

Name of POPS Organization: Plan-B Theatre
Name of Executive Director: Jerry Rapier
Name of Education Coordinator: Sarah Meservy
Address: 138 W 300 S
City, State, Zip: Salt Lake City, UT, 84101

Please provide numerical totals for POPS services for the categories below.

- **Number of Districts** 41
- **Number of Charters** 77
- **Total Number of Schools** 643
- **Home School Students** 65
- **Total Instructional Hours (Direct services to teachers and students)**
174.5
- **Number of Teachers Served - In-person** 1,855
- **Number of Students Served - In-Person** 32,164
- **Number of Teachers Served - Virtual** 248
- **Number of Students Served - Virtual** 5,456

Programs and Services: Enter information about each individual POPS program offered during SFY 23. You will fill out one section for each offering.

Program name Free Elementary School Tour of BALLET FOR ALIENS by Gerard Hernandez, Jenny Kokai, and Oliver Kokai-Means

Program description (Please include a description of how the educational service contributed to a student developing and using the knowledge, skills, and appreciation defined in an arts core standard)

Each school year we serve schools statewide with our Free Elementary School Tour of a new work by a Utah playwright. This school year we presented BALLET FOR ALIENS by Gerard Hernandez, Jenny Kokai, and Oliver Kokai-Means, a play about being a child living with a chronic illness and how imagination can help you get through. Created specifically for grades 4-6 but accessible to younger students, BALLET FOR ALIENS served 100 schools with live, in-school performances and an additional 109 schools virtually via our video and audio options.

The FEST experience is highly interactive from the time students enter the multi-grade assembly until they exit. The actors and Tour Manager greet each student at the door. Then, as they take the stage, the actors introduce themselves and the characters they play, provide a roadmap to the interactive elements of the play, introduce basic theatre terminology, and ask who is seeing a play for the first time. The Tour Manager rejoins the actors onstage after each performance for an interactive, post-show discussion reinforcing the themes of the play. They all then interact again with each student at the door as they exit.

The Tour exposes elementary students to professional theatre, often for the first time. During our in-school performances, 2,394 students (14%) indicated that it was their first experience with live theatre. The Tour allows students develop audience skills (Standards K-6 .T.R.1). The Tour Manager and actors carefully establish expectations in the pre-show discussion at the beginning of the program and reinforce those expectations throughout the performance. The script is designed with interactive moments to keep the students engaged. Immediately following the play, our Tour Manager and actors lead a post-show discussion specifically constructed to encourage students to share personal responses (Standard K-6 .T.R.2) and helps them identify similarities between the characters and their own personal experience (Standard K-4 .T.CO.1). Video and audio options include pre-recorded versions of the pre- and post- show discussions. This discussion is extended in each classroom with the activities in the accompanying study guide which provide opportunities for students to

evaluate the performance (Standards K-6.T.R.5), identify and explain artistic choices (Standard 6 .T.R.6), and create their own dramatic works (meeting all standards in the Create and Perform strands of the Core Standards for Drama).

Total services provided for this program:

- **Total number of times program was delivered** 212
- **Number of Districts** 30
- **Number of Charters** 33
- **Total Number of Schools** 209
- **Total Instructional Hours (Direct services to teachers and students)**
141.3
- **Number of Teachers Served - In-person** 1,316
- **Number of Students Served - In-Person** 17,675
- **Number of Teachers Served - Virtual** 164
- **Number of Students Served - Virtual** 3,608

Program name Playwriting Residencies

Program description (Please include a description of how the educational service contributed to a student developing and using the knowledge, skills, and appreciation defined in an arts core standard)

For four months, Artistic Director Jerry Rapier and Education Coordinator Sarah Meservy worked with eighth-grade students at Open Classroom, a Title I public charter school in Salt Lake City School District. The residency was guided by our curriculum *Playwriting With Young Adults* by Julie Jensen and accompanying lesson plans by Penelope Caywood. We introduced the students to the art of playwriting and guided them through the process of writing 10-minute plays. Hilary Ward, fifth through eighth grade teacher at Open Classroom, described the experience as “awesome!” saying, “During Plan-B's residency, my students were engaged in a completely new way and produced their first piece of collaborative writing.”

The class engaged in activities to strengthen their imagination and collaboration skills and to practice communicating using their bodies and voices (Standards 8.T.CR.1, 8.T.P.6, 8.T.P.4, and 8.T.P.5). Each student developed characters through improvised scenes, learning how physical and vocal choices could impact character interactions and becoming skilled at listening and responding to scene partners in character (Standards 8.T.CR.4, 8.T.CR.6, and 8.T.P.3).

