

The Edlin School for the Gifted, K-8
10724 Sunset Hills Rd
Reston, VA 20190

November 21, 2019

Mr. David Anderson, Assistant Director of Bands, Piano Instructor
455 S. Maple Avenue, Apt. 300
Falls Church, VA 22046
(540)-272-8975

Dear Mr. John Doe,

I am pleased to submit the enclosed proposal to the Sample Grant Office. We are requesting **\$2,200** to provide a **music library** to the K-8 private school, Edlin School for the Gifted, in Reston, VA. This project is to be implemented effective immediately, and culminate in a final concert performance in May of 2020.

We understand that in the last year you have given grants to assist in purchasing classroom materials for several educational programs for children at this age, and we hope that you will be able to assist us in the coming year. This money would provide ample resource to build a long-lasting and effective repertoire of music to serve students and parents for years to come. Our teachers are committed to organizing, teaching, and performing this new music, and will create further advertisement and outreach through social media, showcasing the success that this grant helped our program achieve for our community.

With a more successful band that has more complicated, desirable, and interesting music selections than we do currently, students will show more interest in joining the band program. Building a substantial music library will not only provide current music students much greater creative and pedagogical diversity, but will certainly increase enrollment and opportunity of music students at the Edlin School.

Please visit our website, www.edlinschool.com, or call me at (540)-272-8975 if you have any questions regarding this initiative. If you'd like to visit the fantastic music program here and find out more, I'd be happy to show you around the Edlin School.

Sincerely,

David Anderson
Assistant Director of Bands, Piano Instructor

Project Description

Intellectual Merit:

The Edlin School for the Gifted hosts a thriving community of music educators that provide students with ample opportunities to learn and perform. The school provides rehearsal spaces and paid instructors for band, strings, chorus, and piano programs during the year. *However, the school has no funding allocated for text and materials for these arts programs.* Unfortunately, with already high costs of running the school, there are just not enough resources to fund texts for extracurricular activities. Reston, VA has a strong median income, but with a poverty rate of over 7%, private schools have trouble retaining students and funding all staff and resources. State Standards developed by the Virginia Department of Education require all schools to house a flourishing music program that adhere to specific literacy goals. Building a music library at the school would provide all students and educators with a fundamental set of text to learn and perform, without putting unnecessary financial pressure on local individuals. Most schools provide textbooks for common core subjects, and the same should be true of our music program. This proposal aims to request funds to build a library of music selections through J.W. Pepper Sheet Music, purchased for school use only, and lasting for generations to come. If accepted, these pieces would benefit the local community's arts culture, providing materials for music education and musical expression, and carried to future generations of students.

To truly fund a full, workable music library and filing system, with 25 pieces of varying levels, at \$50-\$100 each, the necessary funds would be **\$2206.32**. This money would provide ample resource to build a long-lasting and effective repertoire of music to serve students and parents for years to come. Assuming that concerts will include 3 to 4 pieces as outlined by the VBODA state standards, and three large concerts are presented per year, approximately 9 to 12 pieces would be the minimum needed for each year of instruction. This would be sufficient for purchasing enough high-quality music for the first and second year of concerts. These purchases would be subsequently used for all future concerts. Building a substantial music library will not only provide current music students much greater creative and pedagogical diversity, but will certainly increase enrollment and opportunity of music students at the Edlin School.

RESTON, VIRGINIA

- Population: 60,352
- Median age: 39.9
- Median household income: \$113,708
- Poverty rate: 7.27%
- Number of employees: 35,367
- Foreign-Born Population: 24.4%
 - 1. El Salvador
 - 2. India
 - 3. Mexico
- Crime rate: 17 per 1,000 residents
- Government: Under the Fairfax County Board of Supervisors
 - Sharon Bulova, Chairman at Large
 - chairman@fairfaxcounty.gov
 - Cathy M. Hudgins, Hunter Mill (Reston) District Supervisor
 - hntmill@fairfaxcounty.gov
 - See Attached for full listing of Fairfax County Government Officials

