the classroom. All SSFP programs encourage young readers.

2. POPULATION SERVED

A. Proposed Participant Population: Describe the intended service population that will be impacted by this program (e.g., location, ages, race/ethnicities, income ranges, English language proficiency, if applicable etc.) AND how this population was involved in the development of this program proposal.

SSFP enrolls students in grades 2-12. About 85% of young people enrolled are students of color. About 55% are second-language English speakers or enrolled in DLI programs at their schools. Most SSFP students come from lower-income families. About half of all SSFP students are in middle school.

Our staff is largely comprised of high school juniors and seniors and college-age editors. These skilled young people assist our middle school students. They work in neighborhoods where they grew up and in schools they previously attended. Proven curriculum, experienced staff, and community connections combine to make SSFP dynamic and effective. Results include improved academic confidence, improved school-day engagement, and hundreds of student-written media products. For middle school students, SSFP is an example of high-quality and multi-activity OST. We currently serve about 290 students per year, and about 50% of students are in middle school.

Much like our students, SSFP leadership and staff come from the neighborhoods and schools we serve. Most SSFP board members live in south Madison. Senior staffers Brandon Alvarez, Taylor Kilgore, Cris Cruz and James Kramer were born here. Launched in 1992 by southside parents, Simpson Street Free Press is now one of Wisconsin's flagship academic achievement organizations. Madison parents know and trust our brand. Connections to the schools and communities in which we work is a longstanding organization strength. Most SSFP editors are bilingual and SSFP students publish in English and Spanish. We promote from within and older students assist younger peers. This system is very effective for our middle school students. Youth in this age group find endless opportunities to explore and build skills in our nurturing, newsroom-style environments. Experienced volunteers and credentialed reading specialists support the student editors. SSFP staff, board, and volunteers mirror the demographic makeup of south Madison.

“The journalism-based writing programs pioneered by Simpson Street Free Press reinforce all ten writing standards in Wisconsin. In addition to academic alignment, SSFP also promotes character education by

encouraging perseverance and grit as students write and rewrite to produce quality pieces. This combination of academic enrichment and character development has led to the success and notoriety that Simpson Street has enjoyed.” – *Josh Forehand, Principal, Nuestro Mundo*

B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	15	10%
Black/African American	60	40%
Asian	15	10%
American Indian/Alaskan Native		
Native Hawaiian/Other Pacific Islander		
Multi-Racial		
Balance/Other	60	40%
Total:		
Ethnicity		
Hispanic or Latino	60	40%
Not Hispanic or Latino	90	60%
Total:		
Gender		
Boy/Man		
Girl/Woman		
Non-binary/GenderQueer		
Prefer Not to Say		
Total:	150	

C. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and/or their families. Describe how the proposed program will be culturally relevant to the population served.

Activities and programs at SSFP are always culturally and linguistically responsive. One good example is our La Prensa programs. Launched 14 years ago by SSFP working with language acquisition experts from UW-Madison, La Prensa Libre de Simpson Street has grown to be one Madison’s most effective youth programs. Parents were enthralled back then with the prospect of a new, across-languages, approach to literacy during out-of-school time. Today, La Prensa programs are among the most popular we offer and there are wait lists for participation. Students of all ages and skill levels enjoy the collaborative activities offered through La Prensa programs.

About 55% of our current middle school students are second-language learners and/or enrolled in DLI programs at school. SSFP programs are uniquely positioned to deliver language access and culturally relevant OST in 2024-25. Through newspapering, students of all ages get to play with language in fun and interesting ways. Our middle school youth enjoy translating words, phrases and articles – and love to work with our older La Prensa high school students doing translating work. Most SSFP staff are bilingual and we know how to make language acquisition fun and engaging for middle school youth. We believe bilingualism is an academic advantage and we teach that way.

“After-school and summer learning programs can help ELL students negotiate the complicated task of keeping up with grade-level academic content while concurrently developing language skills and English proficiency, thus reducing the gaps in academic achievement between ELLs and their native English-speaking peers” [Supporting English Language Learners Afterschool and Summer; Lisa Pray]

Las especies más famosas del Amazonas

por Aarosh Subedi, 12 años

El río Amazonas es un lugar lleno de animales famosos, como el caimán negro, el delfín del río Amazonas, la nutria gigante y la anaconda verde.

- D. **Recruitment, Engagement, Intake and Assessment:** Describe your plan to recruit, engage and address barriers to participation for the identified service population. Explain the intake and assessment procedure you will use for this program.

Most of our middle school students are enrolled by a parent. We also get a fair number of referrals from classroom teachers. We engage parents from the beginning, explaining the program and discussing possible barriers. Our programs are easy to access and always free. Within the first few weeks of participation, we've evaluated each new student's individual needs and interests. SSFP programs for middle school-age students are well-known among local parents. So, while we almost never have to recruit and usually have wait lists, we are adept at including kids who most need our programs. For our middle school students, the process starts with a "job application" and a "job interview." Parents sit in and contribute to the onboarding process. Kids love this process and buy in. Parent engagement is key to our success with this age group.

"My long Simpson Street Free Press experience has been gratifying. I have been able to work with some students once a week for years, watching them grow from struggling readers and writers to competent mentors for younger students. They also have taken on larger and more complex assignments themselves." – Louise Robbins, longtime volunteer and professor and director emerita in the Information School at UW-Madison (*Wisconsin State Journal*, 6/23/19)

3. PROGRAM DESCRIPTION AND STRUCTURE

- A. **Activities:** Describe your proposed program activities. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

Education researchers and experts call pandemic learning loss an "extended summer slide." SSFP middle school students receive individualized language arts instruction through an intricate writing-for-publication process. They undertake STEM projects that build literacy skills and bolster academic confidence. Students learn and explore in authentic 21st century newsrooms. They encounter predictable connections to the school day and transfer their skills to the classroom. The publications they produce are well-known and popular. Our student reporters inspire young readers across Madison.

SSFP programs provide affordable, stable, neighborhood-based OST for students in the middle school grades. SSFP programs are always free and our middle school students get paid. Our curriculum and methods complement in-school learning and support positive youth development. We deploy experienced volunteers and credentialed reading specialists. Our newsrooms are full of resources for learners of all ages and skill levels. Students in the middle school grades learn quickly to follow their curiosity and "explore your world from Simpson Street Free Press." Because we're a newsroom and a portal to the world, curious young people can explore in both structured and unstructured ways.

Activities for middle school youth center on grade level content, collaboration, and engagement. We use a fun and engaging newsroom system and middle school youth learn quickly to take full advantage. Older, more experienced students are always there to help. Students investigate and write about the core subject areas – science, geography, history, books and the arts. We lesson plan our source material expertly and specifically for the middle school age group. We do lots of close reading and other related activities. Middle school kids love to investigate and explore.

Program activities are developmentally appropriate, culturally relevant, and fit our program design. We plan activities for this age group using evidence-based practices. We walk new students through outlining and drafting. Students in this age group enjoy working in English and Spanish. Middle school students work with college-age editors who use Science of Reading principles and “7-Traits of a Writer” strategies. SSFP activities are designed to help kids stay engaged and confident at school. SSFP is about project-based learning. We extend the learning day, but do not replicate a classroom. Students use technology and accomplish newsroom tasks. It’s a practical way to learn skills that transfer easily to the classroom. We deliver the in-person instruction that works best for kids in this age group. SSFP staff includes experienced college-age editors, dedicated high school students, and credentialed reading specialists.

“Afterschool, summer and other out-of-school-time programs can be ideal settings for children to learn and build social and emotional well-being—when skilled and trusted adults are there to guide them.” – *The Wallace Foundation*

“In other words, each of these studies suggested that summer reading setback is a major contributor to the existing reading achievement gap between more and less economically advantaged children—reading activity is the only factor that consistently correlated to reading gains during the summer.” -- *The Afterschool Alliance*

“Assessing students’ literacy skills is critical to the success of any OST program that uses texts in activities. Participant assessment allows the program to gain perspective on students’ existing literacy skills, carefully tapping into what young people can do, like to do, and want to do in terms of literate activity as they enter the program and as they progress throughout the program.” – *AdLit / All About Adolescent Literacy*

“School partnerships are critically important to ensure that providers can align programs to the school-day curriculum or core standards. Strong partnerships also help providers identify students who need extra support and help gain access to data on student learning needs and progress that help OST providers deliver more targeted supports.” – *U.S. Department of Education*

“The Role of Cognition in the Gradual Release of Responsibility Model: Teachers can support students’ success by providing ample time for them to process and gain independence in completing complex tasks. Ultimately, the goal of learning is that the student can transfer and apply their learning in different settings independently.” – <https://www.edutopia.org/article/role-cognition-gradual-release-responsibility-model/>

“Show me, Help me, Let me: The Gradual Release of Responsibility Model is a teaching strategy characterized by a sequence of learning activities that shift the responsibility from the teacher to the student. The goal of this approach is autonomy and efficacy on the part of the student—ideally, the ability to transfer understanding on their own.” – <https://www.teachthought.com/pedagogy/gradual-release-responsibility/>

- B. **Program Schedule:** If you are proposing to provide a program at more than one location and the program schedule is the same for all locations, please list all of the locations in the “Location(s)” cell in Table 1 below. If the program schedules vary amongst locations, please complete Table 2 and the question following the tables.

Table 1

Location(s): SSFP South Towne Newsroom			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year	3:30pm	6:00pm
	Summer	3:30pm	6:00pm
Tuesday	School Year	3:30pm	8:00pm
	Summer	11:00am	8:00pm
Wednesday	School Year	3:30pm	8:00pm
	Summer	11:00am	8:00pm
Thursday	School Year	3:30pm	8:00pm
	Summer	11:00am	8:00pm

Friday	School Year	3:30pm	8:00pm
	Summer	11:00am	8:00pm
Saturday	School Year		
	Summer	9:00am	3:00pm
Sunday	School Year		
	Summer		

Table 2

Location(s): SSFP Cap Newspapers			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year		
	Summer		
Tuesday	School Year		
	Summer		
Wednesday	School Year	3:30pm	5:30pm
	Summer	12pm	5:00pm
Thursday	School Year	3:30pm	5:30pm
	Summer	12pm	5:00pm
Friday	School Year		
	Summer		
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

If applicable, please list the third location and any subsequent locations. Include the specific program schedule(s) differences as compared to the programs included in the tables above.

N/A

- C. **Frequency, Duration and Anticipated Attendance:** Please complete the table below. If you are proposing to provide a program at more than one location and the program structure is the same for all locations, please list all of the locations in the “Location(s)” cell in the table below. If the program structure varies amongst locations, please complete the rows for “Location #2” and the question following the table for any additional program locations.

	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location #1: SSFP South Towne Newsroom					
School Year	5 Days Per Week	5 Hours	38 Weeks	1 to 10	25
Summer	6 Days Per Week	10 Hours	14 Weeks	1 to 10	30
Location #2 (if applicable): SSFP Cap Newspapers					
School Year	2 Days Per Week	3 Hours	38 Weeks	1 to 10	15
Summer	2 Days Per Week	5 Hours	14 Weeks	1 to 10	20

*Frequency=number of times per week, month, year (i.e. 5 days per week, 2x per month, 4x per year)

**Annual Duration=number of weeks or months annually (i.e. 10 weeks, 6 months)

If applicable, please list any other locations and note any differences in the program structure as compared programs included in the table above.

Before the pandemic, SSFP used our two permanent locations on Madison's southside and three sites located in the after-school spaces of local schools. In 2021-22, we used only the two permanent sites. In 2023-24, we will again offer programs at various school sites. Our planning goal right now is to expose as many kids as possible to our curriculum and our brand of OST learning.

4. ENGAGEMENT, COORDINATION AND COLLABORATION

- A. Family Engagement: Describe how your program will engage parents/guardians and families in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

The SSFP organization enrolls students in grades 2-12. About 85% of young people enrolled are students of color. About 55% are second-language English speakers or enrolled in DLI programs at their schools. Almost all SSFP students come from lower-income families. About half of current SSFP students are in middle school.

Most SSFP board and staff live in south Madison. Senior staffers Brandon Alvarez, Taylor Kilgore, Cris Cruz and James Kramer were born here. We engage parents/guardians and families in the development of this proposal and in all SSFP programs/activities. Madison parents know and trust SSFP. Program assessment is done by staff members who are from the communities we serve. Because we are journalists, our approach to OST programming includes a laser focus on racial equity and social justice. SSFP is well known across Madison for providing youth with platform and voice as they explore these issues.

Engagement, coordination and collaboration is always part of the plan at SSFP. Launched in 1992 by south Madison parents, Simpson Street Free Press has carefully honed its craft. Connections to the schools and communities in which we work is a longstanding organization strength. Most SSFP editors are bilingual and SSFP students publish in English and Spanish. We promote from within. Older students assist younger peers. High school and college-age editors assume leadership roles. Experienced volunteers and credentialed reading specialists assist the student editors. SSFP staff, board, and volunteers mirror the demographic makeup of south Madison. Young people are involved in implementation at every stage – picking assignments, following their curiosity, collaborating with teammates, and publishing the work.

“We want to thank you all for the great hospitality you extended to us on our visit, as well as for sharing the incredibly innovative and impactful work you are doing with students in the afterschool hours. As we discussed at length, we have to meet kids where they are, and find ways to engage with them, and then give them the skills they need to be successful in college, career, and life. You guys embody that mission in a most profound way. Kudos to all.” – *Steve Fernan, Student Services Team, Wisconsin Department of Public Instruction*

- B. Neighborhood/Community Engagement: Describe how your program will engage neighborhood residents or other relevant community stakeholders in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

SSFP is a unique organization. Launched by south Madison parents in 1992, SSFP was started by the community specifically to provide what the community saw was missing – rich and layered OST designed to support school-day outcomes. Since that time, SSFP has meticulously honed our approach to high-quality OST. We are embedded in the communities and neighborhoods we serve. Our Parents of Simpson Street group is active, involved, and effective.

