

# Megan Flød Johnson

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## Education

**M.F.A.**, Theatre for Youth, Arizona State University, May 2014.

Graduate Certificate in Socially Engaged Practice, Arizona State University, May 2014.

**B.A.**, Theatre and Voice Performance, Lawrence University, 2007.

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## Artistic Direction

### ***ShadowDreamScape* at Children's Discovery Museum of San Jose, San Jose CA Winter 2015**

Commissioned installation performance piece developed in partnership with CDM education and exhibits staff. Serving as artist-in-residence, offered connected programming and delivered professional exhibit and performance exploring light and shadow through a narrative of a child's dream landscape. Live performers activate the space and engage visitors in hands-on engagement with space elements, performance and creative play.

### ***A STREAM to PONDER: Interconnected Life of South Dakota Habitats* at Children's Museum of South Dakota, Brookings, SD Summer-Fall 2015**

Developed exhibit space and accompanying performance in partnership with Children's Museum of South Dakota focused around pond and stream ecosystems of South Dakota. Artist-in-residence throughout Spring and Summer 2015 delivering arts workshops in public schools and at museum around plant and animal life through hands-on programming in textile manipulation, puppet making and creative drama for ages 2-12 years.

### ***The Nest*, Children's Museum of Pittsburgh, Pittsburgh, PA, September 2014**

Invited as Fine Foundation's Artist in residence for September to develop original performance installation for the museum. Museum visitors explore art-making sessions using a collection of found and natural materials within the museum to build the nest space and figure out identity of the mythical creature who builds its home inside the museum. Residency culminates in play-based performance of nest installation space that evolves throughout the month. Leading a team of hand-picked artists and facilitators from Minneapolis, Phoenix, NYC and Pittsburgh to collaborate on project.

### ***MADE Garden*, Mesa's SPARK! Festival of Creativity, Mesa, Arizona, March 2014**

Artistic Director for year-long community-based project that includes: a professional performance for young audiences, early childhood workshop series and Arizona State University course. Received competitive funding to conceive and implement an interactive garden installation performance for early childhood participants for Mesa Art Center's SPARK! Festival for Creativity March 19-23 2014.

*MADE Garden* is a play environment made from recycled materials. It is part interactive art installation intended to be touched and explored by young children, and part performance experience. Young children have an innate desire to participate in the art they consume. *MADE Garden* welcomes active exploration of the space to promote agency, creative play and ecological awareness in young attendees. Through its interactive elements, *MADE Garden* tells the story of a living network between plants and insects. An experimental performance, *MADE Garden* invites play-based discovery through sensory engagement and live performance interaction.

Development of *MADE Garden* includes leading a team of multidisciplinary artists to imagine a performance space made from found materials. Performance was developed with an ensemble of dancers and theatre artists to create an innovative and highly specialized experience for young children of all abilities.

Public workshop series was held at an urban garden site for preschool children and their families. In a partnership between Mesa Arts Center, MUG and Good Earth Montessori, workshops were designed to

promote ecological awareness through hands-on planting and art from found objects. Art created in the workshops is featured in the installation at SPARK!

***ART BUS, Mobile Installation/Arts Classroom, Independent Project, Phoenix, AZ, Spring 2013-2014***

Artistic Director leading team of interdisciplinary artists to develop a mobile installation and classroom that brings arts programming to cultural institutions, preschools, community centers, daycare centers and public spaces. It will be tailored for children under six years who are not easily transportable. *ART BUS* will bring an interactive installation that engages all of the senses directly to its audience. Enjoyed alone or in conjunction with a residency around the themes explored in the installation, *ART BUS* explores the topic of bee's and sustainable food production through an engaging installation that can be touched, smelled and heard.

***SparrowSong, Binary Theatre Productions, Tempe, AZ January 2013.*** Artistic Director leading a team of visual theatre artists and designers in studio-based, devised creation of an original performance work. *SparrowSong* is an experimental, interactive, installation-based performance for young people. *SparrowSong* debuted in Binary Theatre Company's Spring season on January 23, 2013 for a run of eight performances. *SparrowSong* explores a girl's isolation and separation from community and an unexpected friendship with a magical bird. Using interactive, digital technology in an experiential installation, *SparrowSong* unites a group of strangers through a sensory-based, story environment. Through tactile and digital interactions, audiences become active participants in the construction of the story. Co-created with a team of multidisciplinary artists/designers, I have acted as project lead, writer, director and outreach coordinator.