The Edlin School for the Gifted, K-8

www.edlinschool.com

- 132 students
 - 78 male, 54 female
- Board Members & Administrators: These members of the administration govern all policy, curriculum, and financial organization of the Edlin School.
 - Linda Schreiberstein, Director
 - Bertrand Schreiberstein, Director of Operations
 - Marie Calihanna, Assistant to the Director
 - Kathy Ledig, Principal
 - Steve Alabi, Assistant Principal

- Students are not eligible for free and reduced lunch at this private school.
- Students do not receive special education services at this private school, and are screened by multiple examinations and interviews before admittance.
- Students are not required to take state-mandated assessments and tests as a private for-profit organization, and therefore do not have data for district or state performance.
 - Test scores are not publicly available for this school.
 - Dropout rates and attendance data are not publicly available for this school.

Agency mission statement

The Edlin School for the Gifted is an academically gifted private K4/K5 through 8 school established in 1989. The school emphasizes a classic curriculum in combination with STEAM (science, technology, engineering, arts, and mathematics), and uses proven methods to create the best learning conditions for gifted students. Our excellent teachers and small class sizes allow a variety of teaching methods. This approach gives each child the academic foundation to learn through their highest learning level.

Your organization's history

Linda Schreiberstein, a long time educator with a degree in Psychology, opened Edlin School in 1989 as a co-ed school designed to meet the needs of gifted and talented children in the Reston area. Her experience and education in child development helped her design and establish a curriculum based on research that supports a multi-tiered approach to education.

Schreiberstein recognized the need for gifted children to be challenged and provided the opportunity to advance beyond traditional schooling levels. The Edlin advanced academic curriculum is based on the classic core subjects of language arts, mathematics, science, and social studies, but also includes athletics, performing and visual arts, foreign languages, and technology. As technology and science advances, so does the school curriculum.

Current programs

Our unique curriculum includes the fundamentals of Language Arts, Mathematics, Science, and Social Studies, Art, Technology, Foreign Languages, Music and Physical Education. Our lessons are interactive between students and the teachers. By asking questions instead of lecturing, the teachers are challenging the students to make connections and to evaluate new information with respect to what they learned previously.

We strive to encourage the use of critical thinking skills in all of our students. At Edlin, students work collaboratively and independently on projects, coursework, and extracurricular clubs to develop the skills and knowledge necessary to thrive and succeed in the future.

The community

The Edlin Parent Teacher Organization is a nonprofit organization that promotes open communication and understanding among parents and staff; enhances the educational experience of every child; raises and uses funds for supplemental educational materials and experiences; and brings the Edlin community together to support the school and foster social interaction, while enhancing the learning environment for our children.

Recent publicity and list of awards

Academic Awards 2018 - 2019

- Future City Competition - 1st Place in Mid-Atlantic Competition, Best Essay and Best Presentation
- Future City Competition – 5th Place in National Competition, Best Integration of Nature-Powered Solutions Award
- National Science Bowl Competition – 3rd Place Virginia

Athletic Awards 2018 – 2019

- Field Hockey Runners Up
- 4th Place Boys Cross Country Championship

- 2nd Place Girls Cross Country Championship
- ABC League Soccer Champions
- ABC Boys Basketball Quarter-Finalist
- ABC Girls Basketball Semi-Finalist
- Co-Ed Swimming Honorable mention
- ABC Co-Ed Tennis Champions
- Ultimate Frisbee Honorable mention

Technical or Creative Approach:

Once the funds are received, pieces of music from Alfred, JW Pepper, and Hal Leonard will be researched and purchased through collective decision of the music department. These three companies are well known and respected throughout the band literature tradition, and are publishers of choice under state music standards outlined by VBODA. The music department, including the band, choir, orchestra, and piano teachers officially decided on the necessary pieces for the current needs of our students, and collectively decided on the exact titles that will suit the program at the time the grant is accepted. A specific budget was created of the exact selections and their prices.

