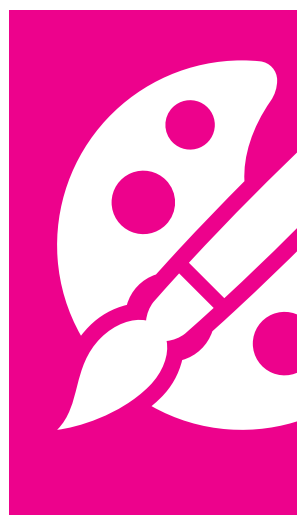




Beverley Taylor  
Sorenson *Arts*  
Learning Program



**Beverley Taylor Sorenson  
Arts Learning Program  
Strategic Plan 2019–2025**

# Beverley's Legacy

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The BTSALP was named after its champion Beverley Taylor Sorenson whose tireless advocacy for the arts left a legacy that is still felt by many across the State of Utah. As a child, Beverley trained in dance and music, and she continued to foster her passion for the arts as she raised eight children with her husband James LeVoy Sorenson. Her compassion for young children, support for the arts, and background in teaching inspired her pioneering efforts to reinvigorate elementary arts education in Utah's higher education community.

Beverley's passion was the driving force behind the Sorenson family's eight endowments to institutions of higher education in Utah. These endowments support colleges and departments responsible for educating Utah's future teachers, and ensure that both future and current teachers are well-equipped to create meaningful art experiences for children in Utah.

Because of Beverley's legacy, each year thousands of students and educators experience arts integrated learning opportunities that create deeper understanding of K-6 foundational concepts across science, language arts, math, social studies, and more.



# About Art Works for Kids and BTSALP

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Art Works for Kids (AWFK) and Friends of AWFK were created to help execute Beverley's vision for arts learning in Utah through strategic guidance and advocacy. The foundation was established in 1995 alongside the BTSALP teaching model. Beverley's family, James Lee Sorenson, Joe Sorenson, and Joan Sorenson Fenton, serve on the foundation's board of trustees.

The BTSALP is funded by the state legislature and AWFK, and supported by seven endowed institutions of higher education that advise the program and provide professional development for arts integration specialists. The program is implemented and monitored by the Utah State Board of Education (USBE) in close collaboration with Local Education Agencies (LEAs) around the state.

## About the Sorenson Impact Center

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Endowed by James Lee Sorenson in 2013, the Sorenson Impact Center (The Center) is a national research and technical assistance provider based at the University of Utah's David Eccles School of Business. The Center provides expertise in performance measurement, evaluation design, data analysis, evidence-based programming, and policy.





The Beverley Taylor Sorenson Arts Learning Program strives to provide **every** Utah elementary school student high quality arts learning and arts integration experiences.

## History

Lifelong arts advocate and philanthropist Beverley Taylor Sorenson learned first hand how arts learning could impact students and schools. She gathered a team of experts and developed Utah's arts integrated teaching model. Over the years, her legacy has been felt by tens of thousands of children throughout Utah.

**1995**

Beverley Taylor Sorenson starts Art Works for Kids

**1996**

5 Utah Elementary Schools house an Arts Integrated Specialist

**2006**

Southern Utah University Beverley Taylor Sorenson Education Building Completed

**2007**

21 Utah Elementary Schools with an Arts Integrated Specialist

**2008**

Legislature appropriates \$16 million for a 4-year pilot program and 50 Utah Elementary Schools with an Arts Integrated Specialist

**2012**

72 Utah Elementary Schools with an Arts Integrated Specialist

**2013**

University of Utah Beverley Taylor Sorenson Arts and Education Complex Completed

**2014**

213 Utah Elementary Schools with an Arts Integrated Specialist

**2016**

Utah Legislature appropriates an additional \$3m in ongoing funding to BTSALP, taking total to \$9.75M on-going

**2019**

383 Utah Elementary Schools with an Arts Integrated Specialist; Request for perpetual legislative funding

Seven Utah universities and colleges partner with the USBE to provide professional development for the BTSALP teachers and classroom specialists. Endowments established 2005–13



## The BTSALP Serves

**383 UTAH SCHOOLS**



**OVER 200,000 STUDENTS**



# How Does the BTSALP Work?

- The Utah State Board of Education, through legislative appropriation, helps fund BTSALP licensed teachers who are qualified experts in one of four art disciplines: **visual art, dance, music, and theater**. They work alongside elementary classroom teachers to develop lesson plans that incorporate art.
- The Utah State Board of Education awards funds, monitors compliance, and implements the BTSALP by collaborating with superintendents, school administrators, and fine arts specialists across the state.
- Funding from the Utah Legislature and Beverley Taylor Sorenson's legacy nonprofit, Art Works for Kids, is granted to LEAs that apply for the program each year.
- LEAs who reapply for the program are prioritized for annual grants, and new applicants are further prioritized based on the potential number of students served. All others are placed on a waiting list until expansion funds become available.
- Granted LEAs demonstrate commitment to the BTSALP by agreeing to a 20% funding match.
- LEAs determine which schools receive BTSALP.
- Fine arts specialists are hired by LEAs and report to their individual school administrators.

