

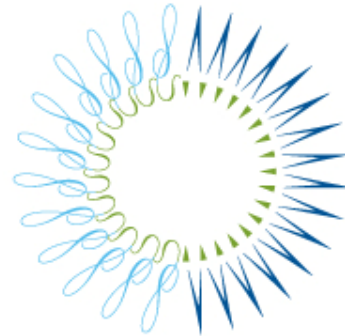


Philadelphia Cultural Engagement Index

Commissioned by
The Greater Philadelphia Cultural Alliance

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Overview of the CEI

- The Cultural Engagement Index (CEI) is a holistic, ongoing assessment of cultural engagement in the Philadelphia region, commissioned by the Greater Philadelphia Cultural Alliance with funding support from The Wallace Foundation, The Philadelphia Foundation and the Pew Charitable Trusts.
- The objectives of the CEI are:
 - To provide the cultural community with a new, wider lens through which to see itself
 - To create a measurement system that can detect changes in patterns of engagement over time
 - To expose opportunities for increasing cultural engagement
 - To stimulate innovation among arts and cultural organizations
 - To focus public attention on culture as an indicator of quality of life
- The first cycle of data collection was completed in summer 2008, to establish a baseline. The next cycle is planned for summer 2010.
- The study builds on a body of cultural participation research conducted by WolfBrown and other researchers, most recently a study of patterns of cultural engagement in California's inland regions, commissioned by The James Irvine Foundation and available through www.irvine.org.
- Those interested in gaining a larger context on the benefits and challenges of assessing community cultural vitality should read the Urban Institute's seminal publication, *Cultural Vitality in Communities, Interpretation and Indicators*, 2006, by Maria Rosario Jackson, Florence Kabwasa-Green, Joaquin Herranz, available through www.urban.org.



Key Themes and Observations

- Philadelphia area residents are vitally engaged in diverse forms of culture expression, including music, dance, theatre, reading and writing, visual arts and crafts, and history and science activities.
 - The study sets forth a comprehensive framework for tracking cultural engagement, including participatory forms of engagement that are often overlooked in participation research and cultural policy.
- Of the 57 activities tested, the ten most frequent are: 1) Listen to music on a local radio station, 2) Read books, magazines or newspapers, 3) Watch programs about science or history on TV, 4) Sing, 5) Watch TV shows about dance, 6) Hear music as part of a worship service, 7) Do gardening or landscaping for fun, 8) Prepare ethnic or traditional foods of your heritage, 9) Buy music for your own collection, 10) Download music or listen to Internet radio/streaming audio.
- Although most adults attend live performances and visit museums and historic sites infrequently, they ascribe proportionately higher levels of importance or “salience” to these activities compared to other types of activities.
 - Generally, results point to a strong value system around the “live” cultural experience.
- African Americans and Hispanics reported higher levels of cultural engagement in most categories.
- Inventive engagement (i.e., activities through which new art is created) is most concentrated in the smallest proportion of adults, of all the nine categories.
 - How can more creative voices be awakened? What programs might allow older adults to continue their creative work?
- For many activities, a significant gap in engagement was observed between females and males. Certain activities, however, tend to attract more males than females, including science and history activities, playing a musical instrument, composing music, performing poetry or rap, and making videos.
- High correlation levels were observed between cultural and civic engagement. People who engage in cultural activities tend to be more active citizens in general.
- Area residents who could cite a cultural role model in their life reported significantly higher levels of cultural engagement, suggesting a renewed focus on identifying and rewarding parents, teachers, artists and other creative individuals in the community who inspire creativity in young people and adults.
- Results suggest that the presence of children in a household has a spillover effect on caregivers’ creative lives. Adults with children generally report higher levels of cultural engagement than those without children.



Sound Bytes

- 80% of area residents read books for pleasure at least once a month
- 35% said that ‘attending concerts by professional musicians’ is a ‘very important’ activity, compared to 67% for ‘listening to music on a local radio station’
- Nearly three-quarters of area residents are active at some level in acquiring music for their own collections
- 17% of males reported that they ‘play a musical instrument’ at least once a month, compared to 10% of females; contrast this to the 59% of females and 38% of males who say that they ‘sing’ at least once a month
- 35% indicate that ‘attend plays or musicals with professional actors’ is ‘very important’
- The most common forms of dance participation are ‘watching TV shows about dance or dance competitions’ (32% ‘very important’), followed by ‘social dancing at clubs or parties’ (21% ‘very important’)
- ‘Writing for business purposes’ and ‘writing in a journal, diary or blog’ are the most common forms of creative expression through writing
- ‘Make crafts of any kind’ is more pervasive than ‘paint, draw or make other original art’ (46% vs. 32% reporting any frequency, respectively)
- Compared to whites, African Americans reported proportionately higher frequency and salience levels for linguistic forms of creative expression, including writing, spoken word and theatre
- Over half of area residents say that they ‘do gardening or landscaping for fun’ with any frequency, and about the same percentage say that they ‘prepare ethnic or traditional foods of your heritage’





Methodology



Methodology

- The study focuses on the 20-mile radius geography around downtown Philadelphia, which encompasses all or parts of eight counties in Pennsylvania and New Jersey.
- To assure geographical representation, quotas were established for both white and non-white adults in each of the 202 ZIP Codes in the 20-mile area.
 - Quotas were met or exceeded in 86% of all ZIPs
- The study employed a hybrid sampling approach. First, 1,614 surveys were completed through two online consumer panel providers, Market Tools and Survey Sampling Inc. This sample was then analyzed for both geographic and demographic representation. Field researchers were then sent to areas where online response was low - principally lower-income areas and also upper income areas - and collected another 1,250 surveys.
 - Intercept sites included public libraries, farmers markets, malls and other locations
- The data set includes a total of 2,864 completed surveys or 143% of goal.
- Results were weighted to adjust for several sources of bias, including:
 - Bias from disproportionate response by ZIP code
 - Bias from disproportionate response by gender, age and educational attainment
- Detailed logs were created to allow for replication of the intercept work every two years. We are indebted to Lorraine Savage, our field research captain, and Alexis Pappas, Research Project Manager at the Cultural Alliance, for their perseverance and determination in carrying out the substantial demands of the intercept work.
- We also would like to thank the following organizations for allowing us to administer surveys at their affiliated sites:
 - Philadelphia Free Library
 - Burlington County Library System
 - Chester County Library System
 - Delaware County Library System
 - Gloucester County Library System
 - Collingswood Farmers Market
 - Food Trust
 - Pennsylvania Real Estate Investment Trust, and
 - Taller Puertorriqueño

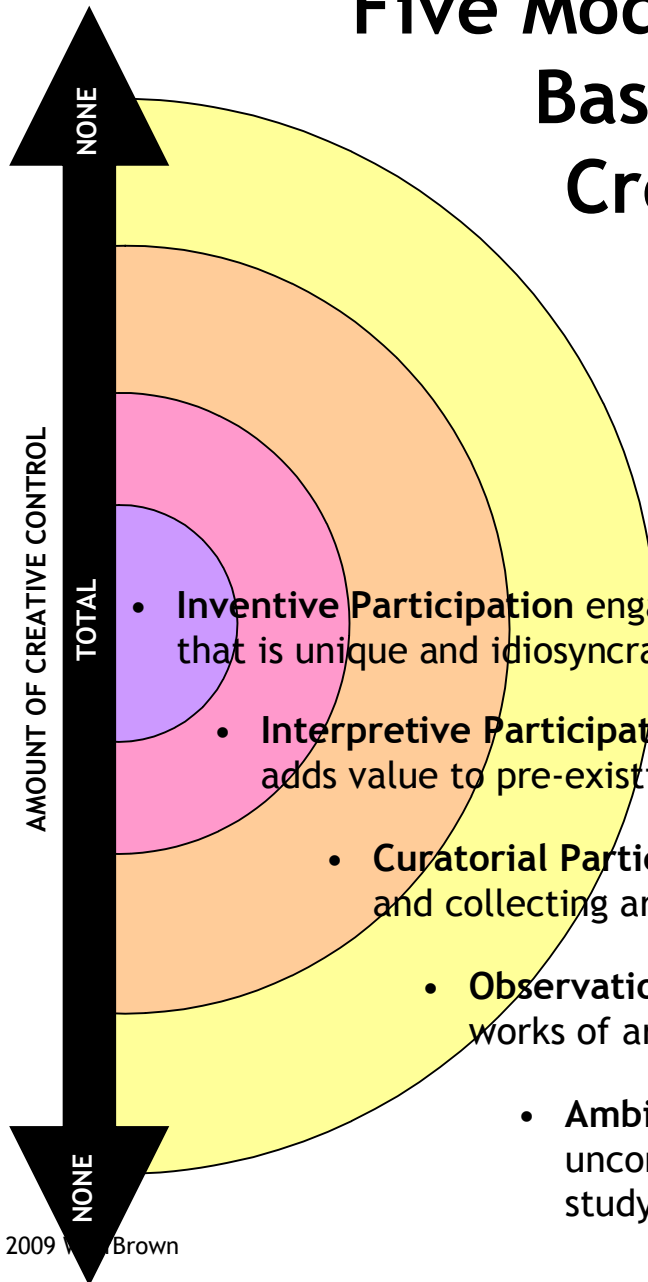


Questionnaire Design

- Respondents were asked about their involvement in 57 different cultural activities, including:
 - Music, dance, theatre and drama activities
 - Reading and writing activities
 - Visual art and craft activities
 - History and science activities
 - Participation in community cultural events, membership in cultural groups
- Within each discipline, a cross-section of activities was queried to capture the full range of engagement, including inventive, interpretive, curatorial and observational modes of participation (based on the “Five Modes of Participation” framework illustrated on the next page)
- The activity lists covered arts learning (e.g., taking lessons or classes), as well as several questions in reference to the arts learning activities of any children in the household under age 18.
- Several general questions explored respondents’ overall attitudes about culture (e.g., a question about cultural role models, a question about overall frequency of cultural activity compared to a year ago).
- Five indicators of civic engagement were included (e.g., voting behavior), in order to examine the correlations between cultural and civic engagement.
- To allow for comparison and to facilitate weighting, respondent were asked to indicate their age, gender, marital status, educational attainment, occupational status and race/ethnicity.
- In a pre-test of the survey, the average completion time ranged from 10 to 12 minutes.
- A copy of the questionnaire with topline results is included in the appendix.



Five Modes of Participation, Based on Level of Creative Control



- **Inventive Participation** engages the mind, body and spirit in an act of artistic creation that is unique and idiosyncratic, regardless of skill level.
- **Interpretive Participation** is a creative act of self-expression that brings alive and adds value to pre-existing works of art, either individually or collaboratively.
- **Curatorial Participation** is the creative act of purposefully selecting, organizing and collecting art to the satisfaction of one's own artistic sensibility.
- **Observational Participation** occurs when you see or hear arts programs or works of art created, curated or performed by other people.
- **Ambient Participation** involves experiencing art, consciously or unconsciously, that you did not select (not investigated in this study).

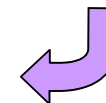
For each activity, both frequency and salience were measured.

Four Frequency Cohorts



On average, how frequently do you...		Never or Almost Never	At Least Once a Year	At Least Once a Month	At Least Once a Week		Which of these activities, if any, are <u>very important</u> to you?
A.	Listen to music on a local radio station					→	
B.	Buy music for your own collection					→	
C.	Attend concerts by professional musicians (any style of music)					→	
D.	Hear music performed as part of a worship service					→	
E.	Sing					→	
F.	Play a musical instrument					→	
G.	Take music lessons or classes					→	
H.	Make up original tunes or compose music					→	

One Salience Indicator



Definition of Analysis Groups

- Throughout this report, results are analyzed by several demographic and other sub-groups, to illuminate key differences, as follows:
 - **By three geographical areas:**
 - The three areas are: 1) Philadelphia county, 2) suburban Philadelphia (all areas within the 20-mile radius but outside of Philadelphia county), and 3) all New Jersey areas within the 20-mile radius
 - **By gender**
 - Given the large differences in patterns of cultural participation found in other studies, results are reported by gender.
 - **By race**
 - Primarily, results are reported for whites and African Americans; the sample sizes for other ethnic groups, including Asians, Hispanics, Native Americans and individuals of mixed race did not allow for reporting of statistically stable results.
 - **By lifestage**
 - Six lifestage groups were constructed for the purposes of identifying prospect groups for cultural organizations. Only respondents who attained some level of college education were included in these groups. As a result, there is an upward educational bias in these groups.
 - The six groups are: 1) young professionals without children (age 25-44, working full-time, no children); 2) young professionals with children (age 25-44, working full-time, with children); 3) mid-life, with children (age 45-64, with children); 4) mid-life, without children (age 45-64, without children); 5) retiree couples (age 65+, married, retired); 6) retiree singles (age 65+, retired, single or previously married).



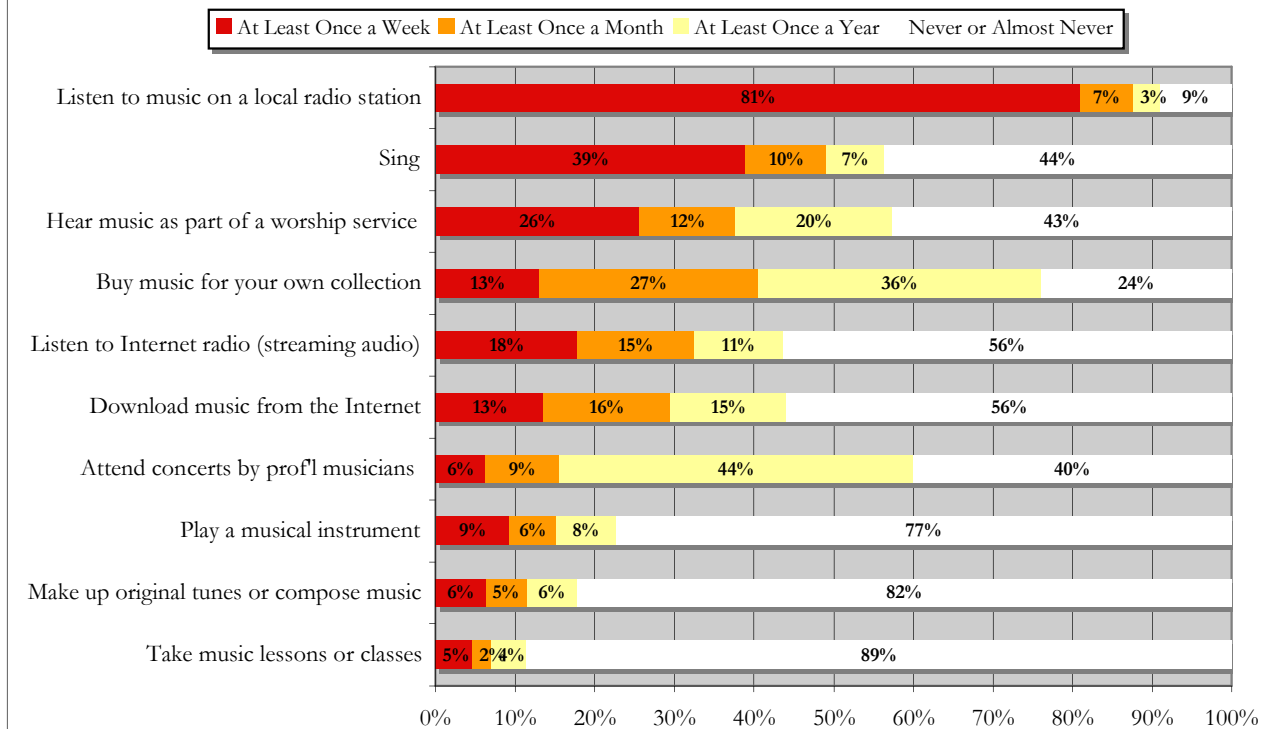


Results by Discipline



Frequency of Music Activities

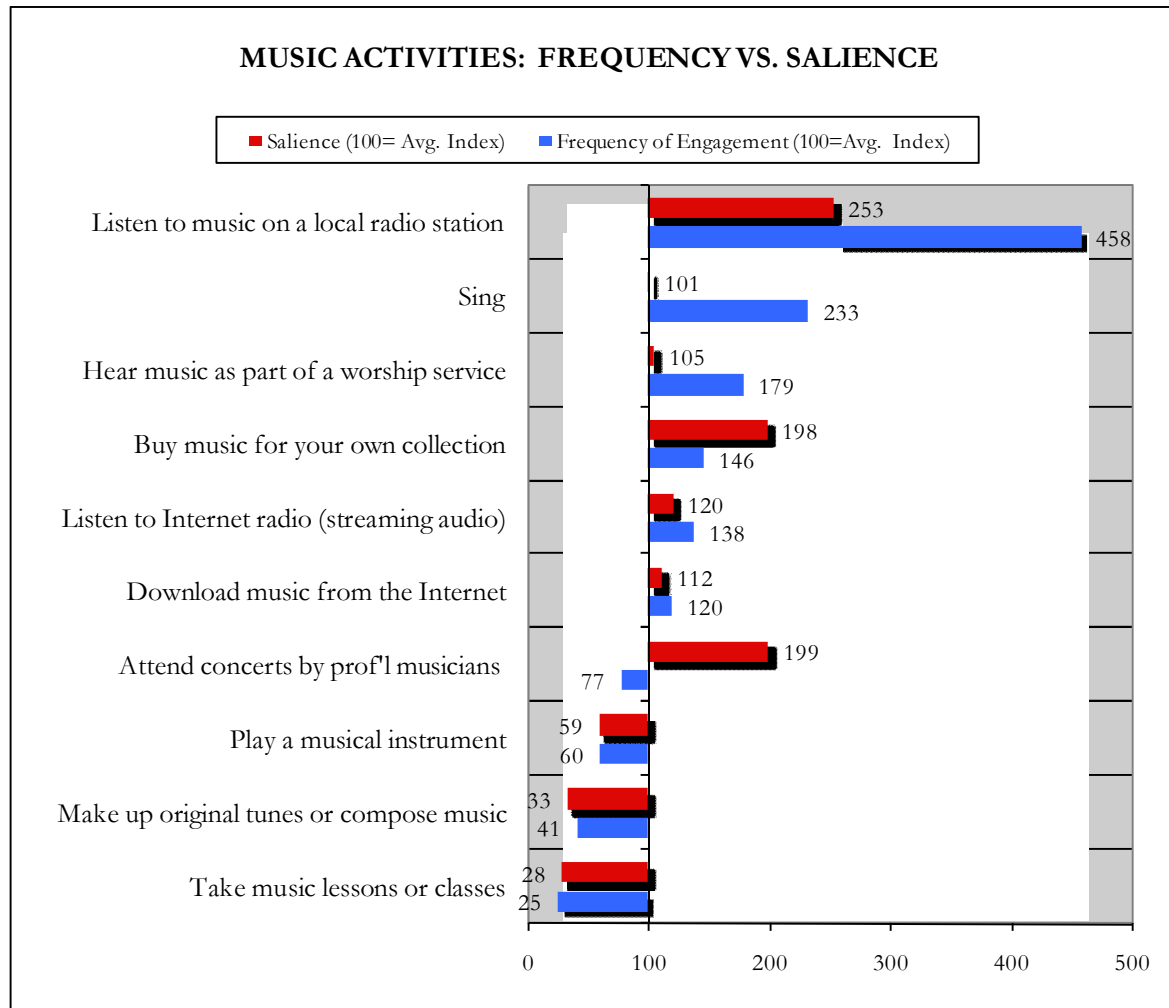
MUSIC ACTIVITIES: FREQUENCY OF ENGAGEMENT



- The chart at left illustrates simple frequency results for the 10 music activities, ordered from highest to lowest.
- Note the pervasive frequency of radio listening, followed by singing and hearing music as part of a worship service.
 - If four in ten Philadelphia residents sing at least once a week, how can the cultural community tap into this deep vein of personal interest?
- While 15% of respondents attend concerts by professional musicians at least once a month, another 44% attend at least once a year, suggesting a pervasive, but infrequent activity.
 - Nearly the same percentage report hearing music as part of a worship service, but with much higher frequency.



Music Activities: Frequency vs. Saliency



- The chart on this page compares standardized indicators of frequency and saliency for the 10 music activities. This makes it possible to see which activities people do infrequently but consider to be “very important” regardless, and vice versa.

- The blue bars indicate frequency, while the red bars indicate saliency. All figures are indexed to the mean for all 57 activities. Look for large gaps between the pairs of blue and red bars.

- Note the relatively low saliency ascribed to radio listening and singing in relation to their relative frequency levels.
- In contrast, observe the high saliency given to concert-going in relation to its frequency.



Music Activities Compared

Music Activities: Average Index by Analysis Cohort	Listen to music on a local radio station	Buy music for your own collection	Attend concerts by prof'l musicians	Hear music as part of a worship service	Sing	Play a musical instrument	Take music lessons or classes	Make up original tunes or compose music	Listen to Internet radio (streaming audio)	Download music from the Internet
Philadelphia County	99	111	108	108	97	102	116	125	108	105
New Jersey	101	92	96	91	103	88	92	88	104	96
Suburban Philadelphia	100	95	95	97	100	105	85	82	90	98
White	102	95	102	86	96	93	71	63	90	90
Black/African American	96	111	96	137	110	98	154	149	113	108
Female	102	97	101	112	123	82	84	67	92	93
Male	97	104	99	87	74	122	118	138	109	110
Young Prof., No Children	101	112	124	65	96	118	70	66	131	160
Young Prof., w/Children	104	121	108	81	109	97	94	82	141	157
Mid-Life, w/Children	106	103	129	145	126	128	129	89	100	97
Mid-Life, No Children	102	99	112	103	97	102	79	70	103	74
Retiree Couples	91	82	110	107	85	49	10	4	51	39
Retiree Singles	96	77	108	134	81	121	58	12	47	8

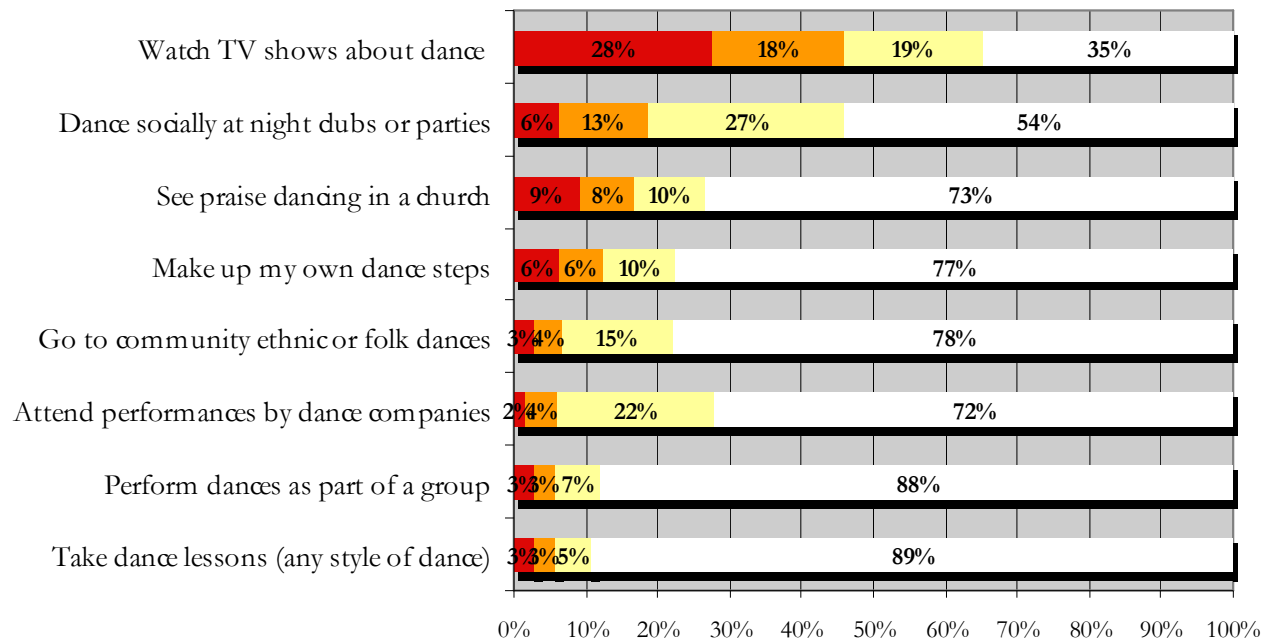
- The index figures in this table allow for comparison of music activities across demographic and lifestage groups.
- Note the higher levels of participatory involvement in music among African Americans, and significant differences by gender and lifestage.
 - For example, males are more likely to play an instrument, while females are more likely to sing. Males are also more likely than females to compose music, and also to engage digitally.



Frequency of Dance Activities

DANCE ACTIVITIES: FREQUENCY OF ENGAGEMENT

■ At Least Once a Week ■ At Least Once a Month ■ At Least Once a Year ■ Never or Almost Never

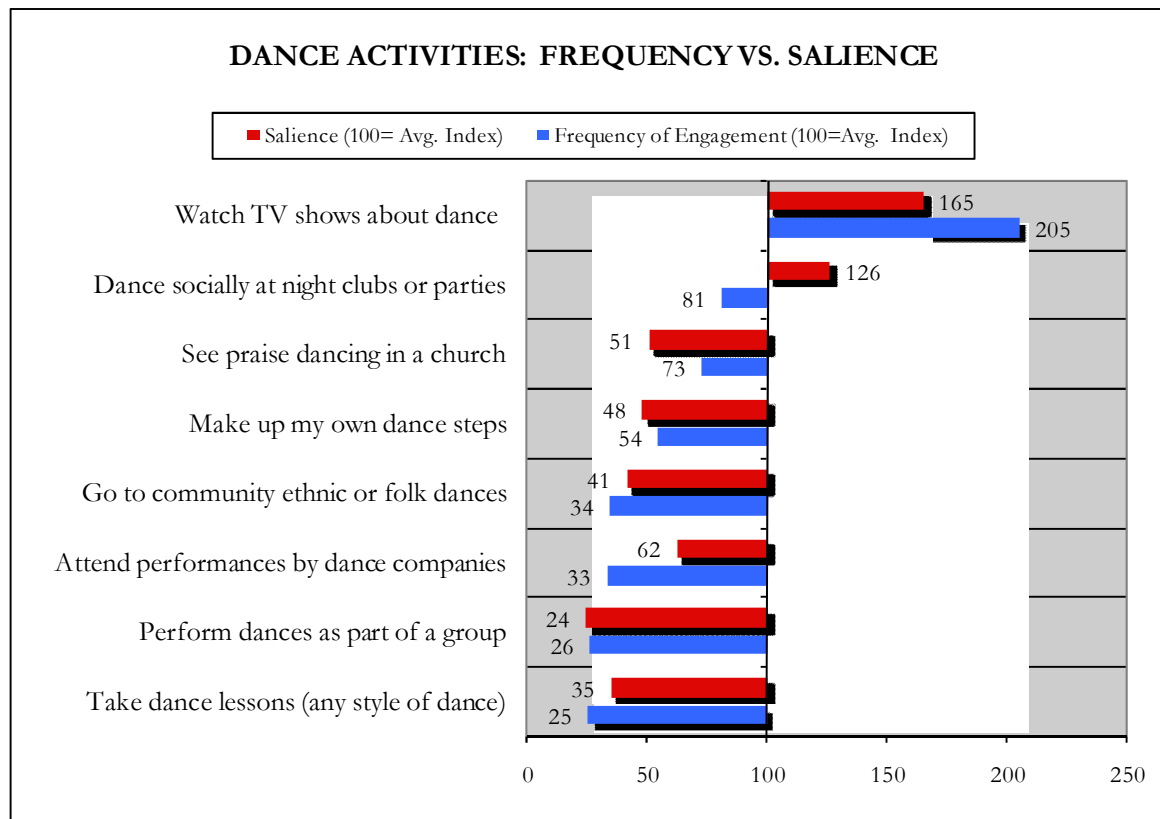


- With respect to frequency of dance activities, the landscape is dominated by ‘watching TV shows about dance’ and ‘dancing socially at night clubs or parties.’

