A report on an Arts Administration internship with the Fulton County Arts Council, Atlanta, Georgia, Spring 1994

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A REPORT ON
AN ARTS ADMINISTRATION INTERNSHIP
WITH THE FULTON COUNTY ARTS COUNCIL,
ATLANTA, GEORGIA, SPRING 1994

An Internship Paper
Presented to
the Faculty of the Graduate School
of the University of New Orleans

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Arts Administration

By
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B.A., The University of New Orleans, 1991
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I would like to thank Andrea Blair who allowed me to spend countless hours in front of her computer to write this paper and thanks to Clara Diaz for whom without this paper would not look as sharp as it does. A tremendous debit of gratitude to Shantras Lakes, who was a constant resource of information about the School Arts Program for me during the writing of this paper. And last but not least my family and friends who consistently encouraged me to complete this part of my life so that I can move to bigger, better and more profitable things.
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CHAPTER I

THE FULTON COUNTY ARTS COUNCIL

Mission/Overview

The Fulton County Arts Council (FCAC) was established in 1979 under the auspices of the Fulton County (FC) Board of Commissioners to enhance the quality of life for all citizens through support of the arts. The FCAC, which functions as the county's Department of Arts and Culture, assists the Commission in the development of policy for public support for the arts and advises and makes recommendations on funding the arts. The FCAC also initiates and responds to the continued demands of diversified arts programming and generally oversees the development and implementation of publicly assisted arts programs that support the mission of the Arts Council.

The FCAC is the largest source of public funding for the arts in the state and serves the largest metropolitan area in the state. The population of Fulton County is 700,000 and spans an area of over 70 miles from the residential areas in the north and south to the downtown center of Atlanta. Although the Arts Council is mandated to serve Fulton County, the contact of citizens in adjoining counties and visitors to Atlanta to FCAC's programs and supported organizations and individual artists far exceeds the county's limits and often serves a population much larger than the County itself.

Goals and Objectives

In 1993, the original goals of the FCAC were incorporated into a Six Year Strategic Plan for the Arts, which will serve as a guide through 1999. The plan will help FCAC develop programs and outreach activities that encourage access to artistic expression. The plan seeks
to recognize that art and culture and thought and expression are vital to any community's growth.

The goals of the FCAC are to:

1. Create an environment which is conducive to the growth and development of arts organizations.

   The objectives of this goal are to establish the development of cultural facilities and the implementation of a long-range planning effort. First, in order to create this "arts friendly" environment, the FCAC will establish a partnership program with local municipalities for developing publicly owned cultural facilities in the county. Also, the FCAC will work with a task force of non-profit organizations to plan a parallel program so that these organizations may develop cultural facilities of their own. Second, the FCAC will continue to implement six-year planning efforts to guide these programs with such things as needs assessment, community progress reports, and annual reviews of goals and objectives. With these objectives, the FCAC can support and encourage government and community arts organizations to work together in creating environments that would help to provide a broad range of arts programming essential to the lives of the citizens of Fulton County.

2. Promote a broad range of arts activities throughout Fulton County through the support of artists and arts organizations of all disciplines.

   The FCAC will adopt several key strategies to promote this broad range of arts activities:

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• Two-year programs of operational support

Organizations that have been in existence for three or more years with an annual budget of $1 million or more will create these programs in an effort to help stabilize their operations, with second-year FCAC funding contingent on completion of first year's objectives.

• Diversity planning

Beginning in 1995, organizations will be required to file a Diversity Plan that addresses diversity of staff, audience, and board.

• Annual fellowships

The FCAC will provide fellowships to be awarded annually to individual artists of all disciplines.

• New funding resources for the arts

The FCAC will identify new resources with which to fund the arts, such as new hotel/motel or cultural district taxes or to have spaces provided on existent tax forms so that, for instance, property owners can voluntarily check off wanting to contribute to a cultural tax.

3. Promote audience development by introducing the arts to new audiences.

The FCAC will seek to develop strategies that will promote the cultural and social value of the arts. Such strategies include marketing technical training offered to arts organizations, the exploration of group marketing schemes, such as coop advertising and an advisory committee made up of marketing experts.

In addition, the FCAC will provide technical assistance to emerging groups for audience development such as subscriber sharing, gallery tours, and theme festivals. The
FCAC will explore options of bringing the arts to non-traditional audiences like arts in the workplace, homeless shelters, and nursing centers.

4. Ensure that the arts are accessible to all citizens of Fulton County.

Beginning in 1994, FCAC applicants will be required to submit an American with Disabilities Act (ADA) plan which addresses facilities, programs, staffing, and board membership. The plan is to include steps for reaching full ADA compliance as a condition of receiving annual funding. The FCAC will help identify the extent of upgrading necessary to bring applicants into federal compliance and offer assistance for reaching this goal through the type of cultural facilities program referred to under Goal #1.

5. Stimulate projects which focus specifically on the elderly, the disabled, and the economically disadvantaged.

Beginning also in 1994, FCAC will provide a special pool of funding to encourage creative programs which serve targeted underserved communities with funding focused on a particular group each year, for instance, incarcerated juveniles and adults. Through community meetings, service providers and advocates for each group will be identified and encouraged to apply for two-year contracts, with the second year funding based on progress reports and funding availability.

To further accomplish this goal, a symposium will be hosted by FCAC to identify barriers which prohibit disabled artists from accessing the opportunities that maximize their fullest participation, artistically and professionally. The information from the symposium will in turn be used to educate FCAC funded organizations on how to reach special populations.

6. Promote artistic development of programs that reflect the cultural diversity of
Fulton County.

The objectives are to help funded organizations find culturally diverse board members and staff and minority vendors to provide goods and services to these organizations. Such approaches include working with minority access agencies to identify interested individuals and Business Volunteers in the Arts to develop an administrative mentoring program for targeting arts managers from underrepresented populations. The FCAC will also provide all funded organizations with county female and minority vendor lists in order to increase the use of these vendors by arts and cultural organizations, fostering an economic relationship between diverse business groups and the arts in the County.

7. Stimulate neighborhood development and encourage creativity within community.

The FCAC will continue to encourage programs that support creative opportunities in the community. Technical assistance for artists and arts administrators will be offered to provide guidance in planning, management, board stewardship, contracting and negotiating, staff supervision, and grant writing.

8. Foster partnerships between the public and private sectors, with other Fulton County departments and other governmental entities.

The FCAC will develop a long-term strategy for maintaining an adequate public/private funding stream.

9. Provide opportunities for children to develop their imaginations, experiment with new ideas and concepts, and realize the integrity of cultural traditions.

To achieve this goal, FCAC developed long-term residencies as part of the Arts in
Education program that began with a limited pilot program. The program allows the schools and the artists to collaborate on long term artistic relationships, improving the dialog between arts educators, local arts organizations, and individual artists. This increases the quality of education, allowing children the ability to maximize their learning potential. Other options the FCAC is exploring are a continuing training program for arts educators, expanding summer arts programming, and a local long-range arts education plan with possible expansion to a multi-county region.

10. Contribute to the economic well-being of the community, including the ability to encourage new business, conventions, and tourism.

The FCAC will actively market the arts and culture in Fulton County and serve as liaison between the Convention Bureau and the Chamber of Commerce in developing campaigns to tourists, Olympic visitors, and local patrons.

Programs and Services

The Fulton County Arts Council offers the following programs and services:

Contracts For Services Program

This program is the equivalent of a granting program to most other funding agencies similar to FCAC. However, it is FCAC's philosophy that the word "grant" implies a type of entitlement or privilege. The emphasis now is on contract, a relationship where arts organizations are contracted to provide services--cultural and artistic--to the citizens of Fulton County. The FCAC, as the "agent" for programming these types of services for the County, engages these organizations to become providers of cultural experiences for the community.

In 1993 alone, the FCAC invested $3.4 million--completely from public support--in
cultural activities throughout the county. The distribution of funds is intended to be as balanced as possible, providing contracts to 140 non-profit organizations and 39 independent artists in a variety of disciplines. The applications for these contracts are reviewed by professionals with a knowledge in each of the disciplines. The panel makes recommendations that are reviewed by the Arts Council and then sent to the FC Board of Commissioners for final award decision. Awards are based on artistic merit, the stability of the organization, and the likely success of the project. Once awarded, these contractors provide progress reports on the status of the projects for which they have received contracts.

**The School Arts Program**

The Fulton County School Arts Program provides creative opportunities for grades K-12 with 139 working artists and residencies in all 57 schools and sites in Fulton County. The School Arts Program, which provided the internship experience, will be discussed in greater detail later in this report.

**Community Outreach Programs**

Community outreach programs include the Abernathy Arts and Crafts Center, the South Fulton Arts Center, and AUDIENCE, Inc., which provides services to the communities of North and South Fulton County with such programs as ceramics, pottery, and drawing classes and a Children's Arts Festival. The Human Needs Initiative supports collaborative programming with seniors and other institutions throughout the county.

Other activities are supported by the FCAC to promote creative expression and

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access to arts. These include the Arts in the Atlanta Project, which provides creative opportunities to each cluster in the Atlanta housing projects, and the Super Summer Arts Camp, a summer-long camp with artistic programming for children in Fulton County. Also, there is the newly adopted Art in Public Places Program, created from a 'percent for the arts' resolution to assure art as an integral part of new or renovated public buildings. Community outreach in the north and south corners of the county is also achieved through the Fulton Arts North and Fulton Arts South task forces, made up of community organizations that serve as liaisons to the Arts Council to promote awareness of cultural activities in their areas.

**Council Initiated Programs**

The FCAC also supports several cultural organizations which have grown from special projects of the Arts Council; each is now incorporated as a 501 © (3) non-profit organization. The Hammond House Galleries and Resource Center is a national center for the collection and exhibition of historic and contemporary African-American art. Catalyst Literary Magazine, published twice a year, showcases local and regional writers. To date, over 700 writers have been published by Catalyst. The National Black Arts Festival is a biennial summer festival which celebrates the contributions of artists of African descent. Since its inception in 1988, over 5,000 artists of African descent have shared their culture and art in all disciplines from local, national, and international levels.

**Management Structure**

**The Arts Council**

The Fulton County Arts Council is governed by a fifteen member council (see Appendix I, Pg. 8-9) that is made up of artists, community leaders, and administrators
appointed by the FC Board of Commissioners for two-year terms as advisors on publicly supported arts programs. The governing Council possesses, through the charter and by-laws which created it, duties and responsibilities similar to the Board of Directors of other non-profit organizations. Like these board members, they receive no salary or compensation of benefits for contributing their time or expertise. The Council members are also not expected to make any monetary contributions to the FCAC or the artists or organizations which it supports.

The Arts Council also serves as an advisory panel between the FC Board of Commissioners and the Executive Director and Council staff (see organizational chart, Appendix I, Pg. 10). The Council makes and enforces policy for the county on arts programs and services and approves any decisions in regards to policy implementation with information that can be supplied by the Council's staff. All decisions of the Arts Council are subject to the approval of the FC Board of Commissioners.

**The Executive Director**

The Executive Director is appointed by the FC Board of Commissioners (as a department head) and is the liaison person between the Arts Council and the staff. The Executive Director is responsible for directing the operations of the Arts Council's programs and projects, manages staff and budget, and develops policy recommendations for the FC Commission. He/she is also responsible for long-range planning and evaluation and external relations with local, regional, and national arts organizations. The Executive Director also directly supervises the activities of the Program Development/Public Relations Administrator, the Program Assistant, and the Administrative Secretary, who supervises the Office Clerk (see
The FCAC has a professional staff of seven and an assistant staff of six. The Executive Director supervises these positions already mentioned:

**Program Development/Public Relations Administrator**
This position is primarily responsible for increasing public involvement in the arts. This includes facilitating external communications with such things as a quarterly newsletter, and producing annual and special reports by the FCAC to distribute to the citizens of Fulton County. He/she is responsible for internal development of programs and coordinates any fund raising activities as needed.

**Program Assistant**
This position's primary responsibility is payroll and procurement of supplies and equipment needed for the office. This person collects all information for payroll of the office staff by the county's Finance Department, handles payment of all bills, and prepares invoices and requests for purchase of goods and services. He/she also prepares the budget for presentation and review as needed and is liaison for the Data Processing Department.

**Administrative Secretary**
The Administrative Secretary provides administrative support to the Executive Director. He/She coordinates the Executive Director's calendar and schedule of appointments and meetings and handles all correspondence. The secretary maintains the database of mailing lists used by the FCAC and assists in general clerical tasks as needed. This position also supervises the activities of the staff's Office Clerk.
**Office Clerk**

The Office Clerk is to serve as the office's receptionist and the duties related to that task. The clerk handles all incoming phone calls, enters data for mailing lists, and distributes daily mail. He/She maintains the office supplies and equipment and assists in other clerical tasks as needed.

The remainder of the staff positions were under the responsibility of the two FCAC's Assistant Directors. One Assistant Director supervises the programming part of the FCAC's activities, while the other manages the Contract For Services program and the responsibilities often associated with a granting program.

**Assistant Director/Contracts For Services (CFS) Manager**

The CFS Manager is responsible for the process that awards and implements the contracts to the applicant organizations and artists who are awarded contracts for providing arts services for the FCAC. He/She coordinates technical assistance workshops and meetings, particularly as they pertain to the CFS program and the implementation of the Public Art Program. (At the time of the internship, the CFS Manager was responsible for carrying on the tasks of this program; however, there were plans of hiring a contractor to coordinate this program for the FCAC). This person also serves as liaison between the Council Initiated Programs and the FCAC. The CFS Manager also supervises two administrative assistants for the CFS program.

**CFS Administrative Assistants**

These assistants monitor the CFS process through processing and tracking of contracts and CFS payments, and track progress reports and evaluations. They assist with the CFS
panel process and grant writing workshops and perform clerical and receptionist duties as needed.

**Assistant Director/Neighborhood Arts (NA) Manager**

The NA Manager's primary job is to oversee the programs that support arts at the neighborhood level. This includes the Schools Arts Program (as the schools are viewed as a part of every neighborhood), summer camps, programming for special populations, the Abernathy Arts and Crafts Center and South Fulton Arts Center and the management and capital improvement of those facilities and research and development as needed. This person supervises the Community Development/Special Populations Coordinator, the Facility Managers of the arts centers who supervised staff for on-site activities, and the School Arts Program Coordinator, who in turn supervises the School Arts Program Assistant.

**Community Development/Special Populations Coordinator**

This person is the liaison for community participation groups such as the Fulton North and South task forces and organizes and plans any community outreach activities of the FCAC.

**Facility Managers**

These managers are responsible for coordinating the programs at their perspective facilities such as art classes and arts camps for youth. They also supervise the instructors and counselors who are contracted to work at the facilities for these programs.

**School Arts Program Coordinator and School Arts Program Assistant**

These two positions are responsible for coordinating all aspects of the School Arts Program. Details of their job responsibilities are discussed in the next chapter of this paper.


**Personnel Policies**

As part of the Fulton County personnel system, the FCAC follows the personnel policies of the County. The County follows all the hiring and firing practices set forth by federal regulations. An employee handbook (see Appendix I, Pg I-48) developed by the FCAC identifies the terms of policies and procedures of the office with regards to leave/attendance, holidays, public information, and general office procedures. FCAC employees are either permanent employees of the county system and eligible for employee benefits, or contract employees, hired for a specified time period designated by a contract and are ineligible for employee benefits.

All employees of the FCAC are given quarterly evaluations by the Executive Director. An evaluation interview takes place every quarter where performance, goals, and expectations of the previous quarter are discussed and objectives set for the following quarter.

**Financial Highlights**

The Fulton County Arts Council receives its funds from appropriations through the Fulton County Board of Commissioners. It may also receive contributions from private, non-governmental sources. The FCAC believes that most people and businesses in the county feel that their tax money should support an agency for arts funding and programming and that the money already committed is doing an adequate job.

From its annual appropriation of $4.1 million (less than one percent of the total county budget), the FCAC uses nearly 20% for support of its operating expenses, programs, and

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special projects. The remaining 80%, or approximately $3.4 million in funds, are dedicated to the Contracts For Services Program for supporting cultural organizations in the county. In 1993, the breakdown of these funds were as follows: 4% to individual artists, 23% to Council Initiated Programs, like the National Black Arts Festival, 42% to on-going cultural programs at local organizations, and 31% to other requests such as technical assistance and service improvements at a variety of local arts facilities.\(^4\)

The Executive Director submits a budget that reflects the amount of funds projected to be needed for the next year. The amount needed for CFS funding is determined from the projected budget needs stated by organizations on their previous year's application worksheet. The budget is then approved by the Arts Council which submits it to the FC Board of Commissioners. The amount appropriated is usually decided by a certain percentage over the previous year's budget.

The fiscal year for the FCAC runs from July 1 through June 30. A computerized system of accrual accounting is used, and the budget format is similar to the one used by the County's Finance Department and other departments in the county system.

Monthly expense budgets are prepared and reviewed and approved by the Executive Director before being presented at monthly staff meetings for further planning and review.

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CHAPTER II
THE SCHOOL ARTS PROGRAM

Background/Overview

The School Arts Program (SAP), jointly funded by the Fulton County Board of Education (FCBE) and the Fulton County Arts Council (FCAC), was first implemented in 1985 to bring performance and visual arts experiences to the schools of Fulton County. In 1984, two members of the FC Commission, Michael Lomax and Robert Eaves, and then FCBE President Delores McGhee, initiated and promoted this idea for the FC school system.

The areas of the arts represented in the SAP include drama/theatre, dance, visual arts, music, media, architecture, and literature. Field trips to local arts institutions are also included in the program. Since the program’s inception, over 5000 in-school visits by artists have included performances, field trips, in-school activities, demonstrations, and workshops. The SAP consists of 420 different arts programs representing 139 artists and companies and has provided cultural experiences to approximately 57,000 students in the system’s 57 area schools (53 schools and two “alternative/open campus” schools and two “teaching museums” that are classified as “special category”). In the fall 1994, a residency program was implemented which allows long-term artistic relationships between the SAP artists and selected schools. The host school and the artists define these arts in education experiences, increasing the contact between students and artists and enhancing the quality of classroom instruction.

The School Arts Program Artists Directory (see Sample Page, Appendix II, Pg. 7-8), which provides descriptions of the arts programs, are designed by artists for the students,
teachers, and administrators of the FC school system. Each school has an In-School Coordinator (ISC), usually an art teacher within the school, who works with the individual school's principal and teachers --and across interdisciplinary subject areas--to select program offerings from the SAP to be integrated into the school's arts curriculum for the year. The ISC contacts the artist/arts companies directly concerning all the specifics of the visit such as dates, times, and supplies needed.

Each artist sends a study guide to the school (see Appendix II, Pg. 9-18), about two weeks prior to the scheduled visit, for distribution to the teachers whose students are involved in the arts experience. The guide is used by teachers to prepare students for the program and sometimes contains background information and in-class activities. Follow-up activities are an essential part of the guide; the SAP staff works with the artists to refine their study guides and conducts workshops for that purpose. Although it is not the purpose of the SAP to solely entertain the students, integrating the program's activities with the curriculum was a preliminary goal which continues to be of prime importance.

**Funding**

Initial and continued funding for the SAP by the FC Board of Commissioners (through the FCAC) and the FCBE has allowed the program to exist as the largest arts in education program in the state. Funding is matched by each entity, but the FCAC deducts some administrative expenses prior to transferring money to the FCBE. These include a portion of the salaries to the SAP staff, annual expenses of producing the Showcase and Directory, and other clerical and office expenses. The actual dollar value of these contributions far exceeds the 50/50 match level by the FCAC. The amount transferred from the FCAC, combined with
the total amount from the FCBE, is used to pay artists' fees only. This money is maintained and accounted for at the FCBE, the fiscal agent.

**Personnel and Operations**

The Coordinator for the SAP is housed at the FCAC and is responsible for administration of all artists/companies associated with the program, administrative implementation of the program in schools, the tracking system of the program's records, planning, evaluating, and general operation of the program. The SAP Assistant supports the coordinator in these responsibilities, as well as performing clerical tasks as needed. As liaison between the FCAC and the FCBE, the Board of Education's Coordinator of Art Education monitors documentation of the SAP activities and operation of the program in the schools and administers the SAP budget for artists' fees.

Since the program's inception, the SAP has sponsored a "Showcase" in which all artists are invited to participate. Teachers, principals, students, and supporters of the SAP view samples of the programs to be offered during the proceeding school year. Featured in Showcase are visual and performing artists who demonstrate techniques, perform cameos spots, and meet with people to begin negotiations for "booking" for the upcoming school year.

Prior to Showcase, each school is advised of its "allotment." The allotment is a dollar amount that is assigned to each school from the SAP budget to use for paying the fees of artists whenever they present or perform. The number of students enrolled in the school determines the amount of the allotment. For example:

<table>
<thead>
<tr>
<th>Category</th>
<th>Students Range</th>
<th>Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medium</td>
<td>450-700</td>
<td>$3,400</td>
</tr>
<tr>
<td>Medium-large</td>
<td>700-1000</td>
<td>$4,000</td>
</tr>
</tbody>
</table>
Large 1000+ students $4,900 (18 schools)

Special Category Open Campus/Tchg Museums $2,000 (4 schools/sites)

Each year *School Arts Orientation Meetings* are organized (one in North Fulton County, the other in South Fulton County) at the beginning of the school year, in order to brief the ISCs and the CACs about changes in procedures, forms, and new artists, and to reinforce the goals of the program. The SAP Directory is also issued at the ISCs at this meeting.

When the ISCs and artists work out the details of the in-school visit, the information is transferred to the confirmation form (see Appendix II, Pg. 33). This form serves as an agreement between the school and the artist. The SAP office is responsible for logging information about the in-school visit, verifying all signatures, and maintaining the filing system for the forms. Following each arts event within the school (or field trip), the artist and principal sign a request for reimbursement form (see Appendix II, Pg. 38), allowing the artist/company to collect the appropriate fees.

