



**2025/26 Education Programs Annual Report  
Professional Outreach Programs in the Schools (POPS)**

**Organization Name:** Plan-B Theatre

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**Who We Are**

We began as a **plan b.**

After graduating from college in the late 1980s, co-founders Tobin Atkinson and Cheryl Ann Cluff had a plan: move to a larger city and become professional actors. When *plan a* didn't work out, they decided to go with the alternative: *plan b* was to create theatre here in Utah.

Fast forward to 1991: Tobin and Cheryl Ann formed a company inspired by and named for that decision. To say we operated on a shoestring in those early years is being ... generous. We were minimalist out of necessity. And then it became our artistic identity!

Plan-B evolved to also mean alternative staging, storytelling, substance, and style.

Fast forward to 2002: after more than a decade as an itinerant company, we moved permanently to the Rose Wagner Performing Arts Center, experiencing stability for the first time. By 2007, we had successfully navigated the rigorous process of becoming a Salt Lake County Arts & Culture resident company.

Fast forward to 2013: We launched our free [K-12 education programs](#), which became part of POPS in 2019.

Fast forward to 2026: Plan-B has evolved to also mean alternative staging, storytelling, substance, and style, which we bring to our daily work of developing and producing unique and socially conscious theatre created by Utah playwrights. We share stories with a local point-of-view as well as global stories from a local perspective, drawn from a pool of local playwrights rivaling that found in any other city in the country. We believe the best way to serve our community is to reflect it onstage. Time spent with us should be the beginning of a much larger experience: our goal is to create conversation.

Sometimes Plan-B is the best alternative.

## Programs

### **Program #1: Free Elementary School Tour**

**Method:** In-person, in-school visit, field trip/off school campus, virtual asynchronous

**Description:** Each school year our Free Elementary School Tour (FEST) exposes elementary students to professional theatre by providing free, in-school performances of a world premiere play by a Utah playwright created specifically for them. We alternate years between serving grades K-3 and 4-6 and provide many students with their first experience with live theatre.

FEST is also available via video-on-demand for asynchronous/at-home learning days, homeschool, and the classrooms of teachers whose schools do not book an assembly.

#### EB & FLO by Elaine Jarvik

Our thirteenth annual Free Elementary School Tour, created specifically for grades K-3 served 101 public schools with live, in-school performances of EB & FLO. We gave a copy of the book *The Great Great Salt Lake Monster Mystery* by Dr. Bonnie Baxter and Jaimi Butler, illustrated by Arly Landry to each school we visited. We also served an additional 71 public schools via video-on-demand and the public via 6 free performances at the Rose Wagner Performing Arts Center.

In EB & FLO, a fantastic flamingo named Flo who craves adventure meets Eb, a sensible seagull worried about a shrinking lake. They concoct a unique way to spread the word about the importance of Great Salt Lake and how small actions can have big effects. All 172 teachers and principals who responded to our feedback survey (sent by

our Education Coordinator within an hour of each performance) unanimously agreed that their students enjoyed EB & FLO and that the message was valuable and relevant.

FEST allows students to develop audience skills (Standards K-6.T.R.1). Kindergarten teacher Jen Lightfoot at McMillan Elementary (Murray School District) told us, "For many students this was the first time seeing live theater. I hope you continue coming and that funding for this program is generous." Her students were among the 6,263 students who enjoyed EB & FLO as their first exposure to live professional theatre!

FEST assemblies are highly interactive. The actors and Tour Manager greet students at the door as they enter the cafetorium/multi-purpose room/library/classroom. Once they take the stage, they 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, and carefully establish expectations in the pre-show discussion and reinforce those expectations throughout the performance.

Second-grade teacher Shanice Robinson at Iron Springs Elementary (Iron School District) said, "The management was fantastic! Great job keeping the audience engaged and also keeping them in control by setting clear expectations!" Kindergarten teacher Jenn Hahn at Davinci Academy Flex (Davis County charter school) shared that she was initially apprehensive that her kindergarteners were going to have to sit still and focus for 35 minutes, "but your team ROCKED IT! Great job!" First-grade teacher Crystal Norman at Grant Elementary (Murray School District) agreed, telling us, "It was an amazing performance. The

students were truly engaged and the material held valuable information. Students returned to class singing.”

