

Program: Beverley Taylor Sorenson Arts Learning Program (BTS Arts)

Problem Statement: Many students struggle to connect with core curricula, lack sufficient exposure to creativity and other workforce skills, leading to lower performance in assessed subjects, diminished school culture, and negatively impacted student well-being. There is a critical need for instructional approaches that integrate dance, drama, music, and visual arts into the core curriculum to enhance student engagement, provide diverse learning entry points, and improve overall academic and durable skill outcomes.

Resources:

- FY25 = 20,445,000 (includes \$1M 1x funding)
- USBE staff = 1.5 FTE. Additional .5 FTE privately funded and 1.0 NUES BTS Arts regional coach (serving 15 districts). Three additional Fine Arts staff provide part-time critical program support funded on other USBE state budgets.
- LEAs receive \$72,000 per 1.0 FTE + ESA (\$11,343) for BTS Arts teacher salaries. LEAs pay any excess over uniform amount to meet salaries
- Private Partner contributes ~\$1M/year in supports
- 7 endowed universities provide continuous professional development to all BTS Arts teachers throughout the year

Core Strategies (Outputs):

State Actions

Ongoing resource development and professional learning,

LEA Actions

Apply to program; hire and support licensed arts educators and/or instructional coaches

School Actions

Ensure that every student in their school has ongoing integrated arts instruction; report annually through assurances

Classroom Actions

Ensure that the BTS Arts teacher plans curriculum with the classroom teacher and ideally co-implements teaching goals to improve learning outcomes

Short Term Outcomes*:

- 38 new schools added in FY24
- Year-over-year improvement in academic assessments for every year a school is in the program (UEPC research report 2024)
- Improved student engagement and interest, and increased durable skills
- Improved school culture and school community engagement
- Equitable access to arts learning and arts integration experiences for all students in a school
- BTS Arts students demonstrate increased arts competency in Arts core subjects and in many instances deliver the only arts instruction in a school.
- Students continuing with arts engagement into secondary grades and lifelong arts engagement

*See: [FSY 23/24 Annual Assurance Impact Report](#)

- Performance Measures include:
- Number of Schools
 - Number of Students
 - Impact as reported in assurances survey
 - Learning
 - School Culture
 - Family Involvement

Performance Measure(s) Alignment:

% of students in grades 1-12 in public schools that are chronically absent

% of students proficient on science in grades 4-8 RISE or DLM

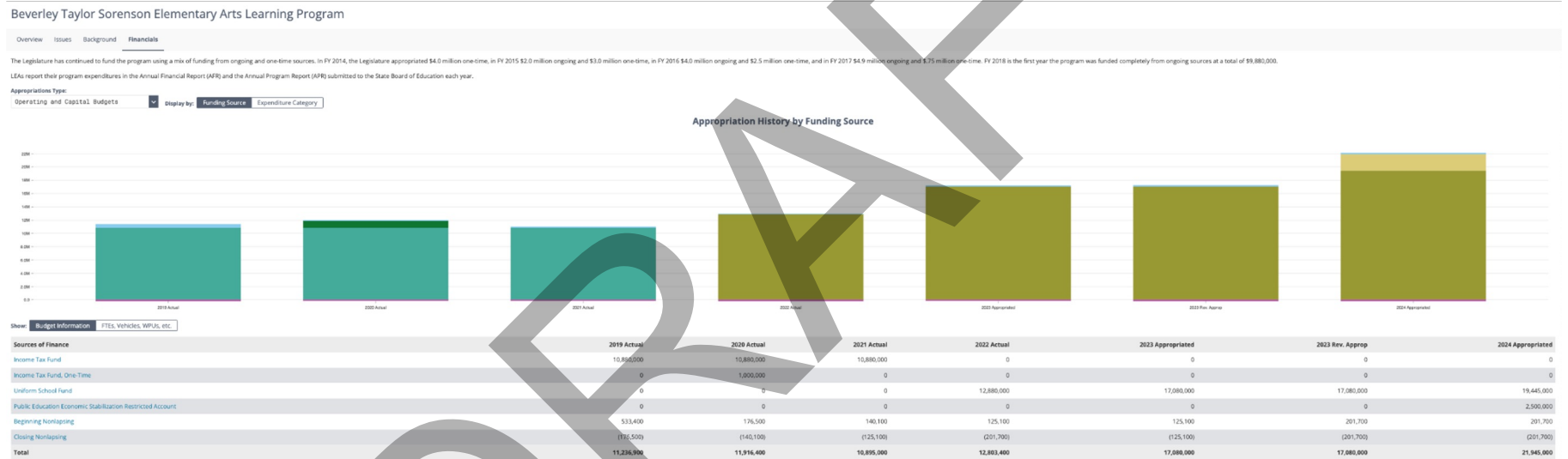
% of students proficient on ELA in grades 3-8 RISE or DLM