- How can the cultural community tap into the surge of interest in dance stimulated by the popular television shows like ‘Dancing with the Stars’ and ‘So You Think You Can Dance’?

- Just over a quarter of respondents reported any frequency of attendance at performances by dance companies - most at a low frequency. The language for this item did not distinguish between professional and non-professional companies.
- Its quite interesting to note the small but significant percentage of respondents who reported inventive engagement in dance (i.e., ‘make up my own dance steps’), which merits further investigation.

Dance Activities: Frequency vs. Salience



- Overall, the highest salience levels were reported for ‘watching TV shows about dance’ (32%) followed by dancing socially (21%).
- Comparing frequency with salience, two activities stand out as being relatively more salient: dancing socially (i.e., a participatory form of engagement), and ‘attending performances by dance companies’ (an observational form).
 - If participatory engagement in dance is so salient, what efforts might be made to engage larger numbers of people in this mode of dance participation? For example, other studies indicate a high level of unfulfilled interest in taking dance lessons.

Dance Activities Compared

Dance Activities: Average Index by Analysis Cohort	Watch TV shows about dance	Go to commu- nity ethnic or folk dances	See praise dancing in a church	Attend perform- ances by dance companies	Dance socially at night clubs or parties	Perform dances as part of a group	Take dance lessons (any style of dance)	Make up my own dance steps
Philadelphia County	115	143	153	121	110	128	106	126
New Jersey	94	63	68	84	90	81	78	85
Suburban Philadelphia	89	83	69	90	97	84	107	85
White	88	77	41	87	93	73	83	75
Black/African American	126	133	233	126	106	144	130	146
Female	114	96	103	108	106	96	128	112
Male	84	100	96	86	92	100	70	88
Young Prof., No Children	69	67	63	92	131	70	107	98
Young Prof., w/Children	95	135	83	111	109	76	108	127
Mid-Life, w/Children	91	124	112	137	96	60	64	79
Mid-Life, No Children	84	100	89	120	86	53	66	59
Retiree Couples	81	102	21	153	25	17	9	59
Retiree Singles	70	85	30	117	42	43	79	6

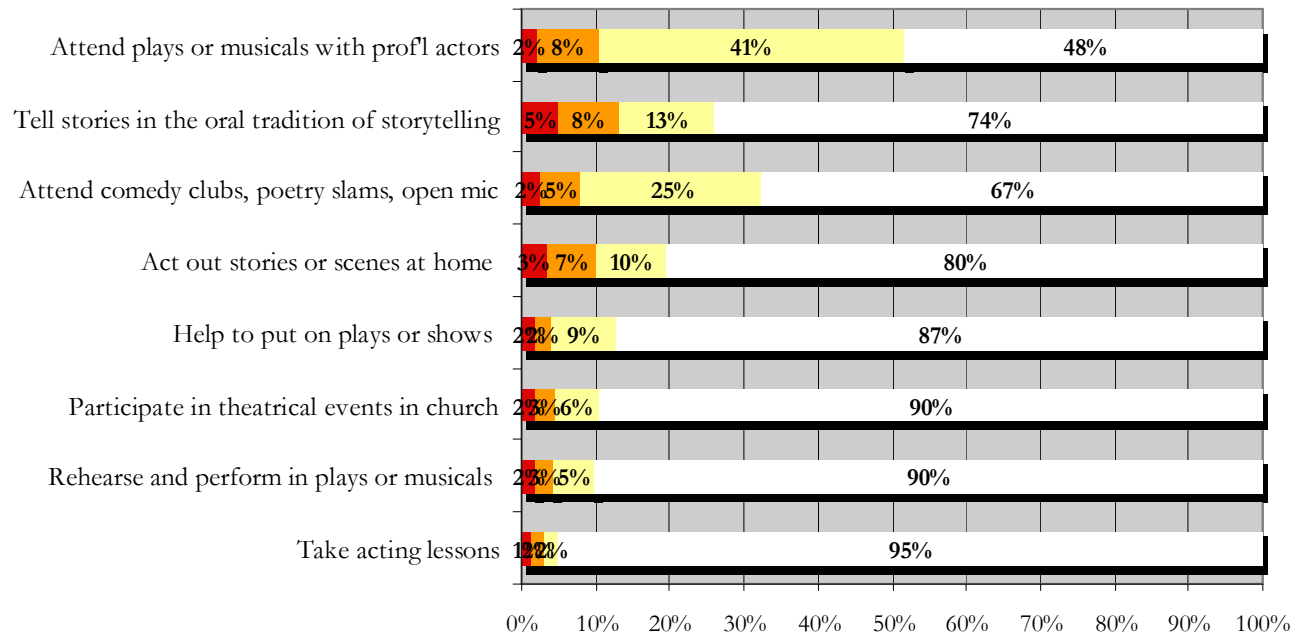
- Generally, all forms of dance activity are higher in Philadelphia County, although the differences are due in large part to the significantly higher levels of dance activity reported by African Americans and other respondents of color.
- Most forms of dance participation skew towards females, especially the inventive and interpretive modes.
- ‘Seeing praise dancing in a church’ is a key form of dance participation among African Americans (index of 233 vs. 41 for whites).
 - Generally, dance would appear to be a good medium for engaging a diverse cross-section of area residents.



Frequency of Theatre Activities

THEATRE ACTIVITIES: FREQUENCY OF ENGAGEMENT

■ At Least Once a Week
 ■ At Least Once a Month
 ■ At Least Once a Year
 ■ Never or Almost Never

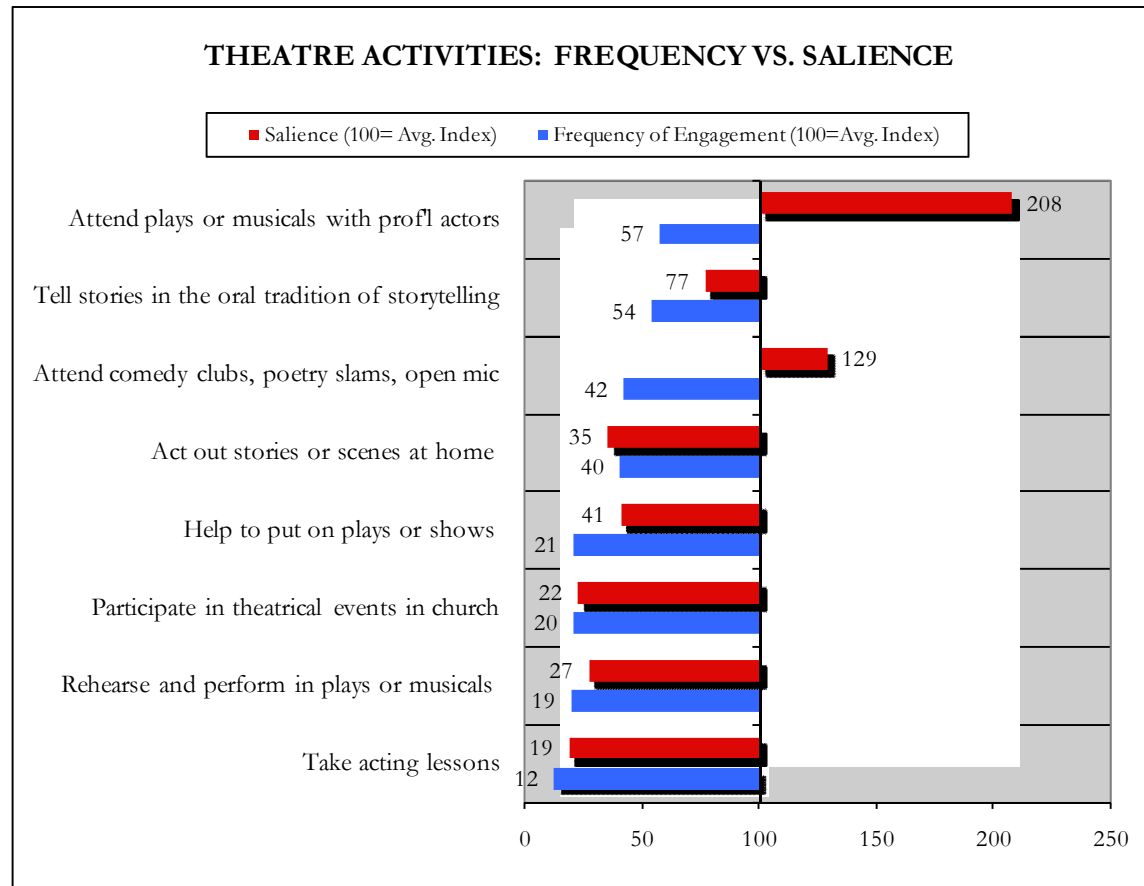


- Overall, frequency levels for most forms of theatre participation are relatively low, although large percentages of respondents report infrequent attendance at 'plays or musicals with professional actors' (52%, just lower than the figure for concerts by professional musicians) and 'attend comedy clubs, poetry slams or open mic nights' (33%).
- Of interest here is the percentage of respondents who reported that they 'tell stories in the oral tradition of storytelling' with some frequency, a participatory form of engagement.

- How can the theatre community tap into the vein of interest in storytelling?



Theatre Activities: Frequency vs. Saliency



- The highest saliency level was reported for 'attend plays or musicals with professional actors' (35%), followed by 'attend comedy clubs...' (19%).
- For both of these activities, saliency outweighs frequency on a relative basis by a wide margin.

Theatre Activities Compared

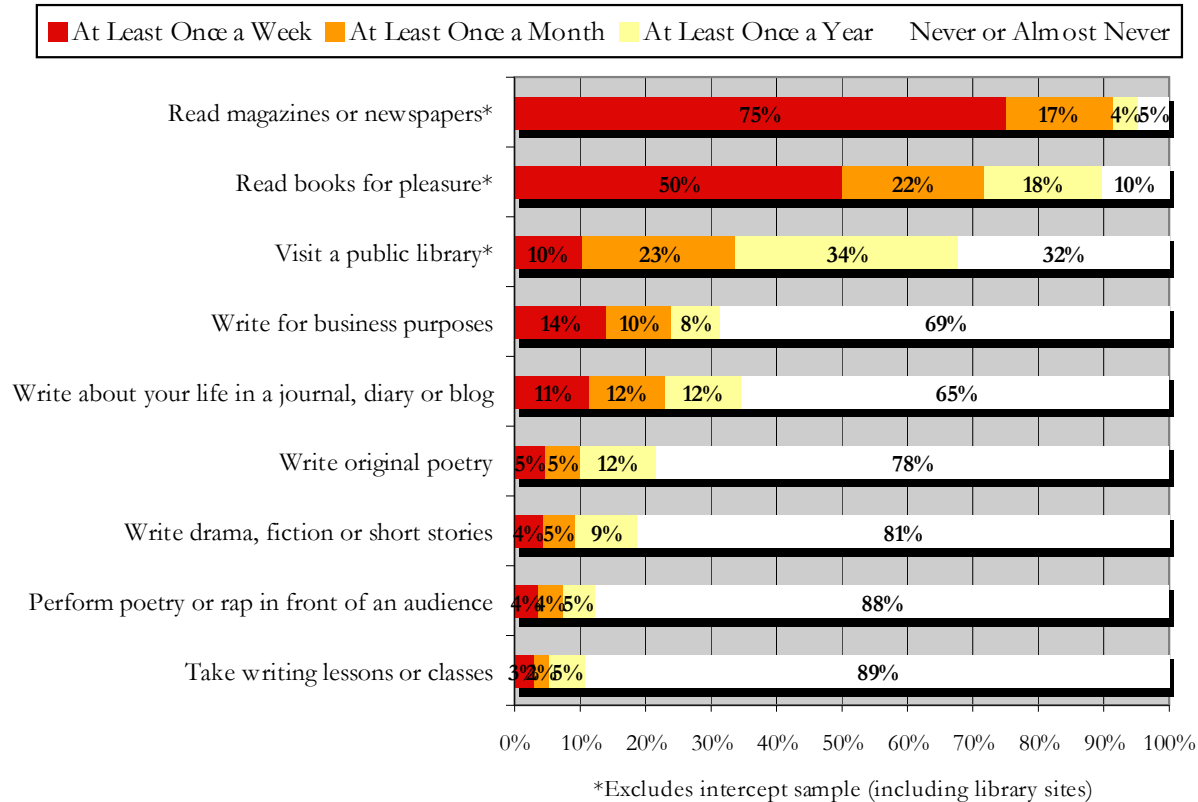
Theatre Activities: Average Index by Analysis Cohort	Attend comedy clubs, poetry slams, open mic	Attend plays or musicals with prof'l actors	Tell stories in the oral tradition of storytelling	Act out stories or scenes at home	Participate in theatrical events in church	Rehearse and perform in plays or musicals	Help to put on plays or shows	Take acting lessons
Philadelphia County	115	98	108	125	128	114	113	129
New Jersey	101	101	94	93	99	116	104	101
Suburban Philadelphia	85	102	95	81	71	75	85	70
White	88	106	85	59	65	78	74	56
Black/African American	121	88	127	158	147	127	128	148
Female	92	105	109	100	96	76	99	85
Male	109	94	89	101	105	127	101	116
Young Prof., No Children	126	103	82	95	43	66	84	54
Young Prof., w/Children	141	98	115	99	90	105	141	109
Mid-Life, w/Children	115	133	130	125	162	83	148	64
Mid-Life, No Children	89	139	78	47	70	76	85	54
Retiree Couples	44	152	46	31	4	82	70	0
Retiree Singles	16	128	72	6	52	3	57	3

- Here again we observe much higher levels of activity among respondents of color, with the exception of ‘attend plays or musicals by professional actors.’
 - This is consistent with other research showing generally higher levels of participatory engagement among people of color, and generally higher levels of attendance at ticketed events among whites.
- Note the generally higher levels of engagement in most forms of theatre among respondents with children
- Further note that attendance at plays and musicals peaks among the ‘retiree couples’ lifestage groups, while attendance at comedy clubs, poetry slams and open mic nights is significantly higher among the younger lifestage groups.



Frequency of Reading and Writing Activities

READING AND WRITING ACTIVITIES: FREQUENCY OF ENGAGEMENT

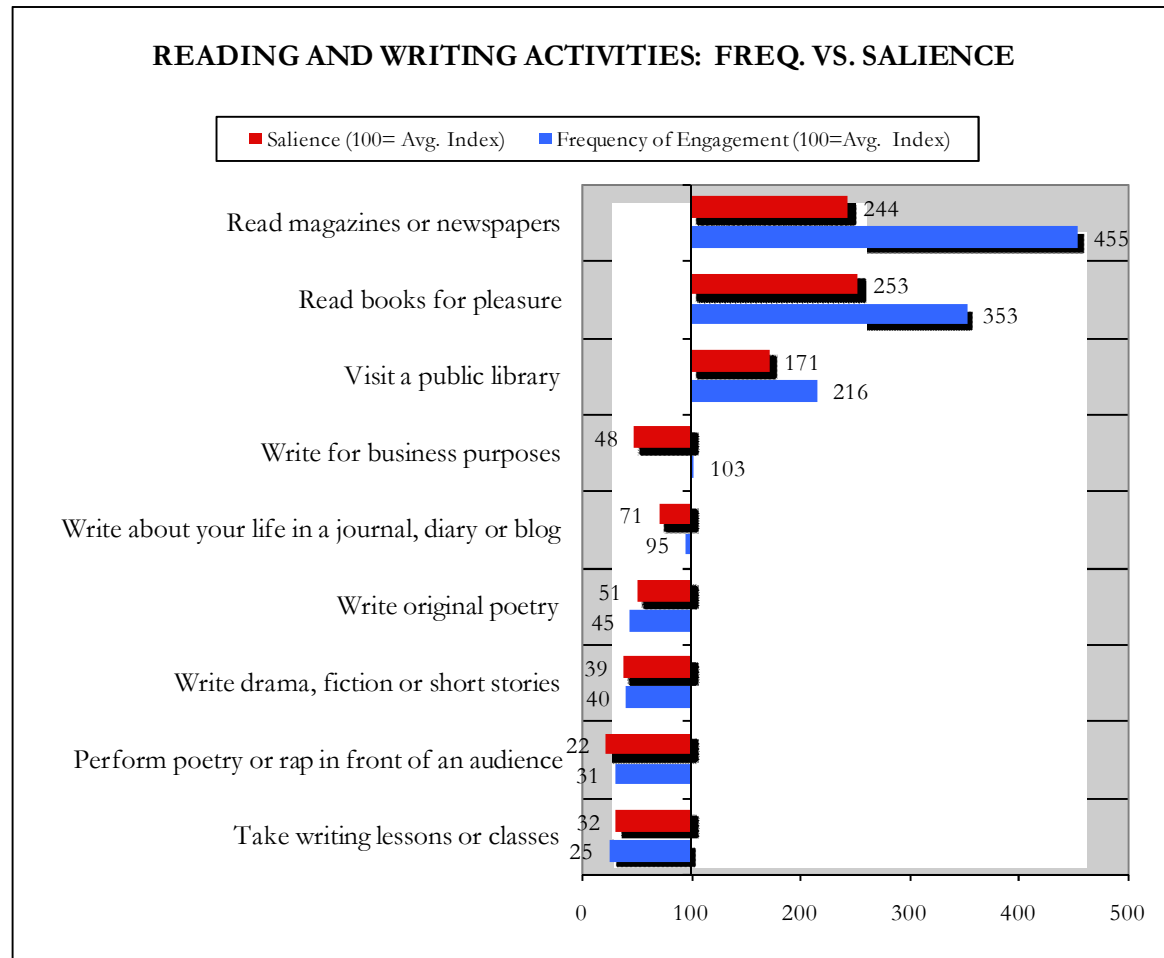


- Results illustrate the pervasive nature of reading as a cultural activity. All but 10% of respondents reported ‘reading books for pleasure’ with some frequency.
- Libraries play a central role in the cultural life of area residents. Two-thirds of all respondents reported visiting a public library at least once in the past year, and a third said that they visit at least once a month. (Since some of the intercept survey work was done in public libraries, figures for the first three items in the chart at left are based solely on the online portion of the sample.)
- ‘Writing for business purposes’ and ‘write about your life in a journal, diary or blog’ are the two most frequent inventive activities and tested at about the same level, suggesting another avenue for increasing engagement.

- If 23% of adults say that they chronicle their lives in a journal, diary or blog at least once a month, what sort of programs might be developed to encourage and recognize this activity?



Reading and Writing Activities: Frequency vs. Salience



- Two thirds of respondents indicated that ‘reading magazines or newspapers’ and ‘reading books for pleasure’ are ‘very important’ activities. Although these salience levels are still not proportionate to the extremely high frequency levels, they are still high.

- How can cultural organizations tap into the high level of frequency and salience surrounding reading? How might large numbers of Philadelphia residents be involved in reading programs that might also involve live performances or museum visits?

Reading and Writing Activities Compared

Reading and Writing Activities: Average Index by Analysis Cohort	Read magazines or newspapers*	Read books for pleasure*	Visit a public library*	Write about your life in a journal, diary or blog	Write drama, fiction or short stories	Write for business purposes	Write original poetry	Perform poetry or rap in front of an audience	Take writing lessons or classes
Philadelphia County	101	99	95	110	110	101	126	158	124
New Jersey	99	95	104	98	94	98	98	67	93
Suburban Philadelphia	100	104	101	91	92	100	74	64	78
White	102	101	101	85	78	101	80	58	67
Black/African American	95	96	93	116	125	92	132	169	143
Female	100	109	110	117	98	88	96	80	93
Male	99	88	86	79	100	114	104	123	108
Young Prof., No Children	97	101	81	101	91	197	86	58	42
Young Prof., w/Children	101	94	104	104	96	190	120	82	115
Mid-Life, w/Children	113	104	116	88	100	199	93	70	67
Mid-Life, No Children	106	108	102	77	81	139	67	84	65
Retiree Couples	117	119	161	42	27	59	69	9	6
Retiree Singles	112	125	108	73	67	23	16	18	49

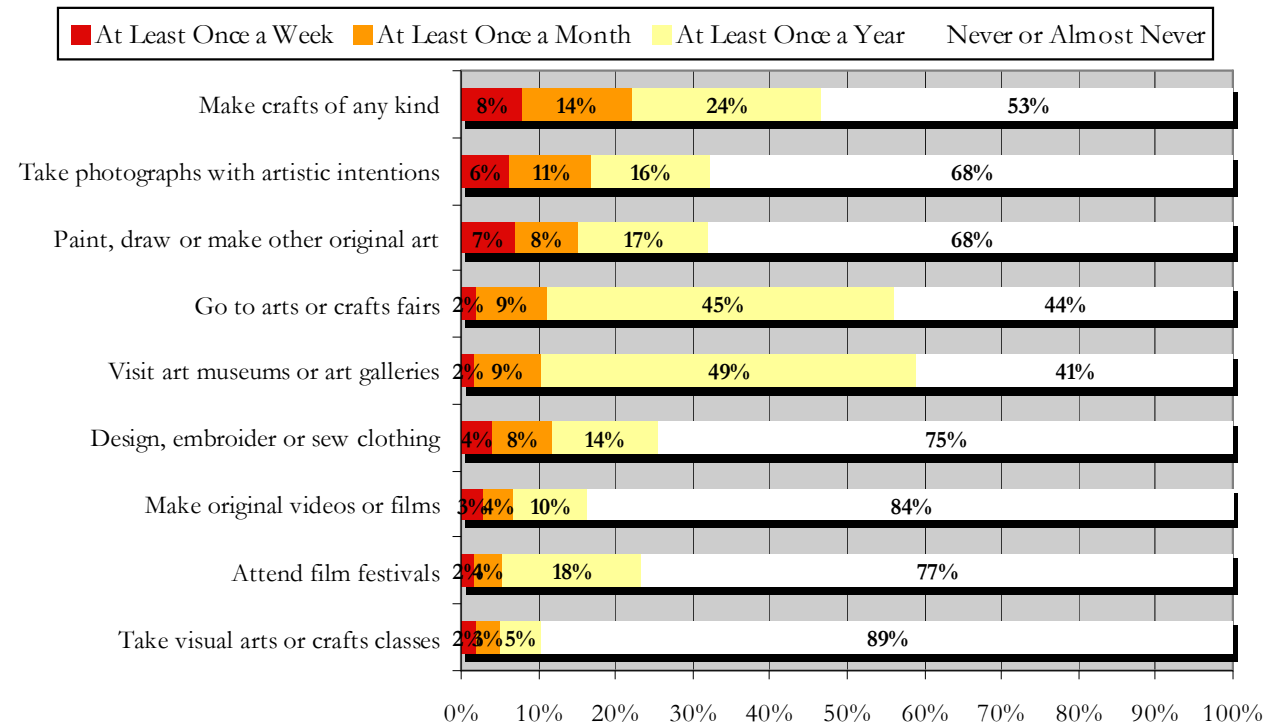
*Online sample only

- Subtle differences in engagement indexes are noticeable across the various cohorts. For example, African American respondents reported significantly higher levels of engagement in several forms of writing, while reading levels are approximately equal.
 - How might more opportunities to write and perform poetry or rap be provided to area residents?
- Note that males are more likely than females to 'perform poetry or rap in front of an audience.'
- Writing for business purposes is very high among young professionals, as might be expected.



Frequency of Visual Arts & Crafts Activities

**VISUAL ARTS AND CRAFTS ACTIVITIES:
FREQUENCY OF ENGAGEMENT**



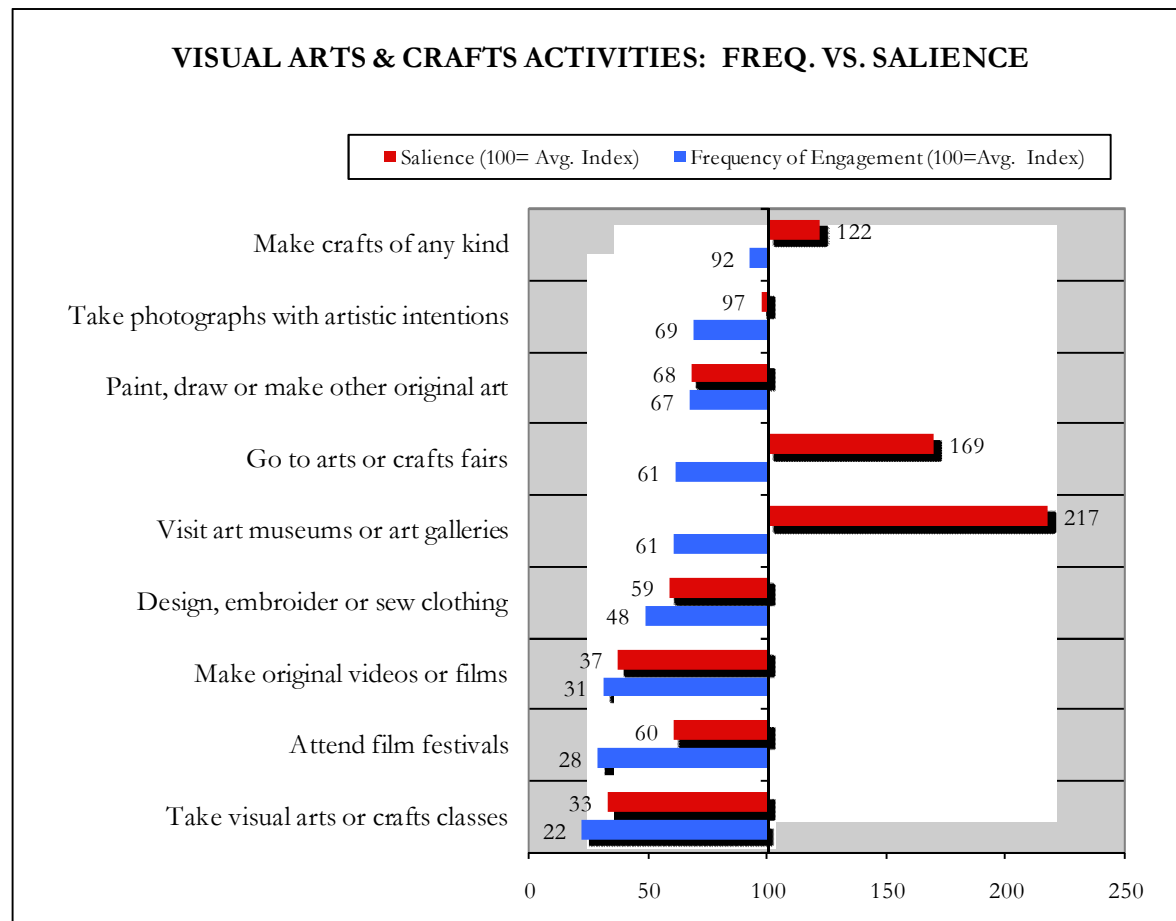
- Overall, the most frequent visual arts or crafts activity is ‘make crafts of any kind,’ with 22% indicating that they do this activity at least once a month.

- In fact, the top three visual arts activities in terms of overall frequency are inventive (i.e., making art or crafts), pointing to the significant role that these activities play in cultural system.

- Much larger percentages of people ‘go to arts or crafts fairs’ (56%) and ‘visit art museums or art galleries’ (59%), but at a lower frequency.



