



**WORKING PAPER:**

**Initial findings from a national survey  
of self-perceptions of creativity**

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Jennifer L. Novak-Leonard, University of Illinois Urbana Champaign<sup>1</sup>  
Megan Robinson, Vanderbilt University

With Gwen Rugg, NORC at the University of Chicago

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<sup>1</sup> Prior affiliation is Northwestern University.

## Contents

|   |           |
|---|-----------|
| <b>OVERVIEW</b> .....   | <b>3</b>  |
| KEY FINDINGS .....  | 4         |
| REFLECTIONS .....   | 4         |
| <b>METHODS</b> .....  | <b>6</b>  |
| <b>RESULTS</b> .....  | <b>8</b>  |
| A. CORRELATIONS BETWEEN ARTISTIC CREATIVITY & OTHER DOMAINS OF CREATIVITY .....   | 8         |
| B. DEMOGRAPHIC DIFFERENCES .....  | 8         |
| C. SELF-PERCEPTIONS OF CREATIVITY & ARTS PARTICIPATION .....                      | 17        |
| <b>APPENDIX</b> .....   | <b>21</b> |
| APPENDIX I: DOMAIN-SPECIFIC SELF-PERCEPTIONS OF CREATIVITY, BY DEMOGRAPHICS ..... | 21        |
| APPENDIX II: ARTS PARTICIPATION MEASURES .....                                    | 22        |
| APPENDIX III: DOMAIN-SPECIFIC CREATIVITY, BY ARTS PARTICIPATION .....             | 23        |
| <b>WORKS CITED</b> .....  | <b>25</b> |

## List of Tables

|  |    |
|--|----|
| TABLE 1. MEASURING SELF-PERCEPTIONS OF CREATIVITY ACROSS SIX DOMAINS.....              | 6  |
| TABLE 2. SELF-PERCEPTIONS OF CREATIVITY, CORRELATIONS BETWEEN DOMAINS.....             | 8  |
| TABLE 3. LOGISTIC REGRESSION RESULTS (ODDS RATIOS): ARTS ATTENDANCE & ART-MAKING ..... | 19 |

## List of Figures

|  |    |
|--|----|
| FIGURE 1. SELF-PERCEPTIONS OF ARTISTIC CREATIVITY, BY RACE/ETHNICITY .....         | 9  |
| FIGURE 2. SELF-PERCEPTIONS OF ARTISTIC CREATIVITY, BY EDUCATIONAL ATTAINMENT ..... | 10 |
| FIGURE 3. SELF-PERCEPTIONS OF ARTISTIC CREATIVITY, BY INCOME .....                 | 11 |
| FIGURE 4. SELF-PERCEPTIONS OF ARTISTIC CREATIVITY, BY EMPLOYMENT .....             | 12 |
| FIGURE 5. SELF-PERCEPTIONS OF ARTISTIC CREATIVITY, BY AGE.....                     | 13 |
| FIGURE 6. SELF-PERCEPTIONS OF ARTISTIC CREATIVITY, BY GENDER .....                 | 14 |
| FIGURE 7. SELF-PERCEPTIONS OF ARTISTIC CREATIVITY, BY METRO AREA .....             | 15 |
| FIGURE 8. SELF-PERCEPTIONS OF ARTISTIC CREATIVITY, BY U.S. REGION.....             | 16 |
| FIGURE 9. SELF-PERCEPTIONS OF ARTISTIC CREATIVITY, BY IMMIGRANT GENERATION.....    | 17 |

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## Overview

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Creativity and the arts have long been associated with one another. However, in recent years it has become evident that creativity is not reserved for the archetypical “creative genius,” but is rather a trait that all individuals experience and express in some way. Individuals’ ability to develop and exercise creativity is becoming a more deeply valued attribute across many social realms, including higher education and workforce development. The notion that creativity is a natural impulse and is an asset from which to build has emerged as a core tenet of creative placemaking, contributing to a shifting sense of the roles of the artist in contemporary society. We are challenging the old narrative of “the starving artist” and are moving toward a concept of the artist as entrepreneur and agent for social change - making artists and other creatives integral to community development and revitalization (Lingo and Tepper 2013, Markusen 2014, Bell and Oakley 2015, Cornfield 2015, Jackson et al. 2003). Consequently, unpacking how creativity works and how it is expressed on the individual level is a prevalent, multidisciplinary research priority. As notions of the value and applications of creativity expand, there has also been a collective broadening in the understanding of what it means to participate in artistic and creative activities. The new depth of our understanding is reflected in the National Endowment for Arts’ most recent Survey of Public Participation in the Arts (SPPA). Taken together, these shifting notions of creativity and artistry bring to light the many ways that people engage in creative expression and apply creativity to other realms of their lives—in essence, enacting those creative impulses we presume all to have.

One’s perception of self is critical to one’s day-to-day and longer-term behaviors, affecting both personal decisions and decisions about whether and how to engage with one’s community. Self-perception plays a critical role in one’s behavioral decision-making processes. The importance of its role in these processes calls into question how people perceive their own artistic creativity and creative potential. It also calls into question how people’s self-perceptions may influence their general behaviors, specifically – and of particular interest in this working paper—their arts-related behaviors.

This working paper examines three questions:

- A. How are self-perceptions of artistic creativity correlated with self-perceived creativity in other domains?
- B. Are there differences by socio-demographic characteristics in terms of how adults perceive their own artistic creativity?
- C. Is individuals’ self-perceived artistic creativity a significant predictor of arts attendance and art-making?

## Key Findings

Using data from this Research Lab’s national survey of self-perceptions of creativity & arts participation,<sup>2</sup> this study finds significant differences in self-perceived creativity between socio-demographic groups.

This study’s findings challenge some traditionally held expectations based on past research. For many years, studies using traditional measures of arts participation have indicated that non-Hispanic White adults engage in arts activities at significantly higher rates than adults of other racial and ethnic identities overall. Yet, data from this study show that non-White U.S. adults perceive themselves to be more *artistically* creative than do non-Hispanic White adults, with many perceiving themselves to be more creative in *other* domains across multiple realms of life, spanning from the civic and social worlds to specific educational and professional disciplines such as science/math/engineering.

While prior research has shown that living in a higher-income household is a generally reliable predictor of higher arts participation, this study finds that those with lower incomes report significantly higher levels of artistic creativity. This finding reveals a meaningful financial divide between those who *feel* artistically creative and what we know from other studies about who actually participates in the arts.

Prior research has also identified high levels of educational attainment, specifically having earned a college degree, as being a strong predictor of arts participation behaviors. Yet, data from this study fail to support the hypothesis that individuals with higher educational attainment could be expected to also report more self-perceived artistic creativity. In this study, there were no statistical differences in reported levels of self-perceived artistic creativity by educational attainment.

Our logistic regression results show that relative levels of self-perceptions of artistic creativity are significant positive predictors of both arts attendance and art-making, after controlling for significant differences across demographic characteristics and access to resources.

## Reflections

Examining differences in self-perceptions of creativity within different domains offers an empirical perspective on individuals’ innate creative abilities, as well as their *agency* in exercising this creativity. Notably, the narrative that emerges from examining these differences in self-perceptions of artistic creativity differs from the conventional narrative about “who” – when defined by socio-demographic characteristics – engages with the arts (using national measures of arts participation). The contrast between these narratives has possible implications related to the internal and external resources needed to engage in and express creativity. With

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<sup>2</sup> Survey data from this Research Lab will be made available through the National Archive of Data on Arts and Culture: <https://www.icpsr.umich.edu/web/pages/NADAC/index.html>

regard to external resources specifically, results from the Arts Endowment's 2017 SPPA show that U.S. Black, non-Hispanic and Hispanic adults differ from White non-Hispanic and Asian non-Hispanic adults. Black and Hispanic adults report lower levels of feeling that it is easy to find information about arts opportunities happening within their neighborhoods, and that plenty of opportunities to engage with the arts exist within their neighborhoods (Activate Research, Inc. 2020, 84-85). Differences are also seen along educational lines: greater percentages of adults with higher levels of education reported more perceived ease of knowing about and accessing arts opportunities within their neighborhoods (Activate Research, Inc. 2020, 86-87).

Overall, this study's mixed findings show that it is critical to distinguish between having a *sense of creativity* in an art form and actually *engaging* with that creativity by making, doing, or attending events relevant to that art form—in other words, actually exercising creative agency. This is a critical distinction because it speaks to the many barriers that may prevent those with creative impulses from acting on them through the creation or consumption of art. These barriers could range from feelings of intimidation or exclusion to vital practical matters such as limited time, financial resources, or access to arts opportunities. These findings also bring into focus the need to further push the boundaries of and refine arts participation measures in order to better capture how U.S. adults are engaging in creative expression.

The question of how people feel empowered to exercise creativity in the enrichment of not only their own lives, but also the vitality of their communities, lies beyond individuals' creative self-perceptions and behaviors. A growing body of research on creative-placemaking is focused on artists' work with and in communities, examining primarily observable behaviors such as *who is an artist, what kind of work does that person or group of people do, and how are they leveraging their skills for their community?* The policy paradigm shift being driven partly by creative placemaking recognizes, values, and invests in artists as assets present in each community (Bonin-Rodriguez, 2015; Markusen & Gadwa, 2010; Redaelli, 2016). Even while norms amongst the general public are shifting in regards to who in their own communities is understood to be an artist (Center for Cultural Innovation, 2016), there are vital questions about how community members perceive their own ability to be creative and the degree to which people have the agency to use their creativity to contribute to their communities.

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## Methods

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This study uses data from this Research Lab’s national survey of self-perceptions of creativity & arts participation, which focuses on how adults perceive their own ability and potential to be creative. In the summer of 2018, the survey was fielded to 3,447 individuals through NORC’s AmeriSpeak Panel, a nationally representative panel of civilian, non-institutionalized adults (aged 18 and older) living in the United States.<sup>3</sup> The national survey measured how people perceive their own creativity and creative potential in the domain of artistic creativity and in five other domains as defined in Table 1.<sup>4</sup>

*Table 1. Measuring Self-Perceptions of Creativity across Six Domains*

| <b>Domain</b>             | <b>Definition</b>  | <b>Example survey measures (<i>How creative would you rate yourself for each of the following activities?...</i>)</b>                             |
|---------------------------|--|---|
| Artistic                  | Creativity in artistic fields  | Making up dance moves; Writing a poem   |
| Science/Math/Engineering  | Creativity in STEM fields  | Solving math puzzles; Taking apart machines or engines and figuring out how they work   |
| Business/Entrepreneurship | Creativity in business/entrepreneurship or other professional contexts | Persuading someone to buy something; Finding new ways to get things done more efficiently   |
| Social                    | Creativity in social or interpersonal contexts                         | Communicating with people from different cultures; Teaching someone how to do something   |
| Civic/Community           | Creativity in public or community-based contexts                       | Raising awareness about causes you care about within your community; Organizing a petition, a protest rally or march, or the boycott of a product |
| Everyday                  | Creativity in day-to-day activities                                    | Creating a tasty meal out of scattered leftovers; Figuring out a new way home to avoid traffic  |

Composite indexes of self-perceived creativity – one per each creative domain used in this study – were constructed from the survey’s measures and standardized to enable comparative analyses between the domain indexes and analysis of potential differences by survey respondents’ socio-demographic characteristics. All significant differences discussed in this

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<sup>3</sup> More information on AmeriSpeak is available at <https://amerispeak.norc.org>

<sup>4</sup> Refer to the [Literature Review](#) for context about creative domains and types of creativity. Because this Research Lab has been focused on measuring creativity among the general population of U.S. adults, we focus on expressions of “little-c” creativity, which is defined as everyday creative expressions committed by ordinary people.

report without the provision of a specific p-value are minimally significant at the 0.05-level. If a difference is discussed as significant or notable and the p-value is above the 0.05-threshold, then the specific p-value for the difference is provided.

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## Results

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### A. Correlations between artistic creativity & other domains of creativity

Our first research question examines how self-perceptions of artistic creativity are potentially correlated with self-perceived creativity in other domains. Artistic creativity is positively correlated with each of the other creative domains analyzed, and is the most strongly, positively correlated with “everyday” creativity (correlation coefficient = 0.6446). We find moderately strong correlations between artistic creativity and creativity in the civic/community (coefficient = 0.4834) and business/entrepreneurship (coefficient = 0.4814) domains, as well as slightly more moderate positive correlations between artistic creativity and the social (coefficient = 0.4263) and science/math/engineering (coefficient = 0.4199) domains.

