

On Stage: Creating a Community Dialogue Around Live Theater

Passage

September 20 – October 22, 2023

**Participating Theaters:
Pillsbury House Theatre
Exposed Brick Theatre**

Created by: Lucas Erickson

Fiscal Sponsor: Springboard for the Arts

On Stage: Creating a Community Dialogue Around Live Theater

Mission: To make local theater relevant to younger and non-traditional audiences and to lay the groundwork for building future theater audiences

Overview: On Stage raises awareness of the theater offerings in the Twin Cities to academic classes and groups. On Stage brings actors to college classrooms and community settings around the Twin Cities. Local actors and students read scenes from a play in current local production followed by a lively discussion of the themes tying in current events, personal values, and narratives, and stimulating critical thinking. Subsequently attending the full play is encouraged. The purpose of the program is to enhance in-class learning, make local theater relevant to younger and non-traditional audiences, and to lay the groundwork for building future theater attendances. Discussions cover relevant social, political, and cultural topics that come up in Twin Cities plays including gender and racial violence and inequity, LGBTQ+ discrimination, cultural diaspora and alienation and aging.

Since On Stage was launched in the fall of 2016, On Stage has partnered with fifteen theater companies in the Twin Cities, covering thirty-two plays. Of the plays that On Stage has promoted/discussed in classrooms, over **8,000** students and community members have been exposed to new theater and new theater venues, and over **28%** of these students and community members paid to see the show that we were promoting/discussing. On Stage continues to focus on partnering with more small/mid-sized theaters that don't have the resources for their own outreach efforts.

On Stage has partnered with the following Theaters: Mixed Blood Theatre, Park Square Theatre, Jungle Theater, Six Points Theater, Pillsbury House Theatre, Frank Theatre, Children's Theatre Company, Yellow Tree Theatre, New Dawn Theatre, Theater Mu, Exposed Brick Theatre, Ten Thousand Things, Open Eye Theatre, History Theatre and Theater Latté Da.

On Stage has facilitated discussions with the following Colleges and Universities: St. Thomas University, University of Minnesota, St. Catherine University, Metro State University, Augsburg College, Macalester College, Concordia University, Hamline University, Bethel University, Minneapolis Community & Technical College, Minneapolis College of Art and Design, Normandale Community College, North Hennepin Community College, Hennepin Technical College, Century College, Inver Hills Community College, Hazelden Graduate School of Addiction Studies.

On Stage has facilitated discussions with the following Departments: Communications, Sociology, Theater, English - Creative Writing, English - Literature, History, Education, Psychology, Music, Family Social Sciences, Leadership, Linguistics, Law, Environmental Science, Political Science, Women and Gender Studies, African American Studies, Addiction Studies, Culinary Arts.

When Covid hit in March 2020, On Stage launched a new education experience for students. This online program, OnStage/OnLine, is a series of discussions based on plays that are 'in the works' to be produced and performed in the Twin Cities in the future, designed to: stimulate an interest in live theater, examine the cultural context of a play, and, of course, to have fun! We have since returned to in-person classes but have been facilitating both in-person and online discussions and we will continue to have both teaching options moving forward.

ON STAGE: Passage – Schedule

1. Macalester College - THDA 105: Seeing Performance in the Twin Cities - Randy Reyes, Wynn Fricke - Thursday October 5, 9:40 - 10:40AM. (20 STUDENTS)

* In a process of studied spectatorship, students in this first-year course will acquire the vocabularies of the field to critically articulate their individual reactions to dance and theater performances.

2. Hamline University - ESTD 3950: Environmental Systems and Relationships - Valentine Cadieux - Thursday October 5, 2:30 - 3:30PM. (18 STUDENTS)

* Highlighting approaches from the interdisciplinary approaches to environmental studies, this seminar will provide students from any program with individual and group experience analyzing and addressing environmental issues.

3. University of St. Thomas - THTR 111: Intro to Theater (CLASS #1) - Shanán Custer - Friday October 6, 10:55AM - 12:00PM. (24 STUDENTS)

* Foundation in theater and drama for the non-major beginning student; orientation to the dramatic tradition through consideration of plays and playwrights from the Greeks to the present; history of theatrical customs, traditions and conventions as they affect modern stage design, acting, directing, costumes, make-up and criticism.

