



Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

UPDATE: Academic, Innovation, and Mentoring (AIM) Program 2025

Authorizing Legislation: RCW 28A.215.080

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EXECUTIVE SUMMARY

The purpose of the Academic, Innovation, and Mentoring (AIM) program is to support community-based youth development organizations that deliver educational services, mentoring, and connection to positive out-of-school time 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. The Boys & Girls Clubs ("Club," "Clubs") have been delivering community-specific models in 14 locations across the state. Each site worked with the local school district to ensure a match with community needs and resources and developed plans to implement a range of evidence-based programming.

At the end of the 2025 school year, the combined total of students served reached 655.

All sites have collected participant demographics and pre-intervention measurements of academic improvement and demonstration of social and emotional skills. Clubs selected different methods to demonstrate improved academic outcomes, but all of them have seen success with improving math and English language arts (ELA) for students needing additional support.

INTRODUCTION

Students with identified barriers to academic achievement are provided with a minimum of 30 academic tutoring sessions, while incorporating social and emotional learning principles. It is provided either as an integrated mentoring/tutoring approach, or as a stand-alone program.

All AIM sites have collected participant demographics and pre-intervention measurements of academic and social and emotional development, utilizing a variety of approaches.

AIM programming brings measurable value to Club members. As a result of their success, Clubs always have interested families who are seeking additional academic and social emotional learning (SEL) support for their children.

BACKGROUND

The AIM program launched in 2015 as a pilot program designed to deliver educational services, mentoring, and connection to positive out-of-school time activities for youth ages 6–18. In 2017, the Legislature established the AIM program in state law ([RCW 28A.215.080](#)) to continue supporting community-based youth development organizations providing targeted academic and social emotional development interventions during out-of-school time to improve the academic and life outcomes of students.

The AIM program focuses on students with identified barriers to academic achievement—for example, free and reduced-price lunch eligibility—and provides a minimum of 30 academic tutoring sessions. These incorporate SEL principles, either as an integrated mentoring/tutoring approach or as a stand-alone program.

UPDATE STATUS

The 2024–25 AIM year grant set out to serve 595 kids across 14 Boys & Girls Club organizations. At the end of the year, the Clubs reported serving a total of 655 students, thus increasing planned service by 10%.

The project serves kids with identified barriers to academic achievement with a minimum of thirty academic tutoring sessions, while incorporating social and emotional learning principles, either as an integrated mentoring/tutoring approach, or as a stand-alone program. All sites have collected participant demographics and pre-intervention measurements of academic and social and emotional development, utilizing a variety of approaches.

Academic support and mentoring activities continued to be central to the AIM grant in 2024–25 year and were implemented with a variety of approaches across 14 AIM sites. All Clubs worked closely with their partnering school district, connecting with teachers, counselors, and principals to ensure that students enrolled in AIM programs in their Clubs received targeted support in both academic or social and 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;
- Greater levels of engagement with schoolwork by students;
- Expressed feelings of excitement or enjoyment of school activities;
- Higher levels of optimism about their 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 an adult mentor or tutor. AIM site administrators knew that direct mentoring relationships support AIM academic and SEL objectives and 89% realize significant benefits for AIM participants.

In many cases AIM group year-end results outperformed district outcomes in math and reading.

Overall, Clubs utilized several strategies to measure participant academic progress:

For clubs using "State Assessment Results" as an indicator:

- 90% of AIM participants improved their year-to-year results in ELA.
- 87% improved year-to-year results in math.

For Clubs using "Grades" as an indicator:

- 68% of AIM participants had improvements in ELA.
- 71% of AIM participants had improvements in math.

For Clubs utilizing "at or above grade level at year end" as an indicator:

- 61% of AIM participants meet the metric in ELA.
- 57% of AIM participants meet the metric in math.

Clubs with reported decreases in outcomes compared to previous years of the grant noted that a positive result was that overall, the lower income participants improved more compared to their middle-class peers.

AIM sites continued their focus on SEL and overall mental health and emotional wellbeing promotion in their AIM practices. Additionally, the Clubs are also benefiting from another OSPI-facilitated contract with Boys & Girls Clubs in WA—the Mental Health Promotion Pilot. This pilot provided trauma-informed care training for all their youth-facing staff, as well as the introduction of the Behavioral Support Specialists positions in each Club organization providing 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 CASEL-approved tools.

Across all methods of measurement, an average of 86% of AIM participants demonstrated improvement in their SEL skills and corresponding positive outcomes in behavior management.

Table 1: 2024–25 Reported Cohort Demographics

Organization	School District	Total Number of Participants	% Eligible for Free or Reduced Price	Male	Female	% Person of Color
Boys & Girls Clubs of Bellevue	Bellevue	29	96%	14	15	90%
Boys & Girls Clubs of Benton & Franklin	Pasco	41	100%	17	24	100%
Boys & Girls Clubs of King County	Seattle Public Schools	94	80%	48	46	69%
Boys & Girls Clubs of Lewis County	Chehalis	22	70%	10	12	41%
Boys & Girls Clubs of Skagit County	Mount Vernon	46	100%	23	23	61%
Boys & Girls Clubs of Snohomish County	Sultan	32	73%	18	14	53%
Boys & Girls Clubs of South Puget Sound	Lakewood	91	100%	23	68	90%
Boys & Girls Clubs of Southwest Washington	Vancouver Public Schools	53	89%	27	26	72%

Organization	School District	Total Number of Participants	% Eligible for Free or Reduced Price	Male	Female	% Person of Color
Boys & Girls Clubs of Spokane	Spokane	10	100%	5	5	40%
Boys & Girls Clubs of Columbia Basin	Moses Lake	39	85%	19	20	56%
Boys & Girls Clubs of Lewis Clark Valley	Clarkston	30	87%	12	18	7%
Boys & Girls Clubs of the Olympic Peninsula	Port Angeles	30	73%	15	15	37%
Boys & Girls Clubs of Thurston County	North Thurston Public Schools	39	58%	31	8	36%
Boys & Girls Clubs of Whatcom County	Blaine	36	58%	13	23	22%
Totals		592	85%	275	317	65%

Source: AIM 2024–25 Year End Report, September 1, 2025.

CONCLUSION & NEXT STEPS

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

The AIM program has proven to be effective at supporting the academic and social and emotional needs of students. In this post-pandemic time, additional support is more critical than ever. Schools and communities will continue to partner to address learning gaps and provide support for students' social and emotional wellbeing.

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