## The BTSALP Does More Than You Think

### Arts integrated education is shown to improve



**LANGUAGE  
DEVELOPMENT**



**MOTOR  
SKILLS**



**DEEPER  
LEARNING**



**STUDENT  
ENGAGEMENT**

### The BTSALP Helps Students (Utah Education Policy Center)



Students have higher math and reading test scores the longer BTSALP is in schools.



Students have higher attendance when they are taught using the BTSALP



Parents become more engaged in schools with the BTSALP



of parents with students in  
BTSALP schools value teaching  
core subjects through the arts



of teachers in BTSALP schools  
value learning through the arts,  
instead of teaching core subjects



of parents in BTSALP  
schools would recommend  
the program to others

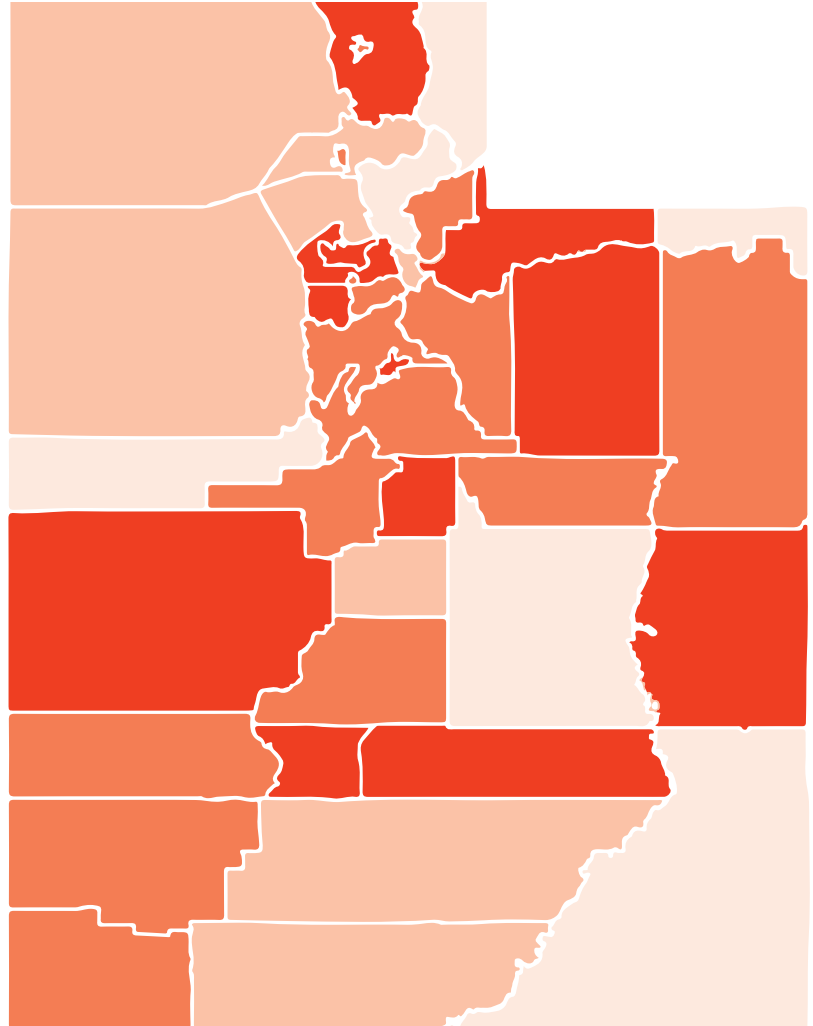
■ Students in schools participating in BTSALP from 2009–2013 scored an average **2.2 points higher** on language arts CRTs and an average **3.1 points higher** on math CRTs **compared to students in schools without the BTSALP**.  
(Source: 2013 study, Utah Education Policy Center)

■ Students in schools participating in BTSALP from 2013–2017 had higher rates of average improvement in language arts, math, and science SAGE test scores.  
(Source: 2017 study conducted by Westminster College Endowed Chair Rebecca Penerosa)