*Table 2. Self-Perceptions of Creativity, Correlations between Domains*

|                           | Artistic | STEM   | Social | Business/<br>Entrepreneurship | Daily  | Civic/<br>Community |
|---------------------------|----------|--------|--------|-------------------------------|--------|---------------------|
| Artistic                  | 1        |        |        |                               |        |                     |
| STEM                      | 0.4199   | 1      |        |                               |        |                     |
| Social                    | 0.4263   | 0.3342 | 1      |                               |        |                     |
| Business/Entrepreneurship | 0.4814   | 0.5092 | 0.7512 | 1                             |        |                     |
| Daily                     | 0.6446   | 0.4858 | 0.7069 | 0.6905                        | 1      |                     |
| Civic/Community           | 0.4834   | 0.3787 | 0.6138 | 0.6565                        | 0.5576 | 1                   |

Our analyses also revealed strong positive correlations between non-artistic domains. The relationship between social and business/entrepreneurship creativity was the single strongest correlation between any two creative domains (coefficient = 0.7512). Social creativity and business/entrepreneurial creativity were also strongly correlated with every day, daily creativity (coefficients = 0.7069 and 0.6905, respectively). The weakest correlations were between science/math/engineering creativity and social and civic/community creativity (coefficients = 0.3342 and 0.3787, respectively).

### B. Demographic Differences

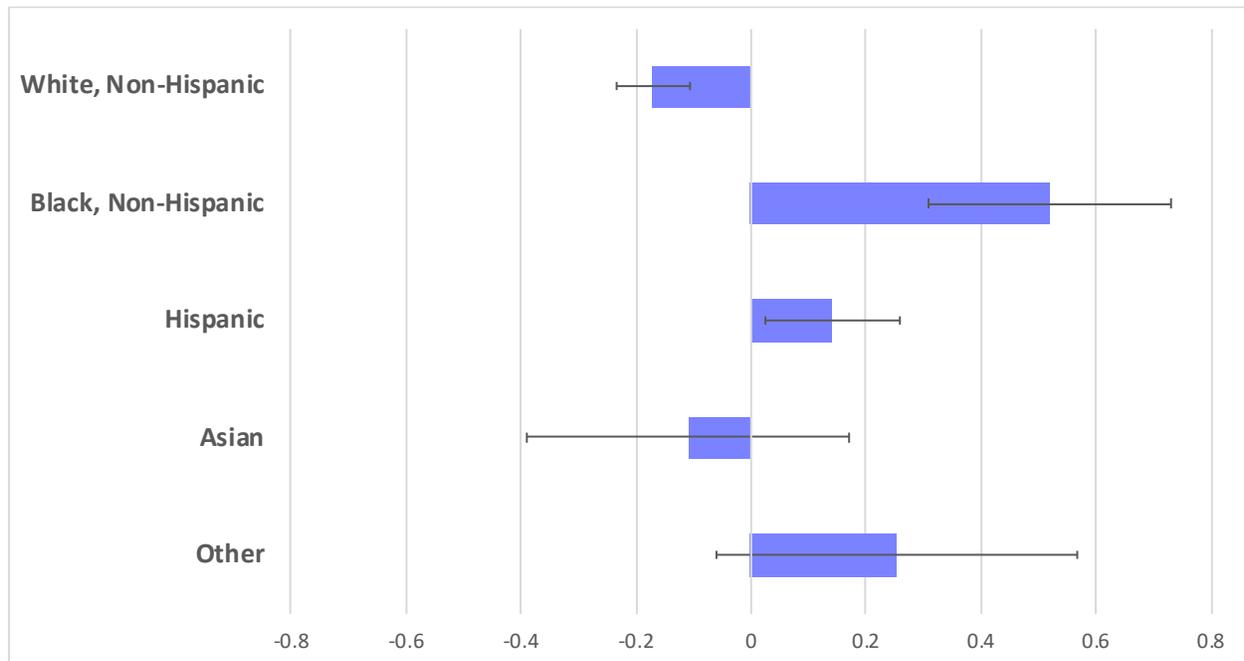
Though there have been a multitude of approaches to studying creative inclinations and behaviors, the longstanding focus on individual-level creativity in psychological and education research has left broader considerations of group-level creativity comparatively unexplored. The majority of creativity research has been conducted on narrowly-defined populations such as college students, eminently creative individuals, or people engaged with creative practices in the context of the workplace. Few studies have been designed to explore how creativity may vary between populations whose backgrounds and lived experiences differ considerably. As a result, information about how self-perceptions of creativity may vary across demographic and

socioeconomic groups is very limited. Here, to answer our second research question, we examine whether and how self-perceptions of artistic creativity differ across the following socio-demographic factors: race/ethnicity, educational attainment, income & employment, age, gender, geographic region & metro area, and immigrant generation.<sup>5</sup> We consider these characteristics, in part, because they are also regularly used to understand participation in artistic and cultural activities.

Race/Ethnicity

Some of the most striking findings from the national survey relate to differences in self-perceived creativity between racial and ethnic groups. When considering artistic creativity, self-identified non-Hispanic Black adults (ages 18 and older) reported significantly higher levels of artistic creativity than self-identified Hispanic, Asian, and non-Hispanic White adults.

*Figure 1. Self-Perceptions of Artistic Creativity, by Race/Ethnicity*



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Non-Hispanic Black adults also reported significantly higher levels of creativity than other groups in four out of the five other creative domains measured on the survey, with the exception of creativity in science/math/engineering. For example in the social domain, non-Hispanic Black adults reported significantly higher levels of creativity than non-Hispanic White, Hispanic, and Asian adults, as well as individuals not self-identifying as belonging solely to any

<sup>5</sup> The results for reported self-perceptions of artistic creativity are shown in figures in this section; a full results table is in Appendix I.

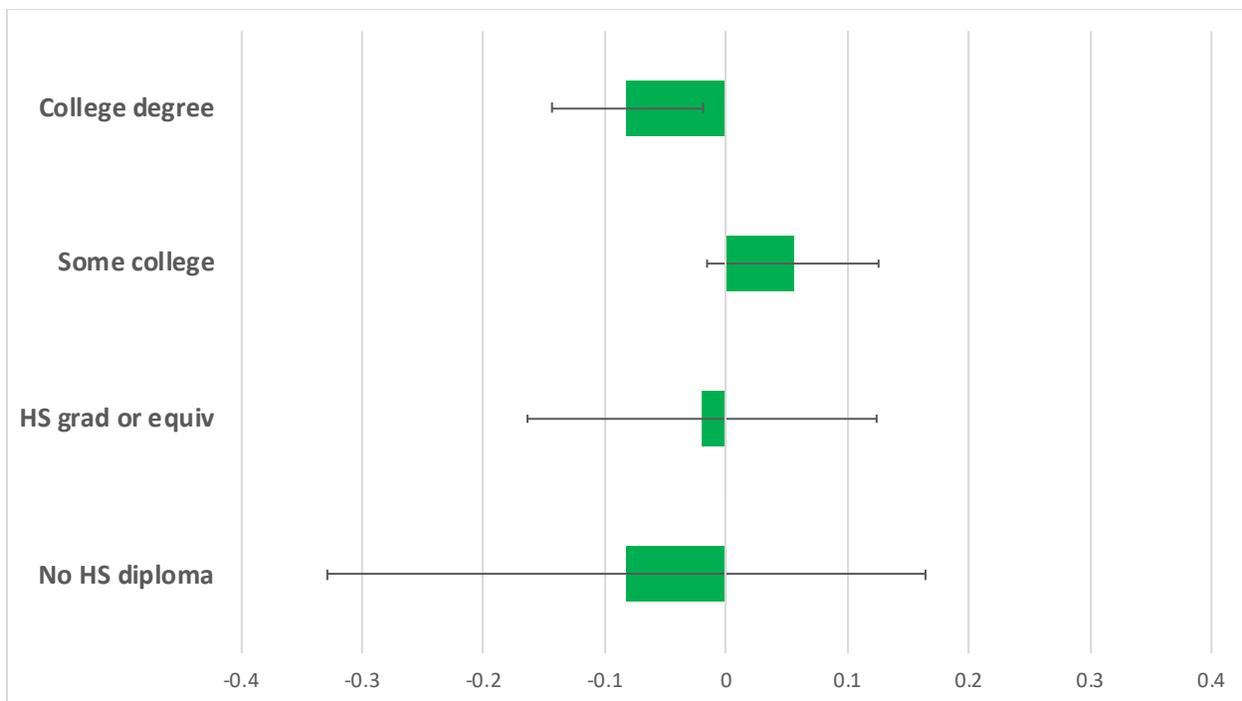
<sup>6</sup> All figures in this section containing demographic differences for standardized levels of reported self-perceptions of artistic creativity show with 95%-confidence intervals.

of these groups (reported herein as “Other”). Likewise, in the civic/community domain, non-Hispanic Black adults reported significantly higher levels of creativity than non-Hispanic White, Hispanic, and Asian adults.

### Educational Attainment

We divided survey participants into four groups in order to examine potential differences by creativity by educational attainment: those with some high school education, a high school degree or equivalent, some college education, or a college degree or higher. There were no significant differences in self-perceived artistic creativity among individuals who have different levels of education.

*Figure 2. Self-Perceptions of Artistic Creativity, by Educational Attainment*



However, while there were no significant differences in artistic creativity by educational attainment, there were significant differences in other domains of creativity. Those with more education reported significantly higher levels of perceived creativity across several domains. In the science/math/engineering domain, people who had at least some college education or more reported significantly higher levels of creativity than those with a high school degree or less. In the business/entrepreneurship domain, those who attained a college degree or higher report higher levels of self-perceived creativity than those with only some college education.

We also found significant differences between levels of educational attainment for the civic/community and everyday creativity domains. In the civic/community domain, the lone

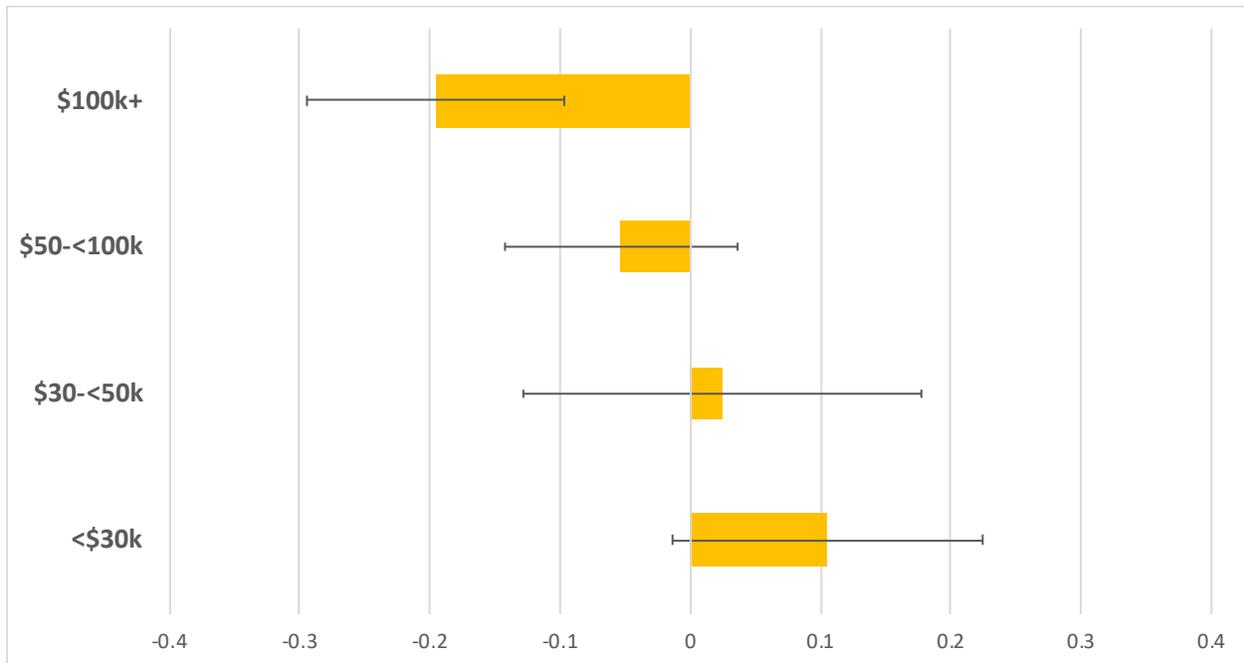
significant difference was that those with some college or more reported higher levels of creativity than those with a high school degree, while in the everyday domain, those with some college or more reported higher levels of self-perceived creativity than those with a high school degree or less.