Students then worked in small groups to develop characters, structure a plot, and draft and refine their scripts (Standards 8.T.CR.3 and 8.T.CR.4). Professional actors of color Dee-Dee Darby-Duffin, Amona Faatau, Talia Heiss, and Darryl Stamp visited the classroom to read aloud the students' first drafts. This “table read” allowed the budding playwrights to hear their words read aloud by people who had not been involved in the writing process and receive unbiased feedback from industry professionals (Standards 8.T.R.4 and 8.T.CR.8).

Finally, the completed plays were produced as Open Classroom's annual school play. Teacher Lena Foster cast students in fifth through eighth grades who performed the five 10-minute plays for the school and community. In preparation for the performance, teaching artists of color Dee-Dee Darby-Duffin and Ashlei Havili Thomas led a stage-makeup workshop for the BIPOC (Black, Indigenous, and people of color) students in the cast, a unique opportunity to be tutored by

theatre professionals who looked like them and understood how to apply make-up specific to their skin tones.

"As the director, I enjoyed bringing the scripts the eighth graders created to life. The playwriting residency was an amazing opportunity for students to experience a creative art form connected to core curriculum. Having such experienced and professional humans in the field to work with was also imperative to its success."
- Teacher Lena Foster, Grades 5-8, Open Classroom

We also conducted two different one-day residencies this school year. Through a partnership with Utah Pride Center, Sarah and teaching artist Talia Heiss taught five students from different Salt Lake County schools in grades five through seven during a two-hour workshop. Students discussed what makes art meaningful to them (Standards(5-6).T.R.3), and used improvisation to create characters and develop dialogue (Standards (5-6).T.CR.5, (5-6).T.CR.6, and (5-6).T.P.3). Each student completed the workshop by writing a short scene between two or more characters. (Standards (5-6).T.CR.3). At Walden School of Liberal Arts, Education Coordinator Sarah Meservy and three teaching artists of color—Talia Heiss, Darryl Stamp, Taylor Wallace—spent the day visiting classrooms, introducing students in grades K through 5 to *Playwriting With Young People* and students in grades 6 through 8 to *Playwriting With Young Adults*. Kindergarten students worked in groups to create and perform short plays guided by an adult narrator (Standards K.T.CR.1, K.T.CR.3, K.T.CR.4, K.T.CR.5, K.T.P.2, K.T.P.3, K.T.P.9), students in grades one through five used improvisation exercises to develop characters and conflict (Standards (1-6).T.CR.5, (3-6).T.CR.6, (1-4).T.P.9) and students in grades six through eight paired up to create two-minute plays with a beginning, middle, and end (Standard (7-8).T.CR.3).

Total services provided for this program:

- **Total number of times program was delivered** 14
- **Number of Districts** 2
- **Number of Charters** 3
- **Total Number of Schools** 5
- **Total Instructional Hours (Direct services to teachers and students)**
16 hours 50 mins
- **Number of Teachers Served - In-person** 9

- **Number of Students Served - In-Person** 134
- **Number of Teachers Served - Virtual** 0
- **Number of Students Served - Virtual** 0

Program name *A Week With A Play*

Program description (Please include a description of how the educational service contributed to a student developing and using the knowledge, skills, and appreciation defined in an arts core standard)

A Week With A Play offers students in grades nine through 12 the opportunity to read a play, see that play at no cost, and discuss what they've read and seen with the playwright. This school year, students at five Title I charter high schools engaged with *FIRE!* by Jenifer Nii, an introduction to the life and work of Wallace Thurman, a queer Black man from Salt Lake City who was also the heart of the Harlem Renaissance and has all but been erased from Utah history. We provided teachers with a copy of the script to read with their class and an in-depth study guide to supplement their exploration of the play's themes.

Aliyah Bacca, English Language Arts teacher at Salt Lake Center for Science Education (a charter high school in Salt Lake County) consulted with us on the study guide, ensuring that it aligned with Core Standards and encouraged discussion of difficult topics in ways that were age- and grade-level-appropriate.

Aliyah Bacca's students attended a matinee performance in the Studio Theatre at the Rose Wagner, while students at Utah Arts Academy (Washington County), Salt Lake School for the Performing Arts (Salt Lake County), City Academy (Salt Lake County), and DaVinci Academy of Science and the Arts (Weber County) enjoyed in-school performances (Standards (L1-L3).T.R.1). Each performance of *FIRE!* was immediately followed by a Q&A discussion with two artists of color—actor Carleton Bluford and director Jerry Rapier—where students eagerly shared their personal responses to the play (Standard L3.T.R.2) and asked questions about the collaborative process behind it (Standard L1.T.CR.4).