### **Program Management**

**Program Manager, Children's Museum of Southern MN, Mankato, MN January 2015- present**

Full-time program manager and new Children's Museum in MN open May 2015. Designing, implementing and evaluating all museum programming focused around Arts, STEM, Dakota and Agriculture content areas.

### **Community-Based Art Practice**

**Residencies with Intergenerational Communities**

***KAIROS ALIVE! Dancing Heart, Artist-facilitator, May 2012- present.*** Artist-facilitator for KAIROS ALIVE! Dancing Heart, an evidence-based arts program and a best practice model for working with frail elders, to bring dance and story-telling to six long term and day program care programs throughout the Twin Cities metro. Using improvisational movement to explore story and song, Dancing Heart promotes the dancer/choreographer in every body to build community and celebrate the experience of older adults. As a specialized component, I facilitate a joint workshops between the elders and youth to explore commonalities through creative drama and storytelling.

***StoryCraft, Creative Aging Theatre Program, Mesa Arts Center, July-Spring 2013.*** Artist-facilitator commissioned by Mesa Arts Center to design and implement an intergenerational theatre program to accompany their existing dance and visual art offerings as part of their Creative Aging program. Program pilot will run for Summer 2013 and pair an independent living community of older adults with a YMCA Summer Camp youth group. Programming will center around story-telling and performative skill building to explore and present original story performances that are collaborations between young and old ensemble members. Fall programming will extend theatre story performance program to additional older adult residential sites.

***Spark! Festival of Creativity, Mesa Arts Center, March 2013.*** Teaching Artist working with project director, Elizabeth Johnson, Director of the Socially Engaged Initiative at ASU for intergenerational ensemble comprised of dancers ranging ages 2 to 80 years. Dancers engage in creative physical environment of festival campus to present a series of small and large scale ensemble pieces around the idea of fostering wonder in awe in our daily lives.

***Z Puppet Rosenschnoz, Artist-facilitator, August 2012- present.*** Artist-facilitator for Z Puppets Rosenschnoz, working on projects for family groups through American Indian Family Center in St. Paul

and Autism Society of MN that brought families together to examine stress and devise a short piece to perform in Z Puppet's *Monkey Mind Pirates*. Using creative drama techniques, families explore the stories of their "stress monkeys" and learn techniques of meditation and yoga to calm their minds and bodies. The group wrote lyrics and choreography to a song they composed as a group and performed it in a public performance of *Monkey Mind Pirates*.

### **Residencies with Youth Populations**

***Asphalt Arts, Tumbleweed Center for Youth Development, Artist in Residence, August 2012- May 2013.*** Artist in Residence, working at drop-in center for homeless youth in Phoenix. Using a youth development model that utilizes youth's existing skills and interests, Asphalt Arts uses performance practice to develop essential intra and inter-personal skills, build community and give voice to client's original work. Coordinated, facilitated and directed a wide variety of arts programming throughout the 2012-2013 school year, including:

- ✦ *Spoken OutLoud*, a core group of clients that paired with local spoken word artist, Tomas Stanton to create an original spoken word performance for public performance at Tumbleweed's Anniversary event and the 2013 Homeless Youth Gala at the Phoenix Art Museum;
- ✦ *Alice in Murderland*, an interactive performance/game that invited the audience to engage interactively as characters in the familiar, *Alice* world. Set at a real tea party with refreshments and twisted games, the characters performed their deaths as the audience had to decide who among them is the killer;
- ✦ a skill-based workshop series that invited twelve Phoenix-based Artists for interactive workshops that allowed clients to see, experience and create work within a wide range of arts practices including musicians, visual artists, sculptors, graphic designers, poets, playwrights and dancers;
- ✦ *Transformation*, a public performance that highlighted the individual creative projects of over 100 youth from the semester in an experiential installation;
- ✦ a Zombie Happening that coordinated Tumbleweed clients to initiate an interactive, outbreak scenario with an audience, culminating in a dance performance;
- ✦ a Twitter poetry series generated with youth met on the streets during street outreach throughout central Phoenix;
- ✦ ongoing facilitation for projects that include creative mediums of movement, spoken word, visual art, performance art, acting, song-writing, digital stories and creative writing.

