

Detroit Partnership for Arts Education

A Vision for Arts Education in Detroit

A report by Detroit Excellence in Youth Arts, with Data Driven Detroit

FUNDED BY:

- National Endowment for the Arts
- Kresge Foundation



Letter from the Executive Director Detroit Excellence in Youth Arts (DEYA)

Dear Friends, Partners, and Champions of Detroit's Youth,

It is with deep pride and unwavering hope that I welcome you to *Detroit Partnership for Arts Education: A Vision for Arts Education in Detroit*—a collective declaration of what's possible when a city comes together for its young people.

This report represents not only data and research, but a movement—one rooted in collaboration, imagination, and a shared commitment to ensuring that every Detroit child has access to the transformative power of the arts. The process of creating this vision was as powerful as the final product. It has brought together educators, artists, youth voices, families, healthcare leaders, corporations, philanthropists, and policymakers. Through countless conversations, surveys, focus groups, and working sessions, we have built a shared framework.

At DEYA, we seek to catalyze collective action so that every young person in Detroit can connect to our city's rich cultural legacy and unlock their full creative potential. We know that when young people engage in the arts, they develop not only as artists, but as thinkers, problem-solvers, innovators, and leaders. They gain confidence. They find belonging. They forge paths toward healing, identity, and career.

This report, supported by the National Endowment for the Arts and the Kresge Foundation, is both a vision statement and a roadmap. It begins by outlining a bold, inclusive *Vision for Arts Education in Detroit*—a collective commitment from diverse sectors including youth themselves.

We then present a comprehensive look at the *Current State of Arts Access in Detroit Schools*. Using recent data collected in partnership with Data Driven Detroit, we share insights into the current availability of arts education across the city.

Finally, we introduce the *Detroit Youth Arts Navigator*, a new dynamic tool designed to help students, families, and community organizations easily discover arts education opportunities available both during and beyond school hours.



My hope is that this collective impact effort moves us from vision to action—and that the momentum we build today becomes a lasting promise to our city's children. A promise that their creativity will be nurtured. That their talents will be recognized. That arts education in Detroit will be a birthright—not a luxury. Detroit has always been a city of makers, storytellers, and cultural pioneers. Let us now ensure that every young person is part of that legacy.

With profound gratitude and unwavering belief in our youth,

A handwritten signature in black ink that reads "Nafeesah Symonette". The signature is fluid and cursive, with a long horizontal line extending from the end.

Nafeesah Symonette
Executive Director
Detroit Excellence in Youth Arts (DEYA)





Detroit Partnership for Arts Education (DPAE)

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Detroit Public Schools Community District, Dr. Nikolai Vitti, Superintendent

DPAE Exploratory Committee

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Dr. Elliott Attisha, Pediatrician, Senior Fellow for Health, Attendance Works
Orlando Bailey, Executive Director, Outlier Media
Mike Banks, Owner, Submerge, Exhibit 3000 Techno Museum
Nicole Brown, Director of Community Partnerships & Engagement, Detroit Future City
Dennis Butts Jr., EVP, Chief Strategy and Network Development, Henry Ford Health
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Dr. Herman Gray, Chair of Wayne State University Department of Pediatrics
Mike Han, Artist & Designer, The House of Han
Shuna Hayward, Vice President of Programs, GDYT, Connect Detroit
Michelle Jahra McKinney, Director, Detroit Sound Conservancy
Kurt Metzger, Founder & Director Emeritus, Data Driven Detroit
Dominique Morisseau, Playwright, Screenwriter, Arts Advocate
Jessica Care Moore, Founder/Producer of Black WOMEN Rock, Detroit Poet Laureate
Angelique Power, President & CEO, The Skillman Foundation
Robert Riney, President & CEO, Henry Ford Health
Dr. Angela Sherman, Senior Executive Director, Curriculum & Instruction, DPSCD
Andrew Stein, President & CEO, Children's Foundation
Khary-Kimani Turner, Executive Dir., Coleman A. Young Foundation, Hip Hop Artist & Historian
Representatives from the Detroit Youth Arts Provider Network

DPAE Subcommittees

Youth Voices for the Future of Arts Education in Detroit, DPSCD Arts Educators and School, Leaders for Arts Education, Corporate and Individual Supporters of Arts Education, Healthcare Leaders for Arts Education, Public/Private Partnership for Arts Education, Detroit Cultural and Musical Legacy, Community and Workforce Development through the Arts, Detroit Youth Arts Provider Network

Subcommittees participants not listed in DPAE Exploratory Committee

Youth Voices: Angelina J, Anyla H, Cordeja T, Dallas H, DeZiaha M, Kennedy C, Kori S, Lesya J. **DPSCD Arts:** Angelique Shakespeare Williams, Dr. Mayowa Lisa Reynolds, Kimberly Pierce, Marlin Baker, Ronald Perkins. **Public/Private:** Sarida Scott. **Cultural/Musical Legacy:** Cornelius Harris, Sierra McCants. **Youth Providers:** Ajara Alghali (TeMaTe Institute for Black & Culture); Allison Harris (Suzuki Detroit); Alvin Lockett, Jr. (Que Blackout Youth Theater); Amy Johnson (Matrix Theatre); Ana Abrantes (Sphnix); Benito "Mav One" Vasquez (Motor City Street Dance Academy); Blanca Zelaya-Ayala (Center of Performing Arts Southwest); Carollette Phillips (LSO Dance); Deborah White-Hunt (Detroit Windsor Dance Academy); Emily Chisholm (DESIGNCONNECT Detroit); Ivy Horn, Lynn Blasey, Larry Lunsford (CCS Community Arts Partnerships); Judy Milner (Eisenhower Dance Detroit); Julie Gervais (Music Hall); Mandisa Smith (Hope for Flowers), Michael Smith (Jit Masters); Paola Smith (MSU Community Music School Detroit); Sade Benjamin (Detroit Institute of Arts); Sam White (Shakespeare in Detroit); Tara Miller (Culture Academy); Vickie Elmer (Mint Artists Guild); Yvette Rock (Live Coal).

Community Partners

Allied Media Projects, Connect Detroit, Digital Detroit Media, Detroit Public Television





A Collective Vision for Arts Education in the City of Detroit



e, the collective voices of Detroit's youth, educators, artists, healthcare professionals, entrepreneurs, government leaders, foundations, cultural stewards, and community advocates, envision a city where every child and young adult—regardless of zip code, school type, income, or identity—has consistent, equitable access to high-quality, culturally relevant arts education. In this unified vision, the arts are not treated as extra, but embraced as essential: vital to academic success, emotional wellness, economic opportunity, and civic identity.

This vision is powered by cross-sector collaboration and shared investment. Corporate and individual supporters champion arts education as a pathway to innovation and entrepreneurship. Healthcare leaders uplift the arts as key to healing, resilience and mental wellness for youth. Philanthropic partners and city government ensure the arts are protected and prioritized through policy and funding. Arts educators and youth arts providers offer rigorous sequential instruction which cultivates the immense talent and creativity of Detroit youth – in dynamic schools and in inspiring “third spaces” throughout the community. Together, we can connect students to real-world opportunities, mentorship, and meaningful creative careers.

Rather than being the first cut during tough times, the arts will be recognized as a foundation for community recovery, safety, and vitality. In this future, Detroit's cultural legacy—from Motown to murals—is honored and extended through education that connects students to local artists, cultural institutions, and community mentors. Arts education will serve as a living bridge between past innovation and future expression. In classrooms and beyond, arts instruction is sequential, inclusive, and deeply connected to real-world opportunities. Students engage in dance, instrumental and vocal music, visual arts, theater, literary arts, and digital media, not only as expressive forms, but as launchpads for leadership and employment.