Visual Arts & Crafts Activities: Frequency vs. Salience



- Respondents reported the highest overall salience levels for ‘visiting art museums or art galleries’ (37% ‘very important’), ‘go to arts or crafts fairs’ (28%) and ‘make crafts if any kind’ (25%).
- As illustrated by the large gaps between the red and blue bars at left, proportionately higher salience levels were reported for the three observational activities, including ‘attend film festivals.’
- ‘Take photographs with artistic intentions’ was also given proportionately higher salience, indicating another vein of interest.

Visual Arts & Crafts Activities Compared

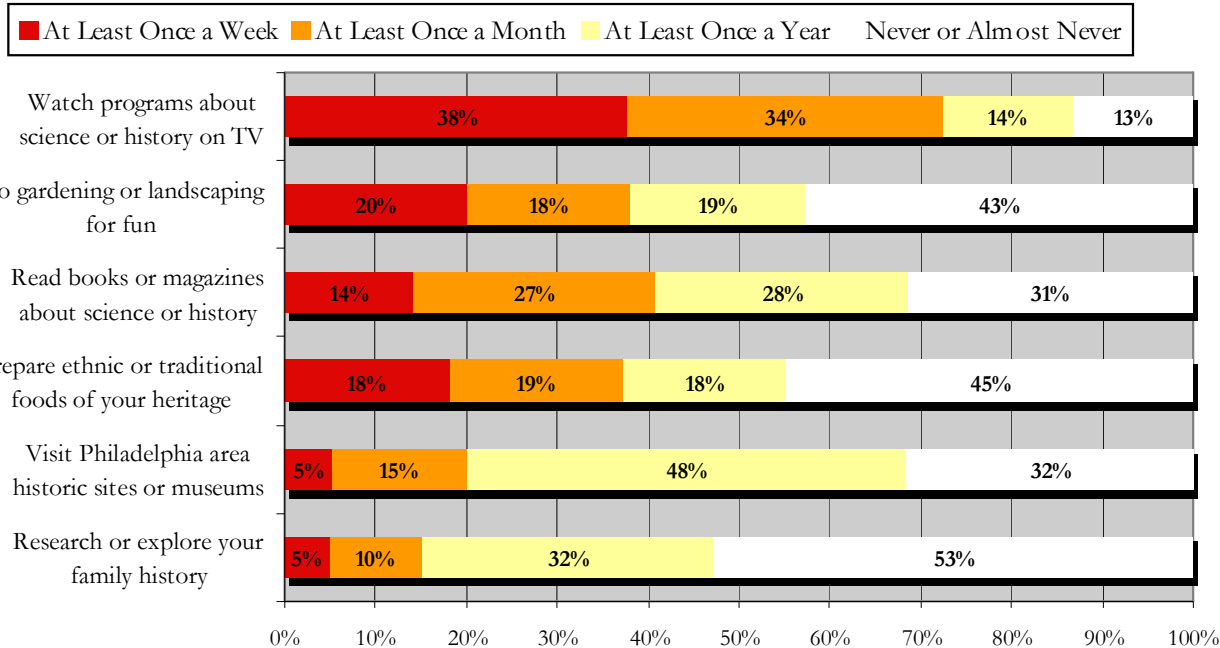
Visual Arts & Crafts Activities: Average Index by Analysis Cohort	Go to arts or crafts fairs	Visit art museums or art galleries	Attend film festivals	Make crafts of any kind	Paint, draw or make other original art	Design, embroider or sew clothing	Take photographs with artistic intentions	Make original videos or films	Take visual arts or crafts classes
Philadelphia County	92	103	142	115	92	112	94	111	104
New Jersey	112	98	70	86	107	103	107	99	93
Suburban Philadelphia	99	99	77	92	102	85	101	87	100
White	112	103	83	82	110	94	102	77	95
Black/African American	73	88	124	120	78	98	90	127	99
Female	120	103	91	116	140	122	109	82	141
Male	76	96	110	80	54	74	90	118	53
Young Prof., No Children	98	127	114	73	95	96	114	85	77
Young Prof., w/Children	112	126	89	96	119	129	126	164	98
Mid-Life, w/Children	134	132	115	63	117	80	111	117	118
Mid-Life, No Children	127	125	137	79	96	68	118	60	92
Retiree Couples	105	137	83	96	106	65	59	67	95
Retiree Singles	92	94	54	125	89	72	38	40	81

- While whites reported higher engagement levels for ‘go to arts or crafts fairs’ and ‘paint, draw, or make other original art,’ African Americans reported higher engagement levels for ‘attend film festivals,’ ‘make crafts of any kind,’ and ‘make original videos or films.’
- Compared to males, females reported substantially higher levels of engagement in most visual arts or crafts activities, with the exception of ‘make original videos or films’ and ‘attend film festivals.’
- Of the visual arts activities, young professionals without children reported the highest level of engagement in museum-going. Notice the higher levels of engagement in a number of visual arts activities for the lifestage groups with children, especially ‘make original videos or films.’
 - One might infer that the presence of children in the household has a spillover effect on caregivers’ creative lives.



Frequency of History and Science Activities

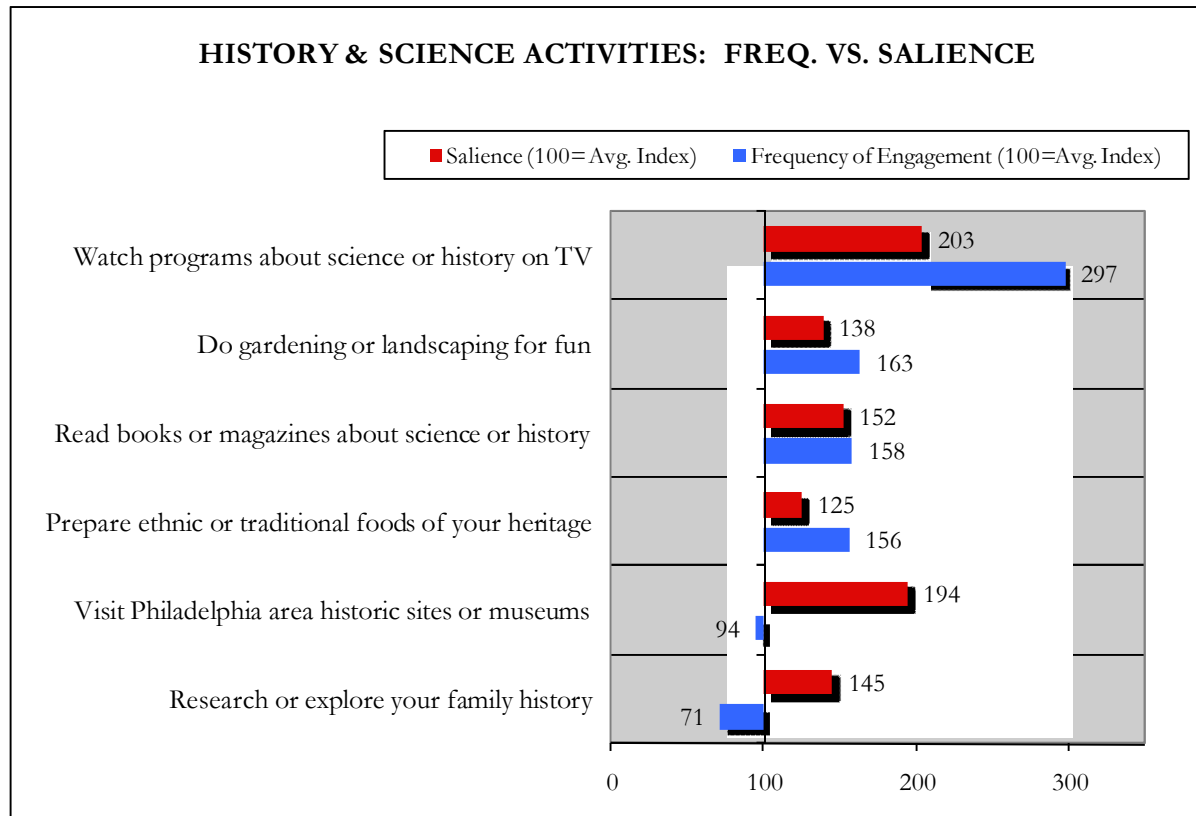
**HISTORY, SCIENCE & NATURE ACTIVITIES:
FREQUENCY OF ENGAGEMENT**



- Most of the activities in history and science category generated very high frequency levels, especially ‘watch programs about science or history on TV.’
- Several activities were included in this category that some people would categorize as “domestic arts” – ‘do gardening or landscaping for fun’ and ‘prepare ethnic or traditional foods of your heritage.’ High frequency levels were reported for both.
 - If one accepts these as legitimate cultural activities, then how might they be encouraged and recognized?
- Two-thirds of respondents reported visiting Philadelphia area historic sites or museums at least once over the past year, and a surprising percentage of respondents reported some level of engagement in ‘research or explore your family history.’



History and Science Activities: Frequency vs. Salience



- All of the activities in this category were identified as “very important” by anywhere from 25% to 44% of respondents.
- Two activities are notable for their relatively high level of salience in relation to frequency: ‘visit Philadelphia area historic sites or museums’ and ‘research or explore your family history.’
 - It is not surprising that high salience is given to such a personal activity as ‘research or explore your family history.’ If this is such a salient activity, how might cultural institutions encourage and enable more individuals and families to explore their roots?

History and Science Activities Compared

History & Science Activities: Average Index by Analysis Cohort	Watch programs about science or history on TV	Visit Philadelphia area historic sites or museums	Read books or magazines about science or history	Do gardening or landscaping for fun	Prepare ethnic or traditional foods of your heritage	Research or explore your family history
Philadelphia County	101	106	110	91	116	104
New Jersey	105	92	93	105	94	100
Suburban Philadelphia	96	100	95	106	89	96
White	99	100	92	111	84	92
Black/African American	104	89	115	82	121	114
Female	90	98	84	112	116	104
Male	112	103	118	86	83	96
Young Prof., No Children	96	106	79	78	83	80
Young Prof., w/Children	102	126	100	90	108	111
Mid-Life, w/Children	117	127	110	129	120	111
Mid-Life, No Children	106	111	108	122	113	95
Retiree Couples	123	106	176	132	96	145
Retiree Singles	129	111	153	82	64	73

- African Americans reported higher levels of engagement compared to whites in several activities in this category, including ‘prepare ethnic or traditional foods of your heritage’ and ‘research or explore your family history.’
- While their overall indexes within this category are relatively low, young professionals are most likely to visit Philadelphia area historic sites or museums.
- Retiree couples and singles reported higher engagement levels in ‘read books or magazines about science or history’



Salience - Summary

- To summarize the analysis of frequency versus salience, results were compared across all 57 activities.
- The following activities had the highest salience to frequency ratio, indicating that they are most important to area residents relative to frequency:
 - Attend plays or musicals with professional actors
 - Visit art museums or art galleries
 - Attend comedy clubs, poetry slams, open mic nights
 - Go to arts or crafts fairs
 - Attend concerts by professional musicians
 - Visit Philadelphia area historic sites or museums
- This clearly illustrates the high level of importance ascribed to the live experience, and the importance of these activities to residents, even if their frequency of attendance is low.
- At the other end of the spectrum, the following activities had the lowest salience to frequency ratio, indicating that they are least important in relation to frequency:
 - Sing
 - Write for business purposes
 - Read magazines or newspapers
 - Listen to music on a local radio station
 - Hear music as part of a worship service
 - Watch programs about science or history on TV
 - See praise dancing in a church

Lifestage Groups - Summary

KEY CHARACTERISTICS OF LIFESTAGE GROUPS	Demographics			Characteristic Cultural Activities (Comparatively High Engagement Indexes)
	Unweighted N	Avg. Age.	% with Bachelors Degree+	
Young Prof., No Children	286	33	73%	Attend Concerts by Prof. Musicians; Attend Comedy Clubs, Poetry Slams or Open Mic Nights; Visit Art Museums and Art Galleries; Listen to Internet Radio (Streaming Audio); Download Music from the Internet; Share Something Online that you Created Yourself; Write for Business Purposes; Dance Socially at Night Clubs or Parties
Young Prof., with Children	219	35	53%	Visit Philadelphia Area Historic Sites, or History and Science Museums; Listen to Internet Radio (Streaming Audio); Go to Community Ethnic or Folk Dances; Help to Put On Plays or Shows; Download Music from the Internet; Take Material You Find Online and Remix it into Your Own Creation; Make Up My Own Dance Steps; Make Original Videos or Films; Write for Business Purposes; Make Crafts of Any Kind
Mid-Life, with Children	268	51	53%	Hear Music at Worship Service; Help to Put On Plays or Shows; Write for Business Purposes; Make Crafts of Any Kind; Sing; Play a Musical Instrument; Participate in Pageants or Theatrical Programs in Places of Worship; Tell Stories in the Oral Tradition of Story-telling
Mid-Life, No Children	547	55	52%	Visit Philadelphia Area Historic Sites, or History and Science Museums; Go to Arts or Crafts Fairs; Attend Film Festivals
Retiree Couples	60	74	73%	Attend Plays or Musicals with Prof. Actors; Watch Programs about Science or History on TV; Research or Explore Your Family History; Do Gardening or Landscaping for Fun
Retiree Singles	64	76	50%	Watch Programs about Science or History on TV; Read Books or Magazines about Science or History; Take Visual Arts or Crafts Classes; Play a Musical Instrument



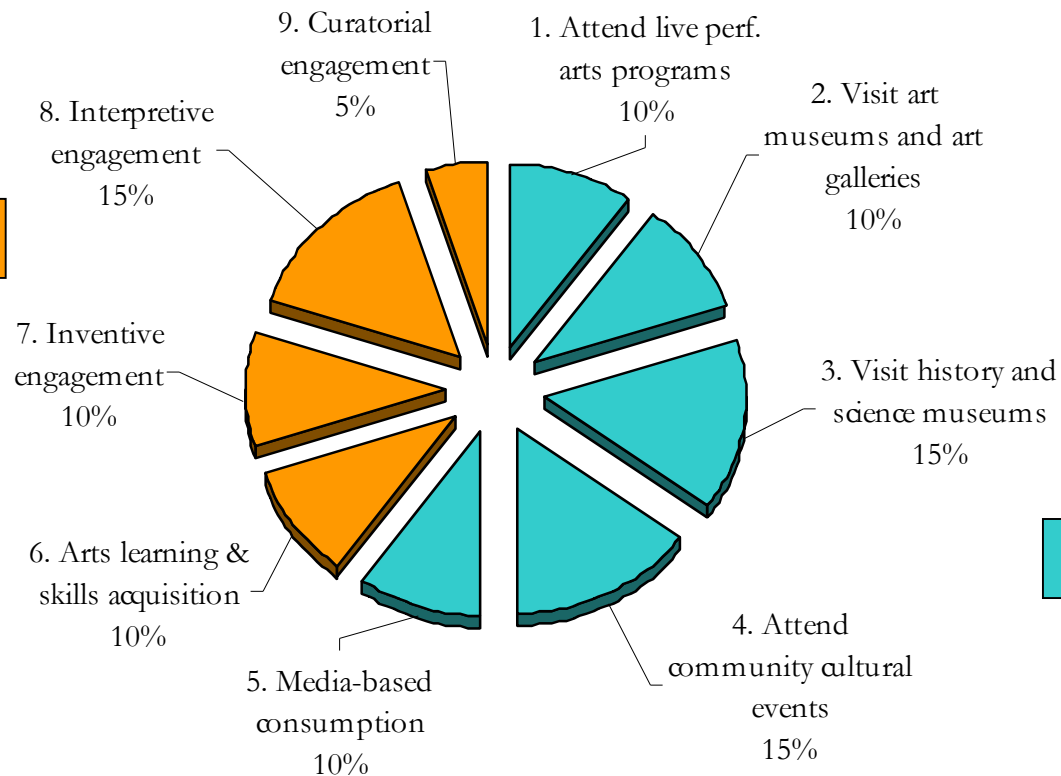


Calculation of the Cultural Engagement Index



Nine Components of the CEI

GREATER PHILADELPHIA CULTURAL ENGAGEMENT INDEX



Personal Practice

Audience-Based



How the CEI was Constructed

- Traditionally, measurement systems for cultural participation have focused on attendance-based activities. As a result, informal and participatory forms of engagement have not been a priority.
- Other researchers have called for a broader and more inclusive definition of ‘culture’ which captures the interests and practices of a more diverse public.
- The nine categories of engagement were identified in consultation with Cultural Alliance staff, and include both conventional and emerging forms of engagement. In this model, the majority of weight is given to audience-based activities (60%), with the balance given to personal practice (40%). Ultimately, this is a well-considered but arbitrary allocation.
- Within the audience-based category, the proportions assigned to attendance at live performing arts events (10%), attendance at art museums and galleries (10%), and attendance at historic sites, or history and science museums (15%) approximate the actual proportion of attendance reported by a cross-section of institutions in these categories based on data from the Pennsylvania Cultural Data Project.
- Since participation data is unavailable within the other categories, weights were assigned based on a consensus of the study team. For example, curatorial participation (e.g., downloading music) was felt to be an important but emerging mode of engagement, and thus was given a small weight (5% of the overall CEI).
- Scores were assigned to the individual activities as follows:

	<u>Frequency Score</u>	<u>Salience Score</u> (if “Very Important”)
- If “never or almost never”	0	20
- If “at least once a year”	6	20
- If “at least once a month”	24	15
- If “at least once a week”	52	10

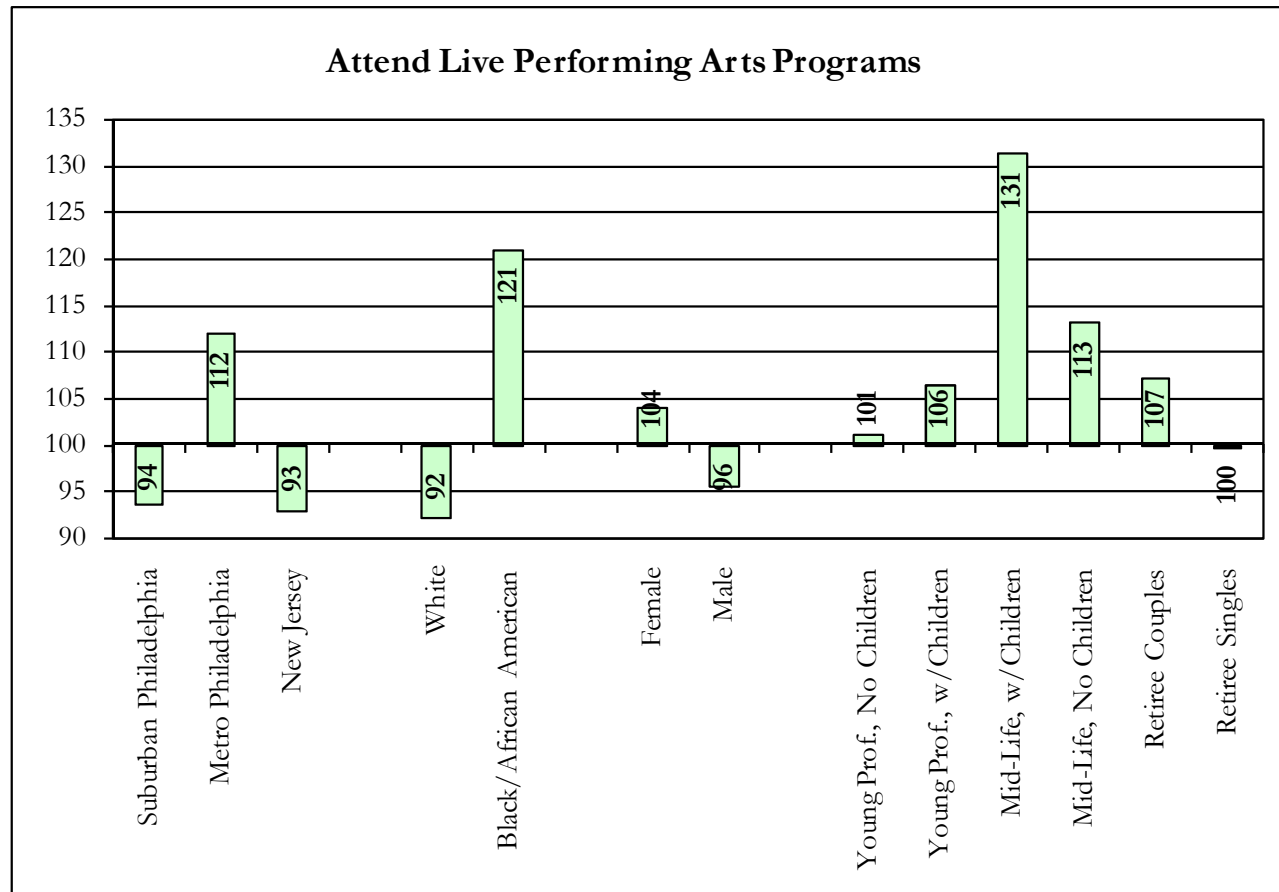
- Over the following pages, each of the nine categories of engagement is defined and profiled, starting with the five audience-based forms, followed by the four types of personal practice. Within each of the nine categories, some individual activities were given higher or lower weights so as to avoid skewing the indicator towards a particular discipline or form of engagement. These weights are reported in parentheses. Unless otherwise noted, no other weights were applied.



1. Attend Live Performing Arts Programs (10%)

- The first category of audience-based activity is observational and encompasses attendance at six types of performing arts activities:
 - Attend concerts by professional musicians
 - Hear music at a worship service (.5)
 - See praise dancing in a church (.5)
 - Attend performances by dance companies
 - Attend comedy clubs, poetry slams or open mic nights
 - Attend plays or musicals with professional actors
- For this indicator, engagement is quite concentrated:
 - The lower half of respondents account for just 16% of all engagement
 - The top 20% of respondents account for 50% of all engagement
 - The top 10% of respondents account for 30% of all engagement

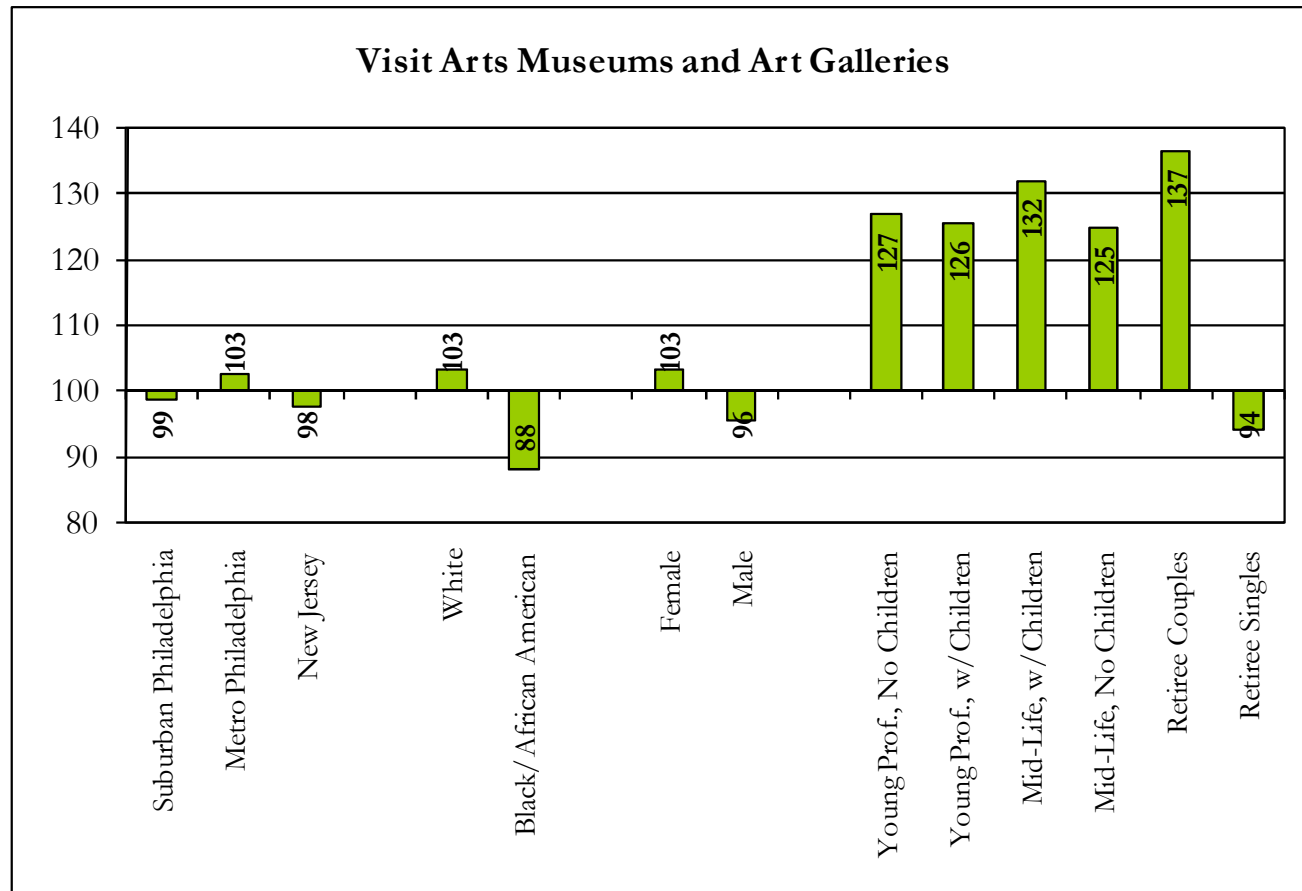
1. Attend Live Performing Arts Programs



- Higher levels of engagement in performing arts programs was observed among Philadelphia County respondents, which is explained, in part, by the significantly higher engagement scores reported by African Americans for this indicator, compared to whites.

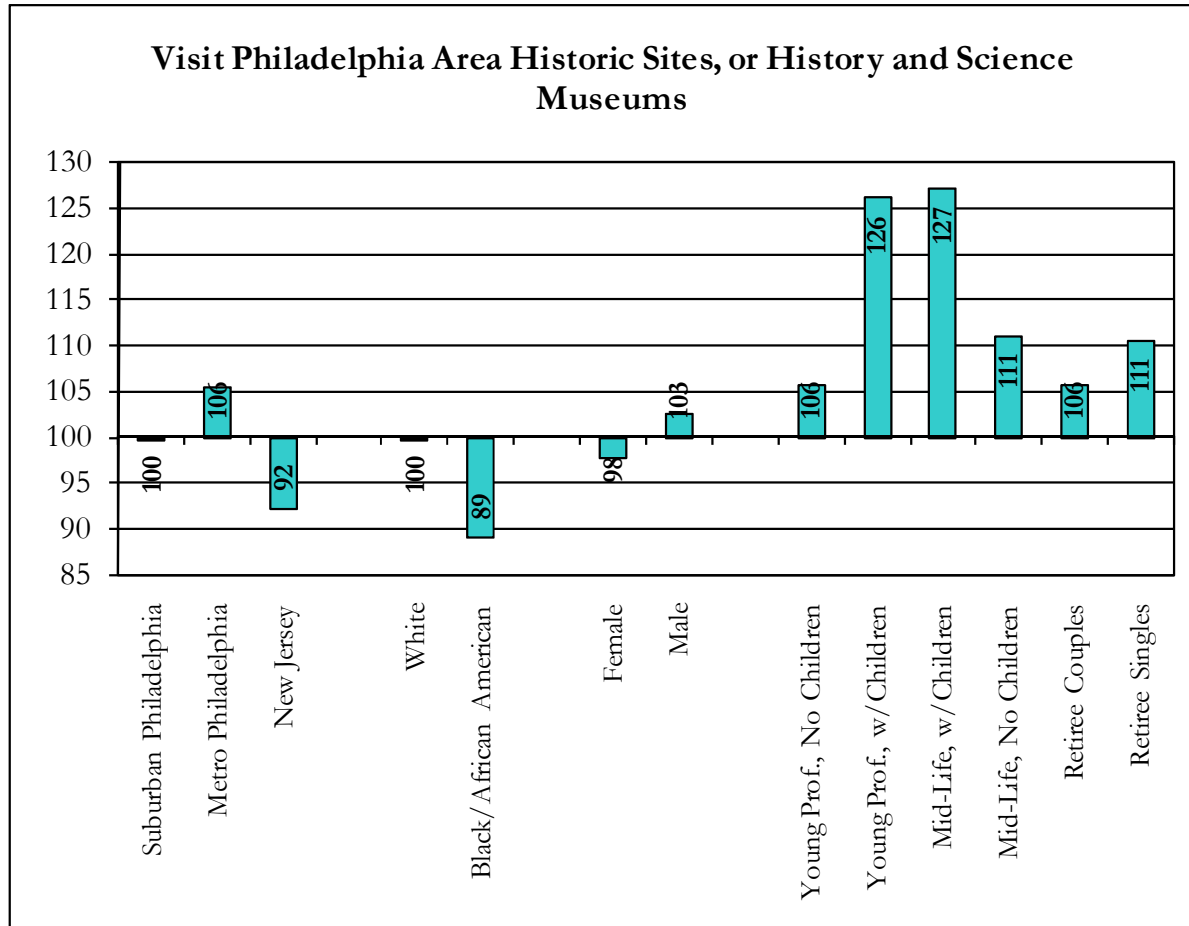
- With respect to the six lifestage groups, engagement is highest for the 'Mid-Life, No Children' group, and lowest for the youngest and oldest cohorts.

