

References Proving Economic And Social Value Of Community Wide Investment In The Arts

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There is far too much literature on this subject to create a definitive bibliography here so I have listed what me and other folks at various arts organizations repeatedly cite. This is not cherry picking for a preconceived conclusion. Furthermore, that would be hard to do as there is little data which contradicts what has already been proven. The vast majority of these are easily applicable in some significant manner to Fairfield.

These citations are mostly those with what is called empirical and statistical findings, meaning studies not based on theories or stating philosophies but actual research, experiments or results that employ methods, including surveys or actual data collections that use but are not limited to quantitative methods. This is also known as level 1-3 evidence, the highest levels one has for proving an argument to be true

In some cases I have **listed concepts in bold**- those are live inks you can click on to go read what I continue to describe in the text which follows.

In life, we sometime do things by wrote, sometimes by habit, sometimes by directive and sometimes out of fear or lesser virtues. In some fields, like flying an airplane, training those who defend us or practicing medicine, we choose a direction because we have researched smartly and found what works best

In life we also have biases and beliefs, honestly or otherwise obtained, about how things work and in particular, where it is best to invest money and also where we should not invest if money is limited. Sometimes those biases are wrong and we would be wise to go forth and read

Too frequently we do not do that

Also in life, we may read and believe but fail because we did not implement the lessons correctly and follow through

The facts are very clear about the benefits of a comprehensive investment from cradle to grave in the arts that engages every level of a community and thus breaks down traditional barriers that need not be there. What to do is clear; doing it is not as easy as we humans have aptitudes as well as attitudes that need to align to accomplish major sea changes in our communities. The biases in our way are often hard earned by what are well intended sincere folks and not easily overcome.

Thus, an entire community effort is needed to get the results the data says you will have. Anything short of that will fail and probably jade the community from ever trying again.

The responsibility, the benefit and the fault lie with us as regards success or failure, not with whether the case has been inarguably made; it has

Good luck Fairfield and as always, this is pro bono- Just please, act now to save our community and kids

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4. **After-school Arts Enrichment** Resource brief on performing art program at Community Education Resource Center (CERC) at M.S. 67 Queens, N.Y., as example of effective after-school arts enrichment. Reviews consistent participation, inclusiveness, opportunities for student input, leadership, and support within the school community, staff teamwork and curriculum. Written by Policy Studies Associates, Inc.; published by The After-School Corporation (TASC), 2001.
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14. **Involvement in the Arts and Human Development: General Involvement and Intensive Involvement in Music and Theater Arts** Study analyzes relationship between arts involvement and youth development, using National Educational Longitudinal Survey as a tool. Followed 25,000+ American secondary-school students for 10 years. Found: correlation between general involvement in arts and positive academic achievement; correlation between high levels of participation in music and high achievement in math; correlation between sustained participation in theater arts and number of positive youth development traits. By James S. Catterall, Richard Chapleau, John Iwanaga (In *Champions of Change*, the Arts Education Partnership and the President's Committee on the Arts and Humanities, 1999).
15. Cohen, Randy. 1994. *Arts in the local economy: final report*. Washington: National Assembly of Local Arts Agencies.
16. Costello, Donal Joseph. 1998. "The Economic and Social Impact of the Arts on Urban and Community Development." Pp. 1333-A in *Dissertation Abstracts International, A: The Humanities and Social Sciences*. Pittsburgh: University of Pittsburgh.
17. CPC. 2002. "Contingent Valuation of Culture Conference." Cultural Policy Center at the University of Chicago. <http://culturalpolicy.uchicago.edu/cvmconf.html>.
18. **Criminal Justice Settings: Research and Evaluation** of the role of the arts Often-cited 1983 cost-benefit report on the AIC program. Finds that society and institutions in the study benefited by significantly reduced rates of behavioral-code violations; prison racist incidents were lowered, rate of recidivism declined sharply, cooperation with staff and family increased. Estimates that the program's \$162,790 cost generated benefits worth \$228,522 in the four prisons studied. Written by Lawrence Brewster, published by William James Association, 1983 (posted on Web 2007; downloadable as .pdf file).
19. **Arts in Criminal Justice Settings: Research and Evaluation**
20. 15-case study evaluations of arts programs working with offenders in U.K. Shows correlation with reduction of neighborhood crime, and lower recidivism rates among participants. Written, published by The Unit for Arts and Offenders, 2003.
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30. **Early Childhood Interventions: Proven Results, Future Promise** Study reviewing findings of rigorous evaluations of 20 early-childhood intervention programs, including home visiting, parent education and early childhood education. Benefits to society, they say, can be measured not just in terms of educational attainment but also in earnings and crime reduction. Study puts \$\$ value on social benefits. Written by Lynn A. Karoly, M. Rebecca Kilburn, Jill S. Cannon, James H. Bigelow, and Rachel Christina; published by RAND Corporation, 2005.
31. Eckstein, Jeremy. 1995. The Contribution of the Cultural Sector to the UK economy. London: Policy Studies Institute.
32. **The Economic Impact of Nonprofit Arts and Culture Organizations and Their Audiences: Arts & Economic Prosperity III** <http://www.aact.org/advocacy/impact.html> Describes itself as "the most comprehensive study of the nonprofit arts and culture industry ever conducted." Documents the economic impact of the nonprofit arts and culture industry in 156 communities and regions (116 cities and counties, 35 multi-county regions, and five states), and represents all 50 states and the District of Columbia. Available: print brochure, print summary report, print full report and package. Web features: PowerPoint presentation, sample opinion-editorial about the study, toolkit. Written and published by Americans for the Arts, 2007
33. **Culture and Commerce: The Traditional Arts and Economic Development** Study examines and measures impact of pilot partnership project between regional economic-development organizations and traditional artists and arts organizations. Shows proven effect of these partnerships on sustainability and economic impact, particularly if supported long-term. Lists potential sources of funding. By Chris Walker, Maria Jackson, Carole Rosenstein (The Urban Institute, 2003).
34. **Creative Industries: Business & Employment in the Arts** Annual study using a research-based approach to understanding the scope and importance of the arts to the U.S. economy. First national study that encompasses both nonprofit and for-profit arts industry.

