



Office of Superintendent of Public Instruction
Chris Reykdal, State Superintendent

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REPORT TO THE LEGISLATURE

Academic, Innovation, and Mentoring (AIM) Program 2019

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, 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.

Following a competitive grant process, the Office of Superintendent of Public Instruction (OSPI) approved the Boys & Girls Clubs of Washington State Association (Boys & Girls Clubs or Clubs) for a two-year AIM grant of \$356,000. The Boys & Girls Clubs proposed to implement community specific models in seven locations across the state. Each site worked with the local school district to ensure a match with community needs and resources. All sites collected data on academic and non-academic outcomes to identify effective interventions and areas for improvement.

Each of the participating AIM sites implemented a range of evidence-based programs to improve performance in core subjects, provided experiential learning in science and arts, and promoted deeper engagement of social and emotional components of academic success. In addition, AIM participants developed mentoring relationships to further sustain and grow academic and social emotional gains.

Overview of the 2018–19 AIM Program

- Across the seven sites, the program engaged 462 AIM participants.
- 93% overall program retention rate.
- 55% female, and 45% male participants.
- 66% identified as either racial or ethnic minorities.
- 74% demonstrated improvement in reading and English language arts.
- 67% demonstrated improvement in math skills.
- Over 90% had either no referrals or a decrease in behavioral referrals at their schools.
- 88% were partnered with an adult mentor, who provided academic support, active listening skills and modeled problem-solving behaviors.
- 100% of the AIM sites had a targeted social emotional learning component.

Introduction

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 statute to continue supporting community-based youth development organizations providing targeted academic and social emotional development interventions during out-of-school time as a strategy for improving the academic and life outcomes of Washington students.

The Boys & Girls Clubs of Washington State Association successfully implemented the 2015–17 pilot program in five communities. The organization was then the recipient of the AIM program’s first competitive two-year grant award of \$356,000 for the July 2017 through June 2019 program period at seven sites. This report provides implementation and outcome data on the second year of implementation. Information from the first year of implementation, including the data in Table 1 below, is located in the [December 2018 OSPI Report to the Legislature](#).

AIM Program Participation: 2018–19

The Boys & Girls Clubs participating in the AIM program projected that they would serve approximately 356 students, ages 6–18, across seven sites. Across all the sites, they exceeded that target in each year of the two years of the program. Table 1 below provides specific data on AIM program participation during year two of implementation.

Table 1: 2018–19 AIM Program Participation by Site

Organization	School District	AIM Site Name	Total Number of Participants	% Retained from Start to End	% Eligible for Free or Reduced Price Meals	Male	Female	% Person of Color
Boys & Girls Clubs of SW WA	Vancouver	Washington Elementary	61	89%	87%	45%	55%	57%
Boys & Girls Clubs of Skagit County	Mount Vernon	Mount Vernon BGC	72	92%	67%	48%	52%	59%

Organization	School District	AIM Site Name	Total Number of Participants	% Retained from Start to End	% Eligible for Free or Reduced Price Meals	Male	Female	% Person of Color
Boys & Girls Clubs of King County	Highline	Southwest BGC/White Center Heights Elementary	22	85%	88%	54%	46%	92%
Boys & Girls Clubs South Puget Sound	Tacoma	Henry T. Schatz Branch	54	90%	78%	50%	50%	79%
Boys & Girls Clubs South Puget Sound	Bethel	Thompson Elementary	18	100%	66%	5%	95%	73%
Boys & Girls Clubs of Bellevue	Bellevue	Teen Excellence Center	102	98%	63%	48%	52%	59%
Boys & Girls Clubs of Thurston County	North Thurston	G3 Tutoring	39	95%	72%	46%	54%	55%
Boys & Girls Clubs of Spokane County	Spokane	Northtown Club	94	91%	82%	57%	43%	45%
Totals			462	93%	75%	45%	55%	66%

Source: AIM Year-End Progress Report, September 2019

AIM Program Implementation and Outcomes: 2018–19

Seven Boys & Girls Clubs affiliates received AIM funding to implement tailored interventions in communities where the local Clubs have established partnerships with area school districts. AIM sites collaborated with those school districts to identify youth who needed additional

support to reach grade level in reading or math, or were at risk for not remaining on-track for graduation.

Boys & Girls Clubs in East Bellevue, Lacey, Mt. Vernon, South Seattle, Spokane, Tacoma, and Vancouver leveraged the strength of existing programs to specifically target those students who need academic support the most: struggling students, including economically disadvantaged and underrepresented youth who face systemic and individual barriers to academic success.