Evaluation of the program is both formal and informal. Informal evaluation takes place naturally by voluntary communication between program participants and calls to the SAP office. Formal evaluation is accomplished by the artist/company and school personnel each completing an evaluation form (see Appendix II, Pg. 36-37) and routing to the SAP office. All of these forms are sent to the FCBE for processing and routing. The data is monitored and evaluated by the FCBE Coordinator of Art Education and the SAP staff in targeting artists' programs or policies and procedures in need of improvement. The artists and school evaluations have played an increasingly important role in program development and are used
continuously as a valuable data resource.

Goals of The School Arts Program

The goals set forth in the original plan have proven to be an enduring focus for the SAP. They have continued to guide comprehensive arts programming with little modification in their intent. The original purpose of the program was as follows:

**PURPOSE:** To increase the scope and quality of arts programs in our schools through funding for the arts and comprehensive planning and coordination.

Goals:

1. To promote the *instructional value* of the arts within the total school program.

   As mentioned before, it is not the intent of the SAP to solely "entertain" through the arts, but to also educate in and through the arts. This focus is continuously encouraged by the integration of the program with general instructional skills as well as increased contact between the student and the artists. The fulfillment of this goal is also reflected in revision and refinement of study guides produced by artists and teachers together, rather than artists and arts groups independently. The SAP has also developed Staff Development Training, providing extensive training for artists and school personnel involved in the program. Workshops are lead by artists and teachers in an effort to better address the needs of arts education in the county's school programs.

2. To emphasize *quality* in arts programming.

   This goal is achieved through careful selection and screening of artists

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5 Fulton County Arts Council, Fulton County School Board, and Atlanta City School Board, *School Arts Program: A Proposal* (Atlanta, GA: 1985).
administered by the FCAC. At annual orientation meetings, ways to plan and schedule arts programs with an emphasis on quality are discussed. Personal contact between artists and children is encouraged through workshops and audience participation.

3. To recognize and welcome flexibility in scheduling.

Teachers and administrators are encouraged to plan and schedule programs that meet the unique needs of each school and the unique needs of individual classes or groups within a school. This includes a consideration of how and when the arts can be integrated, when is it appropriate to integrate the arts with the curriculum, and how the value of incorporating cultural diversity is a ubiquitous theme throughout all of the arts. For instance, a school may coordinate a "Georgia Heritage Day" for the school's eighth grade that will coincide at a time when the Georgia History class is offered. The school can also recognize the flexibility it needs to provide by having an alternative to lunch in cafeteria, such as a cookout on the school's grounds, because the cafeteria is needed for demonstrations and displays associated with the event.

4. To maintain effective coordination of the program at all levels.

The SAP has established effective coordination of the program at various levels, all of which are essential to the program's survival. Since the program is administered by two organizations, it is very important that there is a good flow of communication between both groups. In order to achieve this, people were designated to coordinate in the following areas:

At the school level:

The In-School Coordinator - primary contact person
The Cultural Arts Chair - secondary contact person

At the Fulton County Board of Education:

Art Education Coordinator - administrative and financial liaison at the FCBE; primary contact for the FCBE and to the FCAC personnel; determines allotments; available to schools

At the Fulton County Arts Council:

SAP Coordinator - primary contact for the FCAC, all artists and school contacts

SAP Assistant - secondary contact for the FCAC, all artists and school contacts

FCAC Assistant Director - financial contact for the FCAC

FCAC Executive Director - oversees all programs

5. To sponsor equitably distributed arts programming.

It was intended from the beginning that all students would have equitable access to the arts regardless of students' ability to pay. The SAP has maintained this totally. No program events, whether in-school or at a field trip site, entail any additional money from students or parents.

When the original goals of the program had been achieved and maintained, the SAP redefined its mission, and new goals were created by the SAP staff and the FCBE to fulfill it.

The new goals for the program are these:

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6 Fulton County Arts Council, School Arts Program Artists Directory (Atlanta, GA: 1993).
MISSION: The School Arts Program provides a comprehensive and high quality Artists-In-The-Schools program for Fulton County Schools (K-12). The SAP seeks to raise cultural awareness, encourage critical thinking, and provide educators with unique resources. The program links artists and educators, utilizes resources, furthers educational goals, and incorporates interdisciplinary approaches.

1. To promote the fusion of core and artistic areas of study to achieve more effective learning tools through an interdisciplinary approach to Arts In Education.

This process integrates two or more disciplines to develop a basis for continued exploration and growth. A discipline has history, skills, vocabulary, and its own form of expression. In applying an interdisciplinary approach through the SAP, at least one discipline must be an art form.

2. To develop artists' programs and to support long term artists' residences in the schools in order to accomplish innovations in education.

Program development is very important to keeping the program a resource for Arts In Education. And through long term residencies, artists can create new ways to innovate learning techniques with more consistency in the schools.

3. To support input from and communication between artists, teachers, school administrators, parents and the SAP staff.

SAP seeks to continually encourage communication from all persons involved in order to maintain the high quality of programming the SAP provides to the schools.
CHAPTER III

THE INTERNSHIP

The intern worked as an assistant to the School Arts Program (SAP) Coordinator and SAP Assistant of the Fulton County Arts Council (FCAC) for a 12 week period beginning January 31, 1994, and ending April 30, 1994. In his position, he assisted in the preparation of a study guide workshop between teachers in the Fulton County (FC) school system and the participating SAP artists. He also assisted in the annual application and panel review process of new artists applying to the program, as well as providing clerical support as needed.

In conjunction with the internship at the Fulton County Arts Council (FCAC), the intern simultaneously served as the SAP Showcase Producer beginning March 1, 1994, and ending June 30, 1994. His assignments were to secure an event site, hire the necessary personnel, develop a volunteer plan, and coordinate publicity and marketing for the event.

The Study-Guide Workshop

The Study-Guide Workshop was designed to give the SAP artists and the teachers an opportunity to collectively find ways to improve the study-guide, a very vital and necessary part of the program. Through program evaluation, the SAP staff determined a need to improve the relationship between the content of the study-guides with the curriculum at the schools. School evaluations indicated basic concepts were not understood by the artists, stating that often artists would send study-guides too late (sometimes the day before) and that some study-guides were too long and filled with too much extraneous information. Artists' evaluations stated that teachers were not reviewing the study-guides with the students and not receiving any support from the schools with distribution of the study-guides to students.
The workshop was implemented through the collaborative partnership between the FCAC, the Fulton County Board of Education (FCBE) and Young Audiences (YA). YA is a private nonprofit arts education organization that often collaborates with the SAP on such things as providing artists that are also included on the program's artists roster available to the schools. Young Audiences had developed for its artists a very successful format for writing study-guides that is uniform and informative. The Executive Director and Director of Education for YA lead discussions about study-guide format and content.

The workshop also included the SAP staff, the FCBE Art Education Coordinator, and teachers from the schools, each representing the three school levels in the system: elementary, middle, and high schools. The SAP artists were asked to participate based on their responses to a survey that indicated interest in study-guides, lack of study-guides on file, failure to send study-guides to the SAP office, or lack of school distribution of study-guides.

The teachers lead discussions indicating the importance of study-guides, appropriateness of artistic material at the different school/grade levels, and the relevance of the correlation between the material in the artists' presentations to the school's curriculum. The teachers also explained how their own individual schools selected programming from the SAP for the year. Choices were made based on such factors as equal distribution of allotments, description of artists/company programs in the SAP Directory, and evaluation of the artistic offerings with the most relevant information for the curriculum. For example, one teacher presented the guidelines for the state's requirements for instructional time (referred to as Standards of Service) (see Appendix III, Pg. 5), complete with weekly minute-by-minute breakdown of subject areas to be taught.
The SAP artists participated by discussing their method of research for the arts programs and the study-guide format they presently used. Artists presented samples from their programs so that the group as a whole could identify key concepts from the presentation and determine appropriate ways to write them into a study-guide.

The SAP artists then formed groups (by discipline), in attempting to develop ways in which to improve the formats they were presently using or create a new format in which to use. The whole group reconvened and began to formulate a basic study-guide format and outline minimum requirements by the SAP for the study-guides. The major points were these:

- reinforcing the relationship between the study-guide and the in-school visit
  
  The main idea here is to reinforce any information that the artists would be presenting while at the school by providing better access to the program with the use of study-guides. The study-guide will also give the artist an opportunity to prepare the teacher on the content of the presentations, enabling the teacher to assist the artist in presenting his/her work so that the best results from the students can be received.

- establishing the length of study-guides

  Workshop participants determined that the study-guides should be brief--one 8.5" x 11" page back and front--is the recommended length.

- determining the process of reproducing study guides and the quantity to be distributed

  Teachers informed the artists that study-guides should be easy to reproduce because each school has a different system of allowing access to school personnel to
photocopying equipment. During the artist's pre-visit to the school, he/she should discuss with the ISC the process for copying study-guides and the procedures by which the school will distribute them. The artist should also know if he/she will be providing all the copies to the school personally.

- determining the audience for the study-guide

Artists were reminded that everyone at the schools may not be familiar with their backgrounds, their art form, and specific activity and will rely heavily on the study-guide. Study guides should be “user friendly” so that the average person who is not immersed in the program (like the artists and the ISCs) could easily understand the information contained in them. This would increase the use of study-guides by more teachers and the schools.

- establishing the difference between the SAP Artists' Directory page and the study-guide

The SAP Directory is used as a marketing tool to the teachers in the schools. Information contained in the Directory is to "sell" an artist's program and provide an opportunity to be booked in the schools. The study-guide is an educational tool, allowing the artist to relate directly to the teachers and the students. The guide clarifies the subject matter and strengthens the in-school presentation.

- increasing audience participation through study-guides

Study-guides are the perfect place to say if audience participation is desired. Artists can determine the level and type of participation from the students for the presentation and establish this in the study-guide.

- creating linkages in the work presented in the schools to classroom curriculum
Direct correlations between the school's curriculum and the presentations should be natural and not forced. Artists should not make a particular work "fit" just to get more bookings. Educating the students should be of the utmost importance, and any tools used in enhancing classroom instruction (such as artists' presentations) need to be linked to the core curriculum of the subject areas involved.

**Intern's Responsibilities**

The intern's responsibilities for the workshop included:

1. **Aiding the SAP Assistant in identifying artists to participate in the workshop.**
   
   This was accomplished by the intern and the SAP Assistant gathering data from the SAP artists' files. Review of the artists' files determined if the artist had a study-guide on file for each presentation/workshop offered in the schools. Also, each school file was reviewed, using school evaluations of the artists' programs for indications of any problems that arose with the artists' study guides during the engagements.

2. **Assisting the SAP Coordinator with creating the agenda and the distribution of information regarding the workshop.**

   The SAP Coordinator secured the workshop site (main branch of the Atlanta-Fulton Public Library) and worked with the FCBE Art Education Coordinator and Young Audiences in formulating an agenda. She also conferred with the intern and the SAP Assistant in selecting participating artists to present excerpts of their programs during the workshop. Time lines were informally set, and the intern and the SAP Assistant used the SAP database mailing lists to disseminate documents regarding the workshop to participating artists, school principals, and teachers.
3. **Maintaining system of registering workshop participants.**

The intern and the SAP Assistant were responsible for maintaining the lists of individuals participating in the workshop and monitored by the SAP Coordinator. Individuals were asked to respond by phone or in writing, about participating in the workshop. Lists were updated daily, and the SAP Coordinator was apprised of all information relating to the registration process.

4. **Assisting with facilitation of workshop and set-up and breakdown of workshop site.**

The intern and SAP staff were responsible for the set-up of the workshop site. This included double-checking such things as the placement of chairs, microphones, and podiums (provided by the library), and providing a space for serving refreshments (courtesy of Young Audiences).

During the workshop, the intern was responsible for checking-in registered participants and assisting in facilitating the workshop agenda, such as distributing handouts from discussion leaders to workshop participants. The intern also assisted those artists who were presenting in the set-up of their performance.

At the end of the workshop, the intern assisted the SAP staff in the breakdown of the workshop space with the customary straightening of the area and returning equipment to the proper departments in the library.

**Intern's Comments on the Study-Guide Workshop**

Overall, the intern felt that the initiative of the SAP for implementing this first Study-Guide Workshop was a success. Workshop participants affirmed this also and believed
it was a good idea to bring the teachers and artists together to talk about what they expect from each other and for the students. Participants were able to identify what elements are significant to a study-guide and how to effectively incorporate these elements into a clearly written and concise manner that is easy to understand.

The teachers impressed upon the artists the importance of including study-guides with school engagements and curriculum tie-ins to artistic presentations. Artists expressed a willingness to increase the use of study-guides during their in-school visits and stressed the need for more support from the schools in the distribution of the guides to the students before the engagement.

The SAP staff recognized the needs of the participants, adopting the study-guide outline established at the workshop as the basic requirements for this component of the program. The SAP demonstrated its commitment to the program's participants by presenting this workshop and working with its participants with formulating new policies that would improve the program for everyone involved.

**Annual Application and Panel Review Process of New Artists**

In 1994, the SAP began a new application process and panel review of artists. Up until that point, artists who had already been accepted into the program acquired sort of a "tenure" and were not required to reapply. The artists were monitored through school evaluations and feedback to the SAP office from school personnel and parents who had an interest in the program. These artists had to consistently do things that were in direct conflict with the program's guidelines and the FCAC's purpose in order to be removed from the program. And while the SAP staff was firm in its commitment to coordinating the program in
which it was intended, the fact that the SAP was jointly administered by two organizations often belabored the process of effectively enforcing the program's guidelines. Some SAP artists who had not demonstrated a real commitment to the program sometimes slipped through the cracks or found loopholes in the bureaucracy. This often hindered the management of the program and ultimately the students sometimes received presentations in the schools that were not always totally aligned with the core curriculum.

In an effort to achieve the highest quality programming in the schools, SAP staff revised the requirements of the program so that current SAP artists could be reviewed. Current artists are now required to reapply every three years for continued participation in SAP. The new application process provided SAP with the opportunity to evaluate the artists' total offerings to the schools and re-determine eligibility in the program.

The process of selecting new artists continues to be an annual procedure, and coupled with the new application process for current artists, the increase of quality artistic programs possible in the schools can be maintained. The new process weeds out some of the "undesirables" who no longer keep SAP goals in mind.

During the period of the internship, the intern was involved in the SAP annual application and panel review process of new artists. The application for new the SAP artists (see Appendix IV, Pg. 8-20) was included in the FCAC Contracts For Services (CFS) Guidelines Handbook. As acceptance into the SAP was seen also as a "contract for services," it was included in the handbook with the other CFS programs. The application included information on the purpose of the program, eligible applicants and activities, and the criteria for evaluating the SAP applicants.
The applicants assembled the required materials for the application and submitted them to the SAP office by the deadline, March 1, 1994. The applications were screened by the SAP staff for thoroughness of materials, and applicants were notified accordingly (see Appendix III, Pg. 1-2).

The SAP Coordinator, with the help of the FCBE Art Education Coordinator, put together a five-member panel to review applicants for recommendation of acceptance or denial into the SAP to the FCAC. The panel included a cross section of people who were familiar to arts administration and the arts in education in the school system (one current SAP artist, one arts administrator, two school administrators, and one arts in education professional). Panel members were given packets of information regarding their responsibilities and the procedure in which the panel review process would be conducted (see Appendix IV, Pg. 3-29). The information included the following:

- **Introductory and Panel Preparation Materials**
  
  General information about the panel review process and the purpose of the panel review system.

- **1994 Guidelines**
  
  This included the FCAC's funding criteria for artists and organizations and the guidelines for the SAP application both from the CFS Handbook.

- **Conflict of Interest Rule and Statement**
  
  As stipulated in FCAC's rules of the panel review system, all panelists must disclose any connection with an applicant, whether direct or indirect. For example, during the panel, a panel member stated that one of the applicants had worked as her assistant in her
present capacity at the organization in which she is employed. While the panel reviewed the artist's application, she left the room and did not vote on it.

- **Panel List and Panelists' Primary Reader Assignments**

  The members of the panel were listed and were assigned specific applications in which a panelist would serve as the primary reader. Although panelists were given all applications for review, only those in which the panelist was designated as the "primary" reader were the ones that he/she was required to do an in-depth review and subsequent presentation to the full panel.

- **Panelist Request for Reimbursement**

  Panelists were paid an honorarium of $50 for their services.

- **List of Applicants and Applications with Preliminary Evaluation Forms**

  The applicants were listed alphabetically with their prospective disciplines. Also, the actual completed applications were included with the preliminary evaluation forms. The preliminary evaluation forms were the same forms used during the paneling process. The panelists were given the forms prior to the panel in order to determine what to look for in evaluating the applications. Panelists completed the form again during the panel process. The forms included the scoring (see Panel Procedure) used in determining which artists or organizations moved to the personal interview, the next step of the panel process.

**The Panel Procedure**

During the paneling process, each panelist presented the applications in which she served as the primary reader (there were 21 applications being considered). The primary reader made a preliminary recommendation to accept or reject the application. The panel chair
called for a second of the motion. If an applicant was accepted, support material was seen or heard. If the material presented supported the motion to accept, then panelists rated applicants with the application's score sheets. The results from the score sheets determined whether an applicant received a personal interview. Applicants had to score a minimum of 23 of 25 points to be eligible for the interview.

If at the end of the primary reader's presentation she made a motion to reject and was seconded, the application was eliminated from further panel discussion. When an applicant's support material was viewed or heard and then the motion to reject was seconded, these applications were also removed from any further consideration. All applications that were rejected were not rated, and a synopsis of comments was prepared by the SAP staff to provide an applicant with information on the nature of his/her rejection (see Appendix IV, Pg. 33-35).

All applicants were notified in writing about the status of their application (see Appendix IV, Pg. 31-32). Those applicants selected for a personal interview were contacted by the SAP Coordinator as to the time of their appointment. The panel members interviewed the artist or company representative and scored the interview with the personal interview form from the application. Applicants were required to score a minimum of 32 of 35 possible points in order to pass the personal interview. The SAP Coordinator personally phoned all applicants regarding the results of the personal interviews (only one artist of the eight applicants selected for the personal interview did not pass his interview). All applicants passing the personal interview were admitted to the SAP.
Intern's Responsibilities

The intern's responsibilities for the application and panel review process included:

1. Receiving and documenting artists' applications and support materials.

   The intern was assigned to help the SAP Assistant to collect applications (from the FCAC's daily mail or personal delivery) and to document the date in which the SAP received them. The intern assisted in identifying which applications were missing materials and notifying artists of the application's completeness or incompleteness (see Appendix IV, Pg. 1-2). The intern documented support materials (i.e., videotapes, audio cassettes, books, slides) and filed them for future use during the panel.

2. Assisting in the set-up and facilitation of panel meeting and personal interviews of artists/company representatives.

   The intern assisted in setting up the meeting area for the panel and provided support to the SAP staff in facilitating the meeting (i.e., removing rejected applications, collecting score sheets to tally at the end of each discussion). The intern and the SAP Assistant were responsible for organizing the system of presenting applicants' support materials. For example, prior to the panel meeting, the intern and the SAP Assistant collected slides of visual artists' work and alphabetized and arranged them for projection at the panel meeting. The intern and the SAP Assistant were also to clarify any issues pertaining to the screening process since this had been primarily their responsibility.

   The intern was also responsible for drafting the notices to applicants about their status at the end of the panel process and the subsequent mailing of these letters. The letters informed applicants whether they were rejected or accepted for a personal interview by the
panel. At the personal interviews, the intern was responsible for the set-up of the interview room and the reception of artists who were to be interviewed (the SAP Assistant was out of town at a professional development training experience).

3. **Assisting in the close-out of the panel process.**

At the end of the panel process, the intern and the SAP Assistant were responsible for creating the filing system for the documentation of panel materials. The intern also assisted in the return of artists' support materials and thank you letters to panel members through the mail.
CHAPTER IV

THE ARTISTS SHOWCASE

An Overview

The School Arts Program (SAP) Artists Showcase is an annual event that serves as a "booking fair" for the SAP artists where they perform and present samples from their school programs to teachers, principals, parents, and other interested parties who are invited to attend Showcase. The event also provides artists an opportunity to speak face to face with the teachers (ISCs) who are often responsible for engaging artists at the schools. In effect, teachers view the offerings of the artists and meet to discuss "booking" them for the upcoming school year.

For several years, Showcase was presented on a Saturday at the Fulton County Government Center. Comments from the teachers indicated that they preferred Showcase to be scheduled during a weekday so that they would not have to involve themselves on a Saturday with the event. Since teachers who serve as ISCs do not receive any extra compensation from the school board, the SAP wanted very much to work with the teachers so as not to exhaust this viable resource to the program. When the teachers also said that coming downtown to the government building was inconvenient, the SAP sought to identify a new venue for the event. The SAP staff decided to hold the event at a school during the weekday. This allowed for the teachers to participate during a day that they were already in the "work mode" and in an environment that was familiar to them: the schools.

In the fall of 1993, Showcase was held at two schools during a weekday. The producers of that year's event (there were two producers) elected to present Showcase that
way because of the geography of the population served by the school board'. Fulton County is the largest county in Georgia, with the city of Atlanta located at its center. The schools in the city's limits are administered by a different system, leaving the schools of the northern and southern parts of the county to be administered by the Fulton County Board of Education (FCBE). In an attempt to better serve the population involved, Showcase was staged on two consecutive days; one event at a school in the northern part of the county, the other at a school in the southern part of the county.

Following that year's Showcase, the SAP discovered through evaluation forms (given out at the event) and speaking with teachers that they really liked the idea of Showcase being presented in the schools. What they did not seem to like was that the event ended rather late for them on a weekday evening (some presentations ran until 8:30 p.m.).

Another suggestion from the teachers was to schedule Showcase in the spring and not the fall. The teachers believed that this would give them more time to plan and they would not have to contend with the Showcase in the early fall when everything is still not settled with the students and class scheduling, etc. The teachers said that they could discuss bookings with artists in the late spring, come back during the period before students returned, meet with their principals and/or their cultural arts committees, and do most of the programming with the SAP then.