4. University of St. Thomas - THTR 111: Intro to Theater (CLASS #2) - Shanán Custer - Friday October 6, 12:15 - 1:20PM. (24 STUDENTS)

* Foundation in theater and drama for the non-major beginning student; orientation to the dramatic tradition through consideration of plays and playwrights from the Greeks to the present; history of theatrical customs, traditions and conventions as they affect modern stage design, acting, directing, costumes, make-up and criticism.

5. Augsburg University - COM 329: Intercultural Communication (CLASS #1) - Jenna McNallie - Monday October 9, 9:20 - 10:30AM. (16 STUDENTS)

* This course explores cultural differences and their implications for communication, including differences in values, norms, social interaction, and code systems.

6. Augsburg University - COM 254: Interpersonal Communication (CLASS #2) - Jenna McNallie - Monday October 9, 11:10AM - 12:20PM. (22 STUDENTS)

* A study of the dynamics of human interaction through verbal and non-verbal messages; emphasis on factors that build relationships and help to overcome communication barriers.

7. Inver Hills Community College - SOC 1100: Intro to Sociology (NOTE: ZOOM DISCUSSION) - Whitmore, Wayne. Monday October 9, 2:00PM - 3:00PM. (8 STUDENTS)

* Emphasizes methods, basic concepts, terminology, and perspectives used by sociologists in analysis of social relationships. Sociological analysis will focus on American government, family, education, religion, and the economy.

8. University of Minnesota - ENGL 4232: American Drama by Writers of Color - Jo Lee - Tuesday October 10, 9:45 - 11:00AM. (22 STUDENTS)

* Selected works by African American, Latinx, Native American, and Asian American playwrights. How racial/ethnic differences are integral to shaping different visions of American drama.

9. Normandale Community College - COMM 1131: Intercultural Communication - Willie Johnson - Tuesday October 10, 12:00 - 1:00PM. (20 STUDENTS)

* The primary purposes of this course are to raise awareness of cultural values, beliefs, norms, and biases and address how culture affects communication choices on the interpersonal, group, cross-cultural and global levels.

ON STAGE: Passage – Schedule Cont.

10. Minneapolis College - CMST 1000: Introduction to Communication Studies (CLASS #1) - Kathleen Crawford - Wednesday October 11, 9:00 - 10:15AM. (18 STUDENTS)

* This course explores foundational communication concepts and fosters communication skills in interpersonal communication, group communication and public speaking.

11. Unity Church-Unitarian - (Well-Spring Wednesday) - Laura Park, Metric Giles and Melvin Giles - Wednesday October 11, 5:00 - 6:00PM. (5 PARTICIPANTS)

* This is a special event! It will include community members from several organizations: Unity Church-Unitarian, part of their Well-Spring Wednesday; Community Stabilization Project (CSP); Circle of Peace; Urban Farm and Garden Alliance.

12. Century College - SOC 2051: Sociology of Race and Ethnicity - Corey Culver - Thursday October 12, 10:45AM - 12:00PM. (8 STUDENTS)

* This course introduces students to the complexity of diverse racial/ethnic groups in the United States. It focuses on the historical development of the concept of race and the ways race is structured in a variety of social institutions.

13. 15. Metro State University - SOC 101: Introduction to Sociology - Janet Enke - Thursday October 12, 3:00 - 4:00PM. (18 STUDENTS)

* This course is an introduction to the sociological perspective. Students examine the social processes that shape societies and the course of their histories.

14. Hennepin Technical College (Eden Prairie Campus) - Gateway to College program (High School Students) - Charlotte Guild - Friday October 13, 9:00 - 10:00AM. (20 STUDENTS)

* This class explores the systematic study of the relationship between the individual and their society. In the weeks prior to your visit, students will be learning about the discipline of sociology, sociological research, class inequality, and race/ethnicity.

15. Century College - SOC 1020: Intro to Sociology (NOTE: ZOOM DISCUSSION) - Engelen-Eigles, Debbie - Friday October 13, 2:00 - 3:00PM. (8 STUDENTS)

* This course is a survey of sociology's major theoretical perspectives and research methods. Basic concepts include culture, socialization, groups, organizations, deviance, social institutions, change, and inequalities based on class, race, and gender.