2. Visit Art Museums and Galleries (10%)



- This indicator is comprised of just one survey item.
- For this indicator, engagement is quite concentrated:
 - The lower two-thirds of respondents account for just 21% of all engagement, and 37% report no engagement.
 - The top 7% of respondents account for 25% of all engagement.
- Engagement levels are somewhat higher for whites compared to African Americans.
- With the exception of Retiree Singles, all of the lifestage groups reported above average engagement levels for this indicator. (Recall that the lifestage groups are limited to college-educated adults.)

3. Visit Historic Sites, History and Science Museums (15%)



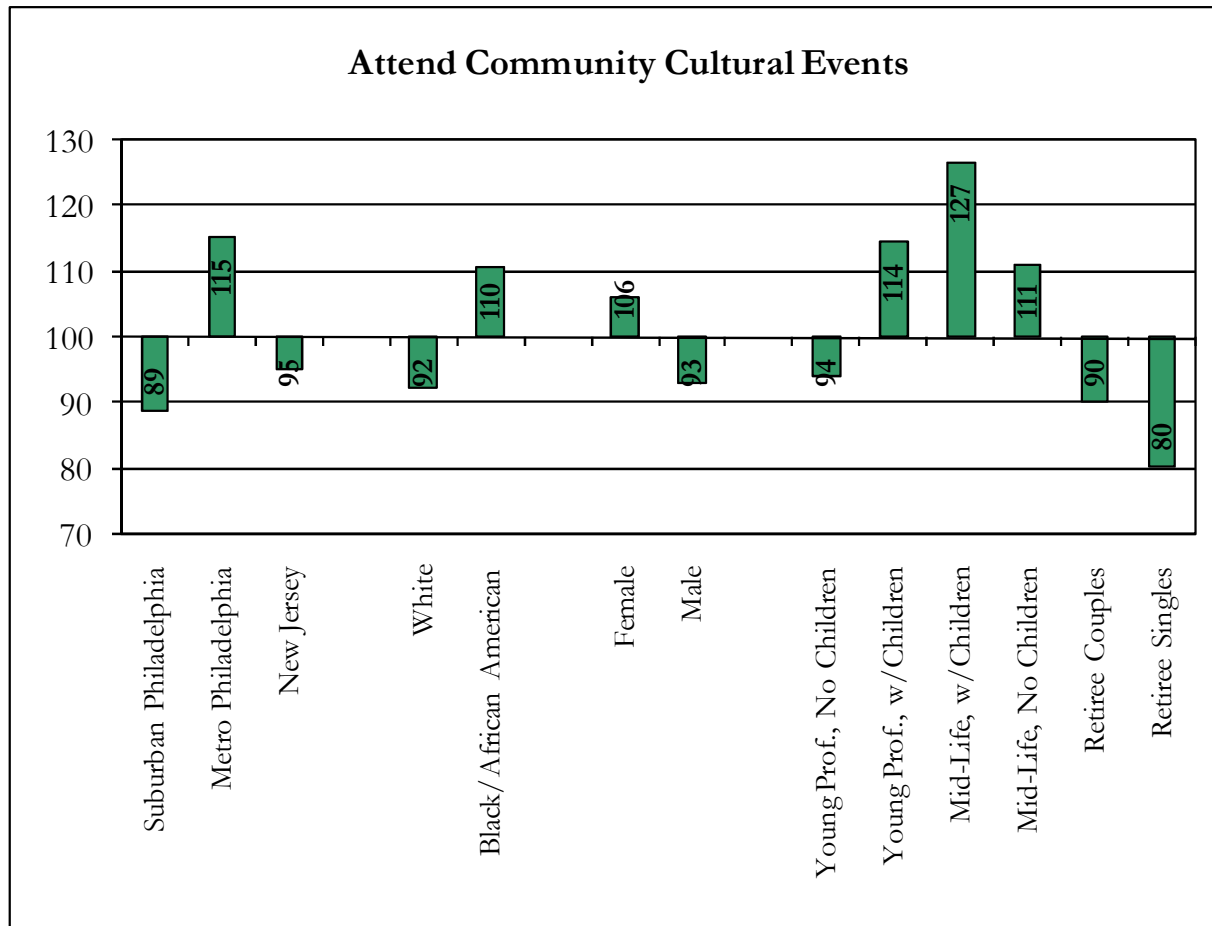
- This indicator is comprised of just one survey item.
- For this indicator, engagement is concentrated, but somewhat less so than the previous indicator:
 - 29% report no engagement
 - The top 30% of respondents account for 70% of all engagement
- Again, engagement levels are somewhat higher for whites compared to African Americans.
- The two lifestage groups with children reported substantially higher engagement levels for this indicator, illustrating the significance of this category of engagement to families.



4. Attend Community Cultural Events (15%)

- The fourth category of audience-based activity is mostly observational and encompasses four activities:
 - Go to community ethnic or folk dances
 - Help to put on plays or shows (1.5)
 - Go to arts or crafts fairs
 - Attend film festivals
- Additionally, respondents were asked if they participated in any of eight specific community events in the past year, and were given additional points for each:
 - A special religious or holiday service (+10 points)
 - A parade or festival that celebrates your cultural heritage (+10 points)
 - Black History month (+5 points)
 - Chinese New Year (+5 points)
 - Cinco de Mayo celebration (+5 points)
 - New Year's Day parade (e.g., Mummer's parade) (+5 points)
 - Independence Day parades (+5 points)
 - Odunde Day (+5 points)
- Even for this indicator, engagement is still quite concentrated:
 - The lower half of respondents account for just 13% of all engagement
 - The top 20% of respondents account for 53% of all engagement
 - The top 10% of respondents account for 35% of all engagement

4. Attend Community Cultural Events



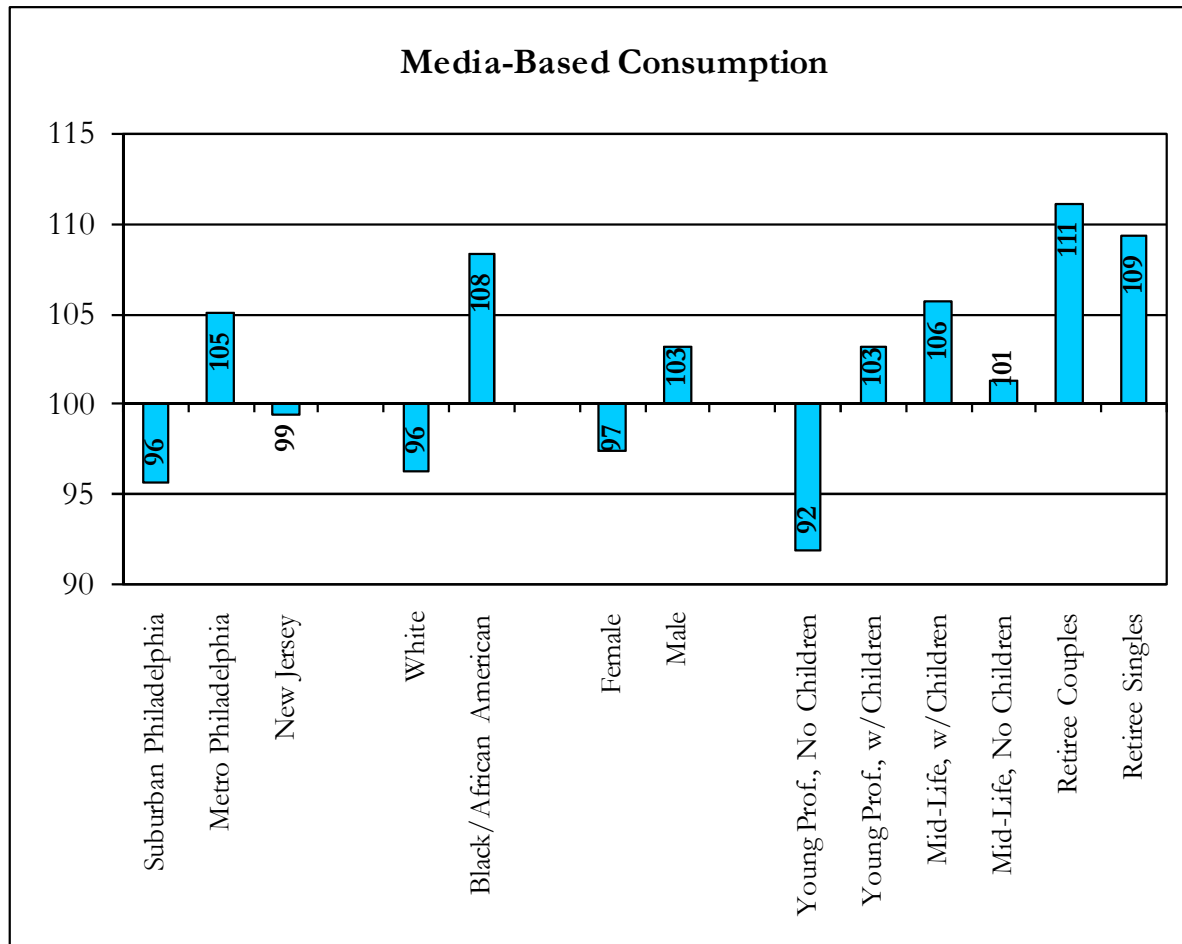
- Engagement levels are higher within Philadelphia County, possibly due to the number and proximity of events.
- African Americans reported higher engagement levels compared to whites.
- Females reported higher engagement levels than males.
- Among the lifestage groups, engagement is highest for the 'Mid-Life, with Children' group, and falls off substantially for the older groups.



5. Media-Based Consumption (10%)

- The fifth category of audience-based activity is observational and includes five media consumption activities:
 - Listen to music on local radio station
 - Watch TV shows about dance or dance competition
 - Watch programs about science or history on TV
 - Read books or magazines about science or history (1.5)
 - Listen to Internet radio (streaming audio) (.5)
- For this indicator, engagement is much more widespread:
 - The lower half of respondents account for 33% of all engagement
 - The top 20% of respondents account for 32% of all engagement
 - The top 10% of respondents account for 17% of all engagement

5. Media-Based Consumption



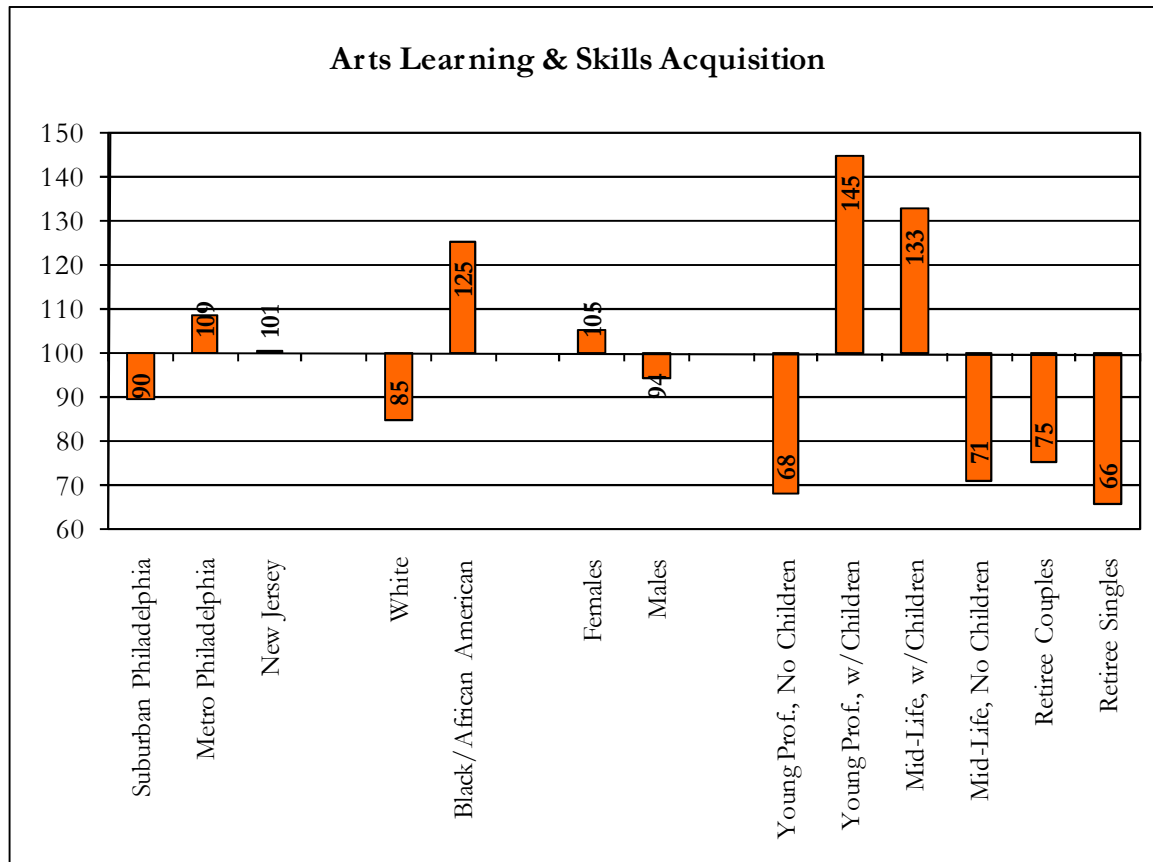
- Given the more widespread engagement in this activity category, smaller differences were observed across the demographic and lifestyle groups.
- Still, African Americans reported somewhat higher levels compared to whites.
- In this case, males are somewhat more engaged than females, which relates to the emphasis on science and history.
- It is also interesting to note that the older lifestyle groups reported somewhat higher levels of engagement here.



6. Arts Learning & Skills Acquisition (10%)

- The sixth category of activity, and the first category of personal practice, relates to acquiring new creative skills. The six individual items included in this indicator are:
 - Take music lessons or classes
 - Take dance lessons
 - Take acting lessons
 - Take writing lessons
 - Take visual arts or crafts classes
 - Research or explore your family history
- Respondents with children under 18 in the household were asked three additional questions in reference to their children, and were given extra points as follows: Did any of your school-age children...
 - Go on a field trip to a museum or theatre during the last year (+5 points)
 - Belong to a music, theatre, dance or visual arts club or group during school (+10 points)
 - Take music, theatre, dance or visual arts lessons or classes, either after-school or outside of school (+20 points)
- Thus, respondents with children were eligible to score higher on this indicator, by definition.
- For this indicator, engagement is highly concentrated:
 - A third of respondents reported no engagement in this category
 - The top 20% of respondents account for 64% of all engagement
 - The top 10% of respondents account for 44% of all engagement

6. Arts Learning & Skills Acquisition



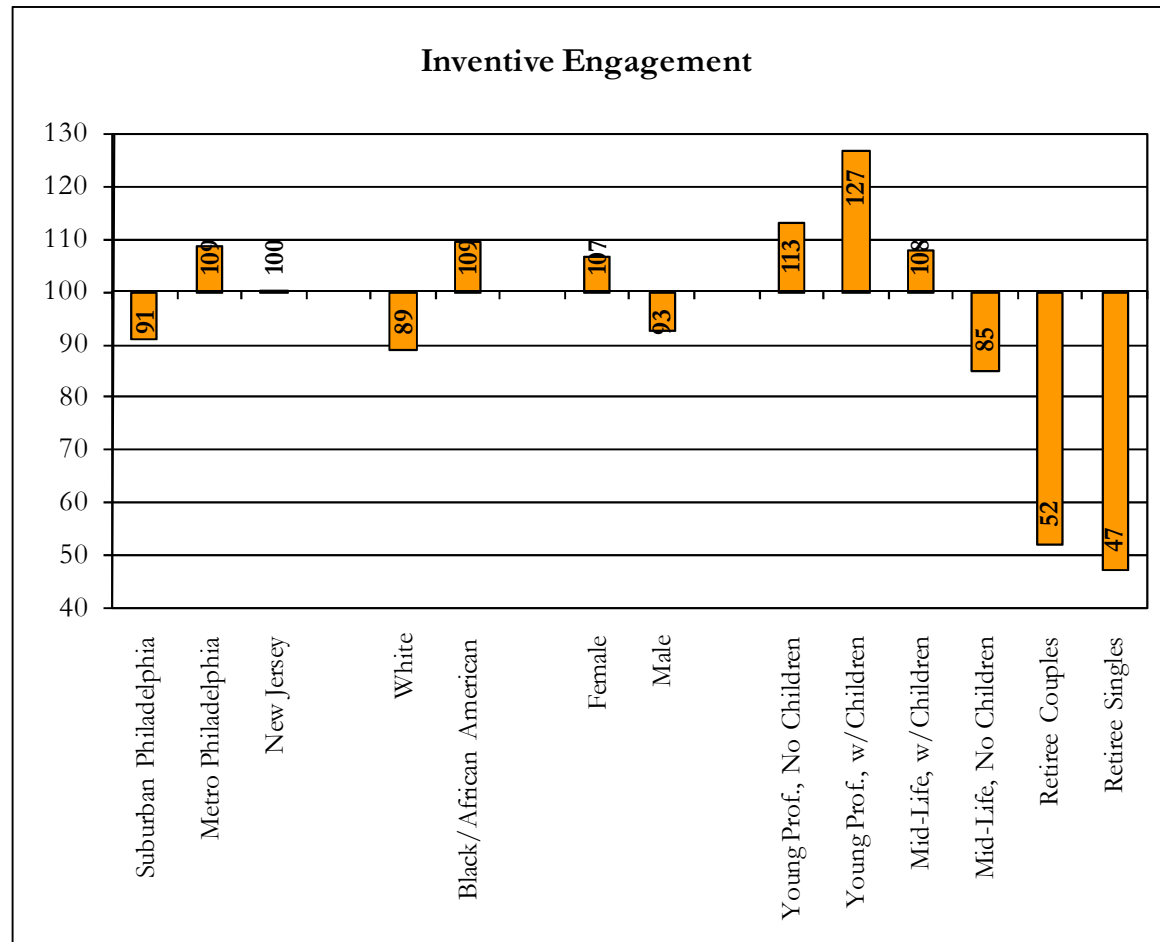
- African Americans reported significantly higher levels of engagement in this category of activity. Although African Americans, on average, were more likely than whites to report having any children in the household (38% vs. 32%, respectively), this alone does not account for the difference. In fact, African Americans reported consistently higher levels of engagement in all forms of arts learning.
- Since respondents with children were eligible to score higher on this indicator, results for the two lifestage groups with children are artificially high and cannot be compared objectively for this indicator.
 - However, when looking at the individual arts learning activities independent of the aggregate indicator, the lifestage groups with children still report higher engagement levels.



7. Inventive Engagement (10%)

- The seventh category of personal practice activity encompasses eleven inventive activities in which the individual retains complete creative control, including:
 - Make up original tunes or compose music (2.0)
 - Make up own dance steps (2.0)
 - Write drama, fiction or short stories (2.0)
 - Write about your life in a journal, diary or blog
 - Write for business purposes
 - Write original poetry
 - Make crafts of any kind
 - Paint, draw or make other original art
 - Take photographs with artistic intentions (.5)
 - Make original videos or films (.5)
 - Share something online that you created yourself
- For this indicator, engagement is highly concentrated:
 - The lower half of respondents account for just 10% of all engagement
 - The top 20% of respondents account for 60% of all engagement
 - The top 10% of respondents account for 40% of all engagement

7. Inventive Engagement

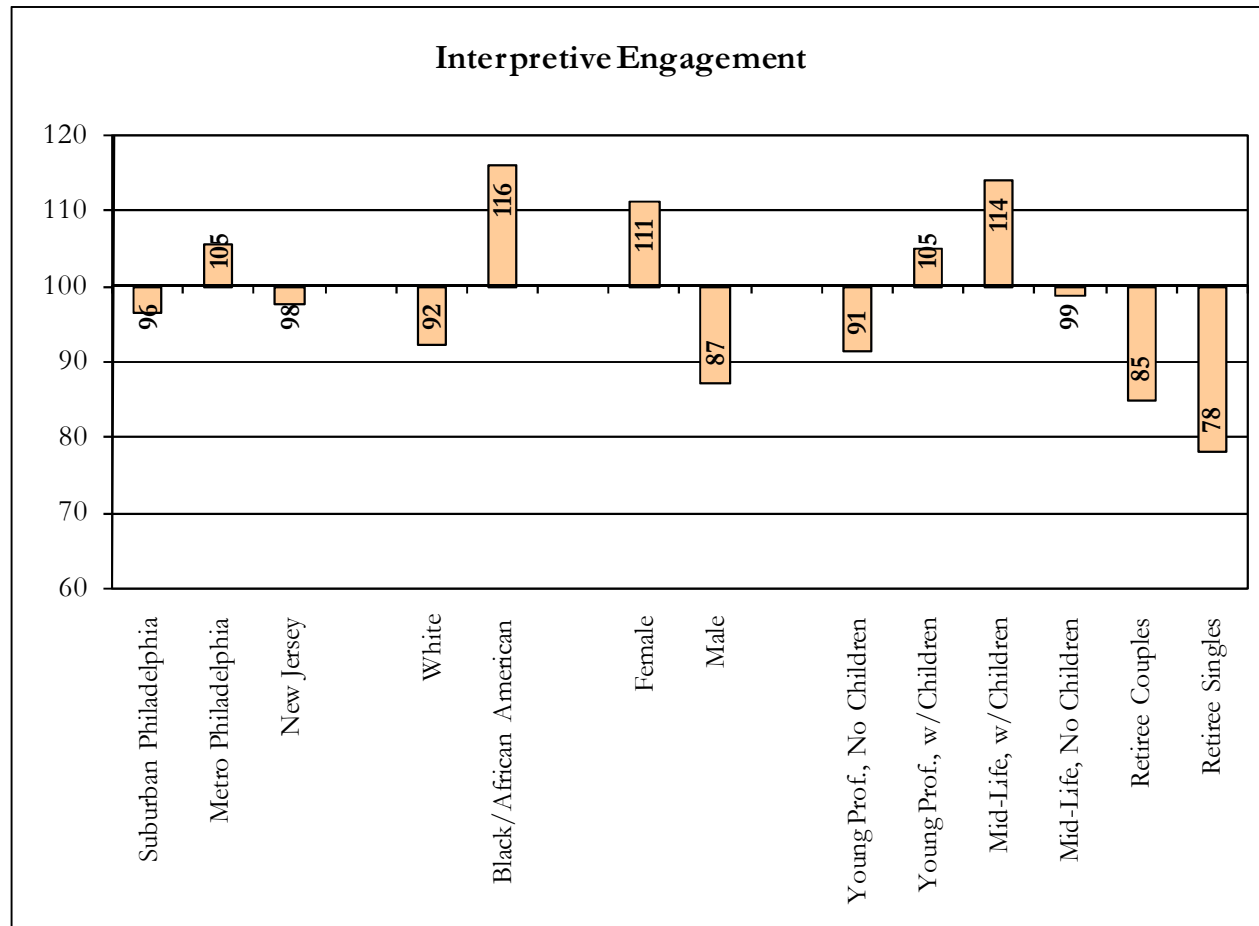


- Compared to whites, African Americans reported higher overall levels of inventive engagement, especially in music, dance and poetry.
- The younger lifestage groups reported significantly higher levels of inventive engagement, with a sharp drop-off for the two retiree groups.
 - To offset this decline, results suggest a need for more activities that keep older adults engaged in inventive activities.

8. Interpretive Engagement (15%)

- The eighth and largest category of personal practice activity encompasses twelve interpretive activities involving personal creative expression, including:
 - Sing
 - Play a musical instrument
 - Dance socially at night clubs or parties
 - Perform dances as part of a group
 - Participate in pageants or theatrical programs in places of worship
 - Rehearse and perform in plays or musicals (not in places of worship)
 - Tell stories in the oral tradition of story telling (.5)
 - Act out stories or scenes at home or at a friend's house (.5)
 - Read out loud or perform poetry or rap in front of an audience
 - Design, embroider or sew clothing
 - Do gardening or landscaping for fun
 - Prepare ethnic or traditional foods of your heritage
- Additionally, respondents were asked if they belong to any of six types of groups, and were given additional points for each:
 - music group, theatre group, book club, visual art or crafts group, history/science/nature group, gardening or nature club
- Because of the large number of diverse activities, engagement in this category is somewhat more widespread:
 - Almost everyone engages at some level in this category of activity
 - The top 20% of respondents account for 45% of all engagement
 - The top 10% of respondents account for 27% of all engagement

8. Interpretive Engagement

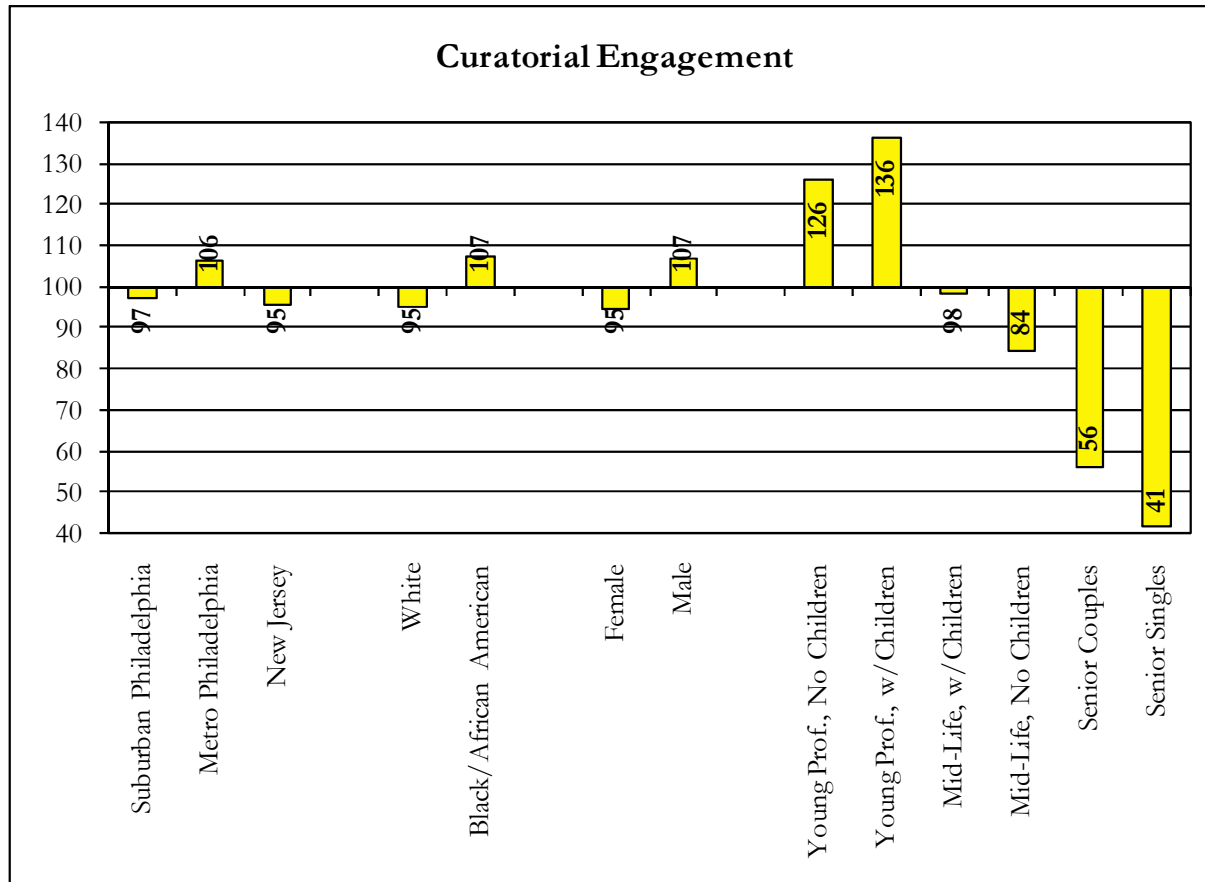


- Compared to whites, African Americans reported higher overall levels of interpretive engagement, especially in singing, dancing, story-telling, poetry and pageants.
- As with other forms of personal practice, here we see a significant gap between females and males.
- Although the decline across lifestage groups is not as severe for interpretive engagement as it is for inventive engagement, there is still a precipitous drop-off.

