School-Age Child Programs for 2020: Elementary
Multi-Focus Afterschool, Multi-Focus Summer, and Topical/Skill/Population (TSP) Focused Program

Submit Application to: cddapplications@cityofmadison.com
Deadline: 12:00 pm CST (noon) on **August 5**, **2019**

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

This application should be used to apply for multi-focused afterschool, multi-focused summer programs (Section 1), and topical/skill/population focused programs for elementary-age youth (Section 2).

Please complete the narrative questions and tables in Section 1 and/or 2 in this document, and the Organizational Overview and Budget within the separate Excel document. Both documents must be submitted for the application to 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 opportunities that involve both a completely different group of participants for that age group and staff, who are not working in the comprehensive multi-focused afterschool and/or summer program, should be considered a stand-alone Topical/Skill/Population (TSP) program with a separate narrative (#1-3).

Please limit your proposal and responses to spaces provided in this form and the Organizational Overview and Budget in the required Excel workbook. Responses to this RFP should be complete and comprehensive but succinct. Materials submitted in addition to this application form and the required Excel workbook will not be considered in the evaluation of the proposal. *Do not attempt to unlock or alter this form.* Font should be no less than 11 pt.

If you need assistance with this proposal or are unclear about how to respond to any questions listed below, please contact CDD staff at 266-6520.

Legal Name of Organization:	Simpson Street Free Press, Inc	Total Amount Requested for this Age Group:	$ 26000
Elementary Programs applied for (select one or more as applicable):	Multi-focus School Year X Topical/ Skills/Population	Multi-focus Summer	
Contact Person	Brandon Alvarez	Email:	editors@ssfpnews.org
Address:	P.O. Box 6307; Monona, WI 53716	Telephone:	608-223-0489

Program Name: SSFP Programs for Elementary Age Students

Brief Project Description: SSFP elementary school programs deliver high-impact academic instruction and a range of other high-quality OST supports using curriculum and methods that benefit the whole child.

Amount Requested: 26000   Total Proposed Program Budget: 85,000

If your responses to #1-2 below are duplicative of the responses provided in the Multi-focused After-school or Summer Program proposed, please state, "See Multi-focused Program Response."

1. PROGRAM DESCRIPTION

a. <u>Goal Statement</u>: What is the goal of your program and how does it align with the Scope of Work described in the RFP guidelines?

SSFP programs for elementary-age children, and students of all ages, provide high-quality care—for free. We never charge fees. SSFP programs are always neighborhood-based. SSFP activities complement the school day. Project goals include reading at grade level, math proficiency, and middle school preparedness.

b. <u>Intended Service Population</u>: Describe the intended service population that will be impacted by this program (e.g., location, ages, race/ethnicities, income ranges, English language proficiency, employment barriers if applicable etc.). Please refer to the Data Tool Kit.

We do use the tool kit. We think it's slick. It is also timely. It offers real insight about where our kids come from and what supports they need. For elementary-age children the priority is, of course, reading.

SSFP students come from neighborhoods across the city. We are, of course, heavy on kids from south and southeast Madison. Our students come from different backgrounds and different neighborhoods, but they come together to publish high-quality content. SSFP elementary programs support youth from around Madison. We are based in in south and southeast Madison. About 85% of current are students are students of color. More than half of current students are ELL or DLI students.

"A neighbor told me about Simpson Street when my daughter was struggling at school. I went to check it out and that was the best decision I ever made." – Brandon Givens

c. <u>Recruitment, Engagement, Intake and Assessment</u>: 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.

Throughout our history, SSFP has never had to recruit kids. We always have wait lists. SSFP is well-known and trusted among parents.

We address barriers by providing a valued, high-quality service that is not readily available in the communities we serve. SSFP delivers core-subject, grade-level literacy and math support. All SSFP programs are free of charge for participants.

The SSFP onboarding and assessment systems are designed to spark student success and parent engagement. When onboarding an elementary-age student we look closely at reading comprehension. SSFP has reading specialists on staff. We use one-on-one close-reading sessions to gauge coding ability and vocabulary. All enrollments at SSFP, regardless of age, begin with a job interview in which parents participate.

9

Elementary Programs App

Most students in SSFP home neighborhoods attend low-performing schools. Over the years, we have honed a richly-layered approach to after-school instruction. We've connected our approach to the school day and school staff. We never have to recruit. Students apply, often referred by principals, classroom teachers, or family friends. Extensive waiting lists clearly indicate parent preference. Once hired, even our 1st and 2nd grade students have business cards and real assignments. Students write and read extensively. They use technology. They work independently and in teams. SSFP student reporters encounter predictable connections to the school day. Gradual Release of Responsibility (GRR) is a key strategy. Family and participant engagement in our programs is very strong because students get promoted up the newsroom ranks. This formula works, even for our elementary-age youth. They are proud of their newspaper job. They quickly gain confidence.

d. <u>Activities</u>: Describe your proposed program activities. Include information about key parts of your program and explain how you will accomplish your goals. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

Our elementary-age programs are designed to help students prepare for the more complex subject matter they will encounter in middle school. Among our younger group, reading at grade is the most important indicator of school-day success. Until the beginning of 4th grade—students learn to read. Beginning in 4th grade—students read to learn. Teaching reading is thus the key to accomplishing the goals of SSFP elementary-age programs. SSFP delivers high-quality mentoring and literacy support for elementary-age youth that prepares students for middle school.

The SSFP formula improves reading scores for almost every elementary-age student who enrolls. It is a fact documented by MAP scores. We don't teach to any test. Rather, we apply research-backed best practices in accessible OST settings. SSFP curriculum and instructional approach demonstrates the power of out-of-school time literacy support. For elementary-age students we emphasize the skills needed for successful transition to middle school.

SSFP has recently focused on new research by Mark Seidenberg. Seidenberg is a cognitive neuroscientist at UW-Madison and a New York Times best-selling author. His books on the science of learning to read are receiving national attention, especially in communities fighting persistent achievement gaps. SSFP curriculum already includes many of the tactics and methods suggested by Seidenberg's research and we're carefully applying this research during new lesson planning.

"Playing with words enables students to develop a metacognitive understanding of how words work. When learning words is fun, students become interested in words and see them as objects that they can use and examine." (Blachowicz & Fisher)

"Reviewers were extremely impressed with SSFP's work supporting literacy during the after-school hours and pleased to inform you that your program is just one of five programs that will be included in an upcoming issue brief on literacy and afterschool. Additionally, we would like to extend an invitation to SSFP to present in a workshop session focused on literacy at the Afterschool for All Challenge in Washington DC in March" -- Nikki Yamashiro, Senior Director of Research, National Afterschool Alliance

e. <u>Proposed Timeline for Implementation</u>:

Activity	Estimated Start and Completion Date
Writing for Publication: Multiple Rounds of Revision, Editing, Drafting, and Close Reading	Ongoing, 52 weeks a year
Book Clubs, 3 per semester, including summer	Ongoing, 52 weeks a year
Summer Academic Skills Workshops	Summers, starting the first day after school ends.
Fall and Spring Math and Science Tutors	Fall and Spring Semesters: First week of school until the end of final exams.

Other milestones, notes or comments about the proposed timeline (if applicable):

SSFP programs operate 52 weeks per year at multiple sites.

f. <u>Family and Community Engagement</u>: Briefly describe how children and families who will benefit from the proposed program have been involved in the development of this proposal and will be involved in the implementation and assessment of program activities and outcomes. How are families of the participants engaged with the program?

Family and community engagement are key strategies at SSFP. We were started by south side parents. The SSFP parent group provides active support and advice in everything we do, including curriculum development. Parents also serve on our board of directors. They are among our most active supporters. Many parents volunteer in our programs.

The SSFP organization has pioneered a parent-engagement/Infinite Campus measurement tool system applauded by OST experts as best practices in the field. We meet one-on-one with parents often. We develop personalized lesson plans. SSFP programs use family-convenient strategies that provide parents with constant accessibility and ease of use.

Family convenience is a key strategy. SSFP operates on a three-semester schedule and stays open 52 weeks per year. Parents and students set their own schedules. Students and their families almost always participate through sequential semesters. Parents can easily follow student progress. Whatever a student's schedule, the curriculum remains sequential. This project-based approach matches Wisconsin academic standards.

One of the most important ways we engage participants and their families is how we view language acquisition. Elementary students produce work for two bi-lingual publications. Programs provide very practical literacy support for ELL students and DLI learners. We also offer youth book clubs in English and Spanish. The South Towne youth center offers activities for the whole family.

SSFP was, of course, started by parents. SSFP parent groups are cornerstones of our organization. They inform program goals and service delivery in very real ways. Parents participate in our measurement tool systems and lesson planning. Communication with parents and teachers helps us react quickly to individual student needs.

g. <u>Cultural Relevance and Language Access</u>: 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.

Madison's DLI and ELL students navigate more rigorous literacy standards while at the same time keeping up with grade-level content. Statistically, the surest pathway out of poverty is literacy and school-day success. Our programs help working families get both things in convenient, neighborhood-based ways. SSFP delivers culturally-relevant and research-backed literacy support. Parents are always engaged and almost our entire staff is bilingual. The South Towne youth center is a hub for parents and the community. The South Towne center is a well-known and treasured resource among non-English speaking parents and families. This is particularly true for recent immigrant families with elementary-age children.

SSFP-La Prensa has developed curriculum and lesson plans to address the needs of ELL students and students enrolled in school-day DLI programs. Our students include balanced bilinguals and bilinguals who identify Spanish-dominant or English-dominant. These students get large doses of close reading and work on spelling and vocabulary. Our elementary-age students write articles in English and Spanish. Languages are 'unmarked' in SSFP and La Prensa programs. Students are

encouraged to work and write collaboratively in either language or use hybrid forms (code-switching across languages).

Elementary-age students at SSFP are paired with experienced bilingual language instructors. Close-reading is a focus, especially for elementary students. We do lots of reading out loud. Bilingual high school and college-age editors (youth leaders of color) provide language instruction for younger peers. La Prensa curriculum was designed by language acquisition specialists.

h. <u>Madison Out-of-School Time (MOST) Effective Practices</u>: Please describe how each of the seven basic elements are addressed by your proposed program design. How will you monitor if the program during implementation to assess continued alignment with the <u>MOST Effective Practices</u>?
SSFP precisely matches the ethos and essence of the MOST Effective Practices guide. SSFP is well-oiled machine; an engine for innovation in the OST field. SSFP programs for elementary-age children reflect our commitment to these guiding principles. We use the Effective Practices guide in our ongoing process of continuous reflection and program improvement. SSFP believes that OST best practices are informed by experience in the field and by knowledge of OST research. Few organizations can field the experience SSFP can. We grow our own VERY experienced staff, and part of the job for SSFP staff is to study OST research. We believe youth develop best when secure and consistent relationships with adults are readily available during OST—and here we excel. Our ongoing program improvement process is built into organization structure. Parent and community engagement is built into organization structure.

• Intentional Program Design
SSFP is continuously cited for clear and focused goals that align with our mission. Our newsroom structure, available resources and supports, and ample one-on-one time ensure students have the time and the means to reflect on their own learning. We use sequential curriculum and individualize lesson plans, so SSFP activities always build on previous learning (scaffolding). Large doses of close-reading for elementary students is built into program design.

• Supportive Relationships with Youth
Youth relationships with adult staff are authentic, reliable, and ongoing. Again, sequential curriculum is central to our structure. We recognize and value individual students. Newsrooms build supportive relationships because project-based learning requires teamwork.

• Youth Voice & Leadership
Quite obviously, SSFP is built on youth voice and leadership. As a matter of course, youth share ownership. Young people take the lead. SSFP students build and practice skills and then assume leadership roles. We produce seven youth newspapers and publish content on various media platforms.

• Racial & Cultural Inclusion
From our inception, racial and cultural diversity is evident at all levels of the SSFP organization. We were started by the community and we are owned by the community. Our staff is from the community. A culture of high expectations for all youth is obvious in everything we do.

• Family & Community Engagement
SSFP supports meaningful and ongoing partnerships with parents, the community, and with the schools within which we work. We monitor student progress using a collaborative system with parents. Parents and youth always influence lesson planning and program development.

• Organizational Management & Staff Support
Professional development is built into SSFP operating systems. Our older students learn the principles of close-reading and youth program management. Staff retention at SSFP is very strong. In fact, the Effective Practices guide encourages the very staff development practices pioneered by SSFP. OST experts often cite SSFP staffing pipelines

Elementary Programs App

as best practices in the field. Each SSFP program is fiscally sound and very well managed. SSFP missions are clear and focused.

• Environment & Safety

SSFP newsrooms build community. If you have not yet seen an SSFP site, we invite you to visit. Our newsrooms hum like a one-room schoolhouse. Peer-to-peer interactions are constant. SSFP sites are safe, welcoming, dynamic, and fun learning environments.

2. PROGRAM STRUCTURE AND STAFFING

a. <u>Anticipated Frequency, Duration and Attendance:</u> Please complete the table below. If you are proposing to provide an elementary TSP afterschool or summer 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 locations.

Elementary TSP	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location(s): SSFP South Towne					
School Year	6 Days Per Week	3:30pm to 9:00pm Weekdays, 9:30am to12:30pm weekends	Entire School Year (Approximately 35 weeks)	1 to 8 (Plenty of available 1-on-1 time)	15 Elementary Students
Summer	6 Days Per Week	7:45 am to 9:00 pm (13+hrs) Students determine their own schedule	All Summer (Approximately17 weeks)	1 to 5 (Plenty of available 1-on-1 time)	20 Elementary Students
Location #2:					
School Year					
Summer					

Elementary Programs App

*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 differences in the program structure as compared to the two elementary a topical, skill or population focused programs included in the table above.

Our Cap Newspapers location includes some James Wright-bound 5th graders. Our Sennett Free Press newsroom includes Sennett Bound 4th and 5th graders.

b. <u>Total Annual Unduplicated Elementary-Age Children:</u> Anticipated unduplicated number of individual elementary-age children in the proposed programs**:**   55

c. <u>Program Schedule:</u> If you are proposing to provide a topical, skill or population focused 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):			
Day	**Elementary TSP Focused**	**Start Time**	**End Time**
Mon.	School Year	3:30pm	9:00pm
	Summer	7:45 am	9:00 pm
Tues.	School Year	3:30pm	9:00pm
	Summer	7:45 am	9:00 pm
Wed.	School Year	3:30pm	9:00pm
	Summer	7:45 am	9:00 pm
Thur.	School Year	3:30pm	9:00pm
	Summer	7:45 am	9:00 pm
Fri.	School Year	3:30pm	9:00pm
	Summer	7:45 am	9:00 pm
Sat.	School Year	9:30am	12:30pm
	Summer	9:30am	12:30pm
Sun.	School Year		
	Summer		

Table 2

Location #2:			
Day	**Elementary TSP Focused**	**Start Time**	**End Time**

Elementary Programs App

Mon.	School Year		
	Summer		
Tues.	School Year		
	Summer		
Wed.	School Year		
	Summer		
Thur.	School Year		
	Summer		
Fri.	School Year		
	Summer		
Sat.	School Year		
	Summer		
Sun.	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 two a topical, skill or population-focused programs included in the tables above.

d. Additional Activities: Do you anticipate providing activities for a topical, skill or population focused elementary afterschool or summer program that are not included in the table above? Please describe these:

Madison's most pressing issue is low reading scores. Many middle school students of color don't read at grade level. SSFP responds with urgency. Close-reading is embedded in all newspaper lesson plans. SSFP elementary and middle school programs track close-reading doses. We follow MAP scores, so we know when intervention is required. SSFP curriculum is nationally-recognized and proven effective. SSFP staff includes trained reading specialists and language acquisition experts. A partnership with the UW-Madison Physics Department provides excellent grade-level math support. Always available one-on-one instruction time is central to SSFP curriculum. While there are many additional activities available at SSFP, our core value is literacy for all.

