

Detroit YOUTH ACTION PLAN





OUR VISION

Detroit's youth are overflowing with untapped power and potential. They are brilliant, not broken. We believe our youth can rise above circumstances and live their wildest dreams. Our young people deserve to grow up immersed in school, home, and community environments that center their value, safety, and well-being, where their interactions are characterized by compassion, curiosity, joy, and love. It is our duty to steer young people toward their self-determined destination. In order to create the Detroit we all desire and know our young people deserve, our approach must be multigenerational and call for community, organizations, and systems to work together. We are creating a shared vision for young people, to which we are all accountable. We are the Village.

THE REALITY

The current landscape of inequity in Detroit is rooted in both historical and contemporary injustices. Multiple institutions, including the government, have participated in building and maintaining this structural inequality. As a result, our children, youth, and families are cut off from the opportunities and resources they need to thrive. Our systems, as they exist, do not adequately address the needs of our youth. We recognize and salute young leaders, community members, elders, and organizations working each day to ensure a Detroit that our young people deserve. We also recognize that we still have work to do. The Detroit Youth Action Plan (DYAP) defines supports that the full community must provide and specifies high-quality standards across all systems and places where young people spend time. We see the DYAP as a comprehensive and effective blueprint for children and youth that does the following. The DYAP:

- Establishes a balanced set of goals and indicators for all children, youth, and young adults that includes preparation and problem-reduction in all areas of development.
- Defines supports that the full community must provide and specifies high-quality standards across all systems and places where young people spend time.
- Creates a big-picture, goal-oriented action plan that establishes action strategies, stakeholder commitments, and tools for ongoing accountability.
- Formalizes common terms and communicates core messages to improve communications among joint efforts and to the public.

THE APPROACH

Through the Detroit Youth Action Plan (DYAP), we are proposing a new approach that truly elevates and centers the voices and needs of our young people. Detroit's Youth Action Plan—commonly called “Youth Master Plan”—defines the resources, needs, pathways, and collective vision for children and youth in the city of Detroit. Across each of the six action plan impact areas, we will continue our work with youth, youth-serving organizations, and a network of partners. We will develop specific goals and strategies that all stakeholders supporting our youth can engage in and contribute to as we help usher the DYAP from our freedom dream to our liberated reality. We know that this will only be possible through unapologetically centering and lifting up our young people, paired with deep, sustained partnership and authentic power-sharing. Through this partnership and collaboration, we will work together to build the Detroit our youth deserve. Our DYAP process was only possible with the partnership of youth, community, and youth-serving organizations across the city of Detroit. We engaged over 500 Detroit youth, parents, family members, local officials, educators, school leaders, community organizations, and residents across our city to drive the Youth Action Plan. Your stories, experiences, and ideas defined much-needed solutions for our youth. So, we listened to what our community had to say and compiled it into this report.

The creation of the Detroit Youth Action Plan would not have been possible without the voices of our community. So, in the Spring of 2023, Teen HYPE hosted hundreds of Detroiters across seven Community Talks. Led by the city's youth, with support from Teen HYPE, the Detroit Youth Action Cabinet, and other adult volunteers, talks were held across all seven districts. Each Community Talk followed a similar agenda, including an ice-breaker activity for neighbors to get to know each other and get comfortable. After the ice-breaker, youth leaders initiated conversations where community members came together and 1) identified the root causes of community issues, 2) brainstormed solutions, and then 3) prioritized their solutions. In addition to the Community Talks hosted by Teen HYPE in April 2023, intercept surveys were conducted by Teen HYPE between July and August to collect input that would further inform the DYAP and build on the community input already gathered. Through the Community Talks and the intercept surveys, community members came up with and supported each other's solutions. Ultimately, it is clear that the people of Detroit want to further uphold the village mentality. Embodying the village enables everyone to tap into their individual and collective power to provide transformative solutions for building an even stronger city. By embracing the village mentality in our Detroit, we can build meaningful connections between generations, increase access and opportunities for individual and collective success, and create safer neighborhoods, all while celebrating and centering our city's rich, diverse, and powerful history.

ACTION PLAN VALUE AND IMPACT AREAS

Driving Value: Youth and Community Voices

Elevating youth voice and listening to community perspectives holds a primary value in the Detroit Youth Action Plans' future efforts. Youths hold expertise about their own lived experiences, culture, and community. Community members better understand opportunities and barriers experienced by youth in their neighborhoods. Structures cannot speak for people. Rather than doing things for youth or in the name of youth, activities will collaborate with or be led by youth. In addition to which, findings will continue to listen to communities and ensure people outside of a structure and do not hold powerful positions still hold value and have a voice through continued feedback loops.

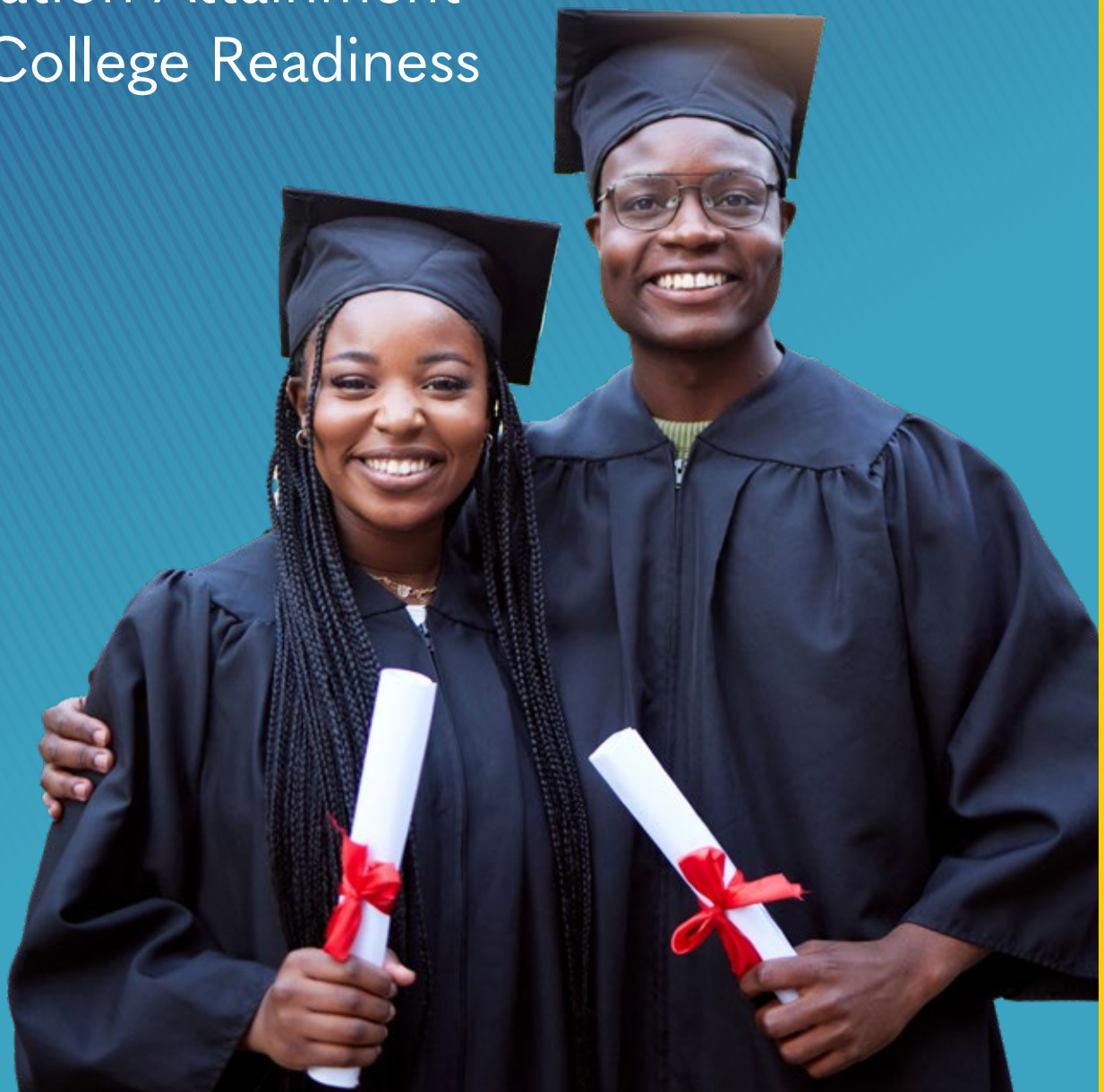
PROPOSED DETROIT YOUTH ACTION PLAN

The proposed framework highlights thematic areas for the Detroit Youth Action Committee (DYAC) to focus on over the next 10 years. Themes emerged from each community's priorities. The DYAC steering committee validated this framework. Structural and developmental theories contribute to its development, most notably Social Determinants of Health¹, Bronfenbrenner's Ecological Model², and Relational Developmental Systems³. As an emerging, dynamic, live document, it is expected concepts and priorities will shift over the years. Each iteration of the Detroit Youth Action Plan builds on the next allowing for flexibility and growth.



