

Funds Distribution Report

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Intiman Theatre

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Organization's General Goals:

Intiman is the Professional Theatre-in-Residence at Seattle Central College and uses the power of story and education to activate dialogue, confront inequity, and build collective joy.

Date of Award:	Level:
2025 Q3	\$2,501 to \$5,000

For more information, please read the attached report from Intiman Theatre.

8802 27th Ave NE
Tulalip, WA 98271
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INTIMAN THEATRE

- *Summary of Intiman Theatre*

Founded in 1973 in Seattle, *Intiman Theatre uses the power of story and education to activate dialogue, confront inequity, and build collective joy.* Intiman creates and shares exceptional theatrical experiences while fostering a vibrant community rooted in curiosity, empathy, and bravery. Our audiences, artists, and students are at the heart of everything we do. Intiman's work focuses on uplifting people of color, women, LGBTQIA+ individuals, and other communities historically marginalized by systemic oppression. Intiman provides educational opportunities to local youth and college students, seeking to change the face of onstage, backstage, and behind-the-scenes storytelling by bringing traditionally underrepresented voices to the forefront in the theatre arts. These opportunities open doors to create lucrative career paths within today's professional workforce.

- *Summary of The STARFISH Project*

STARFISH Project is a free after school technical theatre training program that empowers students to learn technical theatre and film-making skills while gaining confidence, learning collaboration, and finding their voice. Professional mentors alongside school staff guide students and their peers through storytelling as they participate in technical theatre workshops, create fully staged productions or short films shared with the public while gaining pride from the work they produce. The 2025/26 season STARFISH program was at four local schools with one Film Club, two workshops and three fully staged theatre productions. For the first time in many years, Cleveland High School produced its first fully staged production, "Little Women the Musical." We have been teaching workshops there for some years in preparation for this momentous occasion. All of the students in Evergreen School's freshman class participated in a Film Club which culminated in a Film Festival. The Evergreen Festival was at the Northwest Film Forum and open to all participants, friends and family (not the general public). Another film showing happened in June at Evergreen high school for the whole school to attend.



For nine years, STARFISH has successfully partnered with local High Schools to develop self-sustaining and targeted theatre technical programming. For the past two years, STARFISH has added summer Film Club camps offered through the Shoreline School District. Intiman has hosted **29** iterations of the STARFISH Project, having directly interacted with **1202** technical theatre students. However, program impact is more

widely felt within the entire theatre arts student body at each school as performers and audience members.



- *Learning Standards and Program Philosophy*

The Intiman Education Manager Christian Swacker works directly with each school instructor to develop lesson plans that support literacy, 21st century skills and Social Emotional Learning (SEL) curriculum which seamlessly integrate into social studies and history units along with providing assessment tools

in alignment with common core and Washington State standards. To accommodate learning styles, STARFISH uses comic books, Readers' Theater, anchor texts, The Writer's Journey text, and multimedia to support student's reading comprehension, understanding of story structure, and developing curiosity and excitement for storytelling. These create more fluent readers promoting an understanding of who students are and their community. In preparation for program growth, Intiman education staff have facilitated a complete restructure of the lesson plans to link the information conveyed in each segment to several of the Washington State Learning Standards including:

- CCSS.ELA-LITERACY.RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in print, video, or multimedia), determining which details are emphasized in each account.
- Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- Performance Standard (TH:Cr1.1.III): a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/ theatre work. b. Create a complete design for a drama/theatre work that incorporates all elements of technology. c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.

STARFISH philosophy includes youth-led project-based learning to develop interpersonal problem-solving skills and relationship building, encouraging a greater sense of student belonging in the school community. These types of skills help students realize incremental skill-building goals and provide opportunities for practice in a real-world setting. "It's important that students have other adult voices in the room so they can hear from other theatre artists and not just me."- High School Drama Instructor.

- *Student Inclusiveness*

In partnership with the Seattle Public Schools and Seattle Office of Arts & Culture, Intiman is a member of the Creative Advantage Arts program. Intiman shares the focus of envisioning a city where, through the arts, all youth have a voice to influence positive changes in local schools and their community, and to develop the skills needed to confidently and competently enter the creative arts workforce which is the long-term impact of the STARFISH Project. While there are award-winning arts programs in some schools, many students do not have consistent access to the arts as they move through their school careers. This is especially true for students of color who are furthest from educational justice.