"With close reading of materials that complement their school curriculum in science, history, geography and other topics, students learn the meanings of new words and concepts, grapple with identifying central ideas, and think about how to explain what they have read in their own words. They then figure out how to organize their ideas and seek help from experienced editors or volunteers if they get stuck." – *Wisconsin State Journal*, 2019

e. 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	FTE		
			TSP Focused School Year	TSP Focused Summer	Other Programs
Executive Director		SSFP South Towne	.33	.33	
Managing Editor		SSFP South Towne	.3	.3	
La Prensa Editor		SSFP South Towne	.2	.2	
Assistant Editor		SSFP South Towne	.7	.7	
Summer Editor		SSFP South Towne	.0	.5	
Book Club Coordinator		SSFP South Towne	.2	.2	
		Total:	2.43	2.43	

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

SSFP fields a credentialed group of editors, volunteers, and writing instructors, many of whom are bilingual. Many are volunteers. Our team includes SSFP grads, UW-Madison School of Journalism students and faculty, retired teachers, UW Madison School of Education grad students, and local parents. Our volunteer orientation process gets them get up to speed quickly. Our volunteer guide and manual explains the principles of close reading and SSFP curriculum. We also provide small-group training workshops throughout the year for volunteers, staff, and teen editors. We place skilled volunteers at OST sites in neighborhoods where they make an immediate impact. We do background check on new volunteers.

3. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

Elementary Programs App

a. 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)?
List is too long to fit, see text below			

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

SSFP partnerships address gaps and disparities with bold, new ideas. We use proven curriculum and build sustainable assets. Student reporters become science wizards, book reviewers, arts and music reporters, and stewards of Wisconsin's natural resources. Perhaps most of all, they become skilled readers. They explore, write, read, and publish. We use the South Towne youth center as a hub and anchor.

SSFP is currently in partnership with New York Life Foundation and several local schools. This project uses reading scores and progress toward graduation as outcome indicators. SSFP identifies specific groups of middle school students and stewards them through six sequential semesters and successful transition to high school. South Towne projects put the power of extended-day academics and collaboration to work for local kids.

Collaboration with UW-Madison Physics Department provides expert, grade-level math support at South Towne.

SSFP summer academic skills workshops (for elementary and middle school students) is based at the South Towne youth center. Partners include UW Madison School of Education and MATC.

South Towne hosts book clubs for younger students (grades 1-6). Partners include UW-Madison School of Education and MATC, and local libraries.

A partnership with UW-Madison School of Journalism provides writing assistance and special projects support.

SSFP and South Towne collaborate with UW-System scientists to produce a "Women in Science and Math" series and two ongoing "Space Science" sections.

SSFP collaborates with Wisconsin Conservation Voters and Dane County Land and Water Conservation Department to publish the "Science of Wisconsin's Environment" series.

Maydm and SSFP will offer coding workshops at South Towne beginning this summer.

Collaborating with Aberdean Consulting and Platform Communications, students at South Towne learn practical 21st century technology skills.

Students at South Towne collaborate with local libraries to produce and publish book trailer videos.

In all these partnerships (and many other collaborative programs) SSFP carefully measures effectiveness. We use MAP scores, school-day attendance, Forward Exams, parent engagement, close-reading doses, assignment completion, sequential participation, and progress toward graduation as measurement tools and indicators. Impact on reading/language arts is paramount at SSFP.

How do these partnerships enhance this proposal?

SSFP enhances any partnership agreement because we bring cutting-edge literacy training to every project. SSFP can add a literacy edge to any OST program or activity. Partnerships strengthen everything we do. This is especially true in our elementary programs. Collaboration with school staff helps us keep capacity high and participation strong. For example, our math support, volunteer training, and parent-engagement systems are extremely effective within SSFP elementary programs. This proposal, if funded, will support existing and successful partnerships.

What are the decision-making agreements with each partner?

SSFP is included in CLC plans at Glendale, Nuestro Mundo Community School, Sennett, and James Wright Free Press

b. <u>Resource Linkage and Coordination</u>: 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?

While SSFP focus is academic support and related enrichment activities, we provide a wide range of other resources to student participants and their families. Strong systems of parent engagement (explained in detail above) ensure that all SSFP families understand and know about the range of resources available through SSFP programs.

4. DATA USE, MANAGEMENT AND MEASURES OF SUCCESS

a. Please identify the <u>Community Indicator(s) of Success for School-Age Children and Youth</u>, from the RFP Guidelines, that is addressed by your proposed program:

We measure effectiveness of SSFP elementary school programs using recognized OST best practices. Our measurement tool systems are continuums; we watch student progress over time. Instruction and activities are sequential. (see previous sections)

The measurement tools and indicators used at SSFP match all four community indicators of success included in the RFP guidelines. Youth enrolled at SSFP demonstrate improved and developmentary-appropriate social-emotional and academic skills. In particular, SSFP programs improve reading scores among elementary school students, which helps us make sure students are on track for successful transition to middle school. In fact, SSFP uses MAP scores (and other indicators) to watch progress in reading at all grades leading to successful transition to and completion of 6th grade. We use MAP scores, assignment completion, school-day attendance, in-house evaluations, and Infinite Campus to watch student progress in the elementary grades. SSFP programs are very effective for elementary-age students from ELL backgrounds.

Elementary Programs App

b. Did the [Data Tool Kit](#) or other sources of data affect your program design, recruitment strategies, and choice of outcomes objectives? If yes, how?

    We do use the tool kit. We think it's slick. It is also timely. It offers real insight about where our kids come from. It confirms much of what we already know about our students and what kind of supports are needed.

    SSFP students come from neighborhoods across the city. We are, of course, heavy on kids from south and southeast Madison. Our students come from different backgrounds and different neighborhoods, but they come together to publish high-quality content.

c. 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 below.

Elementary Topical/ Skills/Population Program Outcome(s)				
Outcome Objective # 1	Students demonstrate improved academic performance			
Performance Standard	**Targeted Percent**	See list in Text Below	**Targeted Number**	55 Students Measured
Measurement Tool(s) and Comments:				
Performance Standards: 1) Reading/language arts MAP scores increase for at least 80% of participants (grades 2-8). 2) At least 50% of participants improve MAP reading scores more than grade-level expected. 3) Students publish at least three assignments per semester. 4) About 75% of new participants show improved school-day attendance within one semester. All (100%) students join at least one book club. **Indicators:** Observable change in literacy habits and skills. **Measurement Tools:** Research and writing assignments completed. Book reviews published. School-based test scores. Infinite campus for core subject GPA and school-day attendance.				
Outcome Objective # 2	Create concrete and permanent community assets. Publish student work.			
Performance Standard	**Targeted Percent**	See list in Text Below	**Targeted Number**	55 Students Measured
Measurement Tool(s) and Comments:				
Performance Standards: 1) "Science of Wisconsin Environment" features are published bi-weekly in 2020. 2) SSFP students publish content in English and Spanish. 3) SSFP programs continue to add new students. 4) New student newspapers become permanent. **Indicators:** Student-written media products and research assignments are published. An ongoing "Science of Wisconsin's Environment" series is published. High school students serve as assistant editors. A staffing pipeline is created. **Measurement Tools:** Student rosters, staff rosters, published media products, newsroom slugsheets.				

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

Elementary Programs App

While SSFP chose to focus on academic outcomes and measures in the above grid, our programs address all of the community indicators outlined in this RFP. Working at SSFP enhances social-emotional competencies and helps students develop life skills. We teach academic confidence and academic preparedness, which research demonstrates increases sense of belonging during the school day. SSFP students engage the community in many ways. They are connected to the community and active in the community. SSFP students, and all students who enroll in high-quality OST, are much less likely to engage in risky behaviors.

d. What <u>data tracking systems</u> are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses? Describe how client confidentiality and contract compliance with data and documentation will be maintained.

SSFP is the only local organization using MAP scores and Infinite Campus to follow student progress. We also use in-house evaluations, assignment completion, and school-day attendance. Parents, teachers, students, and SSFP staff collaborate to assess outcomes.

SECTION 5: DISCLOSURES

If applicable, please include the following:

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

Disclosure of Contract Failures, Litigations
Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation or
   N/A

SECTION 6. BUDGET

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 Other Funding Opportunities webpage:
https://www.cityofmadison.com/dpced/communitydevelopment/funding/other-funding-opportunities/477/

School-Age Child Programs for 2020: Middle School

**Multi-Focus Afterschool and Summer,
Weekend and Summer Evenings, and
Topical/Skill/Population (TSP) Focused Program**

Submit Application to: cddapplications@cityofmadison.com
Deadline: 12:00 pm CST (noon) on **August 5**, **2019**

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Please complete Section 1, 2 and/or 3 in this document and the Organizational Overview and Budget document within separate Excel document. Both documents must be submitted for the application to be accepted.

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Middle School Programs applied for (select one or more as applicable):	Multi-focus School Year Multi-focus Summer Weekend or Summer Evening X Topical/ Skills/Population		
Contact Person	Sarah Useche	Email:	editors@ssfpnews.org
Address:	P.O. Box 6307; Monona, WI 53716	Telephone:	608-223-0489

SECTION 2: MIDDLE SCHOOL
TOPICAL/SKILL/ POPULATION FOCUSED PROGRAM (TSP)

Program Name: SSFP Programs for Middle School Age Students

Brief Project Description: SSFP middle school programs deliver high-impact academic instruction and a range of other high-quality OST supports using curriculum and methods that benefit the whole child.

Amount Requested: 28000   Total Proposed Program Budget: 189500

If your responses to #1-2 below are duplicative of the responses provided in the Multi-focused After-school or Summer Program proposed, please state, "See Multi-focused Program Response."

1. PROGRAM DESCRIPTION

a. <u>Goal Statement</u>: What is the goal of your program and how does it align with the Scope of Work described in the RFP guidelines?

   SSFP programs for middle school youth, and students of all ages, provide high-quality service and support—for free. We never charge fees. SSFP programs are always neighborhood-based. SSFP activities complement the school day. Project goals for middle school youth include reading at grade level, math proficiency, and high school preparedness.

b. <u>Intended Service Population</u>: Describe the intended service population that will be impacted by this program (e.g., location, ages, race/ethnicities, income ranges, English language proficiency, employment barriers if applicable etc.). Please refer to the <u>Data Tool Kit</u>.

   SSFP middle school programs support youth from around Madison. We are based in in south and southeast Madison. About 85% of current are students are students of color. More than half of current students are ELL or DLI students.

   Before joining Simpson Street, Laura said she was struggling academically and "hanging out with the wrong crowd." Making friends with kids at Simpson Street helped her raise her GPA and take school more seriously. "Here, I met a bunch of positive people and they actually showed me how to love (reading and writing)," she said. -- *The Capital Times*

c. <u>Recruitment, Engagement, Intake and Assessment</u>: 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.

   Throughout our long and storied history of teaching middle school children, SSFP has never had to recruit kids. We always have wait lists. SSFP is well-known and trusted among parents.

   We address barriers by providing a valued, high-quality service that is not readily available in the communities we serve. SSFP delivers core-subject, grade-level literacy and math support. All SSFP programs are free of charge for participants.

   The SSFP onboarding and assessment systems are designed to spark student success and parent engagement. These systems are repeatedly cited by OST experts as best practices in the field. When onboarding a middle school-age student we look closely at reading comprehension. If they're behind in reading, we quickly catch them up through large and repeated doses of close reading and other appropriate language-acquisition tactics. SSFP has reading specialists on staff. We use one-on-one close-reading sessions to gauge coding ability and vocabulary. Then we apply the best language-acquisition strategies for that student. All enrollments at SSFP, regardless of age, begin with a job interview in which parents participate.

Most students in SSFP home neighborhoods attend low-performing schools. Over the years, we have honed a richly-layered approach to after-school instruction. We connect our approach to the school day and school staff. We never have to recruit. Students apply, often referred by principals, classroom teachers, or family friends. Extensive waiting lists clearly indicate parent preference. Once hired, middle school students have business cards and real assignments. Students write and read extensively. They use technology. They work independently and in teams. SSFP student reporters encounter predictable connections to the school day. Gradual Release of Responsibility (GRR) is a key strategy. Family and participant engagement in our programs is very strong because students get promoted up the newsroom ranks. This formula works, in particular for middle school youth. They are proud of their newspaper job. They quickly gain confidence.

d. <u>Activities</u>: Describe your proposed program activities. Include information about key parts of your program and explain how you will accomplish your goals. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

OST research and evidence demonstrates the importance of transition semesters, especially for cities battling achievement gaps. Our curriculum and related activities are designed to support transitions, first to middle school, and later to high school. Focus on transition grades is established tradition at SSFP. We've developed dozens of lesson plans, including book review lesson plans, specifically for this purpose. Our high school leaders group assists younger, less experienced students. A powerful role affect takes shape. SSFP 5th graders feel ready for middle school and SSFP 8th graders are confident about entering high school. All SSFP students encounter predictable connections to the school day. Our project-based approach supports the classroom but does not replicate the classroom. Students use out-of-school time to prepare for upcoming grades. For instance, all SSFP 5th graders join a book club and learn to tackle book review assignments. All 8th graders captain at least one book club, publish two science research features, and write an opinion essay.

Retention is key in the SSFP sequential curriculum, sequential semester approach. And this is very true for our middle school students. A strong system of parent engagement helps us immensely. When parents are engaged, student retention is high. Family convenience is a key strategy. Students can attend a school site on Monday, and access drafts later at the Capital Newspapers site or at our South Towne youth center. No matter the site, day of week or time, student reporters encounter the same sequential curriculum. In this "journalism" structure, students set the pace. Building newsroom skills is fun and rewarding work, and it is practical preparation for higher grades.

All SSFP programs operate free of charge and students earn stipends for work published. "Academic confidence" is an SSFP mantra. And nothing builds confidence for 8th and 9th graders like the feeling of academic preparedness. SSFP middle school students write across the curriculum, investigating core academic subjects through a publishing process. Our approach to teaching writing focuses on fluency and creative expression. We preach clear, concise, effective communication. SSFP lesson plans teach a multi-step writing process that students understand and master. We guide young writers through invention strategies, paragraph building, and sourcing exercises—all skills that help middle school students prepare for high school. SSFP newsrooms are laboratories of project-based learning. Project outcomes include published, concrete, countable products. We also measure grades, school-day attendance, and reading comprehension.

SSFP uses an evidence-based, sequential curriculum approach. We emphasize Gradual Release of Responsibility (GRR) in our newsrooms. At all grades, older students assist younger peers, a process that builds leadership skills. We promote student reporters up the newsroom ranks—science writer, history columnist, peer editor, section editor. We use 7 Traits of Writer for 5th graders. Eighth graders focus on core-content writing and research skills—both required for 9th grade success. These are proven OST methods, backed by research and data that directly support transition semesters. SSFP students enter 9th grade prepared and confident. In Wisconsin, and increasingly across the country, SSFP curriculum is gaining attention. Traditionally a medium-size, neighborhood-based, academic support non-profit, SSFP is nonetheless known for practical application of current research in the OST field. We apply promising practices in practical, project-based, front-line, settings. We develop curriculum and make it available to other communities and neighborhoods—for free.