EQUITABLE LEARNING AND DEVELOPMENT

Education Attainment
and College Readiness



OUR VISION

We envision a Detroit where all children have access to an education that is culturally relevant and rigorous, nurtures their unique talents, and equips them with the tools, skills, and foundational knowledge to imagine, explore, and achieve their wildest dreams. Our youth embody the rich hustle and innovative spirit of the people of Detroit. They are talented, resourceful, and eager for engaging and aligned avenues to apply their talents and develop their skills.

THE REALITY

The education system in the city of Detroit does not meet the social, emotional, mental, or academic needs of our city's youth, ages 0-24. This is seen in our attendance and achievement data and through our city's lack of adequate investments in quality early childhood education, support for educators and families, and community learning opportunities. Additionally, approaches to in-school discipline often create experiences that are trauma-inducing and developmentally inappropriate and usher our youth into the school-to-prison pipeline, starting as early as age 3. In 2022, only 12% of 3rd-grade students from Detroit met or exceeded grade-level standards in English Language Arts. In the same year, only 11.6% of 8th-grade students met or exceeded grade-level standards in Math, and 69% of all public school students missed 10% or more school days. The graduation rate for Detroit Public Schools was only 69.4% in 2020. Our youth are at risk of being pushed out of or disengaging with school, graduating with limited exposure and options, and not entering college or viable career pathways. Youth and families of Detroit deserve access to quality education that meets their present and prepares them for futures where they are thriving. They want to provide their children with strong educational foundations that serve as springboards for them to manifest realities fueled by their imaginations, intellects, and community pride and connections.

WHAT OUR COMMUNITIES EXPRESSED

Residents who attended Community Talks in Districts 1, 2, 4, 5, and 7 all identified and prioritized solutions for an improved education system. Community members in District 5 suggested schools provide education that translates into useful skills, enhancing financial literacy and increasing access to even more career pathways. District 2 championed schools that emphasized readiness, reading, and special education for students, along with technology hubs that provide programming classes for the entire community. They also raised the importance of quality education for all types of learners. Residents of District 7 proposed greater access and inclusivity for Detroit youth that incorporates effective transportation.

DATA SOURCES FOUND AND NEEDED

Detroit Data Available by Lifespan Segments:

- Absenteeism
- Literacy and math proficiency
- School quality
- Education levels achieved- HS and university graduate rates disaggregated by race
- Early Childhood Education enrollment

Wayne County Data:

- Safety in Schools

Statewide Data:

- Early childhood education policies for early childhood workers

Missing:

- Parental Engagement in Schools
- Disciplinary rates of youth within schools: suspension, expulsion, or arrests

Contextual:

- Research on chronic absenteeism and nonstandard parent work schedules and the school-to-prison pipeline

DATA SOURCES

Pre-Kindergarten Ages 0 – 5	Elementary School Ages 6 – 10	Middle School Ages 11 – 14	High School Ages 15 – 18	Youth Adults Ages 19 – 21+
<p>Reduce high absence rates in Kindergarten (MI School Data⁴)</p> <p>Increase Detroit Early Childhood Providers with 4 or 5 QRIS ratings (Great Start to Quality, 2021⁵)</p> <p>PreK enrollment GSRP / Head Start</p>	<p>Reduce high absence rates in 1, 2, 3rd grade (MI School Data⁶)</p> <p>Increase literacy and math reading proficiency</p> <ul style="list-style-type: none"> • Proficiency at 3rd and 4th grade (State of the Detroit Child⁷, DPSCD⁸, MI School Data⁹, and NECP¹⁰) 	<p>Increase literacy and math reading proficiency.</p> <ul style="list-style-type: none"> • Proficiency at 8th grade is tracked (State of the Detroit Child¹¹; NECP¹²; DPSCD¹³; DPSCD Board Documents¹⁴) • Combined Proficiency 3rd – 7th grade (DPSCD Board Documents¹⁵) <p>Access to high quality schools:</p> <ul style="list-style-type: none"> • Ratings of school quality (Midwest EdTrust¹⁶; Good Neighborhoods Initiative¹⁷) 	<p>Increase literacy and math reading proficiency.</p> <ul style="list-style-type: none"> • Percent of students who scored at, above or below college readiness proficiency on the SAT assessment in all subjects and by subject (State of the Detroit Child¹⁸) • Proficiency of students on P/SAT Grade 8-11 (DPSCD Board Documents¹⁹) <p>Access to high quality schools:</p> <ul style="list-style-type: none"> • Ratings of school quality (Midwest EdTrust²⁰) <p>Maintain or increase high school graduation rates</p> <ul style="list-style-type: none"> • 4-year high school graduation rates (DPSCD Board Documents²¹) • High school graduation rates (State of the Detroit Child²²; MI School Data²³) 	<p>Maintain or increase high school graduation rates</p> <ul style="list-style-type: none"> • High school graduation rates (State of the Detroit Child²⁴; MI School Data²⁵) • Percent of Detroit public school graduates who have enrolled or not enrolled in college within 12 months of graduating (State of the Detroit Child²⁶) • Graduation rates for Detroit FITIAC students - Wayne State has strong data on this • Monitor rates of educational attainment (State of the Detroit Child²⁷)

Students who are chronically absent:

- Percent of public school students missing 10% or more school days (State of the Detroit Child²⁸; Every Day Counts²⁹)
- Context: recent Detroit research links chronic absenteeism to nonstandard parent works schedules and/or unemployment (Ballentine et al., 2022/Detroit PEER³⁰)
- Context: recent Detroit research links chronic absenteeism to the school-to-prison pipeline (Lenhoff et al., 2023/Detroit PEER)³¹

Family Engagement in Education Department is a suggested source for data in the future. In connection to feelings of racism, inequitable school systems, and a lack of neighborhood education focusing on Family Engagement makes sense going forward. While unavailable now, it may be fruitful to develop a relationship with the I found the following contact information available³².

There are data sources outside of Detroit in Wayne County that do not directly relate but are measures of interest for creating inclusive environments:

- Decrease the % of students who feel unsafe in school (MiPHY Wayne County, School Domain, Perceived Safety, MS and HS³³)
- Increase the % of students who feel safe in school (MiPHY Wayne County, School Domain, Rewards for Prosocial, MS and HS³⁴)

Early Childhood Education (ECE) centers have bloomed as a focus area in Michigan and Detroit and led by Hope Starts Here Detroit, some contextual Michigan level data can be found here:

- Improved policies supporting Early Childhood Education (Early Childhood Workforce Index³⁵)
- Improved pay for Early Childhood workers (Early Childhood Workforce Index/Early Childhood Workers' Wages³⁶)

PROPOSED SOLUTIONS

- Provide workshops and online resources that equip youth and parents with the knowledge and tools needed to advocate for learning experiences aligned with their wants and needs.
- Create space for young people to work alongside school officials to design culturally relevant curricula that incorporate social-emotional learning and are inclusive of all learners.
- Mobilize community organizations and community spaces like community and recreation centers, schools, bookmobiles, and public libraries as hubs for educational programming and other learning initiatives.
- Invest in learning that happens outside of the K-12 school system, including early childhood education, out of school time programming, and recreation programming.



HEALTH & WELLNESS

Mental and Physical Health



OUR VISION

We envision a Detroit that supports the positive physical, social, and emotional development of our youth and the adults who care for them, acknowledging that healthy individuals are the foundation for healthy families and healthy communities. In our Detroit, we have well-balanced minds and diets and healthy sex lives and live in neighborhoods where everyone is educated on and inclusive of varying gender and sexual identities.

THE REALITY

The disjointed physical and mental healthcare systems in Detroit do not meet the needs of our children, youth, and families. These resources are often costly and/or inaccessible and do not appropriately center the unique development stages, cultural context, and lived experiences of Detroiters. Detroit youth face significant challenges – at no fault of their own. For example, air pollution in Detroit has led to a significant difference between the prevalence of asthma among children in Detroit (14.6%) compared to the state of Michigan (8.4%).³⁷ Detroit children also lag in all immunization categories compared to the rest of the state of Michigan.

In 2020, the University of Michigan Policy Lab, Transforming Research into Action to Improve the Lives of Students (TRAILS), and Detroit Public Schools Community District (DPSCD) surveyed over 11,000 students about their mental health and found that many had experienced trauma and significant mental health concerns, including suicidal ideation. 23% reported having seriously thought about attempting suicide in the past year. 31% reported thoughts of suicide or self-harm in the past two weeks. While 56% reported symptoms of anxiety and 62% symptoms of depression.³⁸ Before COVID-19, youth were already experiencing these challenges, and the stress and isolation during the pandemic only exacerbated these issues.

WHAT OUR COMMUNITIES EXPRESSED

Still healing from the impact of the COVID-19 epidemic and quarantine, Districts 3, 5, 6, and 7 lifted mental health and wellness solutions as essential for the youth of the community. They prioritized solutions for social-emotional, mental, and physical health and well-being. These residents identified raising awareness about mental health and combating the shame around needing therapy and other forms of mental health support as key initiatives. District 2 highlighted the need to connect generations and build more understanding around intergenerational trauma.

District 5 affirmed boosting support and services for youth and families will reduce isolation, depression, and (domestic) violence, resulting in healthier communities.