Uses Dun & Bradstreet data about employment and the number of arts-centric businesses, focusing solely on businesses involved in production or distribution of the arts; excludes computer programming and scientific research and other industries not focused on the arts. Web site features mechanisms to search data by state, Congressional district and city. Written, published by Americans for the Arts, established 2008.

- a. **Arts in Education Policy** of all the states regarding the arts Policy site by Education Commission of the States. Includes What States Are Doing, Selected Research & Readings, Programs & Practices, Evaluation and Web links. Issue Breakouts: Availability, Economic Development, Standards & Assessment. Has an Artscan Policy Database on policies that support arts in education in all 50 states. Plenty of research profiles.
 - b. Collection of 67 case studies that "reveals the lessons, benefits, and pitfalls of existing and past projects, providing vital information for program staff at organizations running their own Arts Education projects." Contributors include Americans for the Arts, the Arts Education Partnership, CAPE, Arts for All, Hospital Audiences and many more. Edition of online bimonthly publication CloseUp, published by Issue Lab, June/July 2009.
35. **Strengthening Rural Economies through the Arts** Study showing how states are turning to arts-based economic development strategies to revive rural economies. Case studies, examples of successful programs, research citations, useful quotes. Written, published by NASAA, National Governors Association and NEA, 2005.
 36. **The Role of the Arts in Economic Development** Study on how arts programs help state/local governments generate economic renewal in under-performing regions, assist in downtown redevelopment, create "vibrant public spaces" that increase quality of life and positive public image, and make communities more attractive to new residents. Case studies, examples of successful programs, research citations, useful quotes. Written, published by NASAA, National Governors Association and NEA, 2001.
 37. Educational report card **NAEP Arts Report Card 1997** Assessment of skills and knowledge in music, theater and visual arts, administered to over 6,000 eighth graders in 268 schools. Shows wide gap between benefits of arts and their availability to students on a regular basis. Written, published by National Assessment of Educational Progress, 1997.
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45. **Research on Creativity and Aging: The Positive Impact of the Arts on Health and Illness** Study following weekly senior arts programs—a senior choir, a visual arts group, and a multidisciplinary arts group—conducted by professional artists in Washington, D.C., San Francisco and New York City. Average age of participants: 80. Concludes that the positive impact indicated by the preliminary results demonstrate that “community-based cultural programs for older adults appear to be reducing risk factors that drive the need for long-term care.” Written 2001 by Eugene Cohen; commissioned by National Endowment for the Arts, National Institute of Mental Health and AARP; published by American Society on Aging, 2006.
46. **Research: Arts and Healthcare** Brief descriptions, links and conference proceedings from several recent studies on the arts and healthcare. Written, published by Society for the Arts in Healthcare, 2002-2003.
47. **Health and the Arts: An International Journal of Research, Policy and Practice** Official journal of the Society for the Arts in Healthcare, published by Routledge. Edited by Prof Stephen Clift and Paul Camic of Canterbury Christ Church University and Prof Norma Daykin of the University of the West of England. Takes a broad-based approach in examining uses of the arts in public health, health promotion and healthcare. Publishes empirical research, policy analysis, theoretical discourse, systematic reviews and examples of best practice. Founded 2009.
48. **Final Report: Satisfaction and Outcomes Assessment, Hospital Artist-in-Residence Program**
Evaluation demonstrates hospital artist-in-residence program is highly successful in relieving patient anxiety, reducing job burdens on caregivers and potentially increasing patient willingness to talk about their condition and treatment options. Written, published by The Creative Center: Arts for People with Cancer, 2002.
49. **Leisure Activities and the Risk of Dementia in the Elderly** Study of 469 subjects older than 75 years of age who resided in the community and did not have dementia at base line. Found that of physical leisure activities evaluated [swimming, bicycling, dancing, participating in group exercises, team games such as bowling, walking, climbing stairs, doing housework, and babysitting], “dance was the only physical activity associated with a lower risk of dementia.” Written by Joe Verghese, M.D., et al.; published in New England Journal of Medicine, 2003.
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51. Intangible benefits **Gifts of the Muse: Reframing the Debate About the Benefits of the Arts** Study proposing that advocates become less fixated on what the arts can do for business growth and kids' math and reading scores, and stress intangibles such as enchantment, enlightenment and community building. Written, published by RAND Corporation, 2004.