Adam Slee, Director of Theatre at Davinci Academy of Science and the Arts, shared that his students “were able to connect with and see themselves in Wallace Thurman, a forgotten historical figure of both local and national significance—who was erased from history and portrayed with brilliance by Ogden native Carleton Bluford. This piece of theatre opened up a dialogue around identity and what it means to persevere in spite of the footfalls that life too often places ahead of each of us. My students' perspectives of what history is was questioned when Plan-B Theatre brought *FIRE!* to our school and left them

asking, “Who else has been forgotten and how can we breathe life into their stories?”-(Standards L3.T.R.3 and (L1-L3).T.CO.3).

Cara Pomeroy, CTE Department Chair and Theatre Tech teacher at Salt Lake School for the Performing Arts, wrote that the experience was valuable “from a design perspective for my students. Seeing the impact of a simple sound and lighting design on a story that went to so many different locations is a great opportunity to break out of the idea that loads of equipment and a high budget is the best way to make impactful work. Jerry Rapier came out the day before the show and gave one of my newest budding Freshmen a fully professional experience in building a lighting design in a way that challenged him while it built his self-esteem” (Standards L3.T.CR.2 and L3.T.R.7).

Total services provided for this program:

- **Total number of times program was delivered** 5
- **Number of Districts** 0
- **Number of Charters** 5
- **Total Number of Schools** 5
- **Total Instructional Hours (Direct services to teachers and students)** 7 hours 30 mins
- **Number of Teachers Served - In-person** 13
- **Number of Students Served - In-Person** 300
- **Number of Teachers Served - Virtual** 0
- **Number of Students Served - Virtual** 0

Program name Encore: A Celebration of Black Symphonic Music

Program description (Please include a description of how the educational service contributed to a student developing and using the knowledge, skills, and appreciation defined in an arts core standard)

SY23 was our second school year collaborating with Utah Symphony to bring new life and representation to their 40+-year-old Fifth Grade Concerts by centering the work of Black composers in celebration of Black History Month. Dee-Dee Darby-Duffin scripted and narrated the concerts, guiding the students to listen for and identify various elements of the music (Standard 5.M.R.3), inviting them to notice the feelings and imagery conveyed (Standard 5.M.R.4), and teaching the audience about the history and cultural connections behind the selections (Standard 5.M.CO.4). “Music has the power to make us feel,” Dee-Dee told the students. “Music connects us, challenges us, and it changes us. Today, I challenge you to tap into what you feel when you listen.”

Total services provided for this program:

- **Total number of times program was delivered** 8
- **Number of Districts** 8
- **Number of Charters** 17
- **Total Number of Schools** 178
- **Total Instructional Hours (Direct services to teachers and students)** 6 hours 40 mins
- **Number of Teachers Served - In-person** 483
- **Number of Students Served - In-Person** 14,055
- **Number of Teachers Served - Virtual** 0
- **Number of Students Served - Virtual** 0

Program name Teacher Professional Development

Program description (Please include a description of how the educational service contributed to a student developing and using the knowledge, skills, and appreciation defined in an arts core standard)

Education Coordinator Sarah Meservy presented an interactive workshop at Arts Express, Brigham Young University's arts integration conference for elementary teachers. Artistic Director Jerry Rapier, opened the session, introducing our approach to the playwriting process. Classroom teachers, arts specialists, and district arts coordinators from 10 districts and 3 charters attended in person and received a packet of materials including *Playwriting With Young People* by Julie Jensen, lesson plans, and worksheets. Sarah led the educators through several activities that are adaptable to all elementary grade levels and easily integrated with any other content area.

