

Social Impact of the Arts Research, A Literature Review compiled by DeNay Adams, with additions by Elianet Hernandez-Santana. Funded by the UNC Charlotte Urban Institute

Area of Focus	Website	Citation	About	Methods	Findings
Education	https://www.artsedsearch.org/	ArtsEd Search is a hub for research on the impact of arts education. It is a project of the Arts Education Partnership.			
Education	https://www.sciencedirect.com/science/article/pii/S0885200617300443	Brown, Eleanor D., Mallory L. Garnett, Blanca M. Velazquez-Martin, and Timothy J. Mellor. "The Art of Head Start: Intensive Arts Integration Associated with Advantage in School Readiness for Economically Disadvantaged Children." <i>Early Childhood Research Quarterly</i> 45 (2018): 204-214.	The Art of Head Start: Intensive arts integration associated with advantage in school readiness for economically disadvantaged children	The present study examined the impact of intensive arts integration on school readiness for economically disadvantaged children attending Head Start preschool. Participants were 265 children, ages 3–5 years. Of these, 197 attended a fully arts-integrated Head Start, where children received daily music, dance, and visual arts classes in addition to homeroom, and 68 attended a matched comparison program that did not include arts classes. The Bracken Basic Concepts Scale, Third Edition- Receptive (BBCS-3:R) was used to measure children’s school readiness at the start and end of a year of preschool attendance.	According to a repeated-measures multivariate analysis of covariance (MANCOVA), children at the arts-integrated Head Start showed greater gains in school readiness compared to their peers at the comparison program. Univariate tests revealed that attendance at the arts-integrated preschool was associated with greater gains on a general school readiness composite as well as in specific concept areas of texture/material and self/social awareness.
Education	https://psycnet.apa.org/record/2019-34	Guhn, M., Emerson, S. D., & Gouzouasis, P. (2019). A population-level analysis of associations between school music participation and academic achievement. <i>Journal of Educational Psychology</i> .	A population-level analysis of associations between school music participation and academic achievement. An empirical study/quantitative study.	The present study employed population-level educational records from 4 public school student cohorts (n = 112,916; Grades 7–12) in British Columbia (Canada) to examine relationships between music education (any participation, type of participation, music achievement, and engagement level) and mathematics and science achievement in Grade 10 as well as English achievement in Grades 10 and 12, while controlling for language/cultural background, Grade 7 academic achievement, and neighborhood socioeconomic status.	This large-scale study identified evidence of positive relationships between school music participation and high school exam scores in English, mathematics, and science using population-level educational records for over 110,000 students in British Columbia, Canada. Participation in school music (especially instrumental music) was related to higher exam scores, and students with higher levels of school music engagement had higher exam scores.
Education	https://eric.ed.gov/?id=EJ1018320	Baker, D. (2013). Art Integration and Cognitive Development. <i>Journal for Learning through the Arts</i> , 9(1), n1.	Art integration at school promotes cognitive development	Field study on the Art Space Charter School, a K-8 school committed to the integration of the arts with curriculum. Curriculum is based on the North Carolina Standard Course of Study. All data collected through observation	Arts based curriculum improves cognitive development which promotes “vocabulary development, reasoning, comparing/contrasting, abstraction, integration of concepts, and conceptual development.”
Education	https://doi.org/10.1037/aca0000222	Winsler, A., Gara, T., Alegrodo, A., Castro, S., & Tavassolie, T. (2019). Selection into, and academic benefits from, arts-related courses in middle school among low-income, ethnically diverse youth. <i>Psychology of Aesthetics, Creativity, and the Arts</i> .	Art engagement in school has a positive effect on academic performance	“Followed a large and diverse sample of preschool children (n = 31,332; 61% Latino, 32% Black, 55% ELL, 81% free/reduced lunch) until they completed 6th, 7th, and/or 8th grade. School readiness was assessed during pre-K, and archival public-school data were collected in middle school.	“Controlling for prior variables associated with selection into the arts, including prior academic performance, students with exposure to an arts elective in middle school subsequently had significantly higher GPAs and math and reading scores, and decreased odds of school suspension, compared to students not exposed to the arts.”
Education	http://nasaa-arts.org/wp-content/uploads/2017/05/critical-evidence.pdf	Ruppert, S. S. (2006). How the ARTS Benefit Student Achievement. Their source: Vaughn, K., & Winner, E. (2000). SAT scores of students who study the arts: What we can and cannot conclude about the association. <i>Journal of Aesthetic Education</i> , 34(3/4), 77-89.	(An interesting one but use caution when using...this one only indicates a correlation, not a causal relationship.) The impact of arts on educational outcomes	Analyzed 12 available years of SAT data provided by the College Board, from 1987-1998. This data examines the amount of arts course experience as the	“Arts participation and SAT scores co-vary—that is, they tend to increase linearly: the more arts classes, the higher the scores. This relationship is illustrated in the 2005 results shown below. Notably, students who took four years of arts coursework outperformed their peers who had one half-year or less of arts coursework by 58 points on the verbal portion and 38 points on the math portion of the SAT” --- Note: This finding only shows a positive correlation, not a causal relationship " Policymakers should refrain from citing the link between arts and SAT scores both be cause their claims imply that a causal relationship exists when nothing causal has been established, and also because the link between arts courses and SAT scores is far weaker than the link between academic courses and SAT scores." (pg. 87)

Education	https://www.tandfonline.com/doi/abs/10.1080/10632913.2012.656494	Brouillette, L. (2012). Supporting the language development of limited English proficient students through arts integration in the primary grades. <i>Arts Education Policy Review</i> , 113(2), 68-74.	"Arts integration can boost the language development of limited English proficient students in kindergarten through second grade."	Comparing student scores on the California English Language Development Test (CELDT) at 5 urban elementary schools participating in the San Diego Teaching Artist Project to student scores on the CELDT at non participating schools.	On the California English Language Development Test (CELDT), paneled English Language Learner (ELL) students with two years of exposure to the Teaching Artist Project had higher scores than students at non participating schools.
Education	http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.583.9606&rep=rep1&type=pdf	Spelke, E. (2008). Effects of music instruction on developing cognitive systems at the foundations of mathematics and science. <i>Learning, arts, and the brain</i> , 17.	"When children or adolescents produce music, they activate brain systems that also enable them to compare and operate on representations of number and geometry." (pg. 17)	"Conducted three experiments in children and adolescents. All three experiments assessed participants' performance on a total of six tests. Three of the tests assessed the function of each of the core systems underlying math capabilities: 1. A system for representing small exact numbers of objects (up to three), 2. A system for representing large, approximate numerical magnitudes, and 3. A system for representing geometric properties and relationships. Three further tests measured abilities to connect pairs of systems to one another." (pg. 17)	"Our results show that intensive music training is associated with improved performance in the core mathematical system for representing abstract geometry. Controlling for an array of other variables (such as IQ, academic performance, social and economic factors), we found that intensively music-trained students outperformed students with little or no music training at detecting geometric properties of visual forms." (pg. 18)
Education	https://www.academia.edu/19724223/Associations_Between_Length_of_Music_Training_and_Reading_Skills_in_Children	Corrigall, K. A., & Trainor, L. J. (2011). Associations between length of music training and reading skills in children. <i>Music Perception: An Interdisciplinary Journal</i> , 29(2), 147-155.	"Music training is associated with higher-level reading abilities such as reading comprehension."	<ul style="list-style-type: none"> - "Forty-six children (35 girls, 11 boys), ranging in age from 6.1 years to 9.0 years (M = 7.6 years, SD = 0.9 years) participated in the study. - All children participated in music lessons, and some children played more than one instrument. - We recorded the number of instruments that children learned and the age at which they first began music lessons. - Length of music training for each child was calculated as the number of years of training on their primary instrument, plus the number of years of training on any additional instruments. Children's length of music training ranged from 0.1 years to 6.2 years. - Standardized Reading Test: children completed the Word Identification and Passage Comprehension subtests of the Woodcock Reading Mastery Test– Revised (WRMT-R; Woodcock, 1987). On the Word Identification subtest, children read single words aloud to measure word decoding ability. On the Passage Comprehension subtest, children identified a missing word in the context of a sentence or short paragraph to measure their reading comprehension skills. Raw scores on each of these subtests were standardized according to age using updated norms (Woodcock, 1998)." 	"When researchers treat duration of music training as a continuous variable, it is positively correlated with reading comprehension." (Swaminathan, S., & Schellenberg, E. G. (2014). 15 Arts education, academic achievement and cognitive ability.)
Education	https://psycnet.apa.org/record/2009-09536-004	Wetter, O. E., Koerner, F., & Schwaninger, A. (2009). Does musical training improve school performance?. <i>Instructional Science</i> , 37(4), 365-374.	Musical training improves school performance	<ul style="list-style-type: none"> - Non - randomized - 2 schools in Switzerland - Student school performance obtained from annual reports provided by teachers. - Information gathered about whether a student practices music or not obtained through student and parent self reports. - Compared school performance of 53 students practicing music with 67 students not practicing music. 	"When researchers treat duration of music training as a continuous variable, it is positively correlated with average grades in school." - (Swaminathan, S., & Schellenberg, E. G. (2014). 15 Arts education, academic achievement and cognitive ability.) BUT when multiple regression analysis conducted, showed musical training, parent's income, and educational level (grades) correlated significantly with overall average grades. "Continuous musical training appears to help achieve and maintain school performance at a high level over time." This study shows that there is a positive correlation between art studies and grades but it is not a causal relationship.

Education	https://www.researchgate.net/publication/274006211_Arts_education_academic_achievement_and_cognitive_ability	Swaminathan, S., & Schellenberg, E. G. (2014). 15 Arts education, academic achievement and cognitive ability.	<p>(Good takeaways): "Although positive associations between arts training and academic achievement are evident in a variety of contexts, there is little reason at present to believe that training in the arts actually improves academic achievement."</p> <p>"In order to infer that training in the arts causes improvements in academic performance, such an association must be independent of normal maturation. It must also remain evident after controlling for pre-existing individual differences. Evidence of the association should emerge from longitudinal studies, when children do not differ at Time 1 (before training begins) but they do at Time 2 (after, say, 2 years of training). Nevertheless, experimental studies are the only way to infer causation unequivocally, such as when children are assigned randomly to one or more arts-related</p>		
Education	https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/	Respress, T., & Lufti, G. (2006). Whole brain learning: The fine arts with students at risk. Reclaiming children and youth, 15(1), 24.	Fine arts improves at risk African American student self-esteem, school achievement, and grade point averages	<ul style="list-style-type: none"> - 66 middle school students in grades 6-8 - 94% African American, 6% bi-racial, and 1% other - Between ages 11-14 years - 33 of these students were placed in the participant group (students participating in HEARTS program) and 33 were placed in the comparison group (students not participating in HEARTS program) - Students selected based upon baseline data regarding problem behaviors, grades, attendance, socio-economic background, family problems, and problems in the community. - Outcome measures: Grade Point Average (GPA), Math and Spelling measured by Wide Range Achievement Test (WRAT III), Self-Esteem measured by the Rosenberg Self Esteem Scale 	" Respress and Lufti (2006) also found that in a study of 66 African-American middle school students at risk of school and social failure, they made statistically significant improvements in self-esteem, school achievement, and grade point averages after participating in an after school fine arts program (HEARTS) as compared to the control group." - (Robinson, A. H. (2011). Research review of the effects of arts integrated curriculum on student success. International Journal of Arts & Sciences, 4(11), 289.)