"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

"Reviewers were extremely impressed with SSFP's work supporting literacy during the after-school hours and pleased to inform you that your program is just one of five programs that will be included in an upcoming issue brief on literacy and afterschool. Additionally, we would like to extend an invitation to SSFP to present in a workshop session focused on literacy at the Afterschool for All Challenge in Washington DC in March" -- Nikki Yamashiro, Senior Director of Research, National Afterschool Alliance

"This review indicated that OSTA programs overall have beneficial effects on the math and reading achievement of at-risk students. OSTA programs are not all equally effective. Academic focus (eg, on reading or math) substantially improves academic achievement." -- https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4714952/

e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
Writing for Publication: Multiple Rounds of Revision, Editing, Drafting, and Close Reading	Ongoing, 52 weeks a year
Book Clubs, 3 per semester, including summer	Ongoing, 52 weeks a year
Summer Academic Skills Workshops	Summers, starting the first day after school ends.
Fall and Spring Math and Science Tutors	Fall and Spring Semesters: First week of school until the end of final exams.
Summer Media and Science Internships (8th Graders)	Summer and Fall

Other milestones, notes or comments about the proposed timeline (if applicable):
SSFP programs operate 52 weeks per year at multiple sites.

f. Family and Community Engagement: Briefly describe how children and families who will benefit from the proposed program have been involved in the development of this proposal and will be involved in the implementation and assessment of program activities and outcomes. How are families of the participants engaged with the program?

SSFP middle school programs were, of course, started by parents in the communities we serve. SSFP parent groups are cornerstones of our organization. They inform program goals and service delivery in very real ways. Parents participate in our measurement tool systems and lesson planning. Communication with parents and teachers helps us react quickly to individual student needs.

Family and community engagement are key strategies at SSFP. We were started by south side parents. The SSFP parent group provides active support and advice in everything we do, including curriculum development. Parents also serve on our board of directors. They are among our most active supporters. Many parents volunteer in our programs.

The SSFP organization has pioneered a parent-engagement/Infinite Campus measurement tool system applauded by OST experts as best practices in the field. We meet one-on-one with parents often. We develop personalized lesson plans. SSFP programs use family-convenient strategies that provide parents with constant accessibility and ease of use.

Family convenience is a key strategy. SSFP operates on a three-semester schedule and stays open 52 weeks per year. Parents and students set their own schedules. Students and their families almost always participate through sequential semesters. Parents can easily follow student progress. Whatever a student's schedule, the curriculum remains sequential. This project-based approach matches Wisconsin academic standards.

One of the most important ways we engage participants and their families is how we view language acquisition. Students produce work for three bi-lingual publications. Programs provide very practical literacy support for ELL students and DLI learners. We also offer youth book clubs in English and Spanish. The South Towne youth center offers activities for the whole family.

g. Cultural Relevance and Language Access: 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.

SSFP and La Prensa programs represent extremely effective support systems for bilingual students. Madison's DLI and ELL students navigate more rigorous literacy standards while at the same time keeping up with grade-level content. We recognize this and provide culturally-relevant and high-quality OST programs that connect to the school day. Statistically, the surest pathway out of poverty is literacy and school-day success. Our programs help working families get both things in convenient, neighborhood-based ways. SSFP delivers culturally-relevant and research-backed literacy support. Parents are always engaged and almost our entire staff is bilingual. The South Towne youth center is a hub for parents and the community. The South Towne center is a well-known and treasured resource among non-English speaking parents and families. This is particularly true for recent immigrant families with elementary-age and middle school children.

SSFP-La Prensa has developed curriculum and lesson plans to address the needs of ELL students and students enrolled in school-day DLI programs. Our students include balanced bilinguals and bilinguals who identify Spanish-dominant or English-dominant. These students get large doses of close reading and work on spelling and vocabulary. Our middle school-age students write articles in English and Spanish. Article assignments match grade-level content. Languages are 'unmarked' in SSFP and La Prensa programs. Students are encouraged to work and write collaboratively in either language or use hybrid forms (code-switching across languages).

Middle school students at SSFP are paired with experienced bilingual language instructors. Close-reading is a focus for middle school students who need language-acquisition support. We do lots of reading out loud and peer-to-peer editing. Bilingual high school and college-age editors (youth leaders of color) provide language instruction for younger peers. La Prensa curriculum was designed by language acquisition specialists.

"No matter what race, color, ethnicity or language you speak, I feel like you are always accepted here," said Zaria Glover, 13, an eighth-grader at Wright Middle School. "I am able to write and grow around these people and have a different connection to the type of community I'm in." – The Capital Times, 2018

h. 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 if the program during implementation to assess continued alignment with the MOST Effective Practices?
While SSFP doesn't always agree with Community Services staff, we love the MOST effective practices guide and use it often. For our tastes, the MOST guide should have focused more, and more specifically, on academics. Reading scores are at crisis level and academic support is what parents value most. Nonetheless, the MOST guide pushes Madison closer to high-quality, high-impact OST, which is sorely lacking in Madison neighborhoods. We make good use of the MOST guide.

Specifically, SSFP use the guide in our continuous quality improvement process. All SSFP staff has read the guide, most of us several times. Effective OST practices are constantly discussed at staff meetings and volunteer sessions.

"There's nothing more inspiring for a middle school student than looking up to a high school student who is achieving. I remember when I was younger, I used to look up to Taylor all the time, and now I have younger students who are looking up to me," said recent high school graduate and assistant editor Sarah Useche. Madison Commons, 2017

SSFP precisely matches the ethos and essence of the MOST Effective Practices guide. This particularly true in our middle school programs. SSFP believes that OST best practices are informed by experience in the field and by knowledge of OST research. Few organizations can field the experience SSFP can. Part of the job for SSFP staff is to study OST research. We believe youth develop best when secure and consistent relationships with adults are readily available during OST—and here we excel. Our ongoing program improvement process is built into organization structure. Parent and community engagement is built into organization structure.

• Intentional Program Design

Our newsroom structure, available resources and supports, and ample one-on-one time ensure middle school students have the time and the means to reflect on their own learning. SSFP is continuously cited for clear and focused goals that align with our mission. We use sequential curriculum and individualize lesson plans, so SSFP activities always build on previous learning (scaffolding). Successful transition from middle school to 9th grade has always been central to SSFP missions.

• Supportive Relationships with Youth

Middle school youth benefit from relationships with SSFP adult staff that are authentic, reliable, and ongoing. Again, sequential curriculum is central to our structure. We recognize and value individual students. Newsrooms build supportive relationships because project-based learning requires teamwork.

• Youth Voice & Leadership

Quite obviously, SSFP is built on youth voice and leadership. As a matter of course, youth share ownership—including middle school youth. Young people take the lead. SSFP students build and practice skills and then assume leadership roles. We produce seven youth newspapers and publish content on various media platforms.

• Racial & Cultural Inclusion

From our inception, racial and cultural diversity is evident at all levels of the SSFP organization. We were started by the community and we are owned by the community. Our staff is from the community. A culture of high expectations for all youth is obvious in everything we do.

• Family & Community Engagement

SSFP supports meaningful and ongoing partnerships with parents, the community, and with the schools within which we work. We monitor student progress using a collaborative system with parents. Parents and youth always influence lesson planning and program development.

• Organizational Management & Staff Support

Professional development is built into SSFP operating systems. Our older students learn the principles of close-reading and youth program management. Staff retention at SSFP is very strong. In fact, the Effective Practices guide encourages the very staff development practices pioneered by SSFP. OST experts often cite SSFP staffing pipelines as best practices in the field. Each SSFP program is fiscally sound and very well managed. SSFP missions are clear and focused.

• Environment & Safety

SSFP newsrooms build community. If you have not yet seen an SSFP site, we invite you to visit. Our newsrooms hum like a one-room schoolhouse. Peer-to-peer interactions are constant. SSFP sites

are safe, welcoming, dynamic, and fun learning environments. The peer relationships between middle and high school students at SSFP are shining examples of positive youth development at work for local kids.

2. PROGRAM STRUCTURE AND STAFFING

a. <u>Anticipated Frequency, Duration and Attendance:</u> Please complete the table below. If you are proposing to provide a middle school topical, skill or population focused 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 locations.

Middle School TSP	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location(s): SSFP South Towne					
Afterschool	6 Days Per Week	3:30pm to 9:00pm Weekdays, 9:30am to12:30pm weekends	Entire School Year (Approximately 35 weeks)	1 to 8 (Plenty of available 1-on-1 time)	25 Middle School Students
Summer	6 Days Per Week	7:45 am to 9:00 pm (13+hrs) Students determine their own schedule	All Summer (Approximately17 weeks)	1 to 5 (Plenty of available 1-on-1 time)	35 Middle School Students
Location #2: Capital Newspapers					
Afterschool	3 Days Per Week	3:30pm to 5:30pm	Entire School Year (Approximately 35 weeks)	1 to 5 (Plenty of available 1-on-1 time)	15 Middle School Students
Summer	3 Days Per Week	12-noon to 5 pm	All Summer (Approximately17 weeks)	1 to 5 (Plenty of available 1-on-1 time)	20 Middle School Students

*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 with differences in the program structure as compared to the two middle school topical, skill or population focused included in the table above.
    Sennett Free Press programs operate at the school and at the South Towne youth center. Sennett Free Press is similar, but not identical, to other SSFP middle school programs. Most Sennett and Sennett-

13

Middle Programs App

bound youth are ELL, DLI, or both. SSFP supports students with cutting-edge language acquisition techniques.

b. <u>Total Annual Unduplicated Middle School-Age Youth:</u> Anticipated unduplicated number of individual middle school-age children in the proposed programs**:**   130

c. <u>Program Schedule:</u> If you are proposing to provide a topical, skill or population focused 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.

<u>Table 1</u>

Location(s): SSFP South Towne			
Day	**Middle School TSP**	**Start Time**	**End Time**
Mon.	School Year		
	Summer		
Tues.	School Year		
	Summer		
Wed.	School Year		
	Summer		
Thur.	School Year		
	Summer		
Fri.	School Year		
	Summer		
Sat.	School Year		
	Summer		
Sun.	School Year		
	Summer		

Table 2

Location #2: Capital Newspapers			
Day	**Middle School TSP**	**Start Time**	**End Time**
Mon.	School Year		
	Summer		
Tues.	School Year	3:30pm	5 pm
	Summer	Noon	5 pm

Wed.	School Year	3:30pm	5 pm
	Summer	Noon	5 pm
Thur.	School Year	3:30pm	5 pm
	Summer	Noon	5 pm
Fri.	School Year		
	Summer		
Sat.	School Year		
	Summer		
Sun.	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 two middle school topical, skill or population-focused programs included in the tables above.

The Sennett Free Press project targets middle school youth at Sennett Middle School and Sennett-bound 4th and 5th grade students. About 75% of youth currently enrolled (and those wait listed) are ELL students or enrolled in school-day DLI programs. In this plan students (grades 4-8) learn to write well, analyze and synthesize facts, and apply an organized approach to academic work. The Sennett project focuses on transition semesters, 5th grade to middle school and 8th grade to high school. Sennett Free Press operates at the school and at the South Towne youth center.

d. <u>Additional Activities</u>: Do you anticipate providing activities for the middle school evening program that are not included in the table above? Please describe these activities, including location, frequency, hours and duration (i.e. special event, field trips, workshops or meetings).

Madison's most pressing issue is low reading scores. Many middle school students of color don't read at grade level. SSFP responds with urgency. Close-reading is embedded in all newspaper lesson plans. SSFP elementary and middle school programs track close-reading doses. We follow MAP scores, so we know when intervention is required. SSFP curriculum is nationally-recognized and proven effective. SSFP staff includes trained reading specialists and language acquisition experts. A partnership with the UW-Madison Physics Department provides excellent grade-level math support. Always available one-on-one instruction time is central to SSFP curriculum. While there are many additional activities available at SSFP, our core value is literacy.

e. <u>Program Staffing</u>: 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	FTE		
			TSP Focused School Year	TSP Focused Summer	Other Programs
Executive Director		All	0.33	.33	
Managing Editor		All	.4	.4	
La Prensa Editor		All	.6	.6	
Assistant Editor		All	1.0	1.0	
Summer Editor		All	.7	.7	
Book Club Coordinator		All		.2	
		Total:	3.43	3.43	

f. <u>Volunteers</u>: If volunteers will have direct contact with program participants, how are volunteers vetted, trained and supervised?

SSFP fields a credentialed group of editors, volunteers, and writing instructors, many of whom are bilingual. Many are volunteers. Our team includes SSFP grads, UW-Madison School of Journalism students and faculty, retired teachers, UW Madison School of Education grad students, and local parents. Our volunteer orientation process gets them get up to speed quickly. Our volunteer guide and manual explains the principles of close reading and SSFP curriculum. We also provide small-group training workshops throughout the year for volunteers, staff, and teen editors. We place skilled volunteers at OST sites in neighborhoods where they make an immediate impact. We do background check on new volunteers.

3. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

a. <u>Collaboration</u>: Please complete the table below and respond to the narrative questions regarding program collaboration or coordination with community partners.

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Too many for Grid; See Text			

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

The Simpson Street family may soon grow as Black Hawk Middle School's Deidre Green plans to incorporate some elements of the curriculum into her lesson plans. "We're actually going to start writing a newspaper after we get back from winter break," she said. – The Capital Times, 2018

SSFP partnerships address gaps and disparities with bold, new ideas. We use proven curriculum and build sustainable assets. Student reporters become science wizards, book reviewers, arts and music reporters, and stewards of Wisconsin's natural resources. Perhaps most of all, they become skilled readers. They explore, write, read, and publish. We use the South Towne youth center as a hub and anchor.

SSFP is currently in partnership with New York Life Foundation and several local schools. This project uses reading scores and progress toward graduation as outcome indicators. SSFP identifies specific groups of middle school students and stewards them through six sequential semesters and successful transition to high school. South Towne projects put the power of extended-day academics and collaboration to work for local kids.

Collaboration with UW-Madison Physics Department provides expert, grade-level math support at South Towne.

SSFP Summer Media Institute is based at South Towne. Partners include Madison Magazine, Capital Newspapers, and Midwest Family Broadcasting.

South Towne hosts summer academic-skills workshops and book clubs for younger students (grades 1-6). Partners include UW-Madison School of Education and MATC.

A partnership with UW-Madison School of Journalism provides writing assistance and special projects support.

SSFP and South Towne collaborate with UW-System scientists to produce a "Women in Science and Math" series and two ongoing "Space Science" sections.

SSFP collaborates with Wisconsin Conservation Voters and Dane County Land and Water Conservation Department to publish the "Science of Wisconsin's Environment" series.

Maydm and SSFP will offer coding workshops at South Towne beginning this summer.

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

Students at South Towne collaborate with local libraries to produce and publish book trailer videos.

In all these partnerships (and many other collaborative programs) SSFP carefully measures effectiveness. We use MAP scores, school-day attendance, Forward Exams, parent engagement, close-reading doses, assignment completion, sequential participation, and progress toward graduation as measurement tools and indicators. Impact on reading/language arts is paramount at SSFP.

How do these partnerships enhance this proposal?
 SSFP enhances any partnership agreement because we bring cutting-edge literacy training to every project. SSFP can add a literacy edge to any OST program or activity.

Partnerships strengthen everything we do. This very true in our middle school programs. Collaboration with school staff helps us keep capacity high and participation strong. For example, our math support, volunteer training, and parent-engagement systems are extremely effective within SSFP middle school programs. This proposal, if funded, will support existing and successful partnerships.

"Hi Taylor, Thank you for reaching out to me. Absolutely we want to continue working with the Sennett Free Press. The work of Simpson Street Free Press programs is essential to our equity vision and needs to continue to live and thrive at Sennett. Please let me know how I may be able to support you as we begin the year." (Dan Kigeya, Principal, Sennett Middle School)

What are the decision-making agreements with each partner?

SSFP is included in the School Improvement Plans at Badger Rock, James Wright, and Sennett middle schools.

b. <u>Resource Linkage and Coordination</u>: 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?

