

COUNCIL MINUTES

March 7, 2022

The City Council of the City of Mesa met in a Study Session in the lower-level meeting room of the Council Chambers, 57 East 1st Street, on March 7, 2022, at 5:00 p.m.

COUNCIL PRESENT

John Giles
Jennifer Duff
Mark Freeman
Francisco Heredia
David Luna
Julie Spilsbury*
Kevin Thompson

COUNCIL ABSENT

None

OFFICERS PRESENT

Christopher Brady
Holly Moseley
Jim Smith

(*Participated in the meeting through the use of video conference equipment.)

Mayor John Giles conducted a roll call.

1. Review and discuss items on the agenda for the March 7, 2022, Regular Council meeting.

All of the items on the agenda were reviewed among Council and staff and the following was noted:

Conflict of interest: none

Items removed from the consent agenda: 10-a

2-a. Hear a presentation, discuss, and provide direction on the proposed use of American Rescue Plan Act funds for the Arts and Culture Educational Enrichment Program that will support programs of City's Arts and Culture venues engaging low-income pre-school and Title I early elementary students to be ready for school and motivated to learn, and to support Title I middle and high school-aged students in literacy and social and emotional well-being.

Arts and Culture Director Cindy Ornstein displayed a PowerPoint presentation on the plans for the Arts and Culture American Rescue Plan Act (ARPA) funds. **(See Attachment 1)**

Ms. Ornstein explained there has been tremendous isolation and destruction from COVID that negatively impacted students and learning over the last couple of years. She expressed appreciation to Council for allocating \$245,000 of ARPA funds to help bring programming to qualified students. She stated staff has worked with area schools to identify key needs and goals for the program which will focus on Pre-K readiness, early elementary literacy, and social and emotional health. (See Page 2 of Attachment 1)

Ms. Ornstein stated the areas that will be addressed are permitted within the federal funding requirements and aid high poverty areas for the early grades. She commented a major issue in early childhood education is literacy, and students who are proficient in reading by third grade will be much more successful in the rest of their academic career. She added currently only 37% of Mesa's third graders are reading at or above grade level. (See Page 4 of Attachment 1)

Ms. Ornstein provided an overview and project goals for the Pre-K program at the i.d.e.a. Museum. She explained the program is for early learners and their families living in qualified census tracts and provides scholarships to creative literacy programs specifically designed for this early learning age group by the educators at the i.d.e.a. Museum. She added the families who participate will also be provided a one-year free family membership to the museum. (See Pages 6 and 7 of Attachment 1)

In response to a question from Councilmember Thompson regarding the source of non-ARPA funding, Ms. Ornstein explained those dollars will come from the existing Arts & Culture budget and grant funding.

Ms. Ornstein presented performance reporting and stated staff would assess outcomes through parental surveys and feedback. (See Page 8 of Attachment 1)

Ms. Ornstein highlighted the program and project goals for first graders which is an Artful Tales experience. She indicated this is an existing program that has proven successful in school arts and literacy experiences. (See Pages 9 and 10 of Attachment 1)

Ms. Ornstein discussed performance reporting and said this feedback will come from teachers via surveys and will report the student's level of interest and engagement, responsiveness to the post-visit materials, and retention of the specific learning. (See Page 11 of Attachment 1)

Ms. Ornstein provided an overview of the literacy program at the Arizona Museum of Natural History that will address first grade. She commented staff will adapt the Dino Explore More program to specifically meet the curriculum needs of first grade in a science and literacy program. (See Pages 13 through 15 of Attachment 1)

Ms. Ornstein highlighted the Middle School program at the Mesa Arts Center (MAC). She explained this is an underserved age group with far fewer programs. She stated the areas that will be addressed include social, emotional, and mental health, which are big concerns in the upper grades. She added focus in these areas are needed to combat the stresses and isolation directly resulting from COVID; however, even without COVID, this is an important development area for this age group. (See Page 17 of Attachment 1)

In response to a question from Councilmember Thompson regarding a comparison between Mesa Public Schools (MPS) and other area school districts, Ms. Ornstein explained staff received the statistics from MPS due to the close partnership with the City; however, the program will be available to any qualifying district in the region that is served by the City.