The music will be organized in bookshelves that are already present at the Edlin School, categorized by a numeric label and Excel spreadsheet that details each selection in the library. Teachers and administrators will be briefed in the specific cataloging and storing of this library, and will be incorporated into the handbook for future staff members. As the library grows, and perhaps more storage space will be necessary, shelving will be purchased and funded by the Edlin School.

With a more successful band that has more complicated, desirable, and interesting music selections than we do currently, students will show more interest in joining the band program. I anticipate a 50% - 100% increase in enrollment (an additional 20-40 students) after the music library is funded and students begin to play “real music” for the community at each season’s concert with new music. Students lack interest, in part, because of the low-quality hand arrangements and method book songs we perform currently. By developing the pedagogy of our

music program to include state-certified pieces of music, the status of the program will grow (beginning to compete in larger band festivals), and will increase enrollment due to projected accolade and community support of a larger endeavor. Our teachers are committed to organizing, teaching, and performing this new music, and will create further advertisement and outreach through social media, showcasing the success that this grant helped our program achieve for our community. Achieving a successful Virginia Band and Orchestra Directors Association (VBODA) Level 1-2 band performance at the Edlin School after 1 year of instruction with the new music would provide a sound music education to all students, and align with state mandated requirements for band performance. These endeavors will also be documented and advertised to the parents, community, and education community at large. This will not only increase enrollment in the program and school as a whole, but will also provide a tangible measure of success for Edlin's growing music program. The success of this endeavor will be formally assessed through the Virginia Band and Orchestra Directors Association and local band competitions.

Timeline:

- **November 2019:** Grant money is accepted, and an official notice is sent out to all faculty and staff at the Edlin School. An official meeting to discuss the specific budget is organized.
- **December 2019:** Meetings are completed, and the budget is finalized. Titles are purchased through online retailers, and must wait for shipping arrival.
- **January 2020:** The titles arrive to the Edlin School, and are catalogued into our database and shelved.
 - o Titles are used for the curriculum and work begins on our new pieces.
 - o Music teachers organize the Spring 2020 concert program.
- **February – March 2020:** Teachers and students finalize preparations on the new music through daily rehearsals, assessments, and practice. Teachers also send outreach emails and letters to the community, both in the school and larger community, about the success of the grant initiative and new upcoming concert.
- **May 2020:** The Spring Music Concert is presented, with specific mention of the grant and its effects on the Edlin School. The concert is recorded, and teachers organize these

clips into a promotional video that showcases the success and future goals of the music program.

Outcome and Impact:

Goals: Broad, long-term intentions.

- Goal #1: To provide playable pieces of music and build a library for the music program at the Edlin School.
- Goal #2: To provide a sound music education to all students at the Edlin School.
- Goal #3: To improve the pedagogy, status, and enrollment of the music program at the Edlin School.

Objectives: Outcomes that can be expected from the project.

- Objective #1: To purchase at least 1 year's worth of playable music at varying levels under VBODA regulations. With a working music library, the school is able to provide pieces for all students to learn and perform for each season's concerts without putting personal strain on teacher's budgets. This would be funded with the _____ grant.
- Objective #2: To achieve a successful VBODA Level 1-2 band performance at the Edlin School after 1 year of instruction with the new music would provide a sound music education to all students, and align with state mandated requirements for band performance. Performing high level music will not only create a positive and long-lasting impression on our students, but will also benefit the pedagogical strategies our music teachers are able to employ.
- Objective #3: With a more successful band that has more complicated, desirable, and interesting music selections than we do currently, students will show more interest in joining the band program. I anticipate a 50% - 100% increase in enrollment (an additional 20-40 students) after the music library is funded and students begin to play "real music" for the community at each season's concert with new music. Students lack interest, in part, because of the low-quality hand arrangements and method book songs

we perform currently. By developing the pedagogy of our music program to include state-certified pieces of music, the status of the program will grow (beginning to compete in larger band festivals), and will increase enrollment due to projected accolade and community support of a larger endeavor.