At the time of the internship, the SAP staff was examining the possibility of

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rescheduling the event to the spring as teachers suggested. With this concept in mind, the SAP Coordinator discussed with the intern the idea of serving as the SAP Showcase Producer. She contended that the experience would be one of great value to the intern and one that should be considered. The Fulton County Arts Council (FCAC) always contracted the job of the SAP Showcase Producer to someone from outside the office, and the coordinator believed that to have the producer "in-house" would help improve the work relationship between the producer and the FCAC personnel. Having Showcase produced this way would increase the producer's presence at the office and decrease problems that may delay the production schedule. For example, since the producer would be working in the SAP office, he could immediately consult with the SAP staff with such thing as routing requests for budgetary approvals, etc.

To decide whether to produce Showcase, the intern was granted access to files of Showcases from previous years. After reviewing the files, however, the intern believed that it was not feasible to stage two separate events in such a short time. He was not approached with this idea until late February and the target date for Showcase was in May, and he concluded that this would not be enough time to produce the event in two separate venues. For example, research from the files showed that when more than twenty copies were needed, the job had to be done by the county's printing department. This procedure could require up to 3 weeks' lead time. The intern found this to be somewhat challenging since some of work involved, such as the scheduling of performances, can often change at the last minute. The duplication of work to produce a two-day event would be difficult at this point.

Suggestions from the artists were also considered, who basically deferred to the
teachers' requests. The only concern they had was the duplication of programming on two consecutive nights. Some of the artists worked other "regular" or full-time jobs and would have to take time off to do these events. They also said that performing/presenting two days in a row and carrying equipment, costumes, etc., were just plain hard.

When the intern shared his concerns with the SAP staff, the decision was made to hold only a one day event. To accommodate the teachers, the SAP staff decided to keep Showcase on a weekday but on a Friday. This meant that the event would still be held on a weekday and allow for any late scheduling that may occur because the next day was not a workday.

Once the intern and the SAP staff came to this consensus, he accepted the position of the SAP Showcase Producer (and shall thereafter be referred to as the producer). The SAP Coordinator and the producer and defined his responsibilities and placed them in an agreement (see Appendix VI, Pg. 6). At this point the producer set out to coordinating all aspects of the 1994 SAP Artists Showcase.

The producer's duties basically were defined in these areas:

1. Secure a site for the event
2. Arrange scheduling of the SAP artists
3. Provide technical support and additional personnel for the event
4. Monitor event budget (including determining line items and routing invoices and requests for payment)
5. Coordinate publicity and marketing for the event
6. Produce printed materials and signage for the event
7. Direct event on-site
8. Provide final report to the FCAC

These responsibilities were outlined in preliminary meetings between the producer and the SAP Coordinator and the SAP Assistant. The SAP staff had participated in Showcases from the previous two years and were very helpful in identifying all the aspects for producing the event. This helped to determine time lines for various tasks and the ways in which to incorporate these deadlines during the planning stages. For example, when deadlines were determined, the producer would communicate this in correspondence to the artists, school staff, and the FCAC personnel.

The details of the producer’s responsibilities are as follows:

**Site for the Event**

During the early planning stages for the event, the SAP staff suggested that the schools that served as the site from the preceding year’s Showcase would probably be the best place to host the event. The school was the magnet school for the FCBE’s art curriculum and had just opened its new auditorium. And besides that, the SAP staff indicated that the school’s faculty and staff were very cooperative and really supported the SAP. The school’s ISC was dedicated to the program and would prove to be an asset to producing the event. This was very helpful indeed, because this ISC would be the primary contact person at the school for the producer.

The producer sent a letter to the school’s principal stating the FCAC’s desire to use the school as the event site. The producer gave a deadline for responding to the request indicating that sufficient lead time was needed for the producer and the SAP staff to coordinate
the event (see Appendix V, Pg. 1). The principal consented to the use of the school as the event site and (formally) established the ISC as the primary contact person. Also, the spaces that would be used as the event's venues were secured and any specific requirements for each were identified.

**Scheduling of the SAP Artists**

The producer drafted a letter to the SAP artists which included information on the date and location of Showcase and a registration form for artists to indicate whether they would participate. The form also required information on the nature of their presentations, some technical requirements for these presentations, and if the artist wanted an information/display booth. Artists were to send the form back to the SAP office by a specified deadline. The producer used this information from the form in coordinating the schedule of performances and the set-up of the information/display area. *Note: Those SAP artists that were represented by Young Audiences (as opposed to being their own representative) were allowed only an information/display booth. Young Audiences had its own separate showcase, and the SAP allowed only the "independent" artists to present at this Showcase.*

As artists sent the registration materials to the SAP office, the producer maintained lists of these participating artists. Lists were updated according to who would perform and/or if the artists wanted an information/display booth (see Appendix V, Pg. 18-31). At the end of the deadline, the producer began scheduling artists in the event's venues according to such factors as type of performance/presentation, number of performers, and technical requirements for the performance. For example, visual arts presentations were held in the visual arts classrooms. The visual artists needed the large flat tables in the those classrooms as
well as access to sinks for clean-up after the presentation. Dance companies were scheduled in the auditorium because of the space needed for their performances and the large number of company members.

The producer mailed another letter to the artists confirming their registration and the work to be performed/presented with the time and venue for the presentation. If the artist specified having a booth, that was confirmed in the letter also. During this process, conflicts arose and the producer had to rearrange the schedule to meet the needs of the artists (see Appendix V, Pg. 32-33).

The producer arranged the "master schedule" for the event when the number of performers and display booths were determined. Besides specific times for personnel, artists, and the ISCs and school representatives to arrive, the producer event was scheduled from 4:00-8:00 p.m. The year before, teachers complained about the late time schedule for the performances. So this year, performances ran from 4:15-7:00 p.m. with information/display booths open from 4:00-7:45 p.m. This allowed for some "down time" when there were not any performances going on. Teachers could spend time talking to artists without having to "run off" and see a performance. Likewise, artists did not have to perform and could spend time talking to teachers.

**Technical Support and Additional Personnel for the Event**

Technical support, which included technical and production staff, was also provided for the event. In hiring the technical personnel the producer had to secure bids between two technical companies and selected the most competitive bid (see Appendix V, Pg. 34-39). Production staff was needed to assist the artists with their presentations and to be responsible
for managing each venue. The SAP Coordinator referred the producer to a production manager who also provided the site/stage managers for the event.

The technical and production staff were given all the particulars of the artists' presentations during a production meeting (with the SAP staff and the producer) before the event. They also did independent on-site visits of the school before Showcase. The producer kept in contact with the technical director and the production manager as needed with such things as changes in schedule, etc.

During the planning phase of the event, the SAP staff suggested that a "hospitality" room be established for the artists. Food was sold from the school snack bar the previous year, but it was usual snack food fare: chips, hot dogs, nachos. Some artists complained of not having an alternative to this as some of them were not meat eaters. The producer sought the services of the school's cafeteria manager to cater and set-up food for the artists in the hospitality room (see Appendix V, Pg. 3) and placed it near the display area for easy access to the artists.

The producer also arranged security for the event through the school's security counselor. The producer sent a letter to the security counselor (see Appendix V, Pg. 4) requesting his services (along with his assistant's) and asked to reply within a specified time-frame (which he complied with). The producer met with the security counselor before the event to discuss any security issues and other needs that pertained to Showcase.

Coordinating volunteers was also an important effort. The producer determined the responsibilities for a volunteer coordinator (VC) and upon further review with the SAP staff, formulated the agreement/contract that was used in contracting the VC (see Appendix VI, Pg.
The SAP staff and the producer identified various tasks that would need to be performed for the event, and with assistance from the VC, developed the volunteers' jobs and responsibilities.

The jobs and responsibilities of the volunteers included such things as assisting with the registration process of Showcase participants, technical/production crew and the SAP artists, and decorating the event site. The volunteer base was largely the students from the school's arts magnet program. The ISC (who is also the magnet program's coordinator) identified prospective student volunteers that could be recruited. The VC held an orientation meeting with these students and assigned them to duties for the event.

**Budgetary Matters**

Establishing the budget for the event, the producer and the SAP staff used such information as reviewing the previous years' budgets and estimating such costs as professional services, printing, supplies and equipment rental. The producer drafted a budget that was presented to the FCAC Executive Director for further revisions and approval. The budget underwent several revisions before a final budget was reached (see Appendix V, Pg. 46-50).

The producer was also to get bids and prices from vendors for the event and collect all information that was needed in order to pay these vendors (i.e., social security numbers, employer ID#s). All requests for purchases of goods and services were submitted on a "pre-approval" form and routed to the executive director for approval before being submitted to the county's finance department for payment to the vendors.

The producer also maintained ledger sheets to track the spending of money from the accounts for the budget (see Appendix V, Pg. 51-53). Budget codes in the county's financial
system designated which account was for each line item. Different codes for professional
services, food/provisions, equipment rental, and printing held the money for event
expenditures, and the producer had to monitor these accounts as they pertained to
Showcase.

**Publicity and Marketing for the Event**

The producer was responsible for coordinating publicity and marketing for the event.
The production of all printed materials such as the press release, fact sheet, registration packet
materials, signs, banners, flyers, and performance schedule was done in consultation with the
FCAC Program Development/Public Relations Administrator. All materials to be released to
the media had to be routed the county's Department of Information and Public Affairs for final
approval. The publicity materials did create some coverage in local newspapers (see
Appendix V, Pg. 81-83).

At the suggestion of the Public Relations Administrator, the producer sent a letter to
the county's public library requesting to have the event videotaped at no cost to the SAP (see
Appendix V, Pg. 70). Since there was not any money in the budget for videotaping Showcase,
this proved to be very cost efficient to say the least. This tape could be used as
documentation for the event and in future publicity campaigns for the SAP and Showcase and
fundraising purposes for the FCAC. Additional efforts to market the event were made with
memos distributed to the schools' principals, teachers, and the PTA presidents. Copies of the
flyer were sent with these memos for the schools to distribute. Also, the producer solicited
raffled prizes from the SAP artists and community arts organizations for the event. These
prizes were raffled off to the ISCs and school representatives as a "thank you" for working with
the program all year long. (When these people registered at Showcase, their names were entered for drawings during different intervals at the event.)

**Printed Materials and Signage for the Event**

The production of printed materials for the event was primarily from the county's Department of Central Services. Documents that did not require more than twenty copies were made in the office. Most of the bulk copying such as the flyers and registration packet materials--informational letter, evaluation form, information/display booth area diagram, list of raffle prizes, map of event site--was done by Central Services. The schedule of performances and the signage were produced at a local printer. The SAP staff had lobbied for these things to be printed at a outside printer in order to have greater flexibility with changes at the last minute with these things.

The signs were produced on a computer and enlarged in order to be displayed at the event. The signs primarily gave directions and were displayed in the sign holders rented for the event. The schedule of performances was distributed to the ISCs and artists in the registration packet and given to other Showcase participants. Producing these materials at the outside printer helped improve the accuracy of event information and the general appearance of Showcase.

**Supervision of Event**

On the day of the event, the producer coordinated all personnel with their job responsibilities. The beginning of the day was to set up the registration and display/information areas, prepare the classrooms and auditorium that would serve as the venues, and to decorate the site.
During the event, the producer primarily served as troubleshooter, moving from the different venues and registration and display booth areas. Artists and teachers were registered, and the performances took place. All staffs were linked by walkie-talkies and communicated effectively with each other. At the end of the day, the venues were broken down and clean up was accomplished with the help of the volunteers.

**Final Report to FCAC**

As the last requirement for producing Showcase, the producer provided the FCAC with a final report (see Appendix VI, Pg. 1-34). The report summarized the coordination of the event and was to be used as an evaluation tool for future Showcases, covering such areas as interoffice communication, event site and location details, and budget information. The final report will provide the SAP staff and subsequent producers with documentation for researching ways in which to improve the coordination of the event.
CHAPTER V

INTERN'S EFFECTS ON THE FULTON COUNTY ARTS COUNCIL SCHOOL ARTS PROGRAM

The internship at the Fulton County Arts Council (FCAC) School Arts Program was an experience that proved to be rewarding both professionally and personally for the intern. The School Arts Program (SAP) encourages the autonomy and creativity in the work environment that allows for a very good relationship to exist between the staff, the Fulton County Board of Education (FCBE) and the program artists. The intern was always included in meetings with the FCAC staff, invited to offer opinions about the SAP policy and procedures, and assisted with any projects whenever possible.

The internship took place when the SAP was preparing for the projects that the intern would be assigned in helping to coordinate, the Study-Guide Workshop and the Annual Application and Panel Review Process of New Artists. As this was the first time SAP had coordinated these projects, the intern was involved in planning, implementation, and documentation of these new components of administering the program; the impact of both of them will have lasting effects for now and in the future.

The SAP designed the Study-Guide Workshop to help further the program's goal of supporting input from and communication between teachers and artists. The study guide is an invaluable tool in teaching, and SAP recognized a need to improve its content and use for school programs. The SAP brought the teachers and artists together, identifying ways of composing study-guides that are informative and educational and reinforce the relationship of the arts in the school's curriculum in a uniform and consistent fashion.
The workshop allowed participants to determine such important factors as the study-guide's role for the in-school visit, determining its length and distribution, and using it to encourage audience participation. As part of the team that designed and implemented the workshop, the intern was responsible for such things as creating the systems of distributing information (such as using the database of mailing lists) and registration of program participants. The intern also assisted in formulating the workshop's agenda and targeting artists to participate in the workshop as well as helped to facilitate it with such things as placement of equipment and distributing handouts.

The application and panel process were an important parts of the SAP administration also. The intern participated in creating a new process for a panel review of potential artists into the program. The intern was responsible for application screening and documenting the receipt of applications and support materials. The SAP staff created the systems of documenting of panel procedure, conducting personal interviews, and the notification of artists' status of acceptance or denial into the program. The intern took a proactive role in this, such as with composing of the letter that would inform artists whether they had passed the panel review and were eligible for a personal interview. All aspects of both the application and panel review process, as well as the workshop, were important, and the intern participated in the coordination of each.

The SAP staff was also analyzing the data that moved the scheduling of the SAP Showcase from the fall to the spring, allowing the event to occur during the internship and enabling the intern to serve as the SAP Showcase Producer. As the first "in-house" producer, the intern (as the producer) set a precedent of how the event's producer can function as part
of FCAC's staff. He created new formats for Showcase registration and payment forms and registration packet materials. The producer also developed ways to use students from the FC school system as the volunteer base (and as a main source of personnel) for the event, involving that segment of FCAC's community for whom the program was designed. The producer also left a system of documentation for all subsequent years' Showcases that clearly demonstrates the planning and implementation of the event.

The SAP was created with the idea of bringing quality arts programming to the schools that would not merely entertain, but promote the instructional value of the arts as a teaching tool in the classroom. Over the years, the SAP evolved into a program that is well coordinated, enabling the flexibility needed in order for teachers and artists alike to maximize the potentials of the program. Through this flexibility, such important factors as the scheduling of performances and workshops, allowed for the program's administration on various levels, helping to ensure equitable access to all the SAP's initiatives of bringing artistic expression to the classroom.

Once these things were well orchestrated, the SAP broadened the scope to the program's mission. The SAP staff and FCBE wanted the program to really be more than just assembly-styled performances that would merely provide some exposure to a never before experienced art form. The program was to adopt a new mission, one that would allow SAP to be a critical component in any child's education. The program was to be used as a resource for teachers, to raise awareness of such important issues as understanding the diversity that exists in the human race. The idea was to challenge students to think, in a way that was critical and complex, not just a one-dimensional approach on issues. One that
encourages examining life's situations on various levels in ways that they are presented in real life.

The promotion of fusing the artistic areas of study with core curriculum is of prime importance to the SAP. The program reinforced the idea that art in education is equally valid as biology or math. Art is a real discipline; it too has the history, skills, and vocabulary that other disciplines have. It has a form of expression also, worthy of developing as a basis for continued growth and exploration in the lives of children. This was the idea of the "tie-ins" that was emphasized during the Study-Guide Workshop. Storytelling in the African-American tradition can correlate to the contributions of these people as being discussed in a social studies class; exhibiting the stones used for jewelry in customary dress of Native Americans can complement the topic being covered in a science class.

Supporting program development and long term residencies is also a focus of the SAP. These things keep the program as a viable resource for Arts in Education. Creativity is maintained with modifying programming, to allow a fresh approach to any subject matter and keeping it interesting. Residencies reinforce the new and innovative ideas created with program development, constantly reinforcing the art form with more consistency from the artists' presence in the schools.

FCAC recognized the schools as an important part of any community and allows the SAP to be seen as a fully functional component of FCAC. The schools are as significant an institution for arts activity as the community theater or museum, and the SAP provides the avenue in which this idea can be maintained. The SAP continues to help fulfill FCAC's mission of enhancing the quality of life through support of the arts.
BIBLIOGRAPHY


Fulton County Arts Council, Fulton County School Board, and Atlanta City School Board. School Arts Program: A Proposal. Atlanta, GA: 1985.


VITA

Christopher Jones, a New Orleans native, received his B.A. from the University of New Orleans in Drama and Communications. Through his studies in Arts Administration, he proceeded to work with various arts and non profit organizations including the American Dance Festival, The United Way for the Greater New Orleans Area and the Alliance for Community Theaters (ACT I). It is his ultimate plan to be instrumental in the planning and implementation of a premier multi-disciplinary arts center, dedicated to the promotion and preservation of African and African-American artistry. This of course he would like to accomplish and earn a doctorate degree, much to his family's chagrin.
APPENDIX I

FULTON COUNTY ARTS COUNCIL
Memorandum

To: FCAC staff
From: Harriet
Date: June 7, 1994
Re: Employee Policy Book

Attached is a draft of the Fulton County Arts Council employee policy manual. Please review carefully and turn in any comments, suggestions and needed policies to Susan by C.O.B. Monday, June 13.

Most of you will be familiar with the enclosed policies; however, some policies are new or have been revised. After all staff have had an opportunity to comment, a final policy book will be issued to all staff.
1. DEPARTMENTAL INFORMATION
1.1Authorizing legislation
1.2Mission statement
1.3Council members list
1.4Organizational chart
1.5Description of FCAC
   General descriptions
   Program descriptions
1.6Staff Phone list

2. ATTENDANCE AND LEAVE
2.1New employee orientation
2.2Attendance
2.3Compensatory time
2.4County Holidays
2.5Leave
   sick
   vacation
   personal
2.6Lunch
2.7Pay and Payroll schedule
2.9Sign In/Out sheets
2.10 Time Sheets
   general guidelines
   contract employees

3. OFFICE PROCEDURES

3.1 Correspondence and authorization
3.2 Conference room reservations
3.3 Copier maintenance
3.4 Lunch receptionist duties
3.5 Mail and Couriers
3.6 Office maintenance/cleaning
3.7 Office Supplies
3.8 1:1 meetings
3.9 Parking under building
3.10 Personnel
3.11 Phone message
3.12 Phone usage
   Personal
   Long distance telephone log
3.13 Photocopying
   In House Printing
   Copier Key
3.14 Policy/procedures manual
3.15 Purchasing
3.16 Recycling paper

3.17 Reimbursements
   mileage and parking
   pre-approval
   miscellaneous

3.18 Reporting
   Meeting summary forms
   Weekly Reports
   Periodic or final reports

3.19 Work Orders

4. PUBLIC INFORMATION AND RELATIONS

4.1 Printing/publications

4.2 Public Relations and Press

4.3 Reading file/reading room

4.4 Ticket/token policy

4.5 Response time to public inquiries

4.6 Public records

4.7 Serving as a consultant/panelist/advisor

5. MISCELLANEOUS

5.1 Art on Loan policy statement

5.2 Office Safety

5.3 Statement on political activities by employees

5.4 Serving as a consultant, panelist, etc
5.5 Statement on censorship

6. CONTRACTS FOR SERVICES POLICIES
see separate instructional manual for policies

7. SCHOOL ARTS PROGRAM POLICIES
see separate instructional manual for policies
Memorandum

To: FCAC members and staff
From: Susan Pettit
Date: April 25, 1994
Re: Legislative Update

Several pieces of legislation were passed during the last Commission meeting on April 20, 1994.

1. The Arts Council received approval to accept a grant from the Georgia Council for the Arts Grassroots Program for $10,629.00. The Grassroots Program was created in 1993 with two directives: 1) that every county in the state should be served by arts programs which are supported with state funds, and 2) that the decision making process should be decentralized to empower residents of local communities to make their own decisions concerning the expenditures of state tax dollars in support of the arts. The Grassroots Program’s primary mission is to provide arts programs for communities that have been traditionally underserved. The FCAC will use these funds to implement the Neighborhood Arts Program.

2. The Commission approved the FCAC request to submit a letter of Intent and to seek a matching grant from the NEA Local’s program. The FCAC will submit the grant to the NEA in July for $300,000 to be allocated as following: $250,000 for additional funding needed to complete the renovation of the West End Arts Center, $25,000 to support long term School Arts Program residencies, and $25,000 for seed money for the Neighborhood Arts Program. If the grant is approved, the County would be responsible for matching all awards funded on a 1:1 basis. The County match would be fulfilled from the existing budget plus a new allocation of $25,000 per year for four years. Because the Commission can not obligate county funding for multiple years, the Arts Council will have to seek approval each year from the Commission for the $25,000 match.

3. Just Us Theater Co. was awarded a management contract for the West End Arts Center. They will begin programming in early summer as soon as the library vacates the West End building.
FULTON COUNTY ARTS COUNCIL MISSION STATEMENT

The mission of the Fulton County Arts Council (FCAC) is to enhance the quality of life of all citizens through support of the arts. The FCAC assists the Fulton County Commission in the development of public policy on public support for the arts, makes recommendations to Fulton County Commissioners on funding the arts and generally oversees the development and implementation of publicy assisted arts programs in Fulton County.