Education	https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf	Catterall, J. S. (2012). The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies. Research Report# 55. National Endowment for the Arts.	Art engagement in school and/or out of school has a positive correlation with academic outcomes	Longitudinal study using 3 databases: National Education Longitudinal Study of 1988 (NELS:88), the Early Childhood Longitudinal Study, Kindergarten Class of 1998-1999 (ECLS-K), and the Education Longitudinal Study of 2002 (ELS:2002). "Data about arts involvement stem from a combination of survey and interview questions and administrative records (e.g., transcripts). Depending on the database, arts variables include course-taking in music, dance, theater, and the visual arts; out-of-school arts lessons; and membership, participation, or leadership in arts organizations and activities (e.g., band or theater)."	"Teenagers and young adults of low socioeconomic status (SES) who have a history of in-depth arts involvement show better academic outcomes than do low-SES youth who have less arts involvement. They earn better grades and demonstrate higher rates of college enrollment and attainment. Among low-SES students: 1. Eighth graders who had high levels of arts engagement from kindergarten through elementary school showed higher test scores in science and writing than did students who had lower levels of arts engagement over the same period. 2. Students who took arts courses in high school achieved a slightly higher grade-point average (GPA) in math than did other students. 3. Students who had arts-rich experiences in high school showed higher overall GPAs than did students who lacked those experiences. 4. Ninety-four percent of the high-arts group went on to a four-year college, versus 76 percent of the low-arts, high-SES group."
Education	http://kpepler.com/Docs/2014_Peppler_Positive_Impact.pdf	Peppler, K. A., Powell, C. W., Thompson, N., & Catterall, J. (2014, October). Positive impact of arts integration on student academic achievement in English language arts. In <i>The Educational Forum</i> (Vol. 78, No. 4, pp. 364-377). Routledge.	"High-quality arts integration positively influences student academic achievement."	"Longitudinal study of an intensive multi-art integration model implemented in public elementary schools in the Los Angeles area."	Found consistent and significantly higher student scores that were at or above proficiency on the English Language Arts test in students at schools adhering to the LATA model compared to matched comparison school sites receiving the school district's stand-alone arts program. LATA: "ICA has a unique school arts program partnership model with Los Angeles Unified School District (LAUSD), called the Learning and Achieving Through the Arts (LATA) model. In the LATA model, public school teachers learn a variety of art forms alongside their students over the course of a school year. This approach is supplemented through a series of high-quality professional development programs targeted at building contextualized academic bridges between these stand-alone experiences in the arts and other academic areas, particularly emphasizing the connections to literacy and language through the arts. The LATA model explicitly integrates content and makes connections to content both in and out of classrooms, while most models do not."
Education	https://settlementmusic.org/app/uploads/2018/10/SMS-study-2.pdf	Brown, E. D., & Sax, K. L. (2013). [Arts Enrichment and Preschool Emotions for Low-Income Children at Risk].	"Examines observed emotion expression and teacher-rated emotion regulation for low-income children attending Settlement Music School's Kaleidoscope Preschool Arts Enrichment Program."		"At a level of $p < .001$, results indicate the following. First, within Kaleidoscope, children showed greater observed positive emotions such as interest, happiness, and pride, in music, dance, and visual arts classes, as compared to traditional early learning classes. Second, children at Kaleidoscope showed greater observed positive emotions than peers attending a comparison preschool that did not include full integration of the arts. Third, across the school year, children at Kaleidoscope showed greater growth in teacher-rated levels of positive and negative emotion regulation. The implication is that arts enrichment may promote social-emotional readiness to learn for low-income children at risk for school problems."

Education	https://www.aep-arts.org/wp-content/uploads/2012/03/AEP-Wire-catterall.pdf	<p>Catterall, J. S. (2009). [Doing well and doing good by doing art: The effects of education in the visual and performing arts on the achievements and values of young adults].</p>	<p>"This study provides important empirical evidence of the significant role that the arts play in preparing young people for success, both in academia and in life. Its implications for education of underserved and English Language Learners (ELL) are particularly significant, given the compelling need to improve the educational opportunities available to urban inner-city and ELL students."</p>	<p>"This study employs statistical analysis of data from the National Educational Longitudinal Survey (NELS:88), a database of the U.S. Department of Education that tracks student responses to survey questions over time. Statistical significance of inter-variable relationships was tested using the Chi square."</p>	<p>"The Arts-Rich School and low socio-economic status (lowSES) students: Significant differences characterized lowSES students who attended one of two kinds of schools, those characterized as "arts-rich" and those characterized as "arts-poor" (Figure 1) Of these findings, the author notes: "In the annals of education research, it is hard to find average performance or outcome statistics reported for low-SES students that exceed such measures for the entire population. This would tend to indicate that the low-income group received some sort of advantage as they progressed on their goals—in fact, it would seem assured in this."</p>
Education	https://www.govinfo.gov/content/pkg/ERIC-ED466413/pdf/ERIC-ED466413.pdf	<p>Critical Links: Learning in the Arts and Student Academic and Social Development. (2002).</p>	<p>"Two purposes of this compendium are: (1) to recommend to funders of research promising lines of inquiry and study suggested by recent, strong studies of the academic and social effects of learning in the arts; and (2) to provide designers of arts education curriculum and instruction with insights found in the research that suggest strategies for deepening the arts learning experiences and are required to achieve the academic and social effects."</p>		

Education	http://artsedge.kennedy-center.org/champions/pdfs/champsreport.pdf	Edward, B. F. (1999). Champions of Change: The Impact of the Arts on Learning. Retrieved from http://artsedge.kennedy-center.org/champions/pdfs/champsreport.pdf	"Advocates for the arts often use photographs of smiling faces to document the experience . But in a society that values measurements and uses data - driven analysis to inform decisions about allocation of scarce resources , photographs of smiling faces are not enough to gain or even retain support . Such images alone will not convince skeptics or even neutral decision - makers that something exceptional is happening when and where the arts become part of the lives of young people . Until now, we've known little about the nature of this change , or how to enable the change to occur. To understand these issues in more rigorous terms , we invited leading educational researchers to examine the impact of arts experiences on young people . We developed the Champions of Change: The Impact of the Arts on Learning initiative in cooperation with The Arts Education Partnership and The President's	"We invited the initial Champions of Change researchers to examine well - established models of arts education . We then added research efforts that looked beyond specific programs to larger issues of the arts in American education . Finally, we expanded our concept beyond classrooms and schools to include out-of-school settings . We wanted to better understand the impact of the arts on learning, not just on formal education ."	"As a result of their varied inquiries ,the Champions of Change researchers found that learners can attain higher levels of achievement through their engagement with the arts . Moreover, one of the critical research findings is that the learning in and through the arts can help "level the playing field " for youngsters from disadvantaged circumstances ."
Education	http://artsedge.kennedy-center.org/champions/pdfs/imagact.pdf	Heath, S. B., & Roach, A. (1999). Imaginative Actuality Learning in the Arts during the Nonschool Hours. In (pp. 19-34)	"This is a report of empirical data on imagination at work in places and by people invisible to most of us and little evidenced in current discussions of education . It explores how young people and professional artists in economically disadvantaged communities make learning work in community - based organizations devoted to production and performance in the arts ."	"First we review the general parameters of the broad research study from which learning in the arts emerged as of special interest . Next we consider findings related to all effective youth organizations , regardless of focus of activity."	"In essence , both facts and imagination should guide us. If they do, it is just possible that what we learn and do will suggest new explanations of ways to achieve full individual and societal competence . The American poet , Wallace Stevens , once remarked " In the presence of extraordinary actuality, consciousness takes the place of imagination ." What goes on through the arts for young people in highly effective learning environments of community organizations is just this kind of actuality. Consciousness is called for."

Education	https://www.artsedsearch.org/study/increasing-the-school-engagement-and-oral-language-skills-of-ells-through-arts-integration-in-the-primary-grades/	<p>Increasing the school engagement and oral language skills of ELLs through arts integration in the primary grades.</p> <p>http://www.artsedsearch.org/summaries/increasing-the-school-engagement-and-oral-language-skills-of-ells-through-arts-integration-in-the-primary-grades</p>	<p>"Building on previous research on the relationship between the arts and student engagement and achievement, researchers studied the impact of San Diego's Teaching Artist Project (TAP) on the attendance and speaking and listening skills of children in kindergarten through second grade, with a focus on English Language Learners (ELLs). TAP is an arts integration program led by teaching artists and classroom teachers that provides lessons in visual arts, theatre, and dance to students in high-poverty schools."</p>	<p>"Researchers selected five San Diego schools participating in the TAP program that offered all arts lessons on the same day of the week for a given grade level. Lessons were given in visual art, theater, and dance. The school district provided daily attendance data in order to compare the percentage of students attending school on days with and without art. Attendance rates were compared separately for each grade level, school, and month of the year. A regression analysis was performed to determine the statistical significance of the effect of art lessons on student attendance. Researchers also interviewed 15 teachers, 19 mentor teachers, and eight principals at participating schools to learn their perceptions of students in the art program. Interview subjects were self-selected. A coding system was developed from interview transcripts to identify and analyze recurring themes. In the next part of the study, focusing more closely on the impact of TAP on language skills for ELLs, an outside evaluator randomly selected 15 high poverty schools participating in TAP; five of these schools were matched with a group of control schools not receiving an arts integration treatment. The visual arts component of TAP was eliminated for this portion of the study, because teachers reported it did not lead to much verbal interaction. After one year of one hour of dance or theater instruction per class per week for 28 weeks, researchers compared Speaking and Listening subtests and overall scores on the CELDT for kindergarteners and first graders."</p>	<p>"Researchers found that attendance rates were significantly higher on days with scheduled art lessons than on days without. Speaking and listening skills for ELL students, as measured by scores on the California English Language Development Test (CELDT), improved significantly after weekly hour-long theater and dance lessons were integrated into the kindergarten curriculum; scores also improved, although not significantly, for first graders receiving the same intervention. Teachers reported that their students were more engaged in school as a result of participating in art lessons and felt that the program was beneficial."</p>
Education	https://www.creativenz.govt.nz/assets/ckeditor/attachments/1029/staying_in_school.pdf?1410234540	<p>Israel, D. (2009). Staying in School, Arts Education and New York City Graduation Rates. The Center for Arts Education. Retrieved from http://www.creativenz.govt.nz/assets/ckeditor/attachments/1029/staying_in_school.pdf?1410234540</p>	<p>"This report takes the first ever look at the relationship between school-based arts education and high school graduation rates in New York City public schools. The findings, based on data collected by the New York City Department of Education (DOE), strongly suggest that the arts play a key role in keeping students in high school and graduating on time."</p>	<p>Analyzing data from more than 200 New York City schools over a two-year period, this report shows that schools in the top third in graduation rates offered their students the most access to arts education and the most resources that support arts education.3 Schools in the bottom third in graduation rates consistently offer the least access and fewest resources. This pattern held true for nine key indicators that convey a school's commitment to arts education</p>	<p>Certified Arts Teachers High schools in the top third of graduation rates had almost 40 percent more certified arts teachers per student than schools in the bottom third—or, on average, one additional arts teacher per school. Dedicated Arts Classrooms High schools in the top third of graduation rates had 40 percent more physical spaces dedicated to arts learning per student than schools in the bottom third. Appropriately Equipped Arts Classrooms High schools in the top third of graduation rates had almost 40 percent more classrooms appropriately equipped for the arts than schools in the bottom third. Arts and Cultural Partnerships High schools in the top third of graduation rates had fostered 25 percent more partnerships with arts and cultural organizations than schools in the bottom third.</p>
Education	https://www.arts.gov/sites/default/files/arts-in-early-childhood-dec2015-rev.pdf	<p>Menzer, M. (2015). The Arts In Early Childhood : Social and Emotional Benefits of Arts Participation a Literature Review and Gap-Analysis (2000-2015). The Arts in Early Childhood.</p>	<p>"This report highlights that the arts are an important contribution to children's social-emotional development. Art activities like singing, dancing, and visual arts are associated with an array of positive outcomes, including pro-social skills, cooperation, independence, emotional regulation, and reductions in both externalizing and internalizing behavior."</p>		