Impact on Investigator Scholarship and/or Career Path:

The project will assist the investigator's teaching career by improving the available resources to students. A teacher is only as good as the resources that can be provided to students. By developing a working music library at the Edlin School, the investigator's methodologies, pedagogy, and lesson plans will generate positive results for both teacher and student. This project is not specifically directed at the investigator's scholarship or career path; it is intended for the students of the Edlin School for years to come, and long after the investigator leaves the school.

Qualifications and Collaborative History of the Investigator:

The applicant has worked as an assistant in over 15 school music programs, and has dealt with budgeting, purchasing of material, pedagogy implementation, and assessment. The applicant has successfully purchased, arranged, and programmed for concerts of all ages and skill levels under many different timelines and goals. A detailed background of the applicant's experience can be found at www.andersondavid.com, or in the attached resume.

Rationale for Funding Request:

The _____ agency has consistently demonstrated support of text materials for classrooms and the arts for decades. The proposal has been submitted only to the _____ agency, in hopes that the longstanding history of arts support of your organization will assist in this endeavor.

Budget and Budget Justification

Concert Music

Title	Composer/Arr.	Unit Cost	Qty.	Total Cost	Grade
Furioso	Smith	50	1	50	0.5
Dragon Dance	Story	50	1	50	0.5
Fire's Edge	Ford	46	1	46	0.5
Chant de Noel	Story	46	1	46	0.5
Apollo Fanfare	Smith	50	1	50	0.5
The Tempest	Smith	56	1	56	1
Joy! A Holiday Fanfare	Roszell	51	1	51	1
Plaza de Toros	Story	56	1	56	1
Sahara Adventure	Lopez	51	1	51	1
Creepy Crawlies	Story	56	1	56	1
Arabian Dances	Barrett	62	1	62	2
The Great Locomotive Chase	Smith	62	1	62	2
Appalachian Morning	Sheldon	55	1	55	2
African Bell Carol	Smith	62	1	62	2
Terracotta Warriors	Watson	60	1	60	2
Sleigh Ride	Anderson/Story	62	1	62	2
16 Chorales	Bach/Lake	150	1	150	-
Overture for Winds	Carter	69.6	1	69.6	3
As Summer was Just Beginning	Daehn	60	1	60	3
Air for Band	Erickson	49.95	1	49.95	3
Suite No. 1 for Military Band	Holst	175	1	175	4
Festival Prelude	Reed	60	1	60	4
An American Elegy	Ticheli	195	1	195	4
Variations on a Shaker Melody	Copland	80	1	80	5
Colonial Song	Grainger	72	1	72	5

Chamber Music

Title	Composer/Arr.	Unit Cost	Qty.	Total Cost
Rascher Collection (for saxophone)	Rascher	5.95	1	5.95
Concert and Contest Collection for Flute	Voxman	5.99	1	5.99
The Clarinet Collection	Hal Leonard	19.99	1	19.99
Solos for the Horn Player	Jones	16.99	1	16.99
Concert and Contest Collection for Trombone	Voxman	6.99	1	6.99
The Dauverne Solo Collection for Trumpet	Ingle	19.99	1	19.99
Contest Solos for the Intermediate Mallet Player	Houllif	9.5	1	9.5
Woodwind Quintet: New Mexico	Milford	12.95	1	12.95
Ensemble Repertoire for Woodwind Quintet	Voxman/Hervig	9.99	1	9.99
Hymns for Brass Quintet	Schirmer	12.99	1	12.99
Intermediate Percussion Ensemble Collection	Cirone	39.99	1	39.99

Technique/Method Books

Title	Composer/Arr.	Unit Cost	Qty.	Total Cost
Standard of Excellence: Comprehensive Band Method (books 2 and 3 for every instrument - \$13.90 for both)	Pearson	13.9	15	208.5
Standard of Excellence Conductor's Score	Pearson	49.95	1	49.95

2206.32

(reprinted from earlier sections to adhere to assignment rubric)

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instruction with the new music would provide a sound music education to all students, and align with state mandated requirements for band performance. These endeavors will also be documented and advertised to the parents, community, and education community at large. This will not only increase enrollment in the program and school as a whole, but will also provide a tangible measure of success for Edlin's growing music program. The success of this endeavor will be formally assessed through the Virginia Band and Orchestra Directors Association and local band competitions.