Immediately following the play, our Tour Manager and the actors lead a post-show discussion specifically constructed to encourage students to share personal responses (Standard K-6.T.R.2) and to identify similarities between the characters and their own experiences (Standard K-6.T.CO.1). They all then interact again with students at the door as they exit.

The discussion continues in the classroom, supported by the activities in the accompanying [study guide](#), which provide opportunities for students to evaluate the performance (Standards K-6.T.R.5) and create their own dramatic works (meeting all standards in the Create and Perform strands of the Core Standards for Drama). 72% of survey respondents expressed appreciation for the study guide.

- Educational Content: Teachers valued the background information on the Great Salt Lake ecosystem, the "Pink Floyd" flamingo story, and vocabulary resources which helped students prepare for and discuss the performance.
- Multimedia Resources: video clips, and slideshows featuring maps and biological diagrams provided engaging ways to introduce the play's themes and concepts.
- Hands-on Activities: The diorama projects were highly popular, along with other creative tasks like creating brine shrimp puppets, wetland scenes, and Spiral Jetty art.
- Flexibility and Utility: The comprehensive nature of the guide allowed educators to pick and choose activities suited to different grade levels and classroom needs, while the overview of the plot helped set clear expectations for the assembly.

Kindergarten teacher Angela Eckhardt at Larsen Elementary (Nebo School District) wrote, "When I talked to other teachers, it felt like we all chose something different to use from the study guide. I appreciated that there were many options. As a kindergarten teacher I appreciated the friendship and kindness themes woven throughout more than anything else. The third grade teachers were very excited that their class got an introduction to the Great Salt Lake, because they are just about to start learning about it."

EB & FLO captured students' imagination and ignited their curiosity. Third-grade teacher Hannah Ence at Jean Massieu School of the Deaf (Utah Schools for the Deaf and the Blind) shared that a few of her students went home after the play and researched Great Salt Lake on their own. They returned to class the next morning to share what they'd learned. "It's SERIOUS," one boy told everyone, and another boy responded "I know! think of the bird highway and all the animals."

Shanda Stenger, Art and Wellness Coordinator at USBE reported that her child experienced EB & FLO at his school, Sunset Elementary (Davis School District). "He came home and spoke about making new friends, and also was fascinated with the migration and ecosystem of birds and talked about the food chain. He spoke about this event for two days and was very interested in the science content that was conveyed and loved the acting that happened."

FEST aligns with all six of USBE's Social Emotional Learning (SEL) Outcomes, empowering students to manage emotions and solve problems collaboratively. For second-grade teacher Kim Piacente at South Clearfield Elementary (Davis School District), the SEL content was the most applicable in her classroom. She told us, "We discussed the interactions between the two characters. They used their voices to

share how they felt and listened to one another. They were able to become friends because they cared.”

It’s clear that the SEL aspect of FEST plays have lasting impacts on students and school communities. Principal Kali Briggs at Manila Elementary (Daggett School District) was enthusiastic about FEST returning to her school. “We love it when you come here! We still use the breathing exercises from the show two years ago!” she said, recalling techniques that were part of our SY24 tour of SQUEAK by Tito Livas.

First-grade teacher Shannon Rhodes at Edith Bowen Laboratory School (Cache County Charter School) wrote that immediately after the performance, her class reflected together about what they loved most:

- "We loved Eb and Flo, especially singing, *I'm going on a bird highway, a very high highway, I'm going on a highway, on my way home.*"
- “Shaking your feathers, your pink feathers, Flo.”
- “I liked when Eb picked up those fries, the pretend fries at the beginning. I got to touch them at the end and they were not real, just props made from something you can't really eat.”
- “Eb is a seagull, she called it a California gull. She squawked and sang with Flo, the bird wearing pink socks. He was a flamingo that escaped from the zoo and landed in an ocean, but it was the Great Salt Lake. His favorite color is pink because he likes eating shrimp and fish and bugs.”
- “Our USU student teacher Ms. Morgan’s favorite part was when they made interactive music. They taught us first the words, and we could sing when it was time.”

Shannon concluded with, "We liked all of it and our opinion is that other first graders will love it too. We appreciated getting to meet the actors playing Eb and Flo, getting a class selfie with Flo, and making aquatic macroinvertebrate brine shrimp and brine fly connections to other insects we have studied this year, like dragonfly larvae at Bear River Migratory Bird Refuge and stonefly larvae in the Logan River. THANK YOU for creating this rich experience for us."