The goals of the FCAC are to:

1. Create an environment which is conducive to the growth and development of individual artists and arts organizations.
2. Promote a broad range of arts activities throughout Fulton County through the support of artists & arts organizations in all disciplines.
3. Promote audience development by introducing the arts to new audiences.
4. Ensure that the arts are accessible to all citizens of Fulton County.
5. Stimulate projects which focus specifically on children, the elderly, the disabled and the economically disadvantaged.
6. Promote artistic development of programs that reflect the cultural diversity of Fulton County.
7. Stimulate neighborhood development and encourage creativity within communities.
8. Foster partnerships between the public and private sectors, with other Fulton County departments and other governmental entities.
9. Provide opportunities for children to:
   * develop their imaginations
   * experiment with new ideas and concepts
   * realize the integrity of cultural traditions
10. Contribute to the economic well-being of the community, including the ability to attract new businesses, conventions, & tourists.

FULTON COUNTY ARTS COUNCIL STAFF

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Harriet Sanford</td>
<td>Executive Director</td>
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<tr>
<td>Veronica Njoku</td>
<td>Assistant Director</td>
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<tr>
<td>Tracey A.</td>
<td>Program Assistant</td>
</tr>
<tr>
<td>Ericka Bahner</td>
<td>Contracts/Services Assistant</td>
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<tr>
<td>Jean Bean</td>
<td>South Fulton Arts Center, Specialist</td>
</tr>
<tr>
<td>Catherine Donnou</td>
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</tr>
<tr>
<td>Kim Giles</td>
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<tr>
<td>Gay Goodwin</td>
<td>Audience, Inc., Program Director</td>
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<tr>
<td>Verna Jennings</td>
<td>Contracts/Services Administrative Assistant</td>
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<td>Lorraine Haugen</td>
<td>Abernathy Arts/Crafts, Specialist</td>
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<tr>
<td>Shonnie Lakes</td>
<td>School Arts Program Assistant</td>
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<tr>
<td>Carolyn Moore</td>
<td>Community Dev Program Administrator</td>
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<tr>
<td>Susan Pettit</td>
<td>Program Development/Public Relations</td>
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<tr>
<td>Elena Ronquillo</td>
<td>School Arts Program Coordinator</td>
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<tr>
<td>Myric Thompson</td>
<td>Human Needs Program Administrator</td>
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# 1994 Fulton County Arts Council Members
(revised April 25, 1994)

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<td>Jack Shultz, Chair</td>
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<td>Promenade One, Suite 4038</td>
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<tr>
<td>Millie Hudson Lathan</td>
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<td>1175 W. Brookhaven Drive</td>
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<td>Chuck Taylor</td>
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<td>Brooke Hunter</td>
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<td>Michelle Sienkiewicz</td>
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<td>Christopher Manos</td>
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<td>Anna R. Jones</td>
<td>1705 Hortense Place</td>
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<tr>
<td>Eleanor O. Guest</td>
<td>2278 Venetian Drive, SW</td>
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<tr>
<td>George Geeslin</td>
<td>1819 Peachtree Road, #604</td>
<td>Boxill District #6</td>
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<tr>
<td>Diana J. Stevens, Vice-Chair</td>
<td>2488 South Bryan Road</td>
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<tr>
<td>Jan Meadows</td>
<td>3120 Cascade Road, SW</td>
<td>Hightower District #7</td>
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<tr>
<td>Linda Ramsey</td>
<td>13015 Jones Ferry Road</td>
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FULTON COUNTY ARTS COUNCIL
Organizational Chart

Board of Commissioners

County Manager

Arts Council Director
Harriet Sanford

Program Development/
Public Relations Administrator
Susan Pettit

Program Assistant
James Reese

Administrative Secretary
Vanessa Ware

Clerk
Kim Giles

Neighborhood Arts Program
Manager
Myrie Thompson

Community Development/
Special Population Coordinator
Carolyn Moore

School Arts
Program Coordinator
Elana Ronquillo

School Arts
Program Assistant
Shantira Lanes

Abenathy Arts & Crafts Center
Arts & Crafts Specialist
Lorraine Haugen

Administrative Assistant
Verna Jennings

Administrative Assistant
Effie Behner

Contracts for Services
Manager
Veronica Njoku

NEAT

Hermondo House

Catalyst

Public Art

Arensphere

Audience

REVISED 2/21/94
The Fulton County Arts Council, established in 1979 under the auspices of the Fulton County Board of Commissioners, is dedicated to the support of artists, non-profit organizations and their creative expressions. The mission of the Fulton County Arts Council is to enhance the quality of life of all citizens through public support of the arts. The Arts Council advises and makes recommendations to the Commission on arts related programs, initiates and responds to the continuing demands for diversified arts programs in Fulton County, and sets policy, programs and contracts to support the mission of the Arts Council.

The Arts Council supports the arts through an active Contract for Services Program. The Arts Council through the approval of the Commission supports contracts to nonprofit institutions and individual artists of high artistic quality in the areas of architecture and visual arts, museums, literature, music, dance, theater, multidisciplinary and media. In addition, the Arts Council offers technical advice to arts organizations concerning administration, funding and development.

The Fulton County Arts Council is dedicated to making all art forms, established and experimental, available to every one in Fulton County. The Arts Council administers the School Arts Program, the South Fulton Community Arts Program: AUDIENCE Inc, the South Fulton Arts Center, the Abernathy Arts and Crafts Center, the Hammonds House Galleries and Resource Center, Catalyst Literary Journal and the National Black Arts Festival. Special initiatives of the Arts Council include the Arts in Public Places Program, the Human Needs Initiative and the North-South Fulton Initiative. The Arts Council recognizes, appreciates and promotes the pluralism of our culture by affirming diversity with in the arts and celebrating our differences and similarities.
ATTENDANCE AND LEAVE

2.1 New Employee Orientation
All new employees of Fulton County should attend an orientation which covers personnel rules and employee regulations. The Program Assistant will enroll all new employees in a session.

2.2 Attendance
1. Fulton County regulates that all regular employees work 8 hours each day. The Arts Council has a flex plan for work hours from 7:30 am to 5:30 p.m. However, you must pick an eight hour block of time to regularly work. You must receive pre-approval for your work schedule from your supervisor. In general, regular working hours are from 8:30 am to 5 p.m.

2. If you need to work at home you must do two things: 1. you must seek pre-approval from your supervisor at least one week in advance and 2. your request must be project specific.
MEMORANDUM

March 30, 1994

TO: Staff
FR: Harriet
RE: Comp Time Policy

This document represents the Fulton County Arts Council's comp time policy. In general, all positions are classified as "exempt" or "non-exempt" with respect to the overtime requirements of state law and the Fair Labor Standards Act. An exempt employee holds a professional, administrative, or executive position and is paid on a salaried basis. Exempt employees are not eligible for overtime compensation.

Positions which do not fall into one of these above categories (such as support/clerical staff) are classified as non-exempt. Non-exempt employees are eligible for overtime compensation for all hours over 40 hours per week in accordance with state law and the Fair Labor Standards Act. Non-exempt employees can not accrue more than 240 hours of comp time. Comp time is carried from year to year.

Within this department, Contract Employees will be allowed to earn comp time to cover vacation, holidays and sick leave. Contractors will earn comp time at the rate of one hour for every hour worked. 40 hours will be given outright to use for vacation and each contractor will be allowed to earn a maximum of 100 additional hours for a total of 140 per year. Comp time can not be carried over from year to year. Part-time hourly employees and instructors are classified as exempt and are not eligible for comp time under any condition.

Using the attached form, persons eligible for comp time must secure their supervisor's permission in advance (pre-approval) to earn or use comp time. Any exempt employee who has not accrued comp time will be treated under executive privilege and will be allowed to take time off for personal pre-approved leave in increments of 2 hours or less per month and will not have to charge that time to accrued leave.

I hope this clarifies the comp time policy, if you have any concerns please see me directly.
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* Eligible for limited comp time per Departmental Policy.
**COMPENSATORY TIME LOG**

<table>
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<tr>
<th>DATE</th>
<th>HOURS Earned</th>
<th>COMP TIME RATE</th>
<th>HOURS USED</th>
<th>BALANCE</th>
<th>PURPOSE</th>
<th>EMPLOYEE SIGNATURE</th>
<th>SUPERVISOR'S SIGNATURE</th>
</tr>
</thead>
</table>

EMPLOYEE ____________________________

JOB TITLE ____________________________

SUPERVISOR ____________________________
Dr. Martin Luther King, Jr. Birthday Holiday
Monday, Jan. 17

Memorial Day
May 30

American Independence Day (4th of July)
Monday, July 4

Labor Day
Monday, Sept. 5

Veterans Day
Friday, Nov. 11

Thanksgiving
Thursday & Friday, Nov. 24-25

Christmas Eve
Friday, Dec. 23*

Christmas Day
Monday, Dec. 26*

* Designated holidays which occur on a Saturday are observed the day before. Those which occur on a Sunday are observed the next day.
2.5 Leave

In general, leave is earned and accrued based on the number of years in service as a county employee. See p. 39 in the yellow personnel regulations book for full details. Your leave tally is printed on your check stub distributed each pay period.

1. Personal Leave: Personal leave must be approved by your supervisor at least one week in advance.

2. Sick Leave: If you are out sick, you should do two things: 1. notify your supervisor that you are sick before the work day begins and on each day that you are sick and 2. call the front desk. If you are unable to work for more than 3 days in a row, you should provide your supervisor a note from your doctor.

3. Vacation Leave: Vacation leave must be approved by your supervisor at least 2 weeks prior to the desired time off. All vacation request will be considered in light of other staff requesting the same time off and staff work load. During peak leave times, holiday leave requests must be made when the request list is circulated so a staff group evaluation can be considered.

4. Contract employees are normally not allowed a paid annual leave by Fulton County. However, the Director has agreed to give all full time contract employees a two week paid vacation. You must keep track of your pre-approved comp time and submit your comp time form when you request leave.
2.6 Lunch
All full time County employees receive 1 hour for lunch. In general, lunch should be taken between 11:00 am and 2 p.m. The director has agreed to give all employees who work an eight hour day, regular and contract, an one hour lunch each day.

2.7 Pay and payroll schedule
Employees are paid every two weeks on Friday. Checks should be picked up from the payroll clerk by 12 noon on Friday. Fulton County also offers direct deposit. See the Program Assistant to enroll.
1994
BIWEEKLY PAY SCHEDULE

Direct Deposit...

...It's money
in the bank,
automatically!
(See payroll clerk for details.)

Boxed dates indicate paydays

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2.8 Sign In/Out sheets
1. All staff should sign the in/out sheets when ever entering or leaving the office. The sign-in sheet is a record of your arriving time and attendance at work for that day. When leaving the office for an errand, meeting or lunch, use the sign-out sheet to indicate your time out, destination and time of return (ie. Verna: 2:45 pm to contract compliance; return at 3 pm).

2. If your first meeting in the morning is away from the office, you should do two things the day before: 1. notify your supervisor and 2. sign out on the sign-out sheet for the next day and indicate where you can be reached.

2.9 Time Sheets
(Sample time sheets attached)

General Rules:
1. Time sheets are due every other week on Tuesdays, alternating weeks with the issue of paychecks. The Program Assistant will circulate a package containing the in/out sheets from the past 2 weeks and blank time sheets. After filling out the sheets, place in packet and circulate to the next name on the staff list. The packet should be completed and returned to the payroll clerk by 5 pm on Tuesday.

2. All comp time forms and leave forms should be pre-approved by your supervisor. Attached approved form to time sheet.

3. If you will be out of the office or on vacation the Tuesday that time sheets are due, you must submit a correctly completed time sheet before your trip, etc. in order to receive payment during that pay period.

Contract Employees:
1. All contract employees must reflect a thirty minute lunch break on the timesheet, regardless of the actual duration. The director has agreed to give all contract employees who work an eight hour day, the same lunch break as regular employees or one hour.

2. All contract employees should not show more than eighty hours on their two week time sheet. Hours worked in excess should be pre-approved, tracked on a comp time form and credited towards your annual vacation leave.
January 14, 1994

MEMORANDUM

TO: Staff
FROM: James R.
RE: Time Sheets

New rules and guidelines have been established for completing time sheets per Harriet and they are:

1) Everyone will use an original FulCo Time Sheet. Pre-typed time sheets will NOT be accepted. Please by all means DO NOT use correction fluid (Whiteout, Liquid Paper, etc.) on your time sheet.

2) Time sheets are due by the close of business on the Tuesday following pay day. NO EXCEPTIONS. NO TIME SHEETS, NO PAY!!!

3) Your time sheet and all accompanying documents should be signed by your supervisor and all appropriate boxes including totals should be filled in BEFORE being submitted.

4) Your time sheet should reflect the actual hours worked and the Daily Sign-in log. Failure to sign-in and out will result in your time sheet not being entered into the system.

5) Per Harriet there is a 20 minute grace period for daily signing in and out. After that, time will be deducted from your vacation or comp time.
   EXAMPLE: If you’re suppose to be here at 8:30, that is fine, you will be credited with 8:30. More than 20 minutes after your reporting time will result in a deduction of the total time your late.

6) Do not substitute reduced lunches for Daily Sign-in and out.

7) A two notice is necessary before going on vacation. Also, before going on vacation or taking time off fill out a time sheet and submit it with the proper signatures.

Per Harriet for the next two weeks do not submit a request for comp time. Personnel is issuing new rules for comp time and we will adhere to them.

cc: Harriet
    Veronica
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<th>Time In</th>
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<th>ENERGY</th>
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**NOTES:**

- **REG**: Regular hours
- **OVERT**: Overtime hours
- **VAC**: Vacation hours
- **SICK**: Sick hours
- **ENERGY**: Energy hours
- **USED**: Used hours
- **EARN**: Earned hours
- **FIRST**: First total hours
- **TOTAL**: Total hours

**Approval Signature:**

**Signature:**

**New Employee:**

**Agency:** Fulton County

**Org:** 1810

**Pay Period Start:**

**Pay Period End:**

---

**LAST NAME:**

**First Name:**

**Middle:**

**SSN:**

---

**Ready for Review:**

**Date:**

**Time:**

**Reviewer:**

**Signature:**

---

**Note:**

- The times listed are in 24-hour format.
- The sheet includes a section for approval signatures.
- The total hours are calculated for each day and for the week as a whole.
- The table includes fields for various types of time tracking, including regular, overtime, vacation, sick, energy, used, and earned hours.
**FULTON COUNTY TIMESHEET**

**AGENCY**: 131  
**ORG**: 1810  
**PAY PERIOD START**: 8/1/93  
**PAY PERIOD END**: 8/24/93  
**LAST NAME**: GILES  
**FIRST NAME**: KIM  
**MIDDLE**: Yvette  
**SIGNATURE**:  
**SSN**: 251-31-1285  

**APPROVAL SIGNATURE**:  

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- COUNT: 8.00  
- LAC/OP: 8.00  
- MIL: 8.00  
- OFFL: 8.00  
- OTHER: 8.00  
- EXTRA: 8.00  
- TOTAL: 80.00  

**PAY**  
- PAY DATE: 8/24/93  
- PAY PERIOD: 8/1/93 - 8/24/93  
- PAYMENT TOTAL: 80.00  
- PAYMENT PERIOD END: 8/24/93  
- PAYMENT PERIOD START: 8/1/93  
- PAYMENT SSN: 251-31-1285  
- PAYMENT LAST NAME: GILES  
- PAYMENT FIRST NAME: KIM  
- PAYMENT MIDDLE: Yvette  
- PAYMENT SIGNATURE:  

**NEW EMPLOY**  

**APPROVAL SIGNATURE**:  

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<td>01/06</td>
<td>9:00</td>
<td>1:00</td>
<td>1:30</td>
<td>5:30</td>
</tr>
<tr>
<td>01/07</td>
<td>9:00</td>
<td>1:00</td>
<td>1:30</td>
<td>5:30</td>
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<tr>
<td>01/08</td>
<td>9:00</td>
<td>1:00</td>
<td>1:30</td>
<td>5:30</td>
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**TOTAL:**

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<td>64.4</td>
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**HRS:**

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<th>64.4</th>
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</table>

**TOTAL HRS:**

100
OFFICE PROCEDURES

3.1 Correspondence and authorization
1. You should c.c. your supervisor on all external written correspondence and provide them with a copy of your document. In addition, all persons involved with the project or mentioned in the body of the text should also be sent a copy of the correspondence.

2. Only the Director is authorized to send correspondence to the Commissioners on behalf of the Arts Council. If you have an item that you feel needs the attention of the Commission, you must contact the Director for pre-approval and directions for issuance.

3.2 Conference Room Reservations
Reservation sheets for the conference room are located at the front desk. If you schedule a meeting in the room, then you are responsible for reserving the conference room. Please check to see if the room is reserved before you start your meeting.

3.3 Copier machine operation and maintenance
Central Services is responsible for our copy machine, copying supplies (paper, tone, dry ink, etc), maintenance, service calls and billing. Report all problems with the copy machine to the Program Assistant, who will in turn contact Central Services.

3.4 Lunch time receptionist duties
The receptionist is responsible for relaying all important messages to his/her relief personnel during lunch hours, such as expected couriers, guest, etc. The relievers should in turn relay all messages to the receptionist on his/her return. The Program Assistant and Administrative Assistants will relieve the receptionist during lunch. All parties involved should work out a fair schedule. Remember, if you are late returning from lunch, you will inconvenience your reliever.

3.5 Mail, Couriers and Overnight
1. Incoming mail comes 2 times a day around 12 noon and 4 p.m. Outgoing mail is posted at 11 am and 3 pm. You can post personal mail in the FC outgoing mail box but you must provide a stamp.

2. Mail to Abernathy and South Fulton Arts Center should be placed in their staff mail boxes. The receptionist will empty the boxes on Monday, Wednesday and Friday and send their contents through inner-office mail in the first mail run of the day.
3. Couriers and Overnight delivery should only be used in extreme situations. The receptionist will arrange all courier pick ups. Due to the expense, no one should send a package in the express delivery mode without the approval of the director.

3.6 Office maintenance and cleaning
1. Each staff member is responsible for cleaning up after their guests and scheduled meetings held in the conference room. This includes wiping the table, cleaning coffee cups, etc.

2. The coffee maker, refrigerator and microwave are provided for every staff member's use. Please keep the counter area clean and neat for the next user. If your food overspills in the microwave, please have the courtesy to wipe up the mess. No one wants to clean up after you...your mother does not work here. A staff schedule for general cleaning of the conference room food area and refrigerator will be posted on the conference room wall.

3. If you use the coffee pot, please make sure that you unplug it and wash it out at the end of the day. If you turn it on, you have to turn it off.

3.7 Office Supplies
1. Office supplies are ordered 2-3 times a year. Please consider your supply needs for the entire year, our budget and give your order to the Receptionist. She will then disperse the supplies when they come in and keep a log of supplies ordered, distributed, and needed so that we will have an accurate account of our supplies. General office supplies are kept in the shelves behind the front desk. If you need supplies which are not on the shelves, contact the receptionist, and she will get them for you from the store room.

2. The only staff authorized to enter the store room are the Receptionist, the Office Assistant, and the Administrative Assistant.

3.8 1:1 meetings
If you have a 1:1 meeting with the Director or your supervisor, please have a typed agenda to cover items for discussion. Your supervisor will schedule regular 1:1 meetings so that you can provide him/her with an update on your activities, status of projects and present items that need further discussion. This meeting will also be used to follow up on items sent to you by your supervisor.
3.9 Parking

Parking is available after 5 pm and on weekends under the building on a space available policy. You must show your ID to enter the garage. Parking is not available from daily from 8 am -5 pm for employees.

3.10 Phone Messages and message logs

1. All phones should be have a brief voice mail message that reads similar to, "Hello, you have reached (your name) at the Fulton County Arts Council. Please leave a message and I will return your call as soon as possible. Thank you".

2. If you will be out of the office on vacation or for the day, please change your message to state that you will be out and refer your callers to the main extension for immediate assistance or in case of an emergency. If you are out of the office for more than three day, please call in and check your messages regularly or arrange for another staffer to check your messages.

3. All incoming calls to the Director and Assistant Director should be written down on their phone logs located at the from desk. All other staff calls should be written down on a message slip and put in the phone message rack located at the front desk.

3.11 Phone Usage

(long distance phone log form attached)

1. Personal calls should be kept very brief and to the minimum.

2. All personal long distance calls on office phones should be brief and limited to urgent business or emergencies. You can not charge personal calls to your extension. You must either call collect or use a calling card.

3. To call out long distance, you must do several things: 1. dial the 9-1-area code plus the number, 2. after you hear a series of beeps, enter the agency access code plus your extension number.

4. All long distance calls must be logged. Sign and attached the long distance phone log for your extension with the phone charges to be routed each month by the Program Assistant.
MEMORANDUM

TO: FCAC Staff
FROM: Vanessa Ware
DATE: December 9, 1993
RE: Long Distance Service

A new procedure has been created in order to obtain detailed long distance information by department. All long distance calls will require an account code when placed from 730-extensions. The procedure is as follows:

- Dial number as usual
- Listen for the tone and then enter account code

Your 8-digit account code is your 4-digit organization code (for FCAC the code is 1810) and the last four digits of your telephone number.

EXAMPLE: Telephone No. 730-5780
Organization No. 1810
Account Code for Long Distance 18105780

The procedure for sending a fax long distance is as follow:

   Dial 9 - 1 - Number (long distance number you wish to fax to)
   Press Pause, Pause
   Enter 8-digit account code
   Press Start

For further assistance or information, please call Rod Baker at 730-7226.

cc: Harriet Sanford
    James Borders
January 31, 1994

MEMORANDUM

TO: FCAC, NEAF, A.U.D.I.E.N.C.E., Catalyst & Hammonds House

FROM: James Reese

RE: New Long Distance Telephone Log

Per Harriet Sanford effective February 1, all long distance calls will be recorded on the FCAC Long Distance Telephone Log. The use of this log is not optional.

Record the caller’s name, program and number calling from on the top of the form. Also, the date, number, city & state and the nature of the call (give details i.e., Talked to LA Arts Council Director).