Ms. Ornstein continued with the presentation and provided statistics on MPS data outlining the number of students that were tested in the Panorama social emotional learning self-assessment and district means. (See Page 18 of Attachment 1)

Ms. Ornstein highlighted the program and project goals at the Mesa Contemporary Art Museum (MCA) which would serve two Title 1 qualifying middle schools each year. She indicated this program is called portraits and self-portraits art for self-expression and understanding. (See Pages 20 and 21 of Attachment 1)

Ms. Ornstein provided information on the MAC engagement program utilizing Project Lit which has proven successful in the past. She explained this program is designed to ignite critical literacies in reading, writing, and oral presentation, as well as build skills for 21st century careers. (See Pages 23 and 24 of Attachment 1)

Ms. Ornstein presented the project goals stating the areas addressed are social and emotional health, self-awareness, self-management, belonging and engagement, relationship skills, and decision making. She commented decision making is an important piece as it teaches students how the choices they make lead to better results. (See Page 25 of Attachment 1)

Ms. Ornstein highlighted the existing self-assessment program that will be used to measure social and emotional learning and which students self-report at the beginning and end of the program. She commented on the teacher assessment that will report observations and data related to student behavior. (See Pages 26 and 27 of Attachment 1)

Ms. Ornstein presented an overview of the project budget of \$245,000 and the breakdown by program area. (See Page 29 of Attachment 1)

In response to a question from Councilmember Luna regarding the selection process of middle schools, Ms. Ornstein explained the first step is to identify all middle schools that meet Title 1 criteria and invite those schools to apply. She added staff will also talk to the school districts to obtain feedback on which schools would benefit the most.

Responding to Mayor Giles, Ms. Ornstein indicated schools qualify based on census tracts or whether they meet Title 1 standards. She clarified the statistic used to qualify a school is the percentage of students on the free and reduced lunch program.

Mayor Giles thanked staff for the presentation.

3. Current events summary including meetings and conferences attended.

Councilmember Luna –	Reading at Taft Elementary School
Vice Mayor Duff –	Emerson Elementary with Chicanos por la Causa – gifting laptops Eagles Community Center - Lowell Elementary 65 th anniversary Pioneer Park Masked Alive Festival – cultural event
Councilmember Freeman –	Lehi Days Rodeo

4. Scheduling of meetings.

City Manager Christopher Brady stated that the schedule of meetings is as follows:

Thursday, March 10, 2022, 7:30 a.m. – Study Session

5. Adjournment.

Without objection the City Council study session adjourned at 5:37 p.m.

JOHN GILES, MAYOR

ATTEST:

HOLLY MOSELEY, CITY CLERK

I hereby certify that the foregoing minutes are a true and correct copy of the minutes of the Study Session of the City Council of Mesa, Arizona, held on the 7th day of March 2022. I further certify that the meeting was duly called and held and that a quorum was present.

HOLLY MOSELEY, CITY CLERK

lr/dm
(Attachments – 1)



ARTS & CULTURE ARPA PROPOSAL *Ignite! Activated Learning*

CONTEXT AND APPROACH

- Isolation and disruption from COVID have negatively impacted students and learning
- Worked with schools to identify key needs
- Identified: pre-K readiness, early elementary literacy, and social/emotional health
- Targeted transitional grades in which students experience great change and will benefit from intervention



EDUCATIONAL NEED

PRE-K AND 1ST GRADE

EDUCATION ASSISTANCE:

EARLY LEARNING AND AID TO HIGH-POVERTY DISTRICTS

- 38% of Mesa kindergartners are ready to learn vs. 49% nationally.
- In 2022, only 39% of Arizona 3- and 4-year-olds are enrolled in preschool.
- Only about 37% of Mesa's 3rd graders are reading at or above grade level.