- Once again, note how adults with children tend to report more interpretive activities for themselves.



9. Curatorial Engagement (5%)



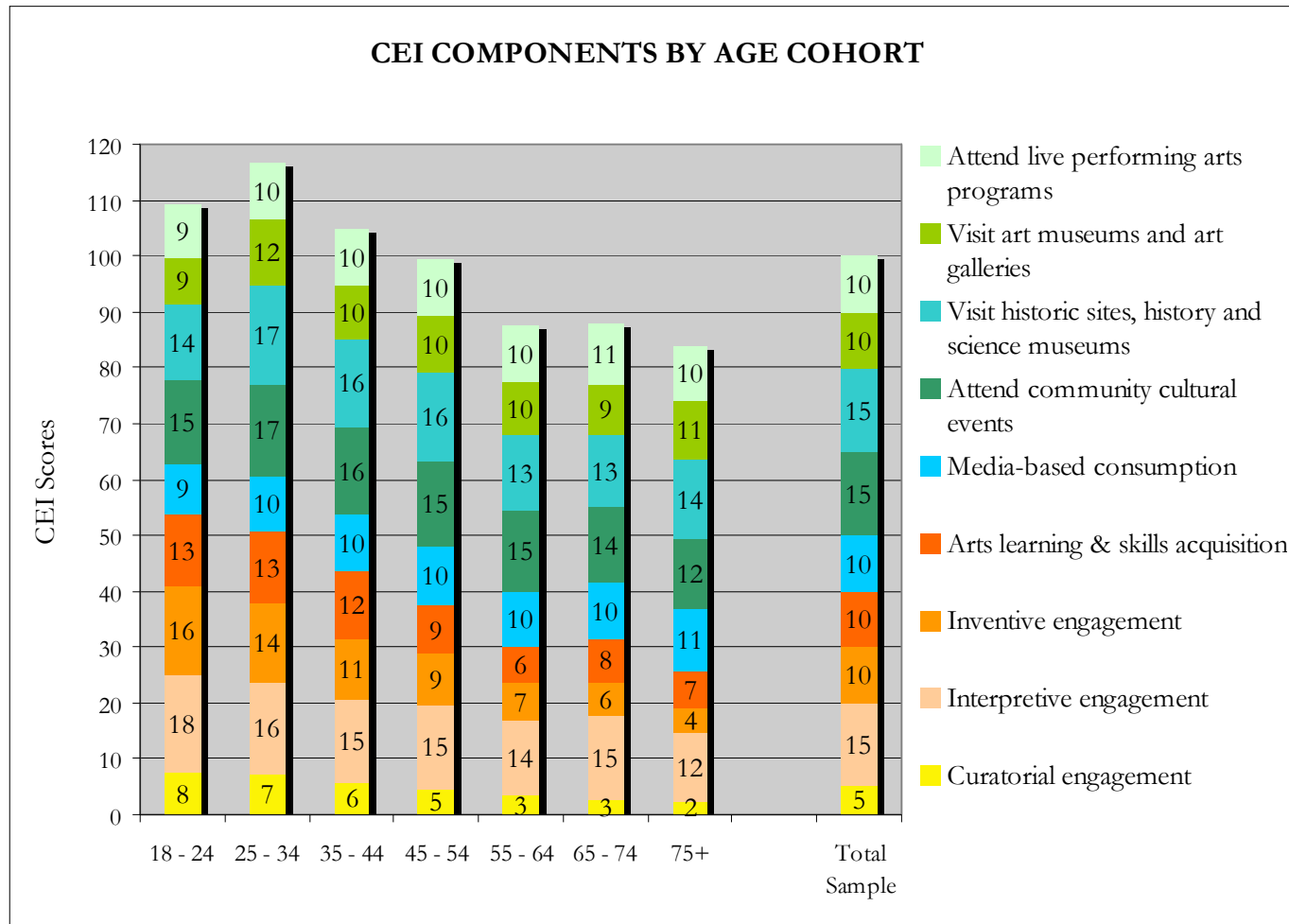
- The ninth and final category of personal practice is a narrow band of activity related to downloading and collecting music:
 - Buy music for your own collection
 - Download music from the Internet
 - Take material you find online and remix it into your own creation
- Engagement in this category is very concentrated: 20% of respondents account for 52% of all activity.
- Males are more likely than females to engage in this category of activity.
- The most significant demographic correlation, however, is with age, as illustrated in the sharply higher engagement levels among the younger lifestage groups.



Summary of CEI by Demographic and Lifestage Cohorts



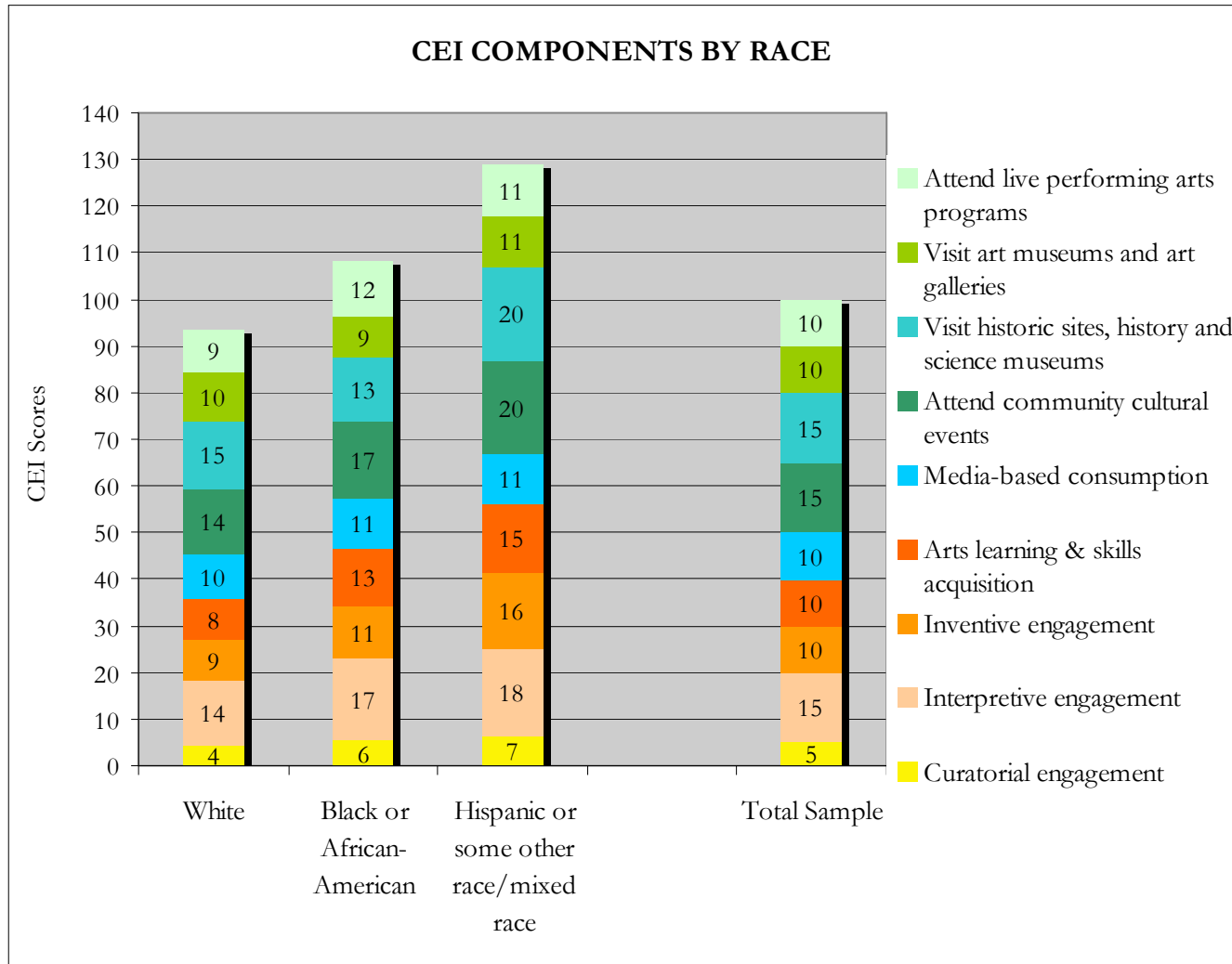
CEI by Age Cohort



- Overall, results by age cohort illustrate the higher engagement levels of young adults, driven in part by the presence of children, which seems to have a spillover effect on adults.
- The lower levels of engagement among older adults – particularly in the inventive and interpretive modes – raises a major policy issue, which is how to stimulate continued involvement in personal practice among older adults.



CEI by Race

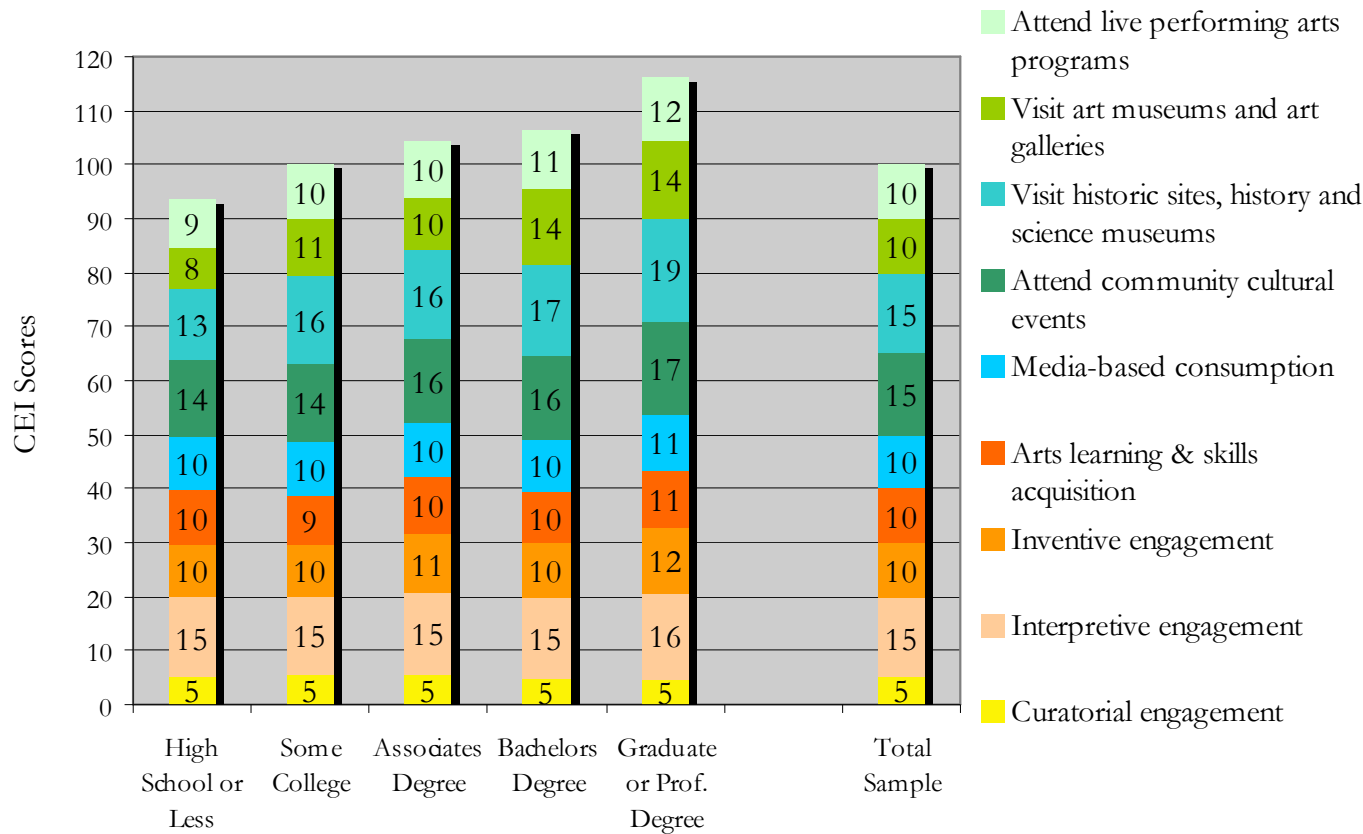


- As noted throughout the previous section, African Americans reported higher levels of engagement in numerous activities. In sum, the average CEI for African Americans in 2008 was 108 compared to 94 for whites.
- Note, however, the even higher levels of engagement reported by respondents of Hispanic ethnicity or of mixed race (CEI of 129). While our sample size was too small to report detailed results for Hispanics (i.e., Hispanics account for roughly 7% of the 20-mile population), we hope to over-sample Hispanics in future years to gain a more stable sample size and explore their engagement patterns in more depth.



CEI by Educational Attainment

CEI COMPONENTS BY EDUCATIONAL ATTAINMENT

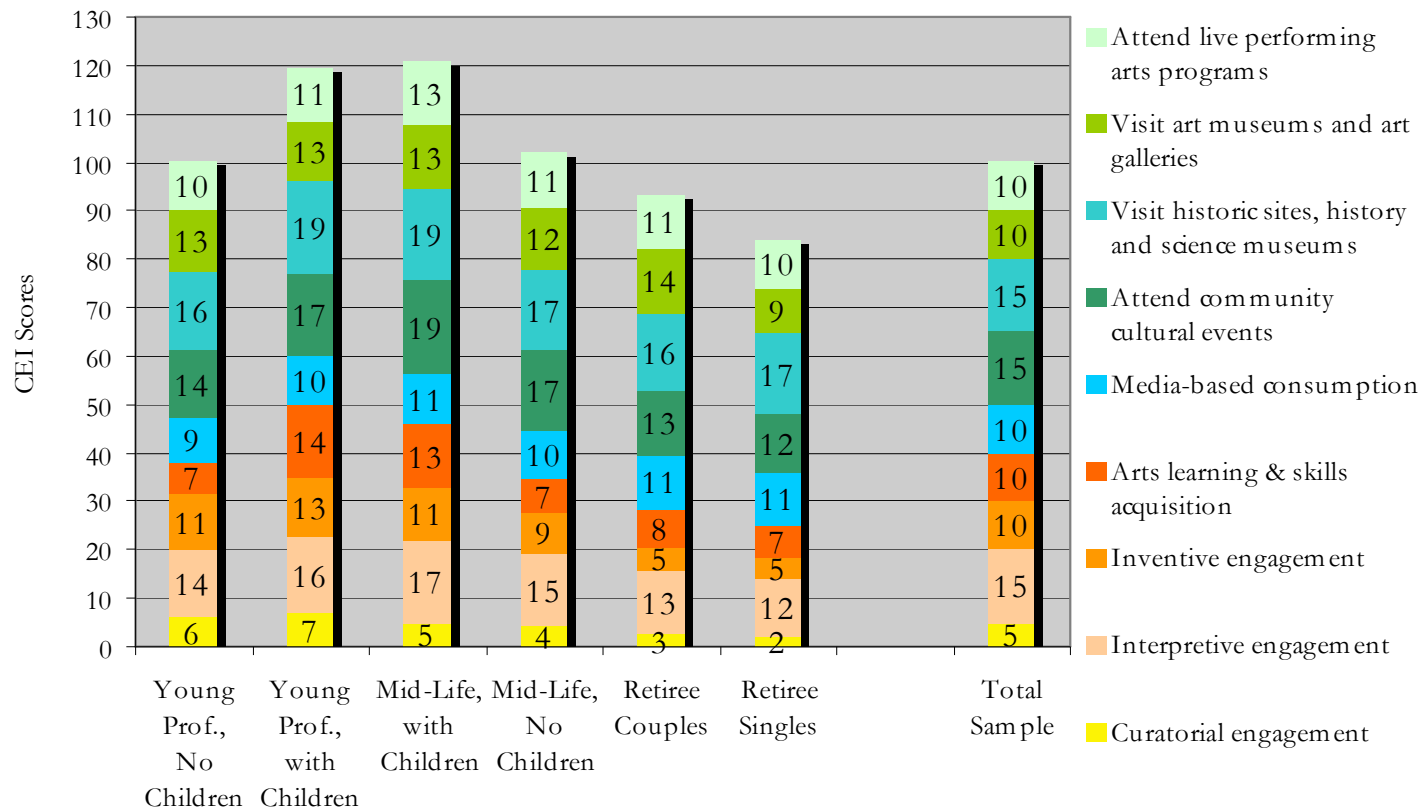


- One of the key findings of much research on cultural participation over the years is the close relationship between educational attainment and participation. Here we see a definite pattern as well, although the increase across the education cohorts is not as steep as might be expected.
- The inclusion of personal practice activities in the CEI tends to level out the overall index figures. These activities appeal to a more diverse public with more modest education levels. From a policy perspective, one might infer that personal practice activities should be a focus of future efforts to engage a broader cross-section of the public.



CEI by Lifestage

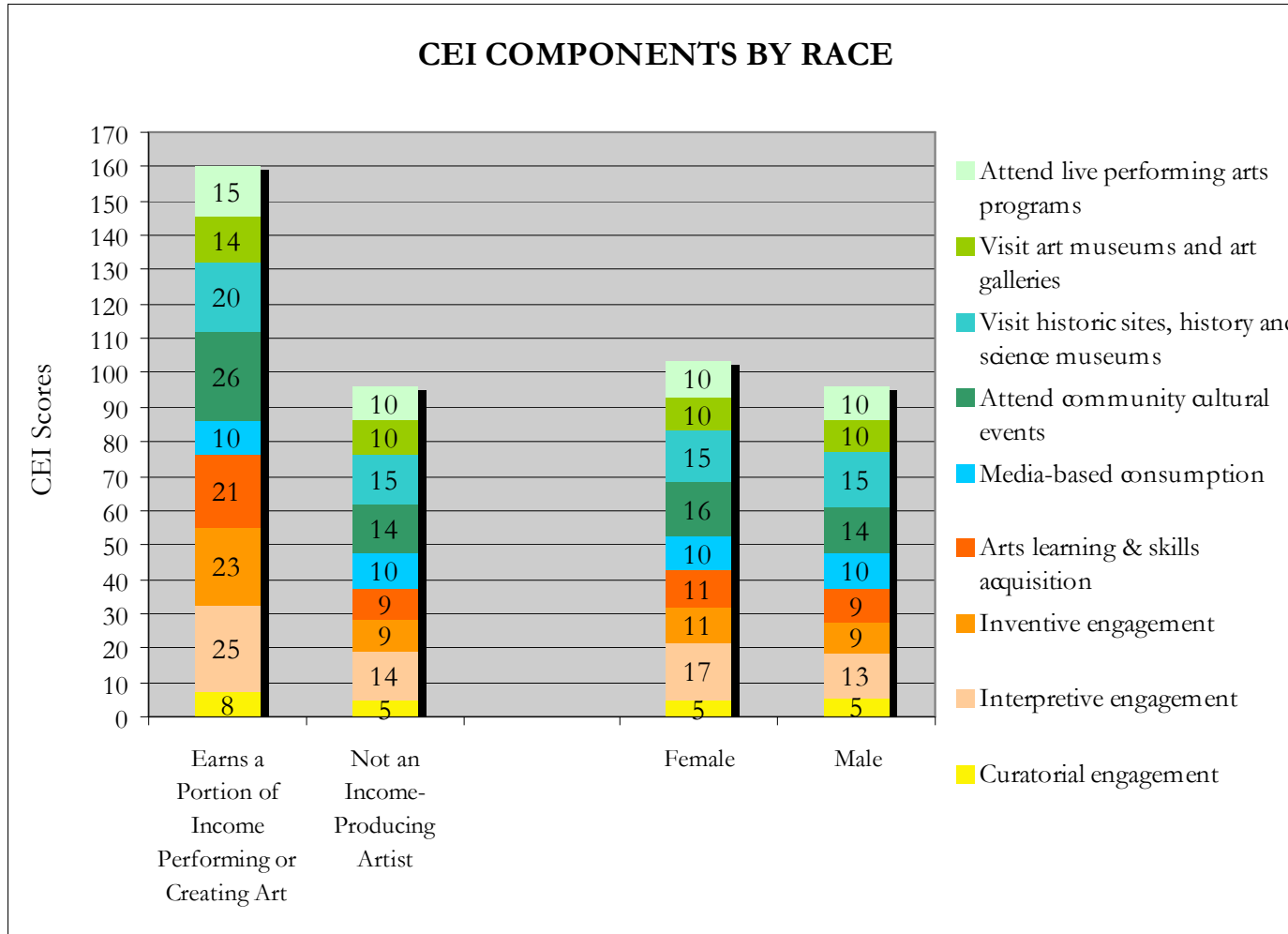
CEI COMPONENTS BY LIFESTAGE



- With respect to lifestage, a clear pattern is evident in that the two lifestage groups with children report higher levels of engagement across most of the nine categories, not just the arts learning category where we would expect to see higher scores.



CEI by Artist Status, Gender



- Artists (i.e., anyone who reported earning a portion of their income from ‘performing or creating art’ reported an overall CEI figure of 160, illustrating the extremely high levels of cultural engagement, both audience-based and personal practice, among artists.
- The only category of activity that is not substantially higher for artists is media-based consumption.
- Here we see a critical link between artists (i.e., personal practice) and audience-based engagement, illustrating how cultural providers rely on the entirety of the cultural system to renew their audience base.





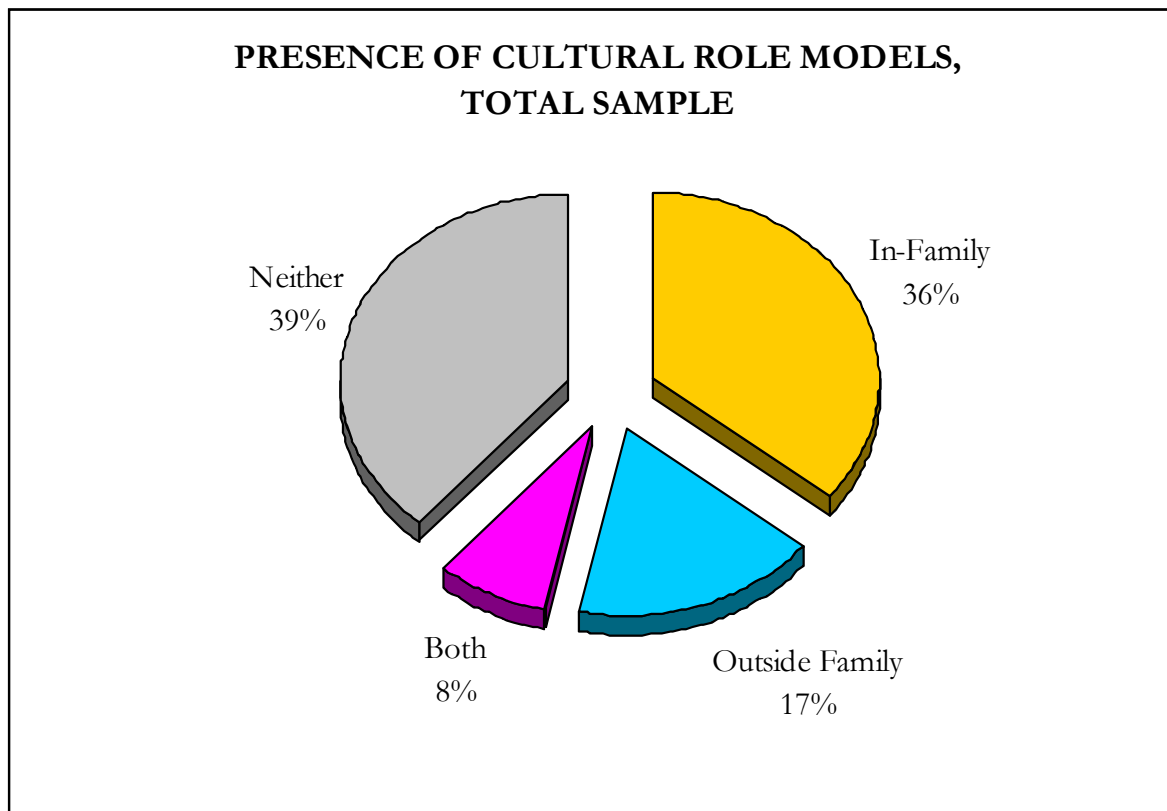
Additional Findings



Caregivers reported on three key indicators of their children's cultural activities

- Respondents with children under 18 were asked three additional questions about their children's cultural activities both in-school and outside of school. These are very rough indicators, but nevertheless provide a foundation of information about the children in the household. These indicators factor into the 'arts learning and skills acquisition' category of the CEI.
- On average, 64% of respondents with children under 18 said that 'any of their school age children went on at least one school field trip to a museum or theatre during the last school year.'
- A smaller percentage (34%) indicated that 'any of their school age children belonged to a music, theatre, dance or visual arts club or group at school.'
- A similar percentage (38%) said that 'any of their school age children took music, theatre, dance or visual arts lesson or classes, either after-school or outside of school.'
- While we had thought that the third indicator would be a stricter test, results suggest that slightly more children take arts lessons or classes after-school or outside of school than belong to arts groups at school. This points to the overall importance of out-of-school activities as a complement to in-school arts instruction. However, out-of-school arts opportunities are not available on equitable basis.
 - For the first indicator (field trips), results did not vary by the education level of the parent. However, parents with graduate degrees were twice as likely as those with high school educations to report that their children take arts lessons or classes after-school or outside of school.
- Compared to whites, African Americans reported higher figures for all three indicators by a margin of about 10 percentage points for each indicator, including field trips.