Each AIM-funded site implemented a range of evidence-based programs designed to improve performance in core subjects, provide experiential learning in science and arts, and ensure deeper engagement of social and emotional components of academic success. All seven AIM-funded Boys & Girls Clubs reported programming benefits during both years of the 2017–19 project.

All programs implemented at AIM-funded sites reflect the basic tenets of Project Learn and Power Hour—two evidence-based approaches designed by the Boys & Girls Clubs to create a positive learning environment for students completing homework, and engaging in high-yield afterschool learning activities. Student evaluations at all sites showed fairly consistent progress towards grade improvement in reading and math. They also showed greater levels of engagement with school work, expressed feelings of excitement about or enjoyment of school activities, higher levels of optimism about the ability to complete work, and closer interactions and involvement with Club staff, when encountering difficult material or facing a social challenge.

Overall, 74% (341) of AIM participants across the cohort demonstrated improvement in reading and English language arts skills, when comparing pre and post-test. In addition, 67% (310) of AIM participants across the cohort demonstrated improvement in math skills, according to pre- and post-tests implemented at AIM sites. AIM sites in Vancouver and Seattle reported the highest rates of improvement in both reading and math, with 82% in reading and 85% in math for Vancouver; and 81% in reading and 73% in math for White Center Heights Elementary in partnership with the SW Club in Seattle.

The majority of program sites reported that a higher frequency of attendance both significantly increased participants' educational attainment, and also improved their social skills, problem solving in a positive manner, and rapport with their adult mentors. After consistent participation in AIM activities, most students demonstrated a higher level of self-efficacy. Demonstrated examples of self-efficacy include increased student resilience when faced with challenging tasks, ability to ask for help, and improved skills with precisely identifying those

difficulties to their adult mentor. Mentoring is a key strength of Boys & Girls Clubs programs, and a central component of all of the cohorts' intervention strategies.

Participating Clubs employed a variety of strategies to ensure a strong social and emotional learning component. All AIM-funded programs implemented a targeted approach to integrating social emotional learning, and at the end of the program behavioral referrals decreased across the cohort from 20% average at the beginning of the year to 12% average towards the end of the program.

Conclusion and Next Steps

The AIM program, as implemented by the Boys & Girls Clubs of Washington State Association during the 2017–19 program period, successfully engaged the defined target populations and demonstrated academic and social and emotional development of students as intended. Specific program examples by site are included in Appendix B.

Upon enactment of the 2019–21 Operating Budget, OSPI conducted a new competitive grant process. As a result, OSPI approved the award of a new a two-year AIM grant of up to \$362,000 to the Washington State Boys & Girls Clubs Association (Boys & Girls Clubs).

Participating sites for the 2019–20 program period include:

- Vancouver School District, Washington Elementary School
- Mount Vernon School District, Centennial Elementary School
- Clover Park School District, Tyee Park Elementary and Hope Academy
- Pasco School District, Emerson Elementary School
- North Thurston School District, Lacey Elementary School
- Moses Lake School District, North Elementary School

Each site will work with the local school district to ensure a match with community needs and resources. All sites will collect data on academic and non-academic outcomes. The December 2020 report to the Legislature will include results from the first year of the 2019–21 AIM grant.

APPENDICES

Appendix A: [RCW 28A.215.080](#)

Washington academic, innovation, and mentoring program.

1. The Washington academic, innovation, and mentoring program is established.
2. The purpose of the program is to enable eligible neighborhood youth development entities to provide out-of-school time programs for youth ages six to eighteen years of age that include educational services, social-emotional learning, mentoring, and linkages to positive, prosocial leisure, and recreational activities. The programs must be designed for mentoring and academic enrichment.
3. Eligible entities must meet the following requirements:
 - a. Ensure that sixty percent or more of the academic, innovation, and mentoring program participants must qualify for free or reduced-price lunch;
 - b. Have an existing partnership with the school district and a commitment to develop a formalized data-sharing agreement;
 - c. Be facility based;
 - d. Combine, or have a plan to combine, academics and social-emotional learning;
 - e. Engage in a continuous program quality improvement process;
 - f. Conduct national criminal background checks for all employees and volunteers who work with children; and
 - g. 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.
4. Nonprofit entities applying for funding as a statewide network must:
 - a. Have an existing infrastructure or network of academic, innovation, and mentoring program grant-eligible entities;
 - b. Provide after-school and summer programs with youth development services; and
 - c. Provide proven and tested recreational, educational, and character-building programs for children ages six to eighteen years of age.
5. The office of the superintendent of public instruction must submit a report to the appropriate education and fiscal committees of the legislature by December 31, 2018,

and an annual update by December 31 each year thereafter. The report must outline the programs established, target populations, and pretesting and post-testing results.