SSFP programs match the ethos and essence of MOST Effective Practices and this RFP. These projects will address C-19 learning loss and spark academic achievement using proven education strategies. SSFP extended-day learning models apply OST best practices for healthy youth development, and we do so in

practical, neighborhood-based settings. This is project-based learning. Writing for publication and producing high-quality newspaper content is a real job for students enrolled in SSFP programs. SSFP kids find platform and voice as they hone practical, 21st century literacy skills.

“Dear Editor: As the Latina parent of a bilingual daughter, I see clearly the benefits of academic-based programs like Simpson Street Free Press. The staff at Simpson Street know the community, know the kids, and know how to teach. South Madison parents know and trust Simpson Street Free Press outcomes.” – *Patricia Lara (The Capital Times, 6/22/19)*

C. **Collaboration:** Please complete the table below and respond to the narrative questions regarding program collaboration with community partners.

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
MMSD	Collaboration	Tamuriel Grace	Yes
UW School of Ed	Volunteer editors	Dawn Lemirand-Poepping	No
UW School of Journalism	Volunteer editors	Sue Robinson	No
Capital Newspapers	In-Kind Space	Dave Zwiefel	No
UW Madison Physics Department	Science/Math Tutors	Dan McCammon	No

List any additional partners, their role & responsibilities, contract person and MOU information (if applicable):

SSFP benefits from Partnerships with UW-Madison School of Education, School of Journalism, and UW’s Physics Department. Our facility at Capital Newspapers is donated in-kind. Volunteers at SSFP work with students and provide one-on-one literacy support. We use a fun and engaging newsroom system that provides easy onboarding for new volunteers. Students at SSFP love working with our volunteers because the process helps them get their articles published.

“Teaching a kid to read is a laudable and necessary service to the community. Teaching a kid to write is to empower an individual to compete in any field on any stage.” – *Vince O’Hern, Publisher of Isthmus*

How do these partnerships enhance this proposal?

SSFP is known for expertise in the OST field. For students in the middle grades, these partnerships result in more close reading doses and more one-on-one time. Partnerships enhance our ability to provide nurturing and effective OST for our middle school youth. Our curriculum and newsroom structure means volunteers can help young writers see their work published.

The Mammal that Helped Take Over the Globe

by Ayelen Flores Ruiz, age 12, James Wright Free Press

“Researchers have discovered a prehistoric mammal with a two to five years life cycle that they call the Manbearpig. The mammal’s short lifespan is likely due to their months-long pregnancy, a trait that scientists believe helped mammals dominate the world after the extinction of the dinosaurs.”

What are the decision-making agreements with each partner?

Each partnership is different and can change from semester to semester. Our partnerships are effective, ongoing, and are sustained over time.

- D. **Resource Linkage and Coordination:** What resources are provided to participants and their families by your proposed program? How does the program coordinate and link families and participants to these resources?

Our newsrooms are full of computers, books, word games, colorful maps, and other resources for learners of all ages and skill levels. For students in the elementary and middle school grades, our mantra is “explore your world at Simpson Street Free Press.” Because we’re a newsroom and a portal to the world, curious young people can explore in both structured and unstructured ways. SSFP newsrooms are full of resources that link to Planet Earth and almost any other topic students choose to follow. Young people use their curiosity to explore topics of interest. After doing this work for decades, we have developed hundreds of lesson plans for students in the middle school age group. And we have staff that know how to encourage the work.

“Along with the online changes, student writers are also covering a special series of new content. Over the past two months, students have written about the ancient libraries of the Middle East, pollinator species, Mars helicopters, and East Africa.” – *The Capital Times* (12-28-22)

Remarkable Ancient Texts Preserved in Remote Libraries Deep in the Sahara Desert

by Zainab Yahiaoui, age 14

An ancient and remote village in the middle of the Sahara Desert is home to many sacred texts from libraries that were built more than 1,000 years ago. Now the world’s greatest desert threatens to engulf the history and the libraries of this remarkable place. (from the Simpson Street East Africa Series)

“Hace 200 millones de años, la Tierra tenía un solo continente: Pangea: “En 1915, el escritor y meteorólogo alemán Alfred Wegener escribió el libro *El origen de los continentes y océanos*. El libro de Wegener propuso la teoría de la deriva continental. La teoría de Wegener fue bastante controvertida durante ese tiempo. La teoría explica que los continentes de la Tierra cambiaron de posición a lo largo de la cama oceánico a lo largo del tiempo geológico.” – *por Santiago Rosero Perea, 11 años de edad; traducido” por Yoanna Hoskins, 17 años de edad (from La Prensa Libre de Simpson Street, published 4-26-23)*

5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

- A. **Madison Out-of-School Time (MOST) Effective Practices:** Please describe how each of the seven basic elements are addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)? Are there any other program quality standards, tools or measurements that you use with this program? If yes, please list and describe.

Implementation and Alignment: SSFP helped craft and develop MOST effective practices. SSFP uses the MOST Effective Practices guide in training and program design. All staff at SSFP -- high school juniors and seniors, college-age editors, reading specialists and volunteers -- know, understand, and embrace these principles.

MOST Building Block #1 promotes and encourages Intentional Program Design. In fact, the OST curriculum pioneered by SSFP continues to win state and national awards for innovation and solid results. The youth outcomes achieved by SSFP are clear, concrete, and sustained over time. Our award-winning curriculum and methods were developed over the years by program participants, parents, the community, and OST experts. Because we were started by the community, and remain embedded in the neighborhoods we serve, few organizations enjoy the kind of family loyalty that SSFP does. Programs are designed and implemented using a deliberate process that embraces all stakeholders.

MOST Building Block #2 recognizes the importance of building “relationships through reliable, ongoing interactions that develop trust.” This is a key strategy in all SSFP programs. Specifically designed for out-of-school time, our methods include mentoring and tutoring. High school youth practice their skills by helping middle school students. Our collaborative, project-based approach to OST is innovative and effective. Middle

school students benefit from relationships with high school and college-age editors. Positive peer-to-peer relationships are an organization trademark.

Most Building Block #3 addresses youth voice and leadership. Quite obviously, SSFP shines here. Every week, we publish dozens of youth-written articles, columns, and book reviews. Students polish, practice, and exercise youth voice at every step in the process. For older, more-experienced youth leaders at SSFP, helping younger peers is part of the job. There is a community-service ethic at work in SSFP programs that is easy to recognize, but difficult to replicate. Our middle school youth benefit from this tried-and-true approach to OST.

MOST Building Block #4 centers racial and cultural inclusion. Racial and cultural diversity is evident at all levels of the organization. Staff, board, and our Parents of Simpson Street group reflect the demographic makeup of the neighborhoods we serve. SSFP students in all grades benefit from the rich and authentic diversity inherent in all SSFP programs.

Most Building Block #5 supports family and community engagement. Respectful and inclusive family communication is a key strategy at SSFP. Most SSFP staff are bilingual and most live in the neighborhoods we serve. Our programs are culturally responsive, and families have meaningful opportunities to influence programs. A good example is our La Prensa programs. Students of various ages work together to translate articles, back-and-forth, between English and Spanish. With new publishing platforms launched in 2022, SSFP's Spanish-language readership has grown exponentially, and Spanish-language readership is an organization strength.

Organizational management and staff support are addressed in **MOST Building Block #6**. SSFP was launched by the community it serves. We are, by every account, a well-managed and fiscally sound organization with a proven track record of success. Professional development, appropriate supervision and support, are embedded in the SSFP system. Everywhere in the organization, young people move up the newsroom ranks and take on leadership roles.

Most Building Block #7 addresses environment and safety. SSFP facilities are long established and our programs are trusted and beloved by parents and families. We also work in schools. SSFP provides environments that foster learning and trust and build a sense of community.

Quality Standards and Program Measurements: SSFP is well-known for its use of modern OST measurement tools. Since the pandemic, we've relied less on school-based test results. But we still monitor school progress and school-day engagement among high school students. For middle school youth, we use in-house evaluations and benchmarks such as assignment completion and school-day attendance. We use Infinite Campus and work closely with parents when assessing student progress. High school and college students edit and revise the work of middle school students and conduct close reading sessions. This collaborative process builds literacy skills, SEL skills, and academic confidence among our students.

"Staff at DPI continues to be impressed by the methods and curriculum developed at Simpson Street Free Press. This organization understands how to leverage extended-day learning opportunities in ways that support classroom performance." – *Tony Evers*

B. Program Outputs - Unduplicated School-Age Children or Youth and Program Hours

Total Annual Unduplicated Children or Youth participating in proposed program: 150

Total program hours annually: 1500

C. Program Outcomes

Please describe the data and the data source used to choose your outcome objectives?

SSFP employs high school and college-age editors. Older students assist younger peers. Young writers make outlines and rough drafts, then edit and check facts. These skills transfer quickly to the classroom. SSFP activities make academics fun, cool, and doable. In particular, our newsroom systems are very effective with middle school youth.

Outcome Area (Elementary-age and middle school students) Students demonstrate improved academic confidence and school-day engagement. All students read at or above grade level. **Indicators:** Observable change in literacy habits and skills. Measurable changes in MAP (or MMSD equivalent) and Forward Exams. **Measurement Tools:** Number of close reading doses. Assignments completed. MAP (or MMSD equivalent), in-house evaluations and Forward Exams. Infinite campus for school progress and school-day attendance. **Outcome Statement:** Reading/language arts proficiency improves for all (100%) students. MAP scores (or MMSD equivalent) increase for at least 90% of participants (grades 2-8). At least 70% of participants improve proficiency more than grade level expected. Middle school students prepare for the transition to high school.

Published student work and strong overall readership are indicators of program success. But SSFP results rely on the sheer number of close reading doses and peer-to-peer revision sessions that happen during newspaper production. And this is absolutely true for our students in the middle school grades. Practical language-arts and technology skills are what we teach and what makes SSFP programs effective. We make it fun for our younger students, especially our middle school students, by focusing on exploration. We extend the learning day, but don't replicate a classroom. This is project-based OST learning, and we use GRR principles (Gradual Release of Responsibility). Program outcomes include academic confidence, school-day engagement, improved reading/language arts proficiency, published media products, and inspired young readers and writers.

“Academic OST programs with sufficient dosage can measurably improve student achievement.” – *The Wallace Foundation*

“Furthermore, there is growing evidence that well-designed, intentional summer programs can minimize loss of basic skills. Well-designed, intentional and structured programs provide the enriching experiences that lead to long-term increases in school attainment and achievement by building resiliency, initiative, and engagement in learning.” – *The Massachusetts Special Commission on After School and Out of School Time*

“Simpson Street Free Press is one of the best achievement gap closers we’ve got going. With even more attention focused on public education in our state, on disparities and achievement gaps, and on strategies like out-of-school time or after-school programs, the Simpson Street Free Press model and curriculum is going to increasingly be held up as an example of success.” – *WISC Ch. 3 News*

“Over the past 15 years, knowledge of the afterschool field has grown substantially. A large body of evidence exists that confirms quality afterschool programs help children become more engaged in school, reduce their likelihood of taking part in at-risk behaviors or acting out in school, and help raise their academic performance. The growth of afterschool program evaluation has also helped the afterschool field understand the elements of quality afterschool programs, spurring continuous improvements in programs and a growing sophistication of the field.” – *The Afterschool Alliance*

Please identify at least one Program Outcome for your proposed program(s), from the RFP Guidelines 1.4, that you will track and measure. Complete the table(s) below.

Outcome Objective #1: Middle school youth practice English/Language-arts skills and show overall academic progress.				
Performance Standard	Targeted Percent	80%	Targeted Number	120
Measurement Tool(s) and Comments:				
Infinite Campus, MAP score, and parent engagement.				

Outcome Objective #2: Attachment to school demonstrated through improved school attendance.				
Performance Standard	Targeted Percent	70%	Targeted Number	105
Measurement Tool(s) and Comments:				
School attendance				

Outcome Objective #3:				
Performance Standard	Targeted Percent		Targeted Number	
Measurement Tool(s) and Comments:				

If necessary, add additional outcome objectives, performance standards, targeted percent, targeted number, and measurement tools:

- D. Data Tracking: What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses?

For students in the elementary and middle school grades, we closely watch English/language arts proficiency and progress. We use Infinite Campus and communicate with parents. We also use in-house evaluations. While SSFP has always been known for our data collection systems, we've relied less on school-based tests during the pandemic. Rather, we watch a range of indicators to gauge school-day progress and school-day engagement. Successful transition to higher grades is a particular focus area for us. Because we're a newsroom, there are many opportunities to collect data and follow student progress. For our students in the younger grades, we count close reading doses.

6. PROGRAM LOCATION

- A. Address(es) of the site where programs will occur:

South Towne Mall, 2411 West Broadway
 Capital Newspapers, 1901 Fish Hatchery Road

7. PROGRAM STAFFING AND RESOURCES:

- A. Program Staffing: Full-Time Equivalent (FTE) – Include employees, AmeriCorps members and Adult Interns with direct program implementation responsibilities. FTE = % of 40 hours per week.

*Use one line per individual employee

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Managing Editor	Yes – See Organization Narrative	All	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	1.0	1.0
Publications Coordinator	Yes – See Organization Narrative	All	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	1.0	1.0
Science Editor	Yes – See Organization Narrative	All	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	0.5	0.7
La Prensa Editor	Yes – See Organization Narrative	All	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	0.5	0.8
Co-Editor	Yes – See Organization Narrative	All	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	0.5	0.8
Co-Editor	Yes – See Organization Narrative	All	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	0.5	0.8
Executive Director	Yes – See Organization Narrative	All	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	1.0	1.0
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
Please complete the total FTE for the applicable time period		School Year:		5.0	
		Year-Round			
		Summer			6.1

Volunteers: If volunteers will have direct contact with program participants, how are they vetted, trained and supervised?