52. **Impact database** Bibliographical resource relating to research on social and economic effects of arts, culture and major events. Research theme: arts and culture; arts, culture and education; arts, culture and inclusion; arts and health; arts, culture and audience development; arts, culture and the economy; cultural tourism; major cultural events; and major sporting events, with an emphasis on research published since 2000. Developed, maintained by Centre for Cultural Policy Research, University of Glasgow, Scotland; commissioned by the Scottish Executive, 2008.
53. Involving youth **Involving Youth in Nonprofit Arts Organizations** Report that is an urgent call to nonprofit arts organizations to concentrate on "attracting the best new talent to administer their affairs, to serve as artists and audiences, and to act as advocates, boosters and financial supporters." Includes survey of youth programs in California NAOs, case studies of 12 successful programs, and comparative analysis of youth programs in the , with an in-depth look at two leading organizations. Identifies barriers, proven approaches, best practices, lessons learned and organizational benefits of youth programs. Written by Barry Hessenius, published by William and Flora Hewlett Foundation, 2007.
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60. **Literacy Through Art** Three-year study to evaluate the impact of arts education on literacy among elementary-school children. Finds that students in the Guggenheim Museum program Learning Through Art performed better in several categories of literacy and critical thinking skills — including extended focus, hypothesizing, and providing multiple interpretations — than did students not in the program. Published by Solomon R. Guggenheim Museum, 2005-7.
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65. **Measure of Culture**
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69. National data archive **Cultural Policy and the Arts National Data Archive (CPANDA)** Database collaboration between Princeton University's Firestone Library and its Center for Arts and Cultural Policy Studies. "An interactive digital archive of data on the arts and cultural policy in the U.S., available for research and statistical analysis, with data on artists, arts and cultural organizations, audiences, and funding for arts and culture." Raw data, research resources, "quick facts" on artists, arts organizations, audiences and support for arts. By Firestone Library and Center for Arts and Cultural Policy Studies, Princeton University (Princeton University, 2002-present).
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90. **Strategies for Sustainability** of the Arts. Monograph recommending that arts sectors in big cities create a strong local agency to coordinate cultural activities and help make arts an integral part of each community. Recommends that civic leaders make cultural institutions a vital component of community economic development and neighborhood revitalization strategies. Based on study of 11 big U.S. cities. Written by Kevin F. McCarthy, Elizabeth Heneghan Ondaatje, Jennifer L. Novak; published by RAND Corporation, 2007.
91. State studies an example **Arts, Cultural, and Humanities Organizations in the Rhode Island Economy, Report Summary** Shows \$241.2-million impact of arts on the state. Proves the arts a win-win investment for the state when combined with intensive community investment (millions of performance and volunteer hours), impact on tourist industry, and increase in indirect audience spending in places like downtown Providence. By Gregory Wassall (New England Foundation for the Arts, 1996).
92. **Clusters of Creativity: The Role of Arts in North Carolina's Economy** Study documenting how private-sector creative workers contribute to communities across N.C. and how the

arts serve as a catalyst for tourism, inspiring unique products and partnerships. Written by Regional Technology Strategies, Inc.; published by N.C. Arts Council, 2007.