Finally, sign and date. After each billing cycle submit the log along with the telephone charges sheet. Please do not make long distance calls and charged them to Fulton County. Use a calling card, pay phone or call collect.

In the past, through our tracking system we were not able to verify the calls that were made. This allows for easy verification.

Please sign and return a copy of the log to verify receipt and acknowledgement of this policy.

cc: Harriet Sanford
# FCAC Long Distance Telephone Log

<table>
<thead>
<tr>
<th>NAME</th>
<th>PROGRAM</th>
<th>NUMBER CALLING FROM:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATE</th>
<th>NUMBER CALLED</th>
<th>CITY &amp; STATE</th>
<th>NATURE OF CALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-1-94</td>
<td>213-555-2787</td>
<td>Los Angeles</td>
<td>Talked to LA Late Council Director</td>
</tr>
</tbody>
</table>

All long distance calls must be logged. Sign and submit with phone charges when it's routed.

Signature ___________________________ Date ___________________________
3.12 Photocopying
1. We are currently charged .06 for each copy we make on our office machine regardless of using recycled paper or not. This constant expense really adds up fast. Please copy wisely and only what is needed.

2. If our copy machine breaks down, the receptionist has a copy key which allows us to copy on the machines in the building. The copy key should only be used in an emergency. If you check out the key, you must log the beginning number and the final number on the master log kept at the front desk.

3. If you need 100 copies or more of an item, you should take the project to Central Services for duplication. When they use their own copier, we are charged about .01 a copy. Big savings. You must notify the Office Assistant who will fill out a Central Service requisition form for printing and binding. You should then take the requisition form with the original attached to Central Services.

3.13 Policy and Procedures Manual
1. For other personnel issues beyond the Arts Council control, please refer to the yellow Fulton County personnel book.

2. A complete policy and procedures book for Fulton County is located in the office. This book is updated frequently and from time to time, you will receive relative County policies that effect the Arts Council's operations to add to your FCAC staff policy manual. Each staff person should keep their manual up to date.

3.14 Purchasing
(purchasing pre-approval form attached)

1. Each program manager is responsible for submitting an annual working budget to the director each Fall to cover all requests for expenditures for the upcoming budget year. These requests will be considered for incorporation into the annual budget. The final budget is not approved until the Spring of that budget year.

2. For each approved expenditure, the program manager should request a purchase order in writing from the payroll/purchasing clerk. The clerk must first receive approval from the director and then work with several other departments in Fulton County to process the requests for funds. This process is laborious and you should plan on allowing at least one month for the process to take its course. The Program Assistant will notify the program manager when a purchase order has been executed.
No program manager should authorize outside work or contracts to begin before a purchase order is executed and in hand.

3. In general, all expenditures should be planned for and incorporated into the annual budget. However, there may be times when you will need special supplies, etc to complete a project that could not have been planned for. If you have to purchase supplies, etc, you should obtain pre-approval for all items needed before incurring any expense by submitting a Purchasing Pre-Approval Request Form to the director for his/her signature. You should know where the funds will come from to cover your expense. If you make a purchase and do not receive pre-approval, you will not be reimbursed. Receipts for reimbursement and the signed pre-approval form should be given to the payroll clerk for processing.
DEPARTMENT OF ARTS & CULTURE

Purchasing Pre-Approval Form

Item: ____________________________________________________________

Amount: _________________________________________________________

Date: ________________  Account # ________________________________

Was item in approved budget?  Yes _____  No _____

If no, how will item be paid for? ___________________________________

________________________________________________________________

Description: ____________________________________________________

________________________________________________________________

Requestee: ______________________________________________________

Authorized: _______________________________  Date: ________________
3.15 Recycling paper
To conserve paper and expenses, please use recycled paper for interoffice memos and other correspondence/notes where appropriate. Please stack all recycled paper neatly on the shelf over the copy machine.

3.16 Reimbursements
(parking reimbursement form attached; see Program Assistant for mileage log)

1. Mileage and Parking: While away from the office on County business, authorized staff can be reimbursed for mileage and parking expenses up to a pre-approved level. The reimbursement level is determined in the yearly budget. The Mileage form and the parking reimbursement form plus any parking receipts should be turned into the Program Assistant for processing by the first of each month.

2. Purchasing Pre-Approval: If you have to purchase supplies, etc for a project, you should obtain pre-approval before incurring any expense by submitting a Purchase Request Form to the Director for her signature. If you make a purchase and do not receive pre-approval, you will not be reimbursed. Receipts for reimbursement and the signed pre-approval form should be given to the Program Assistant for processing. See the Purchasing section for additional details.

3. Fulton County will issue reimbursement checks once a month and mail it directly to your address of record.
<table>
<thead>
<tr>
<th>Date</th>
<th>Type of Official Business</th>
<th>Amount</th>
</tr>
</thead>
</table>

I hereby certify to the best of my knowledge that the parking receipt(s) and fees were obtained while performing County related business.

Employee Signature       Date

Supervisor's Signature    Date

Agency Head Approval      Date

Finance Approval          Date

False misrepresentation could result in parking reimbursement privileges being denied.
3.17 Reporting

(Meeting Summary forms attached)

1. Meeting Summary Forms: If you attend a meeting on behalf of the FCAC or the Director, you should fill out a meeting summary form with a brief description of important items discussed, attendees, action taken, dates for next meeting, etc. and put in the Director’s daily mail within 48 hours of attending the meeting.

2. Weekly Reports: The director requests that each staff member turn in a weekly report detailing their activities for the week and any items needing attention by the director. Reports are due each Friday by 5 p.m. The receptionist will keep a folder at the front desk for all reports. The variations are: 1. if you work three days or more in the reporting week, your report is due on the last day you’ll be at work for that reporting week. 2. If you work less than three days in the reporting week, then no report is required.

3. Periodic and final report: From time to time you will be asked to turn in a periodic or final report to assist your supervisor with monitoring your project progress.
FULTON COUNTY ARTS COUNCIL

PERIODIC PROJECT/
FINAL REPORT FORM

Project Name: ____________________________

Project Period: ____________ to ____________

NOTE: Provide sufficient details and description so that reader understands status of project. Include appropriate names, dates, places and statistics as necessary.
MEETING SUMMARY Form

NAME: ___________________________ date: ________________

Date of Meeting: ________________ Subject: ___________________________

Meeting Summary: 

*** PLEASE COMPLETE AND SUBMIT FORM ON DATE OF MEETING ***
3.18 Work Orders
(work order form attached)

All Work Orders to Public Buildings should be given to the Administrative Assistant for processing and follow up. He/She is the point of contact for the FCAC for all work orders for suites 2030 and 2031. The Arts Centers should fax their work orders directly to Public Buildings and send a cc: to the Neighborhood Arts manager.
FULTON COUNTY PUBLIC BUILDINGS DEPARTMENT
CENTRAL OPERATIONS CENTER
WORK REQUEST FORM

WORK REQUEST INFORMATION

DEPARTMENT

BUILDING NAME

ROOM #/LOCATION

(Please Be Specific)

CONTACT PERSON(s)

PHONE 

FAX 

PLEASE STATE IN DETAIL COMPLETE DESCRIPTION & LOCATION OF WORK REQUEST:


TIME AND DATE BEST TO PERFORM JOB

SIGNATURE

DEPARTMENT HEAD OR ASSISTANT/DEPUTY DIRECTOR

ALL INFORMATION MUST BE COMPLETE OR THE REQUEST WILL BE RETURNED.

RETURN TO: PUBLIC BUILDINGS DEPARTMENT
BUILDING 3 - AIRPORT
CENTRAL OPERATIONS CENTER

OFFICE HOURS: 7:30am - 5:15pm
AFTER HOURS CALL SECURITY 730-4729

PHONE 699-8989
FAX 699-4249
PUBLIC INFORMATION AND RELATIONS

4.1 Printing and Publications
(printing approval form)

1. All printing, in house or external, must be pre-approved by the PR administrator who will review quality of design, content and cost effectiveness for each project. Each program manager should discuss their printing needs, scope of the project, projected timetable and project budget with the Public Relations Administrator well in advance of any printing needs. Scheduling, bidding, design and production of printing pieces takes several months for most projects and can take up to three-four months for complex projects.

2. The program manager should submit a printing approval form with all pertinent information to the PR administrator who will then review the request for approval with in 48 hours. The program manager must obtain a sign off by the PR Administrator on a printing approval form at each step of the process to include an initial meeting and timetable evaluation, budget and bids, design approval and release to print.

3. After the program manager receives a signed release to print, he/she should attached that form to a purchasing pre-approval form and submit to the director for final approval.
PRINTING PRE-APPROVAL FORM
Fulton County Arts Council

Project Manager: ________________________________

Project Description: ________________________________

Estimated budget: ________________________________

Date Printing needed by: ________________________________

All printing, in house or external, must be pre-approved by the PR administrator who will review quality of design, content and cost effectiveness for each project. Each program manager should discuss their printing needs, scope of the project, projected timetable and project budget with the PR Administrator well in advance of any printing needs. Scheduling, bidding, design and production of printing pieces takes several months for most projects and can take up to three-four months for complex projects. Submit this form at each meeting with all appropriate budgets, designs, quotes attached. All requests for review will be responded to within 48 hours.

First meeting:
Date: ____________________ Initial meeting to discuss scope of project, timetables, outside contracting

Second Meeting:
Date: ____________________ Approval: ____________________ Review of budget and quotes for services

Third Meeting:
Date: ____________________ Approval: ____________________ Review of Design

Fourth Meeting:
Date: ____________________ Approval: ____________________ Release to Print

Note: Once you receive a release to print, this form must be attached to a purchasing pre-approval form and submitted to the director.
4.2 Public Relations and the press
1. No staff should make a statement of policy or speak to members of the press informally or formally except for the Director, Assistant Director or Public Relations administrator. In general, all inquiries from the press should be funneled to the Public Relations administrator who will then act as a liaison between the press and the appropriate program manager if needed. Unless our agency is involved directly, we will not comment on programs or projects from other agencies.

2. Turn in all items for press releases to the Public Relations Administrator. Please make sure all information is finalized and included in request, ie. dates, description of event, cost, etc. You must turn all requests for press releases at least six weeks before the event date. Many small community newspapers have a long lead time for accepting articles and you will have greater success of your event being published if you can give the press several opportunities to print your dates.

4.3 Reading File and the reading room
1. Clippings, press releases and news items of interest to the staff are kept in the reading file at the front desk. Information will be kept for one month and then cleared. The file is intended to be a central source for information, newsletter, large documents for the staff to read in their spare time.

2. Books, documents and a permanent file are kept in the reading room located near the School Arts Office. Items that are referred to often such as City Cultural plans, books on arts administration, etc are kept in the reading room for easy reference by all staff. Since the Reading Room is in need of cataloging, please do not allow the public to use the room without supervision. If you have materials to add to the room, notify the Public Relations administrator of the book or document title first. Official document and correspondence relating to the programs of the Arts Council are kept in the permanent file. Please photocopy any documents you need and return originals promptly to the file.

4.4 Ticket/token policy
1. Occasionally arts organizations offer the staff free or reduced rate tickets to performances and events. All offers will be coordinated by the Assistant Director. Staff should not request tickets from organizations directly for themselves or for other county employees. If a ticket is reserved in your name, please have the courtesy to attend the event or cancel your reservation directly with the box office. An unused, reserved seat is lost revenue for an arts organization.

2. As a general rule, staff should not accept tokens of appreciation
(coffee cups, t-shirts, posters, etc) from any arts organizations which receives funds from Fulton County. Any offers of tokens to the staff should be approved by the Assistant Director.

4.5 Response time to public inquiries
Inquiries from the public should be responded to promptly. Phone messages should be returned within 48 hours. Written inquiries should be responded to within 5 working days. If an inquiry takes longer to answer than the above guidelines, you should contact the person immediately and state that you have received their inquiry and are working on a response which you will have a ready within xx number of days.

4.6 Public Records
The Arts Council is a public agency, so in turn, all agency documents excluding personnel records are public records. The public can review public documents by following Fulton County rules of public access. All request should be detailed, submitted in writing and addressed to the Director. The director will then forward the request to the Legal Department to see if the requested document falls under the categories for public records. Walk-in's will not be granted access to our files without first submitting a written request and receiving authorization. While the Arts Council does not have a formal policy, Fulton County is currently exploring a policy which would impose a charge for all requests for public records which require excessive staff time to assemble and photocopy.
MISCELLANEOUS POLICIES

5.1 Art on Loan
The county owns several pieces of art that are available for display on a yearly basis in public areas within the Fulton County government buildings. Interested employees should contact the Community Development administrator for available art and policies. The artwork is for everyone to enjoy and must be hung in public spaces such as a lobby or reception area, not individual offices or restricted areas.

5.2 Office Safety
If you are the last person to leave the office, please turn off the lights and lock the door. If you are working late and are in the office alone, please lock the main office door and lock yourself in for safety reasons. If the door is locked, you can get out by turning the handle but you will need a key to reenter. Cleaning people have a key to the main door for cleaning our suites after hours. You may also wish to notify the security guards at the Pryor Street desk that you are working late.

5.3 Statement on political activities by employees
While you are encouraged to be active in the political process, you cannot do it while on duty or during working hours. If the campaign fever catches you, you should use your vacation time and have all leave pre-approved. Please check with the Personnel Manual p.51 if you need clarity. Employees are restricted from actively campaigning for a candidate including wearing campaign propaganda while representing the Arts Council at functions and after hour events.

5.4 Serving as a consultant, panelist or advisor
1. If you are invited to serve as a panelist, consultant or advisor, you must get pre-approval from the Director, and the request should be accompanied by a letter from the initiating entity.

2. If you are paid more than an honorarium, you will have to use vacation or comp time and fill out a request for leave form. In most cases, work for the department will take precedence over outside activities, whether they are related to County government or otherwise.
STATEMENT CONCERNING 1st AMENDMENT RIGHTS AND FREEDOM OF EXPRESSION

The Fulton County Arts Council recognizes and appreciates pluralism of our community by affirming diversity within the arts. The Arts Council supports an environment that is conducive to the artistic growth and development of individual artists and non-profit arts organizations which produce art of the highest quality. The Arts Council does not support or condone censorship in any form. The Arts Council does not discriminate against or dictate thematic content in funded projects. However, in keeping with the Constitution and the separation of church and state, we do not support projects which are designed to promote or inhibit religious beliefs.

The Fulton County Arts Council awards contracts for services to non-profit arts and cultural organizations and to individual artists in all disciplines. Applications are reviewed by a rotating panel of peers who have significant knowledge in a particular artistic discipline. Awards are made on artistic merit, organizational stability and likelihood of successful completion of the proposed project.

Fulton County works continually to insure equal opportunity in the conduct of all county activities without regard to an individual’s race, color, sex, age, national origin, sexual orientation, religion, disability or gender.

Adopted by the Fulton County Arts Council November 11, 1993
THINGS TO KNOW ABOUT FULTON COUNTY ARTS COUNCIL

CONTRACTS FOR SERVICES

They are no longer called "grants;" they are "CONTRACTS FOR SERVICES (Rendered)."

* Purpose:
This program is designed to provide general operating support or project specific support to Fulton County arts and cultural organizations; and to provide funds to individual artists who are producing/presenting work(s) in the areas of, but not limited to, dance, folk arts, literature, theatre, visual arts, architecture, music, radio production, and multi-disciplinary fields.

* Who is eligible?
The FCAC provides funds only to organizations that can document acceptance of nonprofit status by the Internal Revenue Service under Section 501(c)(3) with donations being deductible to such organizations. Organizations must be incorporated, or in the process of incorporating, in the State of Georgia. Priority will be given to those organizations headquartered in Fulton County.

Individual Artist applicants must be practicing, professional artists. Priority will be given to artists who have resided in Fulton County for at least one year prior to the application deadline. Applicants are eligible to apply every other year unless the applicant is a Media Artist receiving funds for two consecutive years in order to complete Phase II of an on-going project.

NOTE: All projects must be completed/Performed in Fulton County!!!

* Application Deadlines:
Organizations & Museums: September 1, 1993
Individuals: September 30, 1993

* Contract Period: May 1, 1994 to April 30, 1995

* Maximum Contract Amount:
Organizations qualify for funds depending on their annual budgets. Stipulations are as follows:
Large: $1,000,000.00 +
Medium: $100,000.00 - 999,999.99
Small: under $100,000.00

NOTE: First-time organizational applicants are limited to $3,000.00 for their first request.

Indians may receive up to $7,500.00; whereas Independent Media Artists are eligible for up to $20,000.00. Any contract recipient must meet the 1:1 Match requirements. A 1:1 Match enables the contractor to receive up to a 50% monetary award for the total project budget, remaining 50% may include cash and in-kind contributions.

* Contract Cycle: (dates may vary)
  Application Deadline: September 1 OR 30, 1993 (December - January)
  Panel Meetings: April 1994
  Commissioners' Approval: (April) SEND IN REVISED BUDGET
  Award Notification: May 1994
  Contract Signing Meeting: June 1994
  Payments begin

* Other Programs:
The Fulton County Arts Council is considering offering one-month fellowships to a limited number of artists at the Hambidge Center. This program is currently being developed and information will be forwarded as it becomes available. Letters of Intent are now being accepted at the Arts Council, please forward to the attention of Veronica Njoku.

On April 7, 1993, the Fulton County Board of Commissioners passed a Percent for Art resolution. The FCAC is currently organizing a master plan for Fulton County which should be adopted in January 1994.
All contractors (regardless of award size or budget size) are required to use the new Fulton County Arts Council logo. The logo must be displayed as printed; the arts icon and the Fulton County tree should never be separated.

All Contractors must submit a Progress Report on or after October 14, 1994 (but no later than November 21, 1994). At this time, the Contractor agrees to provide evidence of appropriate credit to Fulton County as outlined in Section 5 of the Contract. Contractors agree to submit a Final Report and all support material by May 31, 1995. NOTE: Contractors no longer have the option to request a second payment—all contractors will be paid in three disbursements in percentages as indicated in Section 2 of the Contract. The following are items that help alleviate payment delays due to incomplete reports:

- Typewritten reports are required.
- Answer Item C1 in great detail. Keep in mind that by explaining Items C4-C10, your detailed description should be satisfactory.
- Whenever possible, indicate attendance figures per event.
- Attach a breakdown of cash and in-kind expenses.
- Remember to breakdown and describe the "other" revenue sources used to complete the project.
- List the name and address for each venue used for the project.
- All support material and other documentation must include the Fulton County logo.

All ORGANIZATIONAL Contractors are classified by one of three Diversity Tiers as stipulated in the Cultural Diversity Policies and Guidelines. (see BELOW) Additional meetings have been scheduled to discuss specific requirements for Cultural Diversity.

<table>
<thead>
<tr>
<th>TIER CATEGORY</th>
<th>AWARD AMOUNT</th>
<th>BUDGET SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIER I</td>
<td>$10,000.00</td>
<td>ALL</td>
</tr>
<tr>
<td>TIER II</td>
<td>$10,000.00 or more</td>
<td>Less than $500,000.00</td>
</tr>
<tr>
<td>TIER III</td>
<td>$20,000.00 or more</td>
<td>Greater than $500,000.00</td>
</tr>
</tbody>
</table>

(1) "Tier I" shall be comprised of those recipients of County arts funding that receive less than $10,000.00 in the given funding year.
(2) "Tier II" shall be comprised of those recipients of County arts funding that receive $10,000.00 or more in the given funding year and which have operating budgets1 of less than $500,000.00;
(3) "Tier III" shall be comprised of those recipients of County arts funding that receive more than $20,000.00 in the given funding year with an operating budget of $500,000.00 or more2;

1 The term "operating budget", as used herein, shall refer to the actual budget from the year immediately preceding the year in which the arts organization applies to FCAC and not to the projected, annual budget for the year of the application.

2 An organization with an operating budget of $500,000.00 or more but which receives less than $20,000.00 would be considered, under these Guidelines, a Tier II organization. The Tier III test is a conjunctive one.
November 30, 1994

**Fulton County Arts Council**

**Budget**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries-Regular</td>
<td>$387,558.00</td>
</tr>
<tr>
<td>Salaries-Contract</td>
<td>$213,436.00</td>
</tr>
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MEMORANDUM

April 20, 1994

TO: Harriet

FR: Chris

RE: Request for meeting

Even though the topic of my thesis will be largely about my work with School Arts Program, I would like to speak with you about the Arts Council overall and particularly how SAP plays a role in fulfilling the mission and purpose of FCAC. After all, it is the foundation of SAP and I could not effectively write about this experience without at least speaking with you from the prospective as the top administrator of this agency.

I know that there have been some scheduling conflicts in the past, and I do understand your schedule can be hectic at times. However, as my time with the Arts Council is rapidly coming to an end, I would like to talk with you about such relevant issues as management structure, funding, programs, and goals.

Thank you for allowing me the opportunity to have worked with the Arts Council. I look forward to meeting with you soon.

cc: Elena Ronquillo
    Myric Thompson
APPENDIX II

SCHOOLS ARTS PROGRAM
Funded by the Fulton County Board of Education and the Fulton County Arts Council through appropriations from the Fulton County Board of Commissioners

For the past nine years the School Arts Program (SAP) has provided over 5,000 arts experiences for Fulton County school students in all grade levels. Each Fulton County school and the two Teaching Museums (North and South) are allocated funds to spend each year to bring artists and students together in workshops, performances, lecture/demonstrations, field trips and extended project residencies in all arts disciplines. Since its inception the School Arts Program has invested nearly $2 million into artists programs for Fulton County schools.

Each school decides on its own arts programming using the School Arts Program allocation. The administrators of SAP (Elena Ronquillo, SAP Coordinator at Fulton County Arts Council and Kellene Champlin, Ph. D., Coordinator, Art Education at the Fulton County Board of Education) work together with educators, PTA representatives and artists to provide the highest quality Arts In Education programs to Fulton County schools. Parent volunteers are essential to this process. Without parent involvement, SAP cannot reach its goals of linking and utilizing community resources for the benefit of Fulton County students.