# What Does it Look Like?

## LEAs IMPLEMENTING BTSALP

- None: 0%
- Light: 1–25%
- Partial: 26–75%
- Full: 76–100%



## PROGRAM MODELS

LEAs in Utah have developed different innovative BTSALP models to serve their students. Per Board Rule R277-490, the essential elements of the program include an arts specialist working collaboratively with classroom teachers to regularly plan and integrate instruction. LEAs can also propose additional activities that the Board can approve, as evidenced in the following models:

### Traditional Model

One .5 FTE specialist serves every child in the school with weekly fine arts instruction integrated with core concepts in language arts, math, and science.

### Alpine, Granite, and Jordan Districts

District-level coaches support effective BTSALP implementation at their schools.

### Nebo School District

Eight specialists work side-by-side with classroom teachers to coach and model best practices of arts integration. Classroom teachers receive 8 days of training and are required to show evidence of arts integration.

### Washington County School District

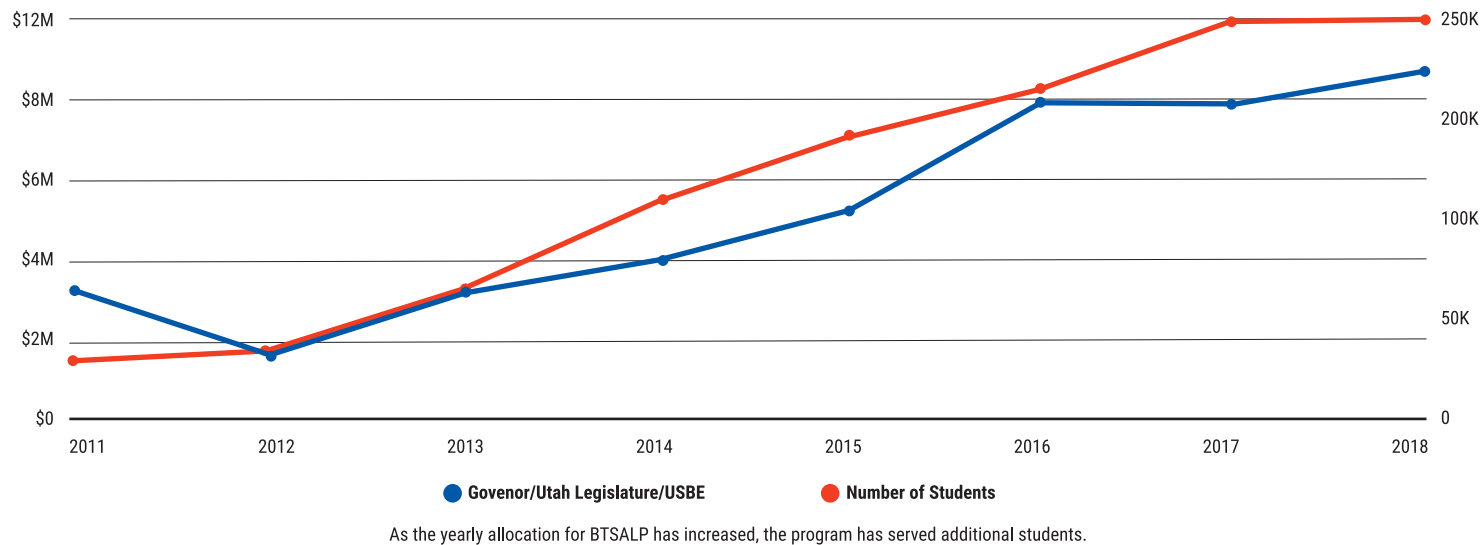
Dance specialists have been hired to specifically work with all elementary special education classrooms in the district.

