This count was reported by 18 organizations and 6 teaching artist/practitioners (TAPs*) in the Collective Impact Survey (CI survey*) and may include repeat participations of public school students.

DCPS* & DCPCS*
Participations in Arts & Humanities Learning Experiences

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105,162
DCPS* & DCPCS*
Participations in Arts & Humanities Learning Experiences

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Ward 4 schools were reached most frequently by organizations
14 out of 18 organization respondents reported that they serve Ward 4 (77.38%). More teaching artists who responded serve Wards 2 and 3 than others—but overall, it’s an even distribution of reach across wards.

Wards 7 and 8 outpace student enrollment in other wards
Wards 7 and 8 represent almost half (42.8%) of all DC public school student enrollment.

Visit our Database for more data and information
Visit our Resources Page for more data and information

*for definitions, clarifications, and sources, see final page

SY22-23* DC ARTS & HUMANITIES EDUCATION DATA

105,162
DCPS* & DCPCS*
Participations in Arts & Humanities Learning Experiences

This count was reported by 18 organizations and 6 teaching artist/practitioners (TAPs*) in the Collective Impact Survey (CI survey*) and may include repeat participations of public school students.

It is important to remember in reach statistics that it is easier to access arts experiences for students west of the river and that students in charter schools in Ward 5 have a less centralized system of access to programming.

Ward 4 had 14,728 public students enrolled across 16 public and 16 public charter schools, only behind wards 7 (17,801) and 8 (20,276) in SY22-23.
Disciplines Offered by SY22-23 Collective Impact Survey respondents

Music + Music Production (18.8%)
Humanities and Literary Arts (16.7%)
Dance (18.8%)
Visual and Media Arts (22.9%)
Other (4.2%)

Grade levels served by SY22-23 Collective Impact Survey respondents

For more information on student demographics by age level, check out EdScape’s web pages on enrollment.

Overall enrollment numbers in DC have been rising steadily since the pandemic*, but data shows that enrollment is at its highest for PreK to middle, with lower rates in 9th grade and above.

Enrollment in DC public schools, by grade level

Enrollment numbers have been rising steadily since the pandemic*, but data shows that enrollment is at its highest for PreK to middle, with lower rates in 9th grade and above.

For more information, visit our Resources Page.

Visit our Database for more data and information.

* Sourced from OSSE* enrollment data.

* TAPs* stands for Teaching Artist Programs.
78% of respondents stated there are frequent barriers to providing in-school programming.

**Barriers to in-school programming**

- Not welcome or invited into schools (11.8%)
- Not part of our mission (5.9%)
- Lack of resources (41.2%)
- Our programming isn’t prioritized (17.6%)
- COVID19 restrictions (11.8%)
- Other (11.8%)

Reported overall budgets ranged from $1,000 to $77,000,000

**Funding Sources**

The chart below shows the percentage of survey respondents who indicated each funding source. The most common being Individual Donors, Grants (local government and federal), Foundations, and Earned Revenue.

- Individual Donors 16.3%
- Local Govt Grants 15.4%
- Foundations 15.4%
- Earned Revenue 15.4%
- Special Fundraising Events 14.4%
- Federal Government Grants 13.5%
- Corporate Support 7.7%
- Other 1.9%

The above chart shows a notable trend towards grassroots funding, and supports what we have all been experiencing: since pandemic aid ended, grants have been harder to acquire.

This representative sample highlights the immense difference between an individual practitioner and an established organization.

Visit our Database for more data and information
Visit our Resources Page for more data and information

**as reported by collective impact survey respondents SY22-23**

www.dccolab.org
How was your education programming delivered?

by SY22-23 Collective Impact Survey respondents

Field trips/site visits
In-School
Synchronous Virtual
Asynchronous Virtual
Other online resources
Other

The pandemic made virtual options more mainstream, but they’re steadily being replaced by in-person programming.

Cumulative credits in the arts are consistently associated with reduced dropout*. In SY22-23, 60% of high school students were chronically absent**, and DC ranked in the bottom third of graduation rates by state at only 76%***.

DC Policy Center**, DC Policy Center***

Cumulative Arts Experiences

83% of program providers offer multi-class experiences

58% of program providers who do multi-class, meet with those students more than four times

How do you evaluate student learning?

Empirical impact measurement in the arts does not exist in the same way it does in STEM or English, so student and teacher voices are vital in emphasizing its importance in DC schools.

Visit our Resources Page for more data and information
Collective Impact Survey Participants:
23 local individuals and individuals representing organizations, who all work to get arts and humanities programs to DC public schools.

Special Thanks to:
- DDi’s Data Committee for drafting and workshopping earlier versions of Collective Impact Survey Questions
- DC Co-lab’s Equity and Justice / Education Programming Committees for participating in focus groups to finalize Collective Impact Survey questions
- Americans for the Arts and Genna Styles-Lyas for survey development with DEIA measurement in mind
- Dr. “Data Diva” Danielle Boyce for conceptualizing and guiding us through the survey development and dissemination process
- The Kennedy Center’s Any Given Child network, a program to assist communities in developing and implementing a plan for expanded arts education in their schools.

Definitions and Clarifications (*):
- DCPS: DC Public Schools
- DCPCS: DC Public Charter Schools
- TAPs: Teaching Artist/Practitioners
- AHFES: Arts and Humanities for Every Student Programming
- OSSE: Office of the State Superintendent of Education
- CI: Collective Impact, Collective Impact survey

Additional Reading
- EdScape, an “education landscape” of interactive infographics, compiled and maintained by the Office of the Deputy Mayor for Education
- The DCPS budget website, with information for current and past submitted DCPS budgets
- The DCPCS School Profiles page, with information for individual charter schools
- OSSE’s page of data and reports
- The DC Co-lab’s House of Data, an archive of Arts and Humanities Education-related information that the DC Co-lab team is building and maintaining
- DDi’s DEIA in Arts and Humanities Education infographic from 2024
- DDi’s 2024 report, that goes into more detail with this information as well as the state of DEIA implementation in our sector
- DDi’s Resources Page, with previous years’ infographics and downloadable surveys dating back to 2017

For those who are interested in participating in future DDi projects or surveys, follow DC Collaborative on Instagram or join our mailing list!