Funding History:

This project proposal is new, composed this Fall 2019, and was created for the sole purpose of this current submission to the _____ agency.

Supplementary Documentation:

No supplementary documentation is necessary for this project proposal, as outlined by rubric guidelines.

David K. M. Anderson

455 S. Maple Ave, Apt. 300
540-272-8975 | dander26@gmu.edu

Objective The musical arts strongly reinforce concepts of not only mathematics, science, history, and foreign language, but also rhetoric, cultural understanding, self-expression. Character traits like cooperation, trust, teamwork, confidence, work ethic, responsibility, self-discipline, motivation, confidence, social skills, respect, integrity, and creativity are all encouraged in the creation of music. Countless individuals (myself included) form lifelong relationships through music. It brings children and adults of many cultures and ages together in the creation of something much greater than the individual. For these reasons, pursuing music education has become my life's work, hoping to spread the passion and positive ideals I've experienced through this unique and universal art form. Nothing can replace the excitement and deep sense of communication that music can bring, and I wish to bring the skills necessary to perform music into the classroom. Students will develop music literacy skills (reading sheet music) through a year-long curriculum aligned with state standards, regular formative and summative assessments, scaffolded and differentiated instruction, concert performances that involve the school community, and participate in daily activities that strengthen fundamentals of playing an instrument and rehearsing music with a group. Playing music for friends, parents, relatives, teachers, and the community at large will strengthen and encourage the necessary physical, emotional, and social connections that students develop throughout their schooling!

Experience **Edlin School for the Gifted, Reston VA**
Assistant Band Director, Woodwind Instructor, Piano Teacher
Fall 2017 - Current

- Assistant director of music for the Intermediate Band, grades 5-8. Assisting rehearsals for preparing music as a woodwind and percussion specialist for various concerts, and repairing instruments as necessary.
- Instructing a weekly beginner woodwind class, grades 3-5, learning the rudiments of reading music, assembly and care of instruments, making a sound, learning first notes and songs, basic rehearsal technique and behavior, and preparing for a concert.
- After school in-house Piano Teacher for a full studio of students aged K-8. Instructed students on repertoire, theory, technique, and aesthetics. Prepared full piano recital concert for parents and the community at large.

Frost Middle School, Fairfax VA (*Fairfax County Public Schools*)
200 Hour Student Teaching Internship – Music Instructor
Spring 2018

- Assisted mentor teacher with all school and band related duties. Regularly instructed instrument specific and mixed band classes at the middle school, working on warm-ups, scales, method book music, and ensemble music. Taught fundamentals and rudiments of music daily, assisted in organization and logistics of the program, conducted concerts, attended in-service workshops, and prepared for the District 10 State Band Assessment and Solo & Ensemble Festival. Received daily feedback on teaching.
- Assisted music program in organization, planning, and financial requirements for a Band Spring Trip to Busch Gardens and Wolftrap for a clinic and park time (250 students, 4 busses, multiple chaperones).
- Worked with hearing impaired students and interpreters on a daily basis. Formed differentiated lesson plans and instructional strategies that allowed participation and understanding from all students in the music classroom.

Churchill Road Elementary School and Longfellow Middle School, McLean VA (*Fairfax County Public Schools*)
200 Hour Student Teaching Internship – Music Instructor
Spring 2018

- Assisted mentor teacher with all school and band related duties. Regularly instructed instrument specific and mixed band classes at the elementary school, working on warm-ups, scales, method book music, and ensemble music. Taught fundamentals, behavior, and rudiments of music daily, assisted in organization and logistics of the program, presented concerts, attended in-service workshops, and prepared for the District 12 State Band Assessment. Received daily feedback on teaching.