### Davis School District

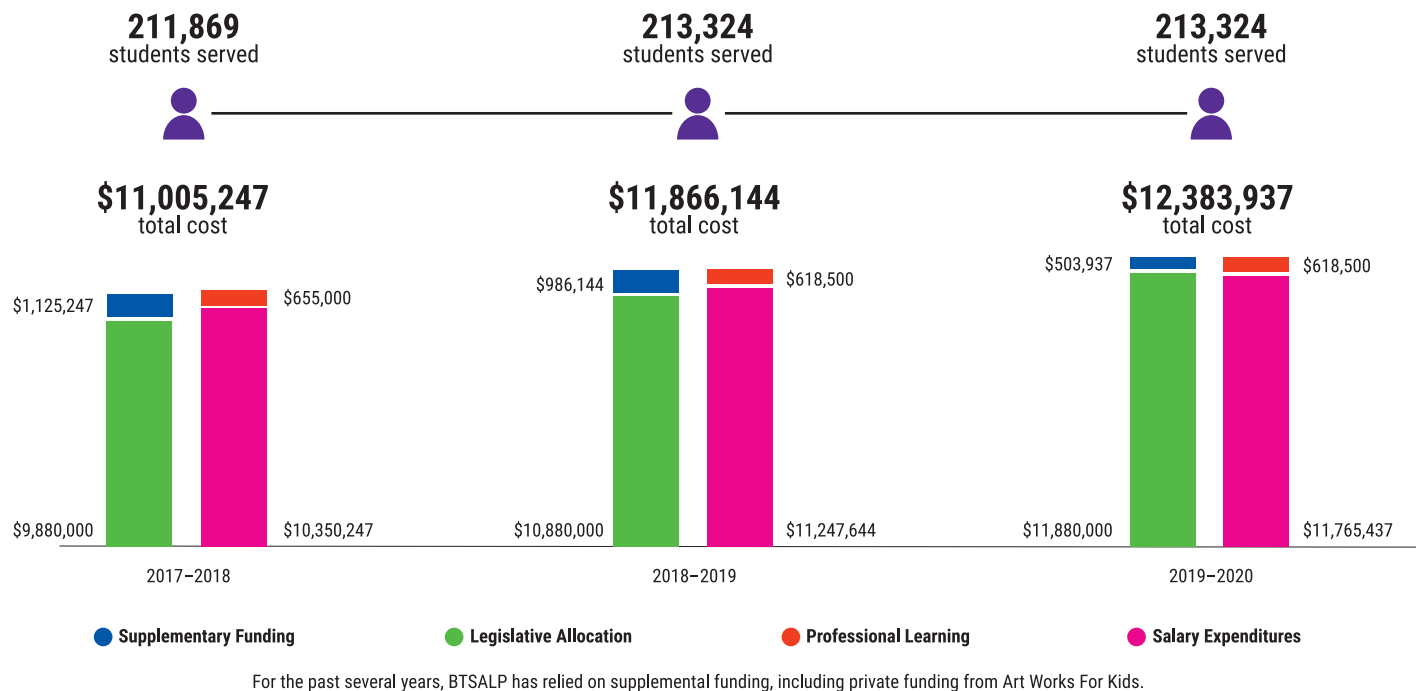
Three specialists increase the capacity of para-professional arts teachers in 60 schools.

# BTSALP Finances

Yearly legislative funding and number of students served 2014–2019



Impact of increased salary costs on BTSALP



One Year Implementation Cost:

**\$27 Million**

Five Year Phased Implementation Cost:

**\$30 Million**

Assumes a 5.5% growth rate. See five year implementation plan appendix.



# Strategic Plan for the BTSALP

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To develop this strategic plan, the Center convened an advisory committee including Lisa Cluff (AWFK), Cathy Jensen (USBE), Cally Flox (Brigham Young University), Lindsay Zizumbo (Sorenson Impact Foundation), and Shawn Newell (USBE). The committee collaborated with the following objectives in mind:

- Create a long-term expansion plan for the BTSALP so that every student in Utah benefits from arts instruction and arts integrated learning experiences.
- Refine the BTSALP mission and vision to ensure these essential guiding statements align with the program's current and future direction.
- Objectively assess the BTSALP's strengths, weaknesses, opportunities, and threats.
- Develop short- and long-term goals to achieve program expansion responsibly and sustainably with the highest possible quality.
- Develop solutions to current and projected operations challenges and identify gaps in program documentation and resources that are essential for program expansion.



# Key Findings & Results

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## KEY FINDINGS



The BTSALP is a uniquely structured arts-integration program with well-documented positive student outcomes.

Stakeholders of the BTSALP are extremely passionate about the value of arts education for young children, and committed to increasing the quality of the program.

The program has expanded considerably over the last several years, creating stress points for USBE, AWFK, university partners, and school-based partners and staff.

A modified and more resourced program implementation structure will improve compliance at the LEA and school level.

The BTSALP can improve its ability to report on student impact by prioritizing select outcomes, streamlining reporting, and expanding annual self-assessments at the school level.

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## RESULTS



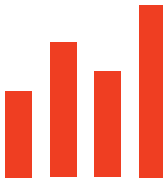
Nine one-on-one interviews with AWFK and USBE representatives, university endowed positions, and LEA level program coordinators.