## **Program #2: A Week With A Play**

**Method:** In-person, field trip/off school campus

### **Description:**

A Week With A Play offers middle and secondary students the opportunity to read a play, see that play at no cost, and discuss what they've read and seen in a post-show discussion with the playwright. We provide the teachers with the script and study guide in advance to read in class with their students.

This year 254 students attended one or more free student matinees of the two plays offered, meeting theatre standards (L1-L3).T.R.1, (L1-L3).T.R.2, (L1-L2).T.R.3, L1.T.R.6, (L1-L3).T.R.7, (L1-L3).T.CO.3.

Tenth-grade student Angela Hastings from City Academy (Salt Lake City charter school) appreciated getting to read each play before seeing it. "Knowing what was coming was really helpful for understanding the characters and why they act like how they did," she told us.

"Understanding characters and people is something that really fascinates me and it made me able to focus on the play and story while watching it." Similarly, her classmate, ninth-grader Scarlet Thomason, shared that being able to discuss each play with the playwrights

deepened her understanding. "I was able to make a lot of connections I don't think I would have been able to otherwise."

### JUST ADD WATER by Matthew Ivan Bennett and Elaine Jarvik

In JUST ADD WATER, Great Salt Lake takes human form and heads into the city on a quest to understand what is happening to her and what she can do about it. A whimsical, cli-fi dramedy about nature spirits, open mics, mic drops, humans, dust, and hope.

In addition to inviting students to attend a dress rehearsal, we offered four student matinees in the 42-seat Studio Theatre at the Rose Wagner Performing Arts Center. 118 students and 10 educators from nine middle and high schools attended.

Eighth-grade student Charley Cowley from Open Classroom (Salt Lake City School District charter school) told us, "I learned how much water the Great Salt Lake is actually losing and why we need to protect it. I thought it was very fun. I thought it was very cool how you used ordinary objects like the binder and turned them into things like birds."

Science teacher Greg Mohammed at Horizonte Instruction and Training Center (Salt Lake City School District) wrote, "The performance was not only entertaining, but highly educational. I loved it. I'm pretty knowledgeable regarding issues surrounding Great Salt Lake so I was impressed at how much information was made available to the common, not highly informed citizen in such an interesting and entertaining way. Kudos for introducing my students to the theater and the arts and educating them on important issues at the same time."

### DUMBED DOWN by Darryl Stamp

After 25 years, Kevin is (really) leaving teaching (this time). But what will happen to the students who might otherwise slip through the cracks?

DUMBED DOWN is a tale of language, loving, and learning inspired by playwright Darryl Stamp's career teaching 11th grade American Literature at Wyandotte High School in Kansas City, Kansas and Hunter High School in West Valley City.

We offered four free student matinees in the 42-seat Studio Theatre at the Rose Wagner Performing Arts Center. 136 students and 10 educators from five public high schools attended.

Twelfth-grade student Thierry Esquivel from City Academy said, "The performance was GREAT. I was engaged the whole time and the actors put their all into this. It was a really great experience to watch with my friends."

Ai Fujii Nelson, Education Director for Ririe-Woodbury Dance Company, peer reviewed an A Week With A Play matinee. She wrote, "Especially considering the audience's age and developmental stage, this student matinee was the opposite of 'dumbed down'—the production was challenging, exciting, inspiring, and wonderfully complex. The performers were stellar. There is a real trust in the students to rise to the occasion for reflection, analysis, and intelligent conversation around a difficult theme—and the students there did just that. The students were asking genuinely great questions, and Jerry's facilitation of the discussion was spot-on: kind, direct, and caring, without any need to talk down to them or sugarcoat anything. The playwright and actors were equally generous in sharing their insights with the audience. The performance and play itself were, of course, great—but much of the additional learning happened during the question-and-answer session, through the direct interaction and candid conversation between the industry professionals and the students."

## **Program #3: Playwriting Residencies**

**Method:** In-person, in school visit

### **Description:**

In SY26 we taught playwriting residencies at six schools, truly co-teaching with classroom teachers. Our side-by-side approach requires significant buy-in from teachers as they actively participate in planning and instruction, but leads to longer-lasting impacts for students and teachers alike. Students benefit from lesson plans carefully tailored to their needs, and teachers are empowered to incorporate what they learn from us into their wider teaching.