I.D.E.A. MUSEUM

PRE-K PROGRAM FOR EARLY LEARNERS AND THEIR FAMILIES (PRE-K)

- Serve pre-K families living in qualified census tracts
- Provide scholarships to creative literacy programs offered by i.d.e.a. Museum
- Includes one-year free family membership for each participating qualified family



PROJECT GOALS

- Support parents as the first and most important teachers
- Help parents feel more confident about being prepared to help their child succeed
- Provide opportunities of community and connectedness
- Provide pre-literacy activities to prepare children for reading
- Using non-ARPA funds, provide access to ancillary partner wrap-around parent support

PERFORMANCE REPORTING

Outputs: Number of students served

Outcomes:

- **Pre-school program at i.d.e.a. Museum--Survey** parents at program outset and completion to assess:

- feelings about being prepared to support their child in learning
- understanding of the resources available for them to obtain needed learning/developmental support
- observations of their child's engagement with learning, and the child's motivation to participate in the program

ARTFUL TALES EXPERIENCE PROGRAM FOR 1ST GRADERS

- Provides in-school arts and literacy experience
- Post-visit materials for use by teachers and parents
- Offered to qualifying Title I elementary schools



PROJECT GOALS

- Make learning and reading fun and exciting for young learners
- Engage children in creative thinking and learning
- Provide teachers with tools to extend this learning



PERFORMANCE REPORTING

Outputs: Number of students served

Outcomes:

- Teacher post-visit surveys to determine:
 - level of interest the students had in the programs
 - level of engagement and responsiveness to the post-visit materials and activities
 - level of retention of the learning that took place from field visit and post-visit activities



AZ MUSEUM OF NATURAL HISTORY

1ST GRADE SCIENCE/LITERACY PROGRAM

DINO “EXPLORE MORE”

- Field Trip and Hands-on activity
- Offered to qualifying Title I 1st Grades
- Literacy and science content
- Materials for teacher use pre- and post-visit—written and videos
- Free loan of Museum in a Box to each teacher, upon request
- Teacher support option on how to use virtual and supplemental classroom materials

PROJECT GOALS

- Make science and reading fun and exciting for young learners
- Engage children in scientific process and hands-on learning
- Provide teachers with tools to extend this learning



PERFORMANCE REPORTING

Outputs: Number of students served

Outcomes:

- Teacher post-visit surveys to determine:
 - level of interest the students had in the programs
 - level of engagement and responsiveness to the post-visit materials and activities
 - level of retention of the learning that took place from field visit and post-visit activities



EDUCATIONAL NEED

MIDDLE SCHOOL

EDUCATION ASSISTANCE:

AID TO HIGH-POVERTY DISTRICTS AND

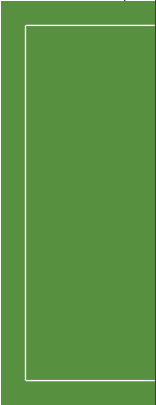
SOCIAL, EMOTIONAL AND MENTAL HEALTH SERVICES

- Social/emotional/mental health are needed to combat stresses and isolation resulting from COVID
- 17% of Arizona youth (age 12-17) report suffering from at least one major depressive episode (MDE) in the past year
- Under 40% of MPS eighth grade students meet or exceed grade level language arts proficiency

MPS District Wide Mean Data from the Panorama Social Emotional Learning Self-Assessment Data for 4th-8th grades from the beginning of the 20-21 school year.

MPS District Means for Secondary Level (Measured on a Scale of 1:5)

- **Growth Mindset 2.93**
- **Self-Management 4.24**
- **Sense of Belonging 3.2**
- **Social Awareness 3.78**
- **Students Teacher Relationships 3.45**



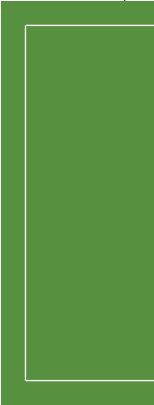
MCCA MUSEUM

SEEING AND BEING SEEN: PORTRAITS & SELF-PORTRAITS— ART FOR SELF-EXPRESSION AND UNDERSTANDING

- Work with two Title I qualifying Middle Schools each year
- Field Trip--Tour and Art Activity at MCAM
- In-school teaching artist sessions including self-portrait/portrait painting
- Assembly for full student body; where possible, tie into art teacher's/classroom teacher's curriculum

PROJECT GOALS

- Increase student engagement and confidence in expressing themselves visually and verbally
- Instill greater self-awareness and understanding of the value of relationships and the beauty of differences
- Increase ability to examine, analyze and respond to artistic expression
- Enhance excitement about learning