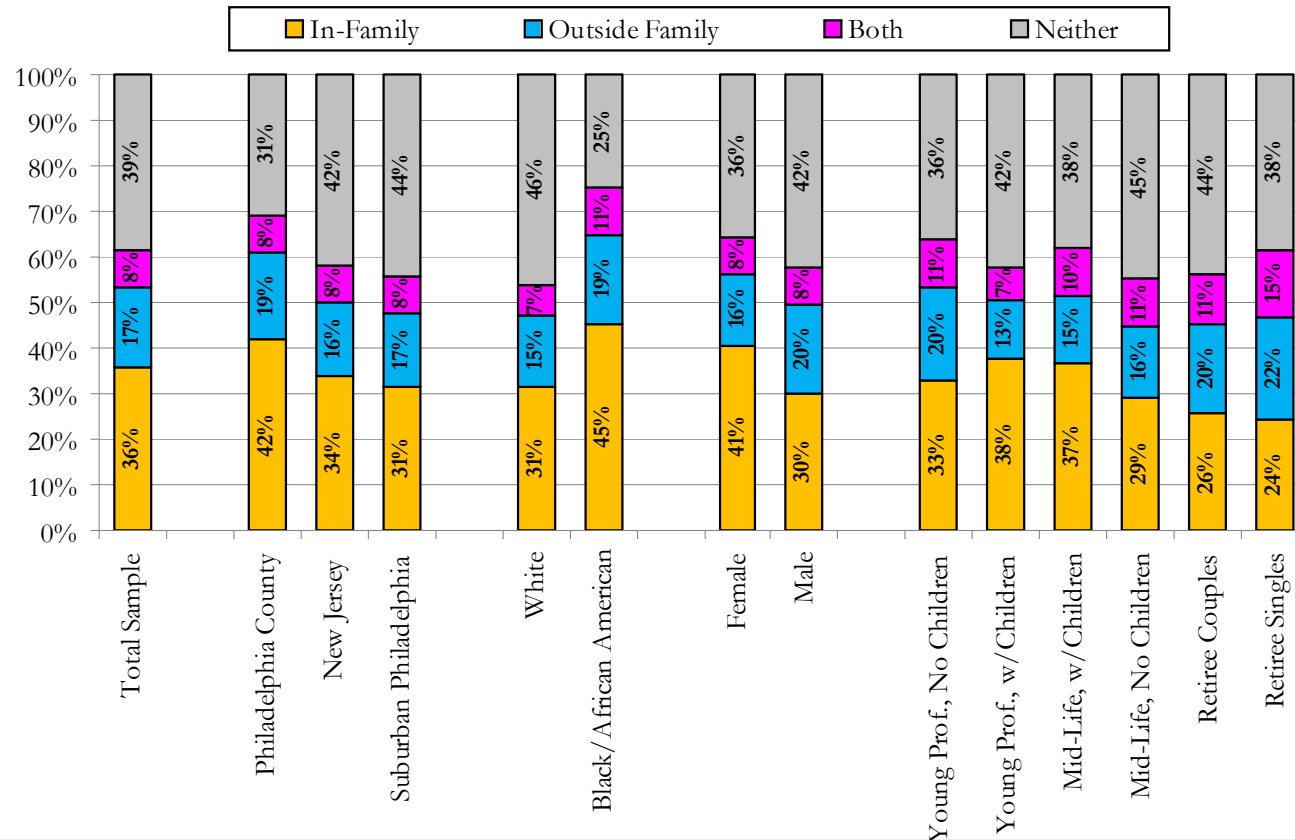
Six in ten respondents, on average, reported having a cultural role model (i.e., someone who “inspired you to express yourself creatively”)



- Respondents were asked, ‘Can you think of a person, either living or dead, who inspired you or helped you to express yourself creatively?’ The chart at left illustrate the results. This vein of questioning draws from previous research on creativity and behavior modeling.
- One in four people could not think of anyone who inspired them to be creative. Of those who could, most referenced a family members only (36%), while another 17% referenced someone outside of the family. Only 8% of respondents could cite both in-family and out-of-family role models.

African Americans were more likely to cite cultural role models

CAN YOU THINK OF A PERSON, LIVING OR DEAD, WHO INSPIRED YOU OR HELPED YOU TO EXPRESS YOURSELF CREATIVELY?

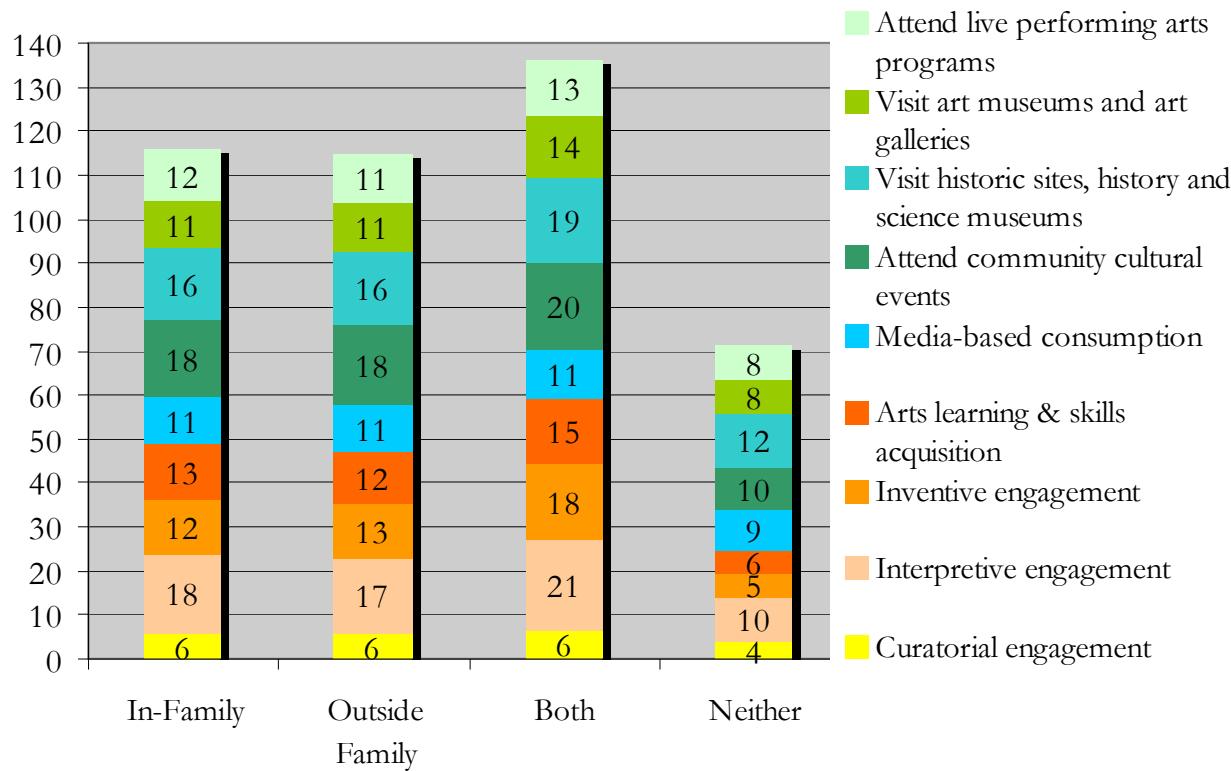


- African Americans were significantly more likely than whites to cite cultural role models inside the family (45% vs. 31%, respectively), suggesting a stronger family support system for cultural activity.
- While females were more likely than males to report in-family role models, males were more likely than females to cite out-of-family role models, suggesting somewhat different patterns of behavior modeling.



Observe the close ties between presence of cultural role models and the CEI

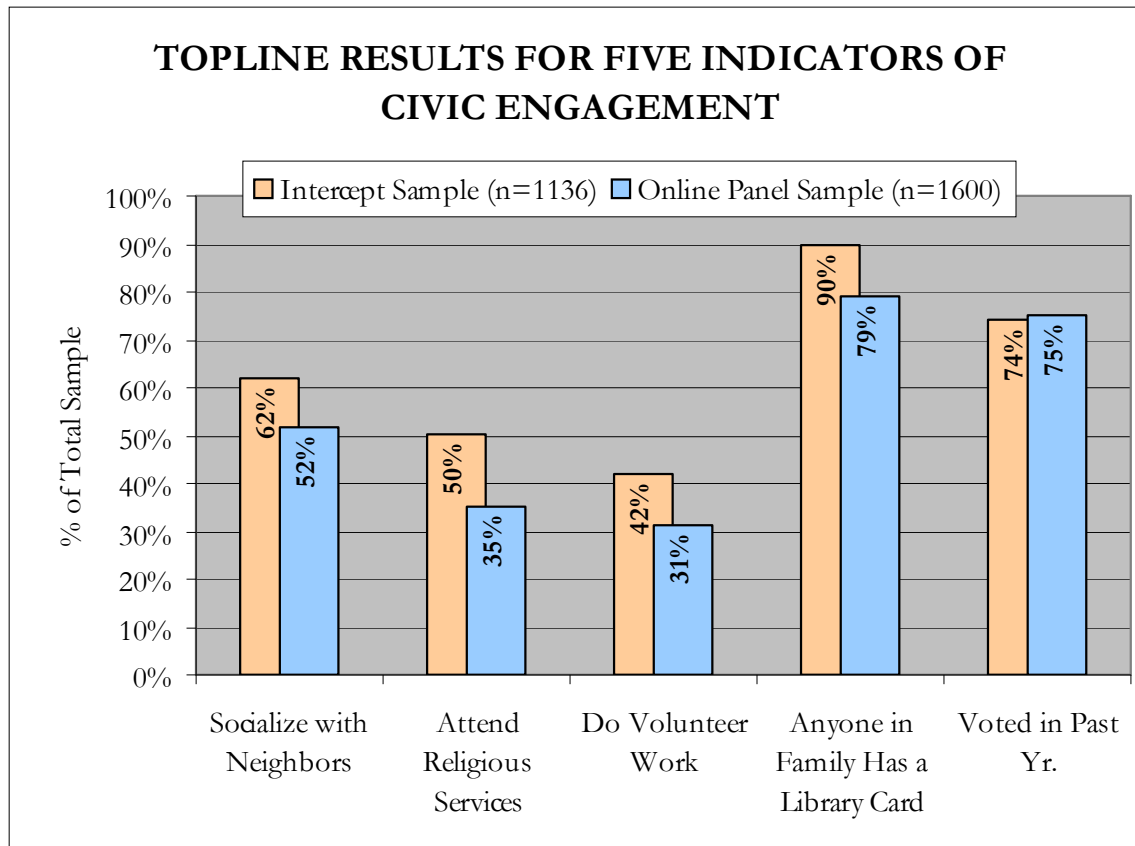
CEI COMPONENTS BY PRESENCE OF CITING CULTURAL ROLE MODELS IN RESPONDENT'S LIFE



- To better understand the impact of cultural role models on adult engagement patterns, CEI figures were calculated for all four cohorts.
- The average CEI for respondents who could not cite a cultural role model was 71, while the average CEI for respondents who could cite both in-family and out-of-family role models was 136, nearly twice the figure. This compares to the figures for in-family only (116) and out-of-family only (115).
- While these results do not prove that the presence of cultural role models *causes* increased levels of adult engagement, they do point to a significant correlation, and suggest a renewed focus on identifying and rewarding parents, teachers, artists and other creative individuals in the community who inspire creativity in young people.



Five Indicators of Civic Engagement



- In order to study the relationship between cultural engagement and civic engagement, respondents were asked a series of five simple ‘Yes or No’ questions about their civic activities. Simple cross-tabulations for the online and intercept samples are illustrated in the chart at left.
- Note that respondents in the intercept sample reported generally higher levels of civic engagement. Recall that some of the intercept work was done in libraries and farmers markets, where one might expect to find more civically-engaged individuals.
- The proportion of respondents who said that they voted in the past year is nearly identical between the two samples, and may indicate some level of acquiescent response (i.e., providing the socially-acceptable answer).

Observe the dramatic relationship between the CEI and civic engagement score

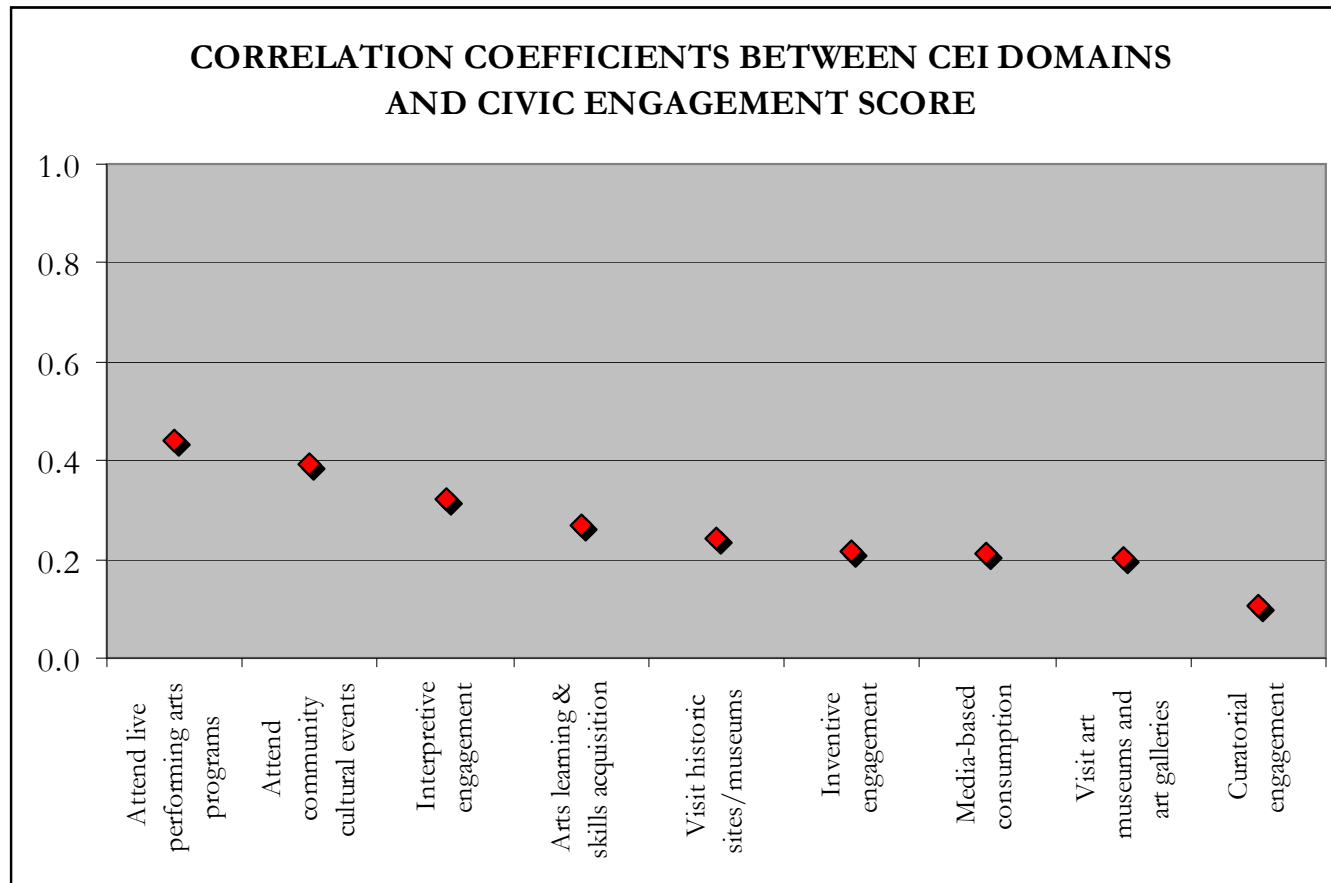
CEI COMPONENTS BY CIVIC ENGAGEMENT SCORE (0-5)



- To better understand the relationship between civic and cultural engagement, a civic engagement score was calculated for each respondent, with one point for each of the five activities. Thus, the range of potential scores was zero to five. This score was then cross-tabulated against the CEI scores to produce comparative CEI figures for each civic engagement score.
- Respondents whose civic engagement score was zero reported one third the cultural engagement levels of respondents who had the highest civic engagement score. The Pearson correlation coefficient between these two sets of indicators is .40, significant at the .000 level. In other words, civic engagement and cultural engagement are strongly correlated, although causality in one direction or the other is not implied.



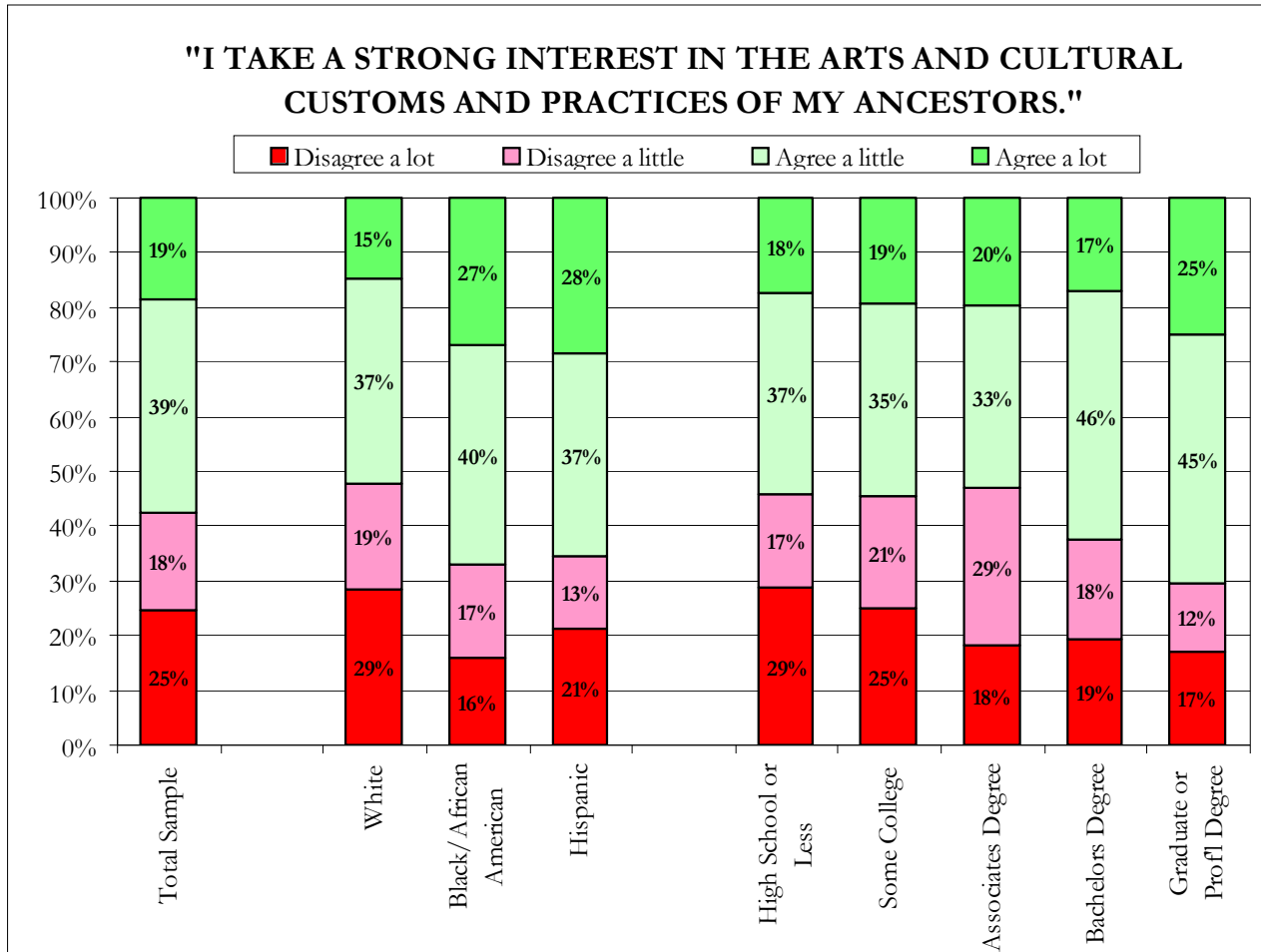
“Live Performing Arts Attendance” correlates most highly with civic engagement



- A separate correlation analysis was performed to investigate the relationships between the nine CEI components and civic engagement score.
- Overall, the highest correlation level was observed for attending community cultural events (.39), while the lowest level was observed for curatorial engagement (.11).

- Note: the high correlation for performing arts attendance relates to the inclusion of two faith-based activities in this indicator, while ‘attend religious services’ was included in the civic engagement score. Thus, these two indicators are not independent and the high correlation figure is misleading.

Overall, about two in ten respondents take a strong interest in their cultural roots

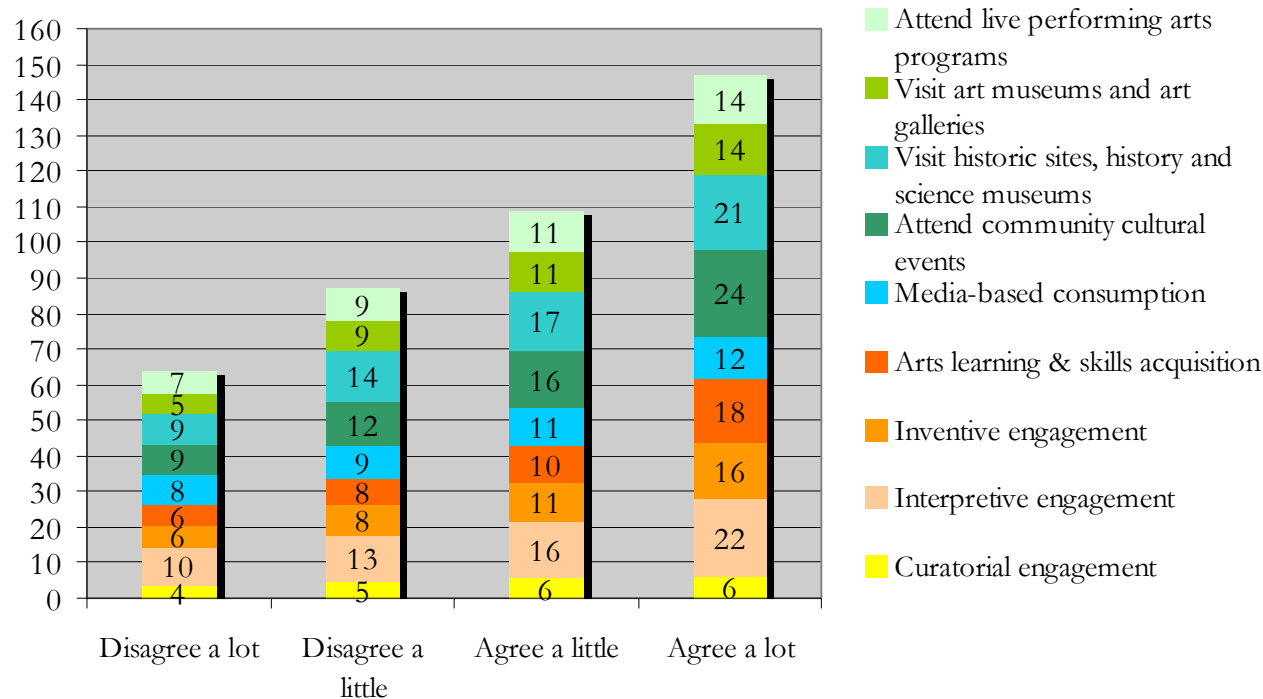


- Respondents were asked their level of agreement with two statements about their cultural interests in relation to their cultural identity.
- While six in ten respondents agree on some level that they ‘take a strong interest in the arts and cultural customs and practices of my ancestors,’ only two in ten ‘agree a lot.’
- The ‘agree a lot’ figures for African Americans and Hispanics are nearly twice those of whites, indicating a stronger inclination to explore their cultural customs and practices.
- Note that respondents with graduate or professional degrees tend to be more interested in their cultural roots, while those with lower levels of educational attainment are somewhat less interested.



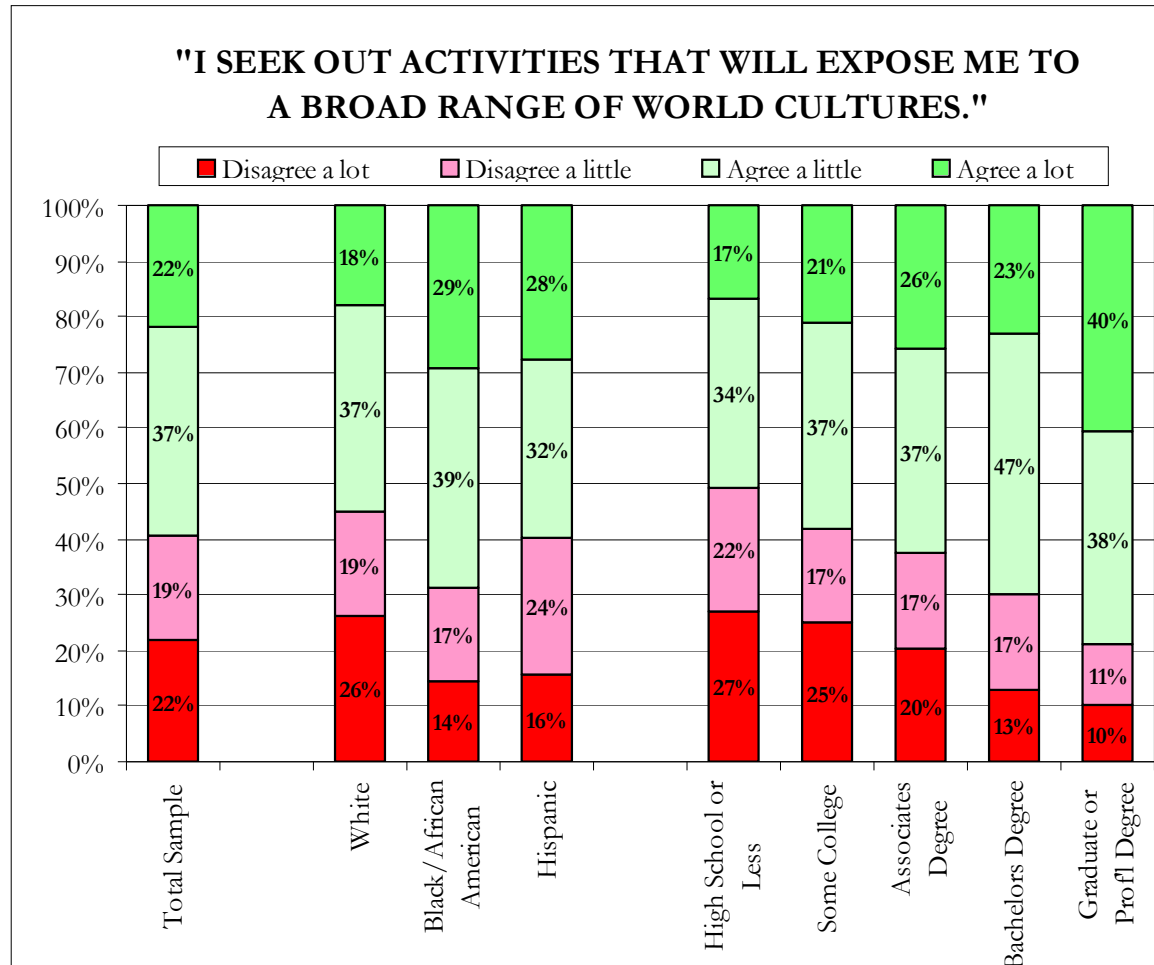
People who identify with their cultural roots reported higher CEI levels

**CEI COMPONENTS BY LEVEL OF AGREEMENT WITH
"I TAKE A STRONG INTEREST IN THE ARTS AND CULTURAL
CUSTOMS AND PRACTICES OF MY ANCESTORS."**



- Comparing the CEI figures for each answer cohort, one can see a clear indication that respondents who are more interested in the arts and cultural customs and practices of their ancestors are much more likely to report higher levels of activity in almost all of the nine CEI categories.
- One might infer from this analysis that a strong sense of cultural identity in general correlates with higher levels of engagement, and that activities and programs that stimulate a sense of cultural identity, regardless of race, can lead to higher levels of engagement.