Appendix B: AIM Program Examples by Site—2018–19

Please note: The names of the students have been changed. Stories are quotes from Club staff.

Boys & Girls Clubs of King County (White Center Heights Elementary)

Grace has always worked hard; a quiet and reserved girl, she often was on the edge of the group. This year she really came out of her shell through the opportunity to become a tutor for younger children at the Club. As a peer tutor, she reads to kids, supports them with their own reading, and helps with some other academic tasks. Grace was surprised to find that supporting others with 'simpler tasks' actually helped her learn more too. She told us that finding ways to explain things helped her to understand the way she learns and the things that make it easier for her to do well at school. This, in turn, meant that she accelerated her own progress, reading more and progressing through language tasks quicker than she had previously. Grade-wise she has excelled this year, and thinks that the peer tutoring really helped.

Boys & Girls Clubs of Skagit County (Centennial Elementary)

One of the Club members who received ongoing mentoring was a 4th-grader, named Frankie. Frankie has a challenging home situation and worried daily about his single mom. He often confided in our volunteer mentor about their situation, and he knew she would take the time to listen and be supportive. She also helped him with written assignments that were required after specific reading assignments. He is very smart but lacked confidence and needed ongoing reassurance that his thoughts and opinions were valid. Another volunteer also bonded with Frankie. He played violin, as did her children when they were young, so she encouraged him to practice and brought in her own violin at the end of the year to play with him. Frankie benefited both socially and academically from these mentoring relationships with our volunteers and progressed in both reading and math scores.

Boys & Girls Clubs of Spokane County (Garry and Shaw Middle Schools)

One student experienced homelessness, had one parent incarcerated, and the other in rehab. The support provided to this member and her family through the use of the SEL strategies made possible by the our Be Great: Prep initiative helped to establish a connection with a local shelter and partnering nonprofits which led to stable housing as well as the support provided this Club youth during program hours. The student continues to attend the Club regularly and is a leader among her peers.

Boys & Girls Clubs of South Puget Sound (Schatz Branch and Thompson Elementary)

Bobbie came into the Summer Boost program after a few years of watching her brother participate. She was so excited to start and talked almost weekly about finally being able to participate. When Summer Boost started, she seemed so proud to be part of something special. Over the weeks, she worked hard with her schoolteachers and Club staff. She participated in reading groups, math challenges, community circles, teambuilding exercises, and other activities. When it came time to do the assessments, she was nervous but determined to do her best. In the end, her hard work paid off. Bobbie improved her I-Ready test score by 11 points, from 517 to 528. The staff could not have been prouder of the work that she did. They saw her confidence build and she shared her experiences with her friends who also wanted to join the program. Seeing academic and social and emotional learning growth in the youth that participated in this program was a great indicator of success for the youth, staff, families, and community.

Boys & Girls Clubs of Southwest Washington (Washington Elementary School)

A highlight from this past spring was the Science Fair. 5th grade members participated in a Science Fair, choosing a topic of their choice, doing research, and creating a report and visual for other Club members and families to see during a family night. One Club member initially did not want to participate because she did not think she was smart enough to be a part of a Science Fair. After participating in the AIM program and working closely with Club staff and other Club members, she was able to complete her project. She did an experiment on how to make ice cream, and put together a visual of the process and her learnings. Obviously, the experiment (making ice cream) was a huge success in the eyes of her peers and the staff. Throughout the process, she became more confident in her abilities and a bit surer of herself. She proved to herself that she should be a part of academic ventures.

Boys & Girls Clubs of Thurston County (Lacey Elementary)

Paco began working with tutors in the AIM program at the beginning of the school year, with only 1s and 2s on his report card. When he was called to the tutoring room, he would reliably put away his game or activity, greet his tutor, and stay thoughtfully engaged. Paco's pride in his growing ability was contagious. He brought a final report card in with all 3s and 4s, and has just begun second grade with the stability and support of his family and his Club.

Boys & Girls Clubs of Bellevue (Highland Middle School)

One student struggled with not distracting others who were working, and not touching other people's belongings without asking. She noticed one day that one of her friends received the "Scholar of the Month" award, and she asked Club staff how she could receive a scholar award. Staff explained that if she could improve on the behaviors she was struggling with within the next month, she would be considered as a nominee for the next award. As time went on, staff would remind her of what she was working toward when she was exhibiting the undesired behaviors, and it became a great example of how positive reinforcement is effective in helping kids change their behaviors for the better. Over time, she became more involved in other Club/group activities.