Young people and community members in District 6 highlighted how embracing the positive aspects of mental well-being should start with unpacking how we talk about it. Participants challenged themselves to exercise empathy, which can shift misperceived statements like “You’re not depressed; you’re lazy” into compassionate and active concern. By shaking off the shackles of the misguided pride undergirding declarations like “Black [people] don’t do therapy,” community members can normalize getting the support they deserve, desire, and need with their mental health and truly thrive.

Community members want and deserve new quality health programming, including telehealth, free clinics, and improvements to existing initiatives. By prioritizing physical and emotional wellness, community members are confident they can get the support they need within their own neighborhoods.

DATA SOURCES FOUND AND NEEDED

Detroit Data Available:

- Access to mental health
- ACES
- Anxiety, depression and other mental health rates of youth
- Barriers to Accessing mental health resources
- Infant mortality rates
- Uninsured children and youth rates
- Number of child and adolescent health centers
- Asthma rates (cross sectional report)

Wayne County:

- HIV and AIDs rates for youth aged 13-24 in the Metro Detroit Area and surrounding areas
- Some YRBS measures, not collected in DPSCD

Data Missing:

- YRBS – stopped being collected in 2017
- Henry Fords’ health-based centers
- Health hubs data will be available in a few years
- Access to insurance
- Access to mental health and health centers
- Sexual health behaviors

DATA SOURCES

Pre-Kindergarten Ages 0 – 5	Elementary School Ages 6 – 10	Middle School Ages 11 – 14	High School Ages 15 – 18	Youth Adults Ages 19 – 21+
<ul style="list-style-type: none"> Percent uninsured of children under 6 (State of the Detroit Child) Infant Mortality (State of the Detroit Child) 	<p>Access:</p> <ul style="list-style-type: none"> Percent uninsured of children under 6-17 (State of the Detroit Child³⁹) Access to mental health resources at schools (Youth Policy Lab⁴⁰; Mental Health America⁴¹) A compiled list of sexual health locations in Detroit (Find Help⁴²) <p>Asthma:</p> <ul style="list-style-type: none"> Asthma rates for adults and youths comparing Detroit to MI data, updated in '21 with '19 data (MDHHS⁴³) <p>HIV & AIDS:</p> <ul style="list-style-type: none"> HIV & AIDS for youth 13-24 (AIDSVu⁴⁴) Context: social media's efforts related to HIV and AIDS in MI (MPHI⁴⁵) Statewide declining rates of HIV/AIDs in MI (MDHHS⁴⁶) Statewide 10-year report of STI's in MI (MDHHS⁴⁷) <p>Mental Health</p> <ul style="list-style-type: none"> ACES scores for Detroit Public School Students (Youth Policy Lab⁴⁸) Anxiety and Depression rates among Detroit Public School Students (Youth Policy Lab⁴⁹; Mental Health America⁵⁰) Suicide rates for youth in Michigan (Michigan Suicide Prevention Commission⁵¹) Michigan and County levels of mental illness amongst youth and youth in prisons (NAMI⁵²; MDHHS⁵³) <p>Vaping & Tobacco</p> <ul style="list-style-type: none"> Wayne county level data for vaping use by high school students (MI Health Department,⁵⁴ and can be updated by contacting the MDHHS Tobacco Control Program at 517-335-8376). State level data for tobacco use by youths (MDHHS⁵⁵) Context: Michigan's state of tobacco control (American Lung Association⁵⁶) Context: National level data for use of tobacco and e-cigarettes by middle and high school students (National Tobacco Use Annual Survey⁵⁷) <p>Statewide data:</p> <p>Michigan wide data for youth is available on the following topics: Physical, oral health and function, Emotions and Mental Health, Health Insurance Coverage, Health Care Access and Quality, Community and School Activities, Family Health and Activities, Neighborhood Safety and Support, Child and Family Demographics, Impact of Coronavirus (National Survey of Childrens Health⁵⁸)</p>			<ul style="list-style-type: none"> Percent uninsured of children under 18-24 (State of the Detroit Child⁵⁹)

Publicly available Detroit level health and wellness data on children and youths will be available when the new health hubs are more established (in the next two years). Currently, limited public data is available. Since 2017, Youth Risks Behavior Survey has not been used and the Detroit Public Schools do not participate in MiPHY. Henry Ford does not publicly share health-based school center data.

- Access to high quality health and wellness centers:
- Monitor the number of child and adolescent health centers (Behavioral health and School nursing⁶⁰)

There are data sources outside of Detroit in Wayne County that reinforce positive health and wellness of measures and could be useful to keep track of:

- % of students who eat 5 or more servings of fruit and vegetables in the past seven days (MiPHY Wayne County, School Domain, Nutrition, MS and HS⁶¹)
- % of students who were physically active for a total of at least 60 mins per day on five or more of the past seven days (MiPHY Wayne County, Physical Activity, MS and HS⁶²)
- Other potential measures that could be asked are available at a nationwide level from the Adolescent Behavior and Experiences Services⁶³

Contextually, a studying is reviewing statewide health and wellbeing supports statewide and maybe useful:

- Increase statewide policies that support health and wellbeing for all families (Health and Wellbeing Supports⁶⁴)

Given the data available below and what was found in Community Talks, there is a need to monitor wellness, resilience and access going forward. Here are some resources for going forward:

- Child and Adolescent resilience surveys: <https://www.hsph.harvard.edu/health-happiness/repository-of-resilience-measures/>
- WHO's Wellbeing index, also screens for depression: <https://ogg.osu.edu/media/documents/MB%20Stream/who5.pdf>
- Access to healthcare survey: https://www.coloradohealthinstitute.org/sites/default/files/2023-12/2023%20CHAS%20Survey%20Questionnaire_Final_o.pdf

PROPOSED SOLUTIONS

- Create initiatives that raise awareness and reduce the stigma about mental health and discuss intergenerational trauma.
- Provide trainings and healthcare programming for parents, teachers, caregivers, and those who work with youth on ways they can best support youth who experience mental, emotional, or behavioral health challenges.
- Develop new and enhance existing physical and mental health facilities in each community that are affordable and accessible for everyone in the community.
- Invest in new and existing spaces and programs like community fridges, neighborhood food pantries, farmers markets, exercise programs, intramural sports, community therapy, emotional intelligence workshops, and other initiatives prioritizing physical and mental wellbeing.

INTER- GENERATIONAL WEALTH AND MOBILITY

Economic Health and Growth



OUR VISION

We envision a Detroit in which youth and families are exposed and have access to abundant workforce opportunities that address the needs of an ever-evolving economy and provide clear pathways to both short term economic stability and long-term economic mobility. Starting in childhood, our youth are equipped with the knowledge, skills, and mindsets necessary to succeed in 21st century careers.

THE REALITY

In Detroit, almost half of all youth under the age of 18 are living below the poverty line (45.1%), one of the highest rates of childhood poverty of any major city in America. The prevalence of low-paying jobs, on top of unaffordable housing, healthcare, and childcare costs and increasing costs of living in the region and across the country, Detroit youth and their families face an uphill battle when it comes to achieving economic stability, with true economic mobility often feeling far out of reach. The median household income in Detroit is just under \$35,000, about two thirds of the amount in Wayne County (\$52,830) and about half the amount in Michigan (\$63,202). Disconnected networks of support and a lack of relevant education and career exposure experiences are barriers to our youth accessing and pursuing viable opportunities and career pathways.

WHAT OUR COMMUNITIES EXPRESS

The economic toll of COVID on Detroit citizens compounded preexisting economic issues related to injustices such as segregation, unequitable wealth distribution, and the increased gap between the price of living and wages. It is not enough for youth to gain exposure to opportunities, change necessitates that the entire ecosystem hosts more economic opportunities. Districts 1, 4, 5, 7 prioritized building youths' human capital by increasing economic capital and ensuring youth gain exposure to economic and workforce opportunities. Ensuring Detroit youth learn about different careers, gain the gain self-efficacy in their career decision making skills, and creating opportunities for youth to grow.