Volunteers at SSFP work directly with students and provide one-on-one literacy support. We use a local service to do background checks when volunteers will work directly with youth. We use a fun and engaging newsroom system and provide easy onboarding for new volunteers. Students at SSFP love working with our volunteer editors because the process helps them get their articles published. OST best practices, strategies, and techniques are discussed regularly at SSFP. Volunteers and staff organize workshops and other types of training sessions and staff planning time is built into our work schedule.

“For the past nine years, I have worked with middle school students at James Wright Free Press and at Simpson Street Free Press. I find this work both enjoyable and practical. The methods we use at SSFP really work for kids and I am always amazed by how quickly they master the techniques we teach. I know from countless conversations with students that they love to use these techniques at school. – *Cliff Kohler, volunteer teacher and editor (2-17-23)*

“Teaching a kid to read is a laudable and necessary service to the community. Teaching a kid to write is to empower an individual to compete in any field on any stage.” – *Vince O’Hern, Publisher of Isthmus*

B. Other program Resources/Inputs (such as program space, transportation or other resources necessary for the success of your program):

Our newsrooms are full of computers, colorful maps and books, for learners of all ages and skill levels. For students in the middle school grades, our mantra is “explore your world at Simpson Street Free Press.” Because we’re a newsroom and a portal to the world, curious young people can explore in both structured and unstructured ways. Our programs are always accessible and always free.

“As an educator, school principal and parent, I understand the value of high-quality after-school activities. Simpson Street Free Press is an innovative idea whose time has come.” – *Dr. Angie Hicks, Chief of Middle Schools, Madison School District*

8. BUDGET

- A. The budget should be submitted with the proposal using the template provided in an Excel document or a PDF. There are five tabs within the Excel spreadsheet: Cover Page, Organization Overview and one sheet for the Program Budget for each age group. The Cover Page, Organizations Overview and relevant Program Budgets must be submitted with this document for a proposal to be complete.

The budget template can be found on the [CDD Funding Opportunities website](#).

9. IF APPLICABLE, PLEASE COMPLETE THE FOLLOWING:

- A. Disclosure of Conflict of Interest
Disclose any potential conflict of interest due to any other clients, contracts, or property interests, e.g. direct connections to other funders, City funders, or potentially funded organizations, or with the City of Madison.
N/A
- B. Disclosure of Contract Failures, Litigations
Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation.
N/A



School-Age Child and Youth Development 2023 Request for Proposals PART 2 - Program Narrative Form

Submit Application to: cddapplications@cityofmadison.com

Deadline: 4:30 p.m. (CDT) on **May 15, 2023**

Official submission date and time will be based on the time stamp from the CDD Applications inbox. Late applications will not be accepted

Part 2 – Program Narrative Form MUST be completed for EACH PROGRAM for which you are asking for funds.

Responses to this RFP should be complete but succinct. Materials submitted in addition to Part 1 - Organization Narrative, Part 2 - Program Narrative(s) and Part 3 - Budget Narrative will not be considered in the evaluation of this proposal. *Do not attempt to unlock/alter this form.* Font should be no less than 11 pt.

If you need assistance related to the **content of the application** or are unclear about how to respond to any questions, please contact CDD staff: Yolanda Shelton-Morris, Community Resources Manager yshelton-morris@cityofmadison.com or Mary O’Donnell, Community Development Specialist modonnell@cityofmadison.com. We are committed to assisting interested organizations understand and work through this application and funding process.

If you have any questions or concerns that are related to **technical aspects** of this document, including difficulties with text boxes or auto fill functions, please contact Jen Stoiber – jstoiber@cityofmadison.com

Legal Name of Organization:	Simpson Street Free Press, Inc.	Total Amount Requested for this Program:		\$ 22,000
Program Name:	SSFP High School Programs	Total Program Budget:		\$ 127,050
Program Contact:	Leila Fletcher, Cris Cruz, Taylor Kilgore	Email:	editors@ssfnews.org	Phone: 608-223-0489
AGE Group and Program TYPE: Select <u>ONE</u> Program Type under ONE Age Group for this form.				

Elementary

- | | |
|---|--|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only |
| <input type="checkbox"/> Multi-focused Year Round | <input type="checkbox"/> Topical/ Skill/Population |

Middle School

- | | |
|---|--|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only |
| <input type="checkbox"/> Multi-focused Year Round | <input type="checkbox"/> Topical/ Skill/Population |

High School

- | | |
|---|--|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only |
| <input type="checkbox"/> Multi-focused Year Round | <input type="checkbox"/> Topical/ Skill/Population |

PLEASE NOTE: Separate applications are required for each age group and distinct/stand-alone program. Programs are considered distinct/stand-alone if the participants, staff and program schedule are separate from other programs, rather than an activity or pull-out group.

1. PROGRAM OVERVIEW

- A. Need: Briefly describe the need in the City of Madison for the programs included in this application, including the source of the data used in your response.

“For the first time since the implementation of the Wisconsin Forward Exam, proficiency fell below 40% statewide in both math and English/language arts.” – *Wisconsin DPI*

SSFP projects make high-quality, culturally relevant OST opportunities available for youth from lower-income backgrounds. High school students at SSFP will receive grade-level academic support in a positive and mentoring newsroom environment. SSFP high school students prepare for college and career.

According to DPI and MMSD, achievement gaps in Madison are among the worst in Wisconsin. Literacy-focused and project-based OST are powerful tools, in particular as students recover from lost instruction time. SSFP curriculum has won dozens of state and national awards. Our methods support local schools and classroom teachers. A typical school day, operating on its own, can't provide the volume of one-on-one supports some students need. That's what OST programs do. SSFP develops and applies evidence-based OST principles in practical, frontline settings.

SSFP curriculum is sequential. We believe that like Velcro, knowledge sticks to other, previous knowledge. This is especially true for students in our high school group. We use “Gradual Release of Responsibility” teaching strategies with our middle and high school youth. Students gain confidence in their current skills, master new skills, and apply those skills to move up the newsroom ranks. “Predictable connections to the school day” is a proven after-school and summer strategy. SSFP students quickly learn to apply newsroom skills in the classroom.

High school students also benefit from the teams of volunteers and tutors available at SSFP. Over the years, SSFP has built a very effective volunteer network. High school youth work with editors from the UW School of Journalism and School of Education. Professional journalists from the “Report for America” program also volunteer at SSFP. Our high school students learn to edit, revise, research and check facts. Volunteers from UW-Madison's Physics Department provide grade-level tutoring in math and science.

“I love using any platform I have to talk about what things that Simpson Street does for the community and just bringing opportunities for young people to continue being learners and continue being creators and writers outside of school.” – *Kadjata Bah, Wisconsin Youth Journalist of the Year (The Capital Times 4/9/2023)*

“As an educator, school principal and parent, I understand the value of high-quality after-school activities. Simpson Street Free Press is an innovative idea whose time has come.” – *Dr. Angie Hicks, Chief of Middle Schools, Madison Metropolitan School District*

- B. Goal Statement: What is the goal of your program and how does it align with the scope of work described in the RFP guidelines?

Communities across the country search for ways to spark achievement and engage young people in civic life. SSFP accomplishes these goals. SSFP programs match the ethos and essence of the School-Age Child and Youth Development Service Continuum, MOST Effective Practices, and this RFP. Our OST projects address C-19 learning loss and spark academic achievement using proven education strategies. SSFP extended-day learning models apply OST best practices for healthy youth development. This is project-based learning. Writing for publication and producing quality newspaper content is a real job for SSFP high school students. SSFP kids find platform and voice as they hone practical 21st century skills. SSFP projects make high-quality, culturally relevant OST available for youth from lower-income backgrounds. SSFP high school students prepare for college and career.

Rich and layered OST programs help young people connect to their communities, build SEL skills, and benefit from belonging. SSFP provides crucial academic support in a fun, teamwork-oriented, and always interesting newsroom atmosphere. High school youth design their own job descriptions. They pursue their interests and contribute to the success of our programs and publications. Because older students assist younger peers, there is a one-room schoolhouse ethic evident in all SSFP programs. These programs deliver practical, fun, nurturing, in-person OST opportunities for high school kids. Students can choose their own, flexible schedule – but always encounter the same staff and newsroom atmosphere.

“For the first time since the implementation of the Wisconsin Forward Exam, proficiency fell below 40% statewide in both math and English/language arts.” – *Wisconsin DPI*

“This is a time to demonstrate agility and understanding. We have an opportunity to support one another in all forms of learning.” – *Ali Muldrow, Madison School Board*

“I’ve found the perfect tonic to lift my spirits when I become depressed over this nonsensical and often dysfunctional world. I arrange a visit with the young people who are the brains and brawn behind the Simpson Street Free Press, and then my hope for the future is restored.” – *Dave Zweifel, The Capital Times, 11/28/22*

- C. Program Summary (3-5 sentences):

Simpson Street Free Press delivers high-impact academic instruction during after-school and summer hours. We publish newspapers. Our writers are kids. Students explore our community and the core subject areas. Then they write and publish. Our mission is to spark school-day success, engage youth in the community, and bridge achievement gaps.

2. POPULATION SERVED

- A. Proposed Participant Population: Describe the intended service population that will be impacted by this program (e.g., location, ages, race/ethnicities, income ranges, English language proficiency, if applicable etc.) AND how this population was involved in the development of this program proposal.

SSFP enrolls students in grades 2-12. About 85% of young people enrolled are students of color. About 55% are second-language English speakers or enrolled in DLI programs at their schools. Most SSFP students come from lower-income families. About 20-25% of SSFP students are in high school.

Project-based learning is perfect for out-of-school time. Students see the purpose of the task and work in teams to accomplish goals. SSFP high school students take ownership, assume leadership, engage the community, and publish on multiple platforms. They produce the award-winning “Science of Wisconsin’s Environment” series, the “Women in Science and Math” series, and very popular coverage of the local arts and history. At SSFP, all this is facilitated by young leaders and editors. With help from City of Madison, SSFP has built innovative and effective assets—including young people who know the ropes and are dedicated to community service.

In particular for high school students, SSFP is an example of high-quality and multi-activity OST. We currently serve about 290 students per year, and about 20-25% of students are in high school. High school youth at SSFP craft their schedules and job descriptions using what we call a pie-chart system. Each semester, these youth split up tasks and find ways to contribute. Some enjoy working with younger students. While all our students write, some high school kids really focus on journalism. They pursue STEM topics like climate change or PFAS contamination. Others choose to get out in the community and cover local events. Students also manage our growing social media presence and curate what content goes in our various sections or publications.

In all these ways, SSFP provides low-income youth and youth of color access to OST programs that complement in-school learning and support positive youth development. SSFP programs match all seven building blocks in the MOST Effective Practices guide. Youth at Simpson Street have a strong sense belonging and ownership. Everyone brings their own skills to the newsroom and everyone contributes. The atmosphere is collaborative, like a one-room schoolhouse, with older students helping less-experienced peers. Examples include our La Prensa programs. Students translate articles back-and-forth, between Spanish and English, and publish their work. These exercises build literacy confidence and skill, with all age groups, and work even better when high school kids lead the way.

What experts call the “C-19 Extended Summer Slide” is playing out right now in Madison’s schools and neighborhoods. Lower-income students and students of color are hit hardest. OST is a powerful tool. SSFP projects extend the learning day, provide youth of color with access to high-quality OST, and address unmet needs at a crucial moment in time. We will build on what works and apply what we learned during C-19. Students learn the systems in our newsrooms and then take on leadership roles, so we would like to hire more high school youth in 2024. SSFP projects are sustainable, concrete, and permanent. Our programs will continue to expand in 2024-25.

MMoCA Exhibit “Ain’t I A Woman?” Opens April 23

Devika Pal, age 16

“This year’s *Triennial* is comprised of artwork from 23 intergenerational Black women artists. It explores the crossroads of race, gender, and underrepresentation in Wisconsin. It will feature a range of art pieces including murals, printmaking, paintings, sculptures, performances, and textiles.” – Simpson Street Free Press (4-18-22)

Growing Population of Invasive Moth Species in Wisconsin

by Desteny Alvarez, age 18

Recently, we have seen a rise in the number of spongy moths in Wisconsin. These moths cause skin rashes and are a danger to our environment. – Simpson Street Free Press (5-10-23)

B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	7	10%
Black/African American	28	40%

Asian	7	10%
American Indian/Alaskan Native		
Native Hawaiian/Other Pacific Islander		
Multi-Racial		
Balance/Other	28	40%
Total:		
Ethnicity		
Hispanic or Latino	28	40%
Not Hispanic or Latino	42	60%
Total:		
Gender		
Boy/Man		
Girl/Woman		
Non-binary/GenderQueer		
Prefer Not to Say		
Total:	70	

- C. **Language Access and Cultural Relevance:** Please describe how the proposed program will serve non-English speaking youth and/or their families. Describe how the proposed program will be culturally relevant to the population served.

Activities and programs at SSFP are always culturally and linguistically responsive. One good example is our La Prensa programs. Launched 14 years ago by SSFP working with language acquisition experts from UW-Madison, La Prensa Libre de Simpson Street has grown to be one of Madison’s most effective youth programs. Back in 2009, parents were enthralled with the prospect of a new, across-languages, approach to literacy during out-of-school time. Today, La Prensa programs are among the most popular we offer and there are wait lists for participation. Students of all ages and skill levels enjoy the collaborative activities offered through La Prensa programs.

Almost half of our current high school students are second-language learners, learn and write in multiple languages, and/or participate in DLI programs at school. SSFP programs are uniquely positioned to deliver language access and culturally relevant OST in 2024-25. Through newspapering, students of all ages get to play with language in fun and interesting ways. Our younger students enjoy translating words, phrases and articles – and love to work with our older La Prensa high school students doing translating work. Most SSFP staff are bilingual and we know how to make language acquisition fun and engaging for youth in all age groups. We believe bilingualism is an academic advantage and we teach that way. High school youth at SSFP can explore topic areas that interest them -- and in ongoing ways.