While SSFP focus is academic support and related enrichment activities, we provide a wide range of other resources to student participants and their families. Strong systems of parent engagement (explained in detail above) ensure that all SSFP families understand and know about the range of resources available through SSFP programs.

4. DATA USE, MANAGEMENT AND MEASURES OF SUCCESS

a. Please identify the <u>Community Indicator(s) of Success for School-Age Children and Youth</u>, from the RFP Guidelines, that is addressed by your proposed program:

We measure effectiveness of SSFP middle school programs using recognized OST best practices. Our measurement tool systems are continuums; we watch student progress over time. Instruction and activities are sequential. (see previous sections)

The measurement tools and indicators used at SSFP match all four community indicators of success included in the RFP guidelines. Youth enrolled at SSFP demonstrate improved and developmentary-appropriate social-emotional and academic skills. SSFP programs improve math and reading scores for middle school students, which helps us make sure 8th and 9th grade students are on track for graduation. In fact, SSFP uses MAP scores (and other indicators) to watch progress in reading at all grades leading to successful transition to and completion of 9th grade. We use MAP scores, assignment completion, school-day attendance, course selection, in-house evaluations, and Infinite Campus to watch student progress in middle school and prepare for transition to 9th grade.

b. Did the <u>Data Tool Kit</u> or other sources of data affect your program design, recruitment strategies, and choice of outcome objectives? If yes, how?

We do use the tool kit. We think it's slick. It is also timely. It offers real insight about where our kids come from. It confirms much of what we already know about our students and what kind of supports are needed.

SSFP students come from neighborhoods across the city. We are, of course, heavy on kids from south and southeast Madison. Our students come from different backgrounds and different neighborhoods, but they come together to publish high-quality content.

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

Middle School Topical/ Skills/Population Program Outcome(s)				
Outcome Objective # 1	Students demonstrate improved academic performance			
Performance Standard	**Targeted Percent**	See list in Text Below	**Targeted Number**	130 Students Measured
Measurement Tool(s) and Comments:				
Performance Standards: 1) Reading/language arts MAP scores increase for at least 80% of participants (grades 2-8). 2) At least 50% of participants improve MAP reading scores more than grade-level expected. 3) Students publish at least three assignments per semester. 4) About 75% of new participants show improved school-day attendance within one semester. All (100%) students join at least one book club. **Indicators:** Observable change in literacy habits and skills. **Measurement Tools:** Research and writing assignments completed. Book reviews published. School-based test scores. Infinite campus for core subject GPA and school-day attendance.				
Outcome Objective # 2	Create concrete and permanent community assets. Publish student work.			
Performance Standard	**Targeted Percent**	See list in Text Below	**Targeted Number**	130 Students Measured
Measurement Tool(s) and Comments:				
Performance Standards: 1) "Science of Wisconsin Environment" features are published bi-weekly in 2020. 2) SSFP students publish content in English and Spanish. 3) SSFP programs continue to add new students. 4) New student newspapers become permanent. Indicators: Student-written media products and research assignments are published. An ongoing "Science of Wisconsin's Environment" series is published. High school students serve as assistant editors. A staffing pipeline is created. Measurement Tools: Student rosters, staff rosters, published media products, newsroom slugsheets.				

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

While SSFP chose to focus on academic outcomes and measures in the above grid, our programs address all of the community indicators outlined in this RFP. Working at SSFP enhances social-emotional competencies and helps students develop life skills. We teach academic confidence and academic preparedness, which research demonstrates increases sense of belonging during the school day. SSFP students engage the community in many ways. They are connected to the community and active in the community. SSFP students, and all students who enroll in high-quality OST, are much less likely to engage in risky behaviors.

d. What <u>data tracking systems</u> are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses? Describe how client confidentiality and contract compliance with data and documentation will be maintained.

SSFP is the only local organization using MAP scores and Infinite Campus to follow student progress. We also use in-house evaluations, assignment completion, and school-day attendance. Parents, teachers, students, and SSFP staff collaborate to assess outcomes.

SECTION 5: DISCLOSURES

If applicable, please include the following:

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

Disclosure of Contract Failures, Litigations
Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation or
   N/A

SECTION 6. BUDGET

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 Other Funding Opportunities webpage:
https://www.cityofmadison.com/dpced/communitydevelopment/funding/other-funding-opportunities/477/

Middle Programs App

School-Age Child Programs for 2020: High School
Multi-Focus Afterschool and Summer, Weekend and Summer Evenings, and Topical/Skill/Population (TSP) Focused Program

Submit Application to: cddapplications@cityofmadison.com
Deadline: 12:00 pm CST (noon) on **August 5**, **2019**

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

This application should be used to apply for multi-focused afterschool, multi-focused summer programs (Section 1), and topical/skill/population focused programs for high school-age youth (Section 2).

Please complete Section 1, 2 and/or 3 in this document and the Organizational Overview and Budget document within separate Excel document. Both documents must be submitted for the application to 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 opportunities that involve both a completely different group of participants for that age group and staff who are not working in the comprehensive multi-focused afterschool and/or summer or evening program, should be considered a stand-alone Topical/Skill/Population (TSP) program with a separate narrative (#1-3).

Please limit your proposal and responses to spaces provided in this form and the required Excel workbook. Responses to this RFP should be complete and comprehensive but succinct. Materials submitted in addition to this application form and the required Excel workbook will not be considered in the evaluation of the proposal. *Do not attempt to unlock or alter this form.* Font should be no less than 11 pt.

If you need assistance with this proposal or are unclear about how to respond to any questions listed below, please contact CDD staff at 266-6520.

Legal Name of Organization:	Simpson Street Free Press, Inc	Total Amount Requested for this Age Group:	$ 26000
High School Programs applied for (select one or more as applicable):	Multi-focus School Year Multi-focus Summer Weekend or Summer Evening X Topical/ Skills/Population		
Contact Person	Taylor Kilgore	Email:	editors@ssfpnews.org
Address:	P.O. Box 6307; Monona, WI 53716	Telephone:	608-223-0489

SECTION 2: HIGH SCHOOL
TOPICAL/SKILL/ POPULATION FOCUSED PROGRAM (TSP)

Program Name: SSFP - Programs for High School Age Youth

Brief Project Description: SSFP high school programs deliver high-impact academic instruction and a range of other high-quality OST supports using curriculum and methods that benefit the whole child.

Amount Requested: 26000   Total Proposed Program Budget: 147000

If your responses to #1-2 below are duplicative of the responses provided in the Multi-focused After-school or Summer Program proposed, please state, "See Multi-focused Program Response."

1. PROGRAM DESCRIPTION

a. 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 for high school school youth, and students of all ages, provide high-quality service and support—for free. We never charge fees. SSFP programs are always neighborhood-based. SSFP activities complement the school day. Project goals for middle school youth include reading at grade level, math proficiency, and high school preparedness.

b. Intended Service Population: Describe the intended service population that will be impacted by this program (e.g., location, ages, race/ethnicities, income ranges, English language proficiency, employment barriers if applicable etc.). Please refer to the Data Tool Kit.

SSFP high school programs support youth from around Madison. We are based in in south and southeast Madison. About 85% of current are students are students of color. More than half of current students are ELL or DLI students.

"A neighbor told me about Simpson Street when my daughter was struggling at school. I went to check it out and that was the best decision I ever made." – Brandon Givens

c. 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.

Throughout our history, SSFP has never had to recruit kids. We always have wait lists. SSFP is well-known and trusted among parents. We are well-known among local high school students. High school youth know our brand and they know what SSFP does.

We address barriers by providing a valued, high-quality service that is not readily available in the communities we serve. SSFP delivers core-subject, grade-level literacy and math support. We provide excellent college-planning assistance for high school students. SSFP college-age staff and recent college grads know college planning because they lived it. All SSFP programs are free of charge for participants.

The SSFP onboarding and assessment systems are designed to spark student success and parent engagement. More than half of current SSFP high school students entered SSFP in middle school. When onboarding a new high school student (not previously in SSFP programs) we examine course selection, grades, school-day attendance, and on-track for graduation. We go through the process with a parent and the student. We usually contact school staff. SSFP has math tutors and reading specialists on staff. All enrollments at SSFP, regardless of age, begin with a job interview in which parents participate.

High Programs App

Over the years, we have honed a richly-layered approach to after-school instruction. We've connected our approach to the school day and school staff. We never have to recruit. Students apply, often referred by principals, classroom teachers, or family friends. Extensive waiting lists clearly indicate parent preference. Once hired, All SSFP students have business cards and real assignments. Students write and read extensively. They use technology. They work independently and in teams. SSFP student reporters encounter predictable connections to the school day. Gradual Release of Responsibility (GRR) is a key strategy for high school students. Family and participant engagement in our programs is very strong because students get promoted up the newsroom ranks. This formula works. High school students are proud of their leadership roles. They are proud of their newspaper job. They quickly gain confidence.

"I thought it was really cool how I started off here, people helped me and now I am a teen editor," Cris said. "I think it is really cool that I am able to help other kids in this giving back cycle." – The Capital Times

d. <u>Activities</u>: Describe your proposed program activities. Include information about key parts of your program and explain how you will accomplish your goals. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

SSFP high school-age reporters conduct research, write and read extensively, publish their work, and engage young readers. This formula accomplishes many goals. SSFP programs provide platform and voice to local youth. Students learn practical job skills through planning, teamwork, and multiple-platform publishing. They practice leadership skills by assisting younger peers. High school youth use technology and engage the wider community. They work across languages and across the curriculum. They supervise summer book clubs for middle schoolers and develop summer reading lists for themselves. Our high school students learn financial literacy skills and plan for college and career. They attend school board meeting and host school board forums. The student issues like climate change and resource stewardship (practical science).

"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 their 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]

"I do spend a fair amount of my time in schools. I get to hear many things about what's quote "wrong with our students." And one of the things I hear is that children lack exposure or experiences. I hear this really at the early level a lot. So as a consequence, many of their classroom days are filled with day after day of experiences, but little, if any, teaching. Now I do believe that schools can and should offer students some interesting and new experiences, but those experiences have to be tied to student learning… To take kids to the zoo or to the amusement park without some learning link to it, particularly when none of these high-stakes tests are going to ask them or hold them accountable for whether or not they've been to Six Flags, it's not only unfair, it's unethical." -– Gloria Ladson-Billings, Kellner Family Chair in Urban Education and Professor of Curriculum and Instruction and Educational Policy at University of Wisconsin-Madison

["The more frequently students reported writing of paragraph-length or longer, the higher the writing achievement. Taking the time to do prewriting activities was positively associated with writing achievement." - Center on English Learning & Achievement- State University of New York]

High Programs App

e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
Writing for Publication: Multiple Rounds of Revision, Editing, Drafting, and Close Reading	Ongoing, 52 weeks a year
Book Clubs, 3 per semester, including summer	Ongoing, 52 weeks a year
Summer Academic Skills Workshops	Summers, starting the first day after school ends.
Fall and Spring Math and Science Tutors	Fall and Spring Semesters: First week of school until the end of final exams.
Summer Media and Science Internships	Summer and Fall

Other milestones, notes or comments about the proposed timeline (if applicable):
SSFP programs operate 52 weeks per year at multiple sites.

f. Family and Community Engagement: Briefly describe how children and families who will benefit from the proposed program have been involved in the development of this proposal and will be involved in the implementation and assessment of program activities and outcomes. How are families of the participants engaged with the program?

Family and community engagement are key strategies at SSFP. We were started by south side parents. The SSFP parent group provides active support and advice in everything we do, including curriculum development. Parents also serve on our board of directors. They are among our most active supporters. Many parents volunteer in our programs.

The SSFP organization has pioneered a parent-engagement/Infinite Campus measurement tool system applauded by OST experts as best practices in the field. We communicate with parents regularly. We develop personalized lesson plans. SSFP programs use family-convenient strategies that provide parents with constant accessibility and ease of use.

Family convenience is a key strategy. SSFP operates on a three-semester schedule and stays open 52 weeks per year. Parents and students set their own schedules. Students and their families almost always participate through sequential semesters. Parents can easily follow student progress. Whatever a student's schedule, the curriculum remains sequential. This project-based approach matches Wisconsin academic standards.

One of the most important ways we engage participants and their families is how we view language acquisition. Students produce work for three bi-lingual publications. Programs provide very practical literacy support for ELL students and DLI learners. We also offer youth book clubs in English and Spanish. The South Towne youth center offers activities for the whole family.

SSFP high school programs were, of course, started by parents in the communities we serve. SSFP parent groups are cornerstones of our organization. They inform program goals and service delivery in very real ways. Parents participate in our measurement tool systems and lesson planning. Communication with parents and teachers helps us react quickly to individual student needs.

"It's fun to have something going on in the gym for sports, but we need more academics for our kids," Adams said. "When it came down to getting my son material for school I had to run to Simpson Street Free Press for it." – The Capital Times

High Programs App

g. <u>Cultural Relevance and Language Access</u>: 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.

La Prensa programs are good examples of how SSFP applies cultural relevance and language access in practical frontline settings. La Prensa, like all SSFP programs, is an example of community-fostered equity principles at work. La Prensa was launched by parents in south Madison—specifically to address racial and economic disparities. We enroll DLI and ELL youth in practical language-acquisition programs. Students write and publish across languages and across the curriculum. They get paid. They take on leadership roles and learn real, 21st century job skills. In the years since its inception, La Prensa has become a successful professional development pipeline. We serve local youth and working families in very practical ways. La Prensa is a true community-based success story.

About 80-85% of current SSFP students are of color. About 60% of current SSFP students are ELL or DLI youth. Approximately 75% of SSFP staff are bilingual. About 90% of staff is of color. The La Prensa programs and SSFP continue to produce high-school-age youth leaders, young professionals, and academic success stories. We spurn old-fashion, top-down, outmoded service-delivery models. Rather, La Prensa and SSFP are empowerment models launched and controlled by the communities we serve. SSFP is known for innovative staffing systems.

SSFP has recently studied new research from the Everyone Graduates Center at the School of Education at Johns Hopkins University. SSFP uses research to zoom in on what keeps youth engaged at school and on track for graduation. We apply best practices in practical, frontline settings. We use MAP score data to predict successful transition to 9th grade. SSFP students enter high school prepared and confident. Once in high school, we watch course selection, school grades, school-day attendance, and Forward Exams using Infinite Campus. Parent participation is central to the SSFP formula. Parents of high school-age youth absolutely love our approach to academic support.

"Community-based educational spaces (CBES; afterschool programs, community-based youth organizations, etc.) have a long history of interrupting patterns of educational inequity and continue to do so under the current educational policy climate." (Biancca Baldridge)

h. <u>Madison Out-of-School Time (MOST) Effective Practices</u>: Please describe how each of the seven basic elements are addressed by your proposed program design. How will you monitor if the program during implementation to assess continued alignment with the <u>MOST Effective Practices</u>?

It's well-known and obvious SSFP and the City staffers who run MOST don't always agree. SSFP certainly supports what MOST stands for. We are kindred spirits in our advocacy for high-quality OST. We will, nonetheless, always make it clear when (and why) we disagree. Not everything we would have wanted made it into the MOST Effective Practices guide. But SSFP uses the MOST Effective Practices guide often. We use it the way it was intended to be used. Staff reviews the guide (and other OST materials) prior to each year's quality assurance process. We use it during volunteer onboarding and orientation. We compare SSFP activities and methods to what the guide call "Program Elements is outlined in our efforts to achieve continuous program improvement.

While SSFP doesn't always agree with Community Services staff, we love the MOST effective practices guide and use it often. For our tastes, the MOST guide should have focused more, and more specifically, on academics. Reading scores are at crisis level and academic support is what parents value most. Nonetheless, the MOST guide pushes Madison closer to high-quality, high-impact OST, which is sorely lacking in Madison neighborhoods. We make good use of the MOST guide.