We urge parents and other interested adults to get involved with School Arts Program. Time spent with the School Arts Program can be of any length and as simple or as complex as you wish. Each school in the Fulton County system presents an opportunity for you to work with artists and educators in an exciting, innovative and fun program. Contact Elena Ronquillo, SAP Coordinator, 730-5792 for more information.
Maintain Activity records of Program

SECTION I
Confirmation forms: These forms are distributed to the ISCs at the beginning of the school year. They are distributed in the form's packet along with the delivery of the directory.

Processing. The ISC coordinator initiates this form. He or she is responsible for getting the principal's signature. Before mailing the confirmation form the golden rod copy is detached to be filed in his or her records. The forms are mailed interoffice to the Board of Education. Joan in Kelly's office, collects a large pile, they are then mailed to our office. After receiving the forms the following steps should occur.

1. Log all forms in the manual log book, while checking to see if forms have been completed sufficiently. Match prices and course offerings with information artists' and companies submitted in the directory. Do not accept TBA times or dates. Send the form back to the ISC with the form letter requesting the information missing. If the principals' signature is missing, send the form back to the ISC. If you are unsure of a price call the artist or attach a note for further explanation when mailing to the artist.

2. Log the date you received the form on the bottom and the date you mailed it to the artist.

3. Copy all forms before mailing to SAP artist. Use the copies to plan and schedule site visits, handle any concerns from the ISC or artist if original forms never makes it back to your office.

4. Use copies to log booking information on computer dBASE format. Instructions to enter dBASE is discussed in another section.

5. File copies alphabetically by school in the booking drawer next to the petition between your desk and the reception desk.

6. Artist receives forms and looks over, makes corrections if necessary, signs, keeps the pink copy for their records and mails back to the office.

7. When you received signed form from the artist, enter the date you received on the bottom of the form and log date received in the manual.

8. Detach remaining copies and mail white copies to Kelly, the green copies to the ISC and file the yellow copy in the scheduling drawer. At the end of the school year remove all of the forms out of the booking drawer and place them in the School file cabinet inside of the confirmation form folder.
NOTE: When mailing white forms to Kelly, wait until you have collected a stack before mailing.

SECTION II.

Evaluation forms: ISCs and artists mail evaluation forms to Kelly's office after performance. Once again Joan will hold incoming forms until she has collected a pile before mailing.

1. Kelly reads each form and makes notations

2. Forms are mailed to SAP office

3. After receiving the evaluations, read them and make notes of any situation that needs correspondence. Use your discretion. Some situations can be handled with a phone call.

4. Collect all Young Audiences School Evaluation and mail copies to Ann along with correspondence if necessary. If you think the artists should personally receive a copy of the evaluation form please send.

5. When receiving evaluations with thank you notes and artwork from the students, keep several samples and mail the remaining material to the artist.

6. File evaluation forms by school in the school file cabinet.

SECTION III.

Produce school allotment report three times a year.

1. Participants should receive this update approximately a month after the deadlines noted on the top right corner of the confirmation form.

2. Each school should receive a copy of their booking, with dates and fees along with a memo discussing their balance. Over budgeted amounts $100 and over should be discussed with both Kelly and the ISC.

3. Pull the booking reports from the base confirmation file in the C drive.

Entering base:
   a. Close windows or WordPerfect and you will see the C:> (C prompt)

   b. At the prompt type dbaseiii and press enter. You will have opened the base directory. The words DBASE> (base prompt) will appear on the screen.

   c. Enter base at the prompt. This will open the software
d. you will be inside the base assist program that contains several drop down menus

SECTION III
continued

e. At the SET-UP menu highlight select drive, press enter

f. In the side menu, bar drives A: through F: will appear. Highlight drive C:. Another side menu will appear with the following selections, conf-94-9, FCAC, SC. Select conf-94-9

g. Move your cursor over to the tool menu and select reports.

h. The report menu bar will pop up. Select the alpharetta format by highlighting, then press enter.

i. Then the print command will appear

j. Another side menu will appear which will allow you to choose the particular information you want to print. Select the option "Build a Search Condition," press enter

k. On the side bar to the left of the screen, select school, press enter, type in the name of the using the exact entry spelling in the computer

l. Another small drop menu will appear, select no more conditions

m. Highlight "Execute Commands" and press enter. It will then ask you if you want to direct this information to the printer "Y"or "N." Type y for yes. Use these steps for each school.

Kelly gets a summary of the information. In Lotus you will find the summary document given to Kelly, Harriet and Myric. This document contains each school, its allotment, the amount expended, the balance and the date of the balance.

Entering Lotus:

a. Enter lotus from the windows' programs

b. Select LOTUS 1 2 3 release to find the worksheet

c. The worksheet can be found under the title FEBworksheet

d. Section B contains the last worksheet that I had begun setting up for the year end report. Call me if you have questions.
SECTION IV

Reimbursement Forms

Copies of artists reimbursement forms and transportation reimbursement forms are mailed to the SAP office after requests have been submitted by Kelly's office.

Process: Incoming forms are matched with the fees in the manual log.

If reimbursement price is different, the new price is entered on the manual log.

If the fee is the same, write OK in the manual log.

Each reimbursement form is then attached to the yellow copy of the confirmation form.

SECTION VI

Help with production of SAP Artist Directory.

- Send out notices to artists for program updates. The letter should go out in mid February or early April.
  
  Collect submission from artists' 
  
  Read over for clarity, call the artist if there are questions 
  
  Set up schedule for typesetting 
  
  Help the coordinator with setting up the production schedule 
  
  Meet with Susan Pettit for printing approval 
  
  Assist coordinator, Susan and James with bid process. 
  
  Deliver camera ready to printers 
  
  Receive books' form printers 
  
  Stuff packets for ISCs with books
Keep at least four copies on file

SECTION VI
continued

Distribute copies to appropriate staff members

SECTION VII
Meetings
Help with scheduling public meeting
Find meeting rooms and reserve
Find caterer, work with James on budget
Prepare all printed materials for meeting
Make sure the front desk has information on all SAP events or meetings

Handle Printing Requests
Initiate requisition for printing
Get approval of money from James with his signature on the form
Get signature of approval form Susan, Harriet and or Myric
Take approved document and requisition form downstairs
Discuss any special printing needs with Central Services
ACME Children's Theatre is a division of the ACME Theatre Company. Our goal is to bring an open and responsive atmosphere into the school, to foster the imagination and creativity in each student, and to make regional folklore and myths of many cultures accessible.

**Programs**

**NOTE:** All programs include a post-performance discussion and/or demonstration concerning where we get our stories from, costuming, and mask-making.

A. *Ghost Stories*: Grades K-9 (Version I and II)
Consists of 3 ghost plays interspersed with music and storytelling, and is designed to encourage students to take an interest in the folklore of our region and their own families, to demystify where stories come from, and to help them toward the desire to tell stories themselves. *Version I* is adaptable for K-5, *Version II* is adaptable for 6-9. Relates to: Literature.

B. *Grandmother Spider Steals the Sun*: Grades K-6
Consists of several linked Cherokee stories that follow the adventures of Buzzard, Fox, Possum, and Grandmother Spider as they discover how to live together on the newly created earth. Includes music, masks and animal costume. Relates to: Literature and Art.

C. *Red Rooms and Dark Mills*: Grades 8-12
This is a play/performance piece integrating the work of the Brontes and William Blake with an examination of the parallels between the industrial revolution and romanticism. Relates to: History and Literature.

D. *Poetry As Theatre*: Grades K-12
Consist of poetry written by your students performed by the company members as songs, plays, and stories, and is designed to encourage students to write and to turn their work into songs, stories and plays. Adaptable to all grade levels. Only available for Friday performances. Relates to: Literature.

E. *In Christmas Spirit*: Grades K-9 (Versions I and II)
Two friends spend Christmas for the first time without their families, and encounter a Christmas Eve pizza and its mysterious deliverer. Includes live performers and puppets. *Version I* is adaptable for 1-5, *Version II* is adaptable for 6-9. Relates to: Literature and Art.
F. The Stone Soup Story: Grades K-3
This a retelling of the folktale "Stone Soup," using life-sized puppets and song.
Relates to: Literature and History.

PROGRAM REQUIREMENTS

A. Length of program: 50 minutes; Fee: $250 - one performance, $400 - two performances, $500 - three performances
Materials and Equipment - Artist provides: all materials and equipment,
School provides: one microphone and one ladder
Facilities and Space: auditorium, media center
Number of participants: 400

B. Length of program: 45 minutes; all other same as A.

C. Length of program: 50 minutes; all other same as A.

D. Length of program: 45 minutes; Fee: $350 - one performance, $600 - two performances; All other same as A.

E. Length of program: 50 minutes; all other same as A.

F. Length of program: 45 minutes; all other same as A.

92 - 93 FULTON COUNTY SCHOOLS BOOKINGS
Haynes Bridge Middle School
Holcolm Bridge Middle School
M.M. Bethune Elementary School
Oak Knoll Elementary School
Paul D. West Middle School
CREATE

VOICES - A MEDLEY OF EXPERIENCES ABOUT WOMEN and WARS

THE INSIDE STORY:

In this one-person performance, written and acted by Dena Malon, students will learn about several wars through the perspective of five different women as they share their unique personalities and experiences.

LOOK FORWARD TO:

* Students' participation and involvement
* Understanding how lives are changed and affected by war
* Meeting different characters: an elderly woman who fought in the Civil War, a USO entertainer during World War II, and a woman preparing for her husband's long-awaited return

VOCABULARY:

Cavalry - troops that ride on horseback
USO - organization that provides support services for troops
telegram - message sent by telegraph

BEFORE THE PROGRAM:

Help students understand that they will be viewing a one-person performance in which the actor will be playing multiple roles. Prepare them by explaining that they, too, will have the opportunity to portray characters and, thereby, will have an impact on the performance.

AFTER THE PERFORMANCE:

Discuss the ways in which war changes people's lives. Follow the newspaper accounts of the lives of families of hostages and soldiers in today's confrontations.
MIXIN' AT THE MALL

A company-developed play directed by Frank Wittow

ACADEMY THEATRE - 501 Means Street, NW - Atlanta, GA 30318
HOW TO USE YOUR ACTIVITY THEME

BEFORE THE PLAY...
☑ Read the synopsis to give you an idea of the structure of the play.
☐ Facilitate a classroom discussion with the "Pre-Play Activities."

AFTER THE PLAY...
Use the Quick Classroom Activities
☑ Facilitate a classroom discussion with the "Post Play Activities."
☐ Build on what students have learned and experienced through the role plays.

REMEMBER...
☑ Activity pages are reproducible.
☐ QCC objectives are listed on each activity.

A WORD ABOUT THE
ACADEMY THEATRE FOR YOUTH

At the Academy Theatre, we utilize improvisational techniques to create many of our plays. We have found that this approach is particularly appealing to children who love the spontaneity between actors and audience. However, if this is the first time your students have attended a play that includes "improv", we suggest that you discuss the possibility so your students will be ready to participate.

An important message about the sensitive subject matter contained in this play.
From the Director of the Academy Theatre for Youth

MIXIN' AT THE MALL is a play designed to address conflict resolutions and anger management from the bystanders perspective. The play uses students' natural inclinations to egg on a fight in order to show them how easily bystanders can ignite an explosive situation -- and also how they can diffuse it. The play is participatory and the students' responses are in our experience extremely vocal.

Although the conflicts that MIXIN' illustrates are not uncommon, it is important to stress that such conflicts can escalate if bystanders regard them as entertainment. Post-performance discussions with your students might touch on how bystanders can help escalate a minor conflict into a major "event." A discussion of effective ways to diffuse anger, such as conflict resolution techniques, would be of benefit to students. In the application of some of these techniques, remind students that a single bystander must be very cautious when attempting to intervene in a potentially explosive situation. Suggest to students that as a bystander they help diffuse the conflict if they either refuse to serve as an audience or urge the participants to see the danger of their situation.
The Sponsors of This Play

A Thank You to Our Sponsors
The Academy Theatre for Youth gratefully acknowledges the sponsors who have helped make this play season possible:

FULTON COUNTY ARTS COUNCIL

NATIONAL ENDOWMENT FOR THE ARTS

CITY OF ATLANTA
OFFICE OF THE MAYOR
BUREAU OF CULTURAL AFFAIRS

ARMADA VEHICLE RENTAL, INC.

Alternate ROOTS

Roots
The play opens with a rousing hip hop number which extols the many attractions of the mall. But the song also warns about some of the dangers that might be encountered there, especially when social pressures dominate. It ends on a note of encouragement:

The four actors then ask the students if they have ever seen or been involved in arguments or fights. They explain that although anger is natural, we live in a time when violence can easily threaten lives. They add that the purpose of the show is to help students learn something about how to deter the escalation of arguments and to demonstrate how bystanders have the power to either ignite or defuse a potentially dangerous situation.

Three scenes presented show the kinds of conflicts that might easily be encountered at school or at the mall. After each, the audience is asked for suggestions as to how the escalation of each conflict might have been avoided. A replay of each scene then takes place, in which the actors employ the students’ suggestions.

**SCENE 1:** Brenda confronts her best friend, Anita, because she has heard a rumor that Anita is trying to steal her boyfriend.

**SCENE 2:** Doug enters a men’s clothing store. Trying to impress his friends (and the beautiful saleswomen), he selects very expensive clothes. When his older sister, Brooke, arrives, she is furious at his irresponsibility.

**SCENE 3:** Amy and Chad meet for a date at the food court. They disagree about which movie to see. As their argument escalates, Chad accuses Amy of humiliating him in front of his friends.

While each scene focuses on the use of conflict resolution techniques, an equally important point of focus is how bystanders can influence the escalation of potentially dangerous situations. This theme is developed in two important ways:

1. Before the scenes begin, six audience members are selected to participate as bystanders. These students are asked for suggestions that are incorporated into the replays.

2. Two actors -- Robert and Chuck -- are involved in a disagreement which intensifies as the play runs its course. Robert believes that bystanders are the most important influence on arguments, while Chuck holds that the personalities of the adversaries are the more decisive factor. As their characters struggle with the conflicts each scene poses, this disagreement gathers momentum and appears to affect the actors themselves.

The argument reaches a climax towards the end of Scene 3. Robert demands a confrontation, while Chuck tries to avoid letting the argument escalate further. Both actors ask the bystanders and the audience for support. Chuck, giving in to pressure from the audience, confronts Robert, and their words become more heated. A fight breaks out and Chuck is hurt.

The actors freeze. In slow motion, they voice the inner feelings of those bystanders who watched and even encouraged the escalation of an argument into violence. Their “thinking out loud” reflects the bystanders’ probable emotions. The closing message is a reminder to the audience that they should contemplate their choices before the next time.
MIXIN' AT THE MALL is an original theatre piece which uses the relationship between the audience and the actor to demonstrate the following:

- The ease with which bystanders can influence conflicts either by igniting or diffusing them.

- Through audience participation, the play also gives students the opportunity to explore and use conflict resolution techniques.
PRE-PLAY DISCUSSION

Use these questions to introduce the subject and purposes of the play to your students. (Reading the synopsis will prepare students for this class discussion.)

1. Have you heard the term "conflict resolution techniques?" What is meant by conflict resolution? Discuss what students know about this method of diffusing confrontations.

2. What conflict resolution techniques have you used? Discuss the effect it had on the situation.

3. What are the most common causes of students getting into fights? What makes these events so important to students that they often lead to explosive behavior?

POST PLAY DISCUSSION

1. How does an argument escalate into physical violence?

2. What can you do, as one of the participants, to avoid this escalation?

3. What did the bystanders do that caused the actors to build up to violent behavior?

4. What things could the bystanders have done that would have kept the actors from becoming violent?

5. Why is it difficult for bystanders to intervene and stop an escalating situation?
WHAT IS AN IMPROVISATION?

A dramatic improvisation involves acting out a real life situation, real or imagined, in a spontaneous manner. The primary purpose of the “improv” is to help students gain insights into the emotional motivation of the characters involved. These insights can lead students to a better understanding of the issues involved, be they historical, sociological, or psychological.

DIRECTIONS FOR CONDUCTING AN IMPROVISATION

Listed below are the steps for creating a simple dramatic improvisation in your classroom:

**Step 1:**
Select a situation involving 2-3 characters. You may ask students to suggest a situation.

**Step 2:**
Discuss the dramatic situation to clarify:
- What is the nature of the conflict?
- What issues are at stake?
- Describe each character. What are their strongest emotions? Why do they feel as they do? How do they feel about the issue? How do they feel about each other?
- What are the various ways this conflict might be resolved?

**Step 3:**
Cast the scene and set up appropriate chairs, tables, props, etc.

**Step 4:**
Describe and discuss the setting of the scene (when and where).
- Encourage the students to stay in character and keep their concentration.
- Respond with feelings of the characters rather than ideas about the scenes.
- When the scene reaches its conclusion, discuss why the characters reacted the way they did. Discuss alternative ways of reacting.

IDEAS FOR USING IMPROVISATION

Use the following role plays to extend your students' analysis of the issues introduced by the play “MIXIN’ AT THE MALL”.

**ROLE PLAY SITUATIONS**

1. Re-enact each scene from the play. Alter each scene to include only one bystander who tries to help resolve the conflict.

2. Re-enact each scene from the play. Include one bystander who wants to see the conflict escalate.

3. Brainstorm “real life” student situations that involved an escalating conflict. These could be situations that were either observed by students or involved their participation. Develop these situations into role play scenarios.

Examine the “different outcomes” for these role plays by altering:
- Number of people involved in the situation.
- Motivations of the people involved (positive, negative, passive, etc.).
## Student Evaluation

For **MIXIN' AT THE MALL**

1. What sort of things do people fight about? Why?

2. What are some ways in which bystanders can stop a conflict from escalating?

3. Please describe a situation that you have experienced that was aggravated by bystanders?

4. Was there anything brought out by the play that you can use in real life?

5. Would you recommend this play to others?

6. Cite one good thing about the play:

7. Cite one thing about the play that you think should be changed:

8. Is there anything about the play that confused you? Explain.

9. Were there any moments in the play that failed to hold you attention? If so, what were they?

### Additional notes and comments:
The various organizations which fund the Academy Theatre require that we obtain evaluations for all Academy for Youth performances. Please complete this form as soon as possible and return it along with any student evaluations you wish to forward. Thank you.

Please send evaluations to: Lorene Fey
Academy Theatre
501 Means St., NW
Atlanta, GA 30318

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<th>Do you feel the performance was a success? Why or why not?</th>
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<th>What part(s) of the performance were especially helpful and well received by your students?</th>
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<th>Did the performance meet with your expectations. If the answer is &quot;no&quot;, please explain.</th>
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<th>What is your opinion of your students' response to the performance and the workshops?</th>
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<tr>
<th>Do you have any criticisms of the performance? Please be specific.</th>
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<th>Can you suggest improvements for the performance and workshops?</th>
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SCHOOL ARTS PROGRAM
1994 EVENT DATES (as of 3/18/94)

March 30 - Study Guide Workshop - Atlanta Fulton Main Library
         9AM - 3PM - SAP Artists only

April 7 - SAP Panel - Panelists only - new artists' applications

April 11 & 12 - National Arts Advocacy Days

April 19 - SAP Panel Artist Interviews - Panelists and artists only

May 3 - SAP Artists' Meeting - 7 Stages Theatre - 7:00PM
        Program artists only

May 27 - SAP Showcase - Tri-Cities High School
         4PM-8PM - Public invited

July 18-29 - SAP Staff Development Training - Teaching Museum
         South (Monday through Friday) - registered
         participants only

Susan - This is all I have at this point. The school calendars for
1994-95 don't come out for a few months yet and I can't schedule
after July until their calendars are available. If you need more info,
let me know.

Elena

\[\text{Signatures: Shana, Ursula, Chris, FJ}\]
ALLIANCE THEATRE COMPANY
EDUCATION ADVISORY COMMITTEE

April 28, 1994

9:30 AM -- Committee Meeting
11:00 AM -- THE BOYS FROM SYRACUSE performance

Agenda

I. Welcome - Judi Rabel, Chairman, Youth Theatre Committee, Alliance Theatre Board of Directors

II. Performance & Education Program Report - Stephanie Lee, Youth Programs

III. Alliance Theatre Artistic Director Kenny Leon

IV. Local Arts Education Report - Samuel O. Williams, DeKalb County

V. Arts Clearinghouse - Laura Lieberman
November 30, 1994

1994 SAP Budget


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Fulton County Board of Education

Allotments $126,000.00

Note: Above figures do not include other administrative costs, such as photocopying, telephones, etc.
Introduction

The School Arts Program has operated for eight years without written guidelines concerning conduct of participants. In the past, specific problems have been dealt with on a case by case basis. In order to raise the standard of services provided by the program and to disseminate information concerning program standards, the following guidelines have been established.

No guidelines can take the place of good communication between artists/companies and school personnel. The best program is one that is flexible and allows for changes which may be unforeseen or unavoidable. However, there are times when complaints are made due to circumstances which cannot be worked out to the satisfaction of the artist/company and ISC. When such an incident is communicated to the SAP Coordinator or FCBE Art Coordinator, the guidelines below will apply.

Please be aware that any artist/company or ISC who consistently fails to report problems to the Coordinators and does not make an effort to work out problems which may arise in the program will be dropped from the program or replaced. Working within a school system will bring out many special circumstance which we can learn from and use for the overall improvement of SAP. An inability to deal with such circumstances in a positive manner does not progress our work and limits the potential for the growth of the program. We rely on the ISC's and artist/company's maturity, their concern for the successful maintenance of the program, and most importantly, their commitment to the students of Fulton County schools to supersede minor aggravations.

Who To Contact If Problems Occur:

The School Arts Program office is the primary contact for ISC's and artists/companies. If you are unsure how to continue due to a disagreement or misunderstanding with artists/companies or schools, call the SAP office. We are here to work with you to reach agreement and resolve conflict. We are happy to speak to the artist/company or school on your behalf if you feel you have reached a standstill in negotiations or just need clarification. Remember, it will be best if problems are worked out without SAP office involvement, but if you find you can no longer proceed, SAP will apply the
guidelines below. If we do not hear from you, we assume that everything worked out satisfactorily even if some adjustments had to be made.