### ***Literature Through the Arts, Artist in Residence, Mesa Arts Center September-December, 2013.***

*Literature Through the Arts* is a grant-funded initiative to unite Title I elementary schools with high-quality arts programming through artist residencies that focus on literature and professional theatre programming. In Fall 2013, I worked with 3rd-5<sup>th</sup> graders on *Alice in Wonderland* for students to engage creatively with the content through creative writing, dance, theatre arts and puppetry. Content intersects AZ common core standards to show teachers methods of engaging art practices in their teaching. Residency culminated in attending a performance of the Salzburg Marionette Company's production of *Alice in Wonderland* at Mesa Arts Center.

***At Home in the Desert: Geocaching Stories, Facilitating Artist, August-December 2012.*** *At Home in the Desert* was an Arizona State University Initiative funded by the National Endowment for the Arts to create partnerships between Artists, young people and community sites to reflect on what it means to live in the desert. For Geocaching Stories, I worked as a facilitating Artist and partnered with Boys and Girls Club of Mesa and city of Mesa cultural sites to collaborate with youth on three digital stories that premiered at public event. Cultural sites included: Mesa Historical Society, Mesa Museum of Natural History and the Mesa Arts Center. Digital Stories will be geo-cached with Quick Read codes at cultural sites to give visitors a sense of what the site means to the young people who visit.

***Stepping Stone Theatre, Teaching Artist, May-August 2012.*** Teaching Artist for Minneapolis Boys and Girls Clubs, writing curriculum and facilitating a workshop series entitled, "Play in a Box". Workshop was offered to grade levels K-1, 2-4 and 5-7. In a two week session, young people collaborated on original performances that incorporated their own stories movement and music. Work was then performed for Community Site and families. Skill building focused on areas of improvisation, creative expression and performance.

## Teaching

### **Pre-K-8<sup>th</sup> Grade Arts Instruction**

#### ***Amerischools Academy, Drama Teacher, September 2011- May 2012.***

Facilitating drama instruction with children in 3rd grade- Middle School. Classes are structured around creative drama exploration, community-building and self expression both infusing classroom content and creating original material for dramatization.

- ▲ Wrote and directed, “On the Radio”, an original musical about the history of modern music for 3rd-5th in the Spring of 2012.
  
- ▲ Directed an original devised piece on a band of heroes from Medieval times for Middle School students.

#### ***Oak Hill Montessori, Theatre Specialist/Assistant Teacher, August 2008-May 2011***

Full-time classroom assistant teacher, offering creative arts approaches and programming for residencies, curriculum integration and productions for students aged 18 mo-8<sup>th</sup> grade in AMI-certified, Montessori school. Facilitated arts programming includes:

- ▲ Classroom residencies in the topics of playwriting, improvisation, creative drama, language of Shakespeare, puppetry and storytelling.
- ▲ Developed performance series that brought students and their families to local cultural performance venues to see live theatre and dance performances, attend backstage tours and talkbacks.
- ▲ Vast production experience with young people as director, designer, music director, and choreographer.
- ▲ Created original drama curriculum for residencies and after-school classes.

#### ***St. Croix Montessori, Assistant Teacher, September 2007- May 2008.***

Assistant in Children’s House classroom, ages 3 to 5 years. Help maintain classroom clean and safe environment, supervise children’s work cycles, observe and take notes about children in learning environment and assist teacher in any way possible. Facilitated Story Theatre sharings for parents around the stories of The Three Little Pigs and Little Red Riding Hood.

#### ***Private Voice and Piano Music Instruction, Twin Cities, September 2007-May 2011***

Teaching private music lessons in voice and piano for students aged 6- 18. Working on an individualized lesson plan, students progress in skill-based instruction. Over my 5 years of private instruction, I maintained an average of six-eight students at any given time.

### **Professional Development with Educators**

#### ***Childsplay Theatre Company, EYEPlay, Teaching Artist, August 2012- present.***

EYEPlay is a literacy program, funded by a grant from the Helios Foundation. Using creative drama techniques to reinforce literacy practices in early education, I work with classroom preschool teachers to implement the program in their classroom over a school year. Based on a model of professional development from the Dept. of Education Arts in Education Development and Dissemination Grant at Childsplay, we work to implement best practices for literacy, early education and drama.

In my third year with EYEPlay, I have worked intimately with preschool educators through year-long partnerships, weekend workshops and follow-up training to see the continuation of teacher's practice within the program.

#### ***Literature Through the Arts, Mesa Arts Center, Artist-in-Residence, Fall 2013***

Working with 3<sup>rd</sup> -5<sup>th</sup> grade teachers to implement an arts integration model for reading and literature.

