Increased Arts Involvement Among Disadvantaged Students Leads to: Finding a Better Job, Earning a College Degree, and Volunteering

In the late 1990s, James Catterall analyzed data from the National Educational Longitudinal Survey, a study of some 25,000 secondary school students, over four years. He found significant connections between high involvements in arts learning and general academic success.

In 2009, Catterall analyzed ten additional years of data for the exact same cohort of students, now age 26. The results strongly connect arts learning with continued success in academics and in life.

- The study found significant advantages for “arts engaged low-socioeconomic status [low-SES] students” in college-going and types of employment, as well as strong advantages in volunteerism and voting.

- Gainful employment for this group of students included better jobs with higher pay, more responsibility, more promotion opportunity, and more employee satisfaction.

- Dr. Catterall concludes that the benefits to arts-engaged disadvantaged students are measurable and unparalleled. He states: “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.”