DATA SOURCES FOUND AND NEEDED

Poverty and wealth within Detroit:

- % poverty (under 6, 0-18, and 18-24)
- Per capita/median income (household)
- Food insecurity (household)
- Unstable housing and homelessness (study)
- Unemployed parents
- Measures of # of opportunity youth (13-24)
- Career Exposure and Technical Training

Missing Data:

- Economic Mobility

DATA SOURCES

Pre-Kindergarten Ages 0 – 5	Elementary School Ages 6 – 10	Middle School Ages 11 – 14	High School Ages 15 – 18	Youth Adults Ages 19 – 21+
<ul style="list-style-type: none"> Children 5 and under who live below the poverty line (American Community Survey 5-Year Estimates, 2021)⁶⁵ 	<p>Wealth and poverty:</p> <ul style="list-style-type: none"> Monitor % of students eligible for free or reduced price lunch (State of the Detroit Child⁶⁶; DPSCD⁶⁷) <p>Access to career and technical education:</p> <ul style="list-style-type: none"> Number of youth who engage in hands on career preparation outside of school (# of youth served by GDYT⁶⁸) % of DPSCD students enrolled and passing college and career readiness courses (DPSCD Board Documents⁶⁹) <p>Opportunities Youth:</p> <ul style="list-style-type: none"> Unemployment rates of youth aged 16-19 (Kids Count Data Center⁷⁰) Youth not engaged in school 16-24 (Kids Count Data Center⁷¹) 			<p>Wealth and poverty</p> <ul style="list-style-type: none"> Youth 18-24 living in poverty (Kids Count Data Center⁷²) <p>Access to career and technical education:</p> <ul style="list-style-type: none"> Access to hands on career preparation outside of school (# of youth served by GDYT⁷³) <p>Opportunities Youth:</p> <ul style="list-style-type: none"> Unemployment rates of youth aged 16-19 (Kids Count Data Center⁷⁴) Youth not engaged in school 16-24 (Kids Count Data Center⁷⁵) Count of opportunity youth in Detroit (D3⁷⁶)
<p>Wealth and poverty within Detroit:</p> <ul style="list-style-type: none"> Per capital income, and median income (State of the Detroit Child⁷⁷; Census Detroit⁷⁸) Percent of families with food stamp benefits (Census Detroit⁷⁹) Percent of families facing food insecurity (Food Insecurity Index D3⁸⁰; Census % with snap benefits⁸¹) Families and students facing unstable housing and homelessness (A stable place to live and learn, a report by the Detroit Partnership for education equity and research and UM Poverty Solutions⁸²; Gaps in Identification and Support for Students Experiencing Homelessness and Housing Instability in Detroit, a report by Detroit Partnership for education equity⁸³) % of Detroit children and youth under 18 who live in poverty (Census Detroit⁸⁴; Kids Count Data Center⁸⁵) Detroit's economic equity dashboard (Detroit Future City⁸⁶) <p>Wealth and poverty within Michigan:</p> <ul style="list-style-type: none"> State level measure on economic health (ALICE Report⁸⁷) 				

PROPOSED SOLUTIONS

- Increase access to internship and career fairs within schools and out of school time organizations from an earlier age, such as middle school through post-high school.
- Create mentoring opportunities for youth from middle school through post-high school to support their acculturation to different cultures within work opportunities.
- Increase access to exposure for different types of careers and skills to learn about and pursue different career paths.
- Provide support for high school youth and youth under 24 to pursue trade and higher education opportunities.

SAFETY AND ACCESS

Safe Neighborhoods and
Access to Safe Spaces,
Resources, Transportation



OUR VISION

We envision a Detroit in which all youth and families live in a safe, mutually interdependent, well-funded, and self-sufficient community in which they have access to healthy food, quality education, recreation, and transportation to other resources near their homes.

THE REALITY

Today, Detroit's population is roughly 620,000 residents. Our city's population has declined by 65.8% since 1950, when our population totaled almost 2 million people. Over that period, the city went from the 5th most populous in the United States to the 27th.⁸⁸

Demographic shifts like white flight and capital flight, along with job losses, have been especially prevalent in Detroit. The city's size has been fixed at 139 square miles since 1926 and is larger in area than Manhattan and other cities with larger populations, such as Boston or San Francisco.⁸⁹ However, as the city's population has shrunk, the geographic size has not. The result has been reduced tax revenue

that has led to school closures, diminished city services, and overextended social support systems for those who have remained.

In 2017, only 30% of Detroiters owned vehicles, and 20% of residents relied on bus services daily. Many riders are high schoolers who are not given access to school buses. More than 60% of Detroit students missed at least one of every 10 school days in 2021 due to unreliable buses.⁹⁰ Reports in 2022 showed buses were late 40% of the time, and 10% of the time, they didn't even show up.⁹¹ As of the summer of 2023, the Detroit Department of Transportation (DDOT) is more than 130 drivers short of what it needs to operate at full capacity.⁹²

Safety is also a major concern for youth in the city of Detroit. The rate of violent crime in Detroit in 2020 was more than 2,200 violent crimes per 100,000 people, the second-highest rate in the nation for that year.⁹³ That same year, Detroit spent \$317 million on the Detroit Police Department from the city's General Fund, far more than any other department, including housing and health. Essentially, \$1 out of every \$3 of the city's general fund was spent on the police.⁹⁴

WHAT OUR COMMUNITIES EXPRESS

Residents in Districts 2 and 6 expressed a need for clean, safe, supportive communities and schools. They also communicated desires for better outdoor environments, such as safe and clean playgrounds and more green and walkable spaces. They suggested that abandoned homes and schools need to be transformed into usable and safe spaces and acknowledged that for these changes to occur, the city government and other funders need to focus more of their investments on neighborhoods. Community members in District 2 communicated a need for more public transportation to access work opportunities. District 7 expressed a desire for better and more inclusive public transportation.

According to youth and adults in District 6, gun violence is a problem in the community and in schools. As a solution, they suggested that politicians need to create policies that reduce access to guns and make it hard to resell them to youths. Guns and violence in schools reduce students' motivation and interest to go to school. As one student explained, "We were on lockdown all day. Why would we go to school when we can be safe at home?" Community members in District 2 advocated for more safe spaces in the neighborhood, like community recreation centers with robust programming and transforming abandoned homes and schools into usable, safe community spaces.

DATA FOUND AND NEEDED

Detroit Transportation:

- 2017 transportation data from a study (adults)
- Transportation to work & Vehicle availability (household)

After School Programing:

- YDRC network youth organization statistics
- Good neighborhoods initiative participants
- Wayne County youths' access to after school programs, not collected in DPSCD
- Statewide access to programing by age group and race

Internet Access:

- Access to broadband in Detroit compared to MI

Green Space Access & Built Environment:

- Detroit parks and green spaces (Detroit Parks⁹⁵; Park Finder⁹⁶)
- Context: green alleys report (Detroit Future City⁹⁷)
- Context: walkable sidewalks (Detroit Future City⁹⁸)

Violence and Safety:

- Juvenile justice arrests and diversions (10-16) by race
- Bullying in schools, not collected in DPSCD
- Weapons in schools, not collected in DPSCD

Violence and Safety:

- Estimates of earlier mortality rates by race and state

Injury estimates by age group, not race or state

Missing Data:

- Access to after school programing within Detroit





DATA SOURCES

Pre-Kindergarten Ages 0 – 5	Elementary School Ages 6 – 10	Middle School Ages 11 – 14	High School Ages 15 – 18	Youth Adults Ages 19 – 21+
<p>Transportation:</p> <ul style="list-style-type: none"> • Transportation to work (State of the Detroit Child⁹⁹) • Vehicle availability (State of the Detroit Child¹⁰⁰) • Context: This was not a prioritized area by the Community Talks. However, transportation is a documented problem within Detroit, however the impact is not broken down by lifespan age segments for 0-21+. The Teen HYPE community needs assessment from 2020 conducted by Rooted-Growth found this as an issue within the city. A study from 2017 conducted by UM shows transportation issues impacted 43% of people engaged in a Detroit study, this may have changed post-COVID and the rise of UBER and LIFT. <p>Violence and safety:</p> <ul style="list-style-type: none"> • The State reports arrests rates and diversion rates for juveniles from 10-16 years at Wayne County’s level and at the state level (MI committee on juvenile justice¹⁰¹) • Bullying in schools, not collected in DPSCD (MiPHY¹⁰²) • Weapons in schools, not collected in DPSCD (MiPHY¹⁰³) <p>After School Programs:</p> <ul style="list-style-type: none"> • Detroit level good neighborhood participants after school programming and opportunities for youth (Good Neighborhood Initiative¹⁰⁴) • Wayne county level %s of students who have lots of chances to get involved in sports, clubs, and other school activities outside of class (MiPHY¹⁰⁵) • A Skillman program officer shared Detroit level data may be collected in two years, when the After School Alliance redoes its survey next year, if funders pay for it. • Quality of After School programming surveys are available (YDRC¹⁰⁶) <p>Internet Access</p> <ul style="list-style-type: none"> • Households with access to broadband (QuickFacts Detroit¹⁰⁷) • City of Detroit Tech Hub Access Points (City of Detroit Tech Hub¹⁰⁸) • Context: Plans to increase access (Bridge Detroit¹⁰⁹; Detroit News¹¹⁰) <p>Statewide Data on Access to After School Programs:</p> <ul style="list-style-type: none"> • Ratio of children waiting to get into an afterschool program (After School Alliance¹¹¹) • % children who would attend an afterschool program if one was available (After School Alliance¹¹²) • # and % of children along between 3 to 6 pm (After School Alliance¹¹³) 				

PROPOSED SOLUTIONS

- Advocate for the city government to invest in community centers for every neighborhood with funding for recreational activities, after-school programs, local social services, and other community needs.
- Improve access to public transportation for more efficient transportation between neighborhoods and to grocery stores, hospitals, and schools by investing in environmentally friendly, and mutually beneficial modes of transportation like electric bikes and community carpools.
- Renew relationships with law enforcement and residents where police officers and community members can connect on a shared sense of humanity.
- Advocate and engage in environmental stewardship by tapping into the power of the community to make improvements through activities like neighborhood clean-ups, community gardens, and neighborhood watch programs.
- Activate more place-based systems of community support like community wifi hubs and intergenerational mentorship programs to diversify and strengthen the assets in each neighborhood.