### **Teaching Artistry**

#### ***Arizona State University Art Museum, Managing Teaching Artist, Spring 2014***

Design and implement arts programming for families on monthly *Family Free Day* that activate themes of current museum exhibitions. As instructor for ASU course, *Projects in Teaching Artistry*, my class

designed programming for families in Spring 2014. Spring 2014 focused around Pablo Helguera's Librería Donceles, so arts programming focused on text and language through interactive scavenger hunts and poetry creation within the museum.

**Good Earth Montessori, Arts Teaching Artist, January -April 2014.**

Creative drama for preschoolers that engage bodies and literacy development through picture books focused on ecological awareness.

**Childsplay Theatre, Teaching Artist, January 2012- May 2012.**

Weekend recreational drama classes based in creative drama and story telling techniques. Classes include:

- ▲ *Llama, Llama Red Pajama* for preschoolers, age 3-6.
- ▲ *Junie B Jones* for ages 6-8.
- ▲ *Mythical Adventures* for ages 8-10.

**Stepping Stone Theatre, Teaching Artist, May-August 2012**

Facilitated drama classes for Summer Leadership Camp for Prior Lake School district middle schoolers entering high school. Exploring theatre activities, students collaborated on original theatre pieces that focused on both personal and community identity.

**Oak Hill Montessori, Drama Teacher, August 2008- May 2012**

Wrote curriculum for a variety of drama classes, camps and residencies over my time as a drama teacher. Highlights include:

- ▲ *Playwriting* for students age 9-12 (Spring 2011). After school writing/drama camp where students learn about dramatic form, voice and character to write their own original plays- showcased in staged readings for the community.
- ▲ *Improv Camp* for students age 10-14 (Winter 2010). After school camp where students learn improvisation through games, activities and movement work.
- ▲ *Aesop's Fables* for students age 10-12 (Summer 2009). Summer performance camp that worked on theatre skill acquisition in areas of voice, acting and movement. Camp culminated in performance of Kathleen Menino's *Aesop's Fables*.

## **Directing**

### **Selected Directing for Youth Actors**

**“Summer Break” at DC Ranch Community Council, Scottsdale, AZ July 2013.** Devised original script with youth actors over month-long acting camp. Using devising and improvisational games and writing activities, youth created content for an original performance. Performance held in theatre for community.

**“Happily Ever...Ugh-oh” at Boys and Girls Club Minneapolis, SteppingStone Theatre Outreach, July 2012.** Devised original scripts with two groups of middle schoolers. Plays were devised over a month long skill-based theatre unit. Performance was presented to families and community on the final day of camp.

**“On the Radio” at Amerischools Academy, Director/Playwright, May 2012.** Wrote script and directed performance for 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade classes at Amerischools Academy in North Phoenix. “On the Radio” is a musical that uses popular music to chronicle the time traveling adventures of two young people. Performed for school community of students, teachers and families.

**“James and the Giant Peach” at Oak Hill Montessori, Director February 2011.** Using David Wood's adaptation of the popular novel, I worked with a local composer to create original music for our production, arranged for accompanying student orchestra of Orff instruments. With a cast of 45, I

implemented creative drama and production techniques to ensure engagement on all levels, including:

- ⤴ Student stage managers that helped to oversee the rehearsal logistics as well as design and create the playbill for our performance.
- ⤴ Student designers that worked with school art teacher to design and build large scale set for proscenium stage space including a giant, rotating peach that characters climbed on and in during the performance.
- ⤴ Student technicians that ran lights and sound during the performance.
- ⤴ Student orchestra of Orff and percussion instruments that accompanied the show, including pre and post-show music.

**“Midsummer Night's Dream”, Oak Hill Montessori, May 2011.** As part of a semester long, Shakespeare residency in Upper Elementary classrooms, students performed in a non-traditional, outdoor production that took place in a surrounding forest and amphitheater space. In addition to literature, language, acting and character study, students experimented with original performance styles including juggling during a monologue, performing above the heads of the audience in the trees and a donkey chase that forces the audience to get up out of their seats for protection.

**“Hamlet”, Oak Hill Montessori, May 2011.** Part of the Shakespeare residency for Upper Elementary, students performed a full-length production of *Hamlet* in an outdoor amphitheater. In addition to performance and literature components, production themes explored issues of Ego, the Supernatural and Family Power Dynamics.

**“The Mikado”, Oak Hill Montessori, May 2010.** Full-length production with two Upper Elementary classrooms. A highly stylized production with set and original costumes, students were apart of each stage of the production process. Production included student workshops with Hamline University professor of dance who specializes in Kabuki and Noh techniques. Classrooms were also undergoing classroom community research projects on the culture and traditions of Ancient Japan.