STARFISH supports higher quality theatrical production student experience with instruction provided by mentors who represent the demographics of attending students. Previously, 44% of STARFISH mentors identified as BIPOC and/or LGBTQIA+, mirroring the identities of students. Mentors are professionals in their technical theatre field; to allow mentors to provide meaningful instruction and relate well with their students, they receive training in three areas, Social Emotional Learning, 21st Century Literacy, and identity development for students. Providing mentors with these teaching skills helps students learn and practice empathy, strengthen voice, perspective taking, and active listening to build deeper connections with others. STARFISH pursues professional development centered on culturally sustaining pedagogy for all of our mentors to help support their practices as well as the identity development of our students.



"I truly can't say enough about what STARFISH has given to my students at CHS. I simply do not have the time or resources to provide for my amazing Drama Club kids on my own. Starfish has been so generous and collaborative. I couldn't ask for a better partner. The kids are already deep into planning the next production, where I plan to keep challenging them and making space for more and more passionate theatre kids." – Dan

Truog, Cleveland High School Drama Club Advisor

- *Outreach and Accessibility*

In 2024, Intiman created a new Strategic Plan to continue to increase community awareness and create strong partnerships. This plan includes increasing community engagement with students, families and the school community to help review Intiman's educational programs, identifying and overcoming participation obstacles among diverse communities and identifying enrollment gaps, especially in communities of color and low-income households. Intiman believes in the transformative power of the arts to inspire, challenge, and unite local communities.

STARFISH is passionate about creating accessible programming at local middle and high schools for traditionally underserved students, including BIPOC and LGBTQIA+. For outreach, Intiman has a long history of working closely with school drama instructors and partner middle/high schools who refer students to STARFISH. Intiman works to build these meaningful relationships by increasing visibility, trust and respect, going into the classrooms to work with drama students and attending Club fairs and various school activities to introduce STARFISH programs. We also place marketing materials such as fliers in the school hallways to attract new students and host pizza parties to spread awareness.

Throughout the school year, Intiman staff and professional mentors conduct face to face interactions with the students to hear their ideas and adapt the program to their wishes throughout the school year. We also conduct interviews with the mentors and teaching artists and integrate program refinement. To evaluate student goal achievement, Intiman collects data from their visual, written and creative documentation which demonstrates an understanding of growth and process.



“During our after-school film club, STARFISH hosted a live Q&A panel with professional actress (Alisa Reyes) about her experiences in the filmmaking industry. Another STARFISH teaching artist mentored Evergreen film club students about how she began her career as a singer-songwriter. Both of these teaching artists were bilingual, which was important representation to connect with my students in the Spanish Dual Language program who take half their classes in Spanish (including mine). 100 students created their short films in Spanish, so it was powerful to see how STARFISH aligned with our goals to celebrate multilingualism as a strength. Months later, my students continue to talk about how these workshops inspired them to pursue filmmaking as a career.” – Naomi True, Evergreen High School Social Studies Teacher/Spanish Dual Language Program

- **2025/26 School and Student Demographics:**

Intiman worked with four schools in Seattle Public Middle and High Schools completing 7 programs from Fall 2025 through Spring 2026:

<u>Name of School</u>	<u>Evergreen</u>	<u>Cleveland</u>	<u>Franklin</u>	<u>Big Picture</u>
1. Minority Enrollment	92%	78%	84%	64%
2. Reduced/Free Lunch Program				
Or qualify as low-income	65%	46%	52%	51%
3. Hours Training Provided	85	125	65	35

Participating Student Demographics:

- Number of youth served: 481 students plus over 1000 audience members
- Percentage of femme identified youth: 52%
- Average Percentage of youth from low-income communities: 54%
- Percentage of youth from LGBTQIA+ community: 15%
- Average Percentage of youth from BIPOC community: 80%
- Languages Spoken: English, Spanish, Tagalog, Mandarin, Somali, Vietnamese
- *During the program, do students select a single career track within the theater industry or is it exploratory?*

The STARFISH Project is an exploratory program. Middle and High School drama students have a chance to taste a variety of technical theatre tracks including Directing, Stage management, Costume design and construction, Set and Prop design and construction, Lighting and Sound design and implementation. At this age, we encourage students to try everything so they can later zero in on their interests.

- *How will students be ‘workforce ready’ after leaving the program? What soft skills or professional development will students leave the program with?*

Working with professional mentors (members of the IATSE Locals 15, 488, and 887, USA 829, and the Western WA Theatrical Training Trust), STARFISH students are empowered to design, build, and manage all technical aspects of a fully staged production gaining hands-on skills from professional mentors across the fields of drafting, lighting, sound system engineering, programming Qlab and sound/light boards, and construction. The Film Club program gives the students experience working with professional film and editing equipment as well as writing their own project including the music that is added to the production.