Most importantly, youth are at the center of this vision. They demand early access, diverse exposure, and mentorship from adults who understand and reflect their lived experiences. They call for spaces that are joyful, safe, and inspiring—and for representation in planning processes at every level. Their message is clear: arts education must be inclusive, meaningful, and youth-led.

This is a bold vision—but it is achievable when we act collectively. Detroit's creativity put the world on wheels, brought the world together with the “Sound of Young America” and made the world move to a new beat with Techno. Now we declare: we can work together to ensure that every young person will see a powerful creative education as a birthright of every Detroiter.

In our collective vision, arts education in Detroit will be a right, not a risk. A bridge, not a barrier. A launchpad, not a luxury. And every young person will grow up knowing that their creativity is not only welcomed and valued, but essential and transformational.





A Vision of Youth Voices for the Future of Arts Education in Detroit

We envision a Detroit where every young person—no matter their school or neighborhood—has access to high-quality, culturally relevant, and creatively diverse arts education. In this future, the arts will not be treated as extras, but as essentials—woven into every student’s learning experience and valued as a path to self-expression, healing, and career opportunity.

We young Detroiters want early and sustained exposure to a full spectrum of artistic disciplines: dance, visual art, poetry, film, music, acting, digital design, culinary arts and more. We imagine a city where every school offers robust arts programming and where creative spaces exist not just in classrooms, but in neighborhoods, community centers, and mobile outreach programs. We understand that the discipline, hard work and persistence needed to excel in the arts will prepare us for success today and in the future. We call for programs that reflect Detroit’s cultural legacy—from Techno to murals—and welcome collaboration across race and background. We want more than just performance and exhibition opportunities; we want to learn and grow and find ourselves through the arts. We want to learn from passionate, supportive teachers and mentors who see the value of creativity and nurture it with care. We want to study art history, explore global styles, and be introduced to the business side of the arts—equipping us with tools to turn creativity into careers.

Investment in arts education means more teachers, more supplies, more space, and more mentorship. It means funding scholarships, creating internships, and breaking down the stigma that the arts are not viable futures. And we have to be “at the table” in creating this new vision for arts education in Detroit. You cannot have a future for youth without youth. You should always include us in the planning.

In this Detroit, the future of the arts is shaped by youth voice, led by youth passion, and sustained by a city that believes in our brilliance.





A Vision of Corporate and Individual Supporters of Arts Education

We envision a future where arts education is a cornerstone of Detroit's identity and economic future; where youth – empowered by corporations, philanthropists, entrepreneurs, and individuals who understand the power of the Arts to transform lives and communities – will build upon Detroit's legacy as one of the cultural capitals of the world. In this future Detroit, arts education is not only a vital component of every student's academic journey, but a launchpad for innovation, opportunity, and long-term economic mobility.

In the future, Corporate and individual supporters will step in not only as funders, but as co-creators of an ecosystem where imagination fuels opportunity. Together, we will build a city where every young person has access to talent development, mentorship, entrepreneurial tools, and the ability to turn their creative passions into joyful and sustainable careers. Students will learn how to create their own jobs, shape their own futures, and apply their artistry in every sector—from design and digital media to business, fashion, architecture, wellness, and public service.

This vision embraces a shared investment strategy, powered by pooled funds, endowments, and storytelling campaigns that shines a light and elevates the value of creativity in Detroit. Through strategic corporate partnerships, arts education becomes a cross-sector solution: advancing mental health, workforce readiness, economic growth, and cultural identity.

Students will not just be recipients—but creators, innovators, and entrepreneurs. Even those who may not identify as artists are shown how creativity can open doors, drive change, and generate income. When corporate and individual supporters unite around this vision, arts education will be recognized as an essential pillar to help every child thrive as individuals and as the builders of, a more vibrant, resilient, and prosperous city. In this future, students who may not identify as artists are shown how every mind is creative, and that expansive thinking nurtured by the arts is a quality exhibited by the best problem solvers. When corporate and individual supporters unite around the holistic development of students, arts education is an essential pillar to help every child thrive as individuals and the builders of a more prosperous city.





A Vision of Healthcare Leaders for Arts Education

We envision a future where arts education is fully embraced as a public health imperative—recognized as a critical driver of whole-child wellness and a transformative force in creating a healthier, more equitable Detroit. In this future, creative expression will not just be an extracurricular benefit, but a prescribed and protected component of youth development and lifelong well-being.

Arts education and healthcare will be integrated, working in concert to support the mental, emotional, and social health of Detroit's children. Hospitals, clinics, school nurses, counselors, and healthcare professionals will actively partner with schools and community-based organizations to expand access to culturally relevant, interest-driven arts opportunities.

The arts will be understood as powerful tools for prevention, healing, and resilience. The many health benefits of youth arts participation will be widely recognized, including its ability to improve physical fitness, flexibility, coordination, and fine motor skills; to lower stress levels and help youth deal with trauma; and to create increased confidence and provide spaces where youth feel safe expressing themselves.

In this Detroit, every child—regardless of neighborhood, zip code, or school enrollment—will have open access to quality arts education. That access will be rooted in joy, belonging, and cultural relevance, fostering strong social-emotional development, improved engagement, better attendance, increased graduation rates, and college/career readiness—all key determinants of long-term health outcomes.

We believe in the healing power of the arts—and we commit to using that power to nurture the wellness of every young person in our city. The future of Detroit's health starts with the creativity and well-being of its children.





A Vision of Detroit Cultural and Musical Legacy

We envision a Detroit where arts education honors, amplifies, and extends the city's unparalleled cultural and musical legacy—ensuring that every young person grows up rooted in the creative traditions that have defined Detroit and inspired the world. In this future, every student in every neighborhood will have access to a dynamic, culturally responsive arts education that centers Detroit's legacy of innovation, artistry, and resilience.



Arts education in Detroit can become a powerful bridge—linking generations, traditions, and new innovations. Students will flourish by engaging deeply with the city's diverse artistic expressions, including Detroit music (Motown, gospel, jazz, blues, hip hop, and techno), visual arts, fashion, spoken word, design and industrial craftsmanship. Through partnerships with local artists, musicians, creatives, tradespeople, and cultural institutions, students experience the arts as a part of their living culture—not distant history.

We envision classrooms and community spaces that reflect Detroit's creative spirit, where students learn and create alongside mentors who reflect their stories and spark their potential; where creative exuberance flows freely throughout the city in both formal and informal settings. In this vision, arts education will become the vehicle through which young people connect their identities to the vibrant narratives of their communities, and in doing so, develop a sense of pride, purpose, and belonging.

In this Detroit, the creative economy will be recognized in its full scope—from hair and tattoo artistry, to music, film, sound, design, product development, and the culinary arts. Students will know that they are supported in exploring these paths as viable futures, building transferable skills and cultural fluency while contributing to the artistic identity of their city.

Detroit will continue to grow as a model for culturally grounded, community-rooted arts education—a city where every child knows they are part of a living, breathing legacy of creative brilliance, and where that legacy continues to grow through them.





A Vision of Public/Private Partnership for Detroit Arts Education

We envision a Detroit where arts education is recognized and resourced as a vital public good—an essential part of a thriving, equitable, and culturally rich city. In this future, our commitment to the arts will be visible in our policies, public funding priorities, and the vibrancy of our public spaces. Arts education will no longer be viewed as only enrichment or a luxury, but as a core civic investment—necessary to student well-being, academic success, community development, population growth, and Detroit’s long-term economic vitality.

In this vision, arts education is supported by both government and philanthropy, working together to ensure that the creativity of Detroit’s young people is nurtured, celebrated, and sus-

tained. Local and state policy will enshrine arts education as an important part of schools’ core curriculum, providing public funding and structural support in every school. Philanthropic investments will have the power to serve as catalysts—unlocking broader public revenue, incentivizing cross-sector partnerships, and scaling access to high-quality arts programs for youth in every Detroit neighborhood.