ON STAGE: Passage – Numbers/Survey

Total number of students and community members who participated in the discussions: 251

Total number of tickets purchased to see the play after our discussions: 77

1. Have you seen a play before?

YES – 34 (71%) NO – 14

2. Have you seen a PILLSBURY HOUSE THEATRE or EXPOSED BRICK THEATRE play?

YES – 2 NO – 46 (96%)

3. Do you feel more inclined to see this PILLSBURY HOUSE THEATRE / EXPOSED BRICK THEATRE play after participating in the discussion?

YES – 35 (76%) NO – 11

4. Do you feel more inclined to see other PILLSBURY HOUSE THEATRE and/or EXPOSED BRICK THEATRE productions after participating in this discussion?

YES – 34 (74%) NO – 12

5. Did this discussion add to your fuller understanding to what you have been discussing in class?

YES – 41 (98%) NO – 1

Note: This survey was issued to participants in six of the fifteen discussions.

Note: Total tickets purchased was confirmed by the Pillsbury House Theatre Box Office.

ON STAGE: Passage – Agenda/Topics

IF ONLINE, Lucas will start with POLL #1. LUCAS will welcome everyone and say why we are there/what On Stage is. **IF ONLINE, Lucas will then lay down some ground rules (if you have a question, let us know by raising your hand, writing in the chat, or respectfully unmute yourself and ask; please keep your video feed on during this discussion if you are able to; there are closed captions up, so feel free to turn them off; BE OPEN TO TRYING NEW THINGS! We want to engage you and we want to hear from you);** Today we are going to get you moving around and discussing some of the issues raised in the play, and we will give you a short summary of the play, who wrote it, and what **PILLSBURY HOUSE THEATRE + EXPOSED BRICK THEATRE** are. ASK STUDENTS: Have you been to a play in the last five years? What did you see? Where did you see it?

EDUCATORS + LUCAS will introduce themselves and will ask STARTER QUESTIONS WHILE STUDENTS ARE SITTING DOWN (OR STAND UP!): “WHEN I SAY _____, WHAT DO YOU THINK?” - Introduce Gesture language

1. FRIEND
2. BOUNDARIES
3. OPPRESSION
4. STATUS
5. AUTHENTIC
6. BETRAYAL
7. COLONIZE
8. RESPECT

EDUCATORS + LUCAS will lead a warm up game!

OPPOSITE GAME: (If you feel the class needs it, establish a baseline in First Round- GO is GO, STOP is STOP etc.) OR start with → When I say GO, you stop. When I say STOP, you go. Next round... When I say JUMP, you duck. When I say DUCK, you jump. Next round... When I say SAY YOUR NAME, you clap your hands. When I say CLAP YOUR HANDS, you say your name. *Maybe ask them “What’s another one?”* **(IF ONLINE, USE GESTURES OR EMOJIS).**

EDUCATORS + LUCAS tell students to start walking around the room.

Ask students (while they are walking) who are some people/types of people that come to mind when you think of HIGH STATUS. Now tell students to walk like HIGH STATUS. How do you show this on your body? (no words).

Ask students (while they are walking) who are some people/types of people that come to mind when you think of MEDIUM STATUS. Now tell students to walk like MEDIUM STATUS. How do you show this on your body? (no words).

Ask students (while they are walking) who are some people/types of people that come to mind when you think of LOW STATUS. Now tell students to walk like LOW STATUS. How do you show this on your body? (no words).

IF ONLINE, ASK STUDENTS TO WRITE IN CHAT AND/OR ACT OUT ON THE SCREEN.

EDUCATORS + LUCAS will tell students to VOTE WITH YOUR BODY (IF ONLINE, PUT YOUR FACE CLOSE TO THE CAMERA IF YOU AGREE or use a THUMBS UP emoji, and PUT YOUR FACE AWAY FROM THE CAMERA IF YOU DISAGREE or use a THUMBS DOWN emoji):

1. **I HAVE HAD TO FIX A FRIENDSHIP..** If yes, how was that? Was it easy? Would it have been easier not to fix it?
2. **I HAVE MADE AN UNINTENTIONAL MISTAKE WHEN COMMUNICATING WITH SOMEBODY FROM A DIFFERENT CULTURE THAN MY OWN?** If yes, what was the mistake? Did they forgive you?
3. **I CAN FORGIVE SOMEONE WHO HAS MADE AN UNINTENTIONAL MISTAKE WHEN COMMUNICATING WITH SOMEONE FROM A DIFFERENT CULTURE.**
4. **IN MY COMMUNITY, EVERYONE IS EQUAL**

EDUCATORS + LUCAS will now lead MATCHING SENTENCES/LINES (NOTE: These are located on the page after the agenda).

