

Beverley Taylor Sorenson Arts Learning Program

2015-2016

The Beverley Taylor Sorenson Arts Learning Program was created in 2009 to enhance the social, emotional, academic, and arts learning of students in kindergarten through grade six by integrating arts teaching and learning into core subject areas and providing professional development for positions that support arts education.

Program Information

In order to meet the diverse needs of districts and charter schools, the Beverley Taylor Sorenson Arts Learning Program includes substantial flexibility for arts specialist roles:

- School-level BTSALP arts teachers, to serve in two schools, who co-teach with grade level teachers.
- School-level BTSALP arts teachers who collaborate with grade-level teachers at two schools on arts integration.
- District-level BTSALP instructional coaches who provide professional learning, modeling and mentoring to arts specialists, para-professionals and/or grade-level teachers.
- District-level BTSALP arts teacher assigned to more than two schools (to increase the reach of the program) in a co-teaching model.
- BTSALP District Arts Coordinator, intended as small grants for rural areas in order to maximize the effectiveness of the district program.
- Other proposals as described by LEAs.

This flexibility allows districts and charter schools to design a service pattern that increases the reach of the arts to students, increases the capacity of classroom teachers to deliver arts-integrated instruction and, most importantly, provides rich arts-integrated learning experiences for students.

Funding

Funding for the Beverley Taylor Sorenson Arts Learning Program is part of the Minimum School Program. The availability of new grants is subject to increased appropriations.

- Grant awards will fund 80% of the salary and benefits of the arts specialists. LEAs are required to provide the other 20%. Grants for an individual specialist will be capped at \$70,000.
- Grant awards will be based on specialists serving at least two schools. A school of over 1,000 students may qualify for a full-time specialist. LEAs are encouraged to pair schools of over 700 with smaller schools and adjust the schedule accordingly. LEAs may request special consideration for very small schools or unique combinations of schools based on the LEA's long-term plan.
- Grant funds may not be used to supplant existing arts programs outside BTSALP. Funds may be awarded to continue BTSALP.
- Many School Community Councils have determined to use School Land Trust funds available to them as part of the required matching funds by including arts integration as part of their school improvement plan.
- Title I funds may also be used for the 20%, provided that arts integration is outlined as a teaching strategy to improve student achievement.
- Priority will be given to proposals that maximize the direct contact between the BTSALP arts teacher and students.

Application

LEA

Submit the plan to improve the quality and quantity of arts instructions and arts integration for students by providing narrative in each of the categories and detail where indicated.

Leadership

- A. Expectations (LEA's expectation for arts as part of a well-rounded education)
- B. Goals (LEA's goals for the program including communication of those goals)
- C. Infrastructure (LEA's physical and organizational structure for the integrated arts education program)
- D. Policies (LEA's arts educational policies, such as time requirement, resources, personnel and implementation model)
- E. Leadership (LEA's plan to ensure principal leadership and support for integrated arts education)

Program framework and Implementation (see descriptions for flexibility).

- A. Anticipated outcomes (including plan for monitoring intended outcomes)
- B. Arts integration (integration of the arts core with other core subjects)
- C. Delivery (describe the proposed schedule for instruction and collaboration)

D. Personnel (structure for arts specialists)

Number of full-time specialists: _____

Projected total cost for salaries plus benefits: _____

Projected grant amount (80%): _____

LEA/school match (20%): _____

SCHOOLS TO BE SERVED:	SCHOOL(S)	PRINCIPAL(S)	ENROLLMENT	ART FORM
1:2				
1:1 (OVER 1,000 Students)				
1:2+				
SCHOOLS TO BE SERVED:	SCHOOL(S)	LEA SUPERVISOR OF COACHES	ENROLLMENT	ART FORM
THROUGH INSTRUCTIONAL COACHES (may have both a specialist and a coach)				
Other				

If more lines are needed, please create a chart reflecting the above information and attach to the application submission e-mail.

District Arts Coordinator grants are intended as small grants for rural districts, not to exceed \$1,000.

Amount requested; _____

E. Planning and Collaboration (arts specialists and other core teachers collaborating on arts integration)

1. Side-by-Side Co-teaching:

In the side-by-side instructional model, the classroom teacher works side by side with the arts specialist during the arts integration instruction. The classroom teacher reinforces the other content, while the arts teacher instructs that content through the art form. The arts teacher works with the grade levels to determine content for arts integration. Research has shown that a side-by side instructional model has the most positive impact on student learning. The classroom teacher also gains valuable professional learning as he/she observes the integration of the arts.

2. Collaborative Co-teaching:

In this model, the classroom teacher and the arts specialist plan the arts integration lessons together. The classroom teacher attends and participates with the students in the arts learning.

3. Collaboration for Integration:

The arts teacher and classroom teachers collaborate on the content for arts integration. The classroom teachers attend with their students when possible.

Using the above descriptions, please describe the model(s) in your plan as well as the structure for the collaboration:

F. Plans for program improvement over time:

G. Advocacy (plans for sustainability):

Professional Learning—Develop initial plans in collaboration with partner university focusing on:

- A. Professional learning for all levels of arts specialists (district level, school level, instructional coaches).
- B. Grade-level teachers (to increase the capacity of the grade-level teachers to deliver effective arts integrated instruction).
- C. Administration (to increase the understanding of school leaders of the impact and components of a well-rounded education, including arts integration).
- D. Research (coordinate with partner university to evaluate and assess the effectiveness of the implementation (student learning, parent engagement, student behavior, school climate).

These plans will be formalized upon awarding of grants to LEAs and universities.

Funding

A. Describe the source of the 20% match:

B. Briefly describe plans for sustainability and future expansion (e.g. personnel, materials and supplies, space) if applicable.

LEAs will be required to certify the exact costs of salaries plus benefits no later than September 15, 2015. These will be subject to audit.

Superintendent's Signature: _____

Contact Person: _____

Contact Signature: _____

*Submit completed application by **May 15, 2015** to: btsalpapplications@schools.utah.gov*

For best results, save this form to your computer, then complete the application and e-mail it as an attachment.

Partner Universities by LEA:

Brigham Young University

Cally Flox (Cally_Flox@byu.edu)

Districts: Alpine, Carbon, Duchesne, Emery, Grand, Jordan, Juab, Millard, Nebo, North Sanpete, Provo, South Sanpete, Tintic, Uintah, Wasatch

Charter: Within the physical boundaries of the above districts

Southern Utah University (in cooperation with Dixie State University)

Alisa Petersen (alisapetersen@suu.edu)

Districts: Beaver, Garfield, Iron, Kane, Piute, San Juan, Sevier, Washington, Wayne

Charter: Within the physical boundaries of the above districts

University of Utah

Kelby McIntyre-Martinez (kelby.mcintyre@utah.edu)

Districts: Canyons, Granite, Salt Lake, Tooele

Charter: Within the physical boundaries of the above districts

Utah State University

Leslie Timmons (leslie.timmons@usu.edu)

Districts: Cache, Daggett, Logan, Rich

Charter: Within the physical boundaries of the above districts

Weber State University

Tamara Goldbogen (tamaragoldbogen@weber.edu)

Districts: Davis, Ogden, Weber, Utah Schools for the Deaf and the Blind

Charters: Within the physical boundaries of the above districts

Westminster College

David Dynak (ddynak@westminstercollege.edu)

Districts: Morgan, Murray, North Summit, Park City, South Summit

Charters: Within the physical boundaries of the above districts