We returned to three Salt Lake City charter schools we worked with in SY25: City Academy, Guadalupe School, and Salt Lake Center for Science Education (SLCSE). New this year were residencies at Glendale Middle School (two weeks, Salt Lake City School District) and South Summit Middle School (four weeks, South Summit School District). We also enjoyed a one-day residency at Walden School of Liberal Arts (Utah County charter school).

Residencies are guided by our curricula *Playwriting With Young People* (for elementary students) and *Playwriting With Young Adults* (for middle and high school students) written by Julie Jensen, with accompanying lesson plans by Education Liaison Penelope Caywood and Education Coordinator Sarah Meservy. We introduce students to the art of playwriting and guide them through the process of writing short plays. Each class engaged in activities to strengthen their imagination and collaboration skills and to practice communicating using their bodies and voices (Standards T.CR.1, T.P.6, T.P.4, and T.P.5 ). Students 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 T.CR.4, T.CR.6, and T.P.3 ). Teaching artists guided students as they developed characters, structured plots, and refined their scripts (Standards T.CR.3 and T.CR.4 ).

### City Academy

SY26 marked the third year of our partnership with City Academy (which serves  $\frac{1}{5}$  of the entire student body!). Plan-B teaching artists Sarah Meservy and Estephani Cerros co-taught a year-long, introductory playwriting class for grades 9-12 with ELA teacher Christal Jackson as an English class. Students who took playwriting last year were placed in the advanced class (also a year-long English class) for grades 10-12, which was co-taught by Plan-B teaching artist Darryl Stamp and ELA teacher Mele Fiaui. Students in both classes read plays, attended professional productions (at Plan-B and other theatres), learned from numerous professional theatre artist guest lecturers, and wrote several short pieces independently and collaboratively. The classes frequently met together, allowing the advanced students to mentor their beginning-level peers. As a result, the beginning students learned more quickly and wrote much stronger pieces than any previous cohort.

At both City Academy and Guadalupe School, professional actors visited the classroom to read the students' first drafts. This allowed the budding playwrights to hear their words read aloud by industry professionals who had not been involved in the writing process and receive unbiased feedback. (Standards T.R.4 and T.CR.8).

The residency culminated in two showcases of staged readings. The advanced students each presented ten-minute plays as staged readings

to an audience of friends and family. The intro class worked in groups of three to write shorter pieces presented as staged readings to a full-school assembly.

“I can't say enough good things about Plan-B and this program. Lessons were engaging and effective. Students were fully supported throughout the process. These talented educators taught students skills and provided them with a creative outlet. Because of our time with Plan-B, students have recognized some of their interests and talents with playwriting and acting that they might not have discovered otherwise.” - Christal Jackson, ELA teacher, City Academy

### Guadalupe School

SY26 also marked the third year of our partnership with Guadalupe School, where the majority of students are English language learners from Spanish-speaking households. Plan-B teaching artists Estephani Cerros and Pedro Flores, both bilingual and biliterate in English and Spanish, co-taught with sixth grade teacher Mits Bryant once a week for four months. Each of the 32 students served had their first experience with theatre by writing short pieces collaboratively in small groups. They performed staged readings of their work at an assembly for parents and fifth grade students. Pedro reflected that “this was a very fun experience and it was, positively, challenging teaching a young student group the skill of storytelling,” noting that his shared background with the students “helped make cultural connections easier.” Mits shared, “I've worked with Plan-B for 3 years now. Each year our collaboration gets better and better. Estephani and Pedro do a great job with my sixth graders. One of the things I enjoy seeing is how they interact with each other. They can connect with my class on a level that I can't with their shared culture and traditions. I think this aspect

only enhances my student's experience and makes the students feel more comfortable doing something that is inherently difficult for students their age.”

#### Salt Lake Center for Science Education

Plan-B teaching artists Sarah Meservy, Estephani Cerros, and Kallie Filanda co-taught a four-week residency with theatre teacher Noel Lindes-Frost. 40 high school students wrote short pieces collaboratively in small groups. Given that this was a theatre class of both acting and tech students, Noel opted to forgo the usual staged readings and give her students a more involved challenge. Under her direction, students memorized, rehearsed, and created props and designed lighting for their work. Two weeks after the conclusion of the residency, we returned to SLCSE to enjoy a fully-produced evening showcase for family and friends.

Noel told us she loved how, “Their individual personalities came through, and there was some really good writing as well. This activity connected with so many of the standards, and it was enjoyable.”

