

Music IS Education

IMPACT OF MUSIC STATE: NEVADA

Impact on Workforce Skills Preparedness

Music is structured, assessable workforce-skill training (collaboration, communication, self-management, leadership, perseverance). A 2023 systematic review synthesizing 44 studies across 16 countries concludes that music education meaningfully contributes to workforce skills, including social, methodological, and practical competencies.

Key Findings:

- Music ensembles function like teams with deadlines and public deliverables (performances).
- Students practice iterative improvement through feedback cycles (rehearsal).
- Roles are explicit and accountable (section leader, principal player, accompanist).
- Attendance matters because the “team” cannot function with missing members—this is an operational bridge to the absenteeism data presented just below.

Citation (systematic review):

- Diz-Otero, M., Pino-Juste, M., Esteve-Faubel, J. M., & Domínguez-Lloria, S. (2023). *The Development of Soft Skills through Music in Educational Contexts: A Systematic Review*. Education Sciences, 13(1194). <https://doi.org/10.3390/educsci13121194>

Impact on Chronic Absenteeism

The recent report from Virginia states the hypothesis “Do arts students have lower chronic absenteeism rates than non-arts students?” was validated with a “**firm YES**” for career music and arts students.

Key Findings (Virginia, 2018–2023 student-level review):

- “Career arts” students had a **34.1% more favorable chronic absenteeism rate** than “non-career arts” students (2023).
- By year, seniors identified as “career arts” showed **32.3% to 50.8% lower chronic absenteeism rates** than non-career-arts seniors (2020–2023).
- By sex (2023), “career arts” students had more favorable chronic absenteeism rates of **34.5% for females** and **37.3% for males** compared to non-career-arts students.

Citations:

- Morrison, R., Bollino, A, Bisogno, K, & McCormick, P. (March 2024). *Chronic Absenteeism and the Arts in Virginia Public Schools: A Statistical Review*. Quadrant Research (prepared using Virginia Department of Education student-level data via data-sharing agreement as part of the Arts Education Data Project). (These findings appear in the March 2024 report excerpts provided: “34.1% more favorable,” “32.3%–50.8% lower,” and the sex breakdown figures.)

Impact on Equity

Cutting a music program doesn't just remove an elective; it can push your school further into a documented national inequity pattern—especially for underserved students—at a time when districts are scrutinizing access to “well-rounded” opportunities. (See Sec. 8002 within ESSA)

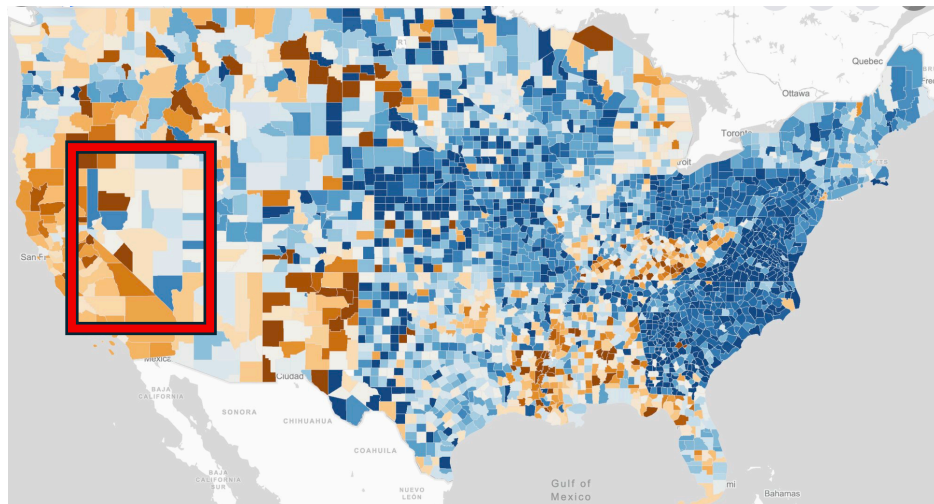
Key Findings:

The map below reflects the percentage of schools in a county that offered music as part of the regular school day in 2024. Most of the state-level data come directly from state departments of education that participate in the Arts Education Data Project. In those states, districts report school-level data to the state, which then feeds into the project. The dataset includes traditional public and charter schools, more than 98,000 schools nationwide. This data includes the following.

- In-school music instruction during the regular school day
- Programs reported by districts to state education agencies
- Verified program and teacher presence, including proprietary sources in states where state data are not yet available

This is a US map of COUNTIES. Each county is colored based on the percent of SCHOOLS offering music in that county. The darkest blue is 100%. The darkest orange is 0% or near 0%. Very light blue is 50%.

Updated: 1/27/26



Nevada's most populous districts fall into the category of offering music in 100% of their schools.

Did you know? Nevada Arts/Culture Workforce Data

Nevada's creative economy is not marginal; it is a multi-billion-dollar sector with above-average wages and fast growth, strengthening the case that music and arts education are career-connected learning to be continually cultivated, not “extras” that can be eliminated.

Key Findings:

- **\$12.4 billion** in arts/cultural production value added in Nevada (2023)
- **5.1%** share of Nevada's total value added (2023)
- **46,761 jobs** in ACPSA industries (2023)
- **3.0%** share of Nevada employment (2023)

- **\$4.4 billion** in ACPSA compensation (2023)
- **3.6%** share of statewide compensation (2023)
- Nevada ranked **12th in ACPSA employment growth** (since 2022)
- ACPSA employment grew **4.0%** in Nevada since 2022 vs **0.3%** U.S.
- **Nevada ranked 1st in ACPSA compensation growth (since 2022)**
- ACPSA compensation grew **12.7%** in Nevada since 2022 vs **3.6%** U.S.
- Average compensation per wage-and-salary job in Nevada's ACPSA industries was **\$95,134** (2023) vs **\$78,768** statewide average for all salaried jobs

Citation:

- U.S. Bureau of Economic Analysis (BEA) Arts and Cultural Production Satellite Account (ACPSA) – Nevada (2023) excerpt

The [Music IS Education](#) Coalition is made up of organizations that believe in the critical role music education plays in the development of ALL students. These partners have and will continue to work tirelessly to build the resources and support necessary to ensure the next generation of students has a complete education that includes music.

[Get Involved!](#)