Education	www.ojjdp.gov/mpg	Model Programs, G. (2016). Arts-Based Programs and Arts Therapies for At-Risk, Justice Involved, and Traumatized Youths. Retrieved from www.ojjdp.gov/mpg	"This review explores recent research on arts-based programs and arts therapies. Programs were considered arts-based if at least one of the main components was an arts-related activity, or if there was a deliberate use of arts in the program to bring about a change in behavior. This category includes standalone, arts-based interventions as well as programs incorporating the arts in combination with other approaches (such as mentoring)."		
Education	http://www.artsedsearch.org/summaries/mute-those-claims-noevidence-yet-for-a-causal-link-between-arts-study-and-academic-achievement	Mute those claims: No evidence (yet) for a causal link between arts study and academic achievement. http://www.artsedsearch.org/summaries/mute-those-claims-noevidence-yet-for-a-causal-link-between-arts-study-and-academic-achievement			
Education	https://www.arts.gov/sites/default/files/2008-SPPA-ArtsLearning.pdf	Respress, Rabking & Hedberg (2011). Arts education in America: What the declines mean for arts participation; Arts Corps, Arts Gap presentation.	"The Surveys of Public Participation in the Arts (SPPAs), conducted for the National Endowment for the Arts, have shown a steady decline in the rates of adult attendance at most "benchmark" arts events — specifically, classical music and jazz concerts, musical and non-musical plays, opera, and ballet performances — as well as declines in other forms of adult arts participation, including personal creation or performance of art and adult arts education — since 1982. The reasons for these declines, and potential strategies to mitigate or reverse them, are of vital importance to American artists, cultural policymakers, arts organizations, and other stakeholders concerned about the future of American culture."		
Education	https://lectures.org/youth-programs/wits/	Seattle Arts & Lectures, Writers in the Schools 2016-17 Impact Report			

Education	http://www.artsCouncil.ie/uploadedFiles/Arts-and-cultural-participation-GUI.pdf	Smyth, E. (2016). Arts and Cultural Participation among Children and Young People: Insights from the Growing Up in Ireland Study. Retrieved from http://www.artsCouncil.ie/uploadedFiles/Arts-and-cultural-participation-GUI.pdf	"The topic of arts and cultural participation among children and young people has been receiving increasing policy attention in recent years in Ireland. Better Outcomes, Brighter Futures –the national policy framework for children and young people – includes among its aims that young people’s lives are enriched through their enjoyment of arts and culture, among other experiences."		
Education	https://www.artsedsearch.org/study/whole-brain-learning-the-fine-arts-with-students-at-risk/	T., & Lutfi, G. (2006). Whole brain learning: The fine arts with students at risk. <i>Reclaiming Children & Youth</i> , 15(1), 24-31.	"Researchers used a quasi-experimental research design to examine the impact of arts education on students involved in the after-school program HEARTS (Health Education in the Arts Refining Talented Students). Specifically, researchers sought to discover if participation in the fine arts curriculum (visual arts, drama, dance, and/or music) of the HEARTS program enhanced academic achievement, commitment towards school, and self-esteem, and a reduction in violent behaviors for middle school students as compared to a matched control group. Researchers evaluated each group using a series of standardized pre- and post-tests measuring grade point average, math and spelling, self-esteem, violence risk, and attitude toward school."	"Researchers divided 66 at-risk middle school students between the ages of eleven and 14 in grades six to eight into matched control and treatment groups, each consisting of 33 students. Both groups included 16 male and 17 female students, and both groups were 94% black. Researchers administered a series of pre- and post-tests to each student, using established measurement strategies including GPA, WRAT III, Roesnberg Self-Esteem, Violence Risk Assessment and School Bonding Index, and quantitatively analyzed and compared the results."	"Overall, the group of students participating in the arts curriculum (the treatment group) increased their grade point average (GPA) more than students in the control group (who did not participate in the arts programming). Fifty-seven percent of the treatment group increased their GPAs by at least half a point, whereas only eleven percent of the control group increased their GPAs by the same margin. Seventy-three percent of the students in the treatment group increased their spelling grade level by one grade, compared to 48 percent of the control group students."
Education	http://www.gao.gov/new.items/d09286.pdf	United States Government Accountability, O. (2009). Access to Arts Education : Inclusion of Additional Questions in Education's Planned Research Would Help Explain Why Instruction Time Has Decreased for Some Students. Retrieved from http://www.gao.gov/new.items/d09286.pdf			Comparison results from the Violence Risk Assessment (VRI) indicate that the treatment group is less likely to engage in risky, delinquent and/or violent behavior than the control group.

Education	https://consortium.uchicago.edu/publications/teaching-adolescents-become-learners-role-noncognitive-factors-shaping-school	University of Chicago Consortium on School Research. (2012). Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review. Retrieved from https://consortium.uchicago.edu/sites/default/files/publications/Noncognitive%20Report.pdf	"This report summarizes the research on five categories of noncognitive factors that are related to academic performance: academic behaviors, academic perseverance, academic mindsets, learning strategies, and social skills. It proposes a framework for thinking about how these factors interact to affect academic performance, and what the relationship is between noncognitive factors and classroom/school context, as well as the larger socio-cultural context."		Developing students as learners requires paying attention to their mindsets, social skills, strategies, and behaviors as well as their content knowledge and academic skills. The essential question is not how to change students to improve their behavior but rather how to create contexts that better support students in developing critical attitudes and learning strategies necessary for their academic success.
Education	https://www.gwern.net/docs/dnb/2000-vaughan.pdf	Vaughn, K., & Winner, E. (2013). SAT Scores of Students Who Study the Arts: What We Can and Cannot Conclude about the Association. <i>Journal of Aesthetic Education</i> , 3495155.			

NEIGHBORHOOD VITALITY					
Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)	https://repository.upenn.edu/siap/about_siap.html	Stern, M. J., & Seifert, S. C. (2013). Cultural Ecology, Neighborhood Vitality, and Social Wellbeing—A Philadelphia Project.	"The Social Impact of the Arts Project (SIAP) at the University of Pennsylvania, School of Social Policy & Practice, is a recognized innovator in the development of empirical methods to examine the intersections between cultural engagement, community change, and social wellbeing. SIAP believes that if culture and the arts do, in fact, play an important role in improving the lives of ordinary people, we should be able to measure it. We use the tools of social research, including statistical analysis and qualitative investigation, to identify social impacts at the neighborhood level—that is, the place where people live."	"A cross-sectional analysis of associations between cultural assets and social and community indicators by neighborhood; a time-series of the geography of cultural assets between 1997 and 2010, using SIAP's historical database; and a Philadelphia livability/social inclusion index that links information on cultural assets with other community indices on neighborhood vitality and social wellbeing." - (Stern, M. J., & Seifert, S. C. (2012). Cultural Asset Mapping Project: Progress Report.)	"The arts were associated with preserving ethnic and racial diversity in urban neighborhoods, lower rates of social distress, and reduced rates of ethnic and racial harassment. " - (Stern, M. J., & Seifert, S. C. (2013). Cultural Ecology, Neighborhood Vitality, and Social Wellbeing—A Philadelphia Project.)

<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://repository.upenn.edu/cgi/viewcontent.cgi?article=1003&context=siap_culture_nyc</p>	<p>Fund, R. (2016). Culture's Contribution to Social Wellbeing & Neighborhood Vitality.</p>	<p>Why and how to measure the impact of art contribution on social wellbeing in neighborhoods</p> <p>"A multi-dimensional tool allows us to assess whether a vital cultural community contributes to other aspects of a social wellbeing and neighborhood vitality."</p> <p>Data tool: https://www.cultureblocks.com/wordpress/ About data tool: "CultureBlocks is a free online mapping tool that provides simple access to a robust, spatial database of Philadelphia's creative and cultural resources on the neighborhood level. CultureBlocks can be used for decision making, policy development, research, planning, marketing and investment. This web tool is designed to assist people and organizations such as city officials, arts and culture managers, creative businesses, tourism and marketing officials"</p>	<p>"Our evidence for cultural assets comes from a variety of sources: IRS data on nonprofits; proprietary data on businesses; census data on artist occupations; grant programs for informal groups and artist collectives; and organizational lists of members, subscribers, registrants, and attendees. We geocode the data to locate each resource on a map and compute the number of each type of resource within and near every neighborhood. Lastly, we combine these data statistically to develop a single cultural asset index for every block group in the city."</p> <p>Measures arts looking at:</p> <ol style="list-style-type: none"> 1. Nonprofit cultural programs - opera, ballet, community theatre, art centers, media making 2. Commercial cultural enterprises - design firms, galleries, music, book stores, dance academics 3. Resident artists as a % of the labor force 4. Cultural patrons and participants" 	
<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://repository.upenn.edu/cgi/viewcontent.cgi?article=1001&context=siap_cultureblocks</p>	<p>Stern, M. J., & Seifert, S. C. (2012). Cultural Asset Mapping Project: Progress Report.</p>	<p>"This report describes SIAP work undertaken from December 2011 to December 2012 as part of the Philadelphia cultural asset mapping project."</p>	<p>Cross sectional analysis, time series (1997-2010), Philadelphia livability/social inclusion index</p>	<p>"Rates of ethnic and racial harassment, indicators of public health, declines in poverty, and improvements in neighborhood's housing markets were all associated with neighborhoods with high concentration of cultural assets (arts)." (pg. 5)</p> <p>"Small arts and cultural organizations can provide a means of incorporating excluded social groups -- whether defined by race, immigration status, or other distinctions."</p> <p>Measures arts through:</p> <ol style="list-style-type: none"> 1. Nonprofit cultural programs - opera, ballet, community theatre, art centers, media making 2. Commercial cultural enterprises - design firms, galleries, music, book stores, dance academics 3. Resident artists as a % of the labor force 4. Cultural patrons and participants"
<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>		<p>Markusen, A., & Gadwa, A. (2010). Arts and culture in urban or regional planning: A review and research agenda. Journal of planning education and research, 29(3), 379-391.</p>	<p>Does the arts impact neighborhood vitality</p>	<p>Analyzing case studies</p>	<p>"Philadelphia case studies show that new cultural capacity (arts) can stabilize and revitalize neighborhoods without displacing lower income and long-time residents while increasing diversity in participation."</p>