#### Walden School of Liberal Arts

Following our performance of EB & FLO At Walden School of Liberal Arts in Utah County, Plan-B teaching artists Kallie Filanda, Taylor Wallace, and Amona Faatau visited the classrooms of grades 1-6. Students learned basic playwriting concepts and used improvisation skills to develop characters and create dialogue.

#### South Summit Middle School

Plan-B teaching artists Kallie Filanda and Taylor Wallace co-taught a three-week residency with drama teacher DeEtte Earl. Working in small groups, 38 sixth-graders wrote short pieces which they then performed

as staged readings for their peers in class. DeEtte loved how engaged her students were in writing and how much they enjoyed performing their work. "The enthusiasm and instructional support for the students made the learning very successful. The course was very well designed to go along with the 6th grade ELA core standards in reading, writing, speaking, and listening. It also supported the objectives of the drama course. The students had recently learned about the importance of paying attention to the script directions when performing, and they were able to make that connection when they were script writing. Thank you. I would love to participate in this program again."

### Glendale Middle School

This two-week residency arose out of our collaboration with the Beverley Taylor Sorenson Arts Learning Program team at the University of Utah. It differed from our other residencies, as the focus was on using theatre to develop students' English listening and speaking skills rather than playwriting. BTSALP Drama Professional Development Partner Laura Taylor invited us to visit her three sixth grade ELD drama classes. These students were all recent arrivals to Utah with minimal English proficiency.

After teaching artist Sarah Meservy introduced specific vocabulary, actors Estephani Cerros and Benjamin Young performed a short excerpt from EB & FLO three times. Between each repetition, Sarah asked questions to check student comprehension. After the third repetition, students who had started out feeling completely lost were able to follow much of the dialogue.

Sarah then used a section of the script to help the students practice speaking. The class read through it many times chorally before breaking into pairs to practice. After class, ELD teacher Faleh Recan was

effusive with praise about how Sarah got even the most reluctant students to participate: “That was amazing!”

## **Program #4: Teacher Professional Development**

**Method:** In-person, virtual asynchronous

### **Description:**

#### BTSALP Great Salt Lake Professional Development Workshop

Education Coordinator Sarah Meservy collaborated with biologist Jaimi Butler to create *Great Salt Lake & You*, a guide for K-6 teachers to use in their classrooms. It is full of lesson activities which support SEEd, Fine Arts, and Social Studies Core Standards. This guide was shared with K-6 teachers statewide during SY25. We also included many of these materials in the study guide for EB & FLO.

In September 2025, we partnered with the Beverly Taylor Sorenson Arts Learning Program team at University of Utah to create an event centered around Great Salt Lake. 65 BTSALP specialists from schools in Salt Lake City, Granite, Canyons, Murray, Tooele, Park City, Davis, North & South Summit School Districts, and many local charter schools, had the opportunity to see a performance of EB & FLO by Elaine Jarvik before choosing among breakout sessions led by Plan-B, Utah Museum of Fine Arts , and SpyHop.

Education Coordinator Sarah Meservy and biologist Jaimi Butler led Plan-B’s breakout session. 21 participants explored ecosystems of Great Salt Lake, created puppets, and devised short plays to communicate what they’d learned about the lake.

#### Provo School District

Provo School District invited us to present to their middle and high school theatre teachers in January 2026. Four teachers attended the hour and a half session where Sarah introduced our *Playwriting With Young Adults* curriculum. Participants had fun sharpening their improv skills and writing a short play collaboratively.

## **Service Opportunities and Collaboration**

**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 email every elementary school principal in Utah to invite their school to participate in our Free Elementary School Tour. We also email every LEA arts coordinator detailing each of our free educational programs, 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: sometimes this approach is the most effective.

We maintain a wealth of free resources on our website for all educators to take advantage of:

- [Videobooks Library](#): our online library of videobooks for grades K-6 featuring ASL interpretation, audio description, and closed captioning
- [Script Library](#): a selection of scenes and full plays free for classroom use
- [Video](#) and [audio](#) plays: our collection of recordings of previous FEST productions (and with their study guides). Theatre specialist

Tori January at Hawthorne Academy (Salt Lake County Charter School) told us that our audio play of PRESENTING: SUPERCAT AND REPTILE ROBOT by Rachel Bublitz is so effective at teaching her second grade students to communicate and respect personal boundaries that she uses it every year!