CULTURE AND CONNECTEDNESS

Belonging, Identity,
Multigenerational
and Peer Relationships, and
Collective Wellness



OUR VISION

We envision a Detroit where all youth feel connected to their own culture, neighborhood, and community. We desire all youth to feel they belong and within the Detroit village. We firmly believe in ensuring youth learn to build strong relationships with oneself, with others, and structures. These relationships span racial/ethnicity identities, ages, and structures. We expect to foster stronger relationships amongst all within Detroit fostering growth amongst everyone.

THE REALITY

Youth and families in the city of Detroit have been exposed to a long history of disenfranchisement in our schools and government systems. With a history of bankruptcy and emergency management in both our public school district and city government, Detroiters have experienced having local power and control taken from them more than once in recent decades. Oftentimes, our children and their families are treated as part of the problem rather than partners in the solution. As a result, many initiatives and programs that should empower and support our youth are designed without their input, leading to limited engagement and impact. Detroit youth self-report feeling unheard by the adults in their lives and express a desire to have real agency in impacting their schools and communities.

Our young people and community lifted up substantial opinions, hopes, and initial solutions for our community. In order to accomplish true collaboration, inclusion, and power-sharing, we must build a foundation emphasizing interconnectedness across generations and an active respect for self and others. Hence, we have identified this impact area in its own regard—with solutions that are necessary and critical for any of the work we commit to through the DYAP.

WHAT OUR COMMUNITIES EXPRESS

All 7 Districts brought up ideas for ways Detroit could better embed culture into different Detroit structures and programs, and Districts 1, 2, and 3 voiced a need for more community engagement and belonging. Community members want to see Black history and culture in our schools, public spaces, and programming for youth in Detroit. Districts desired culturally relevant books for BIPOC and multicultural youth, trade and higher educational opportunities that prioritized youth from BIPOC and multicultural backgrounds like HBCUs and HSIs. Districts desired for Detroit's culture to reject white supremacy culture norms and embrace differences in the workplace, health systems, and the juvenile justice systems. Community members desired Detroit's youths to gain exposure to and celebration of different cultures, seeing adaptability and multicultural perceptions for future experiences.

Residents in District 1, 2, and 3 called for greater community engagement and social cohesion amongst residents and felt that this has declined in the city over the last decade. Intercept survey responses from community members called for collective responsibility and a need to return to a village mentality, including establishing intergenerational connections, empowering youth to lead, and strengthening the relationships and support between one another. Taking pride in ourselves, our families and ancestry, and our history as a majority Black city were themes that were prevalent across many responses to the intercept survey.

DATA SOURCES FOUND AND NEEDED

<p>Detroit Data:</p> <ul style="list-style-type: none"> • Teen HYPE Needs Assessment 2019-20 <p>Wayne County Data</p> <ul style="list-style-type: none"> • Inclusivity of students in class activities, not collected in DPSCD • Increase % of students who know a neighbor they could talk to, not collected in DPSCD 	<p>Data Needed</p> <ul style="list-style-type: none"> • Youths' Ethnic-Racial index • Youths' Sense of Community & Connection • Multigenerational connection
---	--

DATA SOURCES

Pre-Kindergarten Ages 0 – 5	Elementary School Ages 6 – 10	Middle School Ages 11 – 14	High School Ages 15 – 18	Youth Adults Ages 19 – 21+
		<p>Teen HYPE 19-20 needs assessment measured collective wellness that included:</p> <ul style="list-style-type: none"> • I felt accepted by many people in my culture (or another group in society that is very important to me). • I felt a strong sense of belonging at my workplace, school, or another place where I spend a lot of time. • I intervened or stood up for someone in a situation involving injustice or unfairness. • I felt good about the direction my home country was going in. <p>There are data sources outside of Detroit in Wayne County that do not directly relate but are measures related to belonging and opportunity:</p> <ul style="list-style-type: none"> • % of students who have chances to help decide things like class activities and rules at school (MiPHY Wayne County, School Domain, Prosocial Involvement, MS and HS¹⁴) • % of student who know adults in their neighborhood they could talk to about something important (MiPHY Wayne County, Community Domain, Opportunities for Prosocial_MS and HS¹⁵) 		

Repeatedly issues of culture, racism, and community connectedness arose in the Community Talks.

Methods: Qualitative and quantitative data could be collected, and below are some measures that may inform that process:

- Ethnic-racial identity measures: [https://umana-taylorlab.gse.harvard.edu/ethnic-identity-scale#:~:text=The%20Ethnic%20Identity%20Scale%20assesses,or%20the%20affect%20\(positive%20or](https://umana-taylorlab.gse.harvard.edu/ethnic-identity-scale#:~:text=The%20Ethnic%20Identity%20Scale%20assesses,or%20the%20affect%20(positive%20or)
- Youth collective wellness: <https://www.slideshare.net/ShellyHarrell/multidimensional-wellbeing-assessment-wppa-2018-harrell>
- Youth connectedness to their neighborhoods: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8563485/table/T2/?report=objectonly>

PROPOSED SOLUTIONS

- Invest in community-based violence prevention efforts that teach youth valuable conflict-resolution skills and provide meaningful opportunities for authentic connection and engagement with mentors and peers.
- Work with parent advocacy organizations to help empower and mobilize parents to work with policy-makers on creating local and state policies that reduce violence and youth interaction with the juvenile justice system and restrict gun ownership.
- Develop and prioritize more humane, nurturing, and culturally appropriate bridges for juvenile justice rehabilitation.
- Invest in positive outlets like mentorship programs and explorations and celebrations of Black history and culture.
- While young people and our greater community lifted up specific needs and desires around adjudicated youth and the diverse learning needs of our young people, we also recognize there is work to be done. Additionally, we must also ensure belonging and opportunity for all youth—including those engaged in the foster care system and young people who identify as LGBTQIA+.
- While community data and solutions did not rise in our first phase of this work, there is much work ahead—and our solutions and action strategies to come must be inclusive.



YOUTH VOICE AND OUTCOMES

We Measure Thriving
Outcomes Prioritized
by Our Youth
and Community



OUR VISION

We envision a Detroit celebrating the strengths of our youth. We expect youth to lead, collaborate, and consult throughout each stage of the Detroit Youth Action Plan. To meet our goal of transforming Detroit into a youth inclusive city, youth must hold power in decision making, interpretation, and implementation. We see the value of strength-based outcomes and are committed to monitoring them.

THE REALITY

Too often youth voices are ignored, and systems discount their strengths. Many data sources that track youth outcomes focus on risks. It is imperative that youth power is celebrated in action and that monitored outcomes include youths' strengths. Research in the 80s solely focused on risks within Black communities resulted in a multitude of negative stories and stereotypes of "super predator" youth that resulted in zero tolerance policies and increased the pipeline of youth, especially Black youth, to prison¹⁶. The need for strength based stories that holds DYAC accountable to its intention of creating a more youth inclusive city is necessary.

WHAT OUR COMMUNITIES EXPRESS

Districts 1, 2, 3, 4, 5, and 6 prioritized changes within their social and community context to increase youth engagement and involvement. Community members described how adultism (centering adults values and ideas) negatively impacted how youths were treated within their community. Community members, including youths, shared that parents lack awareness of the issues youths face, transposing their childhood experiences onto their children. Some community members described a lack of respect towards youth and prioritized elevating youth voices within parent-child relationships, peer-to-peer relationships, teacher-student, and community elders-youth. Participants also noted issues of youth disengagement and "troubled youth" which may relate to negative experiences. This heightens the need for stronger youth-adult relationships within the city of Detroit.



DATA SOURCES FOUND AND NEEDED

Data Found:	Data Missing
<ul style="list-style-type: none"> 1014-2019 indicators of youth belonging, learning and leading (YDRC¹⁷) No easily accessible database monitoring Detroit youths' strengths is available. 	<ul style="list-style-type: none"> A register of youth-led and collaboration opportunities within the city Youth Empowerment / Relational Empowerment / Psychological Empowerment Youth-Adult Partnership Measures (authentic decision-making & power sharing, reciprocity in teaching and learning, natural mentors, and community connectedness)

DATA SOURCES

Pre-Kindergarten Ages 0 – 5	Elementary School Ages 6 – 10	Middle School Ages 11 – 14	High School Ages 15 – 18	Youth Adults Ages 19 – 21+
<p>Qualitative and quantitative data could be collected, and below are some measures that may inform that process:</p> <p>Youth Empowerment / Relational Empowerment / Psychological Empowerment:</p> <p>https://www.semanticscholar.org/paper/The-Development-of-the-Youth-Empowerment-Scale-Grealish/59541122fd6dd1e8629a5d911a887d86433d273</p> <p>YES-MHValidation_30.3-EN-2019-235.pdf</p> <p>https://yes.sph.umich.edu/curriculum/evaluation-guide/ or https://umich.flintbox.com/technologies/1c372082-1d23-428d-b65f-f500c6e1a8ca</p> <p>Youth-Adult Partnership Measures (authentic decision-making & power sharing, reciprocity in teaching and learning, natural mentors, and community connectedness):</p> <p>https://fyi.extension.wisc.edu/youthadulthoodpartnership-training/y-ap-tools/</p>				

PROPOSED SOLUTIONS

- Co-create common values among all youth, community members, youth ecosystem workers, and funders that align everyone's decision on how DYAC plans to center youth.
- Prioritize some strength-based outcomes to monitor that uplift the strength and value of youth.
- Advocate for funds that support the inclusion and leadership of youth with DYAC.
- Revisit annually how well intended goals are met and plans for improvement for the following year.