Income & Employment

We divided survey respondents into four income brackets in order to explore differences in creative self-perceptions between groups of varying financial means: those whose income is less than \$30,000, between \$30,000-\$49,999, between \$50,000-\$99,999, and \$100,000 and over. Our motivations were such that, on the one hand, we might expect people with higher incomes to have more disposable income and leisure time to explore creative endeavors, and thus report higher levels of creativity. On the other hand, people with less disposable income may, out of necessity, find themselves needing to exercise creativity in ways that their higher income peers do not, whether it be to creatively stretch the value of a dollar, or endeavoring to identify and access affordable creative activities.

Individuals in the two lower income groups (under \$50,000) reported higher levels of artistic creativity on average than did individuals in the two higher income groups (\$50,000 and greater). Notably, there is a significant difference between the highest and lowest income brackets.

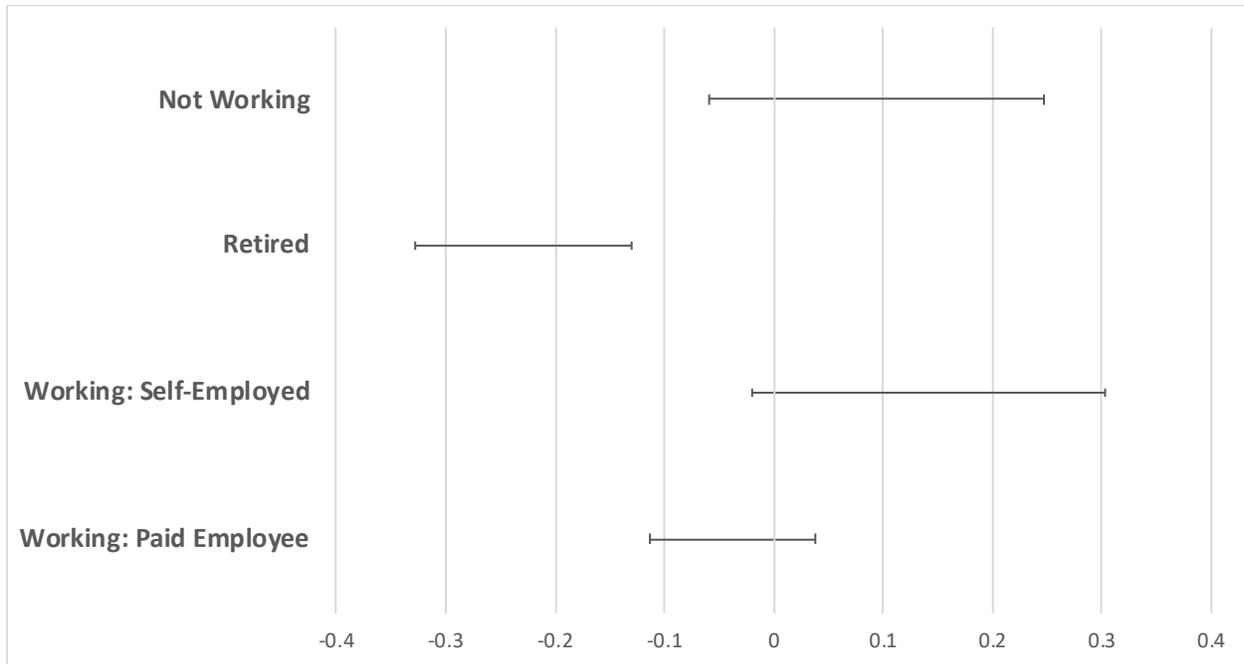
*Figure 3. Self-Perceptions of Artistic Creativity, by Income*



In addition to examining perceived creative differences by income, we also investigated differences by employment status, dividing survey respondents into four groups: those who

self-identified as working either as a paid employee or as self-employed, as retired, or as not working (which includes individuals seeking work).

*Figure 4. Self-Perceptions of Artistic Creativity, by Employment*

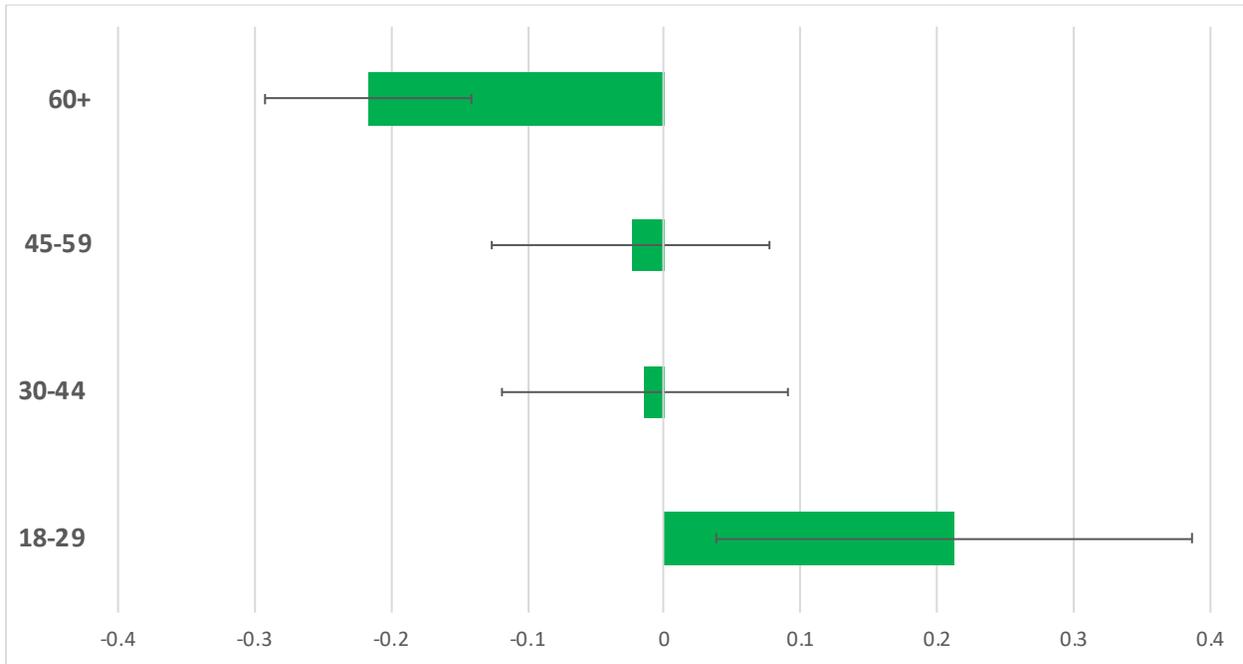


We find that retired adults report relatively lower levels of self-perceived artistic creativity compared to other employment groups. Across the other domains of self-perceived creativity, adults who are self-employed report notably higher levels of creativity. People who are self-employed may feel more empowered or potentially pressured to exercise creativity in the everyday and business/entrepreneurial domains than people in other employment arrangements, as their financial success lies partially in their ability to be creative in their business and entrepreneurial pursuits.

Age

Adults aged 18-29 reported significantly higher levels of self-perceived artistic creativity on average than adults aged 60 and older.

*Figure 5. Self-Perceptions of Artistic Creativity, by Age*

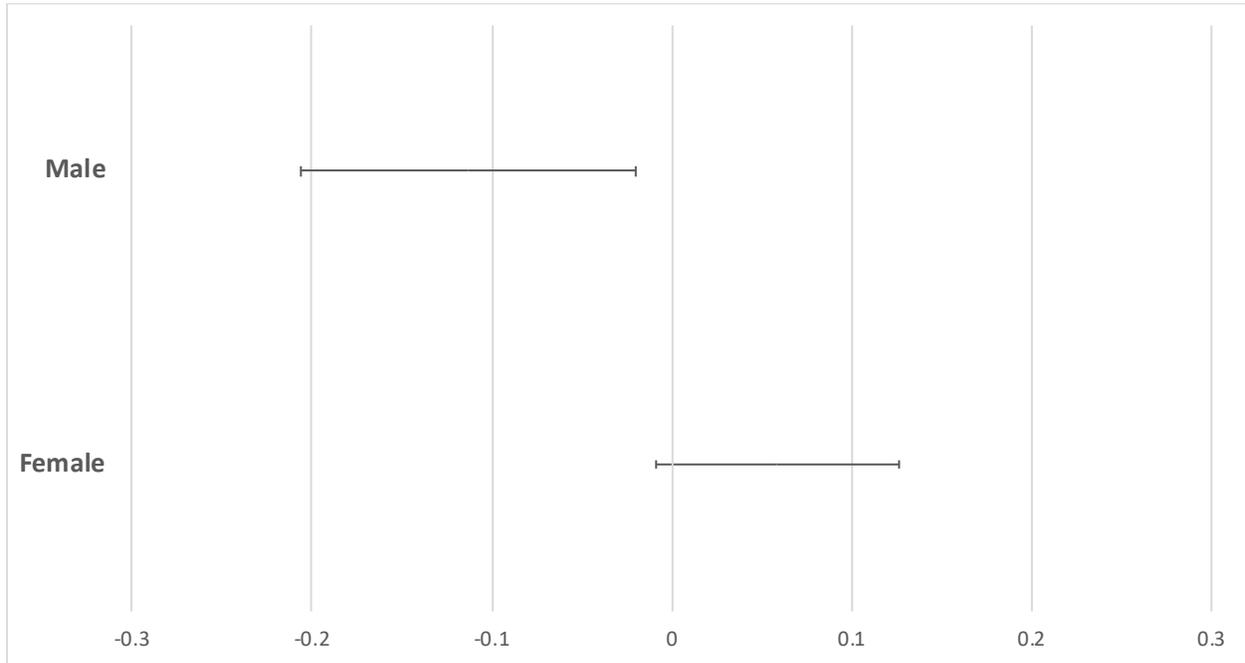


But overall, little significant difference was found by age; adults aged 45-49 reported higher levels of self-perceived social creativity compared to those aged 18-29.

## Gender

When looking at potential differences in creativity by gender identity, those who self-identified as female reported significantly higher levels of self-perceived artistic creativity than adults who self-identified as male, on average.

*Figure 6. Self-Perceptions of Artistic Creativity, by Gender*

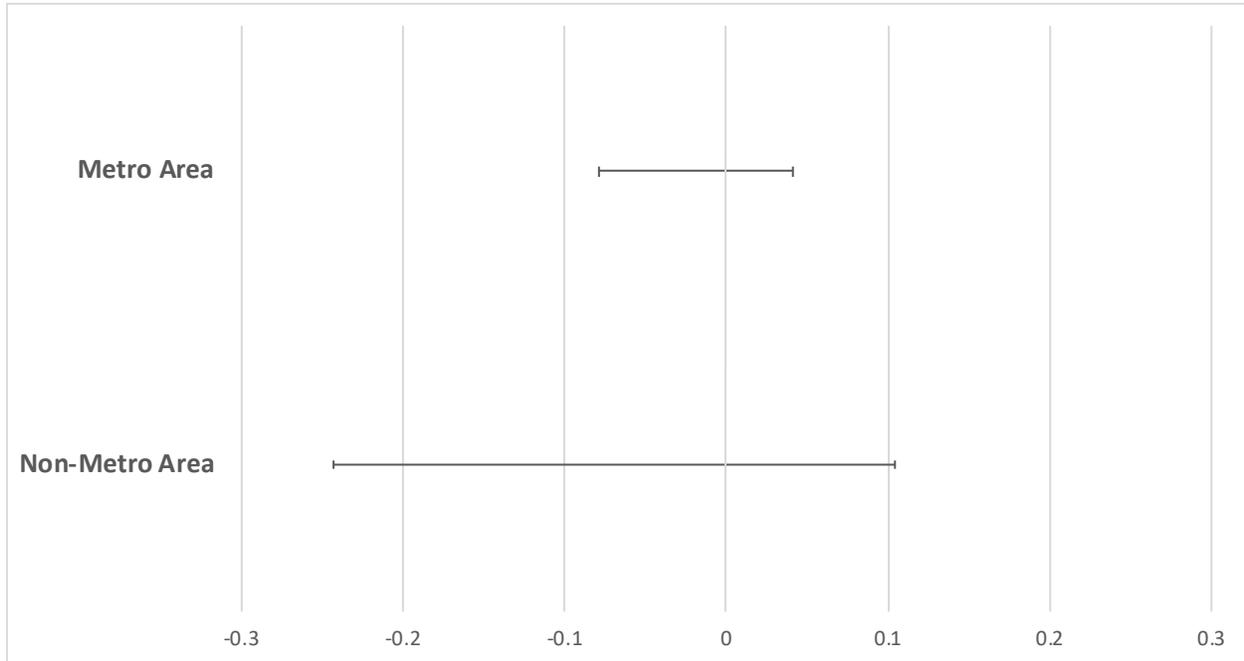


However, results are flipped for each of the other domains of creativity in which significant differences by gender identity were found. Self-identified males reported significantly higher levels of creativity in the business/entrepreneurial and science/math/engineering domains than females.