Detroit will build for the future by creating long-term funding structures, such as a pooled philanthropic endowment supported by major gifts from individuals, corporations, and foundations. Together, we can prepare for current and future crises facing youth by “building the bridge before it’s needed” and “fixing the roof while the sun is shining” —ensuring that the arts are not the first to be cut during challenging times, but a foundation of resilience and recovery.

Arts education is essential. It prepares students with cultural fluency, confidence, and imagination to lead Detroit’s continuing social and economic renaissance. Through sustained public and private partnership, we can create a city where every child has the opportunity to thrive through the arts—and where the arts are a right for all, and not a privilege for the few.



A Vision of Community and Workforce Development through Youth Arts



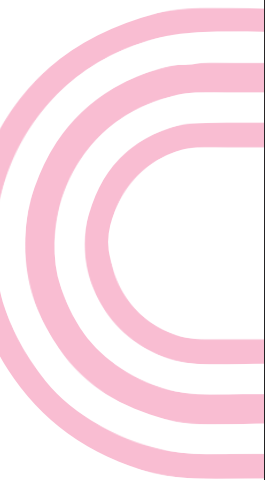
We envision a future where arts education is recognized as a cornerstone of Detroit's community vitality and economic resilience—a driving force that nurtures creativity, fuels innovation, and equips every young person with the tools to thrive. In this Detroit, the arts will not be peripheral—but central to the city's workforce development, youth empowerment, and neighborhood revitalization strategies.

In the future, arts education will be seamlessly woven into the fabric of Detroit's communities. Whether in schools, rec centers, church basements, barber shops, or small businesses, students will engage in real-world, hands-on experiences that bridge passion to profession. Young people will learn more than just how to create—they will develop entrepreneurial mindsets, build social capital, and gain the confidence to lead. They will collaborate with master artists, creative entrepreneurs, and community mentors to explore and refine their talents in meaningful, career-connected ways.

Every student, regardless of zip code, will have access to a diverse spectrum of creative pathways—from culinary arts and digital media to mural-making, spoken word, tattoo artistry, and fashion design. These experiences are rooted in Detroit's legacy of innovation and grit, preparing students not just to find jobs, but to create their own opportunities and contribute to the cultural and economic life of their neighborhoods.

We envision neighborhoods where the arts are alive—in the streets, homes, and public spaces—and where young people are celebrated as the cultural stewards and creative leaders of tomorrow. In this Detroit, the arts become both anchor and accelerant: grounding communities in belonging while propelling youth toward boundless futures – where creativity and creative placemaking is a right, not a risk.





A Vision of the Detroit Youth Arts Providers Network

We envision a Detroit where every young person has full, continuous access to high-quality, culturally affirming arts education—both inside and outside of school—that celebrates their identity, nurtures their creativity, and prepares them to thrive as artists, innovators, and leaders. In this future, arts education will not be a privilege or merely enrichment—it will be a foundational right for every Detroit young person.

Through deep partnerships and citywide collaboration, schools and youth arts providers can co-create a vibrant ecosystem where learning flows seamlessly across classrooms, studios, neighborhoods, places of worship, virtual platforms, and cultural institutions. From early exploration to professional practice, youth are supported through every stage of their creative development—with access to mentorship, internships, paid apprenticeships, and real-world projects guided by working artists and creative entrepreneurs.

Community-based arts organizations offer vital “third spaces”—imaginative, affirming environments where young people can create, connect, and lead. These spaces provide materials, provide industry connections, and support culturally responsive instruction that bridges Detroit’s legacy of creativity with today’s opportunities. Students don’t just learn to make art—they gain practical skills like budgeting, production, and branding that help them build sustainable creative careers.

This vision requires thoughtful infrastructure to connect families to programs; equitable pay for teaching artists; and ongoing professional development that supports inclusive, trauma-informed practice. When supported with sustained investment, Detroit can become a national model for what happens when a city fully commits to the creative futures of its youth.

One day, every Detroit student will have the chance to learn, lead, and launch their creative dreams in a city that believes in their enormous potential—and every school will be a portal to possibility, connected to a network of mentors, makers, and champions.



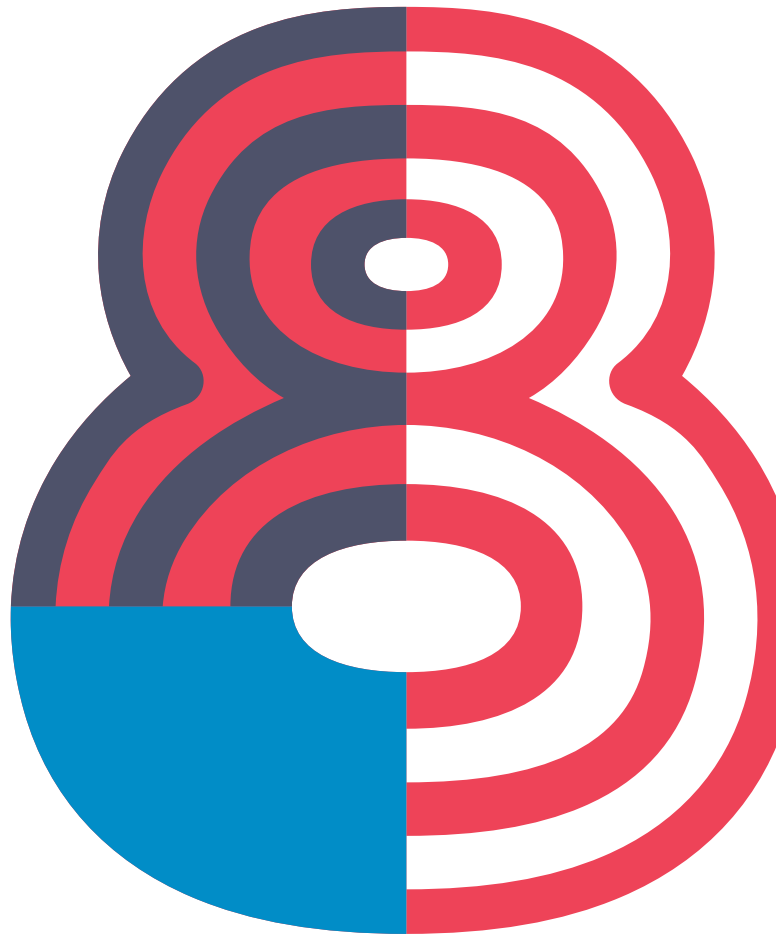
A Vision of DPSCD Arts Educators and Arts School Leaders

We envision a Detroit where every child—regardless of zip code, income, or background—has consistent, equitable access to high-quality arts education from early childhood through graduation. In this future, the arts are not viewed as enrichment, but as a core pillar of academic achievement, personal growth, and college and career readiness. Arts education is treated as a right, sustained by bold policies, robust funding, and strong district-community partnerships.

Beginning with exploration in pre-K and elementary school, continuing with rigorous specialization in middle and high school, students will engage in sequential, culturally responsive instruction in instrumental and vocal music, visual arts, dance, theater, literary arts and creative technology. They will explore the arts not only as forms of expression but as pathways to future careers. Certified, empowered educators will lead this work—supported with professional development, adequate planning time, and the resources needed to deliver world-class instruction. Every school will have the facilities, instruments, and materials to support vibrant arts programs.

Arts learning will extend beyond the four walls of the classroom. Students and teachers will regularly collaborate with teaching artists, cultural institutions, and community organizations, allowing young Detroiters to participate in real-world creative projects and receive mentorship that links passion to profession. Technology will enhance access and expand opportunity while preserving the human element at the heart of artistic practice.