Pass out lines from the play - ask students to read the line and find the other people who have the same line as you. Now have a quick discussion with your group about what this line means (WHO, WHAT, WHERE) - hear from each group.

ON STAGE: Passage – Agenda/Topics Cont.

EDUCATORS will give a quick summary of the play, (**IF ONLINE, Lucas will SHARE HIS SCREEN to see pics of the play**), who the playwright is, and info about **PILLSBURY HOUSE THEATRE + EXPOSED BRICK THEATRE**. Also, talk about how the actors start by coming on stage and introducing their real selves to the audience before the play starts.

USE THIS AS REFERENCE - DO NOT READ THIS OUT LOUD: PASSAGE: By Christopher Chen. Co-directed by Signe V. Harriday and Suzy Messerole. A fantasia inspired by E.M. Forster's *A Passage to India*, PASSAGE is set in the fictional Country X, which is a neocolonial client of Country Y. B, a local doctor, and F, an expat teacher, begin to forge a friendship that is challenged after a fateful trip to a local attraction. A meditation on how power imbalances affect personal and interpersonal dynamics across a spectrum of situations, the play allows a director wide latitude in casting the roles by race, ethnicity, and gender, with different casting choices highlighting different societal structures.

READ THE NOTE FROM THE WRITER ABOUT CASTING CHARACTERS: Gender and sexuality are fluid.

SAY: *For this class, we want the words on the page read out loud, so we are not looking at age, race or gender when assigning who reads what part. If we were casting the play, that would be different.*

- *When students come "onstage" they should introduce themselves (name, pronouns, field of study)*

ASK TWO BRAVE READERS to read SCENE #1 (Pg. 31 - 32). **SET UP THE SCENE.** Q and R. **IF ONLINE, Lucas will SHARE HIS SCREEN to see the scene we are reading.**

Questions: What's that about? What did you hear? "It feels so real here" - What does "real" mean? What is "authentic" food? Cultural appreciation vs cultural appropriation.

Questions: What's that about? What did you hear?

IF TIME: ASK THREE BRAVE READERS to read SCENE #2 (Pg. 35 - 37). Q, R and J. **SET UP THE SCENE.** **IF ONLINE, Lucas will SHARE HIS SCREEN to see the scene we are reading.**

Questions: What's that about? What did you hear?

EDUCATOR will read SCENE #3 (Pg. 66 - 67). G at the end of the play.

Questions: What's that about? What did you hear?

Wrap up! **Questions?** **IF ONLINE, Lucas will end with POLL #2. Lucas will SHARE HIS SCREEN to show everyone how to get \$10 tix to see the play** ALSO, ask educators to plug work they are doing.

ON STAGE: Passage – Feedback

Thank YOU and your crew so much for coming, Lucas, Caden and I both managed to get there last night and were both profoundly moved (so that's one more student than I've gotten there in the past!). And many others saying they'll go.

Gratefully,

Valentine Cadieux – Professor at Hamline University

Hi Lucas--

Thank you so much, again, for working with my students. You and the other artists bring so much joy and energy to the room--it changes the dynamic for the semester.

Have a good weekend!

Shanan Custer – Professor at University of St. Thomas

Hi Lucas,

Thank you for your work in our classroom! You did a great job engaging the students, getting them to converse and interact. The exercises were well connected with the play and gave them context to the world of the play... What you all were able to accomplish in an hour was very impressive and are extremely grateful for the insight and expertise.

Looking forward to more!

Randy Reyes – Professor at Macalester College

Hey Lucas.

I just wanted to thank you for the zoom call yesterday. The students who were there gave me great feedback about how much they enjoyed it. Thanks again and relay my thanks to the cast members as well.