Specifically, SSFP use the guide in our continuous quality improvement process. All SSFP staff has read the guide, most of us several times. Effective OST practices are constantly discussed at staff meetings and volunteer sessions.

SSFP precisely matches the ethos and essence of the MOST Effective Practices guide. High school students help drive our programs and quite often take on leadership roles. SSFP believes that OST best practices are informed by experience in the field and by knowledge of OST research. Few organizations can field the experience SSFP can. We believe youth develop best when secure and consistent relationships with adults are readily available during OST—and here we excel. Our ongoing program improvement process is built into organization structure. Parent and community engagement is built into organization structure.

• Intentional Program Design

Our newsroom structure is perfect for high school students seeking high-quality OST opportunities. A range of resources and supports, are available. Our internship programs, math tutoring, and graphic design work are good examples. High schoolers learn leadership skills by mentoring younger peers. SSFP is continuously cited for clear and focused goals that align with our mission. We use sequential curriculum and individualize lesson plans, so SSFP activities always build on previous learning (scaffolding). Successful transition from high school to college and career has always been central to SSFP missions.

• Supportive Relationships with Youth

High school youth benefit from relationships with SSFP adult staff that are authentic, reliable, and ongoing. Again, sequential curriculum is central to our structure. We recognize and value individual students. Newsrooms build supportive relationships because project-based learning requires teamwork.

• Youth Voice & Leadership

Quite obviously, SSFP is built on youth voice and leadership. As a matter of course, youth share ownership—especially true for our high school youth. Young people take the lead. SSFP students build and practice skills and then assume leadership roles. We produce seven youth newspapers and publish content on various media platforms.

• Racial & Cultural Inclusion

From our inception, racial and cultural diversity is evident at all levels of the SSFP organization. We were started by the community and we are owned by the community. Our staff is from the community. A culture of high expectations for all youth is obvious in everything we do.

• Family & Community Engagement

SSFP supports meaningful and ongoing partnerships with parents, the community, and with the schools within which we work. We monitor student progress using a collaborative system with parents. Parents and youth always influence lesson planning and program development.

• Organizational Management & Staff Support

Professional development is built into SSFP operating systems. Our older, high school-age students learn the principles of close-reading and youth program management. Staff retention at SSFP is very strong. In fact, the Effective Practices guide encourages the very staff development practices pioneered by SSFP. OST experts often cite SSFP staffing pipelines as best practices in the field. Each SSFP program is fiscally sound and very well managed. SSFP missions are clear and focused.

• Environment & Safety

SSFP newsrooms build community. If you have not yet seen an SSFP site, we invite you to visit. Our newsrooms hum like a one-room schoolhouse. Peer-to-peer interactions are constant. SSFP sites are safe, welcoming, dynamic, and fun learning environments. The peer relationships between high school-age staff and younger students at SSFP are shining examples of positive youth development at work for local kids. It is a well-known south side tradition.

"Training an artistically or mechanically inclined child for an academic career using a transcript as the incentive is like training a cat to swim using carrots as the reward." (Malcolm Kirkpatrick, Washington Post)

2. PROGRAM STRUCTURE AND STAFFING

a. <u>Anticipated Frequency, Duration and Attendance:</u> Please complete the table below. If you are proposing to provide a high school topical, skill or population focused 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 locations.

High School TSP	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location(s): SSFP South Towne					
Afterschool	6 Days Per Week	3:30pm to 9:00pm Weekdays, 9:30am to12:30pm weekends	Entire School Year (Approximately 35 weeks)	1 to 8 (Plenty of available 1-on-1 time)	20 High School Students
Summer	6 Days Per Week	7:45 am to 9:00 pm (13+hrs) Students determine their own schedule	All Summer (Approximately17 weeks)	1 to 5 (Plenty of available 1-on-1 time)	25 High School Students
Location #2:					
Afterschool					
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 with differences in the program structure as compared to the two high school topical, skill or population focused included in the table above.
Some high school students attend media and science summer internships. Times and locations vary. SSFP also offers programming at other school sites, Capital Newspapers, and at local libraries.

b. Total Annual Unduplicated High School-Age Youth: Anticipated unduplicated number of individual high school-age youth in the proposed programs: **105**

c. Program Schedule: If you are proposing to provide a topical, skill or population focused 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):			
Day	**High School TSP**	**Start Time**	**End Time**
Mon.	School Year		
	Summer		
Tues.	School Year		
	Summer		
Wed.	School Year		
	Summer		
Thur.	School Year		
	Summer		
Fri.	School Year		
	Summer		
Sat.	School Year		
	Summer		
Sun.	School Year		
	Summer		

Table 2

Location #2:			
Day	**High School TSP**	**Start Time**	**End Time**
Mon.	School Year		

High Programs App

	Summer		
Tues.	School Year		
	Summer		
Wed.	School Year		
	Summer		
Thur.	School Year		
	Summer		
Fri.	School Year		
	Summer		
Sat.	School Year		
	Summer		
Sun.	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 two high school topical, skill or population-focused programs included in the tables above.

SSFP also offers programming at other school sites, Capital Newspapers, and at local libraries.

d. <u>Additional Activities</u>: Do you anticipate providing activities for the high school TSP program that are not included in the table above? Please describe these activities, including location, frequency, hours and duration (i.e. special event, field trips, workshops or meetings).

Among the many reasons high school students and parents value SSFP is our focus on practical skills. The skills learned and practiced in 21st century newsrooms transfer easily and quickly to any classroom or job site. The South Towne youth center is open from 7:45am to 9:30pm during summer semester. We use Gradual Release of Responsibility (GRR). What ever day or time, students encounter the same sequential curriculum and the same (readily available) supports. Students encounter the same predictable connections to the school day. We're open 52 weeks per year, at multiple sites, offering richly-layered activities within a carefully-crafted OST structure.

["The more frequently students reported writing of paragraph-length or longer, the higher the writing achievement. Taking the time to do prewriting activities was positively associated with writing achievement." - Center on English Learning & Achievement- State University of New York]

e. <u>Program Staffing</u>: 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	FTE		
			TSP-Focused School Year	TSP – Focused Summer	Other Programs
Executive Director		All	0.34	.34	
Managing Editor		All	.3	.3	
La Prensa Editor		All	.2	.2	
Assistant Editor		All	1.0	1.0	
Summer Editor		All	.7	.7	
Book Club Coordinator		All		.2	
		Total:	2.47	2.47	

f. <u>Volunteers</u>: If volunteers will have direct contact with program participants, how are volunteers vetted, trained and supervised?

SSFP fields a credentialed group of editors, volunteers, and writing instructors, many of whom are bilingual. Many are volunteers. Our team includes SSFP grads, UW-Madison School of Journalism students and faculty, retired teachers, UW Madison School of Education grad students, and local parents. Our volunteer orientation process gets them get up to speed quickly. Our volunteer guide and manual explains the principles of close reading and SSFP curriculum. We also provide small-group training workshops throughout the year for volunteers, staff, and teen editors. We place skilled volunteers at OST sites in neighborhoods where they make an immediate impact. We do background check on new volunteers.

3. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

a. Collaboration: Please complete the table below and respond to the narrative questions regarding program collaboration or coordination with community partners.

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Too many for Grid; See Text			

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

SSFP partnerships address gaps and disparities with bold, new ideas. We use proven curriculum and build sustainable assets. Student reporters become science wizards, book reviewers, arts and music reporters, and stewards of Wisconsin's natural resources. Perhaps most of all, they become skilled readers. They explore, write, read, and publish. We use the South Towne youth center as a hub and anchor.

SSFP is currently in partnership with New York Life Foundation and several local schools. This project uses reading scores and progress toward graduation as outcome indicators. SSFP identifies specific groups of middle school students and stewards them through six sequential semesters and successful transition to high school. South Towne projects put the power of extended-day academics and collaboration to work for local kids.

Collaboration with UW-Madison Physics Department provides expert, grade-level math support at South Towne.

SSFP Summer Media Institute is based at South Towne. Partners include Madison Magazine, Capital Newspapers, and Midwest Family Broadcasting.

South Towne hosts summer academic-skills workshops and book clubs for younger students (grades 1-6). Partners include UW-Madison School of Education and MATC.

A partnership with UW-Madison School of Journalism provides writing assistance and special projects support.

SSFP and South Towne collaborate with UW-System scientists to produce a "Women in Science and Math" series and two ongoing "Space Science" sections.

SSFP collaborates with Wisconsin Conservation Voters and Dane County Land and Water Conservation Department to publish the "Science of Wisconsin's Environment" series.

Maydm and SSFP will offer coding workshops at South Towne beginning this summer.

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

Students at South Towne collaborate with local libraries to produce and publish book trailer videos.

High Programs App

In all these partnerships (and many other collaborative programs) SSFP carefully measures effectiveness. We use MAP scores, school-day attendance, Forward Exams, parent engagement, close-reading doses, assignment completion, sequential participation, and progress toward graduation as measurement tools and indicators. Impact on reading/language arts is paramount at SSFP.

How do these partnerships enhance this proposal?
SSFP enhances any partnership agreement because we bring cutting-edge literacy training to every project. SSFP can add a literacy edge to any OST program or activity. Partnerships strengthen everything we do. Partnerships help us keep capacity high and participation strong. For example, our math support, volunteer training, and parent-engagement systems are extremely effective. This proposal, if funded, will support existing and successful partnerships.

Our high school programs benefit a great deal from partnerships, collaboration, youth leadership pipelines, and in-kind volunteer support. In-kind IT support is very important in SSFP high school projects because of all the graphic design and technology training included in high school programs. One good example is our summer internships program. High school-age youth practice job skills through meaningful, well-structured, and practical internship placements. Parents, teachers, business leaders, school principals, and skilled volunteers contribute to SSFP high school programs. These programs build concrete assets and sustain results over time.

"The new global, high-tech marketplace demands intense creativity and thinking that goes beyond basic learning skills. With the growing importance of 21st century skills such as critical thinking and global awareness, the ability to comprehend written text is an essential building block. At its core, literacy is the use of written information to function in society, attain goals and develop knowledge. Without this tool, a student will almost inevitably struggle with other forms of learning. Literacy is an absolute necessity to further learning and development." (MetLife Foundation and Afterschool Alliance)

What are the decision-making agreements with each partner?
Many of the partnerships operating at SSFP are community-based and community generated. We don't always have formal agreements. Rather, we collaborate with a variety of schools, business, libraries, colleges, and community-based organizations. Each partnership is unique and purposeful. SSFP is known for successful and meaningful collaboration. SSFP is included in the School Improvement Plans at Badger Rock, James Wright, and Sennett middle schools.

"Thank you so much for providing references for me throughout this whole process. I will be drawing on everything I have learned at Simpson Street as I begin my teaching career. My experience at Simpson Street has truly been one of the best and most memorable parts of my college journey." (Ryan Franda, UW Madison Physics Department, SSFP math tutor)

b. <u>Resource Linkage and Coordination</u>: 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?
While SSFP focus is academic support and related enrichment activities, we provide a wide range of other resources to student participants and their families. Strong systems of parent engagement (explained in detail above) ensure that all SSFP families understand and know about the range of resources available through SSFP programs.

4. DATA USE, MANAGEMENT AND MEASURES OF SUCCESS

a. Please identify the <u>Community Indicator(s) of Success for School-Age Children and Youth</u>, from the RFP Guidelines, that is addressed by your proposed program:

We measure effectiveness of SSFP high school programs using recognized OST best practices. Our measurement tool systems are continuums; we watch student progress over time. Instruction and activities are sequential. (see previous sections)

The measurement tools and indicators used at SSFP match all four community indicators of success included in the RFP guidelines. Youth enrolled at SSFP demonstrate improved and developmentary-appropriate social-emotional and academic skills. SSFP programs improve math and reading scores for middle school students, which helps us make sure high school-youth are on track for graduation. In fact, SSFP uses MAP scores (and other indicators) to watch progress in reading at all grades leading to successful transition to and completion of 9th grade. We use Forward Exams, assignment completion, school-day attendance, course selection, in-house evaluations, and Infinite Campus to watch progress toward graduation among our high school students.

b. Did the <u>Data Tool Kit</u> or other sources of data affect your program design, recruitment strategies, and choice of outcomes objectives? If yes, how?

Yes, we do like the data tool and we use it. As our quarterly reports submitted to City staff indicate, we consider our continuous quality improvement process important. It helps us provide high-impact services and train younger staff. The tool kit gives us ideas and helps us build our systems. SSFP evaluation systems are established and effective. But we're never satisfied. We constantly look at research and data. Opportunities to apply new best practices are always available to us because newsroom publishing provides structure. Large doses of one-on-one time provides lesson plan flexibility. Continuous quality improvement is thus embedded in program design. Parents and the community embrace the process.

SSFP is known for proudly saying, "we always measure the same things." That's not, of course, strictly the case—but the expression accurately reflects our mission and our thinking. School grades and attendance, prolific readers and writers, confident and engaged students are always what we're after (outcomes). Our evaluation systems combine school-based measures with in-house, trimester measurement tools. Strong, ongoing relationships with classroom teachers and school staff help us evaluate program success and constantly improve program quality.

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

High School Topical/ Skills/Population Program Outcome(s)				
Outcome Objective # 1	Students demonstrate improved academic performance			
Performance Standard	**Targeted Percent**	See list in Text Below	**Targeted Number**	105 Students Measured
Measurement Tool(s) and Comments:				

Performance Standards:
1) Reading/language arts MAP scores increase for at least 80% of participants (grades 2-8).
2) At least 50% of participants improve MAP reading scores more than grade-level expected.
3) Students publish at least three assignments per semester.
4) About 75% of new participants show improved school-day attendance within one semester. All (100%) students join at least one book club.

Indicators: Observable change in literacy habits and skills.

Measurement Tools: Research and writing assignments completed. Book reviews published. School-based test scores. Infinite campus for core subject GPA and school-day attendance.

Outcome Objective # 2	Create concrete and permanent community assets. Publish student work.			
Performance Standard	**Targeted Percent**	See List	**Targeted Number**	105
Measurement Tool(s) and Comments:				

Performance Standards:
1) "Science of Wisconsin Environment" features are published bi-weekly in 2020.
2) SSFP students publish content in English and Spanish.
3) SSFP programs continue to add new students.
4) New student newspapers become permanent.

Indicators: Student-written media products and research assignments are published. An ongoing "Science of Wisconsin's Environment" series is published. High school students serve as assistant editors. A staffing pipeline is created.
Measurement Tools: Student rosters, staff rosters, published media products, newsroom slugsheets.

If necessary, add additional outcome objectives, performance standards, targeted percent, targeted number, and measurement tools:
While SSFP chose to focus on academic outcomes and measures in the above grid, our programs address all of the community indicators outlined in this RFP. Working at SSFP enhances social-emotional competencies and helps students develop life skills. We teach academic confidence and academic preparedness, which research demonstrates increases sense of belonging during the school day. SSFP students engage the community in many ways. They are connected to the community and active in the community. SSFP students, and all students who enroll in high-quality OST, are much less likely to engage in risky behaviors.

d. What <u>data tracking systems</u> are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses? Describe how client confidentiality and contract compliance with data and documentation will be maintained.
SSFP is the only local organization using MAP scores and Infinite Campus to follow student progress. We also use in-house evaluations, assignment completion, and school-day attendance. Parents, teachers, students, and SSFP staff collaborate to assess outcomes. SSFP data tracking systems are repeatedly cited by OST experts as best practices.