% of students proficient on mathematics in grades 3-8 RISE or DLM

% of students making typical or better progress on Acadience Reading PoP (grades 1-3)

% of students making typical or better progress on Acadience Math PoP (grades 1-3)

Financial Data (from [COBI](#))



2019 Actual	2020 Actual	2021 Actual	2022 Actual	2023 Actual	2024 Actual
\$11,236,900	\$11,916,400	\$10,895,000	\$12,803,400	\$17,080,000	\$21,945,000

USBE Program Support and Administration

USBE Personnel (Roles and Responsibilities)

Fine Arts/BTS Arts Coordinator (funded 1.0)

- Board liaison with rule/code legislation and compliance
- Research and strategic planning liaison with private partner and consultants
- Endowed chair liaison with 7 BTS Arts endowed universities to deliver ongoing professional development

BTS Arts Specialist (funded .5 USBE / .5 non-BTS)

- BTS Arts teacher Canvas courses – build/oversight (x2). Assists with endorsements and teacher pathways
- Coaching and program supports statewide. Ongoing presentations, PD, PL, workshops, compliance oversight, research support
- Program implementation oversight to include: develops online and tangible arts integrated resources; works directly with schools/principals

BTS Arts Program Specialist II (partial appt – non-BTS funded)

- Application set up
- Annual Assurances POC with LEAs
- Funding distribution/oversight with LEAs to include reimbursements
Utah Grants interface with LEA grants managers, trainings

BTS NUES Regional Coach (funded 1.0)

- Serves 15 districts in rural/low population areas where USBE staff can't access regularly
- Mentors first year BTS teachers in BYU region
- Provides professional development and tangible resources through lending library and online services to the NUES region schools, principals, classroom teachers, and students.

Fine Arts Specialist (partial appt. Non-BTS)

- Fine Arts endorsements and core competency oversight

Fiscal Administration Requirements

BTS Art Program Specialist II

- Distribute funds for BTS Arts educator and coaches loaded salaries, university grants, NUES funding
- Manage applications and reimbursements through Utah Grants

Monitoring/Evaluation Requirements

Fine Arts/BTS Arts Coordinator, BTS Arts Specialist, & BTS Arts Program Specialist II

- Administer annual Assurances surveys to principals and BTS Arts educators. Issue annual reports to legislature, board, and stakeholders
- Endowed universities issue annual reports documenting professional development for their BTS Arts educators in their assigned regions
- Ensure grant applications align with allowed funding usage according to statute/Board Rule

Recommended Alignment to [R277-114](#) (board oversight)

Category: 3

Rationale: Required by the code, program expectations, and available resources for monitoring.

[BTS Arts Board Rule 277-490](#)

Policy Questions for the Board

- *Are there changes to rule/code that the Board may consider?*

YES—Board Rule R277-490 update for FY26. For consideration: adding a second distribution to the current FY25 uniform amount allocation to create a more sustainable model for larger LEAs who have the highest participation in the program and serve the most students.

See: BTS Arts financial steering committee recommendations as well as Accompanying Slide Deck.

See the Excel Base+ Modeling tool developed for USBE BTS Arts allocation modeling with a two-tranche distribution.

- *Are there additional resources or recommendations that the Board may consider?*
Pending legislative funding request before the Utah State Board of Education