YOUTH ECOLOGICAL SYSTEMS ALLIED

Collaboration Amongst All
Within a Youth's Ecological System



OUR VISION

We envision a Detroit in which the city's government, schools, social support systems, community centers, and families all work together to support and invest in our youth—the city's future. Organizations and individuals will work across organizations and lines of difference to collaborate on efforts.

THE REALITY

Our city's systems often operate in individual silos rather than coming together to work across organizations and systems to strengthen supports for children and families. Little coordination exists between the city of Detroit's government, Detroit Public Schools, and the city's charter school system. While different philanthropic organizations may support individual projects or initiatives within the school district and city, there are few examples in which the city, schools, and the philanthropic community have worked together to achieve a common goal focused on serving Detroit youth and families. As a result, individual organizations are working towards different goals and priorities rather than focusing efforts on aligned strategies that would result in a greater, positive impact for our youth and their families. If we do not collaborate and align our systems, this work is not possible – for our youth or anyone in our city.

WHAT OUR COMMUNITIES EXPRESS

Steering committee members demand better alignment across youth ecological systems. The relationships required to access data heightens the value of social capital within Detroit. Trust and MOUs are necessary to access any data from institutions whether it is Henry Ford's health centers or the school systems. Foundations may pay for a focus area from D3, like State of the Detroit Child¹¹⁸, but it does not cover all youth. Fads come and go, and Detroit is benefiting from some focus on early childhood. Hope Starts Here Detroit spearheads data needs and systems alignment for children aged 0 through 8 in Detroit.¹¹⁹ However, a united force fighting for equity amongst youth in Detroit is imperative.



DATA SOURCES FOUND AND NEEDED

Detroit Data:

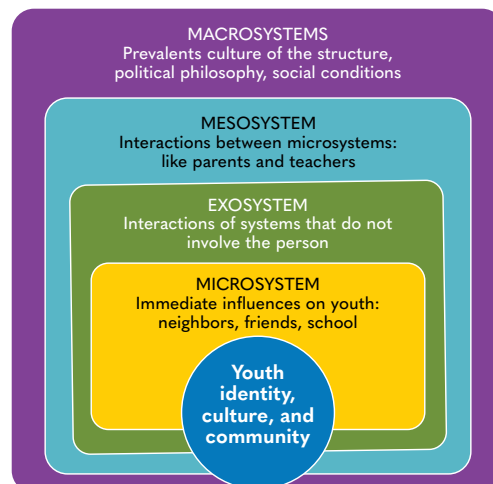
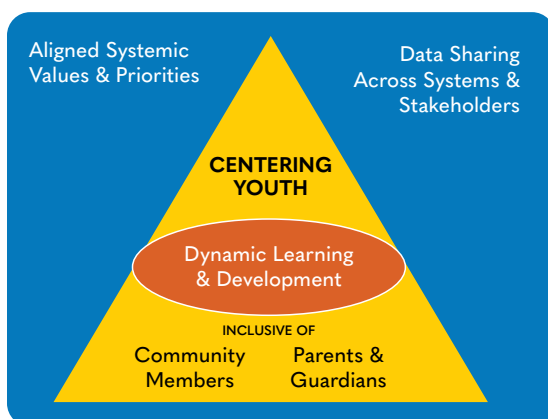
- Children ecosystems 0-8 covered in Hope Starts in Detroit
- Teen HYPE community needs assessment from 2020
- Community Promise metrics for the past 3 years

Data Needed:

- Expansion of data shared across all relative measures within Detroit (Examples: Baltimore's Community Level Vital Signs¹²⁰ or State of The Detroit Child¹²¹)
- Continued youth-led feedback loops to the communities (aka regular Community Talks)
- Quality and experiences of workers in the youths' ecosystem.
- Empowering community settings (aka do youth feel embraced and included in community settings)

VISUALS OF THE DYNAMIC LEARNING SYSTEM

The below visuals highlight some of the dynamic learning and development goals for youth ecosystems within Detroit.





PROPOSED SOLUTIONS

- Continue gathering youth, community, and youth ecological system workers to engage in synchronous, asynchronous, and community level activities to prioritize data points to focus on each year.
- Ensure youth are centered in decisions, interpretation, and advocacy for funds and programming.
- Advocate for funders to pay for this data and ensure there's a consistent evaluation and strategy manager to support the process.
- Keep track of data gathered each year and consider when to regather the data (here's an example from the Future of Families and Child Wellbeing Study¹²²)
- Change programmatic and collaborative priorities within Detroit, and with advanced sophistication, potentially begin drilling down to community level data for prioritized indicators (here's an example of a final product from the Baltimore neighborhood Indicators Alliance¹²³).

Endnotes

- 1 <https://health.gov/healthypeople/priority-areas/social-determinants-health>
- 2 <https://www.ilgateways.com/docman-docs/faculty-resources/itc-landing-pages/3101-fcr1-4-bronfenbrenner-s-ecological-systems-theory/file>
- 3 <https://www.ncbi.nlm.nih.gov/books/NBK543703/>
- 4 <https://www.mischooldata.org/dashboard/>
- 5 <https://datadrivendetroit.org/kresge-tool/>
- 6 <https://www.mischooldata.org/dashboard/>
- 7 Detroit city, Wayne County, MI - Profile data - State of the Detroit Child | Data Driven Detroit
- 8 <https://www.detroitk12.org/site/default.aspx?PageType=3&DomainID=4&ModuleInstanceID=4585&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=o&FlexDataID=82567&PageID=1>
- 9 <https://www.mischooldata.org/dashboard/>
- 10 https://www.nationsreportcard.gov/profiles/districtprofile/overview/XR?cti=PgTab_Findings&chort=1&sub=MAT&sj=XR&fs=Grade&st=AB&year=2022R3&sg=Gender%3A%20Male%20vs.%20Female&sgv=%3F&ts=Single%20Year&tss=2022R3&sfj=NL
- 11 Detroit city, Wayne County, MI - Profile data - State of the Detroit Child | Data Driven Detroit
- 12 https://www.nationsreportcard.gov/profiles/districtprofile/overview/XR?cti=PgTab_Findings&chort=1&sub=MAT&sj=XR&fs=Grade&st=AB&year=2022R3&sg=Gender%3A%20Male%20vs.%20Female&sgv=%3F&ts=Single%20Year&tss=2022R3&sfj=NL
- 13
- 14 Microsoft PowerPoint - December 2023 Board Reporting BP23 SP Metrics (12042023) (boarddocs.com)
- 15 Microsoft PowerPoint - December 2023 Board Reporting BP23 SP Metrics (12042023) (boarddocs.com)
- 16 <https://midwest.edtrust.org/resource/detroit-public-schools/>
- 17 https://www.skillman.org/wp-content/uploads/2018/01/Skillman_GNI_SummaryReport_WEB.pdf
- 18 Detroit city, Wayne County, MI - Profile data - State of the Detroit Child | Data Driven Detroit
- 19 Microsoft PowerPoint - December 2023 Board Reporting BP23 SP Metrics (12042023) (boarddocs.com)
- 20 <https://midwest.edtrust.org/resource/detroit-public-schools/>
- 21 Microsoft PowerPoint - December 2023 Board Reporting BP23 SP Metrics (12042023) (boarddocs.com)
- 22 Detroit city, Wayne County, MI - Profile data - State of the Detroit Child | Data Driven Detroit
- 23 <https://www.mischooldata.org/dashboard/>
- 24 Detroit city, Wayne County, MI - Profile data - State of the Detroit Child | Data Driven Detroit
- 25 <https://www.mischooldata.org/dashboard/>
- 26 Detroit city, Wayne County, MI - Profile data - State of the Detroit Child | Data Driven Detroit
- 27 Detroit city, Wayne County, MI - Profile data - State of the Detroit Child | Data Driven Detroit
- 28 Detroit city, Wayne County, MI - Profile data - State of the Detroit Child | Data Driven Detroit
- 29 <https://www.everyschooldaycountsdetroit.org/>
- 30 Ballentine et al. (2022). Exploring the Relationship between Parental Work Schedules and their Children's School Attendance. 2023 APPAM Conference. Retrieved January 15th, 2024, from: <https://detroitpeer.org/topic/attendance/>
- 31 Erb-Downward, J. et al., (2023). A Stable Place to Live and Learn: Why Detroit Housing Policy Is Critical to the Success of City Schools. Retrieved January 15th, 2024, from: <https://detroitpeer.org/research/>
- 32 Contact the Family Engagement Core Team for More Information: Shanon Everett, 517-335-4092; Scott Martin, 517-335-1745; Jonnie Taton, 517-898-7857; Al Thomas, 517-241-6970
- 33 <https://mdoe.state.mi.us/schoolhealthsurveys/ExternalReports/CountyReportGeneration.aspx>
- 34 <https://mdoe.state.mi.us/schoolhealthsurveys/ExternalReports/CountyReportGeneration.aspx>
- 35 <https://cscce.berkeley.edu/workforce-index-2020/introduction-policy-recommendations/key-findings/>

