

# BTS Arts Frequently Asked Questions (FAQ)

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## SECTION 1: PROGRAM OVERVIEW

What is BTS Arts?

The Beverley Taylor Sorenson Arts Learning Program (BTS Arts) is a legislatively funded public-private partnership that provides arts-integrated instruction to Utah public elementary students in grades K–6. BTS Arts educators teach fine arts core standards and integrate the arts across other core subjects to enhance learning and student outcomes. The program is administered by the Utah State Board of Education (USBE) and supported by private partners, including Art Works for Kids (AWFK) and Friends of BTS Arts.

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What is arts integration?

Arts integration is an educational approach that combines the arts with other subjects to enhance learning. It involves teaching and assessing both the arts and another subject area simultaneously, creating a more engaging and meaningful learning experience. This approach supports creativity, critical thinking, and collaboration. This has been shown to increase understanding of other subject areas and raise test scores.

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What is Art Works for Kids (AWFK)?

Art Works for Kids is a philanthropic 501(c)(3) started by Beverley Taylor Sorenson in 1995 nonprofit organization that supports BTS Arts through funding, resources, professional learning, and program development.

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What is Friends of BTS Arts?

Friends of BTS Arts is 501(c)(4) started by Beverley Taylor Sorenson in 2008, a nonprofit



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advocacy organization that works to secure and sustain legislative funding for BTS Arts through community engagement and outreach.

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What awareness responsibilities do BTS Arts schools have?

Schools are expected to support public awareness by:

Sharing information with families and the community

Showcasing student learning through arts events

Supporting advocacy efforts when appropriate

Display BTS Arts Marketing Materials

Inviting stakeholders to school events

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What are Arts Nights, informances, and performances?

Arts events showcase student learning in different ways:

Arts Nights: School-wide events that may include performances, exhibits, or demonstrations and support awareness and advocacy

Informance: An informal sharing focused on student learning and process

Performance: A formal presentation of student learning for an audience

Schools are encouraged to host at least one event annually (or every other year if sharing an educator).

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What is the benefit of a School Arts Team?

A School Arts Team includes administrators, teachers, parents, and community members. The team supports program implementation, promotes arts learning, and helps organize events and outreach.

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Who are the key program leaders?

Key partners include:

Utah State Board of Education (USBE): Oversees funding and implementation

Art Works for Kids (AWFK): Provides funding, resources, and support

Friends of BTS Arts: Leads advocacy efforts

LEA Leadership and Grant Managers: Oversee local implementation

LEA Arts Coordinators and Arts Integration Coaches: Support instruction and program quality

University Partners: Provide professional development and research

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Where can I find more information?

Resources are available through:

USBE website

BTS Arts website ([btsarts.org](http://btsarts.org))

University partner programs

LEA leadership and coordinators

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## SECTION 2: BTS ARTS EDUCATOR FAQ

What are the qualifications for a BTS Arts educator?

Educators must:

Hold a Utah educator license

Hold an art-form-specific endorsement (dance, music, theatre/drama, or visual arts)



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Alternate pathways may be used, but educators must work toward full licensure. An arts integration endorsement alone does not qualify.

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What is the difference between a Core Standard and a Core Subject?

Core Standard: A statement describing what students are expected to know and do at a specific grade level.

Core Subject: An academic subject area that includes a set of Core Standards.

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What are my instructional expectations as a BTS Arts educator?

Educators are expected to:

Teach Fine Arts Core Standards

Integrate Core Subject Standards when appropriate

Provide sequential, developmentally appropriate instruction

Collaborate with classroom teachers

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Why is collaboration required?

Collaboration supports meaningful arts integration, aligns instruction with standards, and improves student learning.

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How much collaboration is required?

Schools must provide structured opportunities for ongoing collaboration, including regular collaborative planning time.

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Who do I go to for guidance?

Primary support:

School administrator (direct supervisor)



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Additional support:

LEA Arts Coordinators

Arts Integration Coaches

University Partners

Professional Development Partners

USBE BTS Arts staff

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How are supplies provided?

Schools and LEAs provide materials and resources. Additional funding may come from grants, donations, or school allocations.

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Can additional time or positions be funded?

Yes. LEAs may fund additional contracts or educators beyond the BTS Arts grant using local funds. Grant funds must be used only for approved program purposes.

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## SECTION 3: ADMINISTRATOR FAQ

What is my role in the BTS Arts program?

Administrators oversee implementation at the school level, including supervision, scheduling, program support, and ensuring compliance with BTS Arts guidelines.

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What are my primary responsibilities?

Administrators are expected to:



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Hire and supervise a qualified arts educator

Ensure all students have access to arts instruction

Support collaboration and integrated instruction

Provide space, materials, and scheduling

Complete annual Assurances

Promote program awareness

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What is program fidelity?

Program fidelity means implementing BTS Arts as designed. This includes:

Serving all K–6 students

Teaching standards-based arts and integrated instruction

Providing adequate instructional, collaboration, and prep time

Supporting the BTS Arts Program Model

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How should I schedule a BTS Arts educator?

Schedules should:

Serve all students

Include at least 30 minutes of instruction per class (except half-day kindergarten)

Include transition time

Include prep time comparable to classroom teachers

Include collaboration time

Allow for professional development



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What resources must I provide?

Schools must provide:

Instructional space

Materials and supplies

Technology and equipment

Storage and teaching resources

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What are my responsibilities in hiring?

Administrators should:

Collaborate with LEA leadership and coordinators

Hire appropriately licensed and endorsed educators

Support licensure completion if needed

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What if a qualified educator is not available?

Administrators may:

Use alternate licensing pathways

Provide additional support and coaching

Ensure progress toward full licensure

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What are my reporting responsibilities?

Administrators must:

Complete annual Assurances



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Support accurate program reporting

Participate in LEA and USBE processes

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What is my role in professional development?

Administrators should support educator participation in required professional learning and provide scheduling flexibility when needed.

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What is my role in awareness and advocacy?

Administrators support sustainability by:

Sharing program information with families

Promoting student work

Supporting arts events

Encouraging community engagement

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Who can I contact for support?

Support is available from:

LEA Leadership and Grant Managers

LEA Arts Coordinators

Arts Integration Coaches

University Partners

USBE BTS Arts staff



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## FAQ to Rule Alignment Chart

FAQ Topic	Key Rule	What It Covers
What is BTS Arts?	R277-490	Program purpose and structure
Arts Integration	R277-490-2	Instructional expectations
Educator Qualifications	R277-490-2, R277-301	Licensure requirements
Collaboration	R277-490-2	Required program component
LEA Responsibilities	R277-490-3	Implementation duties
Program Timelines	R277-490-4	Deadlines



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