<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://repository.upenn.edu/siap/about_siap.html</p>	<p>Stern, M. J., & Seifert, S. C. (2010). Cultural clusters: The implications of cultural assets agglomeration for neighborhood revitalization. <i>Journal of Planning Education and Research</i>, 29(3), 262-279.</p>	<p>Arts in neighborhoods has a positive impact on neighborhood vitality</p>	<p>Identify cultural assets (arts) in Philadelphia (cultural participants; nonprofit cultural providers, including unincorporated associations; commercial cultural firms; and resident artists), linked this information with census tract data to develop a Cultural Asset Index. Then compared the Cultural Asset Index developed at "two points in time, 1997 and 2004, to examine the evolution of assets agglomeration in metropolitan Philadelphia."</p>	<p>"During the 1980s and 1990s, as shown in Table 4, block groups with a high number of cultural assets (arts) were more than four times as likely to see their population increase and their poverty rate decline as areas with few assets (Stern and Seifert 2007b)." (Pg.268)</p> <p>"Individuals who are involved in cultural activities (arts) tend to be more positive about and active in other dimensions of community life" (Pg. 273)</p> <p>"When asked to rate the quality of life in their neighborhood, cultural (art) participants were much more likely than nonparticipants to view their neighborhood quality as excellent" (Pg. 273)</p> <p>"It also generates cross-community connections that bridge traditional barriers of social class, ethnicity, and geography...80 percent of community arts participants come from outside the neighborhood in which the organization is located (Stern and Seifert 1998a) (Pg. 273)"</p>
<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://www.issuelab.org/resources/14847/14847.pdf</p>	<p>Grams, D., & Warr, M. (2003). Leveraging assets: How small budget arts activities benefit neighborhoods. Chicago: Richard H. Driehaus Foundation and The John D. and Catherine T. MacArthur Foundation.</p>	<p>Analyzes the impact of the arts on neighborhoods</p>	<p>"We surveyed 10 neighborhoods: Logan Square, Kenwood, Oakland, Woodlawn, Grand Boulevard, North Lawndale, Rogers Park, Uptown, Little Village and Humboldt Park. Arts activities in this study are regularly organized activities, which are open to the public, including visual art exhibitions, theater, dance, poetry and literary presentations, arts education, art therapy and community festivals. We sought out arts activities with budgets under \$100,000. We gathered qualitative data on arts activities through review of public records, observation of local arts activities and interviews with 126 people including artists, directors of small arts organizations, staff at community development organizations, community leaders and residents...The report includes: a review of relevant research, comparison of the 10 neighborhoods, interview-based descriptions of how arts activities build capacity, overviews of each neighborhood, including maps showing locations of 111 community arts activities and snapshots of organizations with budgets under \$100,000 found in the target areas. "</p>	<p>"Community-based arts activities create links to regional resources by attracting local and non-local customers to neighborhood businesses and by hiring artists from outside the neighborhood to work with local residents" - (Stern, M. J., & Seifert, S. C. (2010). Cultural clusters: The implications of cultural assets agglomeration for neighborhood revitalization. <i>Journal of Planning Education and Research</i>, 29(3), 262-279.)</p> <ul style="list-style-type: none"> • Arts activities leverage assets to benefit local neighborhoods. • Arts activities play a unique role in building social networks in neighborhoods, they enable access to new resources and they build civic dialogue. • Arts activities provide unique opportunities to build and incubate social capital; social capital helps local areas and organizations within these areas mobilize resources to improve the quality of life. • Broad networks that include people trained in tacit skills of art making, as well as people with connections to the social, political and financial networks of neighborhood environments, enable the ability of arts activities to exist. "
<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://www.researchgate.net/publication/228499276_Singing_Alone_The_Contribution_of_Cultural_Capital_to_Social_Cohesion_and_Sustainable_Communities</p>	<p>Jeannotte, M. S. (2003). Singing alone? The contribution of cultural capital to social cohesion and sustainable communities. <i>The International Journal of Cultural Policy</i>, 9(1), 35-49.</p>	<p>Arts in neighborhoods has a positive impact on neighborhood vitality</p>		<p>"The Comedia organization in the United Kingdom recently examined case study research and found considerable evidence of the positive social impact of the arts. First, arts participation was found to have a positive effect on social cohesion by bringing people together (particularly young and old), encouraging partnerships, promoting intercultural understanding, reducing fear of crime and promoting neighborhood security. Active participation in the arts had positive impacts on transforming negative perceptions of local authorities and agencies."</p>

<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://eprints.qut.edu.au/74435/</p>	<p>Grodach, C. (2011). Art spaces in community and economic development: Connections to neighborhoods, artists, and the cultural economy. <i>Journal of Planning Education and Research</i>, 31(1), 74-85.</p>	<p>How art spaces in communities improve neighborhood vitality</p>	<p>Interviews with participants and organizers of small and midsized art spaces in Dallas–Fort Worth region</p>	<p>"Half of the arts spaces identify neighborhood revitalization as an important role, and the vast majority consider themselves to be an integral part of the neighborhood quality of life. Nine of the twelve art spaces in the study are housed in buildings adapted and rehabilitated for arts uses. In so doing, they at once inhabit vacant buildings, save historic structures from demolition, and attract artists and audiences from outside the area."</p> <p>"An art space serves as a community center by providing a venue for social interaction, information exchange, and mentoring. " (Pg. 80)</p>
<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://barrfdn-prod.s3.amazonaws.com/documents/185/attachments/Arts-Culture-Field-Scan.pdf?1510081594</p>	<p>America, T. f. ARTS, CULTURE AND TRANSPORTATION A Creative Placemaking Field Scan. Retrieved from http://t4america.org/wp-content/uploads/2017/09/Arts-Culture-FieldScan.pdf</p>	<p>"A field scan is a survey and analysis of key trends and practices within a certain field of practice. This field scan is a summary of the ways in which artists are currently contributing to place-based transportation projects. Although it includes a discussion of art in transit and public art programs (both defined later in this document), the field scan focuses primarily on artistic projects directly addressing a transportation challenge and produced in partnership with others working on that challenge. The field of public art is also shifting in this direction, due to changes in artistic practice and in funding, so that now many public art programs address various stages of transportation projects in collaboration with other partners."</p>	<p>"Transportation for America set out to examine how artists are contributing to solving today's transportation challenges and to making the most of transportation opportunities. Building off our previous research and writing for The Scenic Route, our first step for this field scan was to conduct a literature review. We also interviewed 30 professionals representing the fields of art, arts administration, design, and transportation about the role that artists play or could play in addressing transportation challenges and opportunities.1 In addition to external interviews, we interviewed members of T4A's internal staff, which is comprised of former elected officials, transportation officials from all levels of government, and experts on policy, planning, and advocacy. Their responses, along with our review and analysis of hundreds of art and transit projects, led to our formation of seven arts and culture typologies: explanations of how arts and culture contribute to transportation processes and outcomes. For each of the seven typologies we include a few short examples and a longer case study. For these seven featured case studies, we selected projects that exemplify the practice of artists working to improve local transportation systems and the quality of life for those that use and are affected by it. Our initial list of more than 100 projects was derived from projects funded by ArtPlace America and the National Endowment for the Arts, from our interviews, from our literature review, from projects with which T4A is directly involved, from projects featured in The Scenic Route, and from projects we have visited in person."</p>	<p>"Through our interviews and research conducted for this field scan, as well as through T4A's work on several arts-driven transportation projects, we uncovered a number of areas where further research and/or support are needed: (1) Artists and transportation professionals, and anyone else advocating for incorporating artistic practice into transportation projects, would benefit greatly from finding ways to measure and quantify the success of these types of collaborations. With a primary focus on delivering projects on time and under budget, transportation professionals need to see evidence that artistic interventions can have a positive impact on their goals. This evidence needs to be communicated through a more fully developed set of metrics that quantitatively and qualitatively measure the impact of these projects.1 These metrics would additionally spare project managers from having to reinvent measurements, and provide a more commonly understood set of benefits. (2) Training programs for artists on transportation language and decision-making processes (like work flow and funding structures) would help prepare artists to successfully contribute to transportation projects. Similarly, training for transportation professionals on artistic practice, arts language, design thinking, social practice, and community art would help transportation professionals collaborate with artists. While the number of programs and workshops designed to train artists to work towards community development outcomes has grown in recent years, there are currently no such programs directly focused on transportation projects, which frequently involve more technical specifications, complex processes, and funding rules, making a targeted training program all the more necessary. (3) Finally, both artists and</p>
<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>http://www.aam-us.org/docs/default-source/professionalnetworks/picgreenwhitepaperfinal.pdf?sfvrsn=4</p>	<p>American Alliance of, M. (2013). Museums, Environmental Sustainability, and Our Future. Retrieved from http://www.aam-us.org/docs/default-source/professionalnetworks/picgreenwhitepaperfinal.pdf?sfvrsn=4</p>			