U.S. Region & Metro Area

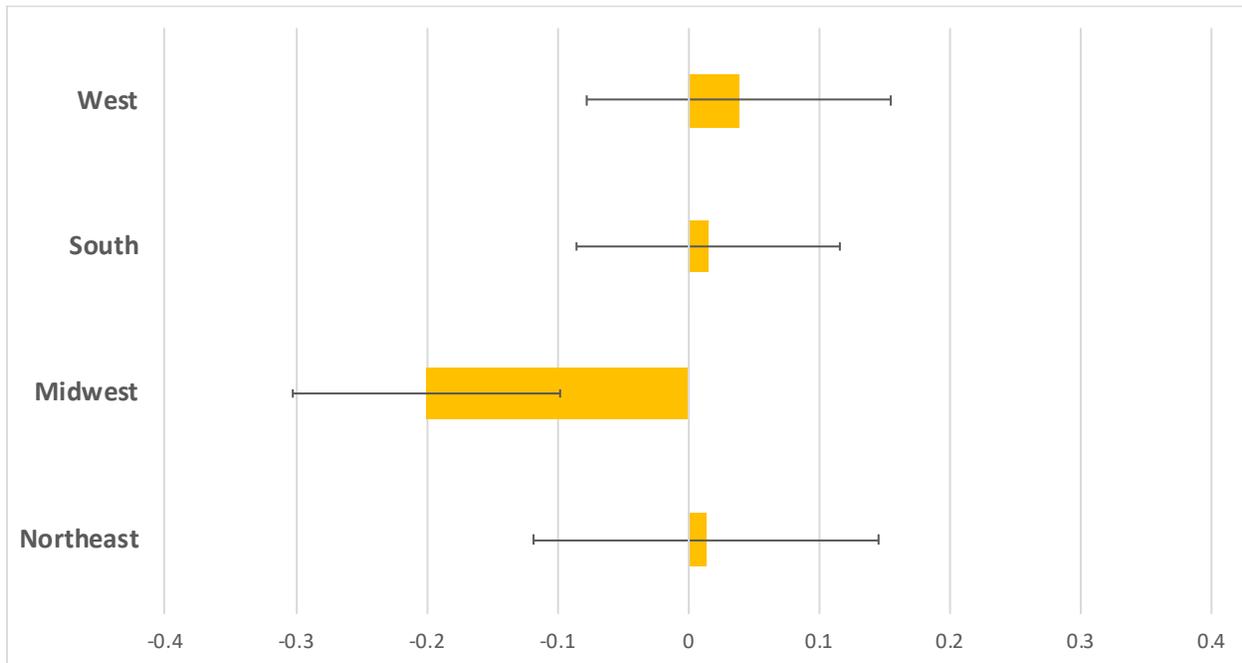
We took two approaches to examining potential differences between people living in different geographic regions and in areas of different population densities. To examine differences in creativity by population density, we looked at potential reported differences between adults living in metropolitan areas versus non-metropolitan regions. No significant differences in perceptions of artistic creativity by population density were found.

*Figure 7. Self-Perceptions of Artistic Creativity, by Metro Area*



However, significant differences were found for business/entrepreneurial creativity, with people in metro areas reporting significantly higher self-perceptions of creativity than people not living in a metro area.

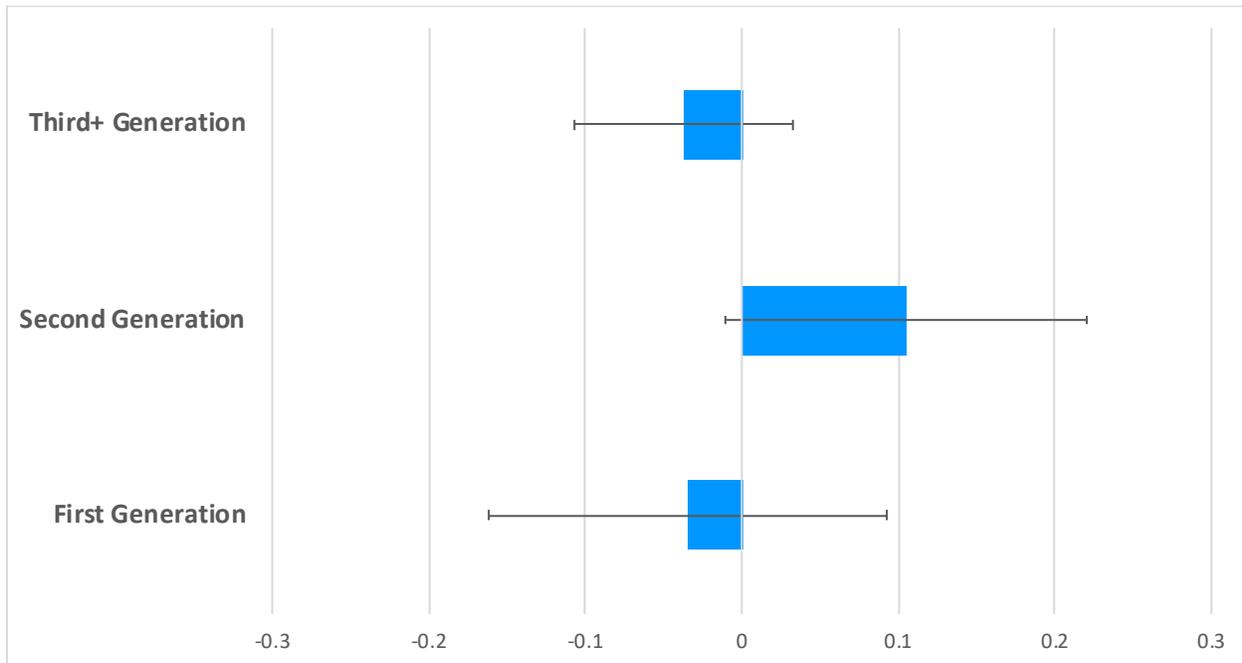
Figure 8. Self-Perceptions of Artistic Creativity, by U.S. Region



We also examined potential differences in self-perceived creativity by geographic region within the U.S. On average, adults living in the west and south report higher levels of self-perceived artistic creativity compared to adults living in the Midwest. Looking across domains, we see adults living in the west reporting relatively higher levels of self-perceived creativity compared to adults living in the Midwest in the domains of business/entrepreneurship, social, STEM, and everyday creativity.

### Immigrant Generation

Do second-generation immigrants experience an “advantage” over first- and third-generation immigrants in creativity, writ large or in creating art? While there are various theories on how integration occurs, some scholarship has posited that second-generation immigrants have a unique capacity for creativity and innovation due to how they navigate both the cultural traditions of their parents and of contemporary American culture (Kasinitz 2008, 2014). To explore these questions, the national survey was designed to capture whether individuals were born outside the U.S. (making them first-generation immigrants), or whether at least one of their parents (second-generation) or grandparents (third-generation) were born outside of the U.S. Looking across all domains analyzes, we found that second-generation immigrants reported relatively higher levels of self-perceived STEM creativity compared to third-generation immigrants.

*Figure 9. Self-Perceptions of Artistic Creativity, by Immigrant Generation*

### C. Self-Perceptions of Creativity & Arts Participation

To examine if and how individuals' self-perceived artistic creativity predicts arts attendance or art-making, our third research question, the national survey included 23 questions from the Arts Endowment's 2017 Survey of Public Participation in the Arts.<sup>7</sup> In addition to analyzing each arts behavior individually for its relationship to self-perceived artistic creativity, we also combined these behaviors into two aggregate measures: one measure of whether a respondent reported engaging in any of the arts attendance behaviors over the past 12 months, and a second measure of whether a respondent reported engaging in any of the art-making behaviors in that same time frame (see Appendix II for rates).

Overall, those who reported engaging in arts behaviors – both arts attendance and art-making – within the last 12 months reported relatively higher levels of self-perceived artistic creativity. This also holds true for four of the five other domains of self-perceived creativity measured, with the exception being science/math/engineering. Specifically, we found significant relationships between engaging in arts behaviors and reported higher levels of self-perceived artistic creativity across nearly every arts participation measure—21 in all—plus one of the two aggregate measures. The following were the few exceptions for which no significant relationship was found:

<sup>7</sup> The arts participation measures used are the same as those used in the National Endowment for the Arts' 2017 Survey of Public Participation in the Arts (SPPA), which asks about participation in the activities during the prior twelve months. The questions were drawn from the 2017 SPPA's Core 2, Module B and Module C.

- Doing leatherwork, metalwork or woodwork
- Attending live music performances
- Attending any arts event (constructed variable)

It is important to note that these findings do not measure or analyze causality, but rather demonstrate an overall strong positive relationship between engagement in arts behaviors and relative levels of self-perceived creativity (see Appendix III).

Two series of multivariate logistic regressions were analyzed to examine the effects of self-perceived artistic creativity on arts participation behaviors: one with any attendance at an arts event within the prior 12 months as the binary dependent variable and the other with any art-making within the prior 12 months as the binary dependent variable. As shown in Table 3, Model 1 uses a set of demographic control variables commonly used in research on arts participation. Model 2 examines whether self-perceptions of artistic creativity is a significant predictor of arts attendance or art-making. Models 3, 4 and 5 also control for access to resources as measured in the National Survey of Self-Perceptions of Creativity, with Models 4 and 5 each adding in interaction terms between relative levels of self-perceptions of artistic creativity and race/ethnicity and income, respectively.