- 36 <https://cscce.berkeley.edu/workforce-index-2020/the-early-educator-workforce/early-educator-pay-economic-insecurity-across-the-states/>
- 37 https://www.michigan.gov/-/media/Project/Websites/mdhhs/Folder50/Folder3/Detroit-AsthmaBurden-2021_Update.pdf?rev=187419566778478fa169dfb8bb7791b1#:~:text=From%202017%2D2019%2C%2014.6%25,Michigan%20children%20had%20current%20asthma.&text=%E2%80%A2,There%20was%20a%20significant%20difference%20in%20current%20asthma%20prevalence%20rates,in%20Michigan%20as%20a%20whole.
- 38 Survey assesses student mental health needs in Detroit schools (michiganmedicine.org)
- 39 Detroit city, Wayne County, MI - Profile data - State of the Detroit Child | Data Driven Detroit
- 40 <https://youthpolicylab.umich.edu/publications/school-mental-health-in-detroit-public-schools-community-district/#:~:text=Rates%20of%20depression%20and%20anxiety,than%20students%20with%20fewer%20ACEs.>
- 41 [https://www.mhanational.org/issues/2022/mental-health-america-youth-data#:~:text=15.08%25%20of%20youth%20\(age%2012,%25\)%20from%20last%20year%27%20dataset.](https://www.mhanational.org/issues/2022/mental-health-america-youth-data#:~:text=15.08%25%20of%20youth%20(age%2012,%25)%20from%20last%20year%27%20dataset.)
- 42 <https://www.findhelp.org/health/sex-education--detroit-mi>
- 43 https://www.michigan.gov/mdhhs/-/media/Project/Websites/mdhhs/Folder50/Folder3/Detroit-AsthmaBurden-2021_Update.pdf?rev=187419566778478fa169dfb8bb7791b1&hash=7D7A2C74C96925EFF078CD29CEE02B69
- 44 <https://aidsvu.org/local-data/united-states/midwest/michigan/detroit/#:~:text=In%202021%2C%20there%20were%2010%2C977,were%20newly%20diagnosed%20with%20HIV.>
- 45 <https://www.mphi.org/wp-content/uploads/2018/01/The-Future-of-Community-Mobilization-Evaluating-Community-Reactions-to-Social-Media-Efforts....pdf>
- 46 <https://www.michigan.gov/mdhhs/-/media/Project/Websites/mdhhs/Keeping-Michigan-Healthy/HIVSTI/Data-and-Statistics/2021/HIV-Mortality-Report-Slides-2021.pdf?rev=d0dc20012585469a93610ebf0b9cfd08&hash=062153F1C236A3E1CF496E18EFBA3B67>
- 47 <https://www.michigan.gov/mdhhs/-/media/Project/Websites/mdhhs/Keeping-Michigan-Healthy/HIVSTI/Data-and-Statistics/2022/2013-2022-STI-Trends-in-Michigan-Tables-Summary.pdf?rev=d7bb1dc6277d40a98ea168372d8489b6&hash=53FEFE584D6E35B038956B48A5295FB3>
- 48 <https://youthpolicylab.umich.edu/publications/school-mental-health-in-detroit-public-schools-community-district/#:~:text=Rates%20of%20depression%20and%20anxiety,than%20students%20with%20fewer%20ACEs.>
- 49 <https://youthpolicylab.umich.edu/publications/school-mental-health-in-detroit-public-schools-community-district/#:~:text=Rates%20of%20depression%20and%20anxiety,than%20students%20with%20fewer%20ACEs.>
- 50 [https://www.mhanational.org/issues/2022/mental-health-america-youth-data#:~:text=15.08%25%20of%20youth%20\(age%2012,%25\)%20from%20last%20year%27%20dataset.](https://www.mhanational.org/issues/2022/mental-health-america-youth-data#:~:text=15.08%25%20of%20youth%20(age%2012,%25)%20from%20last%20year%27%20dataset.)
- 51 https://www.michigan.gov/-/media/Project/Websites/mdhhs/Folder2/Folder2/2022_Suicide_Prevention_Commission_Annual_Report.pdf
- 52 <https://www.nami.org/NAMI/media/NAMI-Media/StateFactSheets/MichiganStateFactSheet.pdf>
- 53 https://www.michigan.gov/-/media/Project/Websites/mdhhs/Folder1/Folder7/Youth_Suicide_Data_Tables_9-26-18.pdf?rev=a17e2b5f8b0746b08908a3c96a1fab11
- 54 https://www.michigan.gov/mdhhs/-/media/Project/Websites/mdhhs/Keeping-Michigan-Healthy/Chronic-Disease/Tobacco/2-E-Cigarettes_An-Epidemic/ENDS_MI_County-Level_Data.pdf?rev=1b49b307acba464b9aa847b688a7a54c&hash=4A27BA591B4E631029DDB7B7610727EC
- 55 <https://www.michigan.gov/mdhhs/-/media/Project/Websites/mdhhs/Keeping-Michigan-Healthy/Chronic-Disease/Tobacco/10-Data-and-Statistics/2023-Michigan-Youth-Tobacco-Survey-Findings.pdf?rev=81fcecc174e43b1a71f444c7b2a1891&hash=9B1D4Bo2975598CD376408429604AooC>
- 56 <https://www.lung.org/research/sotc/state-grades/michigan>
- 57 <https://www.fda.gov/tobacco-products/youth-and-tobacco/results-annual-national-youth-tobacco-survey>
- 58 <https://www.childhealthdata.org/browse/survey>
- 59 Detroit city, Wayne County, MI - Profile data - State of the Detroit Child | Data Driven Detroit
- 60 FY 21 CAHC and SWP Map and List (michigan.gov)
- 61 <https://mdoe.state.mi.us/schoolhealthsurveys/ExternalReports/CountyReportGeneration.aspx>
- 62 <https://mdoe.state.mi.us/schoolhealthsurveys/ExternalReports/CountyReportGeneration.aspx>

- 63 <https://www.cdc.gov/healthyyouth/data/abes/tables/summary.htm#PA>
- 64 <https://cscce.berkeley.edu/workforce-index-2020/state-policies-to-improve-early-childhood-educator-jobs/family-and-income-support-policies/health-well-being-supports/>
- 65 <https://datadrivendetroit.org/kresge-tool/>
- 66 Detroit city, Wayne County, MI - Profile data - State of the Detroit Child | Data Driven Detroit
- 67 About DPSCD / School and Student Facts (detroitk12.org)
- 68 <https://ssw.umich.edu/sites/default/files/documents/family-community-wellbeing/annual-reports/gdyt/2020%20Annual%20Report.pdf>
- 69 Microsoft PowerPoint - December 2023 Board Reporting BP23 SP Metrics (12042023) (boarddocs.com)
- 70 <https://datacenter.aecf.org/data/tables/5051-unemployed-teens-age-16-to-19?loc=1&loct=3#detailed/3/58/false/1095,2048,1729,37,871,870,573,869,36,868/any/11461,11462>
- 71 <https://datacenter.aecf.org/data/tables/9292-youth-not-attending-school-and-not-working-by-age-group?loc=1&loct=3#detailed/3/58/false/1095,2048,1729,37,871,870,573,869,36,868/4121,4122,4123/18399,18400>
- 72 <https://datacenter.aecf.org/data/tables/51-young-adults-ages-18-to-24-in-poverty?loc=1&loct=3#detailed/3/58/false/1095,2048,1729,37,871,870,573,869,36,868/any/337,338>
- 73 <https://ssw.umich.edu/sites/default/files/documents/family-community-wellbeing/annual-reports/gdyt/2020%20Annual%20Report.pdf>
- 74 <https://datacenter.aecf.org/data/tables/5051-unemployed-teens-age-16-to-19?loc=1&loct=3#detailed/3/58/false/1095,2048,1729,37,871,870,573,869,36,868/any/11461,11462>
- 75 <https://datacenter.aecf.org/data/tables/9292-youth-not-attending-school-and-not-working-by-age-group?loc=1&loct=3#detailed/3/58/false/1095,2048,1729,37,871,870,573,869,36,868/4121,4122,4123/18399,18400>
- 76 <https://d3.maps.arcgis.com/apps/Cascade/index.html?appid=636aefcc80964cd4851ea927b12e2ab1>
- 77 Detroit city, Wayne County, MI - Profile data - State of the Detroit Child | Data Driven Detroit
- 78 U.S. Census Bureau QuickFacts: Detroit city, Michigan
- 79 U.S. Census Bureau QuickFacts: Detroit city, Michigan
- 80 <https://datadrivendetroit.org/blog/2023/11/08/an-updated-measure-of-food-insecurity/#:~:text=Zip%20codes%2048204%2C%2048205%2C%2048206,than%20a%20high%20school%20diploma>
- 81 So201: Selected Population Profile ... - Census Bureau Table
- 82 Erb-Downward, J. et al., (2023). A Stable Place to Live and Learn: Why Detroit Housing Policy Is Critical to the Success of City Schools. Retrieved January 15th, 2024, from: <https://detroitpeer.org/research/>
- 83 Lenhoff, S. W., Singer, J., Dhaliwal, T., Erb-Downward, J., Blok, J., Miller, W., Burch, B., Brantley, K., & Bertrand, A. (2023, March 23-25). Gaps in identification and support for homeless and housing unstable students in Detroit [Paper presentation]. Association for Education Finance and Policy (AEFP) Annual Conference, Denver, CO.. Retrieved 4 January 15th, 203, from: <https://detroitpeer.org/research/>
- 84 https://data.census.gov/profile/Detroit_city,_Michigan?g=16oXXooUS262200o#populations-and-people
- 85 <https://datacenter.aecf.org/data/line/6795-children-living-in-high-poverty-areas?loc=1&loct=3#3/58/true/2454,2026,1983,1692,1691,1607,1572,1485,1376,1201/asc/any/13892>
- 86 <https://detroitfuturecity.com/resources/data-dashboard/>
- 87 <https://michiganassociationofunited.app.box.com/s/odjoywof1pisx258io25vsnhgqyai8sx>
- 88 https://www.thecentersquare.com/michigan/article_e76e6e40-c48d-50b8-9fee-d177a7dfba82.html
- 89 https://detroitfuturecity.com/wp-content/uploads/2017/07/DFC-139-SQ-Mile_Report.pdf
- 90 <https://www.chalkbeat.org/detroit/2023/3/22/23650149/detroit-students-transportation-bus-chronic-absenteeism-attendance/>
- 91 <https://outliermedia.org/news/getting-there-detroit-transportation-needs/>
- 92 <https://outliermedia.org/ddot-bus-driver-shortage-worse-smart-detroit-transit/>
- 93 Detroit has lots of crime news. Is it making us any safer? (outliermedia.org)
- 94 Defund+DPD+Fact+Sheet1.png (detroitjustice.org)