#### **Selected Directing with Adult Actors**

**“I Am”, Storycraft Creative Aging Program, Mesa, AZ Spring 2014.** Presented original performance work by ensemble of older adults at Fellowship Square, an assisted living community in Mesa, AZ. Performances were written and developed over the Spring session of StoryCraft and presented to community. Individual performances focused on the identities of each participant to highlight their creativity and performance skills.

**“Bocon!” by Lisa Loomer, ASU Mainstage, Assistant Director/Music Assistant/Community Outreach November 2012.** Mainstage production directed by MFA Directing student, Megan Weaver. I submitted “Bocon!” for ASU's Mainstage season and when selected by School of Theatre and Film, I got to select my level of involvement. In a large-scale performance that included digital media, mask work, puppetry, Aztec dance and music, I assisted in overall cohesion of these elements. In combination with director, arranged and taught cast Central American folk melodies and lyrics for voice and guitar.

#### **University Teaching**

##### ***Arizona State University***

##### ***THP 590, Projects in Teaching Artistry, Co-instructor, January-May 2014***

Co-instructor with MFA Intermedia Art student to examine teaching artistry in different arts disciplines. Students design and implement workshops series for *MADE Garden*, partnership between a preschool and urban garden site to promote ecological awareness through creative drama and art making. Second half of workshop focuses on art engagement for Family Free Day series at ASU Art Museum.

##### ***THP 212/412, Puppetry for Children, Instructor, August 2013-Mary 2014***

Instructor for undergraduate and graduate level puppetry course. Studio course covers the design and construction of many styles of puppetry to be used in a context with or for youth. Students create classroom units based around puppetry forms.

##### ***THP 311, Improvisation with Youth, Graduate Teaching Assistant, January 2012-May 2012***

I served as the graduate TA for this undergraduate course, integrating creative drama into curriculum for pre-service teachers. As a teaching assistant, I assisted with grading, served as mentor to undergraduate students, coordinated honors projects and taught several demos throughout the semester.

**THP 312, Pupperty for Children, Graduate Teaching Assistant, January 2012-May 2012**

I served as the graduate TA for this undergraduate course. As a teaching assistant, I assisted with grading, taught demo lessons and construction projects.

**Selected Production Experience**

**Acting**

*Affliction* by Laurie Brooks, Reading/Development at Arizona State University. Directed by Kansas City Coterie Theatre's Artistic Director Jeff Church, *Affliction* was in development at ASU before its national debut at the Coterie in February 2014. Based on the Salem witch trials, *Afflicted* examines the inner and social lives of the young girls before the trial. Laurie Brooks was a crucial component of the development phase offering daily re-writes and roundtable discussions on the play. Role: Abigail.

*Wiley and the Hairy Man*, Arizona State University. Directed by Bradford Forehand. April 2012. Barry Kornhauser's unpublished play about a child facing his fears. We toured to Phoenix area elementary schools through ASU's Tour Bus, performing for more than five hundred students over three weeks. Role: Wiley.

*HMS Pinafore*, Gilbert and Sullivan Very Light Opera Company, directed by Leslie Hendrickson. Summer 2009. In an ongoing collaboration between GSVLOC and the Minneapolis Pops Orchestra, *HMS* was performed at Lake Harriet Bandshell for a Summer series of professional performances. Role: Josephine.

*Ruddigore*, Gilbert and Sullivan Very Light Opera Company, directed by Leslie Hendrickson. In a tale of innocence, magic and mistaken identity, Rose May Bud discovers how to think for herself and falls in love. Performed at the Howard Conn Fine Arts Center in Minneapolis. Role: Rose May Bud.

*Aufstieg und Fall der Stadt Mahagonny (Rise and Fall of the City of Mahagonny)*, Lawrence University, directed by John T. Gates. April 2007. Political-satirical opera composed by Kurt Weill to a German libretto by Bertolt Brecht about a fictional city and its slums. Role: Jenny.

**Selected Internships and Other Relevant Work Experience**

***Forecast Public Art, Intern, Saint Paul, MN June 2014- Present.***

Summer position working with Kiristin Weigmann, director of Education and Community programs. Focused on evaluating Public Art residency programs from 2012-present and designing accompanying web pages that serve as Public Art tool kits for artists about working with youth populations. Also assisting in the design and facilitation of OPEN SPACE/OPEN BAR event in July at Open Field at the Walker Art Museum.