State's young journalist of the year grateful for Simpson Street experience

“I was really, really, really into writing about Black history at the time, because that was something that I thought wasn't really being covered at school. So, I took a lot of my time studying and reading about Black history and that was what I was really passionate writing about, because I wanted people to also hear the stories that I read about, stories that I thought didn't get as much attention or receive as much recognition as they needed to.” -- *Wisconsin’s 2023 Youth Journalist of the Year, Kadjata Bah (Interviewed by The Capital Times, 4-9-23)*

¿Qué causa la industria del reciclaje fallida de Estados Unidos?

por Yoanna Hoskins, 17 años de edad

La pandemia causó muchos cambios en la sociedad, pero también resaltó cuestiones que antes habían pasado desapercibidas. El engaño de la industria del reciclaje de plásticos es solo un ejemplo. En particular, Covid-19 demostró cuán sensible es la industria del reciclaje de plásticos a las variaciones en los precios del petróleo. (La Prensa Libre de Simpson Street, 2/17/23)

- D. **Recruitment, Engagement, Intake and Assessment:** Describe your plan to recruit, engage and address barriers to participation for the identified service population. Explain the intake and assessment procedure you will use for this program.

Many of our high school students started at SSFP in middle school. We also hire high schoolers. Referrals from teachers or other students are common. Onboarding is usually seamless for kids in this age group. Students of all skill levels can pick up our newsroom systems quickly, and more experienced students are ready to help. During the first few weeks, we evaluate each new student's individual needs and interests. We use "Gradual Release of Responsibility" and "predictable connections to the school day" – both are proven OST strategies. Our middle and high school students gain confidence in their current skills, master new skills, and apply those skills during the school day. Parent engagement is key to our success with this age group.

"Nothing gave me more academic self-confidence than when I first saw my byline in Simpson Street Free Press" – *Deidre Green, former student and teen editor, currently principal at Capital High School in Madison*

Book Review: The Distance Between Us

by Camila Cruz, age 15

"The Distance Between Us" by Reyna Grande is an autobiography. The book was first published in 2012. The story begins in Mexico with Reyna, her two siblings – Carlos and Mago – and her mother. Early on we find out that Reyna's father has crossed the border from Mexico to the United States, also referred to as "El Otro Lado." He left when Reyna was very young and a picture of him was all Reyna had to remember him. (2-25-2023)

3. PROGRAM DESCRIPTION AND STRUCTURE

- A. **Activities:** Describe your proposed program activities. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

Simpson Street Free Press delivers high-quality, multi-activity, learning opportunities during after-school and summer hours. We publish newspapers. Our writers are kids. SSFP is based in decidedly low-income areas. While SSFP high school students come from neighborhoods across Madison, they come together to publish top-notch newspaper content.

SSFP is a community-based organization in the truest sense of the term. We have an established equity and inclusion track record. We draw diverse groups young people into collaborative learning activities. Editors, journalists, volunteers, and local youth leaders work together. SSFP students publish high-quality media content and inspire young readers across Madison and Dane County.

Education researchers and experts call pandemic learning loss an "extended summer slide." The SSFP brand of project-based OST supports school-day outcomes. High school students plan and publish STEM projects like our popular "Science of Wisconsin's Environment" series. During the process, high school students build literacy skills and gain academic confidence. Students can learn and explore in a newsroom, but high school students engage the community and contribute to civic discourse. They encounter predictable connections to the school day and transfer their skills to the classroom. The publications they produce are well-known and popular. Our student reporters inspire young readers across Madison. Even for high school students, close reading and revision are key strategies at SSFP. We use "7-Traits of a Writer" and lots of peer-to-peer editing. High school students organize book clubs and mentor younger SSFP students.

"Effective instructional tasks must allow room for students to have something of their own to say in their writing. Students must see the point of the task, beyond simple obedience to the teacher's demands. It is this sense of purposefulness that will integrate the various parts of the task into a coherent whole, providing a

sense of direction. The focus must be on what is being accomplished through writing if the student is to learn procedures to carry out those purposes” (How writing Shapes thinking; Langer, J. and Applebee).

“The Role of Cognition in the Gradual Release of Responsibility Model: Teachers can support student success by providing ample time for them to process and gain independence in completing complex tasks. Ultimately, the goal of learning is that the student can transfer and apply their learning in different settings independently.” -- <https://www.edutopia.org/article/role-cognition-gradual-release-responsibility-model/>

“Show me, Help me, Let me: The Gradual Release of Responsibility Model is a teaching strategy characterized by a sequence of learning activities that shift the responsibility from the teacher to the student. The goal of this approach is autonomy and efficacy on the part of the student—ideally, the ability to transfer understanding on their own.” -- <https://www.teachthought.com/pedagogy/gradual-release-responsibility/>

“SSFP programs deserve support. They have a talented staff, a proven curriculum, and dedicated base of volunteer teachers and editors. But the final proof of the quality of the program is the students. They love the program and achieve great things when they go off into the post-SSFP world.” – *Hemant Shah, Director, School of Journalism, UW Madison*

“Out-of-school time programs (OSTs) are in a unique position to provide students with access to a wide variety of enjoyable reading materials. Across the curriculum, reading enlivens and strengthens every after-school, before-school, and summer learning program. Avid readers of all backgrounds are higher achievers than students who seldom read; indeed, the achievement gap between white students and students of color disappears when both read widely and passionately.” (Swan et al. 2010).

- B. Program Schedule: If you are proposing to provide a program at more than one location and the program schedule is the same for all locations, please list all of the locations in the “Location(s)” cell in Table 1 below. If the program schedules vary amongst locations, please complete Table 2 and the question following the tables.

Table 1

Location(s): SSFP South Towne Newsroom			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year	3:30pm	6:00pm
	Summer	3:30pm	6:00pm
Tuesday	School Year	3:30pm	8:00pm
	Summer	11:00am	8:00pm
Wednesday	School Year	3:30pm	8:00pm
	Summer	11:00am	8:00pm
Thursday	School Year	3:30pm	8:00pm
	Summer	11:00am	8:00pm
Friday	School Year	3:30pm	8:00pm
	Summer	11:00am	8:00pm
Saturday	School Year		
	Summer	9:00am	3:00pm
Sunday	School Year		
	Summer		

Table 2

Location(s): SSFP Cap Newspapers			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year		
	Summer		
Tuesday	School Year		

	Summer		
Wednesday	School Year	3:30pm	5:30pm
	Summer	12pm	5:00pm
Thursday	School Year	3:30pm	5:30pm
	Summer	12pm	5:00pm
Friday	School Year		
	Summer		
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

If applicable, please list the third location and any subsequent locations. Include the specific program schedule(s) differences as compared to the programs included in the tables above.

N/A

- C. **Frequency, Duration and Anticipated Attendance:** Please complete the table below. If you are proposing to provide a program at more than one location and the program structure is the same for all locations, please list all of the locations in the “Location(s)” cell in the table below. If the program structure varies amongst locations, please complete the rows for “Location #2” and the question following the table for any additional program locations.

	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location #1: SSFP South Towne Newsroom					
School Year	5 Days Per Week	5 Hours	38 Weeks	1 to 10	20
Summer	6 Days Per Week	10 Hours	14 Weeks	1 to 10	25
Location #2 (if applicable): SSFP Cap Newspapers					
School Year	2 Days Per Week	3 Hours	38 Weeks	1 to 10	5
Summer	2 Days Per Week	5 Hours	14 Weeks	1 to 10	5

*Frequency=number of times per week, month, year (i.e. 5 days per week, 2x per month, 4x per year)

**Annual Duration=number of weeks or months annually (i.e. 10 weeks, 6 months)

If applicable, please list any other locations and note any differences in the program structure as compared programs included in the table above.

Before the pandemic, SSFP used our two permanent locations on Madison’s southside and three sites located in the after-school spaces of local schools. In 2022, we used only the two permanent sites. In 2023-24, we will again offer programs at various school sites. Our planning goal right now is to expose as many kids as possible to our curriculum and our brand of OST learning.

4. ENGAGEMENT, COORDINATION AND COLLABORATION

- A. Family Engagement: Describe how your program will engage parents/guardians and families in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

The SSFP organization enrolls students in grades 2-12. About 85% of young people enrolled are students of color. About 55% are second-language English speakers or enrolled in DLI programs at their schools. Almost all SSFP students come from lower-income families. About 20-25% of current SSFP students are in high school.

Most SSFP board and staff live in south Madison. Senior staffers Brandon Alvarez, Taylor Kilgore, Cris Cruz, Helen Zhang, and James Kramer were born here. We engage parents/guardians and families in the development of this proposal and in all SSFP programs/activities. Madison parents know and trust SSFP. We are journalists, so our approach to OST programming includes a laser focus on racial equity and social justice. SSFP is well known across Madison for providing youth with platform and voice as they explore these issues.

Engagement, coordination and collaboration is always part of the plan at SSFP. Launched in 1992 by south Madison parents, Simpson Street Free Press has carefully honed its craft. Connections to the schools and communities in which we work is a longstanding organization strength. Most SSFP editors are bilingual and SSFP students publish in English and Spanish. We promote from within. Older students assist younger peers. High school-age editors assume leadership roles. Experienced volunteers and credentialed reading specialists support the work. SSFP staff, board, and volunteers mirror the demographic makeup of south Madison. Young people are involved in implementation at every stage -- picking assignments, following their curiosity, collaborating with teammates, and publishing on multiple platforms.

“Dear Editor: As the Latina parent of a bilingual daughter, I see clearly the benefits of academic-based programs like Simpson Street Free Press. The staff at Simpson Street know the community, know the kids, and know how to teach. South Madison parents know and trust Simpson Street Free Press outcomes.” – *Patricia Lara (The Capital Times, 6/22/19)*

“It’s critical for young people to be able to see themselves beyond their circumstance and their situation. Simpson Street programs help them with that opportunity.” – *Dr. Angie Hicks, Chief of Middle Schools, Madison Metropolitan School District*

- B. Neighborhood/Community Engagement: Describe how your program will engage neighborhood residents or other relevant community stakeholders in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

SSFP is a unique organization. Launched by south Madison parents in 1992, SSFP was started by the community specifically to provide what the community saw was missing – rich and layered OST designed to support school-day outcomes. Since that time, SSFP has meticulously honed our approach to OST. We are embedded in the communities and neighborhoods we serve. Our Parents of Simpson Street group is active, involved, and effective.

SSFP programs match the ethos and essence of MOST Effective Practices and this RFP. These projects will address C-19 learning loss and foster school-day confidence. SSFP extended-day learning models apply OST best practices for healthy youth development, and we do so in practical, neighborhood-based settings. This is project-based learning. Writing for publication and producing high-quality newspaper content is a real job for our students. SSFP kids find platform and voice as they hone practical, 21st century literacy skills.

“My son was involved at the Free Press years ago, and my grandkids are part of it today. They’re not afraid to ask for help and the prize they receive is when they see an article that they wrote. That’s joy.” – *Jewel Adams, SSFP Board of Directors*

- C. **Collaboration:** Please complete the table below and respond to the narrative questions regarding program collaboration with community partners.

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
MMSD	Collaboration	Tamuriel Grace	Yes
UW School of Ed	Volunteer editors	Dawn Lemirand-Poepping	No
UW School of Journalism	Volunteer editors	Sue Robinson	No
Capital Newspapers	In-Kind Space	Dave Zwiefel	No
UW Madison Physics Department	Math/Science Tutors	Dan McCammon	No

List any additional partners, their role & responsibilities, contract person and MOU information (if applicable):

SSFP high school students benefit from our partnerships with UW-Madison School of Education, School of Journalism, and UW’s Physics Department. We also have volunteers from the Report for America program. Our facility at Capital Newspapers is donated in-kind. Volunteers at SSFP work with students and provide one-on-one literacy support. We use a fun and engaging newsroom system that provides easy onboarding for volunteers. Students at SSFP love working with our volunteers because the process helps them get their articles published. Our high school students learn research and fact-checking skills through this process.

“Teaching a kid to read is a laudable and necessary service to the community. Teaching a kid to write is to empower an individual to compete in any field on any stage.” – *Vince O’Hern, Publisher of Isthmus*

How do these partnerships enhance this proposal?

SSFP is known for expertise in the OST field. And many of our high school students enjoy learning about OST and how we apply OST principles at SSFP. One important result is more close reading doses and more one-on-one time for our youngest students. Our high school students like close reading with younger peers – and they’re good at it. Partnerships enhance our ability to provide nurturing and effective OST for our youth of all ages. Our curriculum and newsroom structure means volunteers can help young writers see their work published.

The Mammal that Helped Take Over the Globe

by Ayelen Flores Ruiz, age 12, James Wright Free Press

Over the Globe: “Researchers have discovered a prehistoric mammal with a two to five years life cycle that they call the Manbearpig. The mammal’s short lifespan is likely due to their months-long pregnancy, a trait that scientists believe helped mammals dominate the world after the extinction of the dinosaurs.”

What are the decision-making agreements with each partner?

Many of the partnerships at work at SSFP are years-long in the making, and most are ongoing partnerships. Each partnership at SSFP is unique, often to achieve a specific purpose.

- D. **Resource Linkage and Coordination:** What resources are provided to participants and their families by your proposed program? How does the program coordinate and link families and participants to these resources?

SSFP newsrooms are full of computers, books, maps, and other resources for learners of all ages and skill levels. Because we’re a newsroom and a portal to the world, curious young people can explore in both structured and unstructured ways. SSFP newsrooms are full of resources that link to almost any topic students

choose to follow. Young people use their curiosity to explore topics of interest. After doing this work for decades, we have developed hundreds of ideas and lesson plans. We have staff who know how to encourage the work.

