



SUMMARY OF ADDITIONAL ARTS EDUCATION RESEARCH AND FACTS

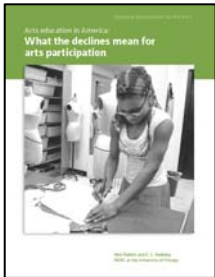
The arts boost learning and achievement for students.



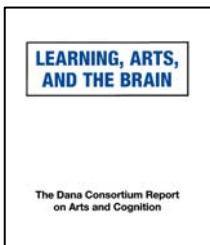
- The collection of research described in *Critical Links: Learning in the Arts and Student Academic and Social Development* (2002) finds that learning in the arts may be uniquely able to boost learning and achievement for young children, students from economically disadvantaged circumstances, and students needing remedial instruction.



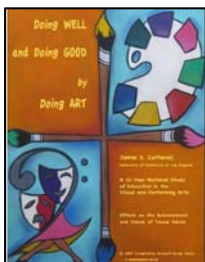
- According to the Arts Education Partnership publication *Champions of Change: The Impact of the Arts on Learning* (1999), a compilation of studies on the impact of arts on learning, students who participate in the arts outperform their peers on virtually every measure. Researchers found that "sustained learning" in music and theater correlates to greater success in math and reading, and students from lower socioeconomic backgrounds see the greatest benefits. In fact, "learning in and through the arts can help 'level the playing field' for youngsters from disadvantaged circumstances," the researchers contended.



- *Arts Education in America: What the declines mean for arts participation*, a 2011 report from the National Endowment for the Arts, finds that long-term declines in childhood arts education have serious implications for the future of arts participation in America. In 1982, nearly two-thirds of 18-year-olds reported taking art classes in their childhood. By 2008, that share had dropped below one-half, a decline of 23 percent. The rates are even more dramatic among African-American and Hispanic populations.



- Cognitive neuroscientists at seven major universities have found strong links between arts education and cognitive development (e.g. thinking, problem solving, concept understanding, information processing and overall intelligence.) According to the Dana Consortium study, *Learning, Arts, and the Brain* (2008) children motivated in the arts develop attention skills and memory retrieval that also apply to other subject areas.



- A 2009 book by James Catterall, "Doing Well and Doing Good by Doing Art: A 12-Year Longitudinal Study" found that 8th graders from under-resourced environments who are highly involved in the arts have better grades, less likelihood of dropping out by grade 10, have more positive attitudes about school, and are more likely to go on to college.



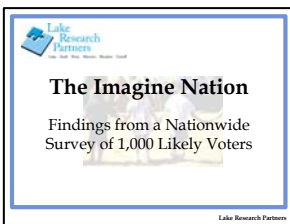
Instruction time for the arts is decreasing across the nation since implementation of No Child Left Behind (NCLB).

- A 2007 study from the Center on Education Policy concludes that, since the enactment of NCLB, *thirty percent* of districts with at least one identified school—those with the students most responsive to the benefits of the arts—have decreased instruction time for art and music.
- In 2008, a follow-up study from the Center on Education Policy found that these cuts in instructional time were deeper than first considered.
 - Among the school districts that reported both increasing time for English language arts or math and reducing time in other subjects, 72% indicated that they reduced time by a total of at least 75 minutes per week for one or more of these other subjects.
 - Among districts that reported a decrease in instructional time since 2001-02, 23% reported decreasing total instructional time for arts and music by 50% or more below pre-NCLB levels - greater than social studies, science and physical education.

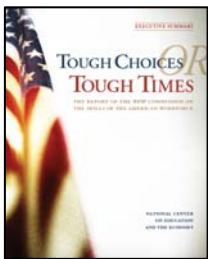


Arts education helps prepare a creative workforce.

- A recent national poll of 1,000 likely voters conducted by Lake Research Partners (2007) has identified a new and growing constituency of voters in America who advocate building capacities of the imagination in public education.
 - Voters believe that, in order to meet the demand for innovation in the marketplace, we must teach skills of the imagination in the classroom. They are concerned that America, a historic leader in innovation, is falling behind other nations as it devotes less attention to developing what they perceive to be essential skills of the imagination and innovation.
 - 91% of voters indicate that arts are essential to building capacities of the imagination.
 - 73% of voters believe that building capacities of the imagination is just as important as the “so called” basics for all students in public schools. 82% of voters want to build imagination and creative skills in schools.



- The New Commission on the Skills of the American Workforce, a bi-partisan commission, comprised of former Cabinet secretaries, governors, college presidents and business, civic and labor leaders, in the report Tough Choices or Tough Times (2006) called for “a total shakeup in how America educates its people with an innovative system that boosts students to unprecedented levels of learning throughout their lives while creating a structure that gives them the best teachers and schools the country can offer.”
 - The executive summary of the Commission’s report states, “This is a world in which a very high level of preparation in reading, writing, speaking, mathematics, science, literature, history and the arts will be an indispensable foundation for everything that comes after for most members of the workforce. It is a world in which comfort with ideas and abstractions is the passport to a good job, in which creativity and innovation are the key to the good life...”



- The College Board’s report, "Arts at the Core: Recommendations for advancing the state of arts education in the 21st Century" by the National Task Force on the Arts Education confronts challenges to the state of the arts in education, identifies the many benefits of arts learning, and details eight key recommendations for advancing the place of the arts in American education. It outlines recommendations for making the arts a core component of American education.