Wayne Whitmore – Professor at Inver Hills Community College

Lucas,

Thank you for coming into the class on Thursday. I always appreciate the activities and discussion. Many of the students in this class spent the last two years of high school in remote learning. They are still getting used to being in a classroom for three and half hours. They actively participate in small groups but are quieter in large class discussions. You did a great job of drawing them out for the discussion.

Thank you again!

Best,

Janet Enke, Professor at Metro State University

Hi Lucas,

It was a great discussion that aligned so well with our course content! You are so welcome, and I'm looking forward to next time. Thank you!

All the best,

Kathleen Crawford – Professor at Minneapolis College

ON STAGE: Passage – Feedback Cont.

Feedback and Suggestions

Springboard for the Arts visits Sept 14 / Oct 10

- I only made it to the October session, but the discussion/activities were really enjoyable

This isn't much of a suggestion or really feedback, but I wanted to say that I think about some of questions you asked us quite a bit. Specifically, if I've ever felt uncomfortable. I never got to mention that I don't even feel much comfort when I'm slow, either. Symptom of being trans, I suppose. Thanks for making me reflect on how to get rid of that feeling.

Riley

You create a really safe/open feeling container.
Thank you

- I enjoy the environment that you create.
I like the activities that allow us to move around and reflect on deeper questions.

- Maybe ~~something~~ some practice related to acting; ~~thanks~~

I like the energy that you bring into a room - only small suggestion would be to ask more unexpected questions

ON STAGE: Passage – Feedback Cont.

- the activities were all really engaging and you fostered a really comfortable environment. I really enjoyed the scene readings the second time - I wish we'd gotten to do it the first too!
- I really appreciate the energy that you guys bring into the classroom. The activities and questions are thought-provoking and relevant to the content.
- The scene readings + vote with your body activities were fun and engaging!
- you help make it easier to relate to not only the play we discuss but with each other - class as a whole. Thank you! and please don't stop visiting x
- I liked the interactive discussion, especially the scene readings with Passage.
- I thought it was very helpful to have voting experiences and scene readings. I loved hearing about people's experiences. Thank you for coming in!
- I really enjoyed the activities and discussions that we had. I thought that the interactive elements of the discussions brought more to the conversations that were presented. Overall, I thought it was a really cool break from a normal class. Thanks for coming!

ON STAGE: Passage – Financials

- **Patrick Bailey (Facilitator) - \$1120**
 - * 8 discussions (\$800), 2 planning meetings (\$200), facilitator prep-fee (\$100), parking stipend (\$20).
- **Maria Asp (Facilitator) - \$620**
 - * 3 discussions (\$300), 2 planning meetings (\$200), facilitator prep-fee (\$100), parking stipend (\$20).
- **Ansa Akyea (Facilitator) - \$820**
 - * 5 discussions (\$500), 2 planning meeting (\$200), facilitator prep-fee (\$100), parking stipend (\$20).
- **Clay Man Soo (Facilitator) - \$1020**
 - * 7 discussions (\$700), 2 planning meetings (\$200), facilitator prep-fee (\$100), parking stipend (\$20).
- **Anna Hashizume (Facilitator) - \$820**
 - * 6 discussions (\$600), 1 planning meeting (\$100), facilitator prep-fee (\$100), parking stipend (\$20).
- **Erin Farste (Facilitator) - \$720**
 - * 5 discussions (\$500), 1 planning meeting (\$100), facilitator prep-fee (\$100), parking stipend (\$20).
- **Jane Froiland (Facilitator) - \$820**
 - * 6 discussions (\$600), 1 planning meeting (\$100), facilitator prep-fee (\$100), parking stipend (\$20).
- **Lucas Erickson (Project Manager) - \$660**
 - * Coordination fee (\$500), marketing, printing and copying (\$100), meetings (\$40), parking stipend (\$20).

TOTAL: \$6,600

Notes: 1 discussion (1 hour in length) is \$100, 1 planning meeting (2 hours in length) is \$100, facilitator prep-fee is \$20 - \$150, the parking stipend is \$20, and the coordination stipend is \$500. These fees are based on a similar program that was used at the Guthrie Theater (Creating Dialogue) and Project SUCCESS (fiscal sponsor pilot program). The program emphasizes education and is not a performance piece. The discussions will take place in-person and online for the foreseeable future.