If any information changes that is noted on the Confirmation Form, call the SAP office (730-5792) so we can update our copy of the form (time, date changes, etc.).

Pre-Booking Contact Between Artists/Companies and ISC's:

Contact must be made between the artist and the ISC a week before the artist's visit to the school. This is to verify the booking and double check any arrangements that were agreed upon at the time of the confirmation.

It is incumbent on the artist/company to contact the ISC the week before a school booking. Artists will call the ISC and leave a message when the artist can be reached at a given phone number if the ISC is not available. If the artist has not been able to talk to the ISC after three tries, call the SAP office.

ISC's must be aware that the week before the artist/company's visit the artist will be attempting phone contact. Please check messages and return phone calls from the artist. If you are not successful in reaching the artist call the SAP office at least two days before the artist is due to arrive at the school.

Artists' Lateness to School for Confirmed Booking:

The following procedures become activated at the point that the ISC contacts the SAP office to report that an artist/company was late (unable to begin at appointed time as noted on the Confirmation Form) for a confirmed booking. The artist will be notified that such a complaint was made.

1. First lateness: excused (artist must contact SAP office with explanation and school with apology).

2. Second lateness: one-half of the artist/company's fee will be withheld from the current SAP booking; this fee may be used by the school for further SAP bookings or additional time with artists/companies already booked for the current year.
SAP Guidelines

3. **Third lateness:** the artist/company is removed from SAP; bookings for the rest of the year will be cancelled; the artist/company may not reapply to SAP for one year; on next application the artist/company must go through complete reapplication and panel process as if new artist; the panel will be notified of reason for past dismissal.

**School Lateness to Begin Confirmed Booking:**

The following procedures become activated at the point that the artist/company contacts the SAP office to report that a school was late for a confirmed booking. That school’s ISC will be notified that a complaint was made.

1. **Up to one-half hour late** start time after time stated on Confirmation Form will be forgiven, the ISC will be contacted.

2. **One hour (or more) late** start time after time stated on Confirmation Form, the artist/company may leave the school and go on to their next engagement. The artist/company will receive the full payment as stated on the Confirmation Form. The school must pay the artist/company from their current year SAP allotment.

**Examples:**

1. Artist booked for 8:00AM beginning time (on Confirmation Form), the school begins workshop/preformance at 8:30AM. The first half-hour wait by the artist is gratis.

2. Artist is booked for 8:00AM beginning time (on Confirmation Form), the school begins workshop/performance at 9:00AM. It is at the artist’s discretion to proceed with booking based on artists’ schedule for the rest of the day. If the artist has another engagement and cannot stay at the school, the artist will be paid as if the booking had taken place.

**Cancellations of Confirmed Bookings:**

The following procedures become activated at the point that the artist/company or ISC contacts the SAP office to report that there has been a cancellation of a confirmed booking less than 30 days before planned date.
Page four
SAP Guidelines

1. **If the artist/company cancels** less than 30 days before a confirmed booking date, they owe the school a free (of comparable value) engagement to be scheduled at the school’s earliest convenience.

2. **If the school cancels** less than 30 days before a confirmed booking date, the artist/company will be paid full fee as if the booking had taken place. The school must pay the artist/company from their current year SAP allotment.

3. **No Show:** if the artist/company does not appear at the school for a confirmed booking, the artist/company will be removed from SAP; bookings for the rest of the year will be cancelled; the artist/company may not reapply to SAP for one year; on next application to SAP the artist/company must go through complete reapplication and panel process as if new artist; the panel will be notified of reason for past dismissal.

4. **Snow Days and Other Cancelled School Days:** these occur as an Act of God, without pre-knowledge by either party. In good faith the schools and artists/companies should make every effort to reschedule.

**Changes to Confirmation Forms:**

Two changes are allowed to Confirmation Forms (signed by both artist and school) 30 days or more before the scheduled booking. **One change is allowed to the artist/company and one change to the school.** If any other changes are requested above one each (school and artist) 30 days or more before the booking date, the booking may be cancelled by either the school or the artist with no fee paid. If changes to the Confirmation Form originate with the school less than 30 days before the date of the booking and the artist cannot comply, the artist will be paid as if the booking had taken place. If changes to the Confirmation Form originate with the artist less than 30 days before the date of the booking and the school cannot comply, the artist will not be paid and the school may use the fee toward an engagement with another artist/company. The SAP office must be notified of any changes to Confirmation Forms.

**Note:** All above guidelines apply to contact made with the schools by Young Audiences on behalf of artists/companies.
September, 1993

MEMO

TO: School Arts Program In-School Coordinators
FROM: Elena Ronquillo, School Arts Program Coordinator

Enclosed you will find the forms, instructions and artists' directories that you will need to bring artists to your school using your School Arts Program allotment for 1993-94. This year we are offering new artists in both the SAP Artists' Directory and through Young Audiences' Program Guide. We have also included new Guidelines for SAP and revised forms. Please read all the enclosed information carefully and do not hesitate to call me if you have any questions or need additional information.

School Arts Program allotments can be used in a variety of ways. In addition to artist residencies, workshops in the classroom and assembly programs, you may:
- provide in-service training by artists for your school's teachers and administrators
- book artists for your school fair or PTA fundraiser (after-school and weekends are permitted, ask for preapproval from the SAP office)
- add artists' expertise to Fulton County Public School Foundation projects
- bring in artists to assist with long range projects that impact the whole school

The arts education program that you create in cooperation with the SAP office and artists listed in the SAP Directory and Young Audiences Program Guide should be the highlight of the year for your school. If you do not understand the instructions or the forms, call the SAP office for assistance. We are especially interested in meeting with new ISC's to plan their year's program and also are available to meet with experienced ISC's who would like input and overview from SAP staff.

We look forward to seeing you this year and wish you enjoyment and satisfaction in your efforts for the School Arts Program.
FULTON COUNTY SCHOOL ARTS PROGRAM
1993-94 FORMS INSTRUCTIONS FOR
IN-SCHOOL COORDINATORS

1. Confirmation Form: see attached instruction sheet

2. Supply Checklist For Use By Artists and In-School Coordinators: this form must be filled out if any supplies, materials and/or equipment are supplied by the school and/or artist. In order for the artist to be reimbursed for supplies, materials and equipment, the form must indicate what is being brought to the school by the artist. If used, the form must accompany the Confirmation Form when submitted to the Services Building by the ISC. It will be mailed to the artist with the Confirmation Form for the artists’ final approval. If the Supply Reimbursement line on the Confirmation Form is filled out and no Checklist accompanies the Confirmation Form, the Confirmation Form will be held at the SAP office until the Checklist is received, and then will be mailed to the artist for their signature.

3. Field Trip Transportation Reimbursement Voucher: to be used only when School Arts Program allotments are paying for Field Trip transportation. Read and follow the instructions on the form carefully. If you have questions or need assistance, contact Keilene Champlin, Art Ed. Dept., Services Building.

4. School Evaluation Form: to be filled out by the ISC and all teachers, administrators, parents and others who experienced the program first hand. This form is one of the most important as it helps SAP administrators and artists to understand the impact of the program and its good and bad aspects. Improvement of SAP depends heavily on your response and we greatly appreciate the time it takes to have these filled out. Please use extra pages if necessary, we value your in-depth analysis. Your evaluations and the artists’ evaluations are kept on file at the SAP office and are available for you to see at any time. Call the SAP office if you wish to review your file.
School Evaluation Form: #11 - Acknowledgment of Funders: It is essential that the funders of SAP receive acknowledgment when the program is presented. The name is School Arts Program and must be acknowledged as such. It can affect our future funding if acknowledgement is given to the Cultural Arts Program or Young Audiences, neither of which are designated by the FC Board of Education and the FC Commissioners as their agents. The proper acknowledgment is:

"This presentation is made possible by the School Arts Program, funded by the Fulton County Board of Education and the Fulton County Arts Council through appropriations from the Fulton County Board of Commissioners."

If at all possible, credit should be given by a school administrator at the time of the presentation. This will provide recognition for your service as part of county-wide publicly funded program.

5. Request for Reimbursement: this form must be signed by your Principal after the artists' program and before they leave the school (on their last day or after their last presentation). If the Principal is not available, the Assistant principal may sign, noting their title under the signature. The artist is responsible for mailing this form to the Services Building. This is how the artist receives payment so we have included a few forms for your file in case the artist does not have one when needed. If the form is not completed at the school at the end of their engagement, the artists' payment will be held up until paperwork is completed. All Requests for Reimbursement must be submitted by the end of the current school year to be honored.
CONFIRMATION FORMS

1. Make copies of this form to create a worksheet for each engagement. Fill out all applicable blanks. All blanks are applicable except: optional home phone numbers; supply reimbursement to artist (only if applies to current booking); and field trip transportation charges (only if applies to current booking). If you do not understand the instructions on the form, call the SAP office for assistance. Please note that this year the colors of copies attached have changed, keep the goldenrod copy before mailing to the Services Building.

2. Please note new deadlines for Confirmation Form submission at the top right hand of the form; you may spend more than 1/3 of your allotment before the given date, but not less. This is to allow more planning time and that forms be complete when they are turned in. TBA's will not be accepted by the SAP office, use the extra time given to verify information submitted (especially dates and beginning and ending times) on this form with the artist.

3. ISC Home Phone - this is an optional blank, it is up to you if you want to release your after-school hours phone number to the artist. However, experienced ISC's recommend that a home phone number is the best way to facilitate communication between the artist and the school.

4. The Artist/Company/Field Trip blank should state the name of the artist/company or field trip location as listed in the SAP Directory or Young Audiences Program Guide. Young Audiences is not an artist or company. When contacting Young Audiences' artists, list the artist/company name under "Artist/Company" and Young Audiences under "Person contacted".

5. Beginning and Ending Times - this is when the engagement actually starts at the school (class or assembly beginning time) and at what time the engagement actually ends. The artists need to know specifics for their own planning and the SAP office needs to be able to tie the agreement back to those times agreed upon by both the school and the artist. It is up to the artist to decide when they need to arrive at the school in order to begin on time and this should be communicated to the ISC so that the artist can be met at their arrival time. The arrival time is before the Beginning Time as stated on this form.
6. The Supply Checklist (additional form) must be completed and submitted with the Confirmation Form if any supplies, materials, or equipment are supplied by the school or artist. It will be mailed to the artist for verification with the Confirmation Form.

7. Signatures - your school's Principal must sign the Confirmation Form. Only the Principal's signature, no one else's, is acceptable on this form. The schools' and artists' signatures indicates that you agree on all points covered by this form.

8. Mail promptly to SAP, Art Ed. Dept., Services Building upon completion of the form. Timing is most important so that the school and artist can depend on this agreement.

9. New green final copy - the ISC will be mailed a copy of the Confirmation Form with the artists' signature as soon as it is received from the artist by the SAP office. No engagement is verified until the school receives the copy of the Confirmation Form with the artists' signature. ISC's must file this green final copy with their goldenrod copy which was originally kept at the school.
FULTON COUNTY SCHOOL ARTS PROGRAM
1993-94 FORMS INSTRUCTIONS FOR ARTISTS/COMPANIES

1. Confirmation Form: see attached instruction sheet

2. Supply Checklist For Use By Artists and In-School Coordinators: this form must be filled out if any supplies, materials and/or equipment are supplied by the school and/or artist. In order for the artist to be reimbursed for supplies, materials and equipment, the form must indicate what is being brought to the school by the artist. If used, the form must accompany the Confirmation Form when submitted to the Services Building by the ISC. It will be mailed to the artist with the Confirmation Form for the artists' final approval. If the Supply Reimbursement line on the Confirmation Form is filled out and no Checklist accompanies the Confirmation Form, the Confirmation Form will be held at the SAP office until the Checklist is received, and then will be mailed to the artist for their signature.

3. Artist/Presenter Evaluation Form: to be filled out by the artist/company who visited the school for that engagement. This form is one of the most important as it helps SAP administrators and artists to understand the impact of the program and its good and bad aspects. Improvement of SAP depends heavily on your response and we greatly appreciate the time it takes to have these filled out. Please use extra pages if necessary, we value your in-depth analysis. Your evaluations and the schools' evaluations are kept on file at the SAP office and are available for you to see at any time. Call the SAP office if you wish to review your file.

*11 - Acknowledgment of Funders: It is essential that the funders of SAP receive acknowledgment when the program is presented. The name is School Arts Program and must be acknowledged as such. It can effect our future funding if acknowledgment is given to the Cultural Arts Program or Young Audiences, neither of which are designated by the FC Board of Education and the FC Commissioners as their agents. The proper acknowledgement is:

"This presentation is made possible by the School Arts Program, funded by the Fulton County Board of Education and the Fulton County Arts Council through appropriations from the Fulton County Board of Commissioners."
If at all possible, credit should be given by a school administrator at the time of the presentation. If the school does not acknowledge the funders, please do so yourselves so that SAP meets this requirement for on-going funding.

4. Request for Reimbursement: this form must be signed by the Principal of the school you have visited after your program and before you leave the school (on your last day or after your last presentation). If the Principal is not available, the Assistant Principal may sign, noting their title under the signature. Be sure to have this form signed before you leave the school. You are responsible for mailing this form with your evaluation to the Services Building (address on bottom of form). This is how you receive payment and the timing of your receipt of your check is dependent on the Board of Educations receipt of this signed form and your evaluation form. If the Request for Reimbursement is not completed at the school at the end of your engagement, your payment will be held up until paperwork is completed. All Requests for Reimbursement must be submitted by the end of the current school year to be honored.
CONFIRMATION FORM

Using a hard point pen or typewriter, PLEASE COMPLETE ALL APPLICABLE SECTIONS of this form and mail it promptly to: School Arts Program, Services Building. Please retain the pink copy for your files.

SCHOOL _______ Lucky Elementary Phone _______ 976-KIDS _______
Address _______ 555 Happiness Lane _______
_______ Merry, GA _______
_______ Zip _______ 50505 _______
In-School Coordinator (ISC) _______ Mrs. "No Extra Pay" Helpful _______
Artist/Company _______ The Judy Come Lately Dancers _______
Person Contacted _______ Johnny Come Lately Phone _______ 555-ARTS _______
Program _______ The Art of Dancing _______
(name and/or description) _______
Date(s) _______ Nov. 7-9; 12-13 _______ Number of Students _______ 110 _______
_______ each assembly _______
Length _______ 9:15-10:00 AM (each day) _______ 22 _______ each workshop _______
(beginning & ending times) _______
Total Cost $ _______ 6,000 _______
In-School _______ x _______ Arts Field Trip _______
Materials/Equipment _______
Provided by School _______ Adequate floor space, access to water & dressing area _______
Provided by Artist/Company _______ Costumes, props _______
Signatures _______
Lyn. Harry Fascinated (Principal) _______
Date _______ October 10, 1991 _______
Johnny Come Lately (Artist/Company Representative) _______
Date _______ 10/15/91 _______
Funded by: _______
FULTON COUNTY ARTS COUNCIL _______
and FULTON COUNTY BOARD OF EDUCATION _______
phone: 730-5780 _______

for SAP office use _______
W=FCBE; G=Artist/Company; Y=FCAC; P=School. Received _______
10/16/91 _______

20-24-791
**SCHOOL ARTS PROGRAM**
Funded by the Fulton County Board of Education and
the Fulton County Arts Council through appropriations
from the Fulton County Board of Commissioners

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**SUPPLY CHECKLIST FOR USE BY ARTISTS AND IN-SCHOOL COORDINATORS**

*To the In-School Coordinator (ISC) and the Artist: Please use this checklist as you plan for an in-school visit. Small items are often taken for granted; it is important that everything the artist is expected to provide and everything the school is expected to provide is discussed prior to the visit. The time it requires to plan and to follow-up on needs and expectations is well worth it when the arts experience runs smoothly for the artists, the school staff, and the students.

*During phone or personal contact, the artist and ISC should each fill out one of these forms and keep it as a reference. The information on both forms should be exactly the same - and agreed upon - between the artist and the school representative.

---

<table>
<thead>
<tr>
<th>Name of artist/group:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of program:</td>
<td>Date/time of program:</td>
</tr>
</tbody>
</table>

1. **PERFORMANCE:** Describe the space/roomstage needed for this assembly/lecture requiring a large space (approx. size of stage/floor space, type of floor, electrical outlets, dressing room...). Mark "A" for equipment to be provided by the Artist. Mark "S" for equipment to be provided by the School. (Be sure to discuss the availability of each item with the ISC or other school staff.)

- microphone, how many?  
- video deck
- PA system
- turntable
- cassette deck
- piano

2. **WORKSHOP:** Describe the space or room(s) needed for this workshop (size, electrical outlets, other...). Check the items which can be made available to the artist by the school.

- access to sink(s)
- chairs or stools for each student
- chalk board(s)
- floor: carpeted, cement, wood, or tile
- windows or ventilation
- tables or desks (circle one)  If tables - size and number:

3. **SUPPLIES:** Mark "A" for supplies to be provided by the Artist. Mark "S" for supplies to be provided by the School. (Be sure to discuss the availability [and amounts needed] of each item with the ISC or other school staff.)

- scissors
- paper cutter
- construction paper
- drawing paper
- pencils
- crayons
- newspapers

4. **ADDITIONAL SUPPLIES NOT LISTED ABOVE:** Discuss & mark "A" for Artist; "S" for School.

---

NOTE: The artist can be reimbursed for supplies actually used and equipment rental IF these costs are included in the budget on the artist's S.A.P. Directory page. These costs would be AGREED UPON and included in the total cost entered on the "Confirmation form." This amount would also appear on the artist's "Request for Reimbursement."
FIELD TRIPS

TRANSPORTATION REIMBURSEMENT VOUCHER

Please read all instructions carefully. Only transportation charges for field trips approved in the SCHOOL ARTS PROGRAM DIRECTORY may be paid for with school allotments. Use a separate form for each SAP field trip. This form is NOT used for field trips which are not associated with the SCHOOL ARTS PROGRAM.

INSTRUCTIONS:

1. IN ADDITION TO THIS FORM - transportation must be arranged, as usual, through the Transportation Department on the "Standard NCR Field Trip Form." As usual, the Standard form must be in the Transportation office a minimum of 10 days prior to the field trip.

2. At the top of the "Standard Form," write: THIS CHARGE WILL BE REIMBURSED FROM SCHOOL ARTS PROGRAM FUNDS

3. Route the Transportation Department form as usual. FOLLOWING THE FIELD TRIP -
   a. make sure ALL the information on this form is completed,
   b. have the principal (or assistant principal) sign and date this form, and
   c. send it to KELLENE CHAMPLIN, ART ED. DEPT., SERVICES BUILDING.

<table>
<thead>
<tr>
<th>NAME OF SCHOOL CONTACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL: __________________</td>
</tr>
<tr>
<td>PERSON FOR THIS EVENT: __________________</td>
</tr>
</tbody>
</table>

| FIELD TRIP SITE: __________________ |
| ARTS COMPANY: __________________ |

| NAME OF FIELD TRIP EVENT: __________________ |

| DATE OF FIELD TRIP: __________________ |
| NUMBER OF BUSES: __________________ |

| TIME DEPARTED: __________________ |
| TIME RETURNED: __________________ |

Total amount payable to the FCBE Transportation Department:

#_________ bus[es] at $70.00 per bus = $__________

Approved for payment with School Arts Program funds by:

[Principal or Assistant Principal] ___________________________ Date ___________________________

Kellene Champlin, PhD. Coordinator - Art Education ___________________________ Date ___________________________

OFFICE USE ONLY:

Vendor # ___________________________ Account # ___________________________
**SCHOOL ARTS PROGRAM**

**SCHOOL EVALUATION**

Funded by the Fulton County Board of Education and the Fulton County Arts Council through appropriations from the Fulton County Board of Commissioners

<table>
<thead>
<tr>
<th>School</th>
<th>Date of Program</th>
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<table>
<thead>
<tr>
<th>Evaluator's name</th>
<th>Presenter(s) [name of group, company or artist]</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>Check:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>ISC [In-School Coordinator]</td>
<td></td>
</tr>
<tr>
<td>CAC [Cultural Arts Chair]</td>
<td></td>
</tr>
<tr>
<td>TEACHER</td>
<td></td>
</tr>
<tr>
<td>PARENT</td>
<td></td>
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<tr>
<td>OTHER:</td>
<td></td>
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<tr>
<th>Title of presentation</th>
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</table>

Check all that apply:

- performance
- workshop
- lecture
- demonstration
- other: |

1. Approximately how many students attended the program? __________ |

2. Approximately how many teachers and administrators attended? [teachers] [administrators] __________ |

3. Did you receive a study guide prior to the presentation? yes no |

   If yes, was it distributed to teachers attending the program in a timely manner? yes not really no |

   If yes, how did you use the study guide to prepare students for the program? |

4. Did all teachers attending assume responsibility for supervision of students? yes not really no |

5. Approximately how many classes did you supervise? _______ Any problems? (If yes, please comment below) |

6. From your point of view, how would you rate the behavior of the students? [please circle number:] |

   [very good] 4 3 2 1 [not good] |

7. How would you rate the overall response of the students? [please circle number:] |

   [very interested] 4 3 2 1 [not interested] |

8. Which grade level(s) participated? |

9. The suitability of this presentation or program for the grade level(s) participating was |

   appropriate too mature not mature enough |

   Comment? |

10. Was the setting for the presentation suitable? yes not really no |

    Where was it? |

    What were the seating arrangements? |

11. Did presenters or school staff acknowledge the FC Board of Education, the FC Arts Council / FC Board of Commissioners? PRESENTERS: yes no SOMEONE FROM SCHOOL: yes no |

12. How would you rate the overall presentation as an educational experience? [excellent] 4 3 2 1 [poor] |

13. Were the performers pleasant, courteous, and cooperative? yes not really no |

14. Would you invite this group or individual back again? absolutely probably probably not no |

Comments: |

Please complete all items on this evaluation following the presentation, and send through school mail to Kelly Champlin, Art Ed., Services Building

Thank you!
## SCHOOL ARTS PROGRAM
Funded by the Fulton County Board of Education and the Fulton County Arts Council through appropriations from the Fulton County Board of Commissioners

### EVALUATION

<table>
<thead>
<tr>
<th>Artist, Presenter, or Company</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline</td>
<td>Date of Program</td>
</tr>
<tr>
<td>Title of Program</td>
<td>Check all that apply:</td>
</tr>
<tr>
<td></td>
<td>__ performance</td>
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<td></td>
<td>___ workshop</td>
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<td>___ lecture</td>
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<td></td>
<td>___ demonstration</td>
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<tr>
<td></td>
<td>__ other:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1. How far in advance did you send the study guide?</th>
<th>3 wks</th>
<th>2 wks*</th>
<th>1 wk</th>
<th>did not send</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Did you confirm by phone that the school received the study guide?</td>
<td>yes</td>
<td>no</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Did teachers or school prepare students in any way for the presentation?</td>
<td>yes</td>
<td>no</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Was the class/audience size appropriate?</td>
<td>yes</td>
<td>no</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Was the setting for the presentation suitable?</td>
<td>yes</td>
<td>not really</td>
<td>no</td>
<td></td>
</tr>
<tr>
<td>6. Did there appear to be adequate supervision for students?</td>
<td>yes</td>
<td>not really</td>
<td>no</td>
<td></td>
</tr>
</tbody>
</table>

7. From your point of view, how would you rate the behavior of the students? [please circle number:]
   - [very good] 4 3 2 1 [not good]

8. How would you rate the overall response of the students to your program? [please circle number:]
   - [very interested] 4 3 2 1 [not interested]

9. How would you rate the support and cooperation of school staff?
   - [excellent] 4 3 2 1 [poor] [please circle number]
   - [Was someone there to greet and introduce you? | yes | not really | no]

10. Did you or school staff acknowledge the FC Arts Council / Board of Commissioners and the FC Board of Ed.? 
    - YOU: | yes | no 
    - SOMEONE FROM THE SCHOOL: | yes | no

### Comments?

Please complete all items on this evaluation for each presentation. Mail this form, along with your "Request for Reimbursement," directly to:

Kellene Champlin
Fulton County Schools
786 Cleveland Ave. SW
Atlanta Ga 30315

Thank you!
SCHOOL ARTS PROGRAM

Funded by the Fulton County Board of Education and the Fulton County Arts Council through appropriations from the Fulton County Board of Commissioners

REQUEST FOR REIMBURSEMENT

ARTIST OR PRESENTER: ________________________________

SS # OR IRS EMPLOYMENT #: ________________________________

MAKE PAYMENT TO: ________________________________

ADDRESS: ________________________________

I hereby request payment in the amount of $________ for completing

nature of activity

at ________________________________ on ________________________________

school or site [if fieldtrip] on date[s]

*If fieldtrip - name of school: ________________________________

I certify the above statement of services rendered is true and correct to the best of my knowledge and belief.