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97. Student Success **Why the Arts Matter in Education: or Just What Do Children Learn When They Create an Opera?** Study of school-based elementary opera program. Found that students in the opera setting participate more substantively in group interactions than students in alternative settings. This collaborative work leads to more effective problem solving. Uses both qualitative and quantitative data. By Dennie Palmer Wolf (In Champions of Change, the Arts Education Partnership and the President's Committee on the Arts and Humanities,1999).
98. Improved by **Arts Education** Study showing how arts shape 21st-century working skills. Documents positive outcomes of integrating arts into K-12 education and youth intervention programs. Case studies, examples of successful programs, research citations, useful quotes. Written, published by NASAA, National Governors Association and NEA, 2002.
99. **Learning in and Through the Arts: Curriculum Implications** Study of 2,000+ public-school students in grades 4-8, conducted by team of researchers from Teacher's College, Columbia University. Found that students involved in high-arts-intensive settings performed better than students in low-arts settings in creativity, fluency, originality, elaboration and resistance to closure. Skills extend into nonarts subject areas like math and science. By Judith Burton, Robert Horowitz, and Hal Abeles (In Champions of Change, the Arts Education Partnership and the President's Committee on the Arts and Humanities, 1999).
100. **Learning, Arts, and the Brain, The Dana Consortium Report on Arts and Cognition** Cognitive neuroscientists from seven U.S. universities grapple with the question: Are smart people drawn to the arts or does arts training make people smarter? Studies the effects of music, dance and drama education on other types of learning. Finds, for ex., that children motivated in the arts develop attention skills and strategies for memory retrieval that also

apply to other subject areas. Research led by Michael S. Gazzaniga. Published by Dana Foundation, 2008.

101. **Eloquent Evidence: The Arts at the Core of Learning** Summarizes evidence from research studies demonstrating impact and importance of learning in the arts, including Garner's multiple intelligences and research demonstrating that students of art routinely outperform other students on the SAT. Written, published by National Assembly of State Arts Agencies, 1995.
102. **Critical Evidence: How the Arts Benefit Student Achievement** Study pointing to strong relationships between learning in the arts and fundamental cognitive skills and capacities used in mastering other school subjects, including reading, writing and mathematics. Written by Sandra S. Ruppert; published by National Assembly of State Arts Agencies in collaboration with Arts Education Partnership, 2006.
103. **Critical Links: Learning in the Arts and Student Academic and Social Development** Compendium of research studies about learning in the arts. Examines cognitive practices, motivation, academic development and more provide multiple kinds of evidence and support for the importance and unique position of arts in children's learning. Written, published by Arts Education Partnership, 2002.
104. **Imaginative Actuality: Learning in the Arts During the Nonschool Hours** Ten-year longitudinal study of young-people's self-selected effective learning sites in the out-of-school hours. Findings: Arts organizations provided some of the most fertile ground for young people's cognitive and linguistic development -- leading to highly developed communication, leadership, collaborative skills. By Shirley Brice Heath and Adelma Roach (In Champions of Change, the Arts Education Partnership and the President's Committee on the Arts and Humanities, 1999).
105. **Chicago Arts Partnerships in Education: Summary Evaluation** Study using multiple assessment tools including student achievement, measures of community and school support, and teacher and student surveys to examine success of CAPE. Conducted by the Imagination Project, program of UCLA graduate school of education. Found that over six years CAPE had high impact on classroom, teachers and artists, on student performance, and on level of support from community and school-based groups. By James S. Catterall and Lynn Waldorf (In Champions of Change, the Arts Education Partnership and the President's Committee on the Arts and Humanities, 1999).
106. **Champions of Change: The Impact of the Arts on Learning** Publication presenting recent studies that demonstrate the link between involvement in the arts, positive youth development and academic achievement. Research conducted in in-school and out-of-school settings via quantitative/qualitative methods. Figures, statistics, stories, theories. Researchers include James Catterall, Shirley Brice Heath and Steve Seidel. Written, published by Arts Education Partnership and the President's Committee on the Arts and Humanities, 1999.
107. Sustaining success **Choreographing Community Sustainability: The Importance of Cultural Planning to Community Viability** Research project in which issues, trends, planning infrastructures, partnerships and resources critical to the evolution of community sustainability were reviewed in literature and discussed in a focus group and in interviews

with municipal cultural practitioners in British Columbia and Ontario who were members of the Creative City Network of Canada. Summary include key points that emerged in both, plus recommendations. Written by Kat Runnalls; published by Centre of Expertise on Culture and Communities , 2007.

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