Table 3. Logistic Regression Results (Odds Ratios): Arts Attendance & Art-Making

|   | Any Arts Attendance |                     |                     |                     |                     | Any Art-Making      |                     |                     |                     |                     |
|---|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
|   | Model 1             | Model 2             | Model 3B            | Model 4             | Model 5             | Model 1             | Model 2             | Model 3B            | Model 4             | Model 5             |
| <b>Artistic Creativity (Standardized)</b>                         | --                  | 1.239***<br>(0.007) | 1.202**<br>(0.020)  | 1.372***<br>(0.005) | 1.310**<br>(0.027)  | --                  | 1.800***<br>0       | 1.751***<br>0       | 2.153***<br>0       | 1.825***<br>0       |
| <b>Race/Ethnicity</b>   |                     |                     |                     |                     |                     |                     |                     |                     |                     |                     |
| WhiteNH   | 1<br>(.)            |
| BlackNH   | 0.549***<br>(0.006) | 0.505***<br>(0.003) | 0.533***<br>(0.007) | 0.556**<br>(0.011)  | 0.546***<br>(0.009) | 0.717<br>(0.179)    | 0.545**<br>(0.024)  | 0.568**<br>(0.041)  | 0.520**<br>(0.017)  | 0.588**<br>(0.044)  |
| Hispanic  | 0.895<br>(0.562)    | 0.839<br>(0.366)    | 0.944<br>(0.786)    | 0.911<br>(0.657)    | 0.941<br>(0.775)    | 1.019<br>(0.931)    | 0.845<br>(0.452)    | 0.968<br>(0.888)    | 0.85<br>(0.482)     | 0.971<br>(0.898)    |
| Asian   | 0.765<br>(0.509)    | 0.872<br>(0.757)    | 0.946<br>(0.894)    | 0.882<br>(0.743)    | 0.978<br>(0.958)    | 0.869<br>(0.723)    | 0.912<br>(0.84)     | 0.94<br>(0.888)     | 0.708<br>(0.39)     | 1.012<br>(0.978)    |
| Other   | 0.571<br>(0.104)    | 0.551<br>(0.116)    | 0.688<br>(0.302)    | 0.820<br>(0.585)    | 0.677<br>(0.280)    | 1.101<br>(0.81)     | 1.144<br>(0.746)    | 1.426<br>(0.375)    | 1.287<br>(0.527)    | 1.4<br>(0.396)      |
| College Degree  | 2.545***<br>(0.000) | 2.754***<br>(0.000) | 2.672***<br>(0.000) | 2.622***<br>(0.000) | 2.649***<br>(0.000) | 1.351**<br>(0.038)  | 1.442**<br>(0.014)  | 1.396**<br>(0.029)  | 1.391**<br>(0.032)  | 1.386**<br>(0.034)  |
| Male  | 0.653***<br>(0.003) | 0.691**<br>(0.013)  | 0.715**<br>(0.028)  | 0.737**<br>(0.045)  | 0.716**<br>(0.028)  | 0.527***<br>0       | 0.574***<br>0       | 0.601***<br>-0.002  | 0.623***<br>-0.002  | 0.597***<br>-0.001  |
| <b>Age</b>  |                     |                     |                     |                     |                     |                     |                     |                     |                     |                     |
| 18-29   | 1<br>(.)            |
| 30-44   | 0.746<br>(0.237)    | 0.781<br>(0.324)    | 0.775<br>(0.330)    | 0.758<br>(0.294)    | 0.779<br>(0.342)    | 0.89<br>(0.675)     | 1.004<br>(0.989)    | 0.982<br>(0.982)    | 0.982<br>(0.947)    | 0.969<br>(0.91)     |
| 45-59   | 1.011<br>(0.963)    | 1.061<br>(0.807)    | 1.045<br>(0.861)    | 1.005<br>(0.983)    | 1.049<br>(0.849)    | 0.625*<br>(0.082)   | 0.709<br>(0.216)    | 0.69<br>(0.188)     | 0.676<br>(0.165)    | 0.682<br>(0.173)    |
| 60+   | 0.996<br>(0.989)    | 1.110<br>(0.699)    | 1.145<br>(0.621)    | 1.122<br>(0.678)    | 1.147<br>(0.618)    | 0.739<br>(0.299)    | 0.954<br>(0.872)    | 0.946<br>(0.856)    | 0.932<br>(0.817)    | 0.94<br>(0.837)     |
| <b>Employment</b>   |                     |                     |                     |                     |                     |                     |                     |                     |                     |                     |
| Working: Paid Employee  | 1<br>(.)            |
| Working: Self-Employed  | 1.166<br>(0.510)    | 1.063<br>(0.797)    | 1.111<br>(0.653)    | 1.090<br>(0.714)    | 1.110<br>(0.658)    | 2.179***<br>(0.001) | 2.031***<br>(0.004) | 2.157***<br>(0.002) | 2.166***<br>(0.002) | 2.137***<br>(0.002) |
| Retired   | 0.703*<br>(0.098)   | 0.696*<br>(0.094)   | 0.705<br>(0.107)    | 0.712<br>(0.117)    | 0.699*<br>(0.098)   | 0.906<br>(0.642)    | 0.914<br>(0.674)    | 0.926<br>(0.73)     | 0.927<br>(0.732)    | 0.92<br>(0.711)     |
| Not Working-Other   | 1.100<br>(0.620)    | 1.072<br>(0.728)    | 1.215<br>(0.345)    | 1.248<br>(0.278)    | 1.231<br>(0.304)    | 1.236<br>(0.322)    | 1.322<br>(0.233)    | 1.471<br>(0.113)    | 1.484*<br>(0.095)   | 1.474*<br>(0.094)   |
| <b>Household Income</b>   |                     |                     |                     |                     |                     |                     |                     |                     |                     |                     |
| <\$30k  | 1<br>(.)            |
| \$30-<50K   | 1.939***<br>(0.000) | 1.851***<br>(0.002) | 1.800***<br>(0.004) | 1.852***<br>(0.002) | 1.817***<br>(0.002) | 1.37<br>(0.164)     | 1.343<br>(0.243)    | 1.324<br>(0.275)    | 1.356<br>(0.207)    | 1.204<br>(0.443)    |
| \$50-<100k  | 2.276***<br>(0.000) | 2.202***<br>(0.000) | 2.105***<br>(0.000) | 2.157***<br>(0.000) | 2.137***<br>(0.000) | 1.616**<br>(0.023)  | 1.607**<br>(0.03)   | 1.521*<br>(0.062)   | 1.517*<br>(0.059)   | 1.763**<br>(0.017)  |
| \$100k+   | 4.040***<br>(0.000) | 4.062***<br>(0.000) | 3.910***<br>(0.000) | 4.000***<br>(0.000) | 4.186***<br>(0.000) | 1.791**<br>(0.011)  | 1.863**<br>(0.012)  | 1.777**<br>(0.022)  | 1.781**<br>(0.02)   | 1.856**<br>(0.018)  |
| Metro Area  | 0.760<br>(0.208)    | 0.762<br>(0.227)    | 0.662*<br>(0.087)   | 0.651*<br>(0.077)   | 0.656*<br>(0.085)   | 0.679*<br>(0.088)   | 0.69<br>(0.128)     | 0.630*<br>(0.077)   | 0.628*<br>(0.075)   | 0.620*<br>(0.07)    |
| <b>U.S. Region</b>  |                     |                     |                     |                     |                     |                     |                     |                     |                     |                     |
| Northeast   | 1<br>(.)            |
| Midwest   | 1.523*<br>(0.083)   | 1.590*<br>(0.066)   | 1.699**<br>(0.039)  | 1.722**<br>(0.031)  | 1.716**<br>(0.036)  | 1.174<br>(0.494)    | 1.305<br>(0.266)    | 1.335<br>(0.226)    | 1.337<br>(0.218)    | 1.358<br>(0.199)    |
| South   | 1.233<br>(0.339)    | 1.222<br>(0.381)    | 1.232<br>(0.374)    | 1.225<br>(0.386)    | 1.260<br>(0.327)    | 1.225<br>(0.356)    | 1.275<br>(0.278)    | 1.24<br>(0.342)     | 1.217<br>(0.383)    | 1.275<br>(0.289)    |
| West  | 1.015<br>(0.948)    | 1.039<br>(0.870)    | 1.045<br>(0.854)    | 1.046<br>(0.853)    | 1.079<br>(0.750)    | 1.026<br>(0.913)    | 1.004<br>(0.987)    | 0.974<br>(0.912)    | 0.977<br>(0.923)    | 1.014<br>(0.953)    |
| <b>Access to Resources</b>  |                     |                     |                     |                     |                     |                     |                     |                     |                     |                     |
| Financial Resources   |                     |                     | 2.254***<br>(0.008) | 2.260***<br>(0.008) | 2.219**<br>(0.010)  |                     |                     | 1.856*<br>(0.056)   | 1.897**<br>(0.049)  | 1.826*<br>(0.067)   |
| Personell Network   |                     |                     | 0.931<br>(0.863)    | 0.913<br>(0.826)    | 0.967<br>(0.935)    |                     |                     | 2.131*<br>(0.056)   | 2.102*<br>(0.051)   | 2.180*<br>(0.05)    |
| Capital Resources   |                     |                     | 3.080***<br>(0.001) | 3.019***<br>(0.001) | 3.057***<br>(0.001) |                     |                     | 1.492<br>(0.263)    | 1.556<br>(0.199)    | 1.54<br>(0.225)     |
| <b>Race*Self-Perceptions of Artistic Creativity interaction</b>   |                     |                     |                     |                     |                     |                     |                     |                     |                     |                     |
| WhiteNH*  |                     |                     |                     | 1<br>(.)            |                     |                     |                     |                     | 1<br>(.)            |                     |
| BlackNH*  |                     |                     |                     | 0.763<br>(0.203)    |                     |                     |                     |                     | 0.744<br>(0.331)    |                     |
| Hispanic*   |                     |                     |                     | 0.865<br>(0.463)    |                     |                     |                     |                     | 0.554***<br>(0.008) |                     |
| Asian*  |                     |                     |                     | 0.678<br>(0.248)    |                     |                     |                     |                     | 0.517<br>(0.118)    |                     |
| Other*  |                     |                     |                     | 0.452**<br>(0.036)  |                     |                     |                     |                     | 0.757<br>(0.415)    |                     |
| <b>Income*Self-Perceptions of Artistic Creativity interaction</b> |                     |                     |                     |                     |                     |                     |                     |                     |                     |                     |
| <\$30k*   |                     |                     |                     |                     | 1<br>(.)            |                     |                     |                     |                     | 1<br>(.)            |
| \$30-<50K*  |                     |                     |                     |                     | 0.756<br>(0.148)    |                     |                     |                     |                     | 0.636*<br>(0.095)   |
| \$50-<100k*   |                     |                     |                     |                     | 0.946<br>(0.796)    |                     |                     |                     |                     | 1.341<br>(0.209)    |
| \$100k+*  |                     |                     |                     |                     | 1.042<br>(0.860)    |                     |                     |                     |                     | 1.028<br>(0.91)     |
| Observations  | 3447                | 3359                | 3359                | 3359                | 3359                | 3447                | 3359                | 3359                | 3359                | 3359                |

Exponentiated coefficients; p-values in parentheses

\* p<0.10

\*\* p<0.05

\*\*\* p<0.01"

*Self-Perceptions of Artistic Creativity are Positive Predictors of Arts Participation*

Drawing from recent national survey results about the reasons adults attend arts events and engage in art-making, we hypothesized that higher relative levels of self-perceived artistic creativity may manifest more readily in art-making than in arts attendance. Results from the Arts Endowment's most recent SPPA revealed that among U.S. adults who engaged in any art-making activities during the prior 12 months, 47% did so to feel creative or creatively inspired (Activate Research Inc., 2020, 74). Among those who attended an arts event, 38% reported doing so to feel creative (Activate Research Inc., 2020, 28). The results from our logistic regression Models 2-5, presented in Table 3, show that for both arts attendance and art-making as outcome variables, relative levels of self-perceptions of artistic creativity are significant positive predictors of arts participation, controlling for demographic characteristics and access to resources.

*Demographic Disparities Persist*

Focusing on arts attendance as the outcome variable of interest, the regression results in Models 1-5 continue a narrative of demographic disparities across racial/ethnic, educational attainment, gender, and income. Self-identified non-Hispanic Black adults report significantly lower odds (approximately 50%) of having attended any arts event within the prior 12 months compared to White non-Hispanic adults. The odds of an adult with a college degree attending an arts event are over 150% those of an adult without a college degree. Female adults have significantly higher odds of having attended an arts event within the prior twelve months than male adults, and the odds of having attended an arts event significantly increases with higher income brackets.

For art-making, the regression results show similar significant demographic disparities across multiple demographic factors, including race/ethnicity and educational attainment (specifically having obtained a college degree). However, the differences between the relative odds are slightly lesser than those for arts attendance, especially with regard to household income.

*Self-Employment Predicts Art-Making*

A key difference for art-making as the arts participation outcome variable is the significant difference seen for self-employment. Self-employment is not a significant predictor for arts attendance, but it is for art-making, significantly increasing the odds of having engaged in art-making within the prior twelve months to over two-times those of adults working as paid employees.