James Madison High School, Vienna, VA
Saxophone Sectional Instructor
Fall 2018 - Current

- Ran concert band saxophone sectional rehearsals for the Madison Bands, instructing on fundamentals of tone, rhythm, and intonation, articulation and tonguing patterns, chamber music (saxophone ensemble), band music, chorales, and listening assignments.

West Potomac High School, Alexandria VA
Marching Band Instructor and Woodwind Technician
Summer-Fall 2016-2017

- Taught and conducted marching and concert band sectionals, full woodwind rehearsals, and one-on-one lessons dealing with musical performance, phrasing, style, theory, motivation, memorization, and warm up exercises.

- Ran woodwind clinics dealing with instrument setup, materials, and advanced techniques.
- Repaired and serviced woodwind instruments throughout the season and beyond.
- Assisted in setting choreography, drill on the field, and teaching visual marching technique to students.

North Stafford High School, Stafford VA

Marching Band Instructor and Woodwind Technician

Summer 2015-2017

- Taught and conducted marching band sectionals, full band rehearsals, and one-on-one lessons dealing with musical performance, phrasing, style, theory, motivation, memorization, and warm up exercises.
- Instructed drum majors on conducting technique, effective gestures, and motivational strategies.
- Ran woodwind clinics dealing with instrument setup, materials, and advanced technique. Repaired and serviced woodwind instruments throughout the season and beyond.
- Assisted in setting choreography, drill on the field, and teaching visual marching technique to students.

Judith Lapple Summer Woodwind Camp and Music Festival, Fairfax VA

Music Instructor

Summer 2017 - Current

- Organized, arranged, prepared literature, instructed, and conducted the Concert Band program of camp—full band ensemble instruction.
- Organized and implemented a beginner jazz elective program for students—instructed basics of improvisatory swing and blues styles and incorporated lessons on the history of jazz music, performing a final concert.
- Assisted faculty in coaching intermediate and advanced saxophone performing ensembles.
- Led instrument specific saxophone sectionals for large performing ensembles.
- Assisted with arrangements and creation of parts for concert bands using Finale notation software.
- Organized and presented workshops on performance and practice techniques for both young and advanced musicians.
- Performed on multiple instruments for various woodwind ensembles.

Rappahannock Summer Music Camp, Fredericksburg VA

Music Instructor and Camp Counselor

Summers 2015 - Current

- Taught, arranged for, and conducted various saxophone ensembles and flute choirs, developing ensemble performance, tone, musicality, and phrasing as applied to historical and contemporary musical settings.
- Was "Staff Librarian" for entirety of camp—creation of folders, copies of parts, and organization of music for all large ensembles.
- Worked with hundreds of foreign exchange students from China—developed instructional techniques with a huge language and culture barrier for young Chinese students. Assimilation of humanity and the universality of music as a language!
- Accompanied choir rehearsals and final performance on piano.
- Ran saxophone sectionals and instructed students on methods of improving facility and quality of sound on their instruments for success in the concert band.
- Ran daily workshops and masterclasses for students dealing with equipment, tone, vibrato, fingerings, articulation, sightreading, history, literature, and instrument repair.
- Assisted in administrative needs for the camp such as scheduling, programs, database entry, and finances.

Private Music Tutor and Freelance Piano Accompanist

Piano, Saxophone, Flute, Clarinet, Music Theory, Composition

Fall 2013 - Current

- Provided one-on-one instruction to develop many student's technique, musicality, passion, and understanding of music in both classical and contemporary settings for a wide range of instruments in both solo and ensemble performances.
- Taught serious classical musicians in advanced literature as well as the rudiments and basics of music to younger students.
- Freelances as a classical piano and harpsichord accompanist for solo & ensemble festival, auditions, concerts, symposiums/conferences, competitions, assessments, masterclasses, juries, solo recitals, and methods classes around the Northern Virginia area. I have over 15 years of experience playing piano, and have accompanied solo literature (woodwinds, brass, voice), choirs, and chamber groups for professionals and beginners alike.
- Accompanied Solo & Ensemble Festival at Holmes Middle School, Fairfax VA.