ON STAGE: Passage – Sample Contract

PROJECT CONTRACT

On Stage: Creating a Community Dialogue Around Live Theater

This Agreement is made effective as of **2/9/22** by and between **On Stage**, and the following individual ("Actor")

NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

EMAIL: _____

1. **DESCRIPTION OF SERVICES AND PAYMENT.** Actor will receive compensation for providing the following services/expenses including but not limited to: 6 discussions (\$600), 2 two-hour rehearsals (\$200), facilitator prep fee (\$100), and parking stipend (\$20).
2. **TOTAL PAYMENT.** On Stage will pay total compensation for services in the amount of **\$920**. Payment will be sent directly to the Actor from On Stage at the address listed above at a date postmarked on or before **3/9/22**.
3. **TERM/TERMINATION.** This Agreement shall terminate automatically on **3/9/22**.
4. **RELATIONSHIP OF PARTIES.** It is understood by the parties that the Actor is an independent contractor with respect to On Stage, and not an employee or contractor of On Stage.
5. **WORK PRODUCT OWNERSHIP.** Any copyrightable works, ideas, discoveries, inventions, patents, products, or other information (collectively, the "Work Product") developed in whole or in part in connection with the Services Rendered shall be the exclusive property of On Stage.
6. **NAME AND LIKENESS.** Actor agrees to allow On Stage full use of their name, likeness, voice, testimonial, and/or portrayal in whole or in part, severally or in conjunction with other material, for any documentation and marketing purposes at any time including after determination of this agreement.
7. **ENTIRE AGREEMENT.** This Agreement contains the entire agreement of the parties, and there are no other promises or conditions in any other agreement whether oral or written. The actor waves any liability against On Stage.
9. **SEVERABILITY.** If any provision of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this Agreement is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.
10. **APPLICABLE LAW.** This Agreement shall be governed by the laws of the State of Minnesota.

This Project Contract is executed and agreed to by:

ACTOR

ON STAGE

(Printed Name) _____

(Printed Name) _____ (Project Manager)

(Date Signed) _____

(Date Signed) _____

(Signature) _____

(Signature) _____

ON STAGE: *Passage* – Social Media



THE ORACLE

News Sports Life Opinion Staff About Contact Apply

Students engage in open discussion around local theater

Sabine Benda, News Editor
October 12, 2023

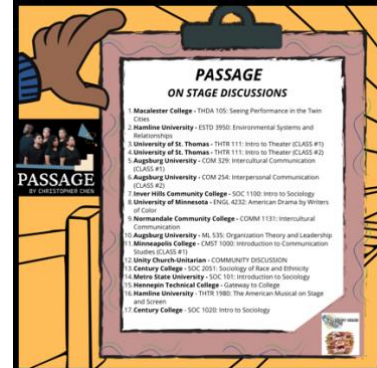
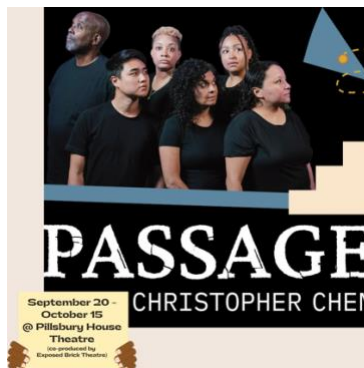


On Stage brings *PASSAGE* into the classroom!

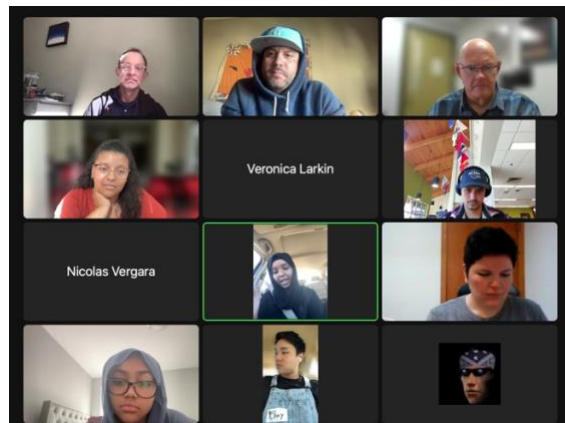


OnStageMN teachers during a curriculum meeting.

