

# Washington AIM Program

## Statutory and/or Budget Language

\$500,000 of the general fund—state appropriation for fiscal year 2024 and \$500,000 of the general fund—state appropriation for fiscal year 2025 are provided solely for implementation of chapter 180, Laws of 2017 (Washington Aim program).

## Purpose

The purpose of the Academic, Innovation, and Mentoring (AIM) program is to support community-based youth development organizations that deliver educational services, mentoring, connection to positive, prosocial leisure, and recreational activities for youth ages 6–18. The AIM program was designed to provide targeted academic and social emotional development interventions during out-of-school time.

## Description of Services Provided

Throughout the program's history, each of the participating AIM operating sites has implemented a range of evidence-based academic mentoring programs designed to improve performance in core subjects, provided experiential learning opportunities, and promoted deeper engagement of social and emotional components. In addition, AIM participants develop mentoring relationships to further sustain and grow academic and social emotional gains.

## Criteria for Receiving Services and/or Grants

Eligible entities must meet the following requirements:

- Ensure that sixty percent or more of the academic, innovation, and mentoring program participants must qualify for free or reduced-price lunch
- Have an existing partnership with the school district and a commitment to develop a formalized data-sharing agreement
- Be facility based
- Combine, or have a plan to combine, academics and social-emotional learning
- Engage in a continuous program quality improvement process
- Conduct national criminal background checks for all employees and volunteers who work with children
- Have adopted standards for care including staff training, health and safety standards, and mechanisms for assessing and enforcing the program's compliance with the standards

Nonprofit entities applying for funding as a statewide network must:



- Have an existing infrastructure or network of academic, innovation, and mentoring program grant-eligible entities
- Provide after-school and summer programs with youth development services.

## Beneficiaries in the 2023-24 School Year

Number of School Districts	NA
Number of Schools	NA
Number of Students	535
Number of Educators	NA
Other	NA

## Are Federal or Other Funds Contingent on State Funding?

No

## State Funding History

Fiscal Year	Amount Funded	Actual Expenditures
2024	\$500,000	\$482,000
2023	\$362,000	\$362,000
2022	\$362,000	\$362,000
2021	\$181,000	\$181,000
2020	\$181,000	\$179,000

## Number of Beneficiaries Per Fiscal Year (e.g. School Districts, Schools, Students, Educators, Other)

Fiscal Year	Number of Beneficiaries
2024	1
2023	1
2022	1
2021	1
2020	1

## Programmatic Changes Since Inception (If Any)

The Academic, Innovation, and Mentoring (AIM) program was created as a pilot program in the 2015–17 Operating Budget. It was then established as a continuing program in 2017 through Revised Code of Washington (RCW) 28A.215.080.

## Program Evaluation or Evaluation of Major Findings

Overall, Clubs utilized several strategies to measure participant academic progress. Of those using "State Assessment Results", Clubs reported that 68% of AIM participants improved their results from year to year in ELA, and 69% improved year-to-year results in Math. Of those using "Grades" as a measure of improvement, Clubs reported that 83% of AIM participants had an improvement in ELA, and 80% of AIM participants had an improvement in Math. Finally, some Clubs utilized "At or Above Grade Level at Year End" as a measure of progress. Clubs in this category reported 65% of AIM participants meeting this metric in ELA, and 61% participants meeting it in Math. Even for Clubs with reported decreases in outcomes compared to previous years of the grant, the positive side is that overall the lower income participants improved more compared to their middle class peers, and in many cases AIM group year-end results outperformed district outcomes in Math and Reading.

AIM sites continued their focus on social and emotional learning and overall mental health and emotional wellbeing promotion in their AIM practices. Additionally, the Clubs are also benefitting from another OSPI-facilitated contract with Boys & Girls Clubs in WA – our Mental Health Promotion Pilot. Trauma-informed care training of all youth-facing staff, as well as introduction of the Behavioral Support Specialists positions in each Club organization provided additional layers of support for kids' and teens' mental health. Like academic measurement, Clubs utilized a variety of approaches to measure SEL progress of AIM participants, including increase/decrease of behavioral referrals, observable SEL behavior standards, and youth surveys with a CASEL-approved tools. Across all methods of measurement, an average of 86% of AIM participants demonstrated an improvement in their SEL skills and corresponding positive outcomes in behavior management, a thirteen point improvement compared to the 2022-23 AIM SEL outcomes.

Academic support and mentoring activities continued to be central to the AIM grant in 2023-24 year and were implemented with a variety of approaches across fourteen AIM sites. All Clubs worked closely with their partnering school district, connecting with teachers, counselors and even principals to ensure that students enrolled in AIM programs in their Clubs received targeted support in both academic and social or emotional arenas. Every funded site implemented a range of evidence-based academic mentoring programs designed to improve performance in core subjects, provide experiential learning in science and arts, as well as ensure deeper engagement of social and emotional components of academic success. All programs implemented at AIM-funded sites were modeled on basic tenets of evidence-based approach of Project Learn and Power Hour - two Boys & Girls Clubs programs designed to create a positive learning environment for students completing homework and engaging in high-yield afterschool learning activities. Mid-year student evaluations at all sites showed consistent progress towards grade improvement in reading and math, as well as greater levels of engagement with schoolwork by students, expressed feelings of excitement about or enjoyment of school activities, higher levels of optimism about own ability to complete work, and closer

interactions and involvement with Club staff, when encountering difficult material or facing a social challenge. 86% of cohort participants were matched directly with adult mentor or tutor. AIM site administrators know that direct mentoring relationships support AIM academic and SEL objectives and realize significant benefits for AIM participants.

## Major Challenges Faced by the Program

None.

## Future Opportunities

As funding has increased over this history of the program, the grant has been able to serve more students in more communities.

## Other Relevant Information

None.

## Schools/Districts Receiving Assistance

[Click here to see a list of all OSPI grant recipients in the 2024 Fiscal Year.](#)

## Program Contact Information

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