Total services provided for this program:

- **Total number of times program was delivered** 1
- **Number of Districts** 10
- **Number of Charters** 3
- **Total Number of Schools** 32
- **Total Instructional Hours (Direct services to teachers and students)**
1:25
- **Number of Teachers Served - In-person** 34
- **Number of Students Served - In-Person** 0
- **Number of Teachers Served - Virtual** 0
- **Number of Students Served - Virtual** 0

Program name *Obāchan Told Me Gaman: A Child's View of Topaz*

Program description (Please include a description of how the educational service contributed to a student developing and using the knowledge, skills, and appreciation defined in an arts core standard)

Plan-B commissioned author Samantha Matsukawa and illustrator Aaron Asano Swenson—two Japanese artists whose family histories include incarceration on American soil during World War II—to create *Obāchan Told Me Gaman: A Child's View of Topaz* specifically for Utah students in grades K-6. The book brings a lesser-known component of Utah history to life while supporting K-6 Core Standards in Social Studies. This book contributes to students reading and listening to stories from a variety of cultures and genres and making connections to historical and social issues (3.T.CO.4). We gifted a copy to every public elementary school in Utah in observance of the Japanese American Day of Remembrance on February 19, 2023. It is also available at the Topaz Museum in Delta and Lumbini's Garden, the gift shop at the Salt Lake Buddhist Temple, one of only two remaining Japantown structures.

Wendy Nash, librarian at Pahvant Elementary (Sevier School District) wrote to thank us for the gift saying she was “thrilled to receive it! We’ve been looking for books on this very subject, but unfortunately not many have been written on a grade school level.” Kristen Hunt, librarian at Whittier Elementary (Granite School District) said, “My students will love learning about this time in our state history. I personally love books that teach my students about children who faced different challenges.”

Kate Chavez, K-6 Librarian and Co-Art Specialist at Forbes Elementary (Alpine School District) described it as “an excellent story of resilience” that she loved reading and couldn’t wait to share with her students. She added, “The super cool thing is one of my 5th grade students is doing a research project on the Japanese concentration camps. I will be sharing this book immediately with her so she can add the Utah component to her project and read another great piece of literature to help bring awareness to this time in history.”

Total services provided for this program:

- **Total number of times program was delivered** N/A
- **Number of Districts** 41
- **Number of Charters** 74
- **Total Number of Schools** 638
- **Total Instructional Hours (Direct services to teachers and students)** 0
- **Number of Teachers Served - In-person** 0
- **Number of Students Served - In-Person** 0
- **Number of Teachers Served - Virtual** 0
- **Number of Students Served - Virtual** 0

Documentation of Statewide Coverage

Upload a record of the dates and places of all educational services rendered, the number of hours of educational service per LEA, school, and classroom. [Click here](#).

Please include details/documentation of the effort to ensure that all schools that have been offered an opportunity to receive an educational service over a three-year period, to the extent possible and consistent with the organization's plan.

Each school year we send emails to every elementary school principal in Utah to invite their school to participate in our Free Elementary School Tour. We also send emails to LEA arts coordinators detailing all of our educational services, and attend the annual arts coordinator meetings to present the same information in person. We also email all teachers whose email addresses are publicly available with information about our programs available to their students.

Please share details/documentation of your collaboration with USBE and/or community stakeholders in planning your educational programming.

Strong partnerships contribute to our educational planning. We work closely with Penelope Caywood, Artistic Director of Youth Theatre at the University of Utah and the Theatre Arts Educator/Specialist at Wasatch Elementary in Salt Lake City School District. As our Education Liaison, Penelope writes the first draft of our each study guide that accompanies each Free Elementary School Tour, ensuring all content, including the script, is grade-level appropriate. She was also instrumental in developing our playwriting curriculum, writing lesson plans, and demonstrating activities in our teacher training videos.

SY23 marked our second school year collaborating with Utah Symphony on their Fifth Grade Concerts (see Programs and Services).

The process of developing each Free Elementary School Tour is inherently collaborative. This school year, the participation of playwright Gerard Hernandez and his family was particularly valuable as they provided insight into living with a chronic illness and how it impacts elementary students. Gerard created a slideshow that was included in our study guide detailing how he received his

diagnosis of Crohn's disease and how it has impacted his life. Students and teachers with chronic illnesses found that Gerard's experiences really resonated with them.

Peter Christie of Ballet West also choreographed the dance sequences in BALLET FOR ALIENS.

Summary of the Organization's Self-Evaluation

- **Cost Effectiveness**

We maintain a balanced budget: our last fiscal deficit was in FY00. We are experts at nimbly navigating the tension between frugality and professional excellence, using creativity and innovation to amplify every cent. Although we are the smallest POPS organization, our educational programs on par with or exceed those of larger organizations locally and nationally.

