



REPORT TO THE LEGISLATURE

Academic, Innovation, and Mentoring Program

December 2015

Authorizing legislation: Washington State 2015–17 Operating Budget, ESSB 6052 Section 501 (40)

<http://app.leg.wa.gov/billinfo/summary.aspx?bill=6052&year=2015>

Gayle Pauley

Assistant Superintendent

Special Programs and Federal Accountability

Prepared by:

- **Cara Patrick**, Program Supervisor, Title I/LAP and Special Programs
Cara.Patrick@k12.wa.us | 360-725-6232

Executive Summary

The Academic, Innovation, and Mentoring (AIM) program funds community-based youth development pilot programs that deliver educational services, mentoring, and linkages to positive out-of-school time activities for youth ages 6 to 18. The successful grantee is required to implement after school and summer programming to serve youth in at least five communities across the state.

The Washington State Boys & Girls Clubs Association was approved for the AIM grant to implement community specific models in five locations: East Bellevue, Mt. Vernon, Spokane, Tacoma, and Vancouver. Each site will work with the local school district to ensure a match with community needs and resources. All sites will gather data on academic and non-academic outcomes to identify effective interventions and areas for improvement.

Background

The Washington State 2015–17 Operating Budget (ESSB 6052 Section 501 (40)) appropriated \$125,000 to fund the Academic, Innovation, and Mentoring (AIM) grant program. This program is designed to provide educational services, mentoring, and linkages to positive out-of-school time activities for youth ages 6–18. In addition, programs must be designed for mentoring and academic enrichment that include at least two of three activity areas specified in the legislation:

- Science, Technology, Engineering and Math (STEM)
- Homework support and high-yield learning opportunities
- Career exploration

Application Process and Program Plan

Following the enactment of the 2015–17 operating budget, OSPI moved quickly to make funding available to community-based grant applicants according to the eligibility criteria defined in the budget proviso. Applicants were asked to provide a description of the proposed program design and anticipated outcomes, including:

1. Program Location and Participants—number and age range of participants, number and location of participating communities, target population, and recruitment and selection plan to select youth for participation.
2. Proposed Program Schedule—number of days and hours programming will be offered both during the summer and afterschool.
3. Program Description—narrative overview of the proposed program (describe a typical day/week, explain how academic and nonacademic learning objectives are incorporated, etc.), and research used when selecting the strategies and activities included in the program.
4. Program Design Rationale—outline of the desired academic and nonacademic outcomes for participants and the activities/interventions included in the program model that will lead to those outcomes.
5. Program Staffing—plan for staffing the program.
6. Use of Funds—budget and summary of how grant funds will be expended in support of the program.

The Washington State Boys & Girls Clubs Association (the Club) was approved for the AIM grant. The program period for the first year extends from July 1, 2015 to June 30, 2016.

Over the next year, the Club will implement community specific models in five locations. Each site will work with the local school district to provide mentoring and academic enrichment. Each site will also provide learning opportunities in STEM (Science, Tehnology, Engineering and Math), Career Exploration and High Yield Learning Activities, as well as other tailored areas in each community. All sites will gather data on academic and non-academic outcomes to identify effective interventions and areas for improvement. (For a detailed overview of the full program, please see Appendix A: Boys & Girls Club Application – Logic Model)

The following sites will participate in the two-year AIM pilot program:

East Bellevue—This Club will focus on Be Great Graduate case management mentoring for middle school and some high school teens (Grades 6-12) throughout the year. Core program components include the mentor-youth relationship that monitors early warning signs and includes three to five contacts each week, as well as goal setting and intentional tracking.

Anticipated Participant Outcomes:

1. Number of participants who successfully advanced to the next grade
2. Grades and GPA in core classes
3. Average number of school days missed by AIM program participants?

Mt. Vernon—This site will launch a new year round Project Learn program, infused with online learning tools, Stride and Kahn Academy. Their AIM program will focus on K-6 youth, with emphasis on K-3 literacy.

Anticipated Participant Outcomes:

1. Number of participants achieving proficiency standards for their grade level on state standardized tests and Club administered assessments (math and reading).
2. Average number of school days missed by AIM program participants

Spokane—The Be Great Prep case management program will be implemented year-round for middle school youth (grades 6-8). Program implementation includes Stride Academy, as well as other Club programs such as Boys & Girls Clubs of America's new summer learning loss prevention initiative, Brain Gain.

Anticipated Participant Outcomes:

1. Number of participants who successfully advance to the next grade.
2. Average number of behavior incidents at school.
3. Average number of school days missed by AIM program participants.
4. During 2016 Summer Brain gain, improved reading proficiency as measured by pre and post math and reading assessments.

Tacoma—A summer learning loss prevention initiative will be implemented in partnership with the local school district. Certified teachers will guide a cohort of designated 2nd and 3rd graders who qualify for free and reduced lunch program and who are behind in their grade level. These students also receive a free eleven week summer enrollment at the Club.

Anticipated Participant Outcomes:

1. Improved math and reading skills as measured by pre and post math and reading assessments.
2. Describe participate changes in perception of connectedness to adults as well as their own confidence in learning as measured by pre/post surveys.