In the future, government policy and equitable funding will allow for structural change, where arts programs are no longer dependent on enrollment metrics but are protected and prioritized as essential to a well-rounded education. The value of arts learning will be reflected in scheduling and staffing. With effective transportation and coordinated scheduling will ensure students can access programs district-wide and city-wide. In the future, Detroit will be known nationally for delivering rigorous, inclusive, student-centered arts education that helps every child learn, lead, and thrive.





DETROIT ARTS EDUCATION DATA PROJECT

Introduction

The National Endowment for the Arts' Collective Impact grant awarded to Connect Detroit to support, DEYA's initiative had two critical components. First, the development and convening of a cross-sector collaborative—the Detroit Partnership for Arts Education (DPAE)—to collectively support equitable access to arts education. Second, the launch of a robust Data Project aimed at establishing a shared baseline and foundation for future planning.

The Detroit Arts Education Data Project, led in partnership with Data Driven Detroit (D3), was designed to provide an accurate snapshot of the current state of arts education access across the city. Drawing on successful models from Chicago (Ingenuity), Boston (Edvesters), and the Kennedy Center's Any Given Child initiative, the study's goal was to provide a clear, comprehensive understanding of where, how, and to what extent Detroit youth are engaging with the arts.

Detroit Arts Education Baseline Data

Over the course of eight months, D3 led a multi-source data collection and analysis process. Together, DEYA and D3 developed a citywide mapping tool to track access to arts education across four key measures:

- ⦿ Disciplines: Which artistic subjects are offered
- ⦿ Depth: How many courses or levels are available
- ⦿ Dosage: Frequency and duration of instruction
- ⦿ Diversity: Cultural relevance and variety of offerings

Key development milestones included:

- ⦿ A custom data collection and mapping tool for ongoing measurement of arts access
- ⦿ Aggregated administrative data from Detroit Public Schools Community District (DPSCD) covering arts course offerings across 105 schools
- ⦿ Integration of previous data from the DEYA-D3 Detroit Youth Arts Mapping Project, which covered non-DPSCD charter schools
- ⦿ High school-specific data sourced through the Michigan Department of Education and analyzed by Wayne State University researchers

This data set* will guide the DPAE in establishing measurable goals and benchmarks as part of a forthcoming Detroit Arts Education Action Plan to expand and ensure equitable access citywide.

* The data set presented for K-8 schools only reflects the largest school district (DPSCD) due to the lack of accurate administrative school data available for charter and private school districts. For future data analysis, it will be essential to collect and include private nonprofit (PNP) schools' data to provide a more complete story of the Arts Education in the city of Detroit



Youth Arts Offerings in Detroit

Exploration of Arts Offerings at Detroit Schools*

This Detroit Arts Education study focuses on Disciplines and Depth of Arts offerings at:

- All DPSCD schools
- DPSCD elementary and middle schools
- DPSCD and Detroit Charter high schools

DISCIPLINES & DEPTH

Disciplines

categories of art forms

Depth

number of disciplines and courses offered by a school

Arts Disciplines

- Instrumental Music (examples: band, orchestra)
- Vocal Music (examples: choir, solo performance)
- Visual Art (examples: drawing, painting, sculpture)
- Theater (examples: acting, costuming, playwriting)
- Dance (examples: ballet, modern, hip hop, street dance, African dance)
- Multimedia Production (examples: digital creation, sound, lighting, television)
- Examples of courses counted in multiple arts disciplines:
 - Cinematography/video, and film are counted as a multimedia production course AND a visual art course.
 - General music, IB music, music theory, and music appreciation are counted as a vocal music course AND an instrumental music course.

* The data set presented for K-8 schools only reflects the largest school district (DPSCD) due to the lack of accurate administrative school data available for charter and private school districts. For future data analysis, it will be essential to collect and include private nonprofit (PNP) schools' data to provide a more complete story of the Arts Education in the city of Detroit



Arts in DSPCD Schools

DSPCD, 2024-2025

- The educational entity master (EEM) file includes **99** DSPCD Buildings that:
 - are open-active, a local entity area school, and offer grades within the k-12 category (assigned an elementary, middle, or high school category)
- **79 Schools offer K-8 instruction**
 - 77 Schools offer K-5 instruction
 - 68 Schools offer 6-8 instruction
- **26 Schools offer 9-12 instruction**
- Buildings in DSPCD but excluded from the 99 are “Local Education Agency Unique Education Provider” buildings and/or buildings with “Other” listed as their School Level:
 - Randolph Career and Technical Center
 - Golightly Career and Technical Center
 - Breithaupt Career and Technical Center
 - Office of Adult Education
 - Charles R. Drew Transition Center
 - Diann Banks-Williamson Educational Center



Access to Arts Offerings in DSPCD Schools

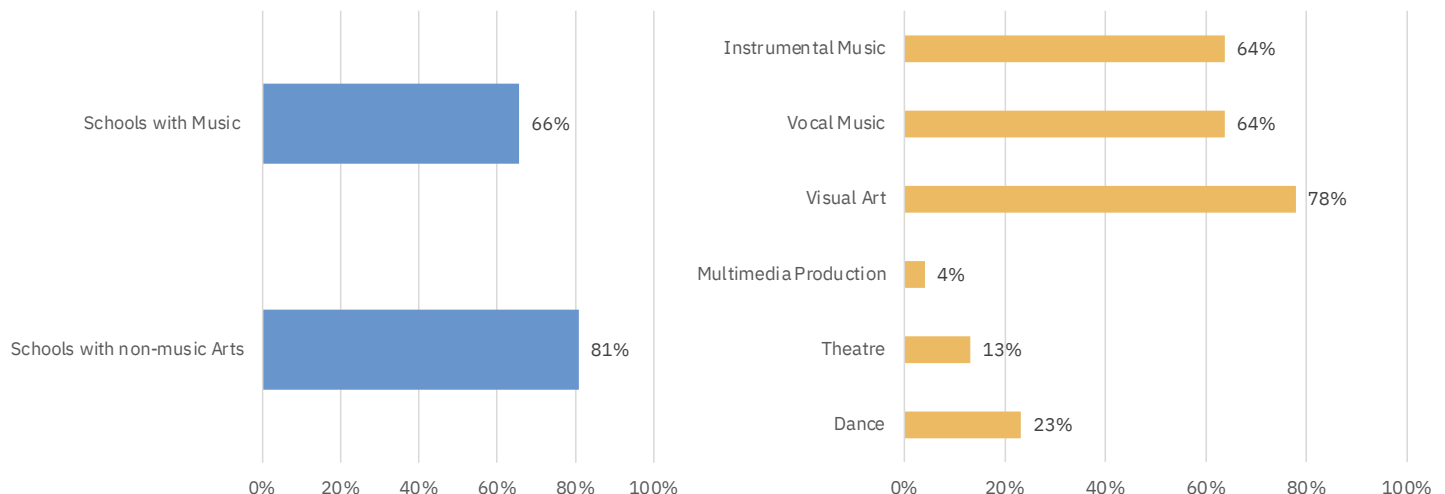
93% of DPSCD schools currently offer Arts courses

66% of DPSCD schools offer Music courses

81% of DPSCD Schools offer Non-Music Arts (Visual Arts, Dance, Theater, Multimedia Production)