<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://planning-org-uploaded-media.s3.amazonaws.com/publication/online/How-Arts-and-Culture-Catalyzes-Economic-Vitality.pdf</p>	<p>American Planning, A. (2011). Economic Vitality: How the arts and culture sector catalyzes economic vitality. Retrieved from Chicago: https://planning-org-uploadedmedia.s3.amazonaws.com/legacy_resources/research/arts/briefingpapers/pdf/vitality.pdf</p>	<p>Economic development is enhanced by concentrating creativity through both physical density and human capital. By locating firms, artists, and cultural facilities together, a multiplier effect can result.</p>		<p>The economic development field has changed in the last decade from one that primarily emphasized location and firm-based approaches to one that more overtly acknowledges the development of human capital. Human capital refers to the sets of skills, knowledge, and value contributed by a population and has become a recognized asset as firms choose where to locate (and cities choose what to advertise and develop and whom to recruit) and entrepreneurs develop economic activity. Members of some sectors of today's workforce seek certain characteristics in the places they choose to live. Places with entertainment options, public interaction, lively streets, and recreational and educational amenities are preferred, along with arts and culture activities and amenities. Leaders in the field of planning and economic development are developing noteworthy, creative approaches to making places of any scale more satisfying to this workforce, while increasing economic viability and competitiveness.</p>
<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://www.artsfund.org/wp-content/uploads/2015/11/EIS_Region_ExecutiveSummary.pdf</p>	<p>Beyers, W. (2015). An Economic Impact Study of Arts, Cultural, and Scientific Organizations in the Central Puget Sound Region. Retrieved from Seattle: http://www.artsfund.org/wpcontent/uploads/2015/11/EIS_Region_111015.pdf</p>	<p>"This study reports on the economic impacts of 313 non-profit arts, cultural, and scientific organizations located in King, Pierce, Snohomish and Kitsap counties. It documents these economic impacts through data gathered on the expenditures that these organizations and their patrons make in the local and Washington State economies. It includes organizations with budgets of at least \$35,000 in Dance, Festival, Heritage, Theatre, Music, Science, Interdisciplinary, and the Visual Arts. It also includes public and private sector non-profit organizations supporting the delivery of services from arts, cultural, and scientific organizations. This is the second economic impact study of Central Puget Sound region arts, scientific, and cultural organizations sponsored by ArtsFund. The first study was benchmarked against the year 2009."</p>		<p>"The aggregate economic impact of Central Puget Sound region arts, cultural, and scientific organizations arises due to spending of patrons visiting these organizations, and by the spending that the organizations make in the process of supplying their services. In 2014 \$2.4 billion in business activity was generated in the Washington economy due to spending by Central Puget Sound region arts, cultural, and scientific organizations, and spending by their patrons. This business activity supported 35,376 jobs, \$996 million in labor income, and resulted in \$105 million in sales, business and occupation, and hotel-motel room taxes. Spending by cultural organization patrons totaled \$694 million, with tickets and admissions accounting for \$231 million of these expenditures. Income of arts, cultural, and scientific organizations were \$513 million in 2014, while they spent \$496 million providing these services. Economic impacts have changed modestly when compared to the 2009 ArtsFund Economic Impact Study. Business activity and jobs in Washington State supported by the spending of these organizations and their patrons rose by 5% and 4% respectively, while labor income impacts fell by 4% (as measured in \$2014)."</p>

<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://ideas.repec.org/a/eee/regeco/v46y2014icp12-17.html</p>	<p>Boualam, B. (2012). Does Culture Affect Local Productivity and Urban Amenities?</p>	<p>"Does a better cultural milieu make a city more livable for residents and improve its business environment for firms? I compute a measure of cultural specialization for 346 U.S. metropolitan areas and ask if differences in cultural environment across cities capitalize into housing price and wage differentials. Simple correlations replicate standard results from the literature: cities that are more specialized in cultural occupations enjoy higher factor prices. Estimations using time-series data, controlling for city characteristics and correcting for endogeneity weaken the magnitude of this effect. Even though the arts and culture might be appealing to some people and firms, such determinants are not strong enough to affect factor prices at the city level."</p>		
<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://www.brookings.edu/blog/up-front/2016/09/14/third-places-as-community-builders/</p>	<p>Butler, Stuart M and Carmen Diaz. "Third places" as community builders. Building Healthy Neighborhoods Series. Brookings Institution. Available at: https://www.brookings.edu/blog/up-front/2016/09/14/third-places-as-communitybuilders/</p>	<p>Third places have a number of important community-building attributes. Depending on their location, social classes and backgrounds can be "leveled-out" in ways that are unfortunately rare these days, with people feeling they are treated as social equals. Informal conversation is the main activity and most important linking function. One commentator refers to third places as the "living room" of society.</p>		<p>"Strengthening social networks is a crucial step to reviving neighborhoods and addressing social problems. Third places can do much to help stabilize communities and reduce social problems."</p>
<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://www.communitiescount.org/index.php?page=home</p>	<p>CommunitiesCount. Retrieved from https://www.communitiescount.org/index.php?page=home</p>	<p>The percent of uninsured King County adults has dropped by over half since health care reform was implemented.</p>		

<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>http://createquity.com/2014/09/createquity-reruns-mass-moca-andthe-revitalization-of-north-adams/</p>	<p>Createquity Reruns, MASS MoCA and the Revitalization of North Adams Createquity. Retrieved from http://createquity.com/2014/09/createquity-reruns-mass-moca-andthe-revitalization-of-north-adams/</p>	<p>"This is where Sheppard et al.'s study steps in. Broadly speaking, the paper is structured around a kind of "before and after" snapshot of North Adams's economy in the wake of the museum's appearance on the scene, as variously manifested in employment figures, payrolls, housing values, and hotel tax receipts. In doing so, it takes full advantage of the natural experiment presented by the sudden infusion of \$56 million in public and private funds toward the transformation of what had become a brownfield site into the largest center for contemporary art in the country."</p>	<p>"The study begins with a helpful review of important recent cultural economics literature, including the work of Americans for the Arts, the Social Impact of the Arts Project (SIAP), the Urban Institute, and Richard Florida. The authors explain that each of these research efforts approach the problem of measuring the economic impact of culture from a slightly different angle, implying various advantages and disadvantages. For example, the approach employed by Americans for the Arts is easily ported to cities not included in the original study, but it focuses entirely on regional impacts rather than the arguably more important effects seen at the neighborhood level—a weakness shared by the Creative Economy Council's report on the "creative sector." SIAP's work, by contrast, is lauded for its careful attention to spatial analysis, but is not as easily replicable in other settings outside of Philadelphia. The authors perceptively note that most of these efforts, whether focused on cultural tourism or Florida's creative class, examine only one side of what is really a dual process: the long-term productivity potential of creative residents and the immediate benefits of discretionary spending by creative visitors. Interestingly, the authors also assert that Florida's theories are of "little relevance" to rural areas and small towns, though they offer little evidence for this claim."</p>	<p>"This study demonstrates pretty clearly that arts organizations can provide strong economic benefits to their community. Before we get too excited, though, there still remain some unanswered questions. MASS MoCA's situation—a huge, world-class facility coming into existence in an economically depressed city of fewer than 15,000 people—is highly unusual as arts organizations go. It's unlikely, though certainly not impossible, that the birth of a single institution could meet with similarly dramatic results in other socioeconomic contexts. Furthermore, the study does not do anything to compare the arts with other types of investments. Remember, MASS MoCA would not have been possible without a \$35 million bond issue from the state and over \$20 million in other funds to pay for its construction. How much of North Adams's revitalization was attributable to MASS MoCA itself and how much simply to the money that funded it? In other words, if \$50 million had been spent on, say, converting the Sprague Electric Company site into a biotechnology office park instead, would we have seen the same results? "Culture and Revitalization" provides us with few clues."</p>
<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://www.policylink.org/sites/default/files/summary_arts_culture_equitable-dev.pdf</p>	<p>Creating Change through Arts, Culture, and Equitable Development: A Policy and Practice Primer.</p>	<p>"Collectively, arts and culture enable understanding of the past and envisioning of a shared, more equitable future. In disinvested communities, arts and culture act as tools for equitable development—shaping infrastructure, transportation, access to healthy food, and connecting community identity to the development of a vibrant local economy. In communities of color and low-income communities, arts and culture contribute to strengthening cultural identity, healing trauma, and fostering shared vision for community."</p>		
<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://www.creativeclass.com/rfcdgdb/articles/The-Rise-of-the-Creative-Class.pdf</p>	<p>Florida, R. (2002). <i>The Rise of the Creative Class: And How It's Transforming Work, Leisure, Community and Everyday Life</i>. New York: Basic Books.</p>	<p>"Florida, an academic whose field is regional economic development, explains the rise of a new social class that he labels the creative class. Members include scientists, engineers, architects, educators, writers, artists, and entertainers. He defines this class as those whose economic function is to create new ideas, new technology, and new creative content."</p>		

<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>http://www.creativeclass.com/richard_florida/books/whos_your_city</p>	<p>Florida, R. (2008). Who's Your City? New York: Basic Books.</p>	<p>"How the Creative Economy is Making the Place Where You Live the Most Important Decision of Your Life."</p>		
<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://onlinelibrary.wiley.com/doi/abs/10.1111/juaf.12278</p>	<p>Foster, N., Grodach, C., & Murdoch, J. (2016). Neighborhood Diversity, Economic Health, and The Role of the Arts. Journal of Urban Affairs, 38(5), 623-642. doi:10.1111/juaf.12278</p>	<p>Policymakers pursue a range of strategies aimed at diversifying neighborhoods despite research indicating the complicated and potentially damaging results of these efforts. One increasingly common approach is to incorporate the arts into planning efforts in the hope of enhancing diversity and catalyzing positive neighborhood change.</p>	<p>Using data from the Cultural Data Project, the authors determine where newly established New York City arts organizations locate in terms of neighborhood racial, income, and industry diversity. They then analyze how diverse contexts interact with an arts presence to impact neighborhood economic health over time.</p>	<p>They find that neighborhoods with high levels of racial diversity and low levels of income and industry diversity benefit most from an arts presence. However, the arts are attracted predominantly to neighborhoods with moderate levels of racial diversity and high levels of income and industry diversity. This complicates the use of the arts as a tool in urban revitalization policy.</p>
<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://www.smithsonianmag.com/innovation/new-york-city-paying-public-housing-residents-paint-murals-180957913/</p>	<p>Hansman, H. (2016). New York City Is Paying Public Housing Residents to Paint Murals Innovation Smithsonian. Smithsonian.</p>	<p>"The New York City Housing Authority has been under fire for everything from cost to cleanliness, and this project is part of the move to make affordable housing in the city more livable, healthy and pleasant. In May, Mayor Bill de Blasio rolled out NEXT Generation NYCHA, a 10-year plan to help modernize the housing authority and make the buildings safe and stable. NYCHA will work with Groundswell, a Brooklyn-based arts nonprofit that helps community groups make public art with a mission."</p>	<p>In a housing project in each of the five boroughs, residents between the ages of 16 and 24 will be paired up with local Groundswell artists to create murals that reflect the issues the people in their buildings are facing. They'll install three murals in each building. The residents will get paid a stipend for their work—it's considered an economic boost, too—and the artists will lead them through a process that involves community meetings, interviews and research into local history to decide how they might best illustrate the issues facing their communities.</p>	<p>"The process of researching for a mural and designing a message for the artwork can really be transformative for the artists and the community members involved," McDonald says. "Spaces are created in this practice that generate meaningful and necessary dialogue around real, and most often, complicated issues that are difficult to ordinarily have conversations about."</p>
<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://www.planning.org/publications/document/9147999/</p>	<p>Jeff Soule, Kimberley Hodgson and Kelly Ann Beavers, How Arts and Cultural Strategies Create, Reinforce, and Enhance Sense of Place.(2011) Paper presented at the American Planning Association. https://www.planning.org/research/arts/briefingpapers/character.htm</p>	<p>"Arts and culture strategies help to reveal and enhance the underlying identity — the unique meaning, value, and character — of the physical and social form of a community. This identity is reflected through the community's character or sense of place. A community's sense of place is not a static concept; rather, it evolves and develops over time, reflecting the spectrum of social values within and around the community."</p>		