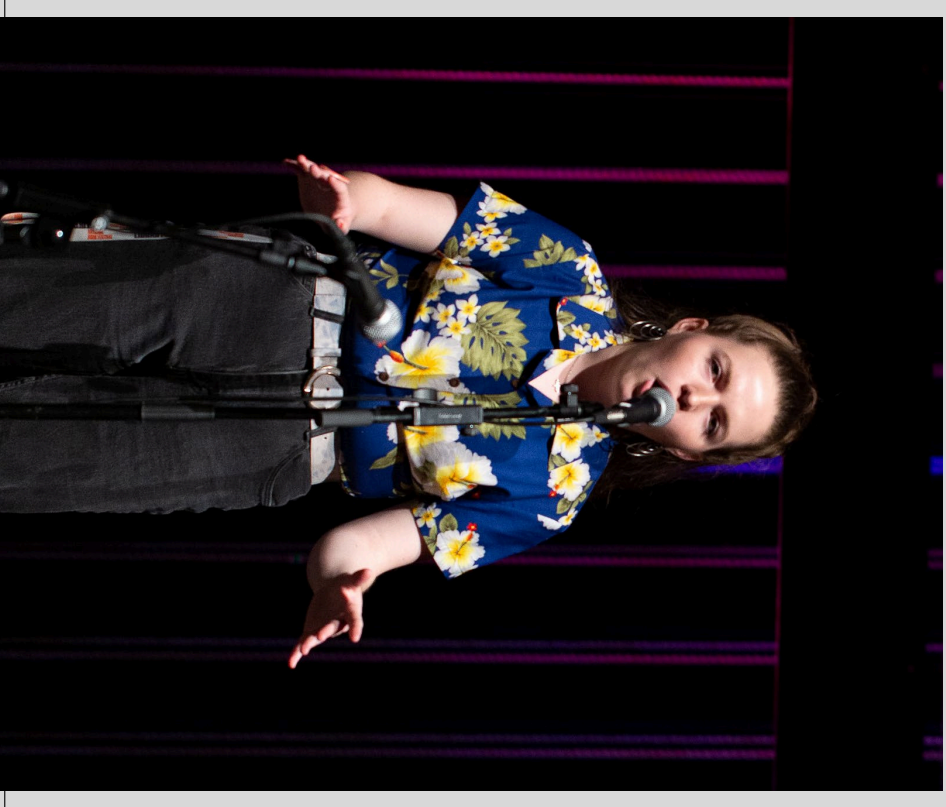


MAC ENGAGEMENT

PROJECT LIT

IGNITING CRITICAL LITERACIES

- Two Title I qualifying Middle Schools each year (more served through other funding sources)
- Assembly program and workshop for full student body
- 28 visits in the after-school time, smaller group of opt-in students



- Project Lit activates classroom learning by engaging in critical conversation and reflections through the lens of poetic narratives.
- Creative writing workshops guide students through distinct phases of writing (drafting, revision, editing and publishing) to construct original poetry.
- Performance workshops focus on public speaking and amplifying voice.
- Project Lit programs culminate with in-school and city-wide performative events.

PROJECT GOALS

Increase:

- self-awareness
- self-management
- social awareness
(belonging and
engagement)
- relationship skills and
decision-making abilities