# Appendix

## Appendix I: Domain-Specific Self-Perceptions of Creativity, by Demographics

| Creativity Domain               | Self-Perceptions of Creativity (Standardized) |               |          |               |       |               |        |               |       |               |       |               |
|---------------------------------|---|---------------|----------|---------------|-------|---------------|--------|---------------|-------|---------------|-------|---------------|
|                                 | Artistic                                      |               | Business |               | Civic |               | Social |               | Stem  |               | Daily |               |
|                                 | Mean  | 95% CI        | Mean     | 95% CI        | Mean  | 95% CI        | Mean   | 95% CI        | Mean  | 95% CI        | Mean  | 95% CI        |
| Total (n=3,447)                 | -0.02   | [-0.08,0.03]  | -0.1     | [-0.16,-0.04] | -0.1  | [-0.15,-0.04] | -0.11  | [-0.17,-0.05] | -0.01 | [-0.06,0.05]  | -0.08 | [-0.14,-0.02] |
| <b>Race/Ethnicity</b>           |   |               |          |               |       |               |        |               |       |               |       |               |
| White, Non-Hispanic (n=2,160)   | -0.17   | [-0.23,-0.11] | -0.19    | [-0.26,-0.12] | -0.2  | [-0.27,-0.14] | -0.21  | [-0.28,-0.14] | -0.07 | [-0.14,-0.00] | -0.17 | [-0.24,-0.10] |
| Black, Non-Hispanic (n=323)     | 0.52  | [0.31,0.73]   | 0.24     | [0.04,0.45]   | 0.31  | [0.16,0.47]   | 0.34   | [0.17,0.51]   | 0.12  | [-0.09,0.32]  | 0.31  | [0.09,0.53]   |
| Hispanic (n=658)                | 0.14  | [0.02,0.26]   | -0.06    | [-0.23,0.11]  | -0.02 | [-0.16,0.12]  | -0.08  | [-0.27,0.10]  | 0.04  | [-0.11,0.20]  | 0.05  | [-0.13,0.23]  |
| Asian (n=156)                   | -0.11   | [-0.39,0.17]  | 0.02     | [-0.18,0.22]  | -0.05 | [-0.26,0.16]  | -0.05  | [-0.24,0.15]  | 0.25  | [0.03,0.46]   | -0.17 | [-0.38,0.04]  |
| Other (n=150)                   | 0.25  | [-0.06,0.57]  | -0.04    | [-0.31,0.22]  | 0.08  | [-0.20,0.36]  | -0.05  | [-0.25,0.15]  | 0.22  | [0.07,0.38]   | -0.13 | [-0.35,0.09]  |
| <b>Educational Attainment</b>   |   |               |          |               |       |               |        |               |       |               |       |               |
| No HS diploma (n=147)           | -0.08   | [-0.33,0.16]  | -0.57    | [-0.88,-0.26] | -0.27 | [-0.52,-0.02] | -0.47  | [-0.78,-0.16] | -0.34 | [-0.60,-0.08] | -0.36 | [-0.68,-0.04] |
| HS graduate or equivalent (n=4) | -0.02   | [-0.16,0.12]  | -0.27    | [-0.40,-0.14] | -0.23 | [-0.35,-0.11] | -0.22  | [-0.35,-0.09] | -0.09 | [-0.22,0.04]  | -0.16 | [-0.31,-0.01] |
| Some college (n=1,222)          | 0.06  | [-0.02,0.13]  | -0.03    | [-0.10,0.05]  | -0.02 | [-0.09,0.05]  | -0.07  | [-0.13,0.00]  | 0.06  | [-0.01,0.14]  | 0.04  | [-0.03,0.11]  |
| BA or above (n=1,617)           | -0.08   | [-0.14,-0.02] | 0.14     | [0.08,0.19]   | 0.01  | [-0.05,0.07]  | 0.07   | [0.01,0.12]   | 0.13  | [0.07,0.19]   | -0.02 | [-0.08,0.04]  |
| <b>Gender (male)</b>            |   |               |          |               |       |               |        |               |       |               |       |               |
| 0 (n=2,064)                     | 0.06  | [-0.01,0.13]  | -0.2     | [-0.28,-0.13] | -0.09 | [-0.15,-0.02] | -0.12  | [-0.20,-0.03] | -0.35 | [-0.41,-0.28] | -0.07 | [-0.14,0.01]  |
| 1 (n=1,383)                     | -0.11   | [-0.21,-0.02] | 0        | [-0.10,0.10]  | -0.11 | [-0.19,-0.02] | -0.11  | [-0.20,-0.02] | 0.36  | [0.27,0.44]   | -0.09 | [-0.19,0.01]  |
| <b>Age</b>                      |   |               |          |               |       |               |        |               |       |               |       |               |
| 18-29 (n=429)                   | 0.21  | [0.04,0.39]   | -0.21    | [-0.40,-0.02] | -0.09 | [-0.25,0.07]  | -0.28  | [-0.48,-0.08] | 0.09  | [-0.08,0.26]  | -0.08 | [-0.28,0.12]  |
| 30-44 (n=941)                   | -0.01   | [-0.12,0.09]  | -0.08    | [-0.19,0.03]  | -0.12 | [-0.22,-0.02] | -0.09  | [-0.19,0.01]  | 0     | [-0.10,0.11]  | -0.06 | [-0.18,0.06]  |
| 45-59 (n=922)                   | -0.02   | [-0.13,0.08]  | 0.01     | [-0.09,0.10]  | -0.05 | [-0.14,0.04]  | 0.03   | [-0.06,0.12]  | -0.01 | [-0.11,0.09]  | 0.01  | [-0.09,0.11]  |
| 60+ (n=1,155)                   | -0.22   | [-0.29,-0.14] | -0.15    | [-0.24,-0.06] | -0.12 | [-0.20,-0.03] | -0.14  | [-0.23,-0.06] | -0.09 | [-0.17,0.00]  | -0.18 | [-0.28,-0.09] |
| <b>Employment</b>               |   |               |          |               |       |               |        |               |       |               |       |               |
| Working-paid employee (n=1,7)   | -0.04   | [-0.11,0.04]  | -0.04    | [-0.11,0.03]  | -0.07 | [-0.14,0.00]  | -0.07  | [-0.14,0.01]  | 0.05  | [-0.02,0.12]  | -0.07 | [-0.15,0.01]  |
| Working-SE (n=335)              | 0.14  | [-0.02,0.30]  | 0.33     | [0.20,0.46]   | 0.05  | [-0.09,0.20]  | 0.12   | [-0.01,0.25]  | 0.18  | [0.04,0.32]   | 0.22  | [0.06,0.38]   |
| Retired (n=701)                 | -0.23   | [-0.33,-0.13] | -0.17    | [-0.28,-0.05] | -0.16 | [-0.27,-0.05] | -0.17  | [-0.28,-0.06] | -0.12 | [-0.24,0.00]  | -0.17 | [-0.29,-0.06] |
| Not Working-Other (n=653)       | 0.09  | [-0.06,0.25]  | -0.34    | [-0.50,-0.17] | -0.17 | [-0.30,-0.03] | -0.26  | [-0.43,-0.08] | -0.1  | [-0.25,0.04]  | -0.14 | [-0.31,0.04]  |
| <b>Household Income</b>         |   |               |          |               |       |               |        |               |       |               |       |               |
| <\$30k (n=806)                  | 0.11  | [-0.01,0.22]  | -0.22    | [-0.35,-0.09] | -0.08 | [-0.20,0.03]  | -0.22  | [-0.35,-0.08] | -0.05 | [-0.17,0.07]  | -0.07 | [-0.21,0.06]  |
| \$30-<50K (n=696)               | 0.02  | [-0.13,0.18]  | -0.08    | [-0.23,0.06]  | -0.07 | [-0.20,0.06]  | -0.05  | [-0.18,0.08]  | -0.08 | [-0.22,0.07]  | -0.05 | [-0.20,0.10]  |
| \$50-<100k (n=1,150)            | -0.05   | [-0.14,0.04]  | -0.09    | [-0.17,-0.00] | -0.09 | [-0.17,-0.01] | -0.09  | [-0.18,-0.01] | 0.02  | [-0.07,0.11]  | -0.07 | [-0.17,0.02]  |
| \$100k+ (n=795)                 | -0.2  | [-0.29,-0.10] | 0        | [-0.13,0.14]  | -0.14 | [-0.25,-0.04] | -0.07  | [-0.21,0.06]  | 0.08  | [-0.02,0.19]  | -0.13 | [-0.27,0.01]  |
| <b>Metro Area</b>               |   |               |          |               |       |               |        |               |       |               |       |               |
| Non-Metro Area (n=316)          | -0.07   | [-0.24,0.10]  | -0.32    | [-0.50,-0.14] | -0.15 | [-0.31,0.02]  | -0.28  | [-0.50,-0.06] | -0.15 | [-0.31,0.01]  | -0.21 | [-0.42,-0.01] |
| Metro Area (n=3,131)            | -0.02   | [-0.08,0.04]  | -0.08    | [-0.14,-0.01] | -0.09 | [-0.15,-0.03] | -0.09  | [-0.16,-0.03] | 0.01  | [-0.05,0.07]  | -0.06 | [-0.13,0.00]  |
| <b>U.S. Region</b>              |   |               |          |               |       |               |        |               |       |               |       |               |
| Northeast (n=575)               | 0.01  | [-0.12,0.15]  | -0.13    | [-0.25,-0.00] | -0.16 | [-0.28,-0.04] | -0.11  | [-0.24,0.01]  | -0.03 | [-0.16,0.10]  | -0.06 | [-0.19,0.07]  |
| Midwest (n=828)                 | -0.2  | [-0.30,-0.10] | -0.29    | [-0.41,-0.17] | -0.18 | [-0.28,-0.08] | -0.29  | [-0.42,-0.15] | -0.17 | [-0.28,-0.05] | -0.21 | [-0.32,-0.09] |
| South (n=1,205)                 | 0.02  | [-0.08,0.12]  | -0.1     | [-0.21,0.01]  | -0.08 | [-0.17,0.02]  | -0.12  | [-0.23,-0.01] | 0     | [-0.10,0.10]  | -0.1  | [-0.22,0.02]  |
| West (n=839)                    | 0.04  | [-0.08,0.16]  | 0.07     | [-0.04,0.18]  | -0.01 | [-0.11,0.09]  | 0.05   | [-0.06,0.16]  | 0.15  | [0.04,0.26]   | 0.05  | [-0.07,0.17]  |
| <b>Immigrant Generation</b>     |   |               |          |               |       |               |        |               |       |               |       |               |
| First-generation immigrant (n=) | -0.03   | [-0.16,0.09]  | -0.04    | [-0.17,0.10]  | -0.08 | [-0.20,0.03]  | -0.03  | [-0.15,0.10]  | 0.03  | [-0.10,0.16]  | -0.08 | [-0.21,0.06]  |
| Second-generation immigrant     | 0.1   | [-0.01,0.22]  | 0.04     | [-0.08,0.16]  | 0.06  | [-0.06,0.17]  | 0.00   | [-0.12,0.11]  | 0.16  | [0.05,0.28]   | 0.05  | [-0.08,0.17]  |
| Third-generation immigrant (n=) | -0.04   | [-0.11,0.03]  | -0.14    | [-0.21,-0.06] | -0.12 | [-0.18,-0.05] | -0.15  | [-0.22,-0.07] | -0.03 | [-0.10,0.03]  | -0.1  | [-0.17,-0.02] |

Appendix II: Arts Participation Measures

|   |              |            |             |
|---|--------------|------------|-------------|
| n=3,053   |              |            |             |
| <b>Attend ANY arts event in the prior 12 months</b>                             | <b>74.7%</b> | <b>+/-</b> | <b>2.6%</b> |
| Live music performance  | 57.8%        | +/-        | 2.8%        |
| Fair or festival  | 54.2%        | +/-        | 2.8%        |
| Art exhibit   | 36.0%        | +/-        | 2.5%        |
| Live play or musical  | 34.6%        | +/-        | 2.4%        |
| Other live performance  | 27.5%        | +/-        | 2.3%        |
| Live dance performance  | 22.8%        | +/-        | 2.1%        |
| Event featuring a poet or writer  | 9.7%         | +/-        | 1.5%        |
|   |              |            |             |
|   |              |            |             |
| n=3,010   |              |            |             |
| <b>Do ANY art-making or -doing in the prior 12 months</b>                       | <b>81.5%</b> | <b>+/-</b> | <b>2.3%</b> |
| Sing  | 44.3%        | +/-        | 2.8%        |
| Dance   | 40.8%        | +/-        | 2.7%        |
| Take any photographs as an artistic activity                                    | 32.0%        | +/-        | 2.6%        |
| Do any painting, drawing, sculpting, or printmaking                             | 28.4%        | +/-        | 2.4%        |
| Edit any photographs as an artistic activity                                    | 25.4%        | +/-        | 2.3%        |
| Do any weaving, crocheting, quilting, needlework, knitting, or sewing           | 25.2%        | +/-        | 2.4%        |
| Play any musical instruments  | 20.7%        | +/-        | 2.3%        |
| Do any leatherwork, metalwork or woodwork                                       | 20.4%        | +/-        | 2.4%        |
| Do any creative writing   | 20.2%        | +/-        | 2.0%        |
| Do any scrapbooking, origami or other paper-based art                           | 17.1%        | +/-        | 1.9%        |
| Make any pottery, ceramics, or jewelry  | 12.7%        | +/-        | 1.8%        |
| Create any films or videos as an artistic activity                              | 10.5%        | +/-        | 1.6%        |
| Create or perform any music in ways other than singing or playing an instrument | 10.4%        | +/-        | 1.7%        |
| Design or create any animations, digital art, computer graphics, or video games | 9.8%         | +/-        | 1.7%        |
| Act   | 7.5%         | +/-        | 1.5%        |
| Production of theatrical performance  | 4.7%         | +/-        | 1.0%        |