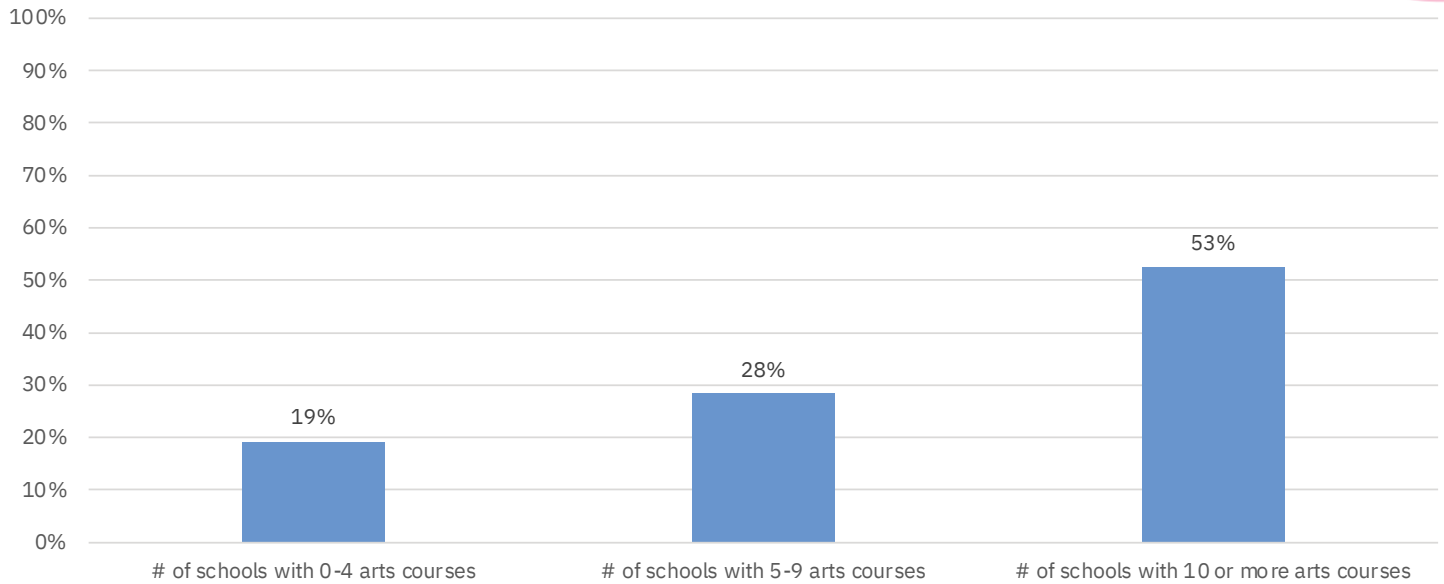


DISCIPLINES: Percentage of DPSCD Schools by Arts Discipline

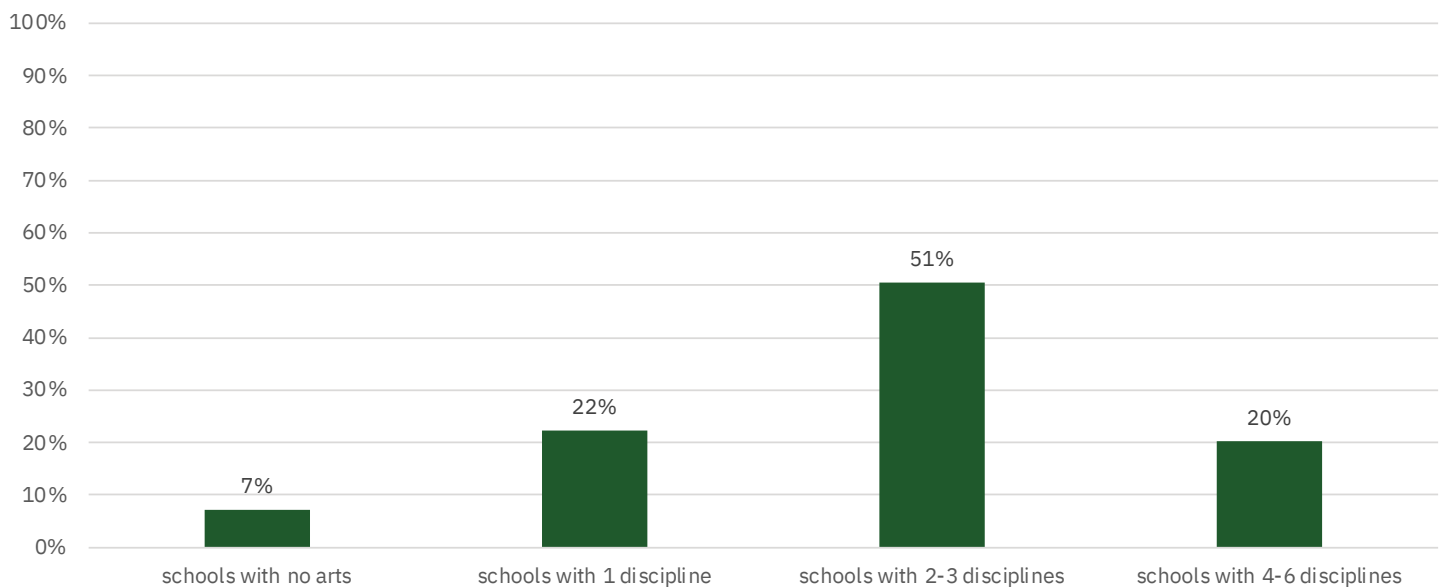




DEPTH: DPSCD Schools by number of Arts Courses



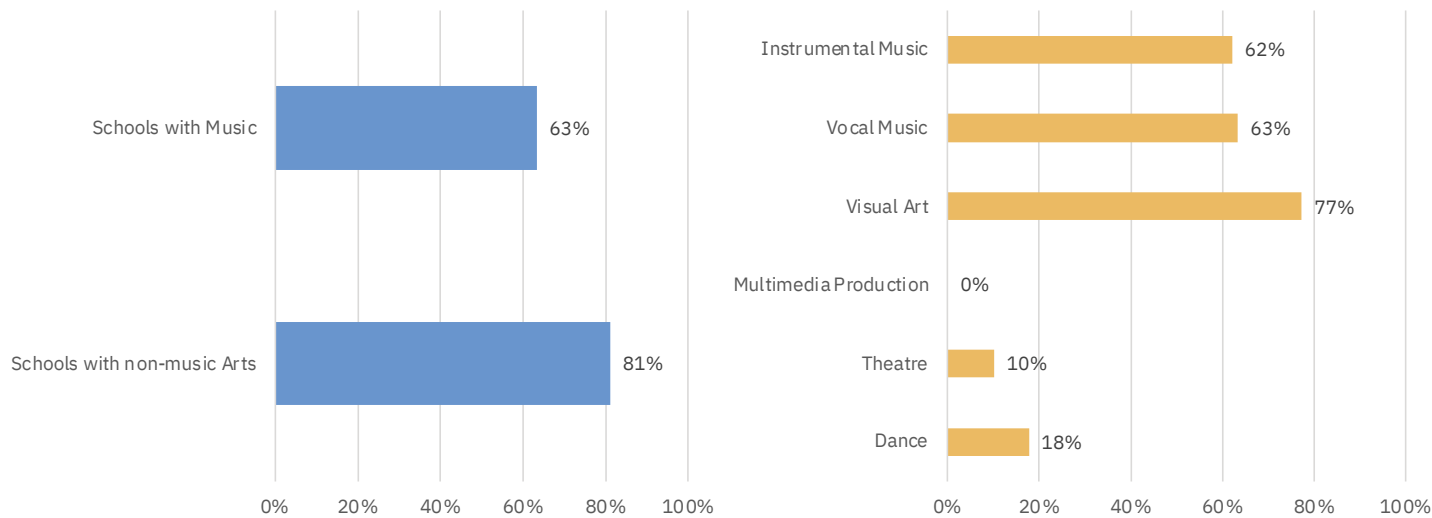
DOSAGE & DISCIPLINES: Number of Disciplines at DPSCD Schools