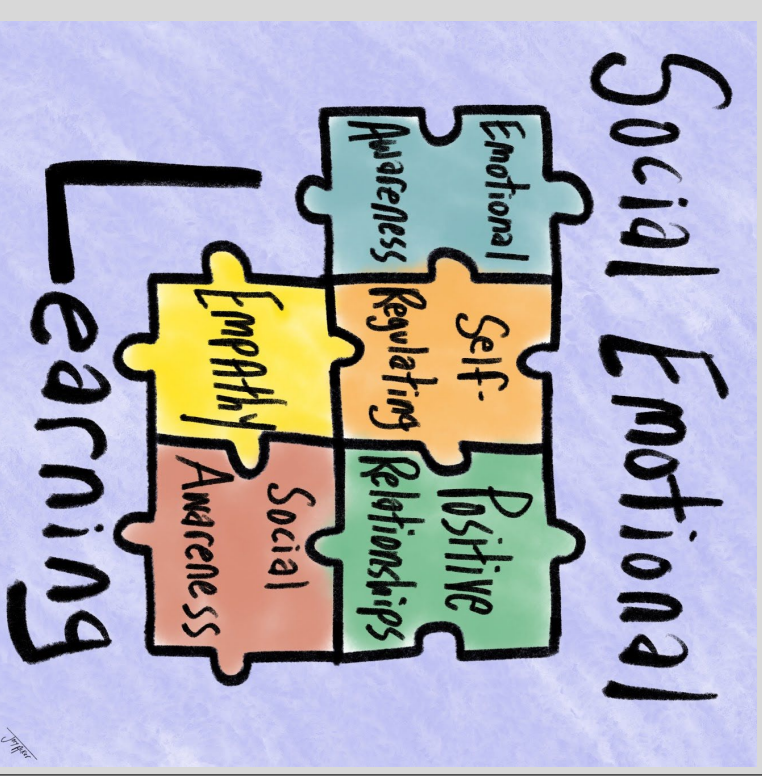


PERFORMANCE REPORTING—MIDDLE SCHOOLS

Outputs: Number of students served

Outcomes:

- Pre- and post-program self-assessment about:
- self-awareness
- self-management
- social awareness
- relationship skills
- responsible decision-making

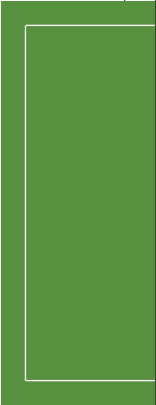


PERFORMANCE REPORTING—MIDDLE SCHOOLS

A teacher assessment of observations and data on student behavior and learning will also be conducted.

Student self-assessment tool was created in collaboration with a social service-based assessment consultant.

- Administered to Project Lit participants for multiple years
- Time-tested and proven tool



BUDGET

ARPA-Funded Program - FY22/23, FY23/24	Age Served	Total
i.d.e.a. Museum - Pre-K Program	Pre-school	\$22,500
i.d.e.a. Museum - Artful Tales Experience	1st Grade	\$43,400
AZMNH - Dino "Explore More" Program	1st Grade	\$67,100
MCAM - Seeing and Being Seen Portraits Program	Middle School	\$52,000
MAC - Project Lit Program	Middle School	\$60,000
Total		\$245,000



QUESTIONS?



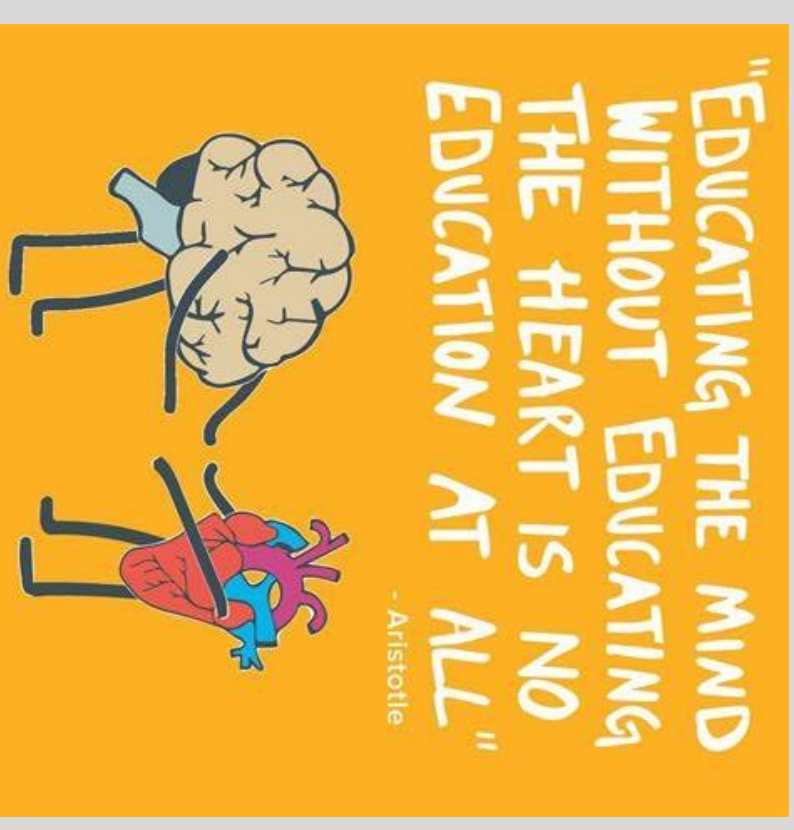
research.n



ARPA DATA SETS AND FAST FACTS Proposal Addendum

What is Social and Emotional Learning?