“Along with the online changes, student writers are also covering a special series of new content. Over the past two months, students have written about the ancient libraries of the Middle East, pollinator species, Mars helicopters, and East Africa.” – *The Capital Times* (12-28-22)

New Transfer Options Available for Wisconsin Nursing Students

by Melanie Bautista, age 16

Madison Area Technical College (MATC) and the University of Wisconsin - Madison have come to an agreement to let transfer students from MATC with earned associates in nursing to earn a bachelor's degree at UW-Madison.

Remarkable Ancient Texts Preserved in Remote Libraries Deep in the Sahara Desert

by Zainab Yahiaoui, age 14

An ancient and remote village in the middle of the Sahara Desert is home to many sacred texts from libraries that were built more than 1,000 years ago. Now the world's greatest desert threatens to engulf the history and the libraries of this remarkable place. (from the Simpson Street East Africa Series)

5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

- A. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements are addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)? Are there any other program quality standards, tools or measurements that you use with this program? If yes, please list and describe.

Implementation and Alignment: SSFP helped craft and develop MOST effective practices. SSFP uses the MOST Effective Practices guide in training and continuous program improvement. All staff at SSFP -- high school juniors and seniors, college-age editors, reading specialists and volunteers -- know, understand, and embrace these principles.

MOST Building Block #1 promotes and encourages Intentional Program Design. In fact, the OST curriculum pioneered by SSFP continues to win state and national awards for innovation and solid results. The youth outcomes achieved by SSFP are clear, concrete, and sustained over time. Our award-winning curriculum and methods were developed over the years by program participants, parents, and the community. Because we were started by the community, and remain embedded in the neighborhoods we serve, few organizations enjoy the kind of family loyalty that SSFP does. Programs are designed and implemented using a deliberate process that embraces all stakeholders.

MOST Building Block #2 recognizes the importance of building “relationships through reliable, ongoing interactions that develop trust.” This is a key strategy in all SSFP programs. Specifically designed for out-of-school time, our methods include mentoring and tutoring. High school youth learn practical skills by helping students in the elementary and middle school grades. The high-quality and innovative staffing formula used at SSFP is consistent and effective. Our younger students benefit from relationships with high school and college-age editors. Positive peer-to-peer relationships are an organization trademark.

Most Building Block #3 addresses youth voice and leadership. Quite obviously, SSFP shines in this realm. Every week, we publish dozens of youth-written articles, columns, and book reviews. Students polish, practice, and exercise youth voice at every step in the process. For older, more-experienced youth leaders at SSFP, helping younger students is a big part of the job. There is a community-service ethic at work in SSFP programs that is easy to recognize, but difficult to replicate.

MOST Building Block #4 centers racial and cultural inclusion. Racial and cultural diversity is evident at all levels of the organization. Staff, board, and our Parents of Simpson Street group reflect the demographic makeup of the neighborhoods we serve. SSFP students in all grades benefit from the rich and authentic diversity inherent in all SSFP programs.

Most Building Block #5 supports family and community engagement. Respectful and inclusive family communication is a key strategy at SSFP. Most SSFP staff are bilingual. Our programs are culturally responsive, and families have meaningful opportunities to influence programs. A good example is our La Prensa programs. Students of various ages work together to translate articles, back-and-forth, between English and Spanish. With new publishing platforms launched last year, SSFP’s Spanish-language readership has grown exponentially, and Spanish-language readership is an organization strength.

Organizational management and staff support are addressed in **MOST Building Block #6**. SSFP was launched by the community it serves. We are, by every account, a well-managed and fiscally sound organization with a proven track record of success. Professional development, appropriate supervision and support, are embedded in the SSFP system.

Most Building Block #7 addresses environment and safety. SSFP facilities are long established and our programs are trusted and beloved by parents and families. We also work in schools. SSFP provides environments that foster learning and trust and build a sense of community.

Quality Standards and Program Measurements: SSFP is well-known for its use of modern OST measurement tools. Since the pandemic, we’ve relied less on school-based test results. But we still monitor school progress and school-day engagement among high school students. For high school youth, we use in-house evaluations and benchmarks such as assignment completion and school-day attendance. We use Infinite Campus and work closely with parents when assessing student progress. High school students edit and revise the work of younger students and conduct close reading sessions.

“We want to thank you all for the great hospitality you extended to us on our visit, as well as for sharing the incredibly innovative and impactful work you are doing with students in the afterschool hours. As we discussed at length, we have to meet kids where they are, and find ways to engage with them, and then give them the skills they need to be successful in college, career, and life. You guys embody that mission in a most profound way. Kudos to all.” – *Steve Fernan, Student Services Team, Wisconsin Department of Public Instruction*

“The SSFP organization is pioneering research-backed methods that can help us dent Wisconsin’s unacceptable gaps in student achievement. It’s very clear to me that this model and this curriculum is innovative and effective.” – *Former Wisconsin State Senator, Tim Cullen*

B. Program Outputs - Unduplicated School-Age Children or Youth and Program Hours

Total Annual Unduplicated Children or Youth participating in proposed program: 70

Total program hours annually: 1500

C. Program Outcomes

Please describe the data and the data source used to choose your outcome objectives?

Outcome Area (High school students) Students demonstrate improved academic confidence and school-day engagement. High school students prepare for college and career. **Indicators:** Observable change in literacy, academic habits, and college-readiness skills. Measurable progress in Forward Exams, and ACT prep. **Measurement Tools:** Research and writing assignments completed, Forward Exams, and ACT preparation. Infinite Campus for grades and school-day attendance. **Outcome Statement:** Language arts and math scores increase for at least 90% of high school participants according to school-based test scores. All (100%) of high school participants have access to trained math/science tutors provided by UW-Madison Physics Dept. High school participants publish 4-5 completed assignments per semester. School-day attendance among high school participants is watched by college-age editors. Successful transition to 9th grade is a program priority.

Outcome Area (Youth leadership and Peer Influence – grades 2-12) A culture of excellence is established and sustained. SSFP students write, publish, and inspire peers. State-of-the art youth publishing platforms are deployed. SSFP readership increases by at least 25% in 2024-25. **Indicators:** Existing newspapers move to new platforms. Robust (multi-platform) media strategies drastically increase readership. Observable change in literacy, academic habits, and college-readiness skills for high school students. Measurable changes in Forward Exam results. **Measurement Tools:** Research and writing assignments completed and published. Forward Exams and ACT results. Infinite Campus for grades and school-day attendance. SSFP readership is tracked and reported. **Outcome Statement:** Language arts and math proficiency increase according to school-based measures and in-house evaluations. High school students assume leadership roles and act as book club captains for middle school students. High school students have a stake in outcomes for younger students. All SSFP student writers (regardless of age) will reach and influence young readers. New publishing platforms have amplified the voices of Madison’s most effective role models

Published student work and strong overall readership are indicators of program success. But SSFP results rely on the sheer number of close reading doses and peer-to-peer revision sessions that happen during newspaper production. High school students help us deliver this kind of OST for students in the elementary and middle school grades. Practical language-arts and technology skills are what we teach and what makes SSFP programs effective. Our high school students enjoy the publishing process and find endless opportunities to explore and contribute at SSFP.

High school youth help make it fun for our younger students. We extend the learning day for youth in all age groups and SSFP newsrooms are dynamic places. We don’t replicate a classroom. Rather, our evidence-based methods are designed to support the school day. This is project-based OST learning, and we use GRR principles (Gradual Release of Responsibility). Program outcomes include academic confidence, school-day engagement, improved reading/language arts proficiency, published media products, and inspired young readers and writers.

SSFP employs high school and college-age editors. Older students assist less-experienced peers. Young writers make outlines and rough drafts, then edit and check facts. These skills transfer quickly to the classroom. SSFP activities make academics fun, cool, and doable.

“Academic OST programs with sufficient dosage can measurably improve student achievement.” – *The Wallace Foundation*

“Furthermore, there is growing evidence that well-designed, intentional summer programs can minimize loss of basic skills. Well-designed, intentional and structured programs provide the enriching experiences that lead to long-term increases in school attainment and achievement by building resiliency, initiative, and engagement in learning.” – *The Massachusetts Special Commission on After School and Out of School Time*

“Simpson Street Free Press is one of the best achievement gap closers we’ve got going. With even more attention focused on public education in our state, on disparities and achievement gaps, and on strategies like out-of-school time or after-school programs, the Simpson Street Free Press model and curriculum is going to increasingly be held up as an example of success.” – *WISC Ch. 3 News*

“Over the past 15 years, knowledge of the afterschool field has grown substantially. A large body of evidence exists that confirms quality afterschool programs help children become more engaged in school, reduce their likelihood of taking part in at-risk behaviors or acting out in school, and help raise their academic

performance. The growth of afterschool program evaluation has also helped the afterschool field understand the elements of quality afterschool programs, spurring continuous improvements in programs and a growing sophistication of the field.” -- *The Afterschool Alliance*

New Transfer Options Available for Wisconsin Nursing Students

by *Melanie Bautista, age 16*

Madison Area Technical College (MATC) and the University of Wisconsin - Madison have come to an agreement to let transfer students from MATC with earned associates in nursing to earn a bachelor's degree at UW-Madison (published 11/27/22)

Posted Comment: “This program could really help Wisconsin's healthcare workers shortage. Good job, Melanie!” — *Valeria Lopez, La Follette High School (11-29-2022)*

Advances in Breast Cancer Treatments

by *Dulce Maria Vazquez, age 14*

A new study has found that many women with breast cancer can get rid of the tumors without having their breasts removed. This can be achieved through a lumpectomy, the surgical removal of multiple cancer lumps. This surgery usually lasts about 40 minutes with patients claiming that it is not a painful operation, Patients who dealt with many tumors have been studied using sensitive imaging techniques.... (published 3/31/23)

Posted Comment: “This is an excellent article on an important topic. Nice work!” — *Shoko Miyagi, UW-Madison (04-07-2023)*

Please identify at least one Program Outcome for your proposed program(s), from the RFP Guidelines 1.4, that you will track and measure. Complete the table(s) below.

Outcome Objective #1: High school students practice literacy and assist younger peers.				
Performance Standard	Targeted Percent	80%	Targeted Number	56
Measurement Tool(s) and Comments:				
Newsroom slug sheets, La Presna close reading and translating, STEM articles and book reviews published.				

Outcome Objective #2: Attachment to school demonstrated through improved school attendance.				
Performance Standard	Targeted Percent	70%	Targeted Number	49
Measurement Tool(s) and Comments:				
Student attendance.				

Outcome Objective #3:				
Performance Standard	Targeted Percent		Targeted Number	
Measurement Tool(s) and Comments:				

If necessary, add additional outcome objectives, performance standards, targeted percent, targeted number, and measurement tools:

- D. Data Tracking: What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses?

For students in the high school grades, we closely watch core-subject grades, school-day progress, and progress toward graduation. We use Infinite Campus and communicate with parents. We also use in-house evaluations. While SSFP has always been known for our data collection systems, we've relied less on school-based tests during the pandemic. Rather, we watch a range of indicators to gauge school-day progress and school-day engagement. Successful transition to college and career is a particular focus for our high school students. Because we're a newsroom, there are many opportunities to collect data and follow student progress. For our students in the younger grades, we count close reading doses. And our high school-age youth are instrumental delivering this service.

6. PROGRAM LOCATION

- A. Address(es) of the site where programs will occur:

South Towne Mall, 2411 West Broadway
Capital Newspapers, 1901 Fish Hatchery Road

7. PROGRAM STAFFING AND RESOURCES:

- A. Program Staffing: Full-Time Equivalent (FTE) – Include employees, AmeriCorps members and Adult Interns with direct program implementation responsibilities. FTE = % of 40 hours per week.

*Use one line per individual employee

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Managing Editor	Yes – See Organization Narrative	All	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	1.0	1.0
Publications Coordinator	Yes – See Organization Narrative	All	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	1.0	1.0
Science Editor	Yes – See Organization Narrative	All	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	0.5	0.7
La Prensa Editor	Yes – See Organization Narrative	All	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	0.5	0.8
Co-Editor	Yes – See Organization Narrative	All	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	0.5	0.8
Co-Editor	Yes – See Organization Narrative	All	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	0.5	0.8
Executive Director	Yes – See Organization Narrative	All	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	1.0	1.0
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
Please complete the total FTE for the applicable time period		School Year:		5.0	
		Year-Round			
		Summer			6.1

Volunteers: If volunteers will have direct contact with program participants, how are they vetted, trained and supervised?

Volunteers at SSFP work directly with students and provide one-on-one literacy support. We use a local service to do background checks when volunteers will work directly with youth. We use a fun and engaging newsroom system and provide easy onboarding for new volunteers. Students at SSFP love working with our volunteer editors because the process helps them get their articles published. OST best practices, strategies, and techniques are discussed regularly at SSFP. Volunteers and staff organize workshops and other types of training sessions and staff planning time is built into our work schedule.

“Teaching a kid to read is a laudable and necessary service to the community. Teaching a kid to write is to empower an individual to compete in any field on any stage.” – *Vince O’Hern, Publisher of Isthmus*

B. Other program Resources/Inputs (such as program space, transportation or other resources necessary for the success of your program):

Our newsrooms are full of computers, colorful maps and books, for learners of all ages and skill levels. For students in the middle school grades, our mantra is “explore your world at Simpson Street Free Press.” Because we’re a newsroom and a portal to the world, curious young people can explore in both structure and unstructured ways. Our programs are always accessible and always free.

“As an educator, school principal and parent, I understand the value of high-quality after-school activities. Simpson Street Free Press is an innovative idea whose time has come.” – *Dr. Angie Hicks, Chief of Middle Schools, Madison School District*

8. BUDGET

- A. The budget should be submitted with the proposal using the template provided in an Excel document or a PDF. There are five tabs within the Excel spreadsheet: Cover Page, Organization Overview and one sheet for the Program Budget for each age group. The Cover Page, Organizations Overview and relevant Program Budgets must be submitted with this document for a proposal to be complete.