Both race and educational attainment correlate with a desire to learn about other cultures

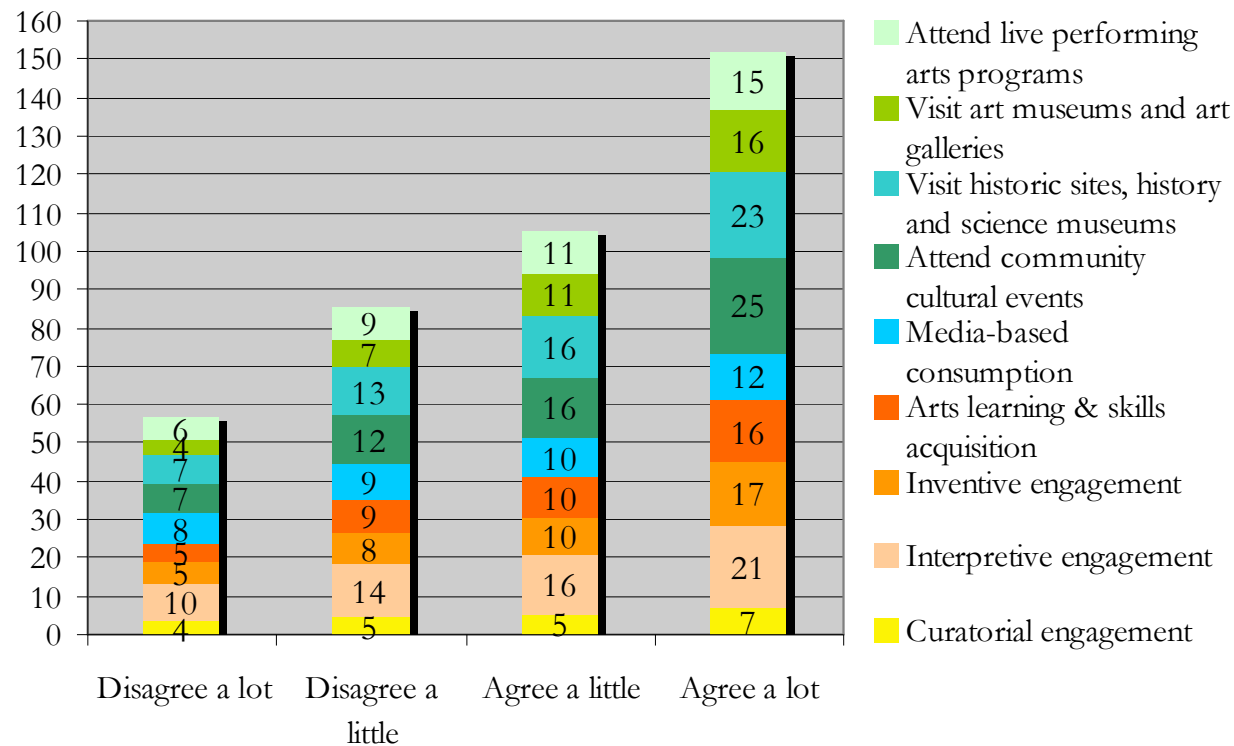


- The second agreement statement investigates the extent to which respondents seek out cultural experiences outside of their own cultural frame.
- On average, two in ten respondents ‘agree a lot’ that they ‘seek out activities that will expose me to a broad range of world cultures,’ while six in ten agree on any level.
- On average, higher agreement levels were observed for African Americans and Hispanics, indicating that their heightened levels of interest in culture pertain not only to their own heritage but also to other cultures.
- Of particular note here is the pattern of rising interest levels across the education cohorts.
 - Results clearly indicate that people with higher education levels are most likely to be interested in ‘a broad range of world cultures’ (i.e., cultures other than their own).



Cross-cultural interests correlate strongly with higher levels of engagement

CEI COMPONENTS BY LEVEL OF AGREEMENT WITH "I SEEK OUT ACTIVITIES THAT WILL EXPOSE ME TO A BROAD RANGE OF WORLD CULTURES."

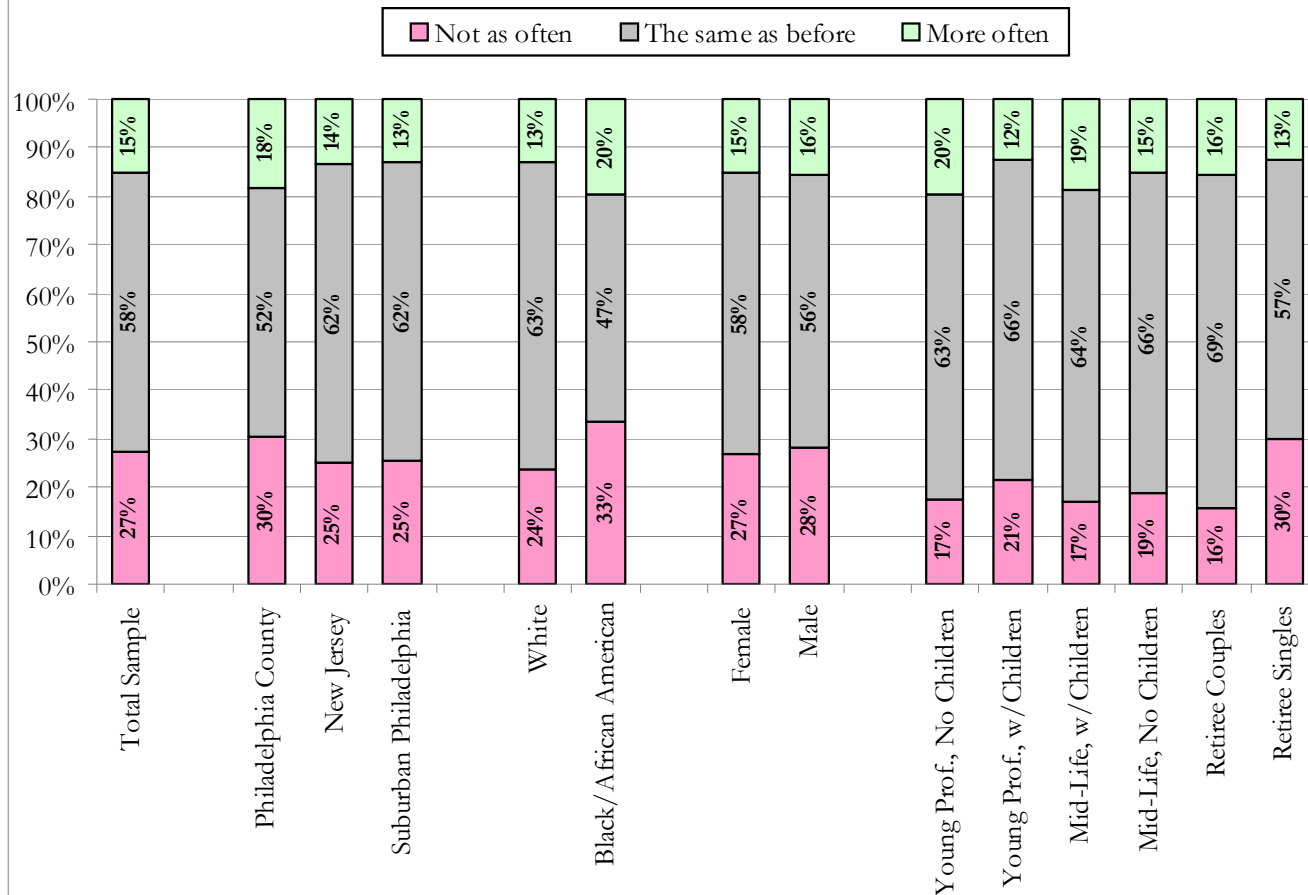


- Once again, one can see a strong relationship between pro-cultural attitudes and higher levels of activity in all of the nine CEI categories.
 - If a strong desire to be exposed to 'a broad range of world cultures' correlates with higher levels of engagement, then policymakers should consider how to engender more cross-cultural interests among Philadelphia youth and adults.



Cultural engagement compared to one year ago is trending downward

COMPARED TO A YEAR AGO, WOULD YOU SAY YOU ARE DOING CREATIVE AND CULTURAL ACTIVITIES.....?



- Overall, 27% of respondents indicated that they are doing creative and cultural activities less often than a year ago, compared to 15% who are doing these activities more often. This is the only comparative indicator in the study, and there is no baseline data against which to evaluate these results. All we can say is that nearly twice as many people reported a drop-off in activity than reported a rise in activity.
- African Americans were more likely than whites to report both increases and decreases in activity.

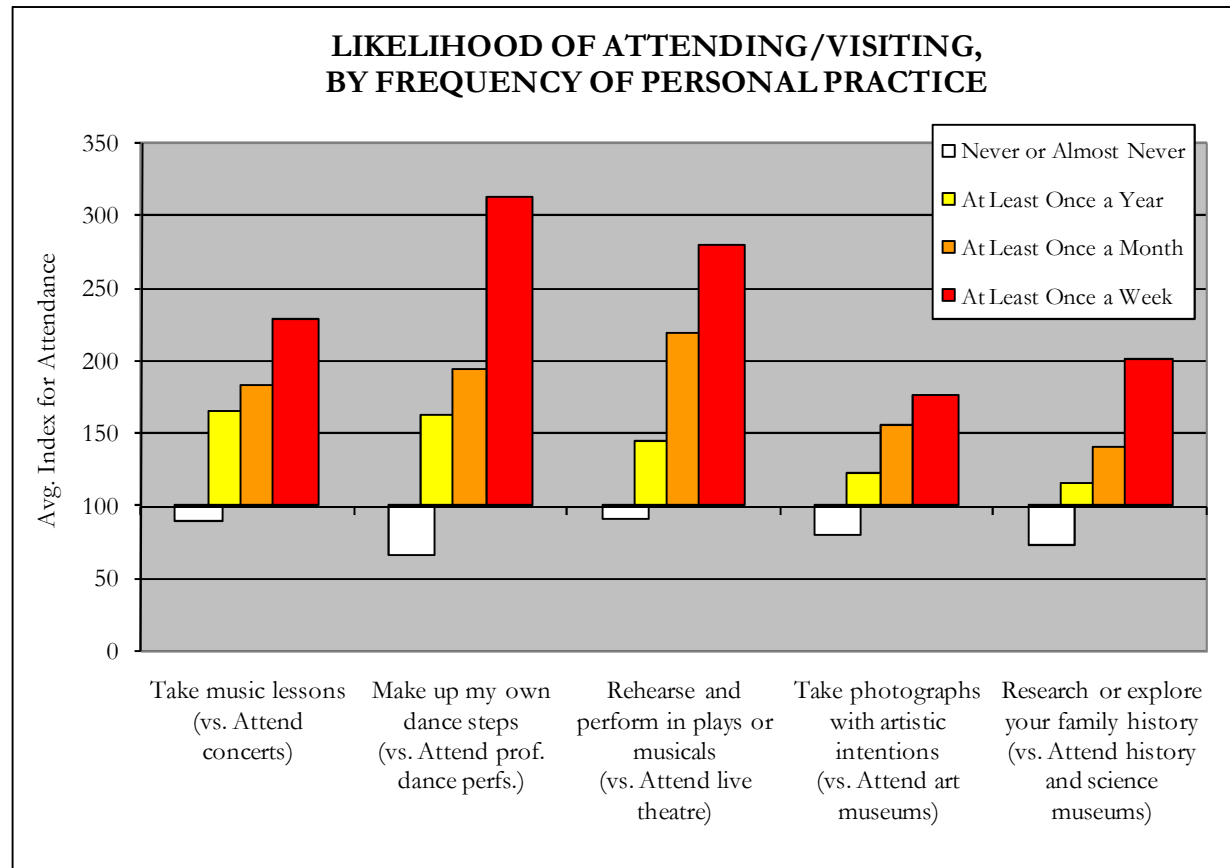




Relationships between Personal Practice and Attendance



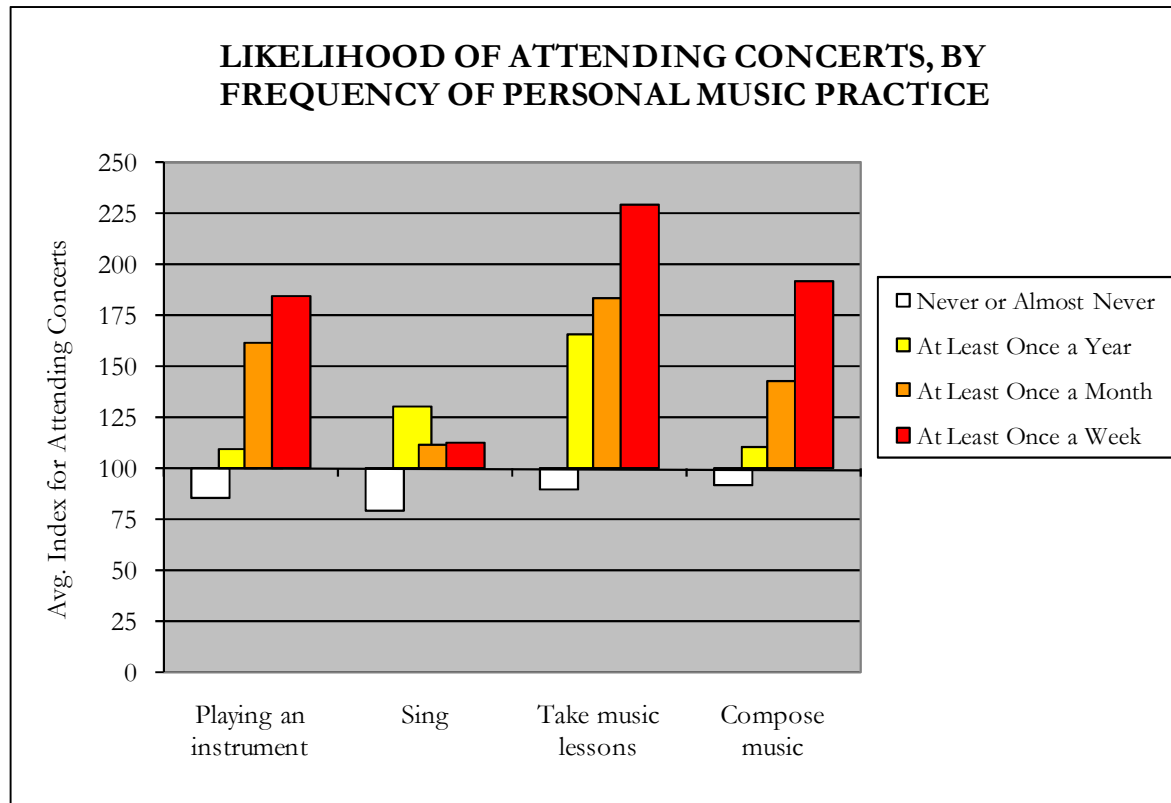
Relationship between Personal Practice & Attendance



- How does involvement in personal practice affect attendance and visitation to arts programs and facilities?
- The graph at left shows the frequency of activity in personal practice in relation to the corresponding engagement indexes.
- For example, the first set of bars illustrates the index for attending live concerts for each of the four frequency cohorts for taking music lessons.
 - Respondents who take music lessons 'at least once a month' are about 75 percent more likely than the average respondent to attend live concerts.
- Similar patterns are seen in each discipline, as illustrated over the following pages.



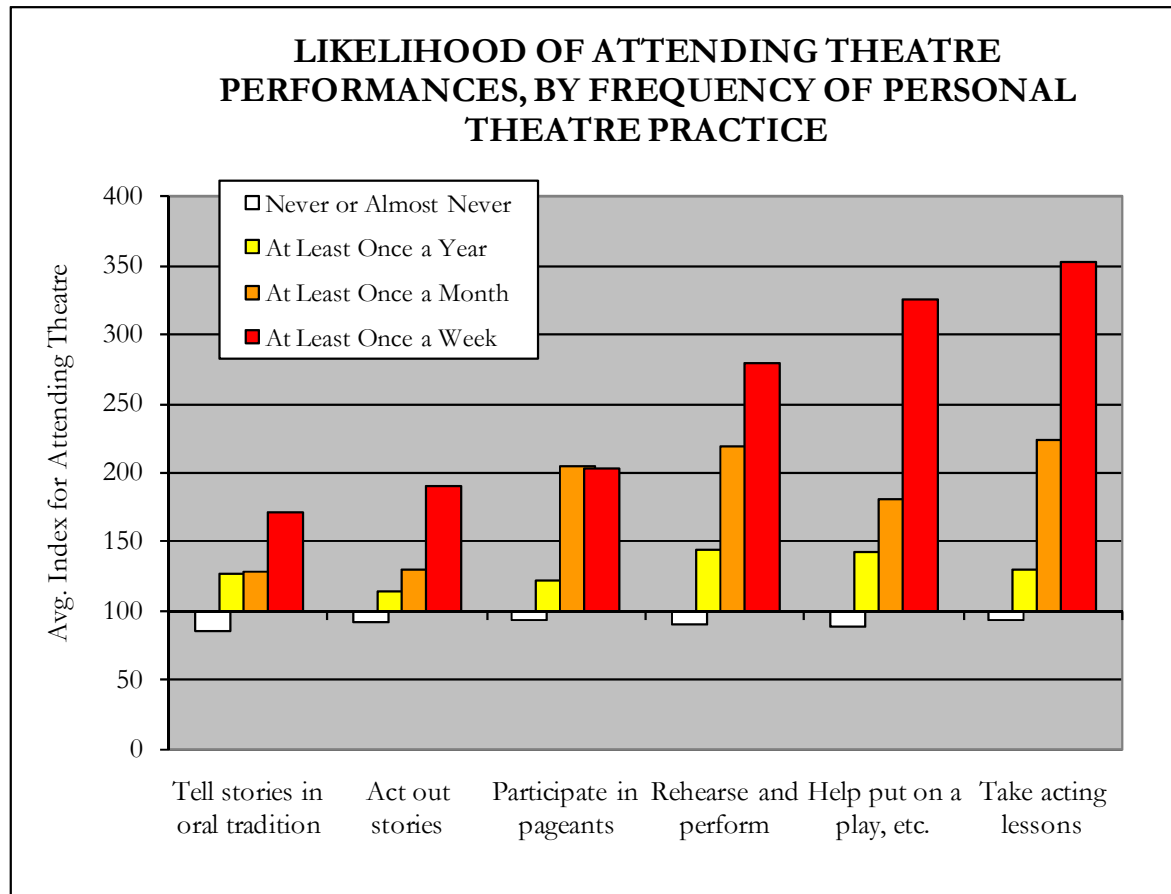
Relationship between Personal Practice and Attendance - Music



- Out of four personal practice activities in music, more frequent involvement in taking music lessons has the greatest effect on likelihood of attending concerts.
- It is interesting to note that although singing is not as substantial a factor for attending, respondents who reported singing at least once a year are 25% more likely than average to attend concerts.



Relationship between Personal Practice and Attendance - Theatre

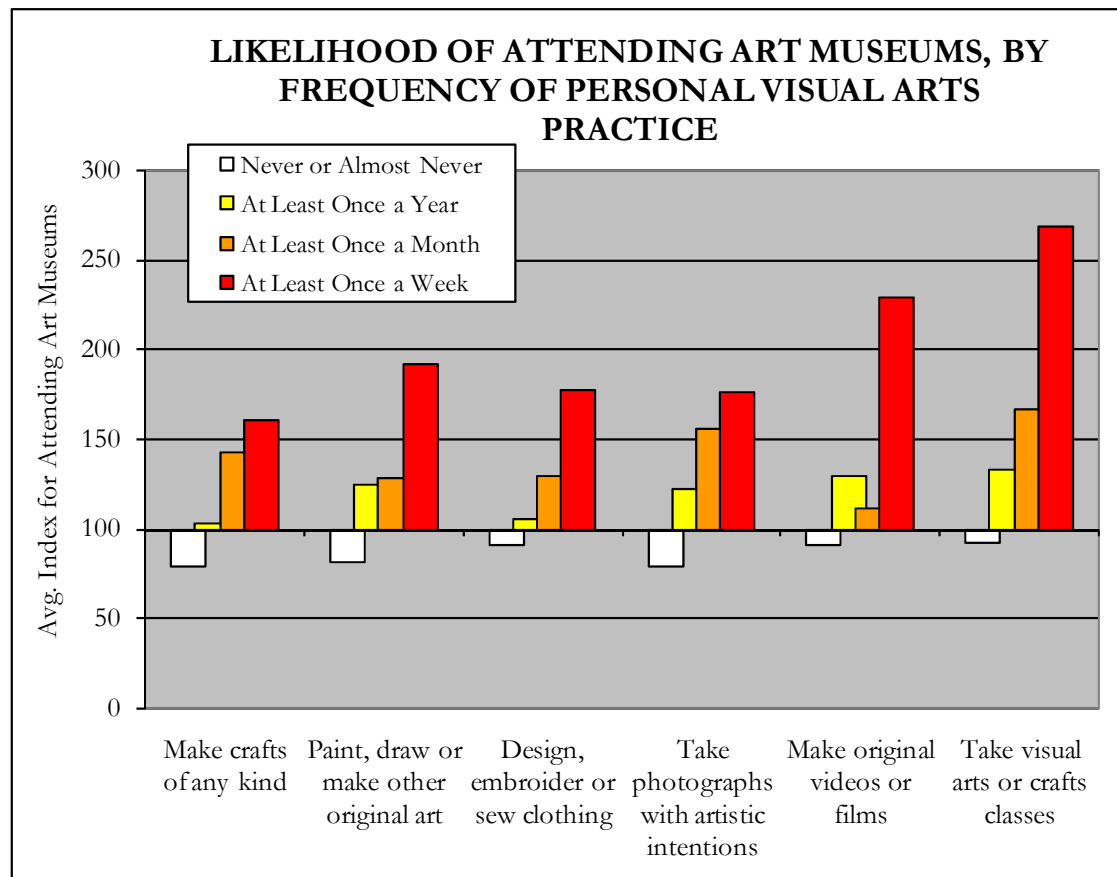


- Frequency of activity in ‘rehearsing and performing’, ‘helping to put on plays’ and ‘taking acting lessons’ is most strongly correlated with an increased index for attending live theatre.

- Results illustrate the types of connections that can be made between the non-professional and professional parts of the theatre community.



Relationship between Personal Practice and Attendance - Visual Arts



- Even informal activities such as ‘design, embroider or sew clothing,’ have a positive effect on respondents’ likelihood of attending established venues like art museums.





Implications for Cultural Providers and Policymakers



Implications for Cultural Providers

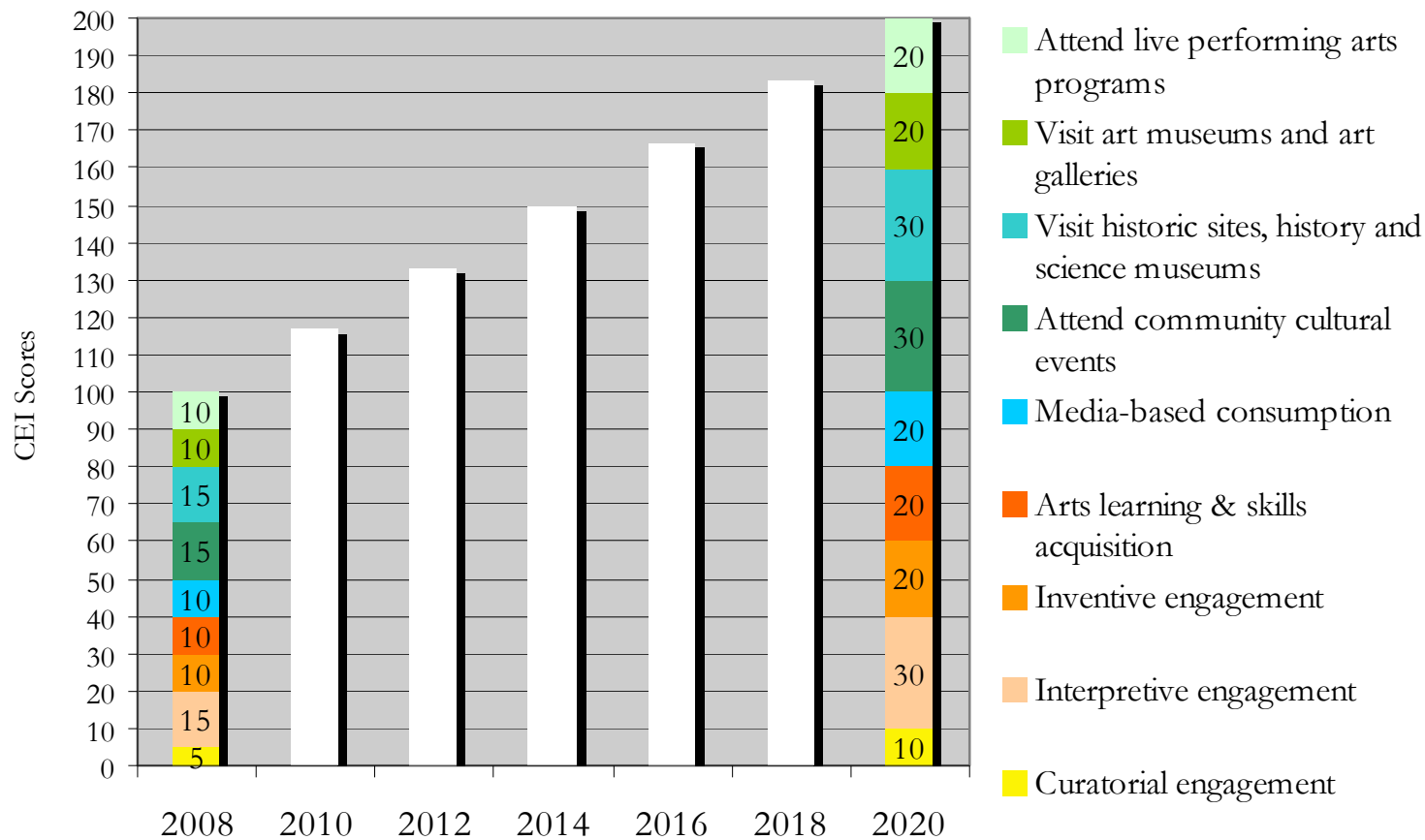
- Cultural organizations may use the results of the study to reflect on their programs and strategies for engaging the public. The implications that follow are framed as questions, in order to stimulate dialogue. In posing these questions, we do not mean to suggest that cultural providers should abandon their missions or lose focus on what they do best.
- Given what you learned from the study, where do you see the most potential to involve significantly more people in your mission?
- Consider where your programming fits into the cultural ecology. Do you offer inventive, interpretive, curatorial or observational programs? If your programs are mostly observational in nature, how can you respond to the surge of interest in personal creative expression? What does your mission say about the types of programs you can or should offer? Is it still relevant?
- What other cultural programs and providers should you nurture, advocate for, and collaborate with because they help to build a constituency for your own programs?
- How do your choices about venue and setting affect your likelihood of attracting different constituencies? What other arts and non-arts organizations might you partner with (e.g., businesses, social service agencies, places of worship, academic programs) to extend your impact or reach new constituencies?
- If you accept that different segments of the public prefer to engage with culture in different ways, at different times, at different places, with different social expectations, what might you do to further differentiate your programs, or to develop different “product lines” geared for different audiences?
- The research points to the importance of cultural role models – people who inspire others to realize their creative potential. What can your organization do to encourage and reward your constituents for introducing and involving *their* friends and family in creative and cultural activities?