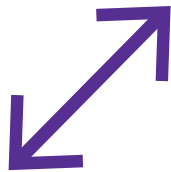
Landscape analysis of arts learning and evaluation synthesis.



New program materials for stakeholder engagement and advocacy.



An adaptable, customized financial model with the ability to project one, five, and ten year statewide expansion of the BTSALP program and the impact on each LEA in Utah.



One long-term strategic plan for state-wide expansion.

# Our North Star

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## Mission

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To provide every Utah elementary school student high-quality arts learning and arts-integrated experiences.

## Vision

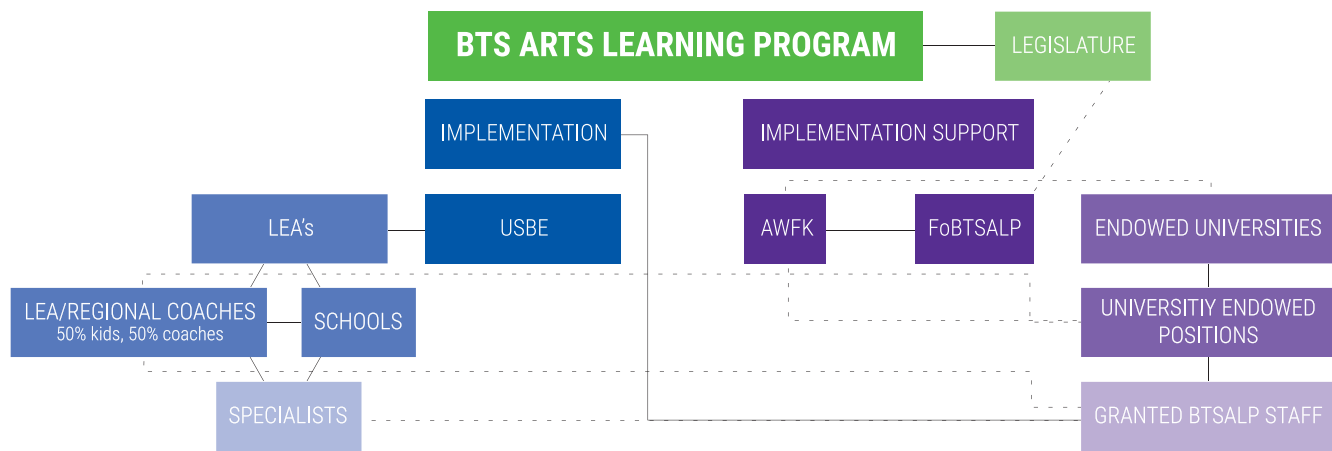
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All Utah children have access to quality learning in and through the arts as an essential part of a well-rounded education.

# Goal One: Optimal Program Structure

## Create a programmatic structure that optimizes university, state, and LEA resources.

To grow its reach, BTSALP and its partners must prepare for additional work flow following expansion. The optimal program structure prioritizes high-quality standards while still accounting for the varying states of implementation that exist in each LEA. Rural and urban implementation should be held to the same standards, but allow for adaptation given the needs of each region in Utah.



### Objective #1: Clarify the roles and responsibilities of each BTSALP partner.

- Action Step 1.1: Map the implementation and implementation support organizations and define reporting structures
- Action Step 1.2: Establish a clearly defined implementation team managed by USBE. Build a robust coaching network to coordinate LEA-level implementation and collaboration.
- Action Step 1.3: Finalize a revised Roles and Responsibilities Guide and update as needed.
- Action Step 1.4: Adopt action-oriented meeting formats to improve coordination between the implementation and implementation-support entities.

### Objective #2: Refine all programmatic implementation standards in anticipation of the BTSALP expansion.

- Action Step 2.1: Revise the BTSALP Program Handbook to reflect the proposed implementation and compliance structures, and create supporting documents and checklists that can be used as quick references.
- Action Step 2.2: Create (or refine) succinct and approachable supporting guides, checklists, and tools that can be used by BTSALP's stakeholders to implement and monitor the program.

### Objective #3: Adjust existing professional development supports to complement the new implementation structure and accommodate expansion.

- Action Step 3.1: Convene university endowed positions to collaborate on the creation of refined definitions, program theory, and methods for bridging theory and practice.
- Action Step 3.2: Revise program budget to reflect updated professional development structures and project each institution's budgetary needs for statewide expansion.

# Goal Two: Sustainability & Expansion

## Grow the BTSALP sustainably so it reaches 100% of elementary schools in Utah’s LEAs.

To achieve its mission and vision, BTSALP must be scaled so that its reach extends throughout the state. Sustainability and expansion will rely heavily on the perception of the public, the Utah State Board of Education, and the Utah Legislature.