High Programs App

SECTION 5: DISCLOSURES

If applicable, please include the following:

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

Disclosure of Contract Failures, Litigations
Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation or
  N/A

SECTION 6. BUDGET

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 Other Funding Opportunities webpage:
https://www.cityofmadison.com/dpced/communitydevelopment/funding/other-funding-opportunities/477/

High Programs App

APPLICATION FOR 2020 SCHOOL-AGE CHILD AND YOUTH PROGRAMS

1. ORGANIZATION CONTACT INFORMATION

Legal Name of Organization	Simpson Street Free Press, Inc
Mailing Address	P.O. Box 6307, Monona, WI, 53716
Telephone	608-223-0489
FAX	
Director	James Kramer
Email Address	jkramer@ssfpnews.org
Additional Contact	Taylor Kilgore
Email Address	editors@ssfpnews.org
Legal Status	Private: Non-Profit
Federal EIN:	39-1882258

2. PROPOSED PROGRAMS

2020 Request

Program Type	Letter	New?	Program Name
Elementary Programs	A	$26,000	Elementary School Program
		CONT	
Contact: Brandon Alvarez		Phone: 608-223-0489	Email: editors@ssfpnews.org
Middle School Programs	B	$28,000	Middle School Youth Program
		CONT	
Contact: Sarah Useche		Phone: 608-223-0489	Email: editors@ssfpnews.org
High School Programs	C	$26,000	High School Youth Program
		CONT	
Contact: Taylor Kilgore		Phone: 608-223-0489	Email: editors@ssfpnews.org
TOTAL REQUEST		**$80,000**	

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: James Kramer

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

DATE   8/4/2019   INITIALS: JK

ORGANIZATION: | Simpson Street Free Press, Inc

ORGANIZATIONAL PROFILE

1. ORGANIZATION HISTORY, VISION STATEMENT, MISSION STATEMENT AND VALUES

From humble roots as literacy program based in a challenged neighborhood, SSFP has carefully honed its craft. We publish newspapers. Our writers are kids. SSFP delivers high-impact academic instruction during out-of-school time. The organization mission is to spark school success and bridge gaps. Writing, skill acquisition, and academic confidence are central to SSFP pedagogy. Students study and write about the core-subject areas. We also provide excellent grade-level math support. Our approach to instruction is backed by research and data. We believe you can't manage what you can't measure.

2. ORGANIZATION EXPERIENCE AND QUALIFICATIONS PROVIDING PROPOSED PROGRAM(S): Describe length of
experience and specific qualifications. List current child and youth programs with their inception date.

SSFP is one of Wisconsin's flagship academic achievement organizations. Our richly-layered curriculum, youth leadership pipelines, and newsroom facilities are strong indicators of future success. Few organizations field teams of experienced instructors like SSFP does. Local journalists, parents, and college students support the student writers. SSFP brings expertise and proven results to OST learning. -- SSFP is a recognized leader in the OST field. The Afterschool Alliance recently published issue briefs spotlighting SSFP curriculum. Tony Evers recognized SSFP with the "Wisconsin Friend of Education" award. Madison Magazine named SSFP to its "M-List" of innovators. UW-System scientists cite SSFP for "innovative approaches to science learning." The NY Life Foundation presented the prestigious 2018 "Aim High Award" to SSFP. OST experts often cite close connections to communities served when examining our success. Our director and managing editor were born in the Simpson Street neighborhood. Most of our staff grew up in south Madison. SSFP experience and institutional knowledge is vast. Parent engagement is embedded in organization structure. -SSFP has trained reading specialists and language-acquisition experts on staff. Almost all staff are bilingual. Middle school programs launched 1992 High School programs launched 1992 Elementary programs launched 2004 "Staff at DPI continues to be impressed by the methods and curriculum developed at SSFP. This organization understands how to leverage extended-day learning opportunities in ways that support classroom performance."Tony

3. ORGANIZATION UPDATE: Describe any significant change or shifts that the agency has experienced in the last few years, or that you may anticipate in the next few years. For example, changes in leadership, significant turnover in staffing, strategic planning processes, expansions or loss of funding. What, if any, affects will these shifts have on the agency's ability to provide contracted services? If there are no changes, write "no changes" in box below.

In 1992 it was 12 kids in the back room of Broadway-Simpson neighborhood center. We grow every year. Today's SSFP is recognized around Wisconsin and the country for OST innovation. We field 14 interconnected youth programs for students in grades 2-12. We operate at multiple sites. We offer our lesson plans to other organizations. SSFP curriculum is used in various OST and school-day programs. SSFP remains true to its founding principles. We are community-owned. The board and senior staff are directly accountable to parents, who are the corporation's members. We now produce seven student newspapers, including three bilingual publications. The SSFP student body is larger, younger, more diverse, and better served than ever before. Readership soared during 2017-18. Our loyal audience gets compelling media content published on various platforms. SSFP coverage of science, history, and the arts inspires more young readers. Our kids explore the core-subject areas and then write and publish. Our formula works. Parents take notice. "Academic confidence" is an SSFP mantra. The SSFP formula relies on measurement tools. "You can't manage what you can't measure" is always an SSFP mantra. We watch assignment completion and school-day attendance. We use MAP scores, Forward Exams, in-house evaluations, and other grade-level measures. SSFP doesn't teach to any test. We use test scores as tools to individualize lesson plans. We use the MOST effective practices guide, Afterschool Alliance benchmarks, and NY Life Foundation best practices to evaluate our ability to provide contracted services. Reading scores in Madison haven't changed much. SSFP responds with proven methods. We now track close-reading doses for students in grades 2-8. We focus on transition semesters, 5th grade to middle school and 8th grade to high school. We invest in youth leadership pipelines. We flood SSFP sites with practical, one-on-one support. We support the whole child and always work closely with parens.

4. COMMUNITY ENGAGEMENT:

Describe your organization's relationship with the community served. Include how you solicit feedback from the community, adapt your work to meet the needs of the community, community members are included in planning activities or programs, and service recipients are included in the governing structure of your organization. How do these efforts improve your your services?

Include specific strategies that address client, participant, and community engagement.

This question fits exactly the ethos and essence of SSFP. We were started by the community we serve. We are owned by the community we serve. All three (permanent) SSFP sites are in our home neighborhoods. Participants are always involved in governing structure. Service participants often plan and run our programs. Participants collaborate with and serve on our board. "Parents of Simpson Street" is an active and engaged part of our governing structure. Our award-winning measurement tools system depends on parent participation. SSFP was launched by parents in the south Madison community. We are a true community-based organization. SSFP is widely-recognized by local parents as a professional development and college-readiness pipeline. We provide clear pathways to success and constant support. We serve local youth and working families in very practical ways. The SSFP formula places young people in meaningful leadership roles. SSFP consistently produces concrete and tangible equity results. SSFP is known for its innovative staffing system. We promote young people through the ranks. Seventeen current editors are former students. We promote from within, a well-documented part of our success. SSFP methods produce experienced OST instructors, reading specialists, and mentors. Thus, SSFP fields teams of skilled and dedicated OST instructors. They grew up using SSFP curriculum and often work in schools they attended. All SSFP projects use experienced instructors. SSFP grads work for SSFP while in college. The job they're most qualified to do is exactly what our community needs—academic support and literacy instruction. Impressively credentialed volunteers support the editors. This well-established SSFP formula accomplishes several important goals (with single stones). We place young people of color in leadership roles. We deploy them at the frontlines. We help them graduate from middle and high school and prepare for college and career. These young leaders are dedicated to the cause of student success and eager to help younger peers. Feedback from the community is constant at SSFP. Specific community engagement strategies include regular parent meetings, a parent-only facebook group, and the collaborative way we use Infinite Campus. SSFP staff is expert at recognizing and analyzing individual student needs (case management). Cutting-edge language acquisition strategies are embedded in our curriculum. Almost all staff is bilingual. We publish in English and Spanish.

5. DATA: Describe any qualitative or quantitative data sources about the community served that you use to inform your decisions (e.g., input or involvement in the creation, design, implementation, and feedback for services)?

How does the use of this data improve your your services?

Our evaluation systems use MAP scores and other grade-level measures. Reading is a crucial indicator of overall academic performance, and MAP scores are important tools. This is particularly true for younger students (grades 2-8). We focus on writing proficiency, reading, and math. We teach close reading, vocabulary, and pre-writing activities. Always available one-on-one instruction time is central to SSFP curriculum. Dedicated and experienced high school and college students work in their home neighborhoods.

Students enrolled at SSFP show progress toward specific goals and outcomes. Our data collection systems match Wisconsin academic standards. About 90% of participants (grades 2-8) showed academic-year progress in 2017-18. About 60% demonstrated academic progress categorized (MAP scores) as "better than grade-level expected." We watch, in particular, reading scores. Among our youngest group (grades 2-5) we see strong reading and math MAP progress. Overall core-subject GPA improved for 81% of the middle school students measured.

SSFP students grow within a sequential curriculum model. At every step young people get support from their school, their neighborhood, their OST programs. SSFP students encounter predictable connections to the school day. Gradual Release of Responsibility (GRR) is a key strategy. SSFP is repeatedly recognized for program design that matches OST best practices and all academic standards in Wisconsin. We are less interested in transactional numbers (quantitative) and more interested in quality. Parents value reading instruction and academic support. We listen. SSFP collaborates with parents to understand student progress.

6. BOARD-VOLUNTEER DEMOGRAPHICS

Indicate by number the following characteristics for your agency's current board and volunteers. Refer to application instructions

for definitions. You will receive an "ERROR" until completing the demographic information.

DESCRIPTOR	BOARD		VOLUNTEER		MADISON*		
					GENERAL	POVERTY	R/POV**
	Number	Percent	Number	Percent	Percent	Percent	Percent
TOTAL	16	**100%**	39	**100%**			
GENDER							
MALE	5	31%	10	26%			
FEMALE	11	69%	26	67%			
UNKNOWN/OTHER	0	0%	3	8%			
TOTAL GENDER	16	100%	39	100%			
AGE							
LESS THAN 18 YRS	0	0%	8	21%			
18-59 YRS	15	94%	24	62%			
60 AND OLDER	1	6%	7	18%			
TOTAL AGE	16	100%	39	100%			
RACE							
WHITE/CAUCASIAN	8	50%	13	33%	**80%**	**67%**	**16%**
BLACK/AFRICAN AMERICAN	5	31%	15	38%	**7%**	**15%**	**39%**
ASIAN	0	0%	3	8%	**8%**	**11%**	**28%**
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	1	3%	**<1%**	**<1%**	**32%**
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	0	0%	0	0%	**0%**	**0%**	**0%**
MULTI-RACIAL	2	13%	7	18%	**3%**	**4%**	**26%**
BALANCE/OTHER	1	6%	0	0%	**1%**	**2%**	**28%**
TOTAL RACE	16	100%	39	100%			
ETHNICITY							
HISPANIC OR LATINO	2	13%	10	26%	**7%**	**9%**	**26%**
NOT HISPANIC OR LATINO	14	88%	29	74%	**93%**	**81%**	**74%**
TOTAL ETHNICITY	16	100%	39	100%			
PERSONS WITH DISABILITIES	1	6%	6	15%			

*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 volunteer pool of your agency represent the racial and cultural diversity of the residents you

serve? If not, what is your plan to address this?

Yes, our board of directors represents our community. The board (and senior staff) are directly accountable to parents, who are the members of this non-profit corporation. Our governing structure ensures the community retains ownership of SSFP. Since inception, every year, the SSFP board is majority people of color. Since inception, every year, SSFP staff is majority people of color. Parents and the community select the board and senior staff. SSFP volunteers include retired seniors, college students, local journalists and other professional writers, parents and teachers. Many of our volunteers are bilingual.
"I have supported Simpson Street Free Press for many years. I have visited their newsrooms and interviewed their students. I know many current and former students personally. I am consistently impressed. This brand of integrated OST curriculum makes the Free Press unique. Across the country communities look for ways to foster academic achievement and draw young people into civic life. Free Press programs give platform and voice to local kids. Readers of all ages enjoy articles and features written in the authentic voices of young people. Student reporters explore Madison, Dane County, our planet and our solar system. Readers can follow their tracks. It's writing with twists, and turns, and flair. Most importantly, it's rigorous academics." -- Sheila Stubbs "Nothing gave me more academic self-confidence than when I first saw my byline in the Free Press" -- Deidre Green, Former SSFP student and Editor; current 6th grade English Teacher and SSFP board member

8. ORGANIZATION REVENUE DETAILED BY PROPOSED PROGRAM

| REVENUE | 2020 | 2020 PROPOSED PROGRAMS | | | OTHER |
SOURCE	PROPOSED	A	B	C	PROGRAMS
DANE CO HUMAN SVCS	0	0	0	0	
DANE CO CDBG	0	0	0	0	
MADISON-CDD	80,000	26,000	28,000	26,000	
UNITED WAY ALLOC	79,000	26,000	25,000	28,000	
UNITED WAY DESIG	11,000	0	5,000	6,000	
OTHER GOVT	30,000	10,000	10,000	10,000	
FUNDRAISING DONATIONS	211,500	22,000	116,500	73,000	
USER FEES	0	0	0	0	
OTHER	10,000	1,000	5,000	4,000	
TOTAL REVENUE	421,500	85,000	189,500	147,000	0

9. List the funding sources included in "Other"; describe your organizations fundraising history, structure and results.

Include any other relevant information about revenue and expenses.

SSFP is a unique non-profit model. We were launched by parents in the community. The board and senior staff are directly accountable to parents. Our fundraising history is also unique. We never employ paid grant writers or fundraising staff. From its inception, SSFP endeavors to pour everything we have into curriculum development, lesson planning, examining OST research, and high-impact service delivery. We measure and track results. And we count on our consistent results to attract funders and supporters. This philosophy serves us very well. Nationally, one criticism of high-quality, high-impact OST is that it is expensive. SSFP has, however, overcome that problem. We have pioneered a formula that delivers high-impact OST at reasonable cost. In fact, in Madison, three semesters of SSFP academic instruction often costs less than a typical open basketball program. We deliver our brand of OST by eliminating overhead, bureaucracy, and (to a large extent) fundraising. We deploy youth leadership pipelines. We use structured and sequential curriculum carefully honed by OST experts. We benefit from robust parent-engagement systems and a second-to-none volunteer corps. Using resources other groups might spend on fundraising, SSFP has molded volunteer onboarding and continuous training systems that help us deliver large doses of one-on-one instruction time. Volunteers mesh seamlessly into our newsroom structure and fill specific roles. They gain experience and grow with us. Many volunteers, including parent volunteers, stay with SSFP for years (or decades). Our organization is built on ideas and innovation, not fundraising. Simpson Street Free Press has laid the foundation for future success by securing a core group of local funders and fostering relationships with several foundations. Core funding is secured through United Way, Nimick Forbesway Foundation, and Evjue Foundation. We are proud of the impressive list of Dane County businesses and organizations that recognize and support SSFP programs including American Girl, Summit Credit Union, MG&E, The Capital Times, and Wisconsin State Journal. Substantial funding for SSFP projects is secured. Aberdean Consulting provides in-kind IT support for SSFP newsrooms. Alliant Energy, Two Madison Rotary foundations, Associated Bank, Wegner CPAs, the Dane County Office for Equity and Inclusion, BMO Harris, Rennebohm Foundation, Berbee Technology Education Fund, 2MC Foundation, The Society of Professional Journalists, and many others support our award-winning work. "Friends of SSFP" brings in about $20,000 in individual donations each year. "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

10. PERSONNEL DATA: Personnel Schedule

Indicate the number of 2020 Proposed Full-Time Equivalents (FTEs) in each staff position, across all agency programs.

Indicate the total salaries for all FTEs in that staff position. Do NOT include payroll taxes or benefits in this table.

Indicate base hourly wage for each position.

