# Cincinnati Arts & Technology Studios
## *Research*

## *Impact of the Arts on Learning*
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*Long-standing research reports show that engagement with quality arts programs has a positive, measurable impact on academic achievement and, for "at risk" students, the impact can narrow the achievement gap. Please see the studies themselves for specifics or exact quotes.*

Research study by the National Endowment for the Arts (March 2012): "*The Arts and Achievement in At-risk Youth: Findings from four longitudinal studies*," concluded that high levels of arts engagement for at-risk children:

☐ result in more positive outcomes in school grades, test scores, high school graduation, college enrollment and achievement, engagement in school or local politics;

☐ appear to narrow the gap in achievement gap between at-risk youth and those from higher socio-economic backgrounds.

*Critical Links: Learning in the Arts and Student Social and Academic Development, 2001.* For this book, scholars summarize more than 60 studies and trace skills that the arts cultivate including literacy, mathematics, and science. For economically disadvantaged children, motivation to achieve is improved along with competencies across the academic curriculum.

**Adapted from *Champions of Change*, a report produced by the National Arts Education Partnership, the President's Committee on the Arts and the Humanities, the GE Fund, and the John D. and Catherine T. MacArthur Foundation:**
- Arts often provide a reason—and sometimes the only reason, for students to be engaged with school or other organizations.

- *Arts programs have proven to have a significantly greater impact on students from economically disadvantaged environments*

- Problem students often become high achievers in arts settings

- *Arts programs help level the educational playing field for disadvantaged students*

- Students become invested in ways beyond "knowing the answer,"

- *Attitudes of young people toward one another are altered through arts experiences*

- Learning is deepest when learners have the capacity to represent what they have learned

*In well executed programs, students move from "at risk" status to managers of risk who can make decisions regarding artistic outcomes and even their lives*

- The arts teach collaboration by developing communities of learners rather than just opportunities for "stars."

*- Arts encourage self-directed learning; motivation to learn for more than test results but for learning itself. Learners develop capacity to experience flow, self regulation, identity and resilience – qualities associated with personal success.*

**Adapted from YouthARTS Development Project, 1996, U.S. Department of Justice, National Endowment for the Arts, and Americans for the Arts:**
- Arts education has a measurable impact on at-risk youth in deterring delinquent behavior and truancy problems while also increasing overall academic performance

**Report by Shirley Brice Heath, Stanford University and Carnegie Foundation for the Advancement of Teaching, Americans for the Arts Monograph, November 1998,** concluded that young people who participate in the arts for at least three hours for three days each week through at least one full year are:
- 4 times more likely to be recognized for academic achievement
- 3 times more likely to be elected to class office within their schools
- 4 times more likely to participate in a math and science fair
- 3 times more likely to win an award for school attendance
- 4 times more likely to win an award for writing an essay or poem

**From "Living the Arts through Language + Learning: A Report on Community-based Youth Organizations," Shirley Brice Heath, Stanford University and Carnegie Foundation For the Advancement of Teaching, Americans for the Arts *Monograph*, November 1998**
Young artists, as compared with their peers, are likely to:
- Attend music, art, and dance classes nearly three times as frequently

- Participate in youth groups nearly four times as frequently

- Read for pleasure nearly twice as often

- Perform community service more than four times as often