The budget template can be found on the [CDD Funding Opportunities website](#).

9. IF APPLICABLE, PLEASE COMPLETE THE FOLLOWING:

- A. Disclosure of Conflict of Interest
Disclose any potential conflict of interest due to any other clients, contracts, or property interests, e.g. direct connections to other funders, City funders, or potentially funded organizations, or with the City of Madison.
N/A
- B. Disclosure of Contract Failures, Litigations
Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation.
N/A

APPLICATION FOR 2023 SCHOOL-AGE CHILD AND YOUTH PROGRAMS

1. ORGANIZATION CONTACT INFORMATION

Legal Name of Organization	Simpson Street Free Press, Inc		
Mailing Address	2411 West Broadway; Madison WI, 53713		
Telephone	608-223-0489		
FAX			
Director	James Kramer		
Email Address	jkramer@ssfnews.org		
Additional Contact	Taylor Kilgore		
Email Address	editors@ssfnews.org		
Legal Status	Private: Non-Profit		
Federal EIN:	39-1882258		

2. PROPOSED PROGRAMS

Program Name:	2024		If currently City funded
	Letter	Amount Requested	2023 Allocation
Elementary School Program	A	\$22,000	\$11,875
Contact: Brandon Alvarez, Ben Reddersen			
Middle School Youth Program	B	\$24,000	\$13,000
Contact: Brandon Alvarez, Ben Reddersen, ,			
High School Youth Program	C	\$22,000	\$13,000
Contact: Leila Fletcher, Cris Cruz, Taylor Kilgore			
	D		
Contact:			
	E		
Contact:			
TOTAL REQUEST		\$68,000	

DEFINITION OF ACCOUNT CATEGORIES:

Personnel: Amount reported should include salary, taxes and benefits. Salary includes all permanent, hourly and seasonal staff costs. Taxes/benefits include all payroll taxes, unemployment compensation, health insurance, life insurance, retirement benefits, etc.

Operating: Amount reported for operating costs should include all of the following items: insurance, professional fees and audit, postage, office and program supplies, utilities, maintenance, equipment and furnishings depreciation, telephone, training and conferences, food and household supplies, travel, vehicle costs and depreciation, and other operating related costs.

Space: Amount reported for space costs should include all of the following items: Rent/Utilities/Maintenance: Rental costs for office space; costs of utilities and maintenance for owned or rented space. Mortgage Principal/Interest/Depreciation/Taxes: Costs with owning a building (excluding utilities and maintenance).

Special Costs: Assistance to Individuals - subsidies, allowances, vouchers, and other payments provided to clients. Payment to Affiliate Organizations - required payments to a parent organization. Subcontracts - the organization subcontracts for service being purchased by a funder to another agency or individual. Examples: agency subcontracts a specialized counseling service to an individual practitioner; the agency is a fiscal agent for a collaborative project and provides payment to other agencies.

3. SIGNATURE PAGE

AFFIRMATIVE ACTION

If funded, applicant hereby agrees to comply with City of Madison Ordinance 39.02 and file either an exemption or an affirmative action plan with the Department of Civil Rights. A Model Affirmative Action Plan and instructions are available at cityofmadison.com/civil-rights/contract-compliance.

CITY OF MADISON CONTRACTS

If funded, applicant agrees to comply with all applicable local, State and Federal provisions. A sample contract that includes standard provisions may be obtained by contacting the Community Development Division at 266-6520. If funded, the City of Madison reserves the right to negotiate the final terms of a contract with the selected agency.

INSURANCE

If funded, applicant agrees to secure insurance coverage in the following areas to the extent required by the City Office of Risk Management: Commercial General Liability, Automobile Liability, Worker's Compensation, and Professional Liability. The cost of this coverage can be considered in the request for funding.

4. SIGNATURE

Enter name:

By entering your initials in the box you are electronically signing your name and agreeing to the terms listed above.

DATE

INITIALS:

6. BOARD-STAFF DEMOGRAPHICS

Indicate by number the following characteristics for your agency's current board and staff. Refer to application instructions for definitions. You will receive an "ERROR" until you finish completing the demographic information.

DESCRIPTOR	BOARD		STAFF		MADISON*		
	Number	Percent	Number	Percent	GENERAL Percent	POVERTY Percent	R/POV** Percent
	TOTAL		100%		100%		
GENDER							
MAN	2	20%	4	57%			
WOMAN	8	80%	3	43%			
NON-BINARY/GENDERQUEER		0%		0%			
PREFER NOT TO SAY		0%		0%			
TOTAL GENDER	10	100%	7	100%			
AGE							
LESS THAN 18 YRS		0%		0%			
18-59 YRS	4	40%	6	86%			
60 AND OLDER	6	60%	1	14%			
TOTAL AGE	10	100%	7	100%			
RACE							
WHITE/CAUCASIAN	5	50%	2	29%	80%	67%	16%
BLACK/AFRICAN AMERICAN	2	20%	1	14%	7%	15%	39%
ASIAN	2	20%	1	14%	8%	11%	28%
AMERICAN INDIAN/ALASKAN NATIVE		0%		0%	<1%	<1%	32%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER		0%		0%	0%	0%	0%
MULTI-RACIAL	1	10%	3	43%	3%	4%	26%
BALANCE/OTHER		0%		0%	1%	2%	28%
TOTAL RACE	10	100%	7	100%			
ETHNICITY							
HISPANIC OR LATINO	2	20%	3	43%	7%	9%	26%
NOT HISPANIC OR LATINO	8	80%	4	57%	93%	81%	74%
TOTAL ETHNICITY	10	100%	7	100%			
PERSONS WITH DISABILITIES	1	10%	2	29%			

*REPORTED MADISON RACE AND ETHNICITY PERCENTAGES ARE BASED ON 2009-2013 AMERICAN COMMUNITY SURVEY FIGURES.

AS SUCH, PERCENTAGES REPORTED ARE ESTIMATES. See Instructions for explanations of these categories.

**R/POV=Percent of racial group living below the poverty line.

7. Does the board composition and staff of your agency represent the racial and cultural diversity of the residents you serve? If not, what is your plan to address this? (to start a new paragraph, hit ALT+ENTER)

Yes. SSFP board and staff mirror the areas served. Our system fosters skilled high school and college-age editors. In fact, most of the editors who supervise our programs are themselves graduates of SSFP. The SSFP youth leadership staffing formula is a Madison tradition. Our staff grew up in these neighborhoods and these schools. Young people of color find well-paid leadership opportunities at SSFP. Our methods are cost efficient and sustainable. Results are consistent and sustained over time. The “Parents of Simpson Street ” group supports our programs and our organization. Most of our board is from south Madison and our board includes parents.

“The journalism-based writing programs pioneered by SSFP reinforces all ten writing standards from Common Core. In addition to academic alignment, SSFP also promotes character education by encouraging perseverance and grit as students write and rewrite to produce quality pieces. The combination of academic enrichment and character development has led to the success and notoriety that Simpson Street has enjoyed.” – (Josh Forehand, Principal, Nuestro Mundo)

8. AGENCY GOVERNING BODY

How many Board meetings were held in 2022

4 Mtgs, 2 Wrkshps, 1 Retreat

How many Board meetings has your governing body or Board of Directors scheduled for 2023?

4 to 6

How many Board seats are indicated in your agency by-laws?

10 to 16

List your current Board of Directors or your agency's governing body.

Name	Jewel Adams			
Home Address	2411 West Broadway; Madison WI 53713			
Occupation	Community Leader, Co-Chair, Parents of SSFP			
Representing	Community Parents			
Term of Office	Vice President	From:	01/2022	To: 01/2025
Name	Laura DeVries			
Home Address	2411 West Broadway; Madison WI 53713			
Occupation	Graphic Designer/Owner, DeVries Design, Inc.			
Representing				
Term of Office		From:	01/2021	To: 01/2024
Name	Jodi Goldberg			
Home Address	2411 West Broadway; Madison WI 53713			
Occupation	Director of Content, American Girl			
Representing				
Term of Office		From:	01/2021	To: 01/2024
Name	Dave Johnsen			
Home Address	2411 West Broadway; Madison WI 53713			
Occupation	Non-Profit Specialist, Wegner CPAs			
Representing				
Term of Office	Treasurer	From:	01/2022	To: 01/2025
Name	Mary Kramer-Alvarez			
Home Address	2411 West Broadway; Madison WI 53713			
Occupation	Owner/Principal, Mary Kramer Law Offices			
Representing				
Term of Office		From:	01/2023	To: 01/2026
Name	Amanda Kroninger			
Home Address	2411 West Broadway; Madison WI 53713			
Occupation	Director, Technical Communications, Epic Systems Corp			
Representing				
Term of Office	President	From:	01/2023	To: 01/2026
Name	Shoko Miyagi			
Home Address	2411 West Broadway; Madison WI 53713			
Occupation	Instruction Content Designer, Exact Sciences			
Representing				
Term of Office		From:	01/2023	To: 01/2026
Name	Amitabh-Deepa Pal			
Home Address	2411 West Broadway; Madison WI 53713			
Occupation	Author and Journalist, The Progressive Magazine			
Representing				
Term of Office		From:	01/2021	To: 01/2024

AGENCY GOVERNING BODY cont.

Name	Susan Peterson			
Home Address	2411 West Broadway; Madison WI 53713			
Occupation	Vice President, BMO Harris Bank			
Representing	BMO Harris Bank			
Term of Office		From:	01/2023	To: 01/2026
Name	Melanie Quarles			
Home Address	2411 West Broadway; Madison WI 53713			
Occupation	SSFP Parent, Co-Chair Parents of SSFP			
Representing	Community Parents			
Term of Office		From:	01/2022	To: 01/2025
Name	Dave Zweifel			
Home Address	2411 West Broadway; Madison WI 53713			
Occupation	Editor Emeritus, The Capital Times			
Representing	The Capital Times			
Term of Office		From:	01/2021	To: 01/2024
Name	James Kramer			
Home Address	2411 West Broadway; Madison WI 53713			
Occupation	Executive Director; Simpson Street Free Press			
Representing				
Term of Office	Executive Director	From:	N/A	To: N/A
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy

****Instructions: Complete this workbook in tab order, so the numbers will autofill correctly. Only fill in the yellow cells. Only use whole numbers, if using formulas or amounts with cents, convert to whole number before submitting to CDD.**

Please fill out all expected revenues for the programs you are requesting funding for in this application. All programs not requesting funding in this application, should be combined and entered under NON APP PGMS (last column)

REVENUE SOURCE	AGENCY 2024	PROGRAM A	PROGRAM B	PROGRAM C	PROGRAM D	PROGRAM E	NON APP PGMS
DANE CO HUMAN SVCS	0						
UNITED WAY DANE CO	40,000	10,000	15,000	15,000			
CITY CDD (This Application)	68,000	22,000	24,000	22,000			
City CDD (Not this Application)	0						
OTHER GOV ^T *	57,000	13,000	22,000	22,000			
FUNDRAISING DONATIONS**	202,600	67,700	66,850	68,050			
USER FEES	0						
TOTAL REVENUE	367,600	112,700	127,850	127,050	0	0	0

*OTHER GOVERNMENT: Includes all Federal and State funds, as well as funds from other counties, other Dane County Departments, and all other Dane County cities, villages, and townships.

**FUNDRAISING: Includes funds received from foundations, corporations, churches, and individuals, as well as those raised from fundraising events.

Enter all expenses for the programs in this application under the PGM A-E columns. Enter the amount you would like the City to pay for with this funding under the CITY SHARE

****Use whole numbers only, please.**

ACCOUNT CATEGORY	AGENCY 2024	TTL CITY REQUEST	PGM A	CITY SHARE	PGM B	CITY SHARE	PGM C	CITY SHARE	PGM D	CITY SHARE	PGM E	CITY SHARE	NON APP PGMS
A. PERSONNEL													
Salary	202,000	50,000	64,800	16,000	68,000	18,000	69,200	16,000					
Taxes/Benefits	9,200	0	3,000		3,100		3,100						
Subtotal A.	211,200	50,000	67,800	16,000	71,100	18,000	72,300	16,000	0	0	0	0	0
B. OTHER OPERATING													
Insurance	3,000	0	1,000		1,000		1,000						
Professional Fees/Audit	8,000	0	2,000		3,000		3,000						
Postage/Office & Program	74,400	0	22,400		27,000		25,000						
Supplies/Printing/Photocopy	8,500	0	1,500		3,500		3,500						
Equipment/Furnishings/Depr.	5,500	0	1,500		2,000		2,000						
Telephone	2,000	0	500		750		750						
Training/Conferences	1,500	0	500		500		500						
Food/Household Supplies	1,200	0			600		600						
Travel	4,900	0	1,500		1,700		1,700						
Vehicle Costs/Depreciation	1,000	0			500		500						
Other	3,400	0	1,000		1,200		1,200						
Subtotal B.	113,400	0	31,900	0	41,750	0	39,750	0	0	0	0	0	0
C. SPACE													
Rent/Utilities/Maintenance	43,000	18,000	13,000	6,000	15,000	6,000	15,000	6,000					
Mortgage Principal/Interest	0	0											
Depreciation/Taxes	0	0											
Subtotal C.	43,000	18,000	13,000	6,000	15,000	6,000	15,000	6,000	0	0	0	0	0
D. SPECIAL COSTS													
Assistance to Individuals	0	0											
Contractors/Subcontractors	0	0											
Pymt to Affiliate Orgs	0	0											
Other	0	0											
Subtotal D.	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL (A.-D.)	367,600	68,000	112,700	22,000	127,850	24,000	127,050	22,000	0	0	0	0	0

Program Summary

This tab should be completely filled in by your previous answers.