Staff Position/Category	2020		2020 PROPOSED FTES BY PROGRAM				
	Proposed FTE	Proposed Salary	Hourly Wage	Elem FTE	Middle FTE	High FTE	Other FTE
Executive Director	1.00	$0	$24.00	0.33	0.33	0.34	0.00
Managing Editor	1.00	$0	$20.00	0.30	0.40	0.30	0.00
La Prensa Editor	1.00	$0	$19.00	0.20	0.60	0.20	0.00
Assistant Editor	2.70	$0	$12.00	0.70	1.00	1.00	0.00
Summer Editor	1.80	$0	$12.00	0.50	0.70	0.60	0.00
Book Club Coordinator	0.60	$0	$12.00	0.20	0.20	0.20	0.00
Summer Program Assistant	0.60	$0	$12.00	0.20	0.20	0.20	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
TOTAL FTEs	8.70			2.43	3.43	2.84	0.00

11. AGENCY GOVERNING BODY

How many Board meetings were held in 2018?	4 Mtgs, 3 Wrkshps, 1 Retreat
How many Board meetings has your governing body or Board of Directors scheduled for 2019?	4 to 6
How many Board seats are indicated in your agency by-laws?	16 to 18

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		From: 01/2019	To:	01/2022

Name	Lisa Brennan			
Home Address	2411 West Broadway; Madison WI 53713			
Occupation	Literacy Specialist, Western Washington University			
Representing				
Term of Office		From: 01/2017	To:	01/2020

Name	Christopher Briski			
Home Address	2411 West Broadway; Madison WI 53713			
Occupation	Assistant Vice President, Associated Bank			
Representing	Associated Bank			
Term of Office		From: 01/2018	To:	01/2020

Name	Tremayne Clardy			
Home Address	2411 West Broadway; Madison WI 53713			
Occupation	Deputy Chief of Schools, Madison Metropolitan School District			
Representing	Local Schools			
Term of Office		From: 01/2017	To:	01/2020

Name	Laura DeVries			
Home Address	2411 West Broadway; Madison WI 53713			
Occupation	Graphic Designer/Owner/Principal, DeVries Design, Inc.			
Representing	DeVries Design, Inc.			
Term of Office		From: 01/2018	To:	01/2021

Name	Joselyn Diaz-Valdes			
Home Address	2411 West Broadway; Madison WI 53713			
Occupation	SSFP Parent & Office of Financial Aid, UW Madison			
Representing	Community Parents			
Term of Office		From: 01/2017	To:	01/2020

Name	Jodi Goldberg			
Home Address	2411 West Broadway; Madison WI 53713			
Occupation	Director of Content, American Girl			
Representing	American Girl			
Term of Office		From: 01/2018	To:	01/2021

Name	Deidre Green			
Home Address	2411 West Broadway; Madison WI 53713			
Occupation	English Teacher, Blackhawk Middle School			
Representing	Community Parents and Teachers			
Term of Office		From: 01/2019	To:	01/2022

AGENCY GOVERNING BODY cont.

Name	**Mike Ivey**				
Home Address	2411 West Broadway; Madison WI 53713				
Occupation	Former Reporter, The Capital Times				
Representing					
Term of Office	President	From:	01/2017	To:	01/2020
Name	**Dave Johnsen**				
Home Address	2411 West Broadway; Madison WI 53713				
Occupation	Retired, Wegner CPAs				
Representing	The Community				
Term of Office		From:	01/2019	To:	01/2022
Name	**Nyra Jordan**				
Home Address	2411 West Broadway; Madison WI 53713				
Occupation	BWS Shared Services Director, American Family Insurance				
Representing	American Family Insurance				
Term of Office		From:	01/2018	To:	01/2021
Name	**Mary Kramer**				
Home Address	2411 West Broadway; Madison WI 53713				
Occupation	Owner/Principal, Mary Kramer Law Offices				
Representing					
Term of Office		From:	01/2017	To:	01/2020
Name	**Amanda Kroninger**				
Home Address	2411 West Broadway; Madison WI 53713				
Occupation	Director, Technical Communications, Epic Systems Corp				
Representing					
Term of Office	Vice President	From:	01/2018	To:	01/2021
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:	01/2018	To:	01/2020
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:	01/2019	To:	01/2022
Name	**Dave Zweifel**				
Home Address	2411 West Broadway; Madison WI 53713				
Occupation	Editor Emeritus, The Capital Times				
Representing	The Capital Times				
Term of Office	Treasurer	From:	01/2018	To:	01/2021
Name					
Home Address					
Occupation					
Representing					
Term of Office		From:	mm/yyyy	To:	mm/yyyy

ORGANIZATION:	Simpson Street Free Press, Inc	REQUESTED AMOUNT:
PROGRAM:	Elementary Programs	26,000

1. Total unduplicated number of individual elementary-age children across all of your proposed programs: | 55 |

What is your best estimate for the percentage of your program population who qualify for free or reduced school lunch? | 70 |

2. DEMOGRAPHICS: Complete the following chart for unduplicated participants served by this program in 2018. Indicate the number and percentage for the following characteristics. For new programs, estimate projected participant numbers and descriptors.

You will receive an "ERROR" until completing the demographic information.

DESCRIPTOR	PART #	PART %	STAFF #	STAFF %
RACE				
WHITE/CAUCASIAN	20	36%	2	25%
BLACK/AFRICAN AMERICAN	23	42%	4	50%
ASIAN	2	4%	1	13%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	0	0%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	0	0%	0	0%
MULTI-RACIAL	10	18%	1	13%
BALANCE/OTHER	0	0%	0	0%
TOTAL RACE	55	100%	8	100%
ETHNICITY				
HISPANIC OR LATINO	20	36%	3	38%
NOT HISPANIC OR LATINO	35	64%	5	63%
TOTAL ETHNICITY	55	100%	8	100%
AGE				
<2	0	0%		
2 - 5	0	0%		
6 - 12	50	91%		
13 - 17	5	9%		
18 - 29	0	0%		
30 - 59	0	0%		
60 - 74	0	0%		
75 & UP	0	0%		
TOTAL AGE	55	100%		
PERSONS WITH DISABILITIES	8	15%		
RESIDENCY				
CITY OF MADISON	45	82%		
DANE COUNTY (NOT IN CITY)	10	18%		
OUTSIDE DANE COUNTY	0	0%		
TOTAL RESIDENCY	55	100%		
TOTAL	55	100%		
MALE	18	33%		
FEMALE	37	67%		
UNKNOWN/OTHER	0	0%		

ORGANIZATION:	**Simpson Street Free Press, Inc**
PROGRAM:	**Elementary Programs**

3. PARTICIPANT DEMOGRAPHICS: The City is interested in addressing issues of poverty and racial equity for residents of Madison. Please comment on your programs current service participants and identify your underserved population(s). Explain how you understand any disparities and plans you have to address these issues.

Statistically, the surest pathway out of poverty is literacy and school-day success. SSFP helps families get both things in convenient, neighborhood-based ways. We understand disparities start in the elementary grades (and sooner). Until 4th grade--students learn to read. Beginning in 4th grade--students read to learn. Reading scores in Madison constitute a crisis--a harbinger of future disparities. SSFP provides immediate and proven reading support. We address the crisis. SSFP programs for elementary-age children are expanding. We use volunteers from UW School of Education to help staff elementary-age programs.

SSFP fosters experienced OST instructors of color. SSFP editors work skillfully with elementary-age youth. They know and use OST best practices. Our formula provides large doses of one-on-one instruction for elementary students, exactly what's required for jumps in literacy. We're open 52 weeks per year. SSFP delivers precisely the sort of opportunities families experiencing poverty want for their kids. Extensive wait lists indicate parent preference.

SSFP students learn practical 21st century skills. They build skills, move up, and eventually take on management roles. They use their newsroom skills to mentor elementary-age youth. This is our multiple outcomes approach at work for local kids and families. We grow college and work-ready young people. We foster young leaders. We provide additional hours during summer semester. Our formula is embraced in the communities and schools where SSFP operates. Evidence shows SSFP grads go on to successful college and careers. In the process, they teach literacy to elementary students.

SSFP projects target disparities among students in low-income areas of Madison, in particular south and southeast Madison. According to Wisconsin DPI, about 75% of middle school students in this area are below proficiency in reading. About 40% of students in neighborhood schools are ELL, and many are in DLI programs. The median household income (WI. census tract # 15.02) is about 60% of median income in Dane County. Data shows SSFP curriculum supports literacy, reading, and math. This plan proposes specific solutions to pressing needs. Project outcomes include measurable jumps in academic achievement.

More Madison elementary students are enrolled in school-day DLI programs. SSFP methods address this trend and provide crucial support for lower-income families. We understand that DLI families are diverse. Students include ELL youth from various countries, students of all colors, and youth of all ages. La Prensa programs address what scholars call the "Language Achievement Gap" and give platform and voice to kids of color.

OST is a powerful tool for elementary-age youth. OST is perfect for reading support, in particular for elementary students. Madison can move needle by funding high-impact literacy support for lower-income families.

"Everyone else is talking about it. Simpson Street is actually doing it." - Kaleem Caire

4. STAFF DEMOGRAPHICS: Does the **staffing** of the program reflect the racial and cultural diversity of the residents served? If not, what plans do you have to address this?

Yes. SSFP staff precisely reflect the residents served. We grew up in these neighborhoods, attended these schools, and most of us live here now.

Our system fosters skilled high school and college-age editors. In fact, most of the high school and college-age editors who supervise our elementary-age programs are themselves graduates of SSFP programs. The SSFP youth leadership staffing formula is a south Madison tradition. We place young people of color in leadership roles. Our instructors know the kids, know the families, and know the school staff--because they come from and live in the community. They work in their home neighborhoods. Experienced and credentialed volunteers support the young editors. All this makes SSFP very cost efficient and contributes to consistently strong results. SSFP is well-known and popular in the neighborhoods we serve. In fact, SSFP programs have extensive wait lists. We never charge fees for participation. Lastly, we publish large volumes of student work. SSFP is embedded in, and popular in, the communities we serve. The "Parents of SSFP" group supports our programs and our organization.

"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)

ORGANIZATION:	Simpson Street Free Press, Inc
PROGRAM:	Elementary Programs

PROGRAM BUDGET

5. 2019 BUDGET

REVENUE SOURCE	SOURCE TOTAL	ACCOUNT CATEGORY			
		PERSONNEL	OPERATING	SPACE	SPECIAL COSTS
DANE CO HUMAN SVCS	0				
DANE CO CDBG	0				
MADISON-CDD	0				
UNITED WAY ALLOC	0				
UNITED WAY DESIG	0				
OTHER GOVT	0				
FUNDRAISING DONATIONS	0				
USER FEES	0				
OTHER	0				
TOTAL REVENUE	0	0	0	0	0

6. 2020 PROPOSED BUDGET

REVENUE SOURCE	SOURCE TOTAL	PERSONNEL	OPERATING	SPACE	SPECIAL COSTS
DANE CO HUMAN SVCS	0				
DANE CO CDBG	0				
MADISON-CDD	26,000	22,500		3,500	0
UNITED WAY ALLOC	26,000	22,500		3,500	
UNITED WAY DESIG	0				
OTHER GOVT*	10,000	7,000	3,000		
FUNDRAISING DONATIONS	22,000	12,000	5,000		5,000
USER FEES	0				
OTHER**	1,000		1,000		
TOTAL REVENUE	85,000	64,000	9,000	7,000	5,000

*OTHER GOVT 2019

Source	Amount	Terms
	0	
	0	
	0	
	0	
	0	
TOTAL	0	

**OTHER 2020

Source	Amount	Terms
In Kind	1,000	Support for Online Publications
	0	
	0	
	0	
	0	
TOTAL	1,000	

ORGANIZATION:	Simpson Street Free Press, Inc
PROGRAM:	Elementary Programs

7. List the funding sources included in "Other" and include any other relevant information about revenue and expenses.

SSFP is a unique non-profit model. We were launched by parents in the community. The board and senior staff are directly accountable to parents. Our fundraising history is also unique. We never employ paid grant writers or fundraising staff. From its inception, SSFP endeavors to pour everything we have into curriculum development, lesson planning, examining OST research, and high-impact service delivery. We measure and track results. And we count on our consistent results to attract funders and supporters. This philosophy serves us very well.

Nationally, one criticism of high-quality, high-impact OST is that it is expensive. SSFP has, however, overcome that problem. We have pioneered a formula that delivers high-impact OST at reasonable cost. In fact, in Madison, three semesters of SSFP academic instruction often costs less than a typical open basketball program. We deliver our brand of OST by eliminating overhead, bureaucracy, and (to a large extent) fundraising. We deploy youth leadership pipelines. We use structured and sequential curriculum carefully honed by OST experts. We benefit from robust parent-engagement systems and a second-to-none volunteer corps. Using resources other groups might spend on fundraising, SSFP has molded volunteer onboarding and continuous training systems that help us deliver large doses of one-on-one instruction time. Volunteers mesh seamlessly into our newsroom structure and fill specific roles. They gain experience and grow with us. Many volunteers, including parent volunteers, stay with SSFP for years (or decades). Our organization is built on ideas and innovation, not fundraising.

Simpson Street Free Press has laid the foundation for future success by securing a core group of local funders and fostering relationships with several foundations. Core funding is secured through United Way, Nimick Forbesway Foundation, and Evjue Foundation. We are proud of the impressive list of Dane County businesses and organizations that recognize and support SSFP programs including American Girl, Summit Credit Union, MG&E, The Capital Times, and Wisconsin State Journal. Substantial funding for SSFP projects is secured. Aberdean Consulting provides in-kind IT support for SSFP newsrooms. Alliant Energy, Two Madison Rotary foundations, Associated Bank, Wegner CPAs, the Dane County Office for Equity and Inclusion, BMO Harris, Rennebohm Foundation, Berbee Technology Education Fund, 2MC Foundation, The Society of Professional Journalists, and many others support our award-winning work. "Friends of SSFP" brings in about $20,000 in individual donations each year.

"Playing with words enables primary grade students to develop a metacognitive understanding of how words work. When learning words is fun, students become interested in words and see them as objects that they can use and examine." (Blachowicz & Fisher)

ORGANIZATION:	Simpson Street Free Press, Inc	REQUESTED AMOUNT:
PROGRAM:	Middle School Programs	28,000

1. Total unduplicated number of individual middle school-age youth across all of your proposed programs: **130**

   What is your best estimate for the percentage of your program population who qualify for free or reduced school lunch? **70%**

2. DEMOGRAPHICS: Complete the following chart for unduplicated participants served by this program in 2018. Indicate the number and percentage for the following characteristics. For new programs, estimate projected participant numbers and descriptors.
You will receive an "ERROR" until completing the demographic information.

DESCRIPTOR	PART #	PART %	STAFF #	STAFF %
RACE				
WHITE/CAUCASIAN	41	32%	2	25%
BLACK/AFRICAN AMERICAN	50	38%	4	50%
ASIAN	8	6%	1	13%
AMERICAN INDIAN/ALASKAN NATIVE	1	1%	0	0%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	0	0%	0	0%
MULTI-RACIAL	30	23%	1	13%
BALANCE/OTHER	0	0%	0	0%
TOTAL RACE	130	100%	8	100%
ETHNICITY				
HISPANIC OR LATINO	30	23%	3	38%
NOT HISPANIC OR LATINO	100	77%	5	63%
TOTAL ETHNICITY	130	100%	8	100%
AGE				
<2	0	0%		
2 - 5	0	0%		
6 - 12	0	0%		
13 - 17	130	100%		
18 - 29	0	0%		
30 - 59	0	0%		
60 - 74	0	0%		
75 & UP	0	0%		
TOTAL AGE	130	100%		
PERSONS WITH DISABILITIES	15	12%		
RESIDENCY				
CITY OF MADISON	110	85%		
DANE COUNTY (NOT IN CITY)	20	15%		
OUTSIDE DANE COUNTY	0	0%		
TOTAL RESIDENCY	130	100%		
TOTAL	130	100%		
MALE	50	38%		
FEMALE	80	62%		
UNKNOWN/OTHER	0	0%		

ORGANIZATION:	**Simpson Street Free Press, Inc**
PROGRAM:	**Middle School Programs**

3. PARTICIPANT DEMOGRAPHICS: The City is interested in addressing issues of poverty and racial equity for residents of Madison. Please comment on your programs current service participants and identify your underserved population(s). Explain how you understand any disparities and plans you have to address these issues.