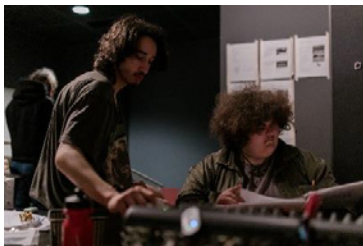
Professional development skills include face to face communication, working closely together as a cohesive team learning and demonstrating skills with each other. These skills take emotional intelligence while working together, learning to be flexible and organized in a fluid atmosphere while remaining self-motivated to accomplish the outcomes needed to ensure the curtain rises.

Students are encouraged to apply to the Seattle Central College (SCC) AA degree program emphasis on Technical Theatre for Social Justice. This is a program in partnership with Intiman Theatre where they receive hands-on apprenticeship training in backstage technical theatre working directly with union members in the field. Some STARFISH students have entered this program and graduated. These students have the ability to test into the unions after graduation or can transfer directly to other four-year colleges to continue their studies. In the past, we have

had graduating high school students who participated in STARFISH, join and graduate from our SCC AA degree program.

- *Does the program have an evaluation component? How have students perceived the program? Is the evaluation used to improve the program?*

To further accessibility and match student needs, Intiman takes time to listen to student input to better understand whom we serve, making regular check-ins and one-on-one communication. We incorporate youth feedback through face-to-face student interactions with the Education Manager and the professional mentors, learning how our program can better address needs, identities, and priorities, ensuring all young artists feel supported. Thus far, Intiman has received very good feedback about the program directly from the students. Their voice guides the development and direction of STARFISH and what the students are interested in learning.



Intiman also has added post-program anonymous surveys for student and teacher input. The Evergreen School students who participated during the school year rated the program as 75.2% positive or very positive as well as feeling welcomed and respected during the program; 20.4% felt neutral for both of these questions and nearly 80% of students rated the learning environment.

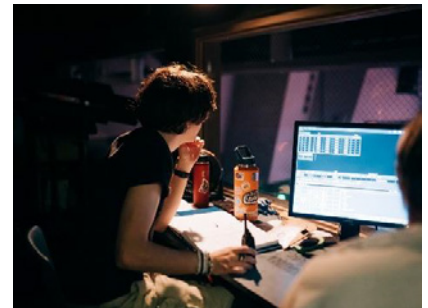
Student responses revealed four major areas of growth: technical filmmaking skills, collaboration and communication, leadership development, and personal confidence. Across responses, students consistently described gaining hands-on production experience while also developing interpersonal and leadership skills that extended beyond filmmaking as Positive or Very Positive. Many students identified communication and teamwork as one of the most valuable lessons they gained from the experience, suggesting that the program strengthened both social and collaborative skills alongside technical learning. Overall, students described the program as engaging, educational, and meaningful while also providing valuable feedback for continued program improvement.

- *When does the program run and what is the student commitment to the program (hours/week)? How is work/school balance maintained for participants during the program? Do students receive school credit?*

The STARFISH Project runs as an afterschool program during the Seattle Public school year – this year from September 2025 through June 2026. Student commitment all depends on what type of program each school has selected. Some schools prefer a workshop to learn particular skills such as lighting or sound design. This could be a one-week course running 2 hours for 3 days with one mentor teaching the content. Other schools contract Intiman to instruct students through all the technical aspects of creating a production through the performances. There may be a couple mentors working with the student groups, teaching several tracts of technical theatre, culminating in the theatre production. This program is in conjunction with the schools after school drama club, students do not receive school credit while in this program. However, if their interest in Technical Theatre is peaked, we do encourage them to apply to our Seattle Central College 2-year AA degree program in Technical Theatre.

- *What is the hourly wage for students and how are they paid? What, if any, is the funding gap specifically for student stipends?*

Currently, students do not receive a stipend while working with this program. Because this program is for Technical Theatre education only, Intiman feels paying the backstage crew without paying the onstage cast would cause a division in the whole student team.



However, Intiman does provide student activities that help create a more cohesive team as well as a time for celebration of a job well done. These include pizza parties and providing snacks during working hours. This year Intiman, with the support from Foundry 10, purchased the royalty rights for Cleveland High School's fully staged production of "Little Women" that they produced during spring 2026. Afterwards, a celebration was held for the student cast and crew of the production after the last performance. Foundry 10 funds also helped Intiman sponsor all of the student snacks at the Northwest Film Forum for the Evergreen film festival.