***Mesa Arts Center, Graduate Intern, Mesa, AZ, August-December 2013***

Full-time intern in education with the Mesa Arts Center. Internship covered areas including: program evaluation, programming to develop cultural literacy, and arts integration in public education.

- ▲ *Culture Connect*- Ran and coordinated Culture Connect for 2013-'14, outreach program that brings schools to Mesa Arts Center to see professional, culturally relevant programming as well as offers a series of artist residencies for six partnering schools. I coordinated all of the programming with the artists and schools as well as wrote the curriculum for the residencies aligned with AZ state curriculum standards. During the Fall, I coordinated artist residencies and programming for a mariachi performance by *Mariachi Reyna de Los Angeles*.. Also established Culture Connect artist visits and curriculum for Spring shows including a late elementary creative writing residency with *Storytelling with Bobby Norfolk* and *Dream Carver*, an early elementary show about Oaxacan wood carving.

***Z Puppets Rosenschnoz, Intern, Minneapolis, MN, May-August 2012***

As an intern for this professional, touring puppet company based in Minneapolis, I had many creative and administrative duties, including:

- ▲ Research on children's festivals, venues and events in the midwest region.
- ▲ Puppet construction for the new work, "Gnip Gnopera".
- ▲ Assistant Director duties for development of "Gnip Gnopera"- feedback, blocking and brainstorming.
- ▲ Artistic coaching with collaborative musician for "Gnip Gnopera", violist Ann Swenson.
- ▲ Lead teacher for "Finding Your Calm" project with families at American Indian Family Center.

### **MN Opera, Intern, Minneapolis, MN, May-August 2005**

Organized and archived opera scores, costuming portfolios, production concepts, marketing materials, and business receipts from productions dating 1950 to present. Reconciled scores of *Madame Butterfly* and *Carmen* with DVD versions in order to create supplemental material for elementary school students. Edited drafts of opera education worksheets for use in elementary and middle school music classes. Implemented current and prospective season ticket patrons for future contributions.

### **Professional Presentations**

“*MADE Garden: an Interactive Performance Environment*” on panel called “Beyond Making—Creating Interactive Experiences in the Arts”, Association of Children's Museums. Phoenix, May 2014.

“Theatre for the Very Young and Small Size.org in Italia”, American Alliance for Theatre & Education. Washington, DC July 2013.

“Working with Street Youth: A Hands-on Guide to Practice”, New Guard Debut Panel, American Alliance for Theatre & Education. Washington, DC July 2013.

“Devising Theatre: AZ Centennial Project”, American Alliance for Theatre & Education. Lexington, KY, August 2012.

### **Masterclass Certifications/Trainings:**

La Baracca-Testoni Regazzi in Building Cultural Policy for Early Years at University of Bologna, Bologna, Italy, February 2013

FreeArts AZ, Mentor Training, January 2013

### **Awards and Honors**

2015- Emerging Artist Award, Prairie Lakes Regional Art Council

2015- MN State Arts Board, Arts Learning Grant Award for *Made Garden* project and youth residency with Children's Museum of Southern MN, Mankato, MN.

2014- FINE Fellowship, Artist in Residence, Pittsburgh Children's Museum

2012-2014 Leadership Fellow, Arizona State University

2013- Fellowship Winner, Donald and Elizabeth Doyle Fellowship for Demonstrated Artistic Ability in Theatre for Youth, American Alliance for Theatre & Education

2013- Travel Grant, Graduate Professional Student Association, Arizona State University

2013-2014 Special Talent Award, Arizona State University.

2013- Finalist for ASU Pave Arts Entrepreneurship Grant Program for

2012-2013 Katherine K. Herberger Fellowship, Arizona State University

2012-2013 Competitive Assistantship, Tumbleweed Artist in Residence, Arizona State University

2012-2013 Special Talent Award, Arizona State University.

2011-2012 Special Talent Award, Arizona State University.

2006-2007 Midwest Grand Champion Upper Age Division, Musical Theatre, National Association of Teachers of Singing.

2005-2006 Midwest Grand Champion Upper Age Division, Musical Theatre, National Association of Teachers of Singing.

2004--2005 Midwest Grand Champion Lower Age Division, Musical Theatre, National Association of Teachers of Singing.

2003 National ASHA (American Saddlebred Horse Association) Grand Champion, Adult English Saddleseat, Horse Show, St. Louis, MS.

### **Professional Organization Memberships**

American Alliance for Theatre and Education