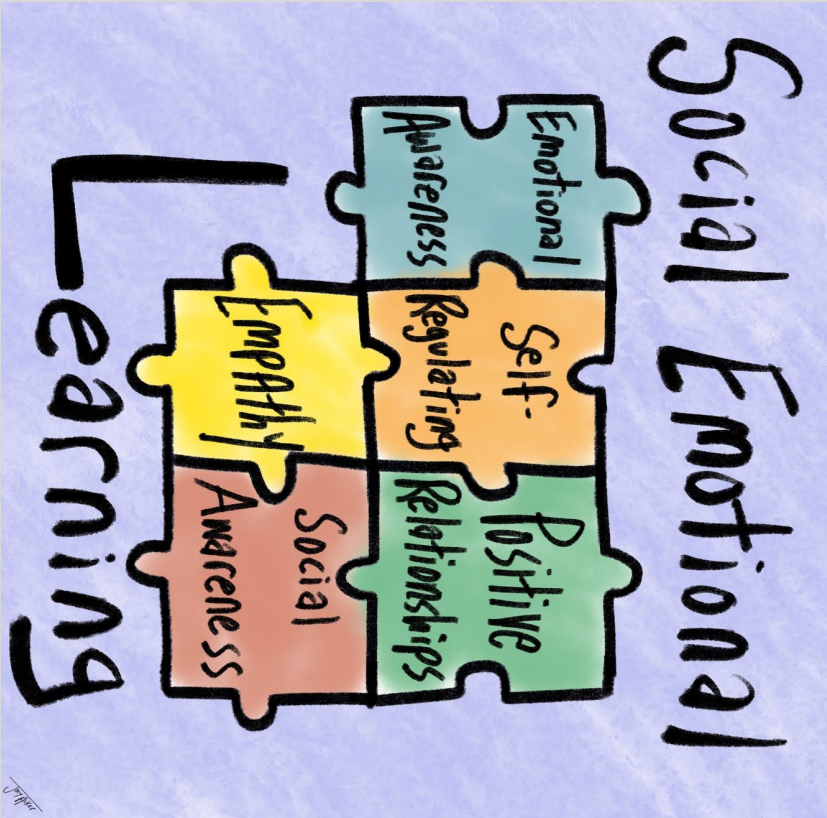
Social-emotional learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.