Implications for Funders and Policymakers

- Investments in culture are investments in civic engagement and quality of life.
- Results hint at several scalable interventions for dramatically increasing engagement, including: reading programs connected to media events; large scale live events of a participatory nature; inventive competitions such as poetry-writing contests, programs that encourage people to tell their stories and chronicle their lives through various live and digital means. There are many more possibilities, limited only by creativity and conceptual leadership.
 - The challenge to policymakers is how to design an organic community process through which such programs can be conceived, incubated and scaled up.
- From a policy standpoint, the study suggests three levers of engagement. How can the three levers be balanced?
 - Increase breadth; create more activity that engages a broader and more diverse cross-section of the public
 - Increase frequency; provide opportunities for people to delve more deeply into their specific interests
 - Increase importance or salience; through high quality and relevant programs, cultivate higher levels of interest in cultural activities
- How can the ‘modes of participation’ framework be integrated into cultural policy, such that investments in culture support inventive, interpretive, curatorial and observational activities on a more equitable basis?
 - What kinds of programs and impacts do current funding programs and application procedures privilege?
- Personal practice is a critical aspect of the cultural system, and correlates with higher levels of audience-based activity.
 - What infrastructure will support personal practice? Whose job is it to build and support this infrastructure?
 - How can more bridges be built between the audience-based and personal practice categories of engagement? What incentives can be put in place to stimulate this work?
- What efforts might be undertaken at the community level to identify, support and recognize cultural role models, if they are the lynchpin to increasing participation?
- How can policymakers and funders become architects of impact, not just supporters of delivery mechanisms that may or may not be responsive to the public?

How to achieve our audacious goal?

**THE BIG PICTURE:
DOUBLING CULTURAL ENGAGEMENT BY 2020**





Appendix 1: List of Intercept Sites



Intercept Sites

Blanche A. Nixon/Cobbs Creek Free Library
Nicetown-Tioga Free Library
Ramonita de Rogriguez Free Library
Greater Olney Free Library
Walnut Street West Free Library
Independence Free Library
Joseph Coleman N.W. Regional Free Library
Lillian Marrero Free Library
South Philadelphia Free Library
Paschalville Free Library
Wynnefield Free Library
Lucien Blackwell Regional Free Library
Queen Memorial Free Library
Widener Free Library
Cecil B. Moore Free Library
Northeast Regional Free Library
Lansdowne Public Library
J. Lewis Crozer Public Library
West Oak Lane Farmer's Market
Aston Public Library
Ashton Community Center
Haverford Farmer's Market
Oxford Circle Farmer's Market

Sellers Memorial Public Library
Germantown Farmer's Market
Chester County Library
Clark Park Farmer's Market
Malvern Public Library
West Chester Public Library
Paoli Public Library
Easttown Public Library
Phoenixville Public Library
Upper Darby Muicipal Library
Burlington County Library
Cinnaminson Public Library
Evesham Public Library
Library Company of Burlington
Beverly Free Library
Pinelands Public Library
Maple Shade Public Library
Collingswood Farmer's Market
Glassboro Public Library
Logan Township Public Library
Swedesboro Public Library
Gloucester County Library
Yeadon Public Library

Bensalem Branch Library
Levittown Branch Library
Doylestown Public Library
Langhorne Public Library/Pennwood
Plymouth Meeting Mall
Corner of Swete and Main St
Centro de Oro
Haverford Free Library
Outside Positano Restaurant
Bryn Mawr Film Institute
Springfield Mall
Willow Grove Mall
Plymouth Meeting Mall
Corner of Berkley & W Chester Pike
Willingboro Public Library
9 E Main Street, Moorestown, NJ
Corner of S Wayne and W Lancaster Ave
Corner of Market and High Streets
Wayne Train Station
Corner of 5th and Market Street
Feria Del Barrio Festival
Brookline Pizza





Appendix 2: Index Tables for the Nine CEI Components



Arts Learning & Skills Acquisition

Arts Learning & Skills Acquisition	(100 = Avg. Index)	Index Sub-Components					
		Take Music Lessons or Classes	Take Dance Lessons (any style of dance)	Take Acting Lessons	Take Writing Lessons or Classes	Take Visual Arts or Crafts Classes	Research or Explore Your Family History
Suburban Philadelphia	90	85	107	70	78	92	96
Metro Philadelphia	109	116	106	129	124	115	104
New Jersey	101	92	78	101	93	86	100
White	85	71	83	56	67	82	92
Black/African American	125	154	130	148	143	120	114
Females	105	84	128	85	93	116	104
Males	94	118	70	116	108	80	96
Young Prof., No Children	68	70	107	54	42	73	80
Young Prof., w/Children	145	94	108	109	115	96	111
Mid-Life, w/Children	133	129	64	64	67	63	111
Mid-Life, No Children	71	79	66	54	65	79	95
Retiree Couples	75	10	9	0	6	96	145
Retiree Singles	66	58	79	3	49	125	73



Inventive Engagement

Inventive Engagement	(100 = Avg. Index)	Index Sub-Components										
		Make Up Original Tunes or Compose Music	Make Up My Own Dance Steps	Write Drama, Fiction or Short Stories	Write About Your Life in a Journal, Diary or Blog	Write for Business Purposes	Write Original Poetry	Make Crafts of Any Kind	Paint, Draw or Make Other Original Art	Take Photographs with Original Intentions	Make Original Videos or Films	Share Something Online that you Created Yourself
Suburban Philadelphia	91	82	85	85	91	100	74	102	85	101	87	90
Metro Philadelphia	109	125	126	101	110	101	126	92	112	94	111	108
New Jersey	100	88	85	86	98	98	98	107	103	107	99	103
White	89	63	75	72	85	101	80	110	94	102	77	96
Black/African American	109	149	146	114	116	92	132	78	98	90	127	92
Female	107	67	112	90	117	88	96	140	122	109	82	106
Male	93	138	88	92	79	114	104	54	74	90	118	94
Young Prof., No Children	113	66	98	84	101	197	86	95	96	114	85	138
Young Prof., w/Children	127	82	127	88	104	190	120	119	129	126	164	118
Mid-Life, w/Children	108	89	79	92	88	199	93	117	80	111	117	90
Mid-Life, No Children	85	70	59	74	77	139	67	96	68	118	60	83
Retiree Couples	52	4	59	25	42	59	69	106	65	59	67	34
Retiree Singles	47	12	6	62	73	23	16	89	72	38	40	26



Interpretive Engagement

Interpretive Engagement	(100 = Avg. Index)	Index Sub-Components											
		Sing	Play a Musical Instrument	Dance Socially at Night Clubs or Parties	Perform Dances as Part of a Group	Participate in Pageants or Theatrical Programs in Places of Worship	Rehearse and Perform in Plays or Musicals (not in Places of Worship)	Tell Stories in the Oral Tradition of Story-telling	Act Out Stories or Scenes at Home or at a Friend's House	Read Out Loud or Perform Poetry or Rap in Front of an Audience	Design, Embroider or Sew Clothing	Do Gardening or Land-scaping for Fun	Prepare Ethnic or Traditional Foods of Your Heritage
Suburban Philadelphia	96	100	105	97	84	71	75	95	81	64	100	106	89
Metro Philadelphia	105	97	102	110	128	128	114	108	125	158	104	91	116
New Jersey	98	103	88	90	81	99	116	94	93	67	93	105	94
White	92	96	93	93	73	65	78	85	59	58	95	111	84
Black/African American	116	110	98	106	144	147	127	127	158	169	99	82	121
Female	111	123	82	106	96	96	76	109	100	80	141	112	116
Male	87	74	122	92	100	105	127	89	101	123	53	86	83
Young Prof., No Children	91	96	118	131	70	43	66	82	95	58	77	78	83
Young Prof., w/Children	105	109	97	109	76	90	105	115	99	82	98	90	108
Mid-Life, w/Children	114	126	128	96	60	162	83	130	125	70	118	129	120
Mid-Life, No Children	99	97	102	86	53	70	76	78	47	84	92	122	113
Retiree Couples	85	85	49	25	17	4	82	46	31	9	95	132	96
Retiree Singles	78	81	121	42	43	52	3	72	6	18	81	82	64



Curatorial Engagement

Curatorial Engagement	(100 = Avg. Index)	Index Sub-Components		
		Buy Music for Your Own Collection	Download Music from the Internet	Take Material You Find Online and Remix it into Your Own Creation
Suburban Philadelphia	97	95	98	84
Metro Philadelphia	106	111	105	136
New Jersey	95	92	96	67
White	95	95	90	68
Black/African American	107	111	108	139
Female	95	97	93	91
Male	107	104	110	111
Young Prof., No Children	126	112	160	88
Young Prof., w/Children	136	121	157	145
Mid-Life, w/Children	98	103	97	89
Mid-Life, No Children	84	99	74	59
Senior Couples	56	82	39	9
Senior Singles	41	77	8	0



Attend Live Performing Arts Programs

Attend Live Performing Arts Programs	(100 = Avg. Index)	Index Sub-Components					
		Attend Concerts by Prof. Musicians	Hear Music at Worship Service	See Praise Dancing in a Church	Attend Perf. by Dance Companies	Attend Comedy Clubs, Poetry Slams or Open Mic Nights	Attend Plays or Musicals with Prof. Actors
Suburban Philadelphia	94	95	97	69	90	85	102
Metro Philadelphia	112	108	108	153	121	115	98
New Jersey	93	96	91	68	84	101	101
White	92	102	86	41	87	88	106
Black/African American	121	96	137	233	126	121	88
Female	104	101	112	103	108	92	105
Male	96	99	87	96	86	109	94
Young Prof., No Children	101	124	65	63	92	126	103
Young Prof., w/Children	106	108	81	83	111	141	98
Mid-Life, w/Children	131	129	145	112	137	115	133
Mid-Life, No Children	113	112	103	89	120	89	139
Retiree Couples	107	110	107	21	153	44	152
Retiree Singles	100	108	134	30	117	16	128



Visit Art Museums and Art Galleries

Visit Arts Museums and Art Galleries	(100 = Avg. Index)
Suburban Philadelphia	99
Metro Philadelphia	103
New Jersey	98
White	103
Black/African American	88
Female	103
Male	96
Young Prof., No Children	127
Young Prof., w/Children	126
Mid-Life, w/Children	132
Mid-Life, No Children	125
Retiree Couples	137
Retiree Singles	94

Visit Philadelphia Area Historic Sites, or History and Science Museums

Visit Philadelphia Area Historic Sites, or History and Science Museums	(100 = Avg. Index)
Suburban Philadelphia	100
Metro Philadelphia	106
New Jersey	92
White	100
Black/African American	89
Female	98
Male	103
Young Prof., No Children	106
Young Prof., w/Children	126
Mid-Life, w/Children	127
Mid-Life, No Children	111
Retiree Couples	106
Retiree Singles	111

Attend Community Cultural Events

Attend Community Cultural Events	(100 = Avg. Index)	Index Sub-Components			
		Go to Community Ethnic or Folk Dances	Help to Put On Plays or Shows	Go to Arts or Crafts Fairs	Attend Film Festivals
Suburban Philadelphia	89	83	85	99	77
Metro Philadelphia	115	143	113	92	142
New Jersey	95	63	104	112	70
White	92	77	74	112	83
Black/African American	110	133	128	73	124
Female	106	96	99	120	91
Male	93	100	101	76	110
Young Prof., No Children	94	67	84	98	114
Young Prof., w/Children	114	135	141	112	89
Mid-Life, w/Children	127	124	148	134	115
Mid-Life, No Children	111	100	85	127	137
Retiree Couples	90	102	70	105	83
Retiree Singles	80	85	57	92	54



Media-Based Consumption

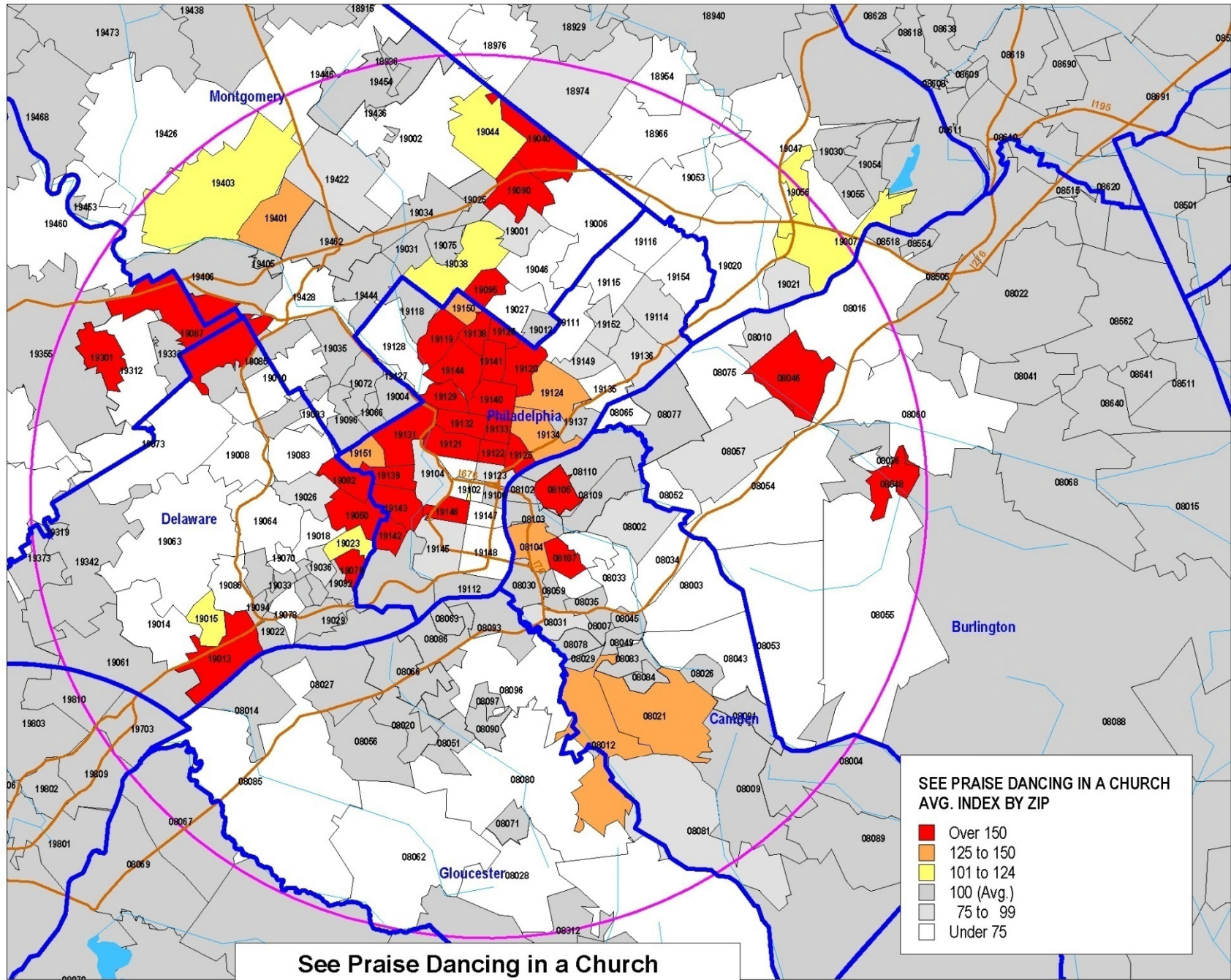
Media-Based Consumption	(100 = Avg. Index)	Index Sub-Components				
		Listen to Music on Local Radio Station	Watch TV Shows about Dance or Dance Competitions	Watch Programs about Science or History on TV	Read Books or Magazines about Science or History	Listen to Internet Radio (Streaming Audio)
Suburban Philadelphia	96	100	89	96	95	90
Metro Philadelphia	105	99	115	101	110	108
New Jersey	99	101	94	105	93	104
White	96	102	88	99	92	90
Black/African American	108	96	126	104	115	113
Female	97	102	114	90	84	92
Male	103	97	84	112	118	109
Young Prof., No Children	92	101	69	96	79	131
Young Prof., w/Children	103	104	95	102	100	141
Mid-Life, w/Children	106	106	91	117	110	100
Mid-Life, No Children	101	102	84	106	108	103
Retiree Couples	111	91	81	123	176	51
Retiree Singles	109	96	70	129	153	47

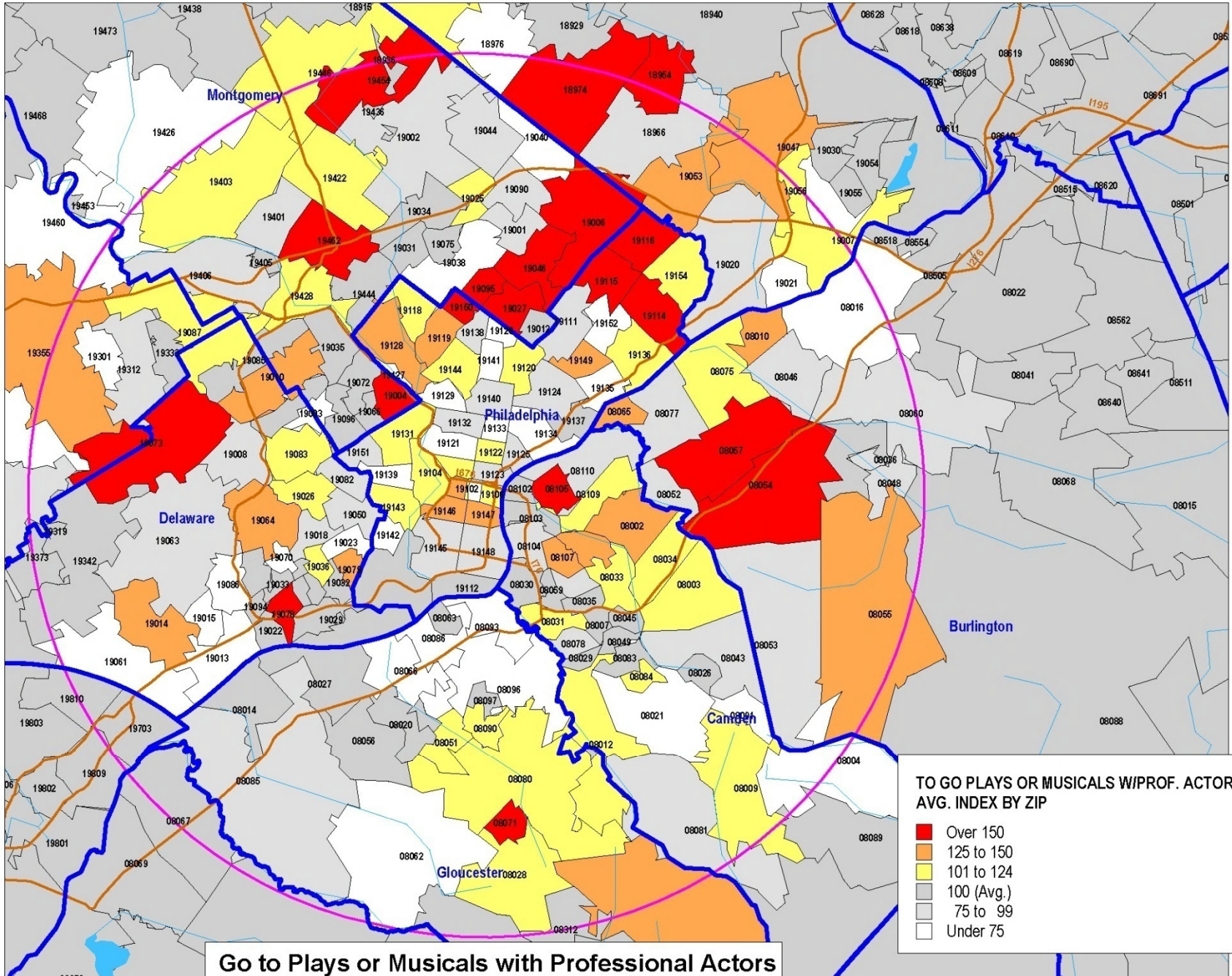




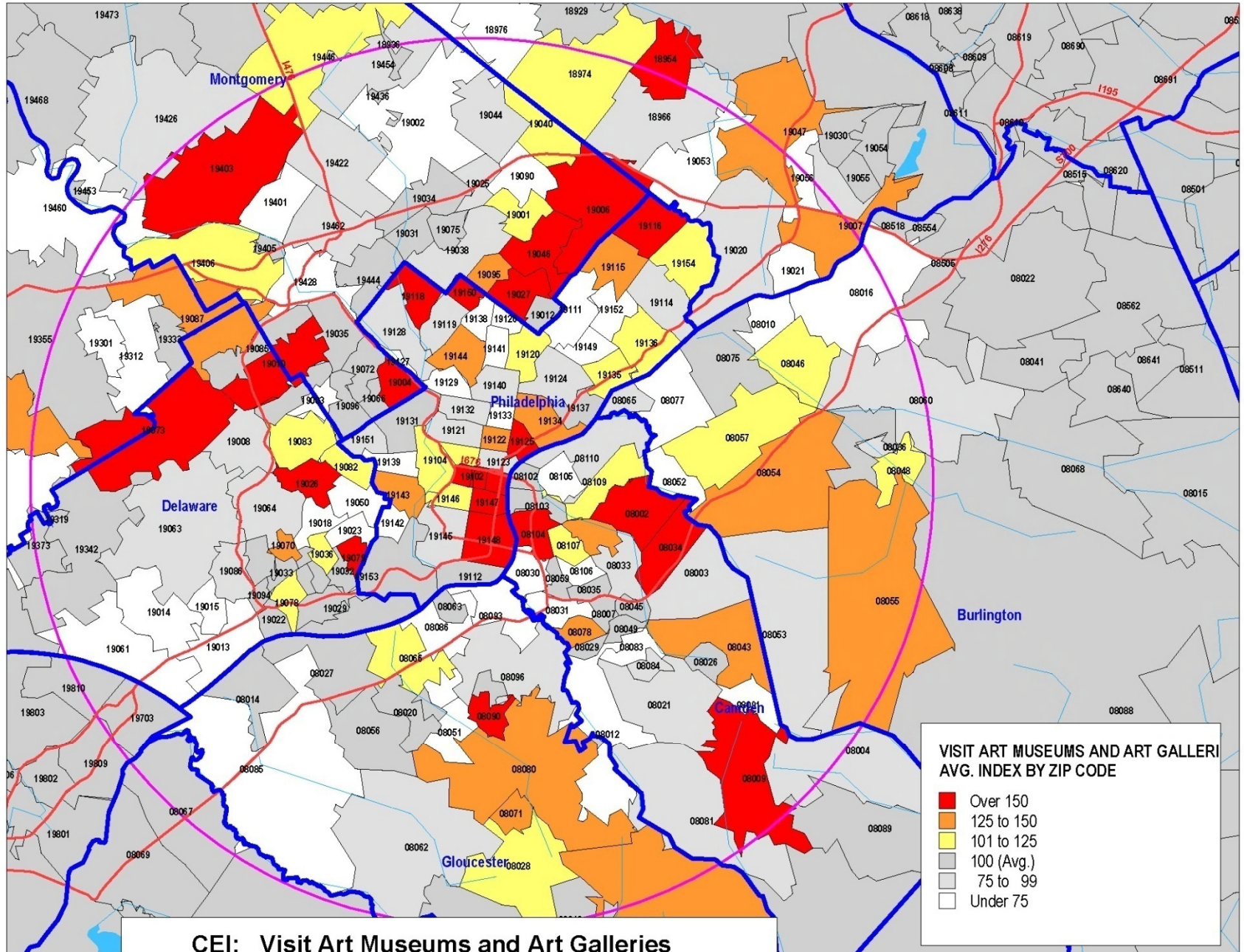
Appendix 3: Maps Illustrating Several Indexes

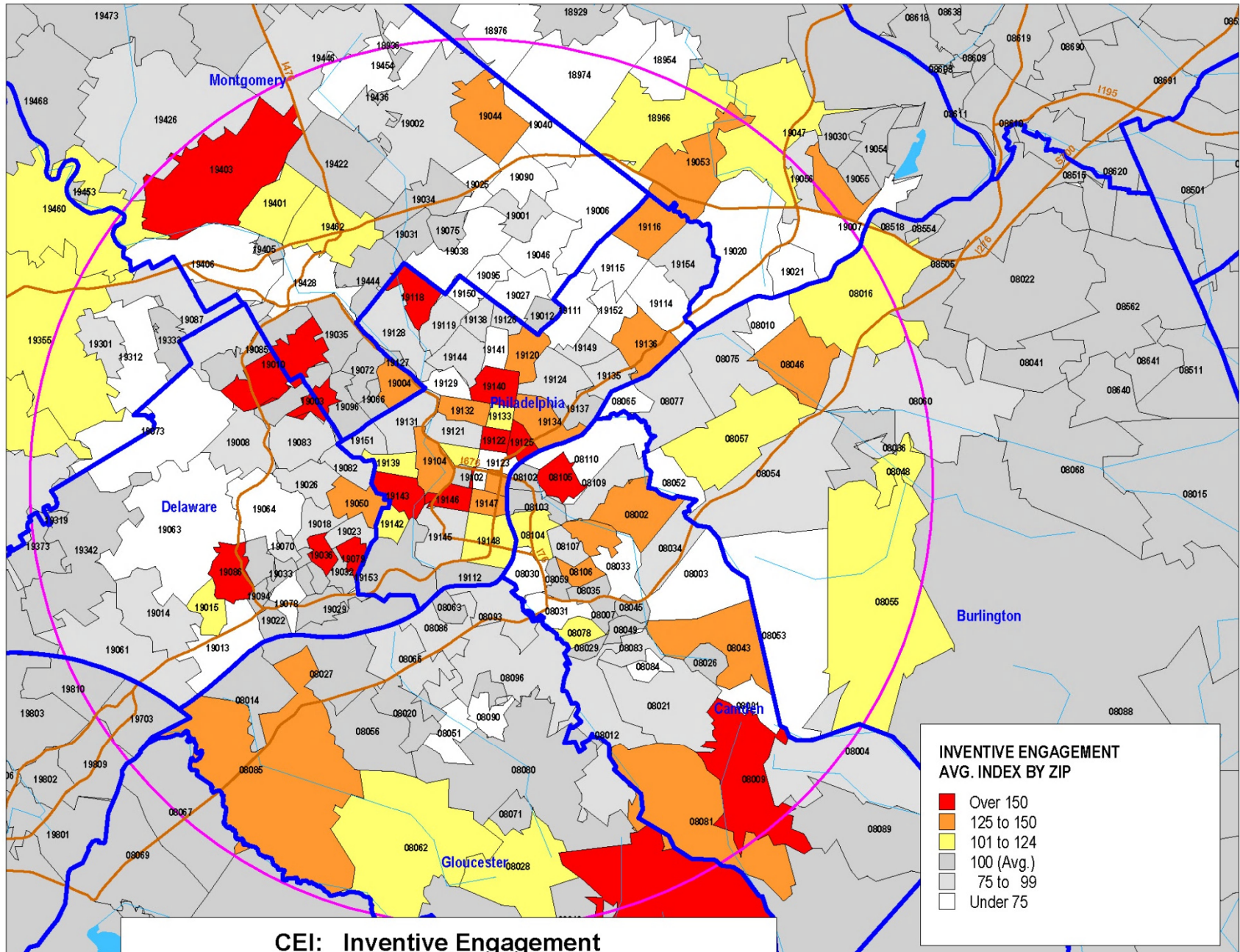






Go to Plays or Musicals with Professional Actors





CEI: Inventive Engagement