This question is very important. Statistically, the surest pathway out of poverty is literacy and school-day success. SSFP helps families get both things in convenient, neighborhood-based ways. We examine issues of poverty through an equity lens. We address disparities using high-impact instructional techniques.

SSFP middle school projects target disparities in low-income areas of Madison. We are rooted in south and southeast Madison, but SSFP middle schoolers come from neighborhoods around the city. According to Wisconsin DPI, about 74% of middle school students in this area are below proficiency in reading. About 40% of students in neighborhood schools are ELL. Many more are in DLI programs. The median household income (WI. census tract #15.02) is about 60% of median income in Dane County. SSFP projects propose specific solutions to pressing needs. Data shows SSFP curriculum supports literacy and math. Project outcomes include measurable jumps in academic achievement, countable media products, and successful transition to 9th grade.

Project-based bilingual publishing goes to heart of this question. Many SSFP middle school youth are enrolled in La Prensa programs. Many of our volunteers and most of our staff are bilingual. La Prensa curriculum was developed by language-acquisition experts. We continue to hone and refine our approach. Students work across languages and translate articles back and forth between Spanish and English. We usually work with core-subject text (science, social studies, books). Thus, SSFP students acquire practical literacy skills while at the same time keeping up with grade-level content.

Current participants include middle school youth with varied skill levels and language backgrounds. SSFP newsrooms operate like a one-room school house. Students work in groups or in teams. This is project-based learning and all students find ways to be successful and help the team. This journalism structure means tools and supports are always available. Students learn the newsroom ropes, learn to be resourceful, and learn to use available supports. This kind of instruction exudes cultural relevance. It makes sense to students and they learn how to apply it. Every student learns at an individualized pace. Every student succeeds. About 85% are students of color.

"Although much of the summer slide research has focused on the elementary grades, researchers from Johns Hopkins University used data from the Beginning School Study in Baltimore to examine the long-term educational consequences of summer learning difference by family socioeconomic level. They examined student achievement scores from ninth grade back to first and concluded that the achievement gap between student haves and have-nots is largely due to the differences in access to books and, consequently, to summer slide. They also suggest the students who are harmed by the summer slide are less likely to graduate from high school and attend a four-year college." (Alexander et.al.)

4. STAFF DEMOGRAPHICS: Does the **staffing** of the program reflect the racial and cultural diversity of the residents served? If not, what plans do you have to address this?

Yes. SSFP staff precisely reflect the residents served. We grew up in these neighborhoods, attended these schools, and most of us live here now.

Our system fosters skilled and dedicated editors. In fact, the editors who operate and supervise our middle school programs are themselves graduates of SSFP programs. SSFP youth leadership pipelines are a south Madison tradition. The volunteers who support our editors are a uniquely-credentialed group. We put young people of color in leaderships roles. And we support them with best practices in the OST field. Our instructors know the kids, know the families, and know school staff--because they come from and live in the community. They work in their home neighborhoods. As always, experienced volunteers support the young editors. All this makes SSFP very cost efficient and contributes to consistently strong results. SSFP is well-known and popular in the neighborhoods we serve. In fact, SSFP programs have extensive wait lists. We never charge fees for participation. A large and active "Parents of SSFP" group supports our programs and our organization. Lastly, we publish large volumes of students work. SSFP is embedded in, and popular in, the communities we serve.

"SSFP staff understands this work. They know how to motivate kids—every day." (Melanie Quarles, board member and parent)

ORGANIZATION:	Simpson Street Free Press, Inc
PROGRAM:	Middle School Programs

PROGRAM BUDGET

5. 2019 BUDGET

		ACCOUNT CATEGORY			
REVENUE SOURCE	SOURCE TOTAL	PERSONNEL	OPERATING	SPACE	SPECIAL COSTS
DANE CO HUMAN SVCS	0				
DANE CO CDBG	0				
MADISON-CDD	11,854	6,500		5,354	
UNITED WAY ALLOC	12,500	10,000		2,500	
UNITED WAY DESIG	5,000	2,500		2,500	
OTHER GOVT	0				
FUNDRAISING DONATIONS	121,705	64,809	49,750	7,146	
USER FEES	0				
OTHER	0				
TOTAL REVENUE	151,059	83,809	49,750	17,500	0

6. 2020 PROPOSED BUDGET

REVENUE SOURCE	SOURCE TOTAL	PERSONNEL	OPERATING	SPACE	SPECIAL COSTS
DANE CO HUMAN SVCS	0				
DANE CO CDBG	0				
MADISON-CDD	28,000	20,000		8,000	
UNITED WAY ALLOC	25,000	22,000		3,000	
UNITED WAY DESIG	5,000	2,000	1,000	2,000	
OTHER GOVT*	10,000	10,000	0		
FUNDRAISING DONATIONS	116,500	40,000	68,500		8,000
USER FEES	0				
OTHER**	5,000		5,000		
TOTAL REVENUE	189,500	94,000	74,500	13,000	8,000

*OTHER GOVT 2019

Source	Amount	Terms
	0	
	0	
	0	
	0	
	0	
TOTAL	0	

**OTHER 2020

Source	Amount	Terms
In Kind	5,000	Support for Online Publications
	0	
	0	
	0	
	0	
TOTAL	5,000	

ORGANIZATION:	Simpson Street Free Press, Inc
PROGRAM:	Middle School Programs

7. List the funding sources included in "Other" and include any other relevant information about revenue and expenses.

SSFP projects use dynamic public/private partnerships. Our middle school programs benefit from partnerships, collaboration, youth leadership pipelines, and in-kind volunteer support. Respected funders are committed. Parents, teachers, principals, and skilled volunteers embrace these projects. These projects move the needle and get immediate results. SSFP middle school projects build concrete assets and sustain results over time.

Friends of SSFP ($18,000)
Rennebohm Foundation ($30,000)
American Girl Fund for Children ($10,000)
Evjue Foundation ($30,000)
Berbee Technology Education Fund ($10,000)
NY Life Foundation ($25,000)
Nimick Forbesway Foundation ($25,000)
Associated Bank ($6,000)
Two Madison Rotary Foundations ($12,000)
United Way ($35,000)
BMO Harris ($8,000)
MG&E ($6,000)
Altrusia ($4,000)
CUNA Mutual Foundation ($15,000)
City of Madison ($22,000)
Dane County Office for Equity and Inclusion ($15,000)

ORGANIZATION:	Simpson Street Free Press, Inc	**REQUESTED AMOUNT:**
PROGRAM:	**High School Programs**	26,000

1. Total unduplicated number of individual high school-age youth across all of your proposed programs: — 105

What is your best estimate for the percentage of your program population who qualify for free or reduced school lunch? — 70%

2. DEMOGRAPHICS: Complete the following chart for unduplicated participants served by this program in 2018. Indicate the number and percentage for the following characteristics. For new programs, estimate projected participant numbers and descriptors. You will receive an "ERROR" until completing the demographic information.

DESCRIPTOR	PART #	PART %	STAFF #	STAFF %
RACE				
WHITE/CAUCASIAN	26	25%	2	25%
BLACK/AFRICAN AMERICAN	45	43%	4	50%
ASIAN	4	4%	1	13%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	0	0%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	0	0%	0	0%
MULTI-RACIAL	30	29%	1	13%
BALANCE/OTHER	0	0%	0	0%
TOTAL RACE	105	100%	8	100%
ETHNICITY				
HISPANIC OR LATINO	30	29%	3	38%
NOT HISPANIC OR LATINO	75	71%	5	63%
TOTAL ETHNICITY	105	100%	8	100%
AGE				
<2	0	0%		
2 - 5	0	0%		
6 - 12	0	0%		
13 - 17	95	90%		
18 - 29	10	10%		
30 - 59	0	0%		
60 - 74	0	0%		
75 & UP	0	0%		
TOTAL AGE	105	100%		
PERSONS WITH DISABILITIES	25	24%		
RESIDENCY				
CITY OF MADISON	85	81%		
DANE COUNTY (NOT IN CITY)	20	19%		
OUTSIDE DANE COUNTY	0	0%		
TOTAL RESIDENCY	105	100%		
TOTAL	105	100%		
MALE	30	29%		
FEMALE	70	67%		
UNKNOWN/OTHER	5	5%		

ORGANIZATION:	Simpson Street Free Press, Inc
PROGRAM:	High School Programs

3. PARTICIPANT DEMOGRAPHICS: The City is interested in addressing issues of poverty and racial equity for residents of Madison. Please comment on your programs current service participants and identify your underserved population(s). Explain how you understand any disparities and plans you have to address these issues.

We use an apprenticeship approach to OST. All SSFP activities address issues of poverty and racial equity. Fundamentally, we believe actively engaged young people are valuable partners in any achievement gap fight. We provide platform and voice for young people from underserved backgrounds. SSFP students participate in civic discourse and influence peers. SSFP programs are well established in areas where access to extended-day learning opportunities is limited. Our reputation with parents and teachers is longstanding. Our student body reflects the neighborhoods we serve. Currently about 70% of SSFP students qualify for free/reduced lunch. About 85% are students of color.

SSFP examines issues of poverty through an equity lens. We address gaps and disparities by empowering youth of color and students from lower-income backgrounds. SSFP students use their literacy and publishing skills to inspire young readers. They engage the community and prepare for college and career. Statistically, the surest pathway out of poverty is literacy, academic achievement, and school-day success. High school students find all these things in SSFP programs.

SSFP high school projects target disparities among students in low-income areas of Madison. We are rooted in south and southeast Madison, but SSFP high school youth come from neighborhoods around the city. Many SSFP students are ELL and/or enrolled in school-day DLI programs. The median household income (WI. census tract #15.02) is about 60% of median income in Dane County. Data shows SSFP curriculum supports literacy, reading, and math. We prepare high school-age youth for college and career. SSFP projects propose specific solutions to pressing needs. Project outcomes include measurable jumps in academic achievement, countable media products, and successful transition to and completion of 9th grade.

Project-based bilingual publishing goes to heart of this question. Many of our high school youth are enrolled in La Prensa programs. Many of our volunteers and most of our staff are bilingual. La Prensa curriculum was developed by language-acquisition experts. We continue to hone and perfect our approach. Our students work across languages and translate articles back and forth between Spanish and English. La Prensa students acquire practical literacy skills while at the same time keeping up with grade-level content.

Our journalism structure means tools and supports are always available. Our high school students know the newsroom ropes, learn to be resourceful, and learn to use available supports. This kind of instructional approach exudes cultural relevance. It makes sense to students and they learn how to apply it. Every student learns at an individualized pace. Every student succeeds.

"In the 21st century, ability to read is necessary not only to succeed but to survive—for the ability to understand information and the power of stories is the key to a life of purpose and meaning." (Afterschool Alliance)

4. STAFF DEMOGRAPHICS: Does the **staffing** of the program reflect the racial and cultural diversity of the residents served? If not, what plans do you have to address this?

Yes. Staff precisely reflect residents served. We grew up in these neighborhoods, attended these schools, and most of us live here now. We use an apprenticeship approach to OST. SSFP students learn practical 21st century job skills. They build on their skills and move up to management roles. Our system fosters skilled and dedicated high school and college-age editors. Most of the high school seniors and college-age editors who operate our high school programs are themselves graduates of those programs. SSFP youth leadership pipelines are a south Madison tradition. We put young people of color in leaderships roles. Our instructors know the kids, know the families, and know the school staff--because they come from and live in the community. They work in their home neighborhoods. Experienced and credentialed volunteers support the young editors. All this makes SSFP very cost efficient and contributes to consistently strong results. SSFP is well-known and popular in the neighborhoods we serve. In fact, SSFP programs have extensive wait lists. We never charge fees. Lastly, we publish large volumes of student work. SSFP is embedded in, and popular in, the communities we serve. "Parents of SSFP" supports our programs and organization.

ORGANIZATION: Simpson Street Free Press, Inc

PROGRAM: High School Programs

PROGRAM BUDGET

5. 2019 BUDGET

REVENUE SOURCE	SOURCE TOTAL	ACCOUNT CATEGORY			
		PERSONNEL	OPERATING	SPACE	SPECIAL COSTS
DANE CO HUMAN SVCS	0				
DANE CO CDBG	0				
MADISON-CDD	11,854	6,500		5,354	
UNITED WAY ALLOC	12,500	10,000		2,500	
UNITED WAY DESIG	5,000	2,500		2,500	
OTHER GOVT	15,000	5,000	5,000		5,000
FUNDRAISING DONATIONS	121,705	64,809	49,750	7,146	
USER FEES	0				
OTHER	0				
TOTAL REVENUE	166,059	88,809	54,750	17,500	5,000

6. 2020 PROPOSED BUDGET

REVENUE SOURCE	SOURCE TOTAL	PERSONNEL	OPERATING	SPACE	SPECIAL COSTS
DANE CO HUMAN SVCS	0				
DANE CO CDBG	0				
MADISON-CDD	26,000	21,000		5,000	
UNITED WAY ALLOC	28,000	24,000		4,000	
UNITED WAY DESIG	6,000	6,000			
OTHER GOVT*	10,000	9,000	0	1,000	
FUNDRAISING DONATIONS	73,000	12,000	55,000		6,000
USER FEES	0				
OTHER**	4,000		4,000		
TOTAL REVENUE	147,000	72,000	59,000	10,000	6,000

*OTHER GOVT 2019

Source	Amount	Terms
Dane County	15,000	Support for Summer Media and Science Internship Programs
	0	
	0	
	0	
	0	
TOTAL	15,000	

**OTHER 2020

Source	Amount	Terms
In Kind	4,000	Support for Online Publications
	0	
	0	
	0	
	0	
TOTAL	4,000	

| ORGANIZATION: | Simpson Street Free Press, Inc |
| PROGRAM: | High School Programs |

7. List the funding sources included in "Other" and include any other relevant information about revenue and expenses.

SSFP projects use dynamic public/private partnerships. Our high school programs benefit from partnerships, collaboration, youth leadership pipelines, and in-kind volunteer support. In-kind IT support is very important in SSFP high school projects because of all the graphic design and technology training included in high school programs. Another good example is our summer internships programs. High school-age youth practice job skills through meaningful, well-structured, and practical internship placements. Respected funders are committed to supporting SSFP high school programs. Parents, teachers, business leaders, principals, local journalists and skilled volunteers embrace these projects. SSFP high school projects move important needles and get immediate results. These programs build concrete assets and sustain results over time.

Friends of SSFP ($18,000)
Rennebohm Foundation ($30,000)
American Girl Fund for Children ($10,000)
Evjue Foundation ($30,000)
Berbee Technology Education Fund ($10,000)
NY Life Foundation ($25,000)
Nimick Forbesway Foundation ($25,000)
Associated Bank ($6,000)
Two Madison Rotary Foundations ($12,000)
United Way ($35,000)
BMO Harris ($8,000)
MG&E ($6,000)
Altrusia ($4,000)
CUNA Mutual Foundation ($15,000)
City of Madison ($22,000)
Dane County Office for Equity and Inclusion ($15,000)