5 Core SEL Competencies

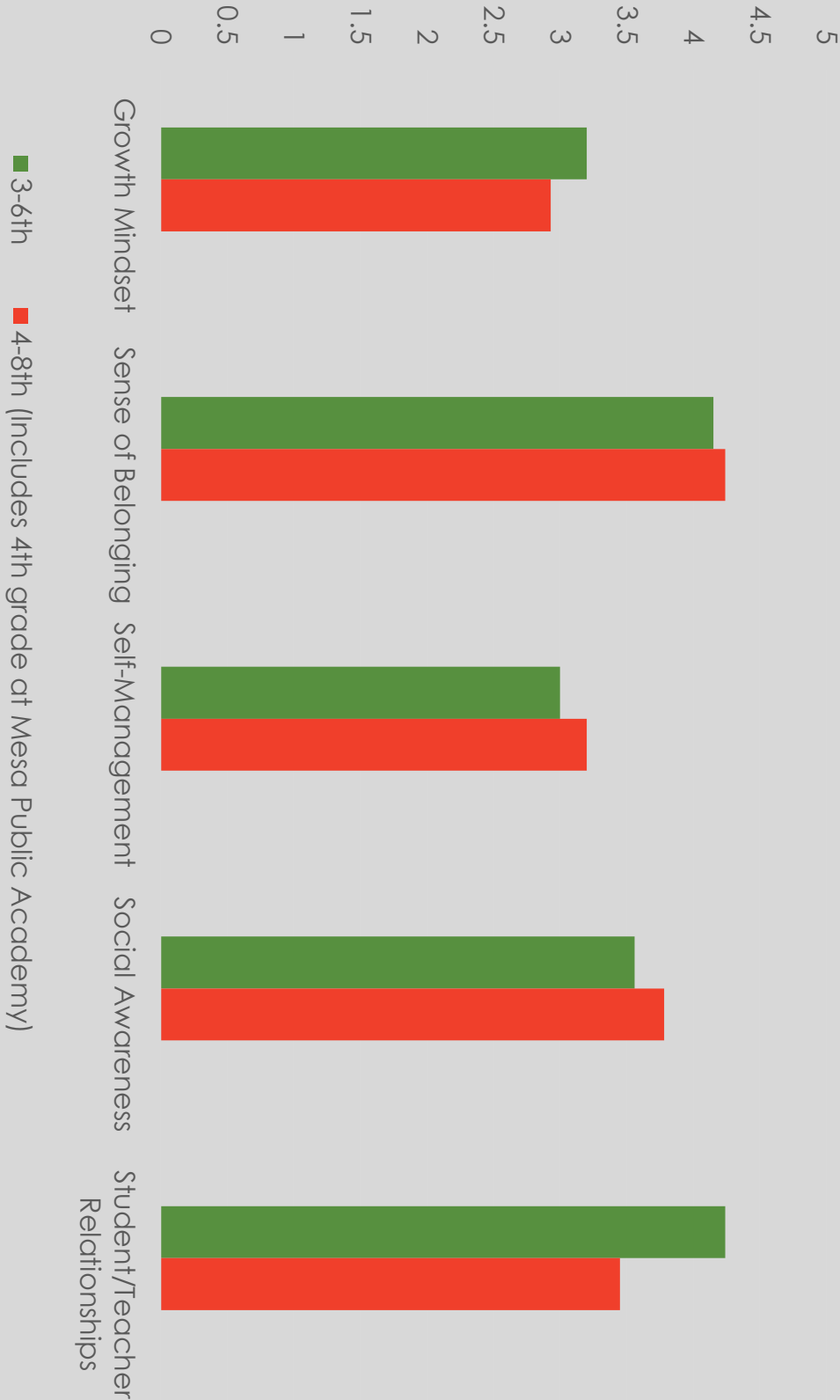
Social and emotional learning (SEL) is the process through which children and adults

- (1) understand and manage emotions,
- (2) set and achieve positive goals,
- (3) feel and show empathy for others,
- (4) establish and maintain positive relationships,
- (5) and make responsible decisions.



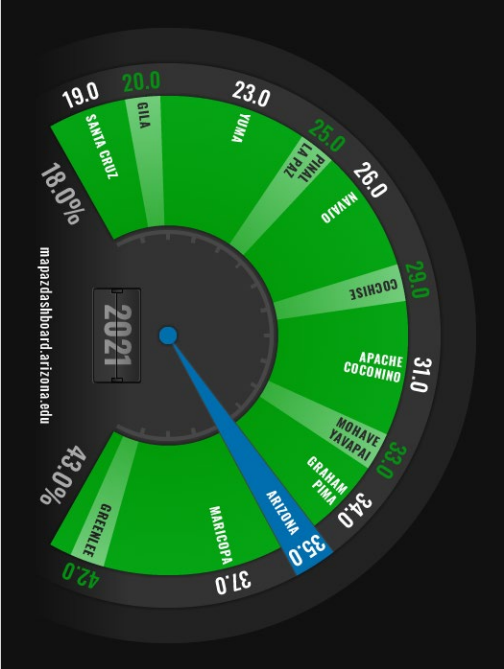
MPS Panorama Fall 2020 Survey Outcomes

District Mean Data Based on a 1:5 Scale.



Literacy and Readiness Stats

- 38% of Mesa kindergartners are ready to learn vs. 49% nationally.
- In 2022, 39% of Arizona 3- and 4-year-olds are enrolled in preschool.
- 35% of Arizona 3rd grade students scored Proficient or Highly Proficient on the 2021 AzM2 3rd grade English language arts assessment.
- 2019 Data from The Nation's Report Card found 34% of 4th grade students were proficient in reading, Arizona 4th graders were 31% proficient.
- Read On Arizona gave 26 Mesa Public Schools a grade of C and lower based on 2019 AZ Merit assessment results.
- The Arizona Department of Education found that students who don't read proficiently by third grade are four times more likely to drop out of high school, and that 90 percent of high school dropouts struggled with reading in third grade.



Percent of Students Passing AzM2 3rd Grade ELA (2021)