Pgm Letter	Program Name	Program Expenses	2024 City Request
A	Elementary School Program	PERSONNEL	16,000
		OTHER OPERATING	0
		SPACE	6,000
		SPECIAL COSTS	0
		TOTAL	22,000
B	Middle School Youth Program	PERSONNEL	18,000
		OTHER OPERATING	0
		SPACE	6,000
		SPECIAL COSTS	0
		TOTAL	24,000
C	High School Youth Program	PERSONNEL	16,000
		OTHER OPERATING	0
		SPACE	6,000
		SPECIAL COSTS	0
		TOTAL	22,000
D	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
E	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
TOTAL FOR ALL PROGRAMS			68,000

Memorandum of Agreement
between the Madison Metropolitan School District
and Simpson Street Free Press
(2022-2023)

This Memorandum of Agreement (MOA) outlines the mutually agreed upon elements of the medium-intensity partnership between the Madison Metropolitan School District (MMSD) and Simpson Street Free Press (SSFP) that carries out high impact academic instruction during after-school and summer through the format of writing and publishing newspapers.

1. Statement of Shared Purpose

The Madison Metropolitan School District values the important role that community-based organizations play in providing children and youth with enriching opportunities during out-of-school time. Our Strategic Framework acknowledges the importance of students having ambitious instruction that is engaging and ambitious.

Simpson Street Free Press provides core-subject academic instruction. We publish newspapers. Our writers are kids. SSFP programs spark academic success and challenge achievement gaps. We emphasize writing proficiency and literacy. We also provide excellent math support. Our approach to instruction is backed by data. We are community-based, streamlined, and efficient.

SSFP programs align closely with the MMSD strategic framework. SSFP students acquire a growth mindset. Our curriculum fosters creativity, cultural competence, community connection, and interpersonal skills. SSFP students work in teams to produce and publish high-quality media products. This is project-based learning. SSFP operates like a small business. Students use technology, write and read extensively, and serve meaningful internships. They work their way up, taking on leadership roles as they gain experience. Older, more experienced high school students lead the way. Experienced students assist younger peers throughout the writing process. All SSFP students plan, explore, investigate, and publish.

Writing, skill acquisition, and academic confidence are central to SSFP pedagogy. Students examine and write about subjects they study at school. We apply carefully-honed, newsroom-style curriculum. Lesson plans are sequential and Gradual Release of Responsibility (GRR) is built in. As students learn the ropes, they move up the newsroom ranks.

SSFP curriculum wins many awards, including the national “Coming Up Taller” award. Madison Magazine named SSFP to its “M-List” of social innovators. In 2018 and again in 2019, a consortium of UW-System scientists cited SSFP for “innovative approaches to science learning.” State Schools Superintendent Tony Evers recognized SSFP with the 2017 “Friends of Wisconsin Education” award. The national Afterschool Alliance featured SSFP lesson plans in

1

several recent issue briefs. New York Life Foundation presented the prestigious “Aim High Award” to SSFP in 2018. The organization is community-owned. The board and senior staff are directly accountable to parents, who are the corporation’s members. We produce seven separate student newspapers, including two bilingual publications. The SSFP student body is larger, younger, more diverse, and better served than ever before. SSFP readership and distribution soared during 2017-18 as we launched new platforms and delivery strategies.

2. Rationale Defining Participation

SSFP students will study and write about science, history, books, and the arts during out-of-school time at the main Simpson Street Free Press location. Students (grades 2-12) will conduct research, produce outlines and rough drafts, and practice spelling and vocabulary through multiple rounds of editor-directed revisions. SSFP students will reach and influence young readers around our community. They will publish on multiple platforms. This plan aligns precisely with several MMSD priorities.

The District is committed to out-of-school time as an important lever to impact learning and strongly encourages rigorous and culturally responsive practices that expand equity for all students. This partnership matches MMSD vision and the founding principles of the SSFP organization.

3. Timeframe

- The term of this agreement shall be from September 1, 2022 – June 30, 2023 to align with the academic year, although SSFP programs operate 52 weeks a year.
- Simpson Street Free Press leadership and MMSD Director of Strategic Partnerships shall review progress towards meeting program goals/outcomes and fulfillment of expectations outlined in this MOA at the end of second quarter and the end of fourth quarter of the 2022-2023 school year. Additional MMSD staff may also be invited to these reviews, such as, but not limited to members of Curriculum & Instruction.

4. Specific Target Goals/Outcomes*

- Outcome Area #1: Students improve academic performance. Students acquire practical and transferable academic strategies.
- Outcome Area #2: Students improve literacy habits and join book clubs. Writing is embedded in curriculum design. Student articles and book reviews are published and/or submitted at school.
- Outcome Area #3: A youth publishing network is established and sustained. Schools, libraries and after-school sites collaborate. Local youth assume leadership roles and engage the community.

2

5. Program Monitoring

Simpson Street Free Press will prepare mid-term (by January 31, 2023) and year-end (by June 30, 2023) reports outlining progress towards meeting program goals/outcomes to be reviewed with Simpson Street Free Press Leadership and MMSD Director of Strategic Partnerships.

- **Outcome Area #1:** Students improve academic performance. Students acquire practical and transferable academic strategies.

- **Measurement Tools:** We use school report cards, Infinite Campus, and MAP scores to watch student progress.
 - **Indicators:** School-day attendance is a key indicator at SSFP. We use assignment completion to watch newsroom progress. At least 50% of participants will publish articles in English and Spanish. We track close-reading doses among our younger students. Youth in grades 2-8 receive, on average, eight one-on-one close reading (editing) sessions per week.
- **Outcome Area #2:** Students improve literacy habits and join book clubs. Writing is embedded in curriculum design. Student articles and book reviews are published and/or submitted at school.
 - **Measurement Tools:** Number of students who participate in book clubs and peer discussions. Number of book clubs (books), percentage of book clubs (books) that connect with school assignments. Number of book reviews published.
 - **Indicators:** SSFP will facilitate at least three book clubs per semester (five during summer semester). At least 85 students will participate in 2021-22. SSFP will organize literacy-related activities at 2-3 sites. At least 50 student-written book reviews are published per year. At least 50% of books connect with school assignments.
- **Outcome Area #3:** A youth publishing network is established and sustained. Schools, libraries and after-school sites collaborate. Local youth assume leadership roles and engage the community.
 - **Measurement Tools:** Student participation in community events. Program rosters and timesheets. Published media products.
 - **Indicators:** At least 20 [unduplicated] youth participants assume "teen editors" roles by spring semester 2022. At least 15 SSFP students assume duties as youth book club coordinators. At least 30 middle and high school youth are involved in graphic design and online publishing activities. At least 100 youth (grades 2-12 attend and participate in community events, forums, and arts-related field trips.

6. Organizational Structure and Responsibilities

Partner Organization:

- Simpson Street Free Press will recruit, hire, train, supervise, and evaluate program staff and volunteers.
- Simpson Street Free Press will handle the recruitment, referral, and selection process for program participants.
- Simpson Street Free Press will provide facilities: Madison's First All Academics Youth Center (Located at South Towne Mall), and the James Wright Free Press Newsroom

(Located at Cap Newspapers)

- SSFP delivers high-impact academic instruction during after-school and summer hours. Students read and study extensively. Then they write, publish, and inspire young readers. High school students work as editors, advisers, mentors, and reading specialists. SSFP graduates, now in college, supervise. Teams of credentialed volunteers provide expert assistance. We flood SSFP newsrooms with practical, one-on-one academic support. SSFP students enter middle school, then high school and college, prepared and confident.
- SSFP students study the core-subject areas. They produce written work using an intricate, award-winning, writing for publication process. Students work in authentic newsrooms and acquire practical skills. They learn 21st century job skills.
- SSFP monitors student progress data. We believe you can't manage what you can't measure.

MMSD:

- **Central Office**
 - Review progress reports submitted by Simpson Street Free Press

School/Principals

- N/A

7. Lines and Frequency of Communication

- MMSD staff and Simpson Street Free Press commit to communication necessary for the success of the partnership.
- Communication may happen via email, phone and in-person.
- Simpson Street Free Press Leadership and MMSD Director of Strategic Partnerships shall review progress towards meeting program goals/outcomes and fulfillment of expectations outlined in this MOA at the end of second quarter and the end of fourth quarter of the 2022-2023 school year.

8. Decision-Making Authority

	Joint	Partner	MMSD/Schools	School-based Site Team
Human Resources:		X		
Marketing, promotion, recruitment		X		

Budget/Funding	X			
Accessing Student Data		X		
Program Design		X		
Program Delivery		X		

9. Public Relations

To be reviewed by both partners prior to publication/release.

10. Partner In-Kind Contributions

MMSD will provide (in-kind):

- N/A

PO will provide (in-kind):

- N/A

11. Budget Information

Strategic Partnerships Budget portion

- MMSD Support - Facilities and Programming \$21,000
- MMSD Support - Personnel \$6,000
- MMSD Support - Student Stipends \$1,500
- MMSD Support - Data Collection \$1,500
- **MMSD Support - Total \$30,000**

12. Fundraising

- Any fundraising occurs through Simpson Street Free Press. MMSD is providing \$30,000 to support the operation of the program and will not conduct any other fundraising on behalf of the program.

13. Access to and Use of Data

- SSFP staff will administer and collect parent consent and student assent forms, using metrics outlined in section 5 to assess progress.
- No additional data from MMSD is required.

14. Composition and Role of Advisory Board

Simpson Street Free Press, Inc has a board of directors and a parent advisory committee. The SSFP Board of Directors includes community leaders, current parents of program participants, and representatives from funding organizations (American Girl, Associated Bank, EPIC, Evjue Foundation, American Family Insurance, BMO Harris). The SSFP parent group serves many functions. Some parents volunteer or chaperone field trips. Some host family nights at South Towne. Other parents advise in developing curriculum.

15. Involvement of Other Community Groups

This SSFP-MMSD partnership supports the South Towne youth center, and therefore supports several existing collaborations between and among community groups. We use established OST best practices to evaluate collaborative programs. Instruction and activities are sequential. South Towne projects put the power of extended-day academics to work for local kids. The UW-Madison Physics Department provides expert, grade-level math support at South Towne. UW-Madison students from the School of Journalism and the School of Education volunteer at SSFP sites to earn class credit.

The Summer Media Institute is based at South Towne. This partnership includes Madison Magazine, The Capital Times, Wisconsin State Journal, WORT Radio, Midwest Family Broadcasting, and Isthmus.

South Towne hosts summer academic-skills workshops and book clubs for younger students (grades 1-6). Partners include UW-Madison School of Education and local libraries. SSFP collaborates with Wisconsin Conservation Voters, The Nature Conservancy, and Dane County Department of Land and Water to publish the "Science of Wisconsin's Environment" series.

Collaborating with Aberdeen Consulting and Platform Communications, students at South Towne learn and practice 21st century graphic design skills.

The James Wright Free Press project is a partnership with Capital Newspapers employees and several local schools.

16. Indemnity and Insurance.

a. The Parties agree that, by virtue of entering into this agreement, the MMSD is in no way assuming any liability associated with or any role in supervising or directing the activities, programs or operations of **SSFP**, and nothing in this MOA is intended to create any relationship of third-party beneficiary, principal or agent, joint venture or similar association. At all times during the term of this Agreement, to the fullest extent allowed by the laws of Wisconsin, **SSFP** shall indemnify, hold harmless and defend the MMSD, its MMSD, officers, employees and representatives, including Madison School & Community Recreation, against any and all liability, loss, damages, costs or expenses, including court costs and attorneys fees, which the MMSD, its officers, employees, or representatives may sustain, incur or be required to pay by reason of any acts or omissions of the **SSFP**, its employees, volunteers or agents, that are in any way related to this agreement. This section shall not apply to liabilities, losses, charges, costs or expenses caused by or resulting from acts or omissions of the MMSD, its officers, employees, or representatives.

b. **SSFP** shall obtain Child Molestation/Child Abuse, general commercial liability and property coverage insuring **SSFP** in the minimum amount of \$1,000,000 against claims, demands and causes of action arising from or relating to any acts or omissions by **SSFP** and/or its employees, staff, agents, volunteers and representatives, in order that the general public or any representative of the MMSD may have recourse against the responsible party for injuries or damages. MMSD shall be named as an additional insured on such policy for the purposes of the services provided hereunder. **SSFP** shall provide MMSD with a certificate(s) of insurance evidencing such coverage, and also provide MMSD with a 30-day prior notice of cancellation or material change in any policy given to the MMSD. In the event that **SSFP** fails to maintain such insurance, the MMSD may, at its option, immediately terminate the contract in whole or in

part in addition to any other remedy available. In addition, **SSFP** shall furnish, at the option of the MMSD, evidence that the **SSFP** has adequate worker's compensation insurance, or evidence that such worker's compensation insurance is not required.

17. Confidentiality

The parties acknowledge that for the purposes of the program and/or its evaluation, **SSFP** may have access to MMSD's Confidential and personally identifiable information derived from student education records ("Student Information") under the conditions described herein. **SSFP** agrees to respect such confidentiality and implement policies and practices to keep such information confidential. **SSFP** shall maintain student information it may hold for and on behalf of the District - ONLY for the primary purpose of providing the Services described in this agreement - in accordance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g(a)(4)(A)(ii), 1232g(b)(1).