### Objective #1: Identify all currently participating LEAs and schools who are not in compliance with program guidelines and improve their standing.

- Action Step 1.1: Develop/refine a corrective action procedure for struggling LEAs and schools, and circulate broadly among all BTSALP stakeholders.
- Action Step 1.2: Use the existing network of BTSALP specialists, coaches, endowed positions, and PDPs to source information about LEAs and schools who are not in compliance.
- Action Step 1.3: Provide targeted compliance support.

### Objective #2: Increase public awareness of the BTSALP as a unique and successful statewide education program.

- Action Step 2.1: Engage in one-on-one and small group outreach with elected officials and their allies.
- Action Step 2.2: Develop a long-term communications strategy to support the BTSALP statewide expansion plans.

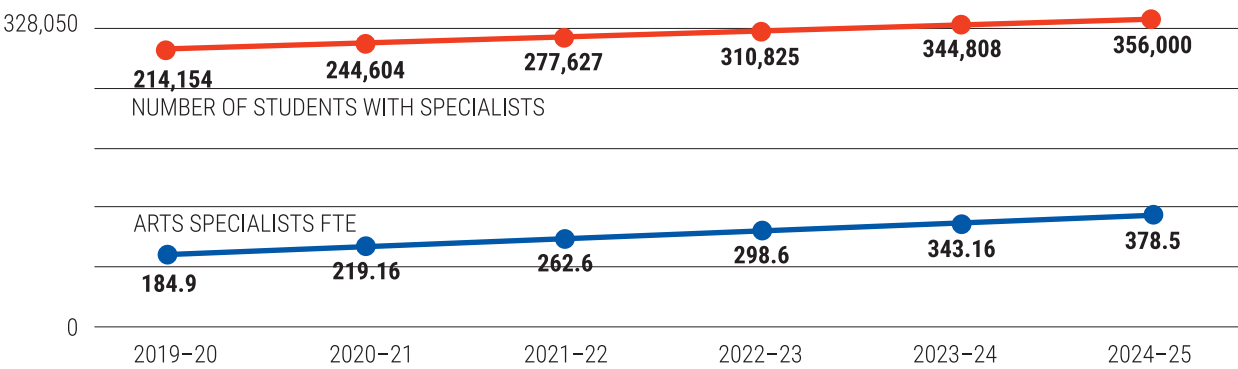
### Objective #3: Identify expansion targets based on the waiting list, LEAs who have expressed interest, the BTSALP program deserts, and the financial model.

- Action Step 3.1: Build the capacity of the BTSALP to accommodate additional schools.
- Action Step 3.2: Establish regional outreach teams for new LEAs and schools.

### Objective #4: Utilize the position and access of the BTSALP endowed positions to improve specialist pipelines in higher education and contribute to the body of research on arts integrated learning.

- Action Step 4.1: Address institutional barriers for future BTSALP specialists.
- Action Step 4.2: Continue to build the use of research into the culture of the BTSALP.

## FTE’s HIRED AND NUMBER OF STUDENTS SERVED





# Goal Three: Financial Model

## Develop and implement a sustainable financial model at the state level.

For the BTSALP to expand and reach every K–6 child in Utah, the state legislature will require a transparent, efficient, and flexible funding model that can be used to show the impact of state dollars.