**Educati
on**

**Bachelor of Music Education in Instrumental Studies
George Mason University, Fairfax VA**

Fall 2014 - Spring 2018

GPA: 3.86 (named to Dean's List all eight semesters)

North Stafford High School, Stafford VA

Commonwealth Governors School Program

Fall 2010 - Spring 2014

GPA: 4.2

Advanced Studies Diploma

- Skills**
- Standards based instructional techniques & methodologies for teaching instrumental music in public and private schools.
 - Logistical skills for organizing year-long schedules, instrument storage and distribution, music, rehearsals, and concerts.
 - Notating, arranging, and composing music in Finale 2014, Garritan, and Audacity at a professional level.
 - Accompanying (on piano) and conducting large instrumental ensembles, chamber ensembles, and solo performances.
 - Instruction in aural skills (solfeggio) and music theory.
 - Basic repair and servicing of band instruments.
 - Designing, maintaining, and creating media (photos, videos, etc.), websites, and social media through Adobe Photoshop, Wordpress, video editors, and platforms like YouTube, Twitter, Facebook, and Instagram.
 - Building, organizing, and maintaining a music library and instrument database (using Microsoft Excel)
 - Organization of forms, databases, and classroom materials through websites, Google Drive, Classroom, Docs, and Forms.

Activities *Memberships & Honors:*

- & Honors**
- Member of the National Association for Music Education (2017 -)
 - Member of the National Band Association (2017 -)
 - GMU Academic Excellence Scholarship Award (2014)
 - Named to the GMU Dean's List (2014 – 2018)

Performance Experience:

GMU Wind Symphony, Principal Alto Saxophone (2014-, performing at the VMEA Conference)
 Selected for the Honors Recital (2016, 2017), Symphonic Band (2014), Flute Choir (2014-), Jazz Ensemble/Big Band (2017, performing at Blues Alley in Washington, D.C. and Jazz for Justice), Jazz Workshop (2014, 2016), Saxophone Quartet (2014-2017)

Capital Wind Symphony (2018), All-Virginia Honor Band (2014), Rappahannock POPS Orchestra (2013)

Selected for 4th United States Air Force Band Collegiate Symposium, including masterclasses, clinics, and concert performance (2017)

Performer at the 39th and 40th International Saxophone Symposiums with the GMU Saxophone Quartet (2017, 2018)

Performer at the Society of Composers, Inc. Snapshot Conference at WVU with the GMU Saxophone Quartet (2017)

Performer at the Virginia Music Educator's Association Conference, Collegiate Recital (2017)

Performer at the Flute Society of Washington Mid-Atlantic Flute Convention with the GMU Flute Choir (2017)

Performer at the 1st National Community Band Festival with the Capital Wind Symphony (2018)

Guest Conductor of the GMU Wind Symphony at the 2018 Commencement Graduation Ceremony

Masterclass with the Barkada Saxophone Quartet with the GMU Saxophone Quartet (2015)

High School:

Patrick S. Gilmore Award, John Philip Sousa Award, U.S. Marine Semper Fidelis Musical Excellence Award, John Easley Memorial Music Scholarship, and James Whaley Memorial Scholarship (2013-2014)

Drum Major, North Stafford High School Marching Band (2013)

Woodwind Caption Head, North Stafford High School Marching Band (2012-2013)

References **Richard Parrell, Professor of Saxophone at George Mason University**

(703)-909-6118 – richard.parrell@gmail.com

Ed Fraedrich, Professor of Saxophone at George Mason University

(703)-401-5367 – efraedri@gmu.edu

Dr. Jennifer Lapple, Professor of Flute at George Mason University

(703)-993-1380 – jlapple917@gmail.com

Austin Nicholas, Band Director at Lee Davis High School

(804)-336-4567 - ALNicholas@hcps.us

Vincent Irizarry, Actor and Musician

(917)-554-3003 – vidi888@ymail.com