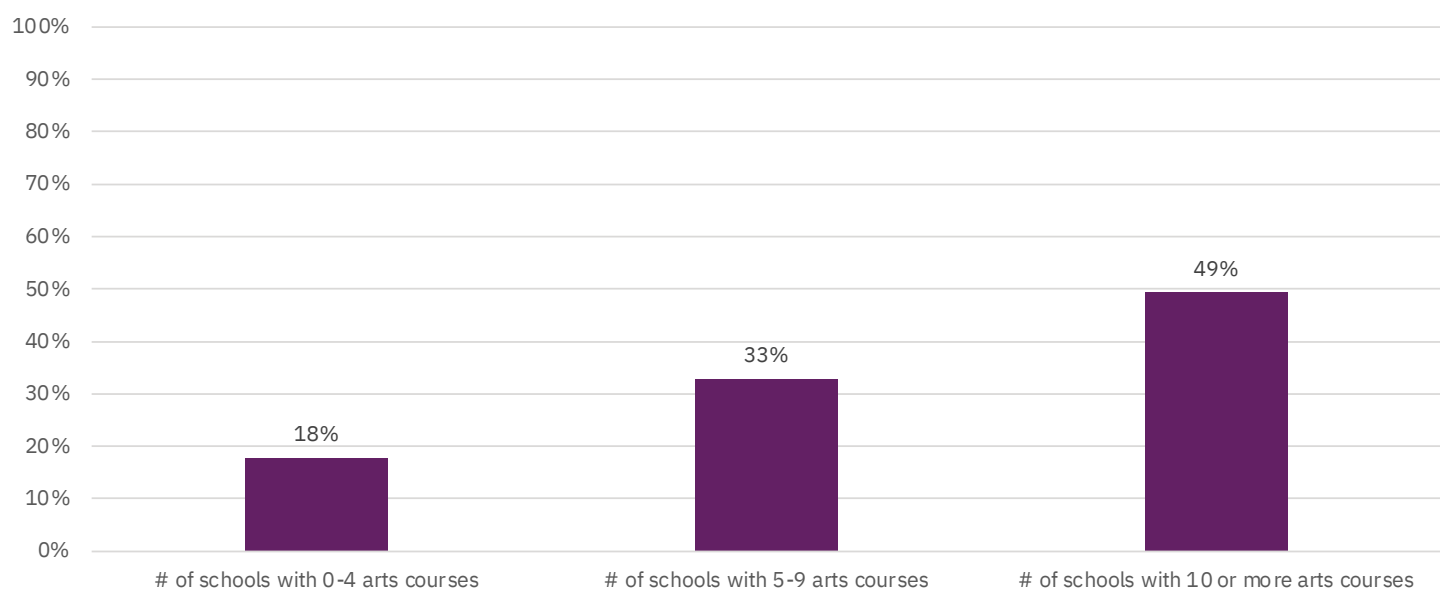


K-8 Arts Courses at DPSCD

DISCIPLINES: DPSCD Elementary & Middle Schools

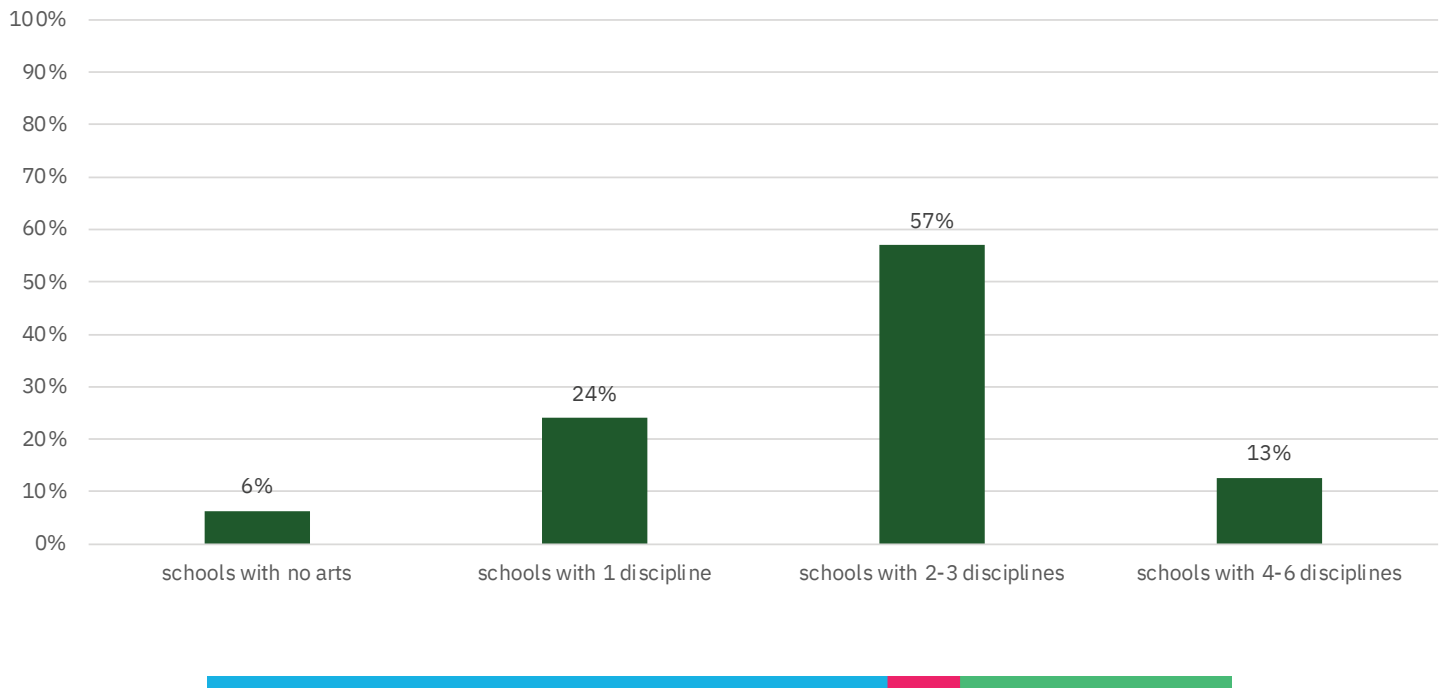


DEPTH: DPSCD K-8 by Number of Arts Courses



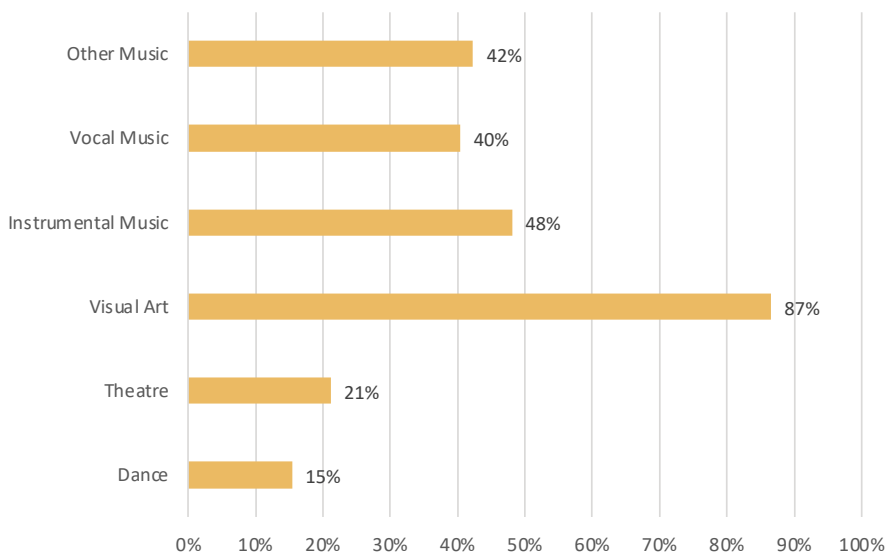


DEPTH & DISCIPLINES: DPSCD K-8 Schools by Number of Disciplines



Detroit High Schools Charter and DPSCD

DISCIPLINES: Detroit High Schools



- 📍 **87% of Detroit High Schools offer (visual) art**
- 📍 **48% offer instrumental music**
- 📍 **15% offer dance**