## Appendix III: Domain-Specific Creativity, by arts participation

|  | Domain-Specific Creativity , by Arts Participation (Average Standardized Mean) |               |          |               |       |               |        |               |       |               |       |               |
|--|--|---------------|----------|---------------|-------|---------------|--------|---------------|-------|---------------|-------|---------------|
|  | Artistic   |               | Business |               | Civic |               | Social |               | STEM  |               | Daily |               |
|  | Mean   | 95% CI        | Mean     | 95% CI        | Mean  | 95% CI        | Mean   | 95% CI        | Mean  | 95% CI        | Mean  | 95% CI        |
| <b>ANY ATTENDANCE</b>  |  |               |          |               |       |               |        |               |       |               |       |               |
| 0 (n=688)  | -0.08  | [-0.22,0.06]  | -0.31    | [-0.45,-0.18] | -0.26 | [-0.39,-0.14] | -0.35  | [-0.48,-0.22] | -0.05 | [-0.19,0.08]  | -0.25 | [-0.40,-0.09] |
| 1 (n=2,759)  | 0.01   | [-0.04,0.07]  | -0.01    | [-0.07,0.05]  | -0.02 | [-0.07,0.04]  | -0.02  | [-0.08,0.05]  | 0.04  | [-0.02,0.09]  | 0     | [-0.07,0.06]  |
| Total (n=3,447)  | -0.01  | [-0.06,0.04]  | -0.08    | [-0.14,-0.03] | -0.08 | [-0.13,-0.03] | -0.1   | [-0.15,-0.04] | 0.02  | [-0.04,0.07]  | -0.06 | [-0.12,-0.01] |
| [A fair or festival that featured crafts, visual arts, or performing artists such as...] |  |               |          |               |       |               |        |               |       |               |       |               |
| (n=1,233)  | -0.13  | [-0.23,-0.03] | -0.3     | [-0.40,-0.19] | -0.27 | [-0.36,-0.18] | -0.3   | [-0.40,-0.19] | -0.04 | [-0.14,0.06]  | -0.28 | [-0.39,-0.16] |
| Yes (n=2,099)  | 0.08   | [0.02,0.14]   | 0.1      | [0.04,0.16]   | 0.08  | [0.02,0.13]   | 0.08   | [0.03,0.14]   | 0.05  | [-0.01,0.11]  | 0.11  | [0.05,0.17]   |
| Total (n=3,332)  | -0.01  | [-0.07,0.04]  | -0.08    | [-0.13,-0.02] | -0.08 | [-0.13,-0.03] | -0.09  | [-0.14,-0.03] | 0.01  | [-0.05,0.07]  | -0.06 | [-0.12,0.00]  |
| [An art exhibit, such as paintings, sculpture, pottery, photography, or digital...]      |  |               |          |               |       |               |        |               |       |               |       |               |
| (n=1,869)  | -0.12  | [-0.20,-0.05] | -0.21    | [-0.29,-0.14] | -0.24 | [-0.31,-0.17] | -0.24  | [-0.31,-0.17] | -0.07 | [-0.14,0.01]  | -0.2  | [-0.28,-0.12] |
| Yes (n=1,474)  | 0.16   | [0.07,0.24]   | 0.13     | [0.03,0.23]   | 0.16  | [0.08,0.24]   | 0.16   | [0.05,0.26]   | 0.14  | [0.05,0.22]   | 0.16  | [0.06,0.25]   |
| Total (n=3,343)  | -0.02  | [-0.07,0.04]  | -0.08    | [-0.14,-0.02] | -0.09 | [-0.14,-0.03] | -0.09  | [-0.15,-0.03] | 0.01  | [-0.04,0.07]  | -0.06 | [-0.12,-0.00] |
| [A live music performance? This could include professional, community, or student...]    |  |               |          |               |       |               |        |               |       |               |       |               |
| (n=1,224)  | -0.08  | [-0.17,0.02]  | -0.24    | [-0.33,-0.14] | -0.22 | [-0.31,-0.13] | -0.24  | [-0.33,-0.15] | -0.03 | [-0.13,0.06]  | -0.18 | [-0.29,-0.08] |
| Yes (n=2,124)  | 0.03   | [-0.03,0.09]  | 0.02     | [-0.05,0.10]  | 0.01  | [-0.05,0.07]  | 0.01   | [-0.06,0.09]  | 0.04  | [-0.03,0.10]  | 0.03  | [-0.04,0.11]  |
| Total (n=3,348)  | -0.01  | [-0.07,0.04]  | -0.09    | [-0.14,-0.03] | -0.08 | [-0.14,-0.03] | -0.09  | [-0.15,-0.03] | 0.01  | [-0.05,0.06]  | -0.06 | [-0.12,0.00]  |
| [A live play or musical? This could include professional, community, or student...]      |  |               |          |               |       |               |        |               |       |               |       |               |
| (n=1,906)  | -0.08  | [-0.15,-0.00] | -0.21    | [-0.29,-0.13] | -0.2  | [-0.27,-0.13] | -0.23  | [-0.31,-0.15] | -0.03 | [-0.10,0.05]  | -0.16 | [-0.25,-0.08] |
| Yes (n=1,431)  | 0.1  | [0.02,0.17]   | 0.14     | [0.07,0.21]   | 0.11  | [0.04,0.19]   | 0.15   | [0.08,0.22]   | 0.08  | [0.00,0.15]   | 0.12  | [0.05,0.19]   |
| Total (n=3,337)  | -0.02  | [-0.07,0.04]  | -0.08    | [-0.14,-0.03] | -0.09 | [-0.14,-0.03] | -0.09  | [-0.15,-0.04] | 0.01  | [-0.04,0.07]  | -0.06 | [-0.12,-0.00] |
| [A live dance performance? This could include professional, community, or student...]    |  |               |          |               |       |               |        |               |       |               |       |               |
| (n=2,414)  | -0.12  | [-0.19,-0.06] | -0.18    | [-0.25,-0.11] | -0.19 | [-0.25,-0.13] | -0.19  | [-0.26,-0.12] | -0.01 | [-0.07,0.06]  | -0.15 | [-0.22,-0.08] |
| Yes (n=907)  | 0.3  | [0.20,0.40]   | 0.22     | [0.12,0.32]   | 0.23  | [0.14,0.33]   | 0.23   | [0.13,0.32]   | 0.05  | [-0.05,0.16]  | 0.2   | [0.11,0.30]   |
| Total (n=3,321)  | -0.02  | [-0.08,0.03]  | -0.09    | [-0.15,-0.03] | -0.09 | [-0.14,-0.04] | -0.09  | [-0.15,-0.04] | 0.01  | [-0.05,0.06]  | -0.07 | [-0.13,-0.01] |
| [An event featuring a poet or writer? This could include book signings, readings...]     |  |               |          |               |       |               |        |               |       |               |       |               |
| (n=2,921)  | -0.11  | [-0.17,-0.05] | -0.15    | [-0.21,-0.09] | -0.16 | [-0.22,-0.11] | -0.16  | [-0.22,-0.10] | -0.03 | [-0.09,0.02]  | -0.14 | [-0.21,-0.08] |
| Yes (n=414)  | 0.75   | [0.59,0.90]   | 0.48     | [0.33,0.62]   | 0.57  | [0.42,0.72]   | 0.45   | [0.30,0.61]   | 0.41  | [0.26,0.55]   | 0.59  | [0.45,0.74]   |
| Total (n=3,335)  | -0.02  | [-0.08,0.03]  | -0.09    | [-0.15,-0.03] | -0.09 | [-0.14,-0.04] | -0.1   | [-0.15,-0.04] | 0.01  | [-0.05,0.07]  | -0.07 | [-0.13,-0.01] |
| [Any other kind of live performance? This could include storytelling, standup or...]     |  |               |          |               |       |               |        |               |       |               |       |               |
| (n=2,170)  | -0.11  | [-0.18,-0.04] | -0.21    | [-0.29,-0.14] | -0.21 | [-0.27,-0.14] | -0.22  | [-0.29,-0.15] | -0.07 | [-0.14,-0.00] | -0.19 | [-0.26,-0.11] |
| Yes (n=1,070)  | 0.23   | [0.13,0.32]   | 0.22     | [0.12,0.31]   | 0.21  | [0.12,0.31]   | 0.23   | [0.13,0.32]   | 0.22  | [0.14,0.31]   | 0.22  | [0.13,0.31]   |
| Total (n=3,240)  | -0.01  | [-0.07,0.04]  | -0.09    | [-0.15,-0.03] | -0.09 | [-0.14,-0.03] | -0.09  | [-0.15,-0.03] | 0.01  | [-0.04,0.07]  | -0.07 | [-0.13,-0.01] |