<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://www.planning.org/publications/document/9148000/</p>	<p>How Arts and Cultural Strategies Enhance Community Engagement and Participation. Retrieved from https://www.planning.org/research/arts/briefingpapers/engagement.htm</p>	<p>"Community engagement is the process of public participation and involvement that promotes relationship building through learning, action, and the expression of needs and values. Community engagement can bring vibrancy and innovation to planning practice by strengthening the degree of public commitment to planning processes and making more perspectives available to decision makers."</p>		
<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://www.urban.org/sites/default/files/publication/50676/311392-Cultural-Vitality-in-Communities-Interpretation-and-Indicators.PDF</p>	<p>Jackson, M.-R., Kabwasa-Green, F., & Herranz, J. (2006). Cultural Vitality in Communities: Interpretation and Indicators. Retrieved from https://www.urban.org/sites/default/files/publication/50676/311392-Cultural-Vitalityin-Communities-Interpretation-and-Indicators.PDF</p>	<p>"This monograph, part of a series presenting the work of the Urban Institute's Arts and Culture Indicators Project (ACIP), discusses three major advances in our ongoing work. First, we introduce a definition of cultural vitality that includes the range of cultural assets and activity people around the country register as significant. Specifically, we define cultural vitality as evidence of creating, disseminating, validating, and supporting arts and culture as a dimension of everyday life in communities. Second, we use this definition as a lens through which to clarify our understanding of the data necessary, as well as the more limited data currently available, to document adequately and include arts and culture in more general quality of life indicators. Third, we develop and recommend an initial set of arts and culture indicators derived from nationally available data, and we compare selected metropolitan statistical areas</p>		<p>"This monograph represents significant strides in the development of sustainable indicators of cultural vitality, inclusively defined. Our definition of cultural vitality calls for a much more complex concept of arts and cultural assets in communities and the resources required to bring these to fruition, sustain, or expand them. Our nationally comparable measures and, by extension, our MSA rankings based on the cultural vitality concept are the first of their kind in the United States. They demonstrate beyond doubt that better and more consistently collected data on a wide range of aspects of cultural vitality can substantially change our view about the relative cultural vitality of a community—what it has to offer and what it may lack. Although barriers to fully capturing cultural vitality in communities still exist to a degree, there is great room for optimism. The surge of interest in creativity signaled by the increasing uses of concepts such as "creative economy," "creative class" and "cool cities" represents a window of opportunity for ACIP's indicator approach. Facilitating access to cultural vitality data, and to measures such as those ACIP is developing, will make it easier for cultural vitality to be integrated into policy discussion and decisionmaking on a broader scale."</p>
<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://www.seattlehousing.org/sites/default/files/optimized-YT_Art-Master-Plan_3-20-15.pdf</p>	<p>Law, C. (2015). Yesler Terrace Art Master Plan. Retrieved from https://www.seattlehousing.org/sites/default/files/optimized-YT_Art-Master-Plan_3-20-15.pdf</p>			

<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://www.giarts.org/sites/default/files/The-Artistic-Dividend.pdf</p>	<p>Markusen, A., & King, D. The Artistic Dividend: The Arts' Hidden Contributions to Regional Development.</p>	<p>"The occupation "artist" conjures up dual images of a few star painters, composers and photographers who land the prestigious grants and the many aspiring actors, dancers and writers waiting tables to underwrite creative time in attic rooms. In this study, we show that this is an impoverished view of the arts and its role in the regional economy. It treats the arts as a consequence of, even a parasite on, a successful business economy. We show, on the contrary, that artistic activity is a major and varied contributor to economic vitality. We suggest that the productivity of and earnings in a regional economy rise as the incidence of artists within its boundaries increases, because artists' creativity and specialized skills enhance the design, production and marketing of products and services in other sectors. They also help firms recruit top-rate employees and generate income through direct</p>	<p>"Using an occupational approach rather than a focus on major arts organizations and venues, we define artists broadly to include actors, directors, performance artists, dancers, choreographers, musicians, composers, authors, writers, painters, sculptors, and photographers. We showcase several artistic careers that are highly entrepreneurial — where the artist is not starving, working menial jobs or waiting for the next grant, commission or role but actively seeking diverse markets and venues for their work. Many artists directly "export" their work to customers, firms and patrons elsewhere, enabling them to live in the region, to contract work from other individuals and to generate work for and prompt innovation among suppliers. Artistic networks, often enhanced by new spaces for working and gathering, are helping to spread entrepreneurial ideas and practices both within and outside the region."</p>	<p>"Artistic activity as a significant contributor to the regional economy needs nurturing. In comparison to the very modest amounts they devote to the arts, state and local governments pour hundreds of millions of dollars into downtown revitalization, new plant attraction and even big box retail developments in the suburbs. Visà-vis the arts, large physical performing and visual arts spaces receive the lion's share of public and patron support while the labor side of the equation is under-nourished. Our work suggests that artist-dedicated spaces such as older industrial buildings made into studios and new or renovated live/work spaces and occupationdedicated gathering venues such as the Open Book in Minneapolis deserve public and patron support. Patrons and arts foundations should consider unconventional grants to arts occupational groups to help their members position themselves in larger national and international marketplaces, enhancing the export orientation of the artistic sector. Similarly, channels of connection between regional businesses and the artistic community could be enhanced to facilitate contributions by artists to business product design, marketing and work environments. Finally, among artists themselves, we counsel more attention to and cooperation in entrepreneurial pursuits, including changes in attitude toward artistic careers."</p>
<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://www.britishcouncil.org/voices-magazine/museums-can-play-role-urban-regeneration</p>	<p>Museums can play a role in urban regeneration British Council. Retrieved from https://www.britishcouncil.org/voices-magazine/museums-can-play-role-urbanregeneration</p>	<p>"We tend to think of museums as places we can visit to look at valuable things, for example, art. But they can have positive effects beyond their exhibiting function. Donald Hyslop, Head of Regeneration and Partnerships at London's Tate Modern, tells us how the museum has regenerated a whole neighborhood since it first opened in 2000."</p>		
<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://www.arts.gov/sites/default/files/CivicEngagement.pdf</p>	<p>National Endowment for the A. (2007). The Arts and Civic Engagement: Involved in Arts, Involved in Life. Retrieved from https://www.arts.gov/sites/default/files/CivicEngagement.pdf</p>	<p>"This study demonstrates with statistically reliable data, that arts participation overwhelmingly correlates with positive individual and civic behaviors."</p>		

<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://www.pps.org/reference/creative-communities-and-arts-based-placemaking/</p>	<p>Project for Public, S. (2015). [Creative Communities and Arts-Based Placemaking - Project for Public Spaces]. Retrieved December 22, 2017, from https://www.pps.org/reference/creative-communities-and-arts-based-placemaking/</p>	<p>"Arts-based Placemaking is an integrative approach to urban planning and community building that stimulates local economies and leads to increased innovation, cultural diversity, and civic engagement. Since creativity fuels place value, the benefits of using arts and culture to tap into a place's unique character extend well beyond the art world. Across sectors and at all levels, today's leaders and policymakers are increasingly recognizing how arts-based Placemaking initiatives can simultaneously advance their missions in transportation, housing, employment, health care, environmental sustainability, and education."</p>		
<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://www.seattlehousing.org/news/seattle-housing-authority-receives-arts-grant-for-yesler-terrace</p>	<p>Seattle Housing Authority receives arts grant for Yesler Terrace Seattle Housing Authority (2015).</p>	<p>"The Seattle Housing Authority (SHA) has received a \$678,000 grant from The Kresge Foundation to support an art master plan as part of the redevelopment of Yesler Terrace."</p>	<p>"SHA will use the funding to retain artists to infuse the new, mixed-income community with multiple works of art, and to support collaborative artistic projects and programs, working with community members and teams involved with design of streets, pathways, parks and other public spaces. The grant will also enable SHA to work with artisans living in the Yesler Terrace community to enhance their skills and translate them into works for public display or available for sale locally."</p>	
<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://www.seattletimes.com/entertainment/classical-music/seattle-symphonybrings-homelessness-inside-the-concert-hall/</p>	<p>Serinus, J. V. (2017). Seattle Symphony brings homelessness inside the concert hall The Seattle Times. Seattle Times. Retrieved from https://www.seattletimes.com/entertainment/classical-music/seattle-symphonybrings-homelessness-inside-the-concert-hall/</p>	<p>"During a performance of Charles Ives' "New England Holidays," audiences will see artwork created by clients of four Seattle nonprofits serving the homeless."</p>		

<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://web.williams.edu/Economics/ArtsEcon/library/pdfs/NA%20Economic%20Impacts%2032006.pdf</p>	<p>Sheppard, S. C., Oehler, K., Benjamin, B., & Kessler, A. Culture and Revitalization: The Economic Effects of MASS MoCA on its Community. Updated in 2017. See https://web.williams.edu/Economics/ArtsEcon/library/pdfs/MASSMoCAEconomicImpacts2017.pdf</p>	<p>The economic effect of culture is currently generating a lot of interest. There is an increasing interest in providing quantitative measures of the economic impact of arts and cultural activities. Economic impact studies are routinely demanded by policy makers and Foundations, and just as routinely dismissed by them. In part, this is because traditional impact studies take such an aggregated, macro or sector approach that they cannot reveal changes at the neighborhood level. Ethnographic and anecdotal evidence suggests, however, that the most important signs of community development impact are at the neighborhood level. It is the neighborhood level which is the focus of our research</p>		
<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://www.semanticscholar.org/paper/Buying-Into-Bohemia-%3A-the-Impact-of-Cultural-on-Sheppard-Sheppard/46f9d660bacb2e1fef2bf0420aa6d927281479bc</p>	<p>Sheppard, S., & Benjamin, B. (2006). Buying Into Bohemia: the Impact of Cultural Amenities on Property Values.</p>			
<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://s3-us-west-2.amazonaws.com/uw-s3-cdn/wp-content/uploads/sites/136/2018/07/24194359/CEP_460_Placemaking_Web.pdf</p>	<p>Stacey, R. (2016). City of Auburn: Placemaking Imagined by the Community. Retrieved from https://www.washington.edu/livable-cityyear/files/2017/05/CEP_460_Placemaking_Web.pdf</p>	<p>"This report is a presentation of research done by a team of Community, Environment and Planning students at the University of Washington as part of the City of Auburn Livable City Year Program. This research centers around the question of sense of place in Auburn: whether current residents feel a sense of connection to their neighborhoods as designated by the City of Auburn, and a sense of connection to the larger City of Auburn. Furthermore, our research asks what Auburn officials can do to facilitate a stronger sense of connection. This research is applied to a set of placemaking recommendations put together for the City of Auburn to better create a sense of individual community identity, and a stronger connection to Auburn more generally."</p>	<p>"To put together a set of recommendations that best fit the City of Auburn's needs, we chose to center our process around an understanding of community sentiment and feedback in regards to their spatial and emotional connection to their neighborhoods within Auburn, and the City of Auburn generally. You will see this choice reflected in our placemaking definition. We completed a survey and mapping exercise with Auburn residents. These exercises were aimed at getting a sense of current conceptions of Auburn and sub-communities within the city, as well as current conceptions of spatial location in terms of neighborhoods."</p>	<p>"We found that Auburn residents do not identify with their assigned neighborhoods as they are outlined by the City of Auburn and do not identify with downtown Auburn. There is a desire for a livable city, a strong sense of place, and for connections to downtown and city government."</p>