Appendix C: Boys & Girls Clubs of Washington Logic Model—2019–2021

NEED	INTERVENTION		RESULTS	
Identified Issues	Inputs What we invest	Activities What we do	Outputs	Outcomes
<p>K-12 academic support is critical to ensure success for struggling students, including economically disadvantaged and ethnically diverse youth who face systemic and individual barriers to academic success, including reading by 3rd grade or high-school graduation.</p> <p>School, community, family and out-of-school connections are essential to foster the safe conducive learning experiences students need to ensure their academic success.</p> <p>Students must possess social emotional skills to succeed in the classroom, and to become competitive in the 21st century environment.</p>	<p>OSPI funding of \$179,614 and Club matching funding of \$283,326 to implement AIM at six clubs by serving 272 youth from September –June during out-of-school hours. Targeted youth will be those who are identified as behind in school, those from economically disadvantaged circumstances, or those with special needs (ages 6–13).</p> <p>Professional BGC training to equip staff with tools necessary to implement AIM, including: data collection skills, Science, Technology, Engineering, & Math (STEM) curriculum, High Yield Learning Activities (HYLA).</p> <p>Leveraged volunteers to provide mentoring services to students who are unlikely to succeed in high school or attend college.</p> <p>BGC and school staff to provide alignment with core curricula and school/Club collaborations.</p>	<p>Club staff deliver AIM to struggling and economically disadvantaged youth through:</p> <ul style="list-style-type: none"> Individual and small-group tutoring to help youth gain proficiency and to excel in needed subject areas; Regular implementation of high-yield activities and STEM activities (i.e. High-yield learning activities include leisure reading, writing activities, discussions with knowledgeable adults, games utilizing math skills, helping others, homework help and tutoring and games like Scrabble that develop young people’s cognitive skills); Family engagement & outreach, including inClub events, as well as connecting with families during school events, parent/teacher conferences. 	<p>272 students will complete participation in BGCWA AIM Program during the 2019–20 school year.</p> <p>83% of AIM participants will attend 30 or more times during the year, and 75% will attend 52 or more times during the year. Many will attend with far greater frequency, often two or three times per week.</p>	<p>Goal 1: All students will demonstrate improved academic standards, with special attention provided to reading/language arts and mathematics.</p> <p>Indicators: Improvement in student assessments or grades from fall to spring, or spring to fall for summer interventions. Possible examples:</p> <ul style="list-style-type: none"> At least 80% of all students who participate in the program for 30 days or more will maintain or improve math grades or demonstrate improvement on a state assessment as measured by school district partner (pre/post as reported by district). At least 80% of all students who participate in the program for 30 days or more will maintain or improve reading/language arts grades or demonstrate improvement on a state assessment as measured by school district partner (pre/post as reported by district). <p>Goal 2: More students will exhibit stronger social emotional skills.</p> <p>Indicator: Improvement in Club and classroom behavior. Possible examples:</p> <ul style="list-style-type: none"> At least 75% of students who participate in the program for 30 or more days will show a reduction in discipline referrals at school (District provided data).

NEED	INTERVENTION		RESULTS	
Identified Issues	Inputs What we invest	Activities What we do	Outputs	Outcomes
	Data sharing agreements with schools will help facilitate this.			<ul style="list-style-type: none"> At least 75% of students who participate in the program for 30 days or more show improvement in social emotional skills and beliefs that correlate with academic and behavioral outcomes (Sanford Harmony, Panorama Education or Positive Action measurement tools).

NEED	INTERVENTION		RESULTS	
Identified Issues	Inputs What we invest	Activities What we do	Outputs	Outcomes
<p>Students do not thrive and face more obstacles in life if they do not have a trusted adult mentor.</p>	<p>Boys & Girls Clubs provide safe, conducive learning environments for out- of-school hours.</p> <p>BGCWA Program Director to support sites, report to OSPI, measure outcomes, monitor fidelity, and coordinate planning for ongoing improvement.</p>	<ul style="list-style-type: none"> • Close engagement with school district personnel, including district leadership, teachers, counselors, paraeducators to monitor AIM participants' school engagement, attendance, attitudes. • Regular youth recognition and encouragement, to support a positive atmosphere in AIM programs, encourage participation, and incentivize perseverance. • Field trips, career exploration activities with emphasis on post- secondary education opportunities. • Engagement of community volunteers, including college students, members of service clubs and professional organizations, retired educators. • Recruitment of skilled staff, including staff trained in SEL principles and proficient in implementation of targeted academic intervention strategies. 		<p>Goal 3: The percentage of students who are chronically absent from school will decrease.</p> <p>Indicators: School records of student attendance.</p> <p>Possible example:</p> <ul style="list-style-type: none"> • At least 75% of students who participate in the program for 30 days or more will miss 14 or fewer days of school each academic year (District provided data).



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