# WORKING PAPER

| ANY DOING OR MAKING ART  |       |               |       |               |       |               |       |               |       |               |       |               |
|--|-------|---------------|-------|---------------|-------|---------------|-------|---------------|-------|---------------|-------|---------------|
| 0 (n=582)  | -0.42 | [-0.58,-0.26] | -0.47 | [-0.63,-0.30] | -0.37 | [-0.52,-0.23] | -0.49 | [-0.64,-0.34] | -0.26 | [-0.41,-0.11] | -0.57 | [-0.74,-0.41] |
| 1 (n=2,865)  | 0.08  | [0.03,0.14]   | 0     | [-0.06,0.06]  | -0.01 | [-0.06,0.04]  | -0.01 | [-0.07,0.05]  | 0.08  | [0.02,0.14]   | 0.05  | [-0.01,0.11]  |
| Total (n=3,447)  | -0.01 | [-0.06,0.04]  | -0.08 | [-0.14,-0.03] | -0.08 | [-0.13,-0.03] | -0.1  | [-0.15,-0.04] | 0.02  | [-0.04,0.07]  | -0.06 | [-0.12,-0.01] |
| [A]do any singing? This could include activities such as singing for an audience   |       |               |       |               |       |               |       |               |       |               |       |               |
| (n=1,851)  | -0.18 | [-0.25,-0.10] | -0.18 | [-0.26,-0.10] | -0.21 | [-0.28,-0.14] | -0.21 | [-0.29,-0.13] | 0.01  | [-0.07,0.09]  | -0.19 | [-0.27,-0.11] |
| Yes (n=1,520)  | 0.2   | [0.12,0.28]   | 0.04  | [-0.04,0.12]  | 0.08  | [0.00,0.15]   | 0.05  | [-0.03,0.13]  | 0.01  | [-0.07,0.09]  | 0.11  | [0.02,0.20]   |
| Total (n=3,371)  | -0.02 | [-0.07,0.04]  | -0.08 | [-0.14,-0.03] | -0.09 | [-0.14,-0.04] | -0.1  | [-0.16,-0.04] | 0.01  | [-0.04,0.07]  | -0.06 | [-0.12,-0.00] |
| [A]play any musical instruments? This could include playing for an audience, learn |       |               |       |               |       |               |       |               |       |               |       |               |
| (n=2,662)  | -0.14 | [-0.20,-0.08] | -0.14 | [-0.20,-0.08] | -0.14 | [-0.19,-0.08] | -0.15 | [-0.21,-0.09] | -0.06 | [-0.12,-0.00] | -0.15 | [-0.21,-0.08] |
| Yes (n=708)  | 0.44  | [0.32,0.56]   | 0.12  | [-0.03,0.27]  | 0.11  | [-0.02,0.23]  | 0.11  | [-0.04,0.26]  | 0.3   | [0.17,0.42]   | 0.25  | [0.10,0.40]   |
| Total (n=3,370)  | -0.02 | [-0.07,0.04]  | -0.08 | [-0.14,-0.03] | -0.08 | [-0.14,-0.03] | -0.09 | [-0.15,-0.04] | 0.01  | [-0.04,0.07]  | -0.06 | [-0.12,-0.00] |
| [A]create or perform any music in ways other than singing or playing an instrument |       |               |       |               |       |               |       |               |       |               |       |               |
| (n=2,989)  | -0.14 | [-0.19,-0.08] | -0.14 | [-0.20,-0.08] | -0.15 | [-0.20,-0.10] | -0.15 | [-0.21,-0.09] | -0.05 | [-0.11,0.01]  | -0.14 | [-0.21,-0.08] |
| Yes (n=365)  | 0.88  | [0.74,1.02]   | 0.38  | [0.20,0.56]   | 0.42  | [0.27,0.57]   | 0.31  | [0.14,0.48]   | 0.49  | [0.33,0.64]   | 0.53  | [0.37,0.70]   |
| Total (n=3,354)  | -0.02 | [-0.07,0.04]  | -0.08 | [-0.14,-0.03] | -0.08 | [-0.14,-0.03] | -0.09 | [-0.15,-0.04] | 0.01  | [-0.04,0.07]  | -0.07 | [-0.13,-0.00] |
| [A]do any dancing? This could include practicing or performing dance, doing dance  |       |               |       |               |       |               |       |               |       |               |       |               |
| (n=1,848)  | -0.23 | [-0.30,-0.15] | -0.24 | [-0.32,-0.16] | -0.22 | [-0.30,-0.15] | -0.3  | [-0.38,-0.21] | 0     | [-0.08,0.08]  | -0.28 | [-0.37,-0.20] |
| Yes (n=1,518)  | 0.28  | [0.21,0.35]   | 0.13  | [0.06,0.20]   | 0.12  | [0.05,0.18]   | 0.18  | [0.11,0.25]   | 0.03  | [-0.04,0.11]  | 0.24  | [0.17,0.31]   |
| Total (n=3,366)  | -0.02 | [-0.07,0.04]  | -0.09 | [-0.14,-0.03] | -0.08 | [-0.14,-0.03] | -0.1  | [-0.15,-0.04] | 0.01  | [-0.04,0.07]  | -0.06 | [-0.12,-0.00] |
| [A]do any acting? This could include acting in a play or musical, doing standup o  |       |               |       |               |       |               |       |               |       |               |       |               |
| (n=3,119)  | -0.09 | [-0.14,-0.03] | -0.13 | [-0.19,-0.07] | -0.13 | [-0.18,-0.08] | -0.14 | [-0.20,-0.08] | -0.03 | [-0.08,0.03]  | -0.12 | [-0.18,-0.06] |
| Yes (n=251)  | 0.78  | [0.57,1.00]   | 0.42  | [0.20,0.65]   | 0.45  | [0.23,0.68]   | 0.41  | [0.22,0.61]   | 0.46  | [0.24,0.67]   | 0.57  | [0.37,0.78]   |
| Total (n=3,370)  | -0.02 | [-0.07,0.04]  | -0.08 | [-0.14,-0.03] | -0.09 | [-0.14,-0.03] | -0.1  | [-0.15,-0.04] | 0.01  | [-0.04,0.07]  | -0.07 | [-0.13,-0.01] |
| [A]were you involved in the production of any theatrical performances? This could  |       |               |       |               |       |               |       |               |       |               |       |               |
| (n=3,167)  | -0.07 | [-0.12,-0.01] | -0.13 | [-0.18,-0.07] | -0.13 | [-0.18,-0.08] | -0.13 | [-0.19,-0.07] | -0.01 | [-0.07,0.04]  | -0.11 | [-0.17,-0.04] |
| Yes (n=199)  | 0.95  | [0.75,1.15]   | 0.69  | [0.48,0.90]   | 0.72  | [0.51,0.93]   | 0.54  | [0.33,0.76]   | 0.55  | [0.32,0.77]   | 0.75  | [0.53,0.98]   |
| Total (n=3,366)  | -0.01 | [-0.07,0.04]  | -0.08 | [-0.14,-0.03] | -0.09 | [-0.14,-0.03] | -0.09 | [-0.15,-0.04] | 0.01  | [-0.04,0.07]  | -0.06 | [-0.12,-0.00] |
| [A]do any painting, drawing, sculpture, or printmaking activities? During the l    |       |               |       |               |       |               |       |               |       |               |       |               |
| (n=2,324)  | -0.19 | [-0.26,-0.13] | -0.16 | [-0.23,-0.09] | -0.17 | [-0.23,-0.11] | -0.2  | [-0.27,-0.13] | -0.09 | [-0.15,-0.02] | -0.23 | [-0.30,-0.16] |
| Yes (n=1,040)  | 0.41  | [0.31,0.50]   | 0.09  | [-0.00,0.18]  | 0.11  | [0.02,0.20]   | 0.15  | [0.07,0.24]   | 0.26  | [0.16,0.35]   | 0.33  | [0.24,0.42]   |
| Total (n=3,364)  | -0.01 | [-0.07,0.04]  | -0.09 | [-0.14,-0.03] | -0.09 | [-0.14,-0.03] | -0.1  | [-0.15,-0.04] | 0.01  | [-0.04,0.07]  | -0.07 | [-0.13,-0.01] |
| [...take any photographs as an artistic activity?] During the last 12 months, di   |       |               |       |               |       |               |       |               |       |               |       |               |
| (n=2,183)  | -0.21 | [-0.27,-0.14] | -0.23 | [-0.30,-0.15] | -0.21 | [-0.27,-0.14] | -0.22 | [-0.30,-0.15] | -0.15 | [-0.22,-0.08] | -0.27 | [-0.34,-0.19] |
| Yes (n=1,177)  | 0.36  | [0.27,0.45]   | 0.21  | [0.13,0.30]   | 0.17  | [0.08,0.25]   | 0.18  | [0.10,0.26]   | 0.34  | [0.26,0.42]   | 0.34  | [0.25,0.43]   |
| Total (n=3,360)  | -0.02 | [-0.07,0.04]  | -0.08 | [-0.14,-0.02] | -0.08 | [-0.13,-0.03] | -0.09 | [-0.15,-0.03] | 0.02  | [-0.04,0.07]  | -0.06 | [-0.12,-0.00] |
| [A]edit any photographs as an artistic activity? During the last 12 months, did    |       |               |       |               |       |               |       |               |       |               |       |               |
| (n=2,424)  | -0.17 | [-0.23,-0.11] | -0.2  | [-0.27,-0.13] | -0.18 | [-0.24,-0.12] | -0.21 | [-0.28,-0.14] | -0.11 | [-0.18,-0.04] | -0.23 | [-0.30,-0.16] |
| Yes (n=952)  | 0.42  | [0.32,0.52]   | 0.25  | [0.15,0.35]   | 0.19  | [0.09,0.28]   | 0.22  | [0.13,0.32]   | 0.37  | [0.28,0.46]   | 0.39  | [0.29,0.49]   |
| Total (n=3,376)  | -0.01 | [-0.07,0.04]  | -0.08 | [-0.14,-0.03] | -0.08 | [-0.14,-0.03] | -0.1  | [-0.15,-0.04] | 0.02  | [-0.04,0.07]  | -0.06 | [-0.12,-0.00] |
| [A]create any films or videos as an artistic activity? During the last 12 months   |       |               |       |               |       |               |       |               |       |               |       |               |
| (n=2,965)  | -0.1  | [-0.16,-0.05] | -0.15 | [-0.21,-0.09] | -0.15 | [-0.20,-0.09] | -0.15 | [-0.21,-0.09] | -0.06 | [-0.12,0.00]  | -0.14 | [-0.21,-0.08] |
| Yes (n=401)  | 0.63  | [0.49,0.77]   | 0.39  | [0.22,0.55]   | 0.38  | [0.24,0.52]   | 0.31  | [0.15,0.47]   | 0.55  | [0.43,0.68]   | 0.53  | [0.39,0.68]   |
| Total (n=3,366)  | -0.01 | [-0.07,0.04]  | -0.08 | [-0.14,-0.02] | -0.08 | [-0.13,-0.03] | -0.1  | [-0.15,-0.04] | 0.02  | [-0.04,0.07]  | -0.06 | [-0.12,-0.00] |
| [A]design or create any animations, digital art, computer graphics, or video game  |       |               |       |               |       |               |       |               |       |               |       |               |
| (n=3,031)  | -0.09 | [-0.15,-0.04] | -0.13 | [-0.19,-0.07] | -0.14 | [-0.20,-0.09] | -0.13 | [-0.19,-0.07] | -0.08 | [-0.13,-0.02] | -0.13 | [-0.19,-0.07] |
| Yes (n=331)  | 0.63  | [0.46,0.80]   | 0.34  | [0.16,0.53]   | 0.39  | [0.22,0.56]   | 0.25  | [0.09,0.41]   | 0.8   | [0.67,0.92]   | 0.56  | [0.38,0.74]   |
| Total (n=3,362)  | -0.01 | [-0.07,0.04]  | -0.08 | [-0.13,-0.02] | -0.08 | [-0.13,-0.03] | -0.09 | [-0.14,-0.03] | 0.02  | [-0.03,0.07]  | -0.06 | [-0.11,0.00]  |
| [A]make any pottery, ceramics, or jewelry? During the last 12 months, did you      |       |               |       |               |       |               |       |               |       |               |       |               |
| (n=2,890)  | -0.13 | [-0.19,-0.07] | -0.15 | [-0.21,-0.08] | -0.16 | [-0.21,-0.10] | -0.16 | [-0.22,-0.09] | -0.03 | [-0.09,0.03]  | -0.15 | [-0.22,-0.09] |
| Yes (n=475)  | 0.72  | [0.58,0.86]   | 0.32  | [0.19,0.46]   | 0.37  | [0.23,0.50]   | 0.3   | [0.16,0.45]   | 0.34  | [0.21,0.47]   | 0.54  | [0.41,0.68]   |
| Total (n=3,365)  | -0.02 | [-0.07,0.04]  | -0.08 | [-0.14,-0.03] | -0.09 | [-0.14,-0.03] | -0.1  | [-0.15,-0.04] | 0.02  | [-0.04,0.07]  | -0.06 | [-0.12,-0.00] |
| [A]do any leatherwork, metalwork or woodwork? During the last 12 months, did you   |       |               |       |               |       |               |       |               |       |               |       |               |
| (n=2,793)  | -0.05 | [-0.10,0.01]  | -0.15 | [-0.22,-0.09] | -0.12 | [-0.18,-0.06] | -0.14 | [-0.20,-0.07] | -0.12 | [-0.18,-0.06] | -0.13 | [-0.20,-0.06] |
| Yes (n=584)  | 0.11  | [-0.03,0.24]  | 0.2   | [0.09,0.31]   | 0.07  | [-0.05,0.19]  | 0.07  | [-0.06,0.20]  | 0.59  | [0.48,0.69]   | 0.21  | [0.07,0.35]   |
| Total (n=3,377)  | -0.02 | [-0.07,0.04]  | -0.08 | [-0.14,-0.03] | -0.08 | [-0.13,-0.03] | -0.1  | [-0.15,-0.04] | 0.01  | [-0.04,0.07]  | -0.06 | [-0.12,-0.00] |
| [A]do any weaving, crocheting, quilting, needlework, knitting, or sewing? During   |       |               |       |               |       |               |       |               |       |               |       |               |
| (n=2,450)  | -0.11 | [-0.18,-0.05] | -0.1  | [-0.17,-0.03] | -0.12 | [-0.18,-0.06] | -0.14 | [-0.21,-0.08] | 0.02  | [-0.05,0.08]  | -0.15 | [-0.22,-0.07] |
| Yes (n=930)  | 0.28  | [0.18,0.39]   | 0     | [-0.09,0.10]  | 0.05  | [-0.05,0.15]  | 0.07  | [-0.03,0.17]  | 0.01  | [-0.09,0.11]  | 0.2   | [0.10,0.29]   |
| Total (n=3,380)  | -0.01 | [-0.07,0.04]  | -0.08 | [-0.13,-0.02] | -0.08 | [-0.13,-0.03] | -0.09 | [-0.15,-0.03] | 0.02  | [-0.04,0.07]  | -0.06 | [-0.12,0.00]  |
| [A]do any scrapbooking, origami or other paper-based art? During the last 12 mon   |       |               |       |               |       |               |       |               |       |               |       |               |
| (n=2,690)  | -0.1  | [-0.16,-0.04] | -0.15 | [-0.21,-0.08] | -0.15 | [-0.21,-0.10] | -0.17 | [-0.24,-0.11] | -0.01 | [-0.07,0.05]  | -0.16 | [-0.23,-0.09] |
| Yes (n=677)  | 0.39  | [0.27,0.51]   | 0.2   | [0.09,0.31]   | 0.24  | [0.12,0.35]   | 0.27  | [0.16,0.38]   | 0.12  | [0.01,0.23]   | 0.37  | [0.26,0.49]   |
| Total (n=3,367)  | -0.01 | [-0.07,0.04]  | -0.09 | [-0.14,-0.03] | -0.08 | [-0.14,-0.03] | -0.1  | [-0.15,-0.04] | 0.01  | [-0.04,0.07]  | -0.06 | [-0.12,-0.00] |
| [...do any creative writing? This could include fiction, non-fiction, poetry, or   |       |               |       |               |       |               |       |               |       |               |       |               |
| (n=2,585)  | -0.18 | [-0.24,-0.12] | -0.19 | [-0.25,-0.13] | -0.19 | [-0.25,-0.13] | -0.19 | [-0.25,-0.13] | -0.07 | [-0.13,-0.00] | -0.21 | [-0.28,-0.14] |
| Yes (n=783)  | 0.62  | [0.51,0.72]   | 0.33  | [0.20,0.45]   | 0.33  | [0.23,0.44]   | 0.26  | [0.13,0.40]   | 0.33  | [0.21,0.44]   | 0.51  | [0.38,0.63]   |
| Total (n=3,368)  | -0.01 | [-0.07,0.04]  | -0.08 | [-0.14,-0.02] | -0.08 | [-0.13,-0.03] | -0.09 | [-0.15,-0.04] | 0.02  | [-0.04,0.07]  | -0.06 | [-0.12,-0.00] |

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