Vancouver—Located onsite at the elementary school (grades k-5), this program will target is focused on mentoring and tutoring, with a focus on STEM opportunities. This intervention layers basic club programs with additional time for academic support and access to volunteer mentors.

Anticipated Participant Outcomes:

1. Improved math and reading skills as measured by pre and post math and reading assessments.
2. Number of participants who successfully advanced to the next grade.
3. Average number of school days missed by AIM program participants.
4. Average number of behavior incidents at school.

Conclusion and Next Steps

Based upon the availability of state funds, receipt of an overview of year one activities and outcomes, and an updated plan for year two implementation OSPI will award a second year of funding for Boys & Girls Clubs of Washington state to continue its AIM program.

As required by the proviso, OSPI will provide a final report on the AIM pilot program by December 31, 2016.

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at 360-725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.

Download this material in PDF at <http://k12.wa.us/LegisGov/Reports.aspx>. This material is available in alternative format upon request. Contact the Resource Center at 888-595-3276, TTY 360-664-3631. Please refer to this document number for quicker service: 15-0079.



Randy I. Dorn • State Superintendent
Office of Superintendent of Public Instruction
Old Capitol Building • P.O. Box 47200
Olympia, WA 98504-7200



APPENDICES

Appendix A: Boys & Girls Club Application – Logic Model

NEED	INTERVENTION			RESULT
Problem	Inputs What we invest	Activities What we do	Outputs	Outcomes Changes in knowledge, skill, attitude, behavior or condition

<p>K-12 academic support is critical to ensure success for struggling students, including economically disadvantaged, rural, and ethnically diverse youth who face systemic and individual barriers to academic success, whether it is 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>OSPI funding of \$125,000 and Club matching funding of \$95,880 to implement AIM at five clubs by serving 330 youth from September – June during out- of school and summer hours. Targeted youth will be those who are identified as behind in school, those from economically disadvantaged circumstances, or those with special needs ages 6-18.</p> <p>Professional BGC training to equip staff with tools necessary to implement AIM, including: data collection skills, Science, Technology, Engineering, Arts & Math (STEM) curriculum, High Yield Learning Activities (HYLA).</p> <p>Tools such as Stride Academy and Kahn Academy to increase learning opportunities as well as assess in real time students’ learning.</p> <p>Leveraged volunteers to provide mentoring services to students who are unlikely to succeed in high school or attend college.</p>	<p>Club staff deliver AIM to struggling and economically disadvantaged youth through:</p> <p>1) Check n Connect case management, including mentoring and goal setting;</p> <p>2) Individual and small- group tutoring to help youth gain proficiency and to excel in needed subject areas;</p> <p>3) Summer learning loss prevention programs, including BGC of America’s new Summer Brain Gain curriculum;</p> <p>4) 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);</p> <p>Targeted technology based learning, including Kahn Academy instruction and Stride Academy</p>	<p>1. 330 students will complete participation in BGCWA AIM Program during the 2015-2016 school year and 2016 summer break. <i>Competed participation includes Club attendance of 2 more times per week.</i></p>	<p><u>Short Term Outcomes</u></p> <p>AIM program participants will improve student achievement as measured by:</p> <ol style="list-style-type: none"> 1. Improving proficiency standards for their grade level on state standardized tests and Club administered assessments such as DIBELS 2. Grade Advancement 3. Improvement in school attendance 4. Improvement in school behavior 5. Improvement in school coursework – Grades and GPA 6. Improvement in homework completion 7. Pre/post evaluating change in participant perception of connectedness to adults as well as their own confidence in learning. 8. Teacher feedback on student progress <p><u>Long Term Outcomes</u></p> <ol style="list-style-type: none"> 1. Positive gains in attitude about school 2. Greater number of students complete high school, gain employment, and earn college degrees 3. Strategic partners (schools, Clubs and families) deepen their collaborative relationships that increase sharing of resources and data 4. Increased connectedness to school 5. Increased views among families that schools and Clubs are positive “hubs” 6. Increased belief that Clubs can play collaborative role with schools to ensure K-12 success 7. Students independently pursue learning activities
NEED	INTERVENTION			RESULT
Problem	Inputs What we invest	Activities What we do	Outputs	Outcomes Changes in knowledge, skill, attitude, behavior or condition

<p>Effective summer academic support is essential to combat Summer-learning-loss which disproportionately affects economically disadvantaged youth and significantly inhibits grade progression and K-12 academic success.</p>	<p>BGC and school staff provide alignment with core curricula and school/Club collaborations. MOUs and data sharing agreements with schools will help facilitate this.</p> <p>BG Clubs uniquely provide safe, conducive learning environments for out-of-school hours.</p> <p>BGCWA Program Director support sites, report to OSPI, measure outcomes, monitor fidelity, and coordinate planning for ongoing improvement.</p> <p>These five sites will form the Cohort Committee responsible for best practice sharing, collaboration on program evaluation, and for suggestions on program replication.</p>	<p>6) Family engagement & outreach</p> <p>7) Youth recognition efforts</p> <p>8) Club support of School, Family and Club Partnership</p> <p>9) Field trips, career exploration activities with emphasis on post-secondary education opportunities.</p>		
--	---	--	--	--