- **Procedural Efficiency**

Our annual Free Elementary School Tour is designed to be highly portable and performable anywhere, using only two actors, minimal costume and set pieces, and a compact sound system. Our Tour Manager Kallie Filanda is adept at arriving at a school, setting up, leading the pre-show discussion, running the soundboard, leading the post-show discussion, and packing everything up, all in under 2 hours. At Oscarson Elementary (Piute School District) Kallie and the cast arrived to discover that the school had no power. Undeterred, they proceeded with the program lit only by the light from the windows. Principal and first- through second-grade teacher Heather Fautin told us, "The kids in my class said that it was the best part of their day. We loved it!! The power was out and they just rolled with it. Thank you."

We introduced an online booking tool in SY23 to allow schools to request a performance of BALLET FOR ALIENS via our website. The tool has streamlined the booking process making our scheduling process more efficient.

- **Collaborative Practices**

Theatre is the most collaborative art form. We strive to exemplify the same skills we teach students: teamwork, cooperation, and collaboration. We seek

input from teaching artists and educators at every step. With our residencies, we teach side-by-side with teachers, tailoring our lessons to the needs of each classroom.

We are intensely grateful to be part of the POPS program and for all of the support we receive from our colleagues at USBE and other POPS organizations. Every school year we benefit from participating in the peer review process—both in receiving feedback on our programs and in the opportunities to observe and learn from other programs. We actively participate in quarterly POPS meetings and serve on committees; Artistic Director Jerry Rapier remains deeply involved in the Legislative Committee, and Education Coordinator Sarah Meservy chairs the Marketing and Scheduling Committee as well as serving on the Diversity, Equity, Inclusion, and Accessibility Committee.

In SY23 we enjoyed collaborations with Utah Symphony and Ballet West (see Programs and Services).

- **Educational Soundness**

Our education programs and materials are firmly grounded in USBE Core Standards. Both *Playwriting With Young People* and *Playwriting With Young Adults* meet Core Standards in Language Arts as well as Drama. The curricula also leads to improved creativity, flexibility, collaboration, and teamwork skills.

Fine Arts Core Standards were integrated into the script of BALLETS FOR ALIENS, and the low-prep, pre-and-post-assembly classroom activities provided via the study guide helped students meet Core Standards in Drama, Library Media, Health Education, Science & Engineering, and Language Arts. Eighty-nine percent of the teachers who responded to our feedback survey reported they had used or planned to use the BALLETS FOR ALIENS study guide with their students. “The study guide and associated learning resources are really well-made and useful!” wrote Monika Burnside, Fourth-grade teacher at Ellis Elementary (Logan School District).

Many survey respondents told us about how BALLETS FOR ALIENS tied in with what they were already teaching, with several referencing Social and

Emotional Learning (SEL) and Core Standards. Tammy Gould, fourth-grade teacher at West Bountiful Elementary (Davis School District) said that classroom discussions stemming from the play would be ongoing throughout the year. Liz Hallabrin, a third-grade teacher at GreenWood Charter School (Weber County) wrote, “Our guiding question for the unit we are completing in ELA is How can we overcome learning challenges? We had discussions about how Jacob [the central character] overcame challenges at the hospital and at school.” Teresa Porter’s fifth-grade class at Parkside Elementary (Murray School District) discussed “how distractions and imagination can help deal with difficulties, how you know someone is trustworthy, and who trustworthy adults are in their lives.” Lisa Butler, a fifth-grade teacher at Settlement Canyon Elementary (Tooele School District) reported that her students “thought this was a great play. Many had not seen a play before and thought that using the play to talk about a topic with students with diseases was great. This will open up more discussions during our Growth Mindset and SEL lessons.”

For many students, watching **BALLET FOR ALIENS** led to curiosity about theatre and theatre jobs.

According to Fangaafa Fatai, a fifth-grade teacher at East Midvale Elementary (Canyons School District) discussions with her class “elaborated on the importance of the theatre world and society. We talked about the different roles/jobs you can have in theatre and the importance of representation.” Lexi Carter, a fourth-grade teacher at Holt Elementary (Davis School District) appreciated the way we explained theatre-specific terms during the pre- and post-show discussions, writing, “Really great job! I appreciated your team explaining what different words meant and using kid-friendly language!”

- **Professional Excellence**

Our materials for educators are thoroughly researched and accessible. In peer-reviewing the study guide for **BALLET FOR ALIENS**, Annie Burbidge Ream, Co-Director of Learning and Engagement for the Utah Museum of Fine Arts, commented, “This guide is incredible. I love how it articulates the complexity and layers of the ideas and themes in the play.” Ashley Boyack,

Director of Professional Development for Tanner Dance, told us, “Your study guide is the best I have seen.”