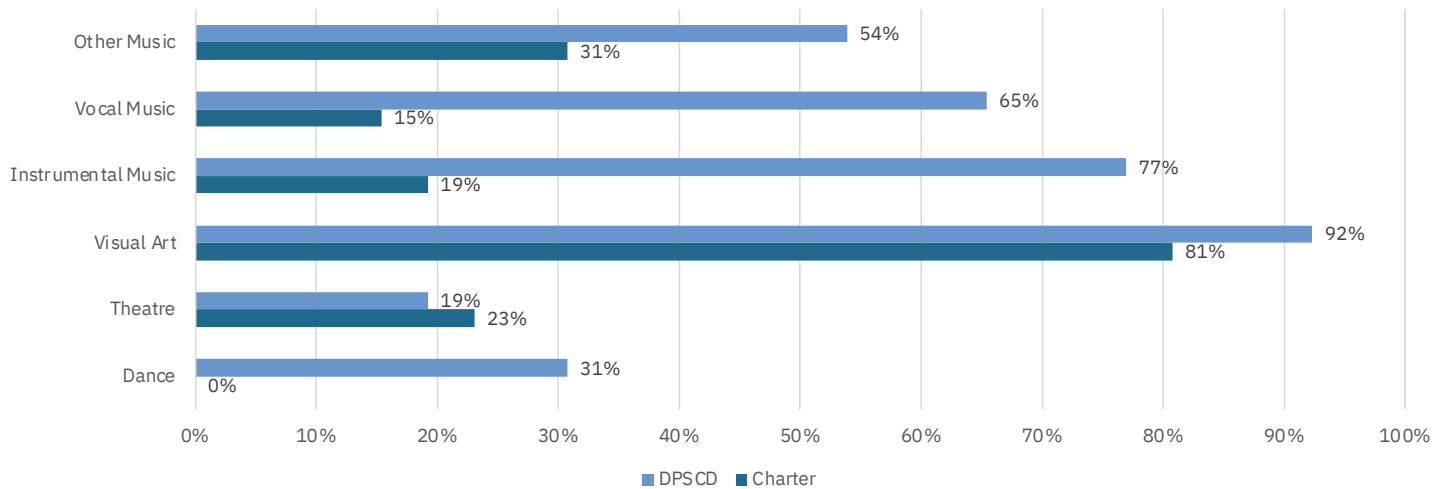
Notes about categories:

- 📍 “Other Music” includes general music courses (i.e. elementary classes), music appreciation, history, song-writing, etc.
- 📍 Visual arts courses include general art courses (i.e. elementary classes), art history, ceramics, crafts, drawing, sculpture, film, photography, jewelry, graphic design, etc.



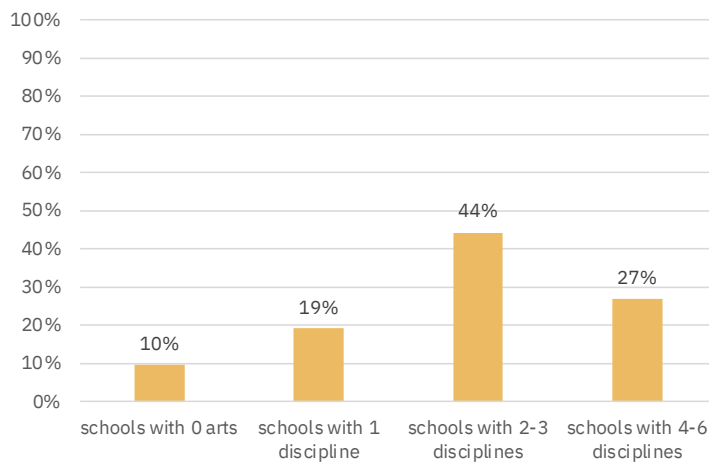
DISCIPLINES: DPSCD & Charter Detroit High Schools

Percentage of high schools offering each discipline by school type

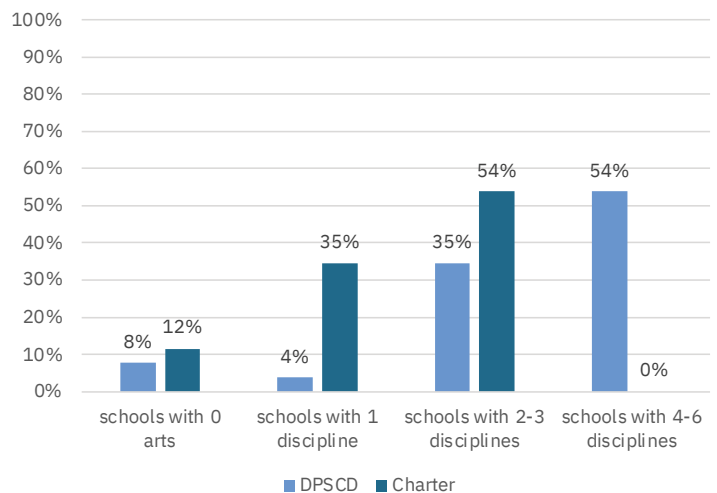


DISCIPLINES & DEPTH: Number of Disciplines at Detroit High Schools

Detroit High Schools



DPSCD vs Charter



Sources

- Detroit Public Schools Community District, 2024-2025
- MERI-Michigan Education Data Center

The Detroit Charter and DPSCD High School analysis was completed using data work that was conducted in part by researchers at Wayne State University using data structured and maintained by the MERI-Michigan Education Data Center (MEDC). MEDC data is modified for analysis purposes using rules governed by MEDC and are not identical to those data collected and maintained by the Michigan Department of Education (MDE) and/or Michigan's Center for Educational Performance and Information (CEPI). Results, information and opinions solely represent the analysis, information and opinions of the author(s) and are not endorsed by, or reflect the views or positions of, grantors, MDE and CEPI or any employee thereof.

Conclusion and Key Findings

The Detroit Youth Arts Data Project has provided a powerful baseline for understanding arts education access in Detroit. In DEYA's collective impact work, we focus on what we call the — 4 Ds: Disciplines, Depth, Dosage, and Diversity—the findings reveal both promising progress and areas for growth.

Progress Highlights (DPSCD):

The data clearly supports marked positive growth in Arts programs within DPSCD since 2017 following emergency management and the school board election of Superintendent Dr. Vitti. Under Dr. Vitti's leadership DPSCD reports that currently all schools have at least one Arts program and the majority of schools have more than one Arts program. This data is consistent with that reported progress.

- **93%** of DPSCD schools have students currently enrolled in arts courses
- **79%** offer visual arts instruction
- **71%** of schools offer multiple disciplines; 20% offer 4–6 distinct disciplines
- **82%** of K–8 schools provide five or more arts courses
- **DPSCD high schools** offer significantly broader access to nearly all disciplines compared to Detroit charter high schools

Equity Gaps and Areas for Growth:

- **37%** of K–8 DPSCD schools do not offer music instruction
- **23%** of K–8 DPSCD schools do not offer visual arts
- Limited access to other disciplines across the district:
 - Dance: **23%** of schools
 - Theatre: **13%**
 - Multimedia Production: **4%** (potentially underreported)
- **29%** of DPSCD schools do not offer more than one artistic discipline
- **19%** of DPSCD schools offer fewer than five arts courses
- Charter high schools show significant deficits:
 - Only **50%** offer music
 - Just **15%** offer choral music and **19%** offer instrumental music
 - **0%** report offering dance programs

NEXT STEPS:

The findings reinforce the urgent need for further research, particularly around:

- **Dosage:** the frequency and consistency of instruction
- **Diversity:** the cultural responsiveness and inclusivity of course offerings
- **K–8 charter schools:** where significant data gaps remain



Out-of-School-Time (OST) Equity Gaps and Areas for Growth:

As highlighted in data from the previous Detroit Youth Arts Mapping Project, conducted by Data Driven Detroit, there remain significant equity gaps for Detroit youth living in certain areas of the city.