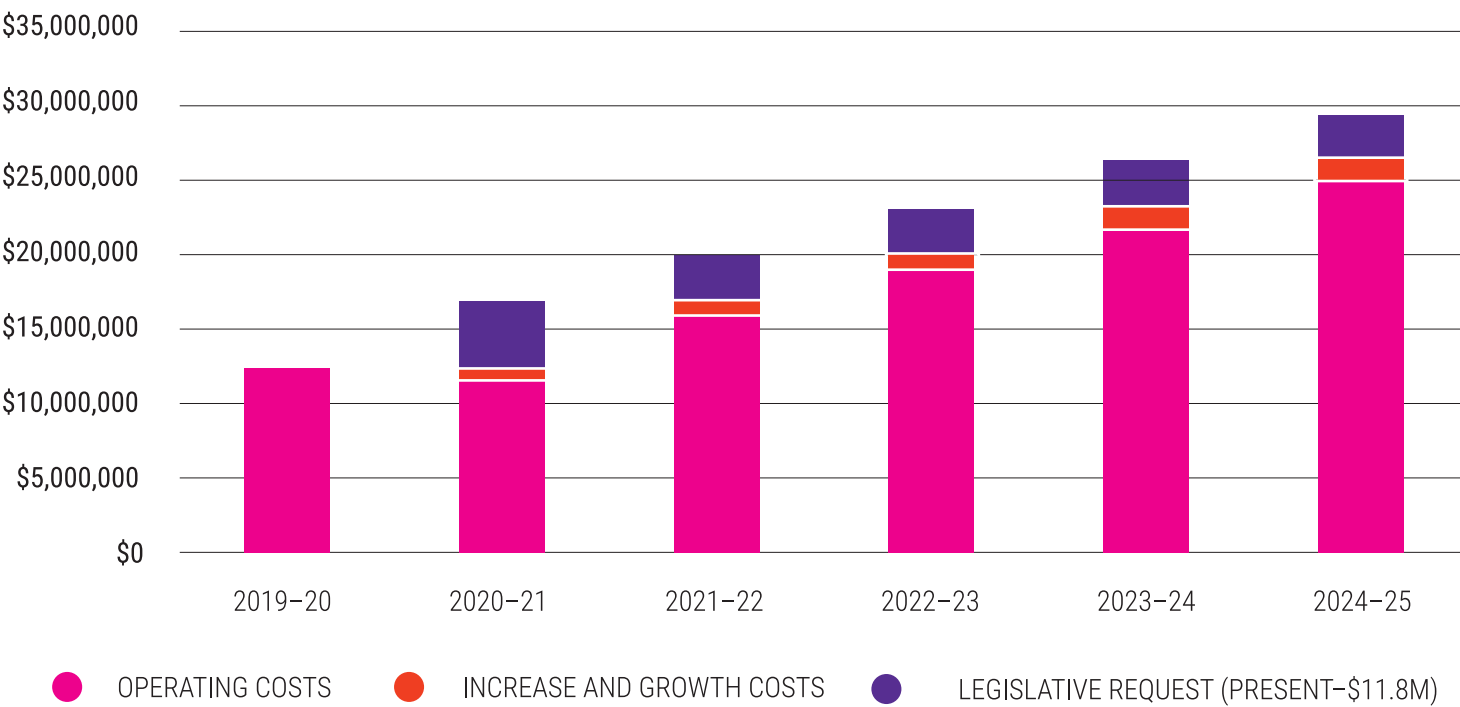
### Objective #1: Evaluate the existing financial model.

- Action Step 1.1: Map the current program investments and quantify the reach of program funding.
- Action Step 1.2: Identify under-resourced program elements, and opportunities for increased resource allocation.

### Objective #2: Finalize the new BTSALP financial model and utilize expansion projections to inform pending legislative requests.

- Action Step 2.1: Use the model to plan for and communicate about upcoming changes to the BTSALP.