Education Coordinator Sarah Meservy occasionally hears from teachers whom she trained on *Playwriting With Young People* in previous years who tell her how much they love the curriculum. Cal Beck, first-grade teacher at Peruvian Park Elementary (Canyons School District) told her that he uses her finger puppet activities with his students every year. Jessica Payne, third-grade teacher at Windridge Elementary (Davis School District) mentioned that only did she continue to use our materials in her classroom, her colleague had started a drama club structured around the curriculum.

Golda Ovalles, Education Director for the Utah Museum of Contemporary Art, rated the quality of our Free Elementary School Tour 10/10, observed that the actors were “great at maintaining the students’ attention” and added, “Every single line was so clever, funny, and significant, I didn’t want to miss a thing.” Krissy Post, a fourth-grade teacher at Moab Charter School (Grand County) was similarly effusive with praise for *BALLET FOR ALIENS*: “I thought it was wonderful! It was just the right length. It was active and interesting. It taught an important message. It was very funny and meaningful at the same time. It was also fantastic and refreshing how well the actors controlled the crowd and were able to communicate clearly with the students. No chaos! No open-ended questions! You reigned in the noise, managed the group, and gave them opportunities to engage. Well done. Thank you so much!”

Aliyah Bacca, English Language Arts teacher at Salt Lake Center for Science Education (a charter high school in Salt Lake City School District), described her school’s experience with *FIRE!* by Jenifer Nii, as part of *A Week With A Play*, as “amazing,” writing that her students “were enraptured with the performance, honored to get the opportunity to ask questions to actor Carleton Bluford and you, and over the moon about attending the Utah Black History Museum exhibit at your space! One student said to me, ‘Mrs. Bacca, this was the best day ever!’—which is always a great thing to hear from a teenager!”

Kyle Lewis, Artistic Director at Utah Arts Academy (a charter school in Washington County) wrote, “If Plan-B’s mission is to support local playwrights

as well as engage in important conversations, you have gone above and beyond in providing this opportunity [*A Week With A Play*] for young people in a community that may need it the most.”

- **The organization's goals, plans, or both for continued evaluation and improvement**

The following are scheduled for SY24:

As our eleventh annual Free Elementary School Tour we present SQUEAK by Tito Livas. Squeak's brain moves at warp speed. Sometimes that makes it hard to connect with other kids. And sometimes it's hard for grown-ups to understand. A journey across the spectrum created specifically for grades K-3, complete with dinosaurs, Dragon Breaths, and a new friend.

Students who experience SQUEAK will meet core standards in Health Education (Health Foundations and Mental and Emotional Health strands) and five of the six USBE SEL Outcomes. As students see neurodiversity portrayed on stage they will feel represented, validated, and empowered and will become more compassionate, understanding, and respectful of their peers. SQUEAK will reduce the stigma surrounding neurodiversity and create a more inclusive, understanding, and accepting environment for all students.

A Week With A Play will continue to expand to serve more students in grades nine through 12. We piloted the program with two schools during SY22 and increased to five schools during SY23. So far we have bookings from eight high schools in Salt Lake City, Granite, and Jordan School Districts for their students to attend RADIO HOUR EPISODE 17: SHERLOCK HOLMES AND THE FINAL PROBLEM by Matthew Ivan Bennett and the post-show discussion with the playwright and actor (and host of KUER's RadioWest) Doug Fabrizio. We are also offering student matinees of BALTHAZAR by Debora Threedy and BITTER LEMON by

Melissa Leilani Larson with the goal of A Week With A Play reaching-600 students.

Two playwriting residencies are scheduled for SY24. Teaching artists of color Darryl Stamp and Estephani Cerros will teach *Playwriting With Young People* to students at Guadalupe Charter School (Salt Lake County) in collaboration with sixth-grade teacher Mits Bryant and paraprofessional Isabella Darmiento. Darryl Stamp and Sarah Meservy will teach *Playwriting With Young Adults* to ninth and tenth graders at City Academy Charter School (Salt Lake County) in collaboration with English teacher Christal Jackson.

Education Coordinator Sarah Meservy is working with District Art Coordinators from Davis School District to offer an in-person *Playwriting With Young People* workshop to DSD teachers. Sarah is also presenting at the Utah Rural Schools Association summer conference. Tour Manager Kallie Filanda and teaching artists of color Estephani Cerros and Taylor Wallace are attending the Arts Are Core Conference at Utah State University.

We will also continue to engage teachers with our *Playwriting With Young People* and *Playwriting With Young Adults* online training.