

Washington AIM Program

Budget Language

\$1,454,000 of the general fund—state appropriation for fiscal year 2024 and \$1,454,000 of the general fund—state appropriation for fiscal year 2025 are provided solely for contracting with a college scholarship organization with expertise in conducting outreach to students concerning eligibility for the Washington college bound scholarship consistent with chapter 405, Laws of 2007. The office may require the recipient of these funds to report the impacts of the recipient's efforts in alignment with the measures of the Washington school improvement framework.

Proviso 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.

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/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
- Funding is for paying Compact dues and administrative support for Council meetings and Council Chair participation in annual national meeting.
- Provide proven and tested recreational, educational, and character-building programs for children ages six to eighteen years of age

Beneficiaries in the 2024-25 School Year

Number of School Districts:	NA
Number of Schools:	NA
Number of Students:	582
Number of Educators:	NA
Other (Community Partner):	1

Are Federal or Other Funds Contingent on State Funding?

No.

State Funding History

Fiscal Year	Amount Funded	Actual Expenditures
2025	\$500,000	\$482,000
2024	\$500,000	\$482,000
2023	\$362,000	\$362,000
2022	\$362,000	\$362,000
2021	\$181,000	\$181,000

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

Fiscal Year	Number of Beneficiaries
2025	583
2024	536
2023	523
2022	487
2021	423

Programmatic Changes Since Inception (If Any)

This body of work has been discontinued by the legislature. Beginning July 1, 2025 OSPI is no longer implementing this grant/program/partnership/contract.

Program(s) Evaluation or Major Findings

Overall, 71% or 413 students across the cohort demonstrated improvement in Reading and/or English Language Arts skills, when pre and post-test were compared.

Overall, 69% or 402 students across the cohort demonstrated improvement in Math skills, according to pre and post-tests implemented by AIM sites.

AIM sites in Vancouver, Snohomish and Thurston County reported the highest rates of improvement in both Reading and Math, with 87%/94% respectively for Vancouver; 86%/87% for the Snohomish Club, and 87%/85% in Thurston County Clubs.

Overall, after consistent participation in AIM activities, most students demonstrated a higher level of self-efficacy, which has been shown in numerous studies to be a critical component of academic success. Specific examples of demonstrated self-efficacy included increased student resilience when faced with challenging tasks, demonstrated facility with requesting help and improved ability to more precisely identify encountered difficulties to their adult mentor.

Many programs reported that a higher frequency of attendance significantly increased participants' educational attainment, as well as improved their chances of gaining better social skills, learning to problem-solve in a positive manner, and building stronger rapport with their adult mentors.

Major Challenges Faced by Program(s)

Establishing and maintaining effective school and community partnerships, particularly those closely aligned with student learning, requires both consistency and flexibility. Consistency in areas such as funding, staffing, and leadership is essential to ensure sustainability and long-term impact. At the same time, these partnerships must remain adaptable to respond to the evolving needs of students, the logistical realities of schools, and the varying capacities of community organizations.

Future Opportunities

With sustained and increased funding over the years, the grant has successfully expanded its reach to serve a greater number of students across more communities. Strong, collaborative relationships between community organizations and schools have been established, enabling the provision of additional supports that enhance student learning. This model of school-community partnership demonstrates significant potential for replication and expansion, offering a strategic approach to advancing student outcomes and aligning with school and state academic priorities.

Other Relevant Information

The Building Bridges Grant program shares similar structures, priorities, and successes with the AIM program, particularly in its focus on fostering partnerships between schools and communities to address the diverse needs of students.

Other School/Districts Receiving Assistance

[Click here to see a list of all OSPI grant recipients in the 2025 Fiscal Year.](#)

Program Contact Information

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