<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://centerforactivedesign.org/public-art-engagement</p>	<p>Strengthening Communities Through Public Art (2016)</p>	<p>"Public art has long been recognized as a community asset, but because many of its benefits seem intangible, it is often treated as a low priority, especially during challenging economic times. Yet, several communities across the U.S. have shown that prioritizing public art can lead to increased levels of community engagement and social cohesion. Project examples that feature public art also show that it can function as a powerful catalyst for improved mental and physical health. This article examines how public art has been used as a tool for fostering community revitalization, social connections, and improved health outcomes."</p>		
<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://www.economist.com/special-report/2018/08/14/the-bilbao-effect</p>	<p>The Bilbao effect - Cultural centres. Retrieved from https://www.economist.com/news/special-report/21591708-if-you-build-it-will-theycome-bilbao-effect</p>	<p>"A THRIVING CULTURAL sector is an essential part of what makes a city great, along with green spaces and immigrants who bring renewal and vigour to city life, according to a recent study by McKinsey, a consultancy. The opening of the Guggenheim Museum in Bilbao in northern Spain (pictured) in 1997, 20 years after the Pompidou Centre, shows how an imaginatively designed museum commissioned by an energetic mayor can help turn a city around."</p>		

<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://sites.smu.edu/meadows/NCARWhitePaperOctober201710-18.pdf</p>	<p>Voss, G. (2017). At What Cost? How Distance Influences Arts Attendance. Retrieved from https://sites.smu.edu/meadows/NCARWhitePaperOctober201710-18.pdf</p>	<p>"While consumer behavior research often captures the attitudes and perceptions of individuals through surveys, interviews or focus groups, there is something to be learned by simply observing human behavior. Through their behavioral patterns, people divulge a lot of information about their interests and the things that stand in the way of connecting with those interests. In this paper we seek insight regarding the critical factors that influence the patronage behavior of cultural consumers, highlight some barriers and opportunities in attracting cultural audiences, and offer potential implications for strategic marketing decisions."</p>		
<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://www.urban.org/sites/default/files/publication/59011/310827-ArtsParticipation.PDF</p>	<p>Walker, C., Fleming, C., & Sherwood, K. (2003). Arts Participation: Steps to Stronger Cultural and Community Life. Retrieved from Washington, DC: https://www.urban.org/sites/default/files/publication/59011/310827-ArtsParticipation.PDF</p>	<p>"The Urban Institute conducted a telephone survey of adults in five of the CPCP communities in the fall of 1998. The purpose was to collect information about individual participation in a range of arts and cultural activities. A random sample of adults in the five communities was contacted, producing 2,406 responses."</p>		
<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://seures21.brinkster.com/aftadc/Washington/county/WA_King_County.pdf</p>	<p>Americans for the A. (2017). The Creative Industries in King County, WA. Retrieved from https://seures21.brinkster.com/aftadc/Washington/county/WA_King_County.pdf</p>	<p>"This Creative Industries: Business & Employment in the Arts report provides a research-based approach to understanding the scope and economic importance of the arts in King County, WA. The creative industries are composed of arts businesses that range from nonprofit museums, symphonies, and theaters to for-profit film, architecture, and design companies."</p>		

<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>http://repository.upenn.edu/siap_culture_nyc</p>	<p>Stern, M., & Seifert, S. (2017). The Social Wellbeing of New York City's Neighborhoods: The Contribution of Culture and the Arts. Culture and Social Wellbeing in New York City. Retrieved from http://repository.upenn.edu/siap_culture_nyc</p>	<p>"From 2014 to 2017, building on their work in Philadelphia, SIAP with Reinvestment Fund undertook a study of culture and social wellbeing in New York City. The project involved development of a 10-dimension social wellbeing framework—beginning with construction of a cultural asset index—for every neighborhood in New York City's five boroughs. Integration of cultural assets into a multi-dimensional index of social wellbeing allows us to assess the contribution of culture and the arts to neighborhood ecology and their relationship to broader community vitality."</p>		
<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://journals.sagepub.com/doi/abs/10.1177/1078087416657895</p>	<p>Kelly, J., Ruther, M., Ehresman, S., & Nickerson, B. (2017). Placemaking as an Economic Development Strategy for Small and Midsized Cities. <i>Urban Affairs Review</i>, 53(3), 435- 462. doi:10.1177/1078087416657895</p>	<p>"Economic development strategies aimed at attracting highly skilled workers through investment in urban amenities are gaining momentum throughout the United States. However, most of the foundational research for the approach was tested in very large cities, both in the United States and abroad. Based on quality of place (QOP) variables suggested from previous research, confirmatory factor analysis was used to generate a set of factors for a selection of small and midsized U.S. cities, and linear regression was used to relate these factors to the presence of college-educated populations, younger college-educated populations, and adult population growth. The results indicated that some of the QOP factors associated with better human capital outcomes in prior literature focusing on larger cities were also significant predictors of better human capital outcomes in midsized cities. The relationship</p>		

<p>Neighborhood Vitality (Key words: quality of life, livability, and public life of communities, neighborhood vitality)</p>	<p>https://www.americansforthearts.org/sites/default/files/pdf/2013/by_program/afta_pubs/cac_pubs/communities.pdf</p>	<p>Strom, E. (2012). Strengthening Communities Through Culture. Retrieved April 18, 2019, from https://www.americansforthearts.org/sites/default/files/pdf/2013/by_program/afta_pubs/cac_pubs/communities.pdf</p>	<p>How art spaces in communities improve neighborhood quality of life</p>	<p>Survey</p>	<p>" In a survey of five neighborhoods in the city of Philadelphia, 20 percent of those interviewed who frequently participated in cultural activities rated the quality of life in their neighborhood as excellent while less than five percent of those with low cultural participation did so." (Pg. 14)</p> <p>" In one study focusing on Philadelphia, the presence of cultural institutions was found to make a neighborhood less likely to deteriorate, better able to rebound from economic decline, and more likely to remain stable while accommodating ethnically and economically diverse populations" (Pg. 15)</p>
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<p>INCARCERATION/CRIMINAL JUSTICE</p>					
	<p>https://mnprisonwriting.org/research/</p>	<p>RESEARCH ON ARTS-IN-CORRECTIONS</p>	<p>A summary of some research findings, compiled by the Minnesota Prison Writing Workshop</p>		
	<p>http://www.cjcj.org/uploads/cjcj/documents/brewster_prison_arts_final_for_matted.pdf</p>	<p>Brewster, L. (2014). The impact of prison arts programs on inmate attitudes and behavior: A quantitative evaluation.</p>	<p>The arts has a positive correlation with inmate attitudes, behavior, and skills needed post incarceration.</p>	<p>Program analysis using pre and post surveys. Programs are Arts in Corrections programs based in California</p>	<p>"The importance of prison arts education can be understood through attitudinal and behavioral changes in inmates"</p> <p>" We learned in this study that inmates with arts education and practice are statistically more likely to approach problems with greater creativity and intellectual flexibility compared with those without exposure to the arts."</p> <p>"We found a very strong correlation between arts education and self-confidence, motivation to pursue other educational and vocational programs, and self-discipline to manage time more efficiently and effectively."</p> <p>"One of the more important life effectiveness measures in this study is the ability or inability of inmates to self-regulate their emotions, especially when confronted with difficult or stressful situations."</p> <p>"We found a statistically significant correlation between training and practice in the arts and emotional control. This correlation is strongest among those who have studied and practiced art for at least two or more years. "</p> <p>"We found a strong, positive relationship between arts education and improved social competence--the ability to work collaboratively, and to communicate well with others."</p> <p>"People who are involved in prison art programs are much more successful at reentry and have lower rates of recidivism. For</p>
<p>Incarceration</p>	<p>https://www.artsincorrections.org/about</p>	<p>C. (2018). California Arts in Corrections: The Program. Retrieved April 18, 2019, from https://www.artsincorrections.org/about</p>	<p>A case study: California Arts in Corrections (See case study column for more information)</p>		

<p>Incarceration</p>	<p>https://www.arts.gov/sites/default/files/Research-Art-Works-Oregon-rev.pdf</p>	<p>Gardner, A., Hager, L. L., & Hillman, G. (2014). Prison arts resource project: An annotated bibliography.</p>	<p>(An analysis of many different studies is in this article --- clearly outlines study methods, study designs, and findings from all the studies)</p> <p>Many different studies that have analyzed the impact of arts on incarcerated individuals.</p> <p>"Annotated bibliography of studies which provide evidence of the benefits of arts programs in correctional settings for adult and juvenile offenders."</p>	<p>Analysis of publicly available studies... "papers, reports, surveys and presentations, which were evidence-based documents."</p> <p>"The art forms represented in the impact studies follow standard arts disciplinary categories of music, dance, visual arts, creative writing, theater, and bibliotherapy."</p>	<p>"The first community arts initiative created by the National Endowment for the Arts was the Poets-in-the-Schools, pioneered by Kenneth Koch." (pg. 6)</p> <p>"1972 is when evidence-based studies on the positive or negative effects of arts and literature programs emerged." (pg.6)</p>
<p>Incarceration</p>	<p>https://asunow.asu.edu/20151201-creativity-theater-across-prison-walls</p> <p>https://english.asu.edu/research/community-university-initiatives/prison-english-program</p> <p>https://www.statepress.com/article/2018/03/spartcult-breaking-down-barriers-within-prison-walls</p>	<p>Third link citation: Oldham, G. (2018, March 15). ASU programs break down barriers within prison walls. Retrieved April 18, 2019, from https://www.statepress.com/article/2018/03/spartcult-breaking-down-barriers-within-prison-walls</p>	<p>Arizona State recently launched a Prison Education Program at their school where students teach, tutor, and showcase shows with inmates.</p> <p>The first link takes you to one performance students did with inmates.</p> <p>The second link takes you to ASU art and incarceration program site</p> <p>The third link takes you to a most recent article written about the program -- "Additionally, students at ASU participate in the PEN project, an internship where students facilitate creative writing class in Arizona and New Mexico prisons. The students lead creative writing exercises and give detailed feedback to help foster a creative outlet and safe-space for incarcerated individuals."</p>		<p>"Learning how to work through emotions and recognize coping mechanisms through music therapy will really help them once they are outside the facility," Orrett said.</p>