Any student information provided to **SSFP** will be disclosed within **SSFP** only to employees of **SSFP** who have a legitimate educational interest in maintaining the data for uses authorized in this agreement. **SSFP** employees will be deemed school officials for the purpose of access to personally identifiable information derived from student education records only if (i) they have a legitimate interest in maintaining the data for the express purposes of providing the Service under this agreement; and (ii) personally identifiable information derived from students' education records and maintained by **SSFP** will not be further disclosed to third parties, except as authorized by MMSD or by this agreement, and subject to the conditions under FERPA. **SSFP** shall require each employee or volunteer having access to student record information sign a non-disclosure statement in a substantially similar form to that of Attachment A hereto, and **SSFP** will protect student information provided by the District from further disclosure. **SSFP** will notify MMSD of third party requests for disclosures of student information. Actual disclosures of such information to third party organizations must be pre-authorized by the District, which shall be responsible for maintaining a record of the request or disclosure with the records of each student, and providing the record to parents upon request, as required by 34 CFR 99.32.

18. Non-Discrimination

Parties agree not to discriminate on bases prohibited by federal, state, or local laws, ordinances or regulations, including but not limited to applicable Titles of the Civil Rights Act of 1964, and Section 504 of the Rehabilitation Act of 1973, as amended.

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19. Program Termination

If, through any cause, **SSFP** fails to timely and properly undertake and/or complete the program, violates any of the covenants of this MOA, or based upon any other reason for termination as set forth in this MOA, the MMSD may terminate this MOA by notifying **SSFP** (1) of its decision to terminate the program and (2) the reason(s) therefor.

20. Program Property

In the event the MMSD terminates this MOA, unless **SSFP** wishes to donate same, all finished and unfinished documents, services, papers, data, products, and the like prepared, produced or made by **SSFP** and any purchases of materials or equipment made by **SSFP** for this project shall remain the property of **SSFP**, and **SSFP** shall maintain records that will clearly identify such materials or equipment. Any MMSD property used or any material or equipment

purchased by MMSD for the **Simpson Street Free Press**, shall remain the property of MMSD.

21. Personnel

SSFP agrees to secure at its own expense all personnel necessary to carry out its obligations under this MOA. Although MMSD employees may volunteer or otherwise work for **SSFP** during non-contracted hours, whenever they are carrying out the **SSFP** obligations they shall not be deemed to be employees of the MMSD, nor shall they or any of them have, or be deemed to have, any direct contractual relationship with the MMSD for said services. **SSFP** shall provide the services described herein in a professional and competent manner.

22. Controlling Law

It is expressly understood and agreed to by the parties hereto that in the event of any disagreement or controversy between the parties, Wisconsin law shall be controlling.

23. Exclusivity of Agreement

This entire MOA is intended to be an agreement solely between the parties hereto and for their benefit only. No part of the MOA shall be construed to add to, supplement, amend, abridge or repeal existing duties, rights, benefits or privileges of any third party or parties, including but not limited to employees of either of the parties.

24. Entirety of Agreement

The entire agreement of the parties is contained herein and in the District License and Services Agreement entered into between the parties on September 15, 2021, and this MOA and the District License and Services Agreement supersedes any and all oral agreements and negotiations between the parties relating to the subject matter hereof. The parties expressly agree that this MOA shall not be amended in any fashion except in writing, executed by both parties.

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25. Severability

If any provision of the Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable.

26. Authority

By signing below, each person hereby represents that he/she has the authority to sign this MOA and bind the party to adhere to its terms.

27. Statement of Agreement

Both parties agree to the terms of this MOA.

Attachment A

CONFIDENTIALITY AGREEMENT

The purpose of this agreement is for _____ employees/volunteers who work in the _____ program to understand and acknowledge their responsibilities to protect and safeguard the confidential information to which they may have access during their work in the program.

To perform my responsibilities in the _____ program, I agree as follows:

1. That “confidential information” includes education records directly related to an individual student or student’s parents, which contain personally identifiable information. Confidential information may also include student and family income information;
2. That “disclosure” means to permit access to or the release, transfer or other

- communication of confidential information to any party, by any means;
3. That because of my duties or activities with _____ I may have been given authorized access to confidential information of others and that but for this authorization this confidential information would not be disclosed to me;
 4. That the disclosure and maintenance of education records is subject to Madison Metropolitan School District policy, and state and federal student privacy laws, including the federal Family Educational Rights and Privacy Act; and that the disclosure of information related to the receipt of free and reduced price meals is subject to the National School Lunch Act (i.e. I am not entitled to any information related to a student's meals status without express written consent which meets the requirements of the act) .
 5. During my volunteering/employment and after the termination thereof, I shall maintain the confidentiality of confidential information and will not reproduce or disclose the contents of any confidential information to any party not authorized to receive this confidential information and will only use this confidential information as directed by through the _____ program for the purposes authorized within the scope of my duties or activities in the program.
 6. I understand and acknowledge that unauthorized disclosure of confidential information could be highly damaging to the students, parents of the students and educational agency to whom this information belongs or pertains.
 7. In order to maintain the confidentiality of confidential information:
 - a. I shall take all reasonable precautions to protect confidential information in a manner that does not permit disclosure to anyone except those authorized to receive confidential information, including the safeguarding of any IT system passwords and identifications to which I may have access.
 - b. I shall not remove materials containing confidential information from Urban League or MMSD owned or sanctioned servers unless authorized to do so. c. I shall submit for review by appropriate personnel a copy of any report, article or public statement that concerns the use of confidential information prior to its dissemination in order to assure that no confidential information will be disclosed. d. When I no longer have a need to access confidential information, upon termination of any project or as requested by my supervisor, I shall destroy any confidential information, either upon request by _____, MMSD, or the owner of the information or as required by law. I shall create a written record certifying the destruction of the confidential information.
 - e. I shall notify my supervisor if:
 - i. I learn of any unauthorized or accidental disclosures of confidential information;
 - ii. I am asked to disclose confidential information to a proposed recipient who I am unaware is authorized to receive the information; and
 - iii. I have questions relating to what constitutes confidential information.
 8. I understand and acknowledge that _____, MMSD or any other party affected by a breach or threatened breach of this agreement by me will be entitled to injunctive and other equitable relief in addition to any available remedy of law. Any unauthorized use or disclosure of confidential information to unauthorized persons may be cause for disciplinary and legal action. *The National School Lunch Act does not permit the use or disclosure of any information obtained from an application for free or reduced price meals for local education programs unless parental consent is obtained prior to disclosure. Unauthorized disclosure of information obtained from an application for or related to a student's status in receiving free or reduced price meals is a criminal offense and is subject to a monetary fine and/or imprisonment.*

I have read this agreement and understand and agree thereto.

Signature of Employee/Volunteer Date

Print Name

Supervisor Date

SERVICE AGREEMENT
between
MADISON METROPOLITAN SCHOOL DISTRICT
and
SIMPSON STREET FREE PRESS
(2022-2023)

This Agreement is made and entered into by and between the Madison Metropolitan School District, 545 W Dayton Street, Madison, WI 53703 ("MMSD") and Simpson Street Free Press, 2411 W Broadway, Monona, WI 53713 ("Provider").

The parties have entered into a Memorandum of Agreement (MOA) in which Provider agrees to supply to selected MMSD students (grades 2-12) with high impact academic instruction during after-school programming in writing and publishing newspapers.

The MMSD and the Provider agree as follows:

1. Term.

The term of this Agreement shall be from September 1, 2022 to June 30, 2023. This agreement may not be renewed for the 2023-2024 year, unless the parties agree in writing to the type, extent & cost of services to be provided prior to such renewal.

2. Scope of Services

The Provider agrees to properly undertake the program(s) and to provide the services described in the MOA, which is attached and incorporated by reference.

3. Compensation

The MMSD shall pay the provider a fee not to exceed \$30,000. Payment shall be made in two installments on or after, January 15 and June 15, 2023 after presentation of an invoice and verification of satisfactory delivery of services. Billing statement/invoices should be sent to accounting@madison.k12.wi.us or MMSD-Accounting, 545 W. Dayton Street, Madison, WI 53703.

4. Indemnity and Insurance

a. The Parties agree that, by virtue of entering into this agreement, the MMSD is in no way assuming any liability associated with or any role in supervising or directing the activities, programs or operations of Provider, and nothing in this agreement is intended to create any relationship of third-party beneficiary, principal or agent, joint venture or similar association.

b. At all times during the term of this Agreement, to the fullest extent allowed by the laws of Wisconsin, Provider shall indemnify, hold harmless and defend the MMSD, its MMSD, officers, employees and representatives, including Madison School & Community Recreation, against any and all liability, loss, damages, costs or expenses, including court costs and attorneys' fees, which the MMSD, its officers, employees, or representatives may sustain, incur or be required to pay by reason of any acts or omissions of the PO, its employees, volunteers or agents, that are in any way related to this agreement. This section shall not apply to liabilities, losses, charges, costs or expenses caused by or resulting from acts or omissions of the MMSD, its officers, employees, or representatives.

c. Provider shall obtain general commercial liability with a child molestation/child abuse endorsement and property coverage insuring Provider in the minimum amount of \$1,000,000 against claims, demands and causes of action arising from or relating to any acts or omissions by Provider and/or its employees, staff, agents, volunteers and representatives, in order that the general public or any representative of the MMSD may have recourse against the responsible party for injuries or damages. MMSD shall be named as an additional insured on such policy for the purposes of the services provided hereunder. Provider shall provide MMSD with a certificate(s) of insurance evidencing such coverage, and also provide MMSD with a 30-day prior notice of cancellation or material change in any policy given to the MMSD. In the event that Provider fails to maintain such

insurance, the MMSD may, at its option, immediately terminate the contract in whole or in part in addition to any other remedy available. In addition, Provider shall furnish, at the option of the MMSD, evidence that the Provider has adequate worker's compensation insurance, or evidence that such worker's compensation insurance is not required.

5. Confidentiality

The parties acknowledge that in the course of providing the services, one partner may have access to the other partner's confidential and personally identifiable information derived from student education records ("Student Information"). Each partner agrees to respect the other's confidentiality and implement policies and practices to keep such information confidential. Each shall maintain student information it may hold for and on behalf of the other - ONLY for the primary purpose of furthering the Program and its goals as described in this agreement and in accordance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g(a)(4)(A)(ii), 1232g(b)(1). Any student information given to Provider will be disclosed only to Provider's employees who have a legitimate educational interest in maintaining the data for uses as authorized in Attachment 1 to the MOA. Such employees will be deemed school officials of MMSD for the purpose of access to personally identifiable information derived from student education records only (i) they have a legitimate interest in maintaining the data for the express purposes of activities undertaken for the Program under this agreement; and (ii) personally identifiable information derived from student's education records will not be further disclosed to third parties, except as authorized by MMSD or the parent/adult student, and subject to the confidentiality conditions under FERPA. Provider shall require each employee or volunteer having access to student record information to protect student information provided from further disclosure and will not comply with any third party requests for disclosures of student information without pre-authorization by the District, which shall be responsible for maintaining a record of the request or disclosure with the records of each student, and providing the record to parents of minor students upon request, as required by 34 CFR 99.32.

6. Non-Discrimination

Parties agree not to discriminate on bases prohibited by federal, state, or local laws, ordinances or regulations, including but not limited to applicable Titles of the Civil Rights Act of 1964, and Section 504 of the Rehabilitation Act of 1973, as amended.

7. Program Termination

If, through any cause, the Provider fails to timely and properly undertake and/or complete the program, violates any of the covenants of this agreement and MOA, or based upon any other reason for termination as set forth in the MOA, the MMSD may terminate this Agreement by notifying the Provider (1) of its decision to terminate the program and (2) the reason(s) therefor.

8. Program Property

In the event the MMSD terminates this Agreement, unless Provider wishes to donate same, all finished and unfinished documents, services, papers, data, products, and the like prepared, produced or made by Provider and any purchases of materials or equipment made by Provider for this project shall remain the property of Provider, and Provider shall maintain records that will clearly identify such materials or equipment. Any MMSD property used or any material or equipment purchased by MMSD for the Program, shall remain the property of MMSD.

9. Personnel

The Provider agrees to secure and/or employ all personnel necessary to carry out its obligations under this Agreement. Provider shall be responsible for any salary and benefits due such personnel. Although Provider employees may volunteer or otherwise work for Provider during non-contracted hours, whenever they are carrying out the Provider's obligations they shall not be deemed to be employees of the MMSD, nor shall they or any of them have, or be deemed to have, any direct contractual relationship with the MMSD for said services. Provider shall provide the services described herein in a professional and competent manner.

10. Use of Funds and Fiscal Evaluation

Funds paid Provider hereunder shall be used solely for costs associated with the programming to be provided pursuant to this Agreement. The Provider agrees not to expend funds contrary to this Agreement.

11. Notice

Notices, bills, invoices and reports required by this Agreement shall be deemed delivered as of the date of postmark if deposited in the United States mailbox with sufficient first class postage attached and addressed to a party's address as set forth above. It shall be the duty and responsibility of a party changing its address to notify the other party in writing within a reasonable time.

12. Controlling Law

It is expressly understood and agreed to by the parties hereto that in the event of any disagreement or controversy between the parties, Wisconsin law shall be controlling.

13. Exclusivity of Agreement

This entire Agreement is intended to be an agreement solely between the parties hereto and for their benefit only. No part of the Agreement shall be construed to add to, supplement, amend, abridge or repeal existing duties, rights, benefits or privileges of any third party or parties, including but not limited to employees of either of the parties.

14. Entirety of Agreement

The entire agreement of the parties is contained herein and this Agreement supersedes any and all oral agreements and negotiations between the parties relating to the subject matter hereof. The parties expressly agree that this Agreement shall not be amended in any fashion except in writing, executed by both parties.

15. Severability

If any provision of the Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable.

16. Certifications – Debarment; Background check

By signing, the Provider certifies:

- a. that it is not debarred or excluded, or contemplated for debarment or exclusion, from doing business with the Federal Government, and shall notify District immediately if such status changes during the term of this agreement; and
- b. that it shall not assign any person to lead an activity/program/class that has not undergone a thorough back ground check and the assigned person has not been convicted of abuse, neglect or molestation of a child or any other crime substantially related to the work being performed for the MMSD.