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

Strong partnerships with USBE and individual educators contribute to our educational planning. We actively engage teachers in planning for residencies, adapting our lesson plans to the needs of their students. The extensive support, mentoring, and feedback we receive from our colleagues at USBE and other POPS organizations is invaluable in strengthening our free K-12 education programs. We learn a great deal from observing our POPS colleagues' programs via active participation in the annual peer review process, monthly POPS meetings, and committee service.

**Summary of the Organization's Self-Evaluation**

**Cost Effectiveness:**

Although we are by far the smallest POPS organization with the smallest budget, our educational programs are on par with or exceed those of larger organizations locally and nationally. In fact, we serve more rural schools each year than all of our POPS colleagues combined.

We are experts at nimbly navigating the tension between frugality and professional excellence, using creativity and innovation to amplify every cent. Our Free Elementary School Tours are kept simple—each is a

world premiere by a Utah playwright that fits in the trunk of a car, is able to be performed anywhere, is available the full school year, and introduces students to the unique power of theatre to illuminate complex topics. By eschewing spectacle in favor of leveraging audiences' imagination, we not only reduce unnecessary expenses, we demonstrate how accessible creating theatre really is. Our overarching goal is to teach all students that they have the ability to create theatre and that it can be about them and what they care about. Our simple, direct, and interactive approach creates intimacy in the noisiest urban cafeteria and collective effervescence in the smallest rural classroom.

### **Procedural Efficiency:**

Our programs are carefully planned to ensure seamless operation. Our Education Coordinator Sarah Meservy makes the scheduling process quick and easy for schools. While educators are welcome to schedule with us via phone or email, most choose to use the booking tool on our website. Sarah also sends out reminder emails ahead of programming and follows up with a feedback survey immediately after.

Our Tour Manager Kallie Filanda keeps our Free Elementary School Tour running efficiently. She 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 two hours.

For every A Week With A Play field trip we host, we ensure each school group is welcomed at the door by Artistic Director Jerry Rapier and guided into the theatre. We consistently assess our programs and seek opportunities for procedural enhancements. We genuinely value and carefully consider all feedback.

### **Collaborative Practices:**

Theatre is the most collaborative art form. And teaching is inherently theatrical! 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. Before each residency, Education Coordinator Sarah Meservy meets with school faculty and the Plan-B teaching artists to map out the project together. She looks for ways to tie playwriting concepts to what students have already learned.

Thanks to decades of working with local theatre artists of color, we're able to provide something that many LEAs are not: the opportunity for students to be taught by someone who reflects their racial or ethnic identity. For example, at Guadalupe, where the majority of students are Hispanic and Latine, bilingual and biliterate Mexican-American teaching artists Estephani Cerros and Pedro Flores supported students who chose to write plays incorporating both English and Spanish dialogue in ways that reflected their lived experiences. By collaborating with diverse teaching artists and educators and allowing them the flexibility to adapt lesson plans to student needs, we create powerful and meaningful experiences for our students.

### **Educational Soundness:**

We work closely with our two Education Liaisons: 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, and Aliyah Bacca, School Librarian and Media Specialist

at Horizonte Instruction & Training Center in Salt Lake City School District.

As our Elementary Education Liaison, Penelope writes the first draft of every study guide that accompanies each Free Elementary School Tour, ensuring all content, including the script, is academically sound and grade-level appropriate and identifies the SEL Outcomes and Core Standards beyond Fine Arts that each year's script aligns with. She was also instrumental in developing our *Playwriting With Young People* and *Playwriting With Young Adults* curricula, writing lesson plans, and demonstrating activities in our teacher training videos.

As our Secondary Education Liaison, Aliyah reviews every script and study guide for A Week With A Play ensuring all content is academically sound, grade-level appropriate, and within the law. Her feedback and guidance have been invaluable in developing high-quality materials for middle and high school students.

*Playwriting With Young People* and *Playwriting With Young Adults* meet Core Standards in both Language Arts and Drama. The curricula also lead to improved creativity, flexibility, collaboration, and teamwork skills.

### **Professional Excellence:**

We are in our fourth decade of developing and producing unique and socially conscious theatre created by Utah playwrights. We are the only arts organization in Utah history to have received both Salt Lake City's Mayor's Artist Award for Service to the Arts by An Organization and Utah's Governor's Leadership in the Arts Award.