- ◉ More than half of the youth currently participating in Detroit OST Youth Arts programs come from outside of the city of Detroit.
- ◉ Five “Detroit Youth Arts Opportunity Zip Codes” in Detroit (48209, 48210, 48212, 48224, 48228) have less youth participating in Detroit youth arts programs than one zip code in Oak Park.
- ◉ The “Detroit Youth Arts Opportunity Zip Codes” have greater youth density (youth to adult ratio) than any other zip codes in the city of Detroit.

Next Steps:

DPSCD’s commitment to expanding arts education access within the District and through access to Out-of-School-Time Arts programs will guide the data collection process with Data Driven Detroit moving forward. The participation of Arts-focused charter schools has been significant, but more participation is needed by charter schools in general is needed to identify where there are gaps to access across the city.

The findings reinforce the urgent need for further research, particularly around:

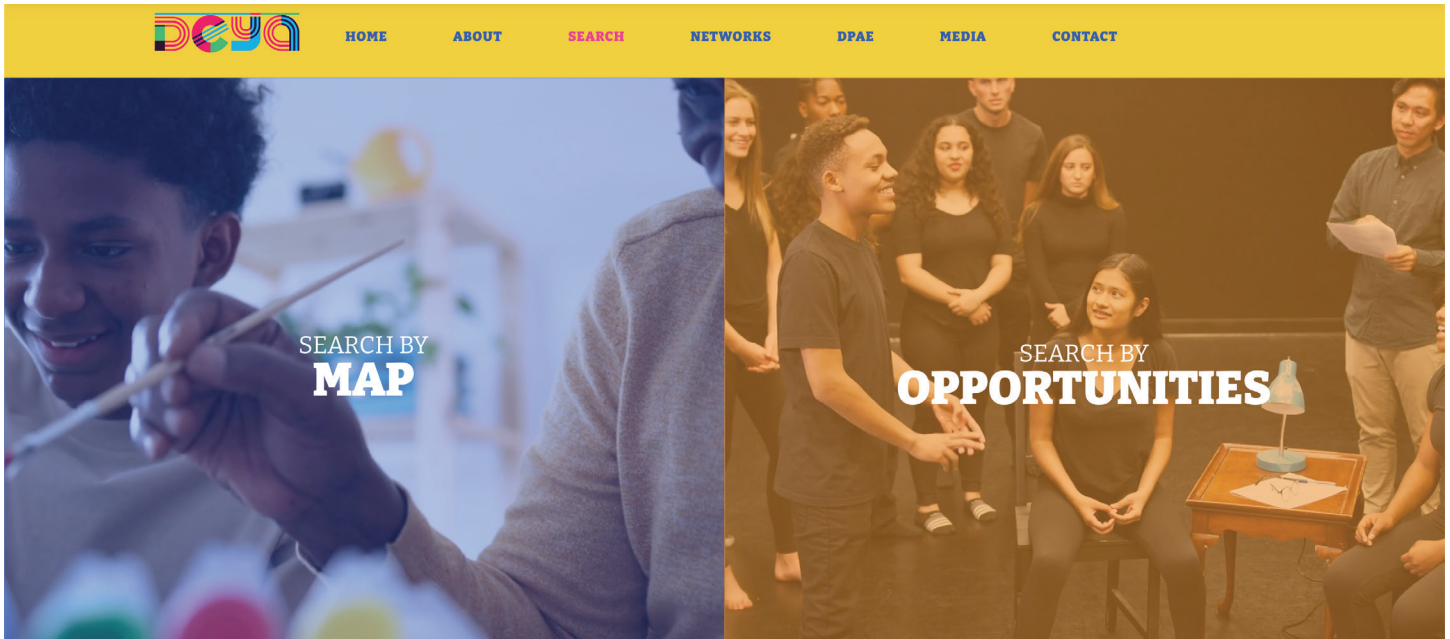
- ◉ **Dosage:** the frequency and consistency of instruction
- ◉ **Diversity:** the cultural responsiveness and inclusivity of course offerings
- ◉ **K–8 charter schools:** where significant data gaps remain

In response, DEYA and D3 have developed a new arts education data collection and evaluation tool to enhance future monitoring and support more effective planning. This tool is modeled on national best practices and will serve as the foundation for a more detailed, equitable approach to evaluating and expanding access to the arts.

Research will continue into equitable access to OST arts opportunities, and a new technological tool – the Detroit Youth Arts Navigator (page 22) – has been established to provide access for youth, families and schools to available arts programs throughout Detroit.

As the DPAE moves toward implementing a citywide Arts Education Action Plan, the insights from this data will inform targeted strategies to build on the district’s progress, while addressing the systemic barriers that continue to limit access for too many of Detroit’s youth. Our collective goal is clear: to ensure that every young person in Detroit has full, meaningful, and culturally relevant access to the arts—regardless of zip code or school type.

Detroit Youth Arts Navigator



The *Detroit Youth Arts Navigator* is a powerful new tool designed to make arts education more accessible, visible, and connected across our city. Supported by a National Endowment for the Arts “Collective Impact” grant, the Navigator addresses a longstanding barrier in Detroit: the lack of centralized, easily accessible information about youth arts opportunities. Its aim is to break down barriers to information access for youth, families, teachers, schools, policymakers and funders.

Developed in partnership with Digital Detroit Media (DDM) and hosted on the DEYA website, the Navigator is a dynamic, searchable online directory that serves as a one-stop hub for discovering arts programs for youth across Detroit. Users can filter listings by artistic discipline, age group, cost, accessibility, and more—making it easier for families, students, educators, and community partners to find the right creative opportunities.

In addition to the program directory, the Navigator includes a robust interactive map, developed with data partner **Data Driven Detroit (D3)**. This map provides a visual, user-friendly way to explore arts education opportunities both in-school and out-of-school, across both DPSCD and charter schools. Visitors can search by school or neighborhood to see which artistic disciplines are offered, and where.

Currently, the Detroit Youth Arts Navigator features:

- **45+ youth arts programs** offered by community-based organizations
- **100+ Detroit schools** (including DPSCD and charter schools) with arts course data

To ensure its relevance and accuracy, the Navigator is updated twice a year.

Explore the Navigator at:
www.deyaYouthArts.com/navigator



DETROIT EXCELLENCE IN YOUTH ARTS

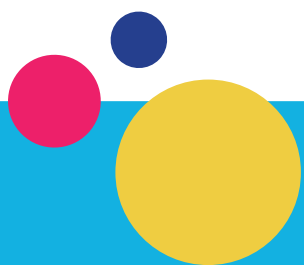
Detroit Excellence in Youth Arts (DEYA) serves as a catalyst for cross-sector collaboration to ensure all youth have equitable access to Detroit's rich cultural legacy and the transformative power of the arts. DEYA convenes the city's youth arts sector to create greater collective capacity – in schools and in the community – to support Detroit youth in finding their voice; developing social emotional learning and transferable workplace skills; and forging pathways to post-secondary education, creative careers, and economic mobility through the arts.

DEYA Key Strategies:

- ◉ Driving advocacy and investment to promote youth arts' essential role in education, youth development, and workforce development, and to unlock new resources to ensure the youth arts sector's long-term vitality.
- ◉ Catalyzing collaborative platforms and networks to amplify and empower youth, youth arts providers, teaching artists and arts educators;
- ◉ Coordinating entities throughout the city to tackle systems and infrastructure issues creating barriers to arts participation for Detroit youth and families;
- ◉ Providing data and community-based research to identify patterns and macro-level gaps, identify inequities, and inform policy and practice change.

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Detroit Excellence in Youth Arts

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