

### Your Question:

An [Arts Education Partnership](#) partner asked about the impact of arts instruction on student engagement in other subjects within distance learning models. For example, if students are able to continue arts instruction, are they more likely to log in to virtual school daily and participate in other classes as well?

### Our Response:

At this time, very little information exists to support the statement that engagement in arts instruction increases the likelihood that students will log on daily to virtual school, including participation in both arts and non-arts classes. However, we do know that states and school districts across the country have prioritized [student mental health](#), [social and emotional learning](#) and [student engagement](#) in their schools and that arts education and [arts-integrated methods](#) can support these goals and improve both academic and personal outcomes for students. An extensive amount of research exists on outcomes broadly related to student engagement in school, including gains made in other academic subjects. Our response includes multiple research studies (published on [ArtsEdSearch](#) and other resources) that look at the role of the arts in student engagement and related outcomes.

To date, 53 national organizations and groups — including many of the Arts Education Partnership’s partner organizations — have signed [Arts Education Is Essential: A Unified Statement From Arts and Education Organizations](#). This statement supports educators and other stakeholders with their respective work and communicates how arts education and the arts can uniquely and significantly support communities, districts and states with their education goals and priorities. This response includes a list of the AEP partner organizations that have signed this statement. (See below.) This list includes the [Educational Theatre Association](#), [NAMM Foundation](#), [National Art Education Association](#) and [National Association for Music Education](#), which have resources available to support other organizations in their responses to Covid-19 and their broad work in arts education programming. Additionally, other arts organizations develop and broadly share resources to support student engagement and educator development through the arts. [TeachRock](#) is an arts education organization that offers free resources (available on its website), including [distance learning resources](#) that support student engagement through music.

As a response to the current pandemic, national education organizations have released resources related to prioritizing and supporting student wellness. These resources provide considerations and guidance for schools, districts and states as they respond to the needs of their students and their families, as well as educators during this time. The Council of Chief State School Officers offers a collection of resources related to COVID-19 response, including considerations for teaching and learning during both restart and recovery that focus on [well-being and connection](#) (supports for both school staff and students), [mental health](#) (including state examples) and [parent and community engagement](#). The Collaborative for Academic, Social, and Emotional Learning recently released [a new framework guide](#) that provides recommendations for school leaders to help meet the SEL needs of student, staff, families and community partners throughout transitions taking place during the pandemic and focuses on SEL as a critical component to successful transitions in reopening schools.

At this time, little information is available on data or policies related to spring 2020 standardized tests and any relevant connections to student engagement in the arts and other academic subjects. All states received a waiver for standardized tests during the spring. Throughout the current pandemic, Education Commission of the States has been tracking state and federal education policy responses to COVID-19, which can be accessed [here](#). Additionally, Education Commission of the States is exploring the transition to virtual schooling as a response to COVID-19. We included several related resources in our response. AEP tracks and shares responses and resources from the arts education field related to COVID-19, including guidance from national arts education organizations on reopening plans. All of these resources can be accessed [here](#). Education Commission of the States and AEP will continue to update these resources, and AEP shares these updates via the [ArtsEdDigest](#) and social media.

If you are interested in learning more about the work of the AEP partner organizations mentioned in this information request and would like to connect with any of these organizations, please let us know. We would be happy to start an introduction.

## ADDITIONAL RESOURCES

### AEP Partner Organizations That Signed the ‘Arts Education Is Essential Statement’

- Afterschool Alliance
- Americans for the Arts
- Carnegie Hall
- Chorus America
- CMA Foundation
- Educational Theatre Association
- League of American Orchestras
- Little Kids Rock
- Mr. Holland’s Opus Foundation
- Music for All
- Music Teachers National Association
- NAMM Foundation
- National Art Education Association
- National Association for Music Education
- National Association of Elementary School Principals
- National Association of Secondary School Principals
- National Coalition for Core Arts Standards
- National Dance Education Organization
- National Education Association
- Save The Music Foundation
- State Education Agency Directors of Arts Association
- The Rock and Roll Forever Foundation
- Young Audiences Arts for Learning

## Arts-Related Resources

- [The Arts Education Data Toolkit](#) (Education Commission of the States and National Endowment for the Arts)
- [Why Technology Cannot Replace In-Person Art Experiences](#) (Education Commission of the States Ed Note blog post)
- [Bridging the Gap: Expanding Access to the Visual Arts Trough Distance Technology](#) (Crystal Bridges Museum of American Art)
- [New Evidence of the Benefits of Arts Education](#) (Brookings)
- [General Arts Education Resources](#) (Americans for the Arts)
- [ArtsEd Response Collective Final Report](#) (Ingenuity)
- [Creative Arts Interventions for Stress Management and Prevention—A Systematic Review](#) (Research Study)
- [Roosevelt Elementary School Music Immersion Experience San Gabriel Unified School District 2018 Data and Evaluation Report](#) (Program Evaluation)

## ArtsEdSearch

- [Activating Student Engagement Through Drama-Based Instruction](#) (Research Summary)
- [Arts Education in Secondary Schools: Effects and Effectiveness](#) (Research Summary)
- [Creativity in an Arts Integrated Third Space: A Case Study of Elementary School Students in an International Collaboration](#) (Research Summary)
- [The Effects of Arts Integration on Long-Term Retention of Content and Student Engagement](#) (Research Summary)
- [Learning Through the Arts: Lessons of Engagement](#) (Research Summary)
- A [collection of research](#) on the outcomes of arts education related to student motivation, engagement and/or persistence.

## Policy-Related Resources

- [State Data Can Help Address Arts Ed Needs During and After the Pandemic](#) (Education Commission of the States Ed Note blog post)
- [Virtual School Policies](#) (Education Commission of the States)
- [Data You Can Use: How Much Virtual Schooling Happened During the Pandemic?](#) (Education Commission of the States Ed Note blog post)
- [Policy Solutions That Foster Competency-Based Learning](#) (Education Commission of the States)
- [State Information Request: Social Emotional Learning](#) (Education Commission of the States)

## Additional Resources

- [Webinar – Better Student Engagement During Covid-19](#) (The Chronicle of Higher Education)
- [Promising Practices Brief: Improving Student Engagement and Attendance During COVID-19 School Closures](#) (Insight Policy Research, American Institutes for Research and the U.S. Department of Education)
- [Student Engagement in High-Stakes Accountability Systems](#) (Research Study)

## Recent News and Upcoming Events

Education Commission of the States strives to respond to information requests within 48 hours. This document reflects our best efforts, but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

**News:**

- [8 Lessons We Are Learning about Student Engagement During Covid-19](#) (New Visions for Public Schools)
- [Colorado, Iowa: Student Engagement during COVID-19](#) (National Assembly of State Arts Agencies)

**Events:**

- [AEP Virtual Gathering \(Sept. 9, 11, 15 and 17, 2020](#) – Arts Education Partnership)  
As part of the programming of [AEP's 2020 Virtual Gathering](#), several of our partner organizations will be leading the 'Are We Reaching the Promise of Title IV-A?' session where participants will learn more about arts education programs supported by Title IV-A funding and practice requesting such funds for their own schools and communities. AEP will also host several 'Office Hour' sessions where attendees can talk with partners and session presenters about interesting topics.
- [Virtual Summit - The Arts & SEL: A Synergistic Pairing \(Sept. 25, 2020](#) – State Education Agency Directors of Arts Education)
- [Virtual Convening — The Remix: Reimagining Power and Practice \(Nov. 9-23, 2020](#) – Grantmakers in the Arts)