- 95 <https://storymaps.arcgis.com/stories/a73d9ce6d7864bd49bfecfb75aad8281>
- 96 <https://data.detroitmi.gov/apps/detroitmi::park-finder/explore>
- 97 <https://detroitfuturecity.com/wp-content/uploads/2021/11/Green-Alleys-Detroits-Opportunity-for-Innovation-1.pdf>
- 98 <https://detroitfuturecity.com/wp-content/uploads/2020/12/depave-detroit-11.20.20.pdf>
- 99 Detroit city, Wayne County, MI - Profile data - State of the Detroit Child | Data Driven Detroit
- 100 Detroit city, Wayne County, MI - Profile data - State of the Detroit Child | Data Driven Detroit
- 101 <https://michigancommitteeonjuvenilejustice.com/michigan-data/michigan-racial-and-ethnic-disparities-data/>
- 102 <https://mdoe.state.mi.us/schoolhealthsurveys/ExternalReports/CountyReportGeneration.aspx>
- 103 <https://mdoe.state.mi.us/schoolhealthsurveys/ExternalReports/CountyReportGeneration.aspx>
- 104 https://www.skillman.org/wp-content/uploads/2018/01/Skillman_GNI_SummaryReport_WEB.pdf
- 105 <https://mdoe.state.mi.us/schoolhealthsurveys/ExternalReports/CountyReportGeneration.aspx>
- 106 <https://detroitydr.org/download/ydr-guide-to-quality-practices-active-engagement/?wpdmdl=2300&refresh=65cfe8dbaec61708124381>
- 107 <https://www.census.gov/quickfacts/fact/table/detroitcitymichigan,MI/INT100222#INT100222>
- 108 <https://codtableau.detroitmi.gov/t/DoIT-Data-Public/views/CertifiedTechHubs/LOCATECITYOFDETROITCERTIFIEDTECHHUBSNEARME?%3Aembed=y&%3Aiid=1&%3AisGuestRedirectFromVizportal=y>
- 109 <https://www.bridgedetroit.com/detroits-plan-for-equal-internet-access-starts-with-hope-village/>
- 110 <https://www.detroitnews.com/story/news/local/detroit-city/2024/02/12/8-tech-hubs-launched-to-connect-detroit-to-high-speed-internet/72569269007/>
- 111 America After 3PM 2020 Data (afterschoolalliance.org)
- 112 America After 3PM 2020 Data (afterschoolalliance.org)
- 113 America After 3PM 2020 Data (afterschoolalliance.org)
- 114 <https://mdoe.state.mi.us/schoolhealthsurveys/ExternalReports/CountyReportGeneration.aspx>
- 115 <https://mdoe.state.mi.us/schoolhealthsurveys/ExternalReports/CountyReportGeneration.aspx>
- 116 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4397655/>
- 117 <https://detroitydr.org/download/5-year-impact-report/?wpdmdl=2184&refresh=65cfe8ddbbabc1708124381>
- 118 <https://datadrivendetroit.org/blog/2019/11/07/introducing-state-of-the-detroit-child-2-o/>
- 119 <https://hopestartsheredetroit.org/>
- 120 BNIA – Baltimore Neighborhood Indicators Alliance | Providing reliable, actionable quality of life indicators for Baltimore’s neighborhoods (bniajfi.org)
- 121 <https://datadrivendetroit.org/blog/2019/11/07/introducing-state-of-the-detroit-child-2-o/>
- 122 <https://ffcw.princeton.edu/data-and-documentation/scales-and-concepts-documentation>
- 123 https://bniajfi.org/vital_signs/

ACKNOWLEDGMENTS

We want to begin by expressing our sincere appreciation for the work of the Forum for Youth Investment and Karen Pittman's leadership. Karen and the Forum were instrumental as we initiated the concept of a Detroit Youth Action Plan. In 2018 Pricilla Little, a consultant from the Forum, came to Detroit and worked with us to help us formulate our strategic priorities and the need for systems and policy level changes. Fast forward to 2021, The Skillman Foundation along with members of Detroit 4 Youth (D4Y) joined us in our efforts by providing encouragement and support as we delved deeper into the idea of crafting a citywide blueprint for youth.

We cannot express enough gratitude for all who have contributed, and will continue to contribute, to our inaugural Detroit Youth Action Plan. Over the past year, we've remained steadfast in our dedication to this cause by building upon the foundation laid in 2018. Phase 1 of our Detroit Youth Action Plan was truly a collaborative effort, shaped by the invaluable beautiful of our community village.

The Real Sages: Our Young People

We often can sit in silos as adults and those removed from our youth or particular realities. The Detroit Youth Action Plan is unapologetically for our young people—and it would not have been possible or morally sound without them. Hundreds of Detroit youth shared invaluable wisdom—from their experiences to hopes and dreams to real feedback on what we are doing in our city. Without the real sages—our young people—the development of the Detroit Youth Action Plan would not have been possible. Nothing for our young people, without our young people. We salute you.

The Village: Our Community

It takes a village, and we aren't one without our neighbors who create the beauty that is our community. From the neighborhood grandma who looks out for all kids as if they are her own, to the uncle on the block who knows and operates by the African proverb, "I am, because we are." We all have a role to play in our community, and our community is deep, rich, and beautiful. We were reminded of that throughout the development of the Detroit Youth Action Plan. To the hundreds of community members across our city's seven districts and countless neighborhoods, we are in this together.

Lifelong Learners: From City to City

We're not alone in the journey of co-creating frameworks and Youth Action Plans alongside young people. We're grateful to have had the opportunity to draw inspiration from existing frameworks as we explore how we can best live out our vision of a city that stands with and for our youth. Here are a few frameworks we learned from. Let's keep building together, both in our respective communities and from city to city:

- [Hope Starts Here](#)
- [Grand Rapids Youth Master Plan](#)
- [New Orleans Youth Master Plan](#)

Detroit Youth Action Cabinet

- | | | |
|-----------------|-------------|------------------|
| • Mallory C. | • Evan F. | • Jayla C. |
| • Jessica V. | • Duwan A. | • Jessenia C. |
| • Carrine B. | • Nadya B. | • Christopher W. |
| • Kelton G. | • Kyla S. | • Ameeah K. |
| • Zamier P. | • Zyniah P. | |
| • Zebe Prichett | • Zauria M. | |

Detroit Youth Action Plan Advisory & Key Supports

- | | | |
|--|-------------------|-----------------------|
| • Strategic Community Partners | • Rooted Growth | • Maria Franklin |
| | • LISC | • Christine Bell |
| • Forum for Youth Investment | • Terry Whitfield | • Nicole Byrd |
| | • Cindy Eggleton | • Alise Dixon |
| • The Skillman Foundation | • Naomi Khalil | • Leah van Belle |
| • The Jamie and Denise Jacob Family Foundation | • Jillian Webb | • Alaundra Chunev |
| | • Shuna Hayward | • Data Driven Detroit |

Detroit Youth Action Plan Conveners

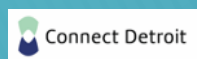
- Teen HYPE
- Detroit 4 Youth (D4Y)

Detroit Youth Action Plan Funders

- Office of Population Affairs
- The Skillman Foundation

This publication was supported in part by the Office of Population Affairs a department of the U.S. Department of Health and Human Services (HHS) The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by HRSA, HHS, or the U.S. Government

GROWING LIST OF PARTNERS & SUPPORTERS



DISCOVER MORE

detroityouthactionplan.org