Incarceration	<p>https://www.urban.org/sites/default/files/publication/99036/philadelphia_peoples_paper_co-op_1.pdf</p> <p>For more information about The People's Paper Co-op: http://peoplespaperco-op.weebly.com/</p>	<p>Esthappan, S. (2018, September). Art Beyond Bars: A Case Study of the People's Paper Co-op in Philadelphia, Pennsylvania. Retrieved April 18, 2019, from https://www.urban.org/sites/default/files/publication/99036/philadelphia_peoples_paper_co-op_1.pdf</p>	<p>Analysis of The People's Paper Co-op. A Philadelphia program aimed at helping incarcerated individuals re enter society through art based programs.</p>	<p>Data collected include "semistructured phone interviews with ArtPlace/LISC staff, semistructured, in-person interviews with stakeholders, in-person focus groups with program participants, systematic observations of key events, surveys, and a document review of quarterly reports, memos, grant applications, presentations, and other materials."</p>	<p>It's important to remember that the needs addressed for men and women in re- entry programs are different, however, many programs are one size fits all. Needs that need to be addressed for men include: " antisocial behavior, antisocial personality, antisocial attitudes, and antisocial peers" and needs that need to be addressed for women include: "support for employment and financial well-being, substance misuse, parenting, and anger." (Pg. 10)</p> <p>"Art provides a lever for dialogue between people affected by criminal justice policies and government stakeholders with the institutional access to reform them...historically, decisions made around reforming the criminal justice system have excluded people affected by its collateral consequences in both obvious and subtle ways...which has resulted in structural and institutional barriers for individuals who have been affected by incarceration." (Pg. 17)</p>
Incarceration	<p>https://www.muralarts.org/program/restorative-justice/reimagining-reentry-fellowship/</p>	<p>M. (n.d.). Reimagining Reentry Fellowship. Retrieved April 18, 2019, from https://www.muralarts.org/program/restorative-justice/reimagining-reentry-fellowship/</p>	<p>A case study: Reimagining Reentry Fellowship (See case study column for more information)</p>		
Incarceration	<p>https://www.arts.gov/sites/default/files/Research-Art-Works-Fordham1.pdf</p>	<p>Maschi, T., Miller, J., Rowe, W., & Morgen, K. An Evaluation of a Cultural Arts Program for Youth in a Juvenile Justice Program: Technical Report.</p>	<p>"This study was one of the few that had a comparison group that provided for a stronger research design. The participants attended a program that served as a diversion program for arrested youth and a prevention program for family, friends, and neighbors, of the arrested youth. Previous analyses indicated a pre post difference in mental health and social skills and an impact analysis indicated a very low recidivism rate for the participants relative to other programs."</p>		<p>"The findings of this study, in which trends, but few significant results were seen, indicated that art programming's impact on social skills was modest when participating in this relatively short 8 week program. A few significant results were observed that indicated the program had more impact on females. Other perspectives should be examined in order to develop a model of the impact of art programming on a youth's long-term behavior."</p>
Incarceration	<p>https://williamjamesassociation.org/</p>	<p>W. (n.d.). William James Association Prison Arts Project: About. Retrieved April 18, 2019, from https://williamjamesassociation.org/</p>	<p>(Good successful case study) Case Study: William James Association, California (See case study column)</p>		
Incarceration	<p>https://arts.umich.edu/orgs-projects/prison-creative-arts-project-pcap/</p> <p>Additional information: https://lsa.umich.edu/pcap</p>	<p>U. (2019). Prison Creative Arts Project (PCAP). Retrieved April 18, 2019, from https://arts.umich.edu/orgs-projects/prison-creative-arts-project-pcap/</p>	<p>(Good successful case study) Case Study: The Prison Creative Arts Project (PCAP) (See case study column)</p> <p>The first link will take you to more information about the PCAP program</p> <p>The second link is the main page</p>		<p>No analysis on this initiative yet</p>
Incarceration	<p>https://www.muralarts.org/program/restorative-justice/the-guild/</p>	<p>M. (n.d.). The Guild. Retrieved April 18, 2019, from https://www.muralarts.org/program/restorative-justice/the-guild/</p>	<p>Case study: The Guild: Mural Arts Program, Philadelphia (See case study column)</p>		

Incarceration	https://www.jstor.org/stable/41971150?seq=1	Ezell, M., & Levy, M. (2003). An evaluation of an arts program for incarcerated juvenile offenders. <i>Journal of correctional education</i> , 108-114.	"Evaluation of an innovative arts program, A Changed World, that facilitates teaching and interaction between artists and institutionalized juvenile offenders."	A three year, multi-method evaluation of the A Changed World Program How they evaluated this program changed in year 1 and year 2-3. Year 1 was a pre and post test measuring changes in self esteem, peer relations, cultural awareness, and community identity. Year 2 consisted of court records, jail records, open ended surveys, class reports obtained from teachers, and observation	"The results also begin to suggest that involvement in the art workshops had longer term effects as evidenced by relatively low recidivism for participants". Please note: " The analysis of recidivism, while promising, must be interpreted very cautiously. Youth may have turned 18 in the follow-up period or may have moved out of state and, therefore, no subsequent offenses or convictions would show up in the Washington state juvenile justice information system" "Four major processes occur with the participants in this arts program: connecting, expressing, learning, and discovery."
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IMMIGRATION					
Immigration (Key words: Cultural preservation and the arts, immigration and the arts, art and culture, arts and social inclusion)	https://psycnet.apa.org/record/2012-34604-004	Stephan, W. G. (2012). Improving relations between residents and immigrants. <i>Analyses of Social Issues and Public Policy</i> , 12(1), 33-48.			"The arts and entertainment industry can also contribute to improving relations between immigrants and residents. The arts can offer a deeper understanding of immigrants and their cultures, and both the arts and the entertainment industry can bring people from the two groups together to give joint performances to audiences made up of both groups." (Pg. 37)
Immigration (Key words: Cultural preservation and the arts, immigration and the arts, art and culture, arts and social inclusion)	https://voicesofny.org/2017/05/immigrants-and-the-arts/ For more information about the Center for Traditional Music and Dance: https://ctmd.org/about/mission-impact/	V. (2019). Immigrants and the Arts. Retrieved April 18, 2019, from https://voicesofny.org/2017/05/immigrants-and-the-arts/	Case study: Center for Traditional Music and Dance, New York (See case study column for more information)		
Immigration (Key words: Cultural preservation and the arts, immigration and the arts, art and culture, arts and social inclusion)	http://repository.upenn.edu/siap_social_inclusion	Stern, M. J., & Seifert, S. C. (2010). ScholarlyCommons Arts-Based Social Inclusion and Immigrant Communities Social Impact of the Arts Project Arts-Based Social Inclusion: An Investigation of Existing Assets and Innovative Strategies to Engage Immigrant Communities in Philadelphia. Retrieved from http://repository.upenn.edu/siap_social_inclusion	"The role of the arts and culture in Philadelphia's migrant communities had been of interest to SIAP since its first effort to develop an inventory of nonprofit cultural providers in the city and region. Since 1996 the team has been interested in the role of ethnic diversity in stimulating cultural engagement, and immigration is clearly one of the generators of increased diversity. Work with Reinvestment Fund on Culture and Community Revitalization had convinced SIAP that immigration was a key element of the "new urban reality" that was changing the context within which the arts and culture operate."		

Immigration (Key words: Cultural preservation and the arts, immigration and the arts, art and culture, arts and social inclusion)	https://www.americansforthearts.org/sites/default/files/How-the-Arts-and-Cultural-Sector-Strengthen-Cultural-Values.pdf	Hodgson, K. (2011). Community heritage and Culture: How the arts and cultural sector strengthen cultural values and preserve heritage and history.	Many different case studies throughout showing how different organizations around the US are using art to inform the community about different cultures and using it to preserve culture of diverse groups within communities.		
Immigration (Key words: Cultural preservation and the arts, immigration and the arts, art and culture, arts and social inclusion)	https://www.hmongcc.org/about-us.html	H. (n.d.). Hmong Cultural Center. Retrieved April 18, 2019, from https://www.hmongcc.org/about-us.html	Case study: The Hmong Cultural Center (For more information, see case study column)		
Immigration (Key words: Cultural preservation and the arts, immigration and the arts, art and culture, arts and social inclusion)	https://migration.unu.edu/publications/reports/the-role-of-culture-and-the-arts-in-the-integration-of-refugees-and-migrants.html	McGregor, E., & Ragab, N. (2016). The Role of Culture and the Arts in the Integration of Refugees and Migrants. European Expert Network on Culture and Audiovisual (EENCA).	This source has a focus area in Europe and on art and refugees and analyses different ways that Europe has used arts to integrate refugees into society. It outlines the conclusions that have been drawn from measuring 6 different programs around Europe that have used art to integrate refugees.	"A review of literature was conducted along with a preliminary mapping of relevant practices."	<ul style="list-style-type: none"> - "Projects in the area of art and culture can help to emotionally engage a broad audience in the discussion of contentious issues. They can contribute to emotional and personal development for participants. - Measuring the impact of projects and initiative can require innovative evaluation design due to the often intangible impacts (e.g. shifting perceptions, increasing confidence) - Building evaluation into project implementation: While it can be hard to attribute outcomes such as increased confidence or language acquisition solely to initiatives, building in a participatory evaluative component can encourage participants to engage in self-reflection which can also contribute towards their development (Coe, 2011). - Evaluations should be based on multiple methods. For example, quantitative surveys designed to measure the development of project participants can be complemented through the use of qualitative techniques such as focus groups and interviews in order to identify the factors specific to the initiative and those that may relate to external factors can be examined in more detail. This could help to identify the contextual factors which may lead to project success. Engagement with academic institutes, such as is currently ongoing within the We are London initiative may be a good way of improving the quality of evaluations in the future.
Immigration (Key words: Cultural preservation and the arts, immigration and the arts, art and culture, arts and social inclusion)	http://asiasociety.org/files/pdf/Artistic_Production.pdf	A. (2005). Artistic Production and Cultural Identity in U.S. Immigrant and Diasporic Communities. Retrieved April 18, 2019, from http://asiasociety.org/files/pdf/Artistic_Production.pdf	Multiple case studies of programs in the US using art to preserve immigrant culture	Analysis of 8 case studies	