## FUNDS SUPPORTING EXPANSION





# THE BTSALP GROWTH MODEL: FIVE-YEAR IMPLEMENTATION PLAN

| School Year  | 2019-2020<br>(Actual) | 2020-2021<br>(Projected) | 2021-2022<br>(Projected) | 2022-2023<br>(Projected) | 2023-2024<br>(Projected) | 2024-2025<br>(Projected) |
|--|-----------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>Program Summary</b>   |                       |                          |                          |                          |                          |                          |
| Arts Specialists FTE   | 184.9                 | 219.16                   | 262.6                    | 298.6                    | 343.16                   | 378.5                    |
| BTSALP Schools with Specialist   | 383                   | 441                      | 511                      | 579                      | 650                      | 714                      |
| Average Schools per Specialist   | 2.00                  | 2.00                     | 2.00                     | 2.00                     | 2.00                     | 2.00                     |
| School Districts (LEA)/Charter Schools   | 35/33                 | 37/40                    | 39/50                    | 40/60                    | 41/70                    | 41/89                    |
| <b>Operations Summary</b>  |                       |                          |                          |                          |                          |                          |
| BTSALP Salary Costs (no growth)  | \$11,765,437          | \$14,770,248             | \$17,503,983             | \$20,056,812             | \$22,964,601             | \$25,613,229             |
| Yearly Salary Growth, Inflation, and Student Population Growth (estimated at 5.5%) | \$0                   | \$689,092                | \$932,727                | \$1,107,197              | \$1,267,712              | \$1,447,370              |
| Professional Development   | \$618,500             | \$779,337                | \$974,144                | \$1,165,303              | \$1,363,504              | \$1,541,207              |
| Regional Support   | \$0                   | \$360,000                | \$360,000                | \$360,000                | \$360,000                | \$360,000                |
| USBE Administration Costs  | \$145,000             | \$360,000                | \$360,000                | \$360,000                | \$360,000                | \$360,000                |
| <b>TOTAL OPERATING COSTS</b>   | <b>\$12,383,937</b>   | <b>\$16,958,677</b>      | <b>\$20,130,854</b>      | <b>\$23,049,312</b>      | <b>\$26,315,817</b>      | <b>\$29,321,806</b>      |
| <b>Funding Summary</b>   |                       |                          |                          |                          |                          |                          |
| <b>Operating Costs</b>   | <b>\$12,383,937</b>   | <b>\$16,958,677</b>      | <b>\$20,130,854</b>      | <b>\$23,049,312</b>      | <b>\$26,315,817</b>      | <b>\$29,321,806</b>      |
| Increase and Growth Costs  | \$0                   | \$689,092                | \$932,727                | \$1,107,197              | \$1,267,712              | \$1,447,370              |
| Total Legislative Allocation   | \$11,880,000          | \$16,958,677             | \$20,130,854             | \$23,049,312             | \$26,315,817             | \$29,321,806             |
| District Match   | \$2,941,359           | \$3,692,562              | \$4,375,996              | \$5,014,203              | \$5,741,150              | \$6,403,307              |
| <b>TOTAL FUNDING</b>   | <b>\$14,821,359</b>   | <b>\$20,651,240</b>      | <b>\$24,506,850</b>      | <b>\$28,063,515</b>      | <b>\$32,056,967</b>      | <b>\$35,725,113</b>      |
| Legislative Request (Present - \$11.8m)  | \$0                   | \$4,574,740              | \$3,172,177              | \$2,918,458              | \$3,266,505              | \$3,005,989              |

# Goal Four: Performance Measurement

## Develop simple but complete performance measurement metrics that can be implemented by LEAs and monitored by the state.

Data that illustrate an accurate picture of the BTSALP from multiple perspectives will help the program adopt more robust continuous improvement practices. In addition, simple but meaningful data will improve communication efforts about the program's success and aid expansion efforts.

### Objective #1: Adopt a theory of change and logic model for BTSALP.

- Action Step 1.1: Refine the BTSALP Theory of Change and Logic Model with university endowed positions and other key stakeholders.

### Objective #2: Expand the use of the BTSALP self-evaluation to reflect the perspectives of multiple stakeholders.

- Action Step 2.1: Revise the program evaluation survey tool and distribution/collection procedure so that it can be used by specialists, coaches, and professional development partners.
- Action Step 2.2: Utilize evaluation findings to inform compliance support activities.

### Objective #3: Use a survey to collect student outcomes (student engagement, attitudes, school climate, parent engagement, artistic skill development, teacher satisfaction).

- Action Step 3.1: Develop a survey instrument and distribution process.

### Objective #4: Integrate the assessment of key student outcomes (academic achievement, cognitive outcomes, social emotional outcomes) into the research objectives of endowed university partners and positions.

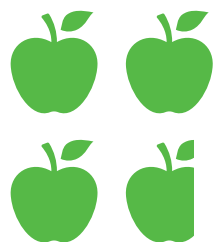
- Action Step 4.1: Convene chairs to outline short term and long term research objectives.



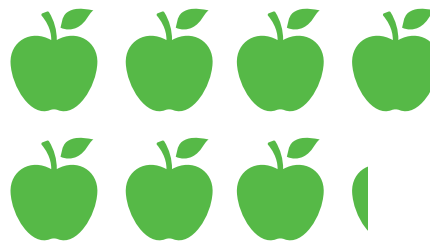


## Every Child Deserves the Arts Learning Program

The BTSALP has developed a 5-year expansion plan so that each K–6 student in Utah receives high-quality arts learning and arts integration experiences.



**383 Schools**



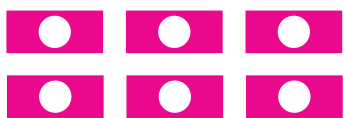
**714 Schools**



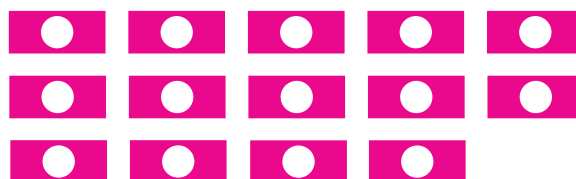
**214,000 Students**



**356,000 Students**



**\$11.8 Million  
Annual Allocation**



**\$27 Million  
Annual Allocation**