We are glad to be partnering with our friends at On Stage to bring *PASSAGE* to 10 different colleges and universities, sharing the play with hundreds of students across the Twin Cities. On Stage is designed to enhance in-class learning, to make local theater relevant to younger and non-traditional audiences, and to lay the groundwork for building future theater attendance.



ON STAGE: *Passage* – Photos



ON STAGE: Total Outreach

An Octoroon (Mixed Blood Theatre – Fiscal Sponsor: Project SUCCESS)
Total Participants: 196 Total Tickets Purchased: 115

A Raisin in the Sun (Park Square Theater)
Total Participants: 190 Total Tickets Purchased: 100

Anna in the Tropics (Jungle Theater)
Total Participants: 142 Total Tickets Purchased: 73

We are the Levinsons (MN Jewish Theatre Co.)
Total Participants: 128 Total Tickets Purchased: 30

Pike St. (Pillsbury House Theatre)
Total Participants: 163 Total Tickets Purchased: 25

Revolt, She said. Revolt again. (Frank Theatre)
Total Participants: 296 Total Tickets Purchased: 100

Collected Stories (MN Jewish Theatre Co.)
Total Participants: 199 Total Tickets Purchased: 42

The Lorax (Children's Theatre Co.)
Total Participants: 483 Total Tickets Purchased: 55

Lady Day at Emerson's Bar and Grill (Jungle Theater)
Total Participants: 155 Total Tickets Purchased: 28

West of Central (Pillsbury House Theatre)
Total Participants: 399 Total Tickets Purchased: 150

Marie and Rosetta (Park Square Theatre)
Total Participants: 313 Total Tickets Purchased: 140

Actually (MN Jewish Theatre Co.)
Total Participants: 264 Total Tickets Purchased: 107

Hedwig and the Angry Inch (Theater Latté Da)
Total Participants: 172 Total Tickets Purchased: 54

Small Mouth Sounds (Jungle Theater)
Total Participants: 124 Total Tickets Purchased: 11

Escaped Alone & Here We Go. (Frank Theatre)
Total Participants: 392 Total Tickets Purchased: 113

Aubergine (Park Square Theatre)
Total Participants: 371 Total Tickets Purchased: 81

Skeleton Crew (Yellow Tree Theatre and New Dawn Theatre)
Total Participants: 424 Total Tickets Purchased: 60

Interstate (Mixed Blood Theatre)
Total Participants: 160 Total Tickets Purchased: 33

OnStage/OnLine Outreach during Covid:

The Resistible Rise of Arturo Ui (Frank Theatre); *The Most Beautiful Home... Maybe* (Mixed Blood Theatre);
Nina Simone: Four Women (Pillsbury House Theatre); *Animate* (Mixed Blood Theatre); *the bull-jean stories* (Pillsbury House Theatre)

Man of God (Theater Mu)
Total Participants: 177 Total Tickets Purchased: 35

Passing Strange (Yellow Tree Theatre and New Dawn Theatre)
Total Participants: 192 Total Tickets Purchased: 20

Twelve Angry Men (Theater Latté Da)
Total Participants: 95 Total Tickets Purchased: 21

Freie Assata and A Love Story in 8 Scenes (Exposed Brick Theatre)
Total Participants: 265 Total Tickets Purchased: 60

Mlima's Tale (Ten Thousand Things)
Total Participants: 346 Total Tickets Purchased: 43

Diesel Heart (History Theatre)
Total Participants: 374 Total Tickets Purchased: 159

The Courtroom (Jungle Theatre)
Total Participants: 56 Total Tickets Purchased: 40

The Chinese Lady (Open Eye Theatre)
Total Participants: 247 Total Tickets Purchased: 24

Passage (Pillsbury House Theatre & Exposed Brick Theatre)
Total Participants: 251 Total Tickets Purchased: 77

TOTAL ON STAGE PARTICIPANTS: 6,374

(TOTAL ONSTAGE/ONLINE PARTICIPANTS: 1,417)

TOTAL TICKETS PURCHASED: 1,796

*** 28% OF THE STUDENTS/COMMUNITY MEMBERS WE VISITED IN CLASSES SAW THE PLAY THAT WAS DISCUSSED.**