Recent highlights include:

- ★ The Utah Review's 2025 year-end "Top 10 Moments of the Utah Enlightenment" highlighted our production of KILO-WAT by Aaron Asano Swenson. A Plan-B Theatre production has been included every year since the list began in 2015.
- ★ Feedspot has ranked Plan-B's blog in the Top 10 of its "Top 30 Playwrights RSS Feeds" globally each of the past five years.
- ★ Salt Lake Magazine named us 'Best of the Beehive' in Arts & Entertainment in 2023.

Artistic Director Jerry Rapier is the first person of color to lead a professional arts organization in Utah history, and has positioned Plan-B as a national leader in new play development and production. He holds an MFA in Directing from the University of Idaho and is a recipient of the Salt Lake City's Mayor's Artist Award in the Performing Arts.

Managing Director and Resident Sound Designer Cheryl Ann Cluff holds a B.A. in Theatre from Southern Utah University and has designed sound for nearly every Plan-B production since 2000.

Education Coordinator Sarah Meservy holds a B.A. in Theatre from Brigham Young University and an MPA from the University of Utah. Over her career, she has taught every age from pre-school to adults, has trained and supervised volunteer ESL teachers, and has extensive experience developing curriculum for community-based non-profits. She is a master of spreadsheets and excels at scheduling and data collection.

Education Assistant and Free Elementary School Tour Manager Kallie Filanda holds a B.F.A. in Theatre from Westminster College. She is an experienced actor and gifted teacher.

Renowned playwright Julie Jensen, Utah's most-produced playwright, wrote our playwriting curriculum *Playwriting With Young People* (for grades K-6) and *Playwriting With Young Adults* (for grades 7-12). Julie holds a Ph.D. in Theatre from Wayne State University and has seen more than 100 productions of her more than 30 plays. She boasts an extensive 35-year teaching resume, including leading the MFA playwriting program at UNLV.

Plan-B employs a robust roster of talented teaching artists. We train and support each artist empowering them to bring their unique experience and perspective to their work.

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

In SY27, we present SNAIL MAIL as our fourteenth annual Free Elementary School Tour, created specifically for grades 4-6 by Melissa Leilani Larson.

In SY27, we are offering free A Week With A Play student matinees of three productions: FACING EAST by Carol Lynn Pearson (grades 11-12), WHAT THE PHO? by Wendy Dang (grades 11-12), and RADIO HOUR EPISODE 18: THE LAND OF OZ by Debora Threedy (grades 7-12), where students will be part of the "live studio audience" as the matinee will also be broadcast live on KUER RadioWest.

In SY27 playwriting residencies continue at City Academy (year-round), Guadalupe School (four months), and Salt Lake Center for Science Education (four weeks). We are excited to begin a new four-month residency with students in grade 6 at Dual Immersion Academy, co-teaching with both English and Spanish Immersion teachers.

In SY27, we will begin expanding access to our free, self-paced *Playwriting With Young People* and *Playwriting With Young Adults* professional development training courses as a newly-approved Altitude provider.



# FREE ELEMENTARY SCHOOL TOUR

**SCHOOLS**

**172**

**STUDENTS**

**29,332**

**EDUCATORS**

**2,059**



# A WEEK WITH A PLAY

**SCHOOLS**

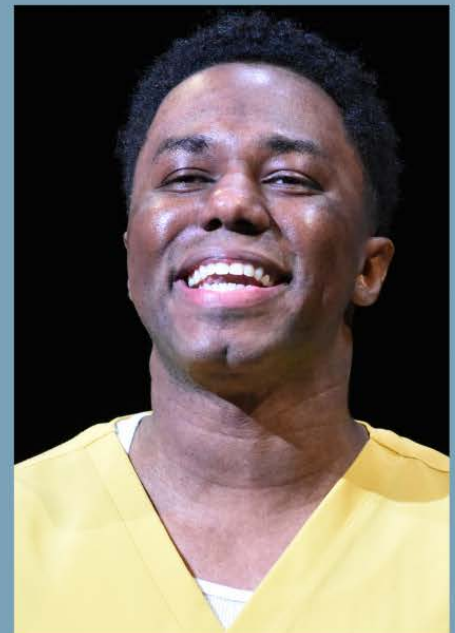
**13**

**STUDENTS**

**254**

**EDUCATORS**

**20**





# PLAYWRITING RESIDENCIES

SCHOOLS

STUDENTS

EDUCATORS

6

457

34



# TEACHER PROFESSIONAL DEVELOPMENT



**SCHOOLS**

**EDUCATORS**

**75**

**90**