Signature: Artist, Presenter, or Representative Date

Approved for Payment: Principal Date

Approved for Payment: Coordinator of Art Education Date

[at Services Building]

OFFICE USE ONLY:

Vendor # ________________________________ Account # ________________________________

RVSD 6/92
APPENDIX III

STUDY GUIDE WORKSHOP
SCHOOL ARTS PROGRAM
STUDY GUIDE WORKSHOP AGENDA
ATLANTA FULTON PUBLIC LIBRARY
MARCH 30, 1994

9:00AM  Introduction:  Elena Ronquillo, SAP Coordinator

9:15    Kelly Champlin, Ph. D., Fulton County Board of Education
        Coordinator, Art Education; SAP FCBE Liaison

9:40    Artist Presentation - Akbar Imhotep

10:15   Sally Gayer, Education Director
        Young Audiences of Atlanta

10:30   Break

10:45   Artist Presentation - Beth Heidleberg

10:20   Joyce Wycoff, Co-ISC, Riverwood High School

10:35   Greg Cloutier, ISC, Haynes Bridge Middle School

10:50   Anita Roberts, Co-ISC, Roswell North Elementary

11:05   Discussion - Facilitated by:
        Ann Alperin, Executive Director
        Young Audiences of Atlanta

Noon    Lunch

12:30PM Artist Discipline Groups Breakouts- Theatre, Visual
        Arts, Literature, Music, Dance, Field Trips

1:30    Discipline Group Reports

2:15    Formulation of basic study guide format, outline
        Establish minimum required by SAP

3:00    Adjourn
SCHOOL ARTS PROGRAM
STUDY GUIDE OUTLINE

1. Who are you and/or your company (the general art form, the people involved, any interesting background info)?

2. What is the program about (curriculum connections, etc.)?

3. Resources available (bibliography, etc.).

4. What should the teachers know?

5. What should the kids be able to do?

6. Vocabulary

7. Before your visit: what can the teachers do?

8. After your visit: ""

""
PURPOSES OF STUDY GUIDES

Purposes of a study guide become clearer when you ask the following kinds of questions:

What do I want these kids to know in preparation for this particular program?
...about me? the group? the company or organization?
...about the artistic medium? (general to your treatment, interpretation
...about this [play, dance, performance, workshop....]

What do I want these kids to learn from this presentation/workshop/performance?
As a FC SCHOOL ARTS PROGRAM artist you are involved with students in a school environment - therefore, the pedagogical term, OBJECTIVE, will always crop up.

An "objective" is quite simply a statement of what you are expecting the students to gain from the experience. It is a specific statement of the purpose/reason for doing the thing.

What objectives do, when stated clearly and simply in your study guide, is help teachers and students...
...to anticipate the whole of the experience (there can still be "surprises," but teachers and kids have some idea of what to expect)
...to focus on what you consider to be the most important outcome(s) of the experience (and you don't have to try to cover everything)
...to determine whether or not the experience was successful as a learning experience - in terms of the "advertised" expectations.

Some examples of simply stated, well-written objectives:
• To identify dramatic characterization in a play.
• To explore predictable and unpredictable rhythms.
• To appreciate the influence of a Native American culture in the Southeast.
• To introduce the elements of classical tragedy.
• To understand the use of masks in the culture of West Africa.
• To teach students to listen for musical sounds and rhythms in their daily lives.
• To experience opera as an art form.
How do I want these kids to respond during this particular program?
...Will the kids participate in some way?

...Is your expectation for students to listen, be very quiet and give you their total attention? or -

...Will kids be clapping or swaying to the beat? singing parts? Will they be participating after a demonstration? Will you be calling some kids on stage?

How do I want teachers to use this study guide?
Preparing students for the School Arts Program performance will make the experience more effective for them, for you as a teacher, and for you as well. If you want teachers to review certain material with the students prior to your arrival, they need to know that. Clear, concise statements saying what you would like them to do will help all of you. Kids will develop ideas about you and about your [play, or whatever...]. They will understand how they will get to participate [or why they won't], and they will know how long they will be involved with you and the art form.

As an integral part of (or immediately following) the event, you or each teacher (back in the classroom) needs to spend some time talking with students about what the they saw, heard, and experienced. Some sample questions:

• What did you like/dislike?
• What did you learn?
• What surprised you?
• Do you want to know more?
• How does this apply to you? (what other things are similar/different to/from this program?)
• Would you like to see this art form again? Why/why not?
• Would you like to be this type of artist?
Established by State Dept. of Georgia
(Standards of Service)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time Per Week</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>725</td>
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<tr>
<td>Handwriting</td>
<td>300</td>
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<tr>
<td>Spelling</td>
<td>175</td>
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<tr>
<td>Language Skills</td>
<td>50</td>
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<tr>
<td>Mathematics</td>
<td>105</td>
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<tr>
<td>Science</td>
<td>90</td>
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<td>Health</td>
<td>45</td>
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<td>Social Studies</td>
<td>45</td>
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<tr>
<td>Physical Education</td>
<td>105</td>
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<tr>
<td>Art</td>
<td>115</td>
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<tr>
<td>General Music</td>
<td>1800</td>
</tr>
<tr>
<td>Opening/Evaluation/Activity</td>
<td>150</td>
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<tr>
<td>Related Instructional Time</td>
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</table>

*Classes under the direction of the appropriate specialist in each subject area.
The Teacher's Schedule must match the designated number of minutes established by the state Department (Standards of Service).

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>7:55 - 8:10</td>
<td>Opening</td>
<td>8:10 - 8:30</td>
<td>Math</td>
<td>← 8:10 - 9:15</td>
</tr>
<tr>
<td>11:35 - 12:15</td>
<td>Lunch</td>
<td>→ Lunch</td>
<td>→ Lunch</td>
<td>→</td>
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<tr>
<td>12:15 - 12:30</td>
<td>Recess</td>
<td>→ Recess</td>
<td>→ Recess</td>
<td>→</td>
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<tr>
<td>1:20 - 1:45</td>
<td>Social Studies</td>
<td>1:20 - 1:45</td>
<td>Social Studies</td>
<td>1:20 - 1:45</td>
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<tr>
<td>1:45 - 2:20</td>
<td>Science</td>
<td>1:45 - 2:20</td>
<td>Science</td>
<td>1:45 - 2:20</td>
</tr>
<tr>
<td>Physical</td>
<td>Earth</td>
<td>Life</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Sound</td>
<td>Earth Materials</td>
<td>Living Things</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magnetism/Electricity</td>
<td>Weather and Climate</td>
<td>Plants</td>
<td></td>
<td></td>
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<tr>
<td>Machines and Forces</td>
<td>Earth Processes</td>
<td>Animals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matter</td>
<td>Earth History</td>
<td>Human Body</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Light/Color</td>
<td>Space</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

For 1st grade:

- Physical: Sound, Magnetism/Electricity, Energy/Heat, Machines and Forces, Matter, Light/Color
- Earth: Earth Materials, Weather and Climate, Earth Processes, Earth History, Space
- Life: Living Things, Plants, Animals, Human Body

For 2nd grade:

- Physical: Magnetism/Electricity, Energy/Heat, Machines and Forces, Matter, Light/Color
- Earth: Earth Materials, Weather and Climate, Earth History, Space
- Life: Living Things, Plants, Animals, Human Body

For 3rd grade:

- Physical: Sound, Magnetism/Electricity, Energy/Heat, Machines and Forces, Matter, Light/Color
- Earth: Earth Materials, Weather and Climate, Earth Processes, Earth History, Space
- Life: Living Things, Plants, Animals, Human Body

(Note: The 4th and 5th grades are being revised and not available at the moment.)
SOCIAL STUDIES CURRICULUM GUIDE CONTENT

Kdg.

Earth
(Map/Globe skills)
(Geography)

Holidays

Myself
(Self-concept)
(Responsibility)

Family
(Members)
(Members/Responsibilities)
(Rules)
(Needs/Wants)
Holidays

Citizenship
Holidays

Community
(Helpers/Jobs)
(Needs/Wants)
(Transportation)
(Communication)
(Rules)
Holidays

1st

Myself
(Self-concept)
(Responsibility)

Earth
(Map/Globe Skills)
(Geography)

Family
(Members/Responsibilities)
(Rules)
(Needs/Wants)
(Food)
(Clothing)
(Shelter)
(Other Cultures)
(Holidays)

United States
(National Capital)
(Symbols)
(Famous People)
(Georgia)
(Natural Resources)
(Holidays)

2nd

Earth
(Map/Globe Skills)
(Geography)

American Heritage
(Native Americans)
(Colonists)
(Native Americans/Colonists)
(Communities/Past and Present)
(Holidays/Symbols)
(Famous People)

United States
(Our Country)
(States/Capitals)
(Georgia)
(National Capital/Symbols)
(State/National Leaders)
(Customs)

Neighborhoods/Communities
(Characteristics)
(Goods/Services)
(Production)
(Interdependence)
(Needs/Wants)
(Natural Resources)
(Transportation/Communication)
(Rules/Laws)
(Citizenship)
SOCIAL STUDIES CURRICULUM GUIDE CONTENT

3rd

- Earth
  (Map/Globe Skills)
  (Geography)

- American Heritage
  (Native Americans)
  (Colonists/Settlements)
  (Indians/Colonists)
  (Music, Art, Literature)
  (Famous People)
  (Symbols/Holidays)
  (Immigrants)
  (Communities/Past and Present)

- United States
  (Our Country)
  (States/Capitals)
  (Georgia/Capital)
  (National Capital/Symbols)
  (Washington, D.C./Places of Interest)
  (State/National Leaders)
  (Customs)

- Communities/Cities/Towns
  (Origin/Growth/Change)
  (Goods/Services/Jobs)
  (Natural Resources)
  (Rules/Laws/Government)
  (Citizenship)

4th

- Earth
  (Map/Globe Skills)

- Regions
  (Cultural, Political, Economic, Geographic)
  (Forest, Desert, Plains, Mountain)
  (Forest)
  (Desert)
  (Plains)
  (Mountain)

- Interdependence
  (Natural Resources)
  (Surplus)
  (Products)
  (Production)
  (Wants/Needs)
  (Changes/Past to Present)

- Georgia
  (Geography)
  (First European Settlement)
  (Symbols)
  (Famous Georgians)
  (Government)
  (Citizenship)

- American Revolution/Birth of a Nation
  (Causes/Effects)
  (Influential People)

- Interdependence
  (World Affairs through World War I)
  (Crash of 1929/Great Depression/New Deal)
  (World War II Era)
  (Economics)

5th

- Earth
  (Geography)

- Geographic Regions
  (Characteristics)
  (Production)
  (Summary)

- Native Americans/Exploration/Colonization
  (History)
  (Characteristics)
  (Exploration/Colonization)
  (Native Americans)
  (Exploration/Colonization)

- American Society
  (Attitudes/Values)
  (Governmental Processes/Citizenship)
  (Changes after World War II)
  (Influential Americans/Modern Era)

- Canada
  (Characteristics)
  (Exploration/Colonization)

- Industrialization/Immigration
  (Technology)

- Growth and Expansion
  (Westward Expansion before Civil War)
  (Civil War)
  (Reconstruction)
  (Westward Movement)

- Canadian Studies
  (History, Culture, Society)
Language Arts (K-5)

The Language Arts Curriculum encompasses all facets of the communication process - receptive language (reading and listening) and expressive language (writing and speaking), with critical thinking as the basis of this process. By mastering these communicative or language arts, we gain knowledge of ourselves, we transmit culture, and we acquire the accumulated knowledge of our civilization.

1. Listening
2. Speaking
3. Comprehension
4. Word Recognition/Decoding
5. Language Skills
6. Writing
7. Literature
8. Study and Reference

Math (K-5)

The sequence of objectives provide a broad-based curriculum which encompasses commonly accepted learning objectives for students. Concepts and skills have been carefully sequenced to allow for a building up of mathematical understanding in topic areas as students move through the program. Each grade level of the curriculum includes instruction in the following strands or topic areas:

1. Numbers and Numeration
2. Operations, Properties and Number Theory
3. Geometry
4. Measurement
5. Relations and Functions
6. Statistics and Probability
7. Problem Solving
Traditional Monthly Themes for K-5 Children

Aug./Sept
- School Bus Safety
- Labor Day
- Being a "Good Neighbor" at School - Rules - Why we have rules etc.

October
- Bats / Spiders
- Folk Tales (spooky)
- Columbus
- Fire Safety
- Fall (Seasons of Yr.)

November
- Native Americans
- Pilgrims
- Children's Book Wk.
- Geography Awareness
- Thanksgiving Traditions
- Foods

December
- Animals in Winter (hibernation + noon)
- Holidays of Various Cultures / Beliefs
- Traditions of the holidays

January
- Resolutions
- Polar Animals
- Mlk. King - Famous African Americans

February
- Dental Health
- Feelings / Friendship (Valentine's Day)
- Presidents + Patriotism

March
- St. Patty's Day
- Folk Tales
- Cultural Awareness
- Kites (air, wind)

April
- Spring
- Baby Animals
- Mammals
- Birds

May
- Flowers
- Seeds
- Butterflies
- Frogs
- Moths

Nita Roberts - Roswell North
Creatures of the Ocean

Circus

Dinosaurs

Space

Rocks/Minerals/Valcanoes/Geology

Animals: farm, pet, zoo

Other People, other lands, general cultural items

Famous Americans (as in Paul Bunyan)

Gerber

Things that go bump in the night/fantasy
real or imagined
scary

Sleeping/wisdom

Reading/Listening

Camping/survival

Languages/stories/topography/locating
Keeping Self Safe
- Take Key Kids
- Stores/malls/public places/streets etc.
  - When touching feels "wrong"
    - Strangers
    - Familiars
  - How to say "No!"
  - Who to tell

Drug Abuse,
- Alcohol
- Tobacco etc.
  - In self or others

Violence, Weapons
- Id.
- Safety
- Avoidance etc.
  - Others (Peer Group)
  - Disagreeing in an appropriate manner
  - When intervention of adults is needed
  - Within Family Units
  - Guilt?
  - Help? Where?

She Olympics

Social Topics
for K-5 children

Currently In Vogue

Communicating w/Others
- Peer Pressure
- Parents

Self Awareness
Decision-Making

Acknowledging
Accepting/Encouraging
Pride & Cultural Diversity

Ecology, Pollution, Recycling

Being "Green"
Weaving Yourself into the Curriculum Web

**Math**
- problem solving
- measurement

**Language Arts**
- literature
- word recognition
- listening/comprehension

**Social Studies**
- Natural Resources (1, 2, 3, 4)
- Native Americans/Colonists (2, 3, 4, 5)
- Other Cultures

**Science**
- Earth Materials (1, 2, 3)
- Living Things (K-5)
- Ecology (3)
- Plants (K)

**Art/Music/Movement**
- Native American Music
- Weaving
- Primary/Secondary Colors

**Fiber Artist**
Weaving Yourself into the Curriculum Web

Math

Language Arts

Social Studies

Science

Art/Music/Movement
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguishes between natural and man-made materials.</td>
<td>• discussion of the meanings of man-made materials and natural materials&lt;br&gt;• displays words &quot;man-made&quot; and &quot;natural&quot;&lt;br&gt;• provides a variety of objects to be sorted into &quot;natural&quot; and &quot;man-made&quot; groupings</td>
<td>• large pictures of various materials&lt;br&gt;• Word cards&lt;br&gt;• Variety of objects&lt;br&gt;• weeds&lt;br&gt;• soda cans&lt;br&gt;• styrofoam trays&lt;br&gt;• long grasses&lt;br&gt;• packaging boxes&lt;br&gt;• stemmed seed pods&lt;br&gt;• milk cartons</td>
<td>• observe for correct verbal responses&lt;br&gt;• check for correct sorting of objects into the two groupings</td>
</tr>
<tr>
<td></td>
<td>Example:</td>
<td>Example:</td>
<td>Example:</td>
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</tbody>
</table>

Remember, do your major objectives only. Try to be as specific as possible.
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
<th>ASSESSMENT</th>
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May 2, 1994

MEMO

TO: School Arts Program Artists and Facilitators  
FROM: Elena Ronquillo, SAP Coordinator  
RE: Study Guide Workshop, March 30, 1994

The SAP Study Guide Workshop was a great success, thanks to our capable facilitators from Fulton County schools, Young Audiences and our artist presenters. Many issues other than study guides were brought up which we hope to address more completely at the SAP Staff Development Training (July 18-29 - Teaching Museum South - information to follow).

Enclosed please find a synopsis of the workshop discussions and a Study Guide Format which establishes the minimum requirements for study guides to be distributed to Fulton County schools as a part of your school engagements. The suggestions given herein are a guideline for your use, the format is provided to help simplify the process of outlining your work for school participants.

Remember, beginning school year 1994-95, each artist/company must have study guides on file here in the SAP office for each program which you are offering to the schools. Study guides must be distributed to each school for each engagement because SAP is an education program. Failure to provide study guides will result in your dismissal from SAP.

If you have any questions, just give us a call at 730-5792.

cc: Harriet Sanford  
    Kellene Champlin  
    Ann Alperin  
    Myric Thompson
"We are working together for the kids". Greg Cloutier, ISC

The School Arts Program Study Guide Workshop was held March 30, 1994 at the Atlanta Fulton Public Library. Facilitators included: Kellene Champlin, Ph.D., Fulton County Board of Education Art Education Coordinator and SAP Liaison; Greg Cloutier, ISC, Haynes Bridge Middle School; Anita Roberts, Co-ISC, Roswell North Elementary; Joyce Wycoff, Co-ISC, Riverwood High School; Ann Alperin, Executive Director and Sally Gayer, Education Director, Young Audiences of Atlanta; Akbar Imhotep and Beth Heidleberg, SAP Artists. SAP artists were asked to attend based their general interest in study guides, their lack of study guides or lack of school distribution of study guides (ascertained from the artists' SAP files and SAP school evaluations).

Major points:

How does the study guide work in relationship to your in-school visit?
"Tell them what you're going to tell them, tell them, then tell them that you told them." The main idea is to reinforce any information that you will be presenting while at the school and to provide better access to your program through the preparation and follow-up activities of your audience. In the same way, when you are in-school, tell the students who you are and what you are going to do, do it, then wrap up (summarize and go back over important information). The study guide will allow the teachers to get a handle on what you are going to do so that they can help you do it and get the best results with their students (preview, deliver, follow-up).

How long should a study guide be? Study guides must be brief. One 8 1/2 X 11 page front and back is the recommended length. Teachers are swamped with paper work and don't have time to use complicated guides.
How many copies of the study guide should you send to the school?

Design all study guides so that they can be easily copied. Each school has different access to making duplicates for the teachers and classes involved in any given SAP program. In your pre-visit discussion with the ISC, ask them how many copies they will need to disseminate at the school. Most schools will make their own copies for distribution, but the artist is responsible ultimately for making the study guide available. In some cases you may need to provide all the copies a school will need.

Who is the audience for your study guide? Please remember that not all teachers (and their classes) will have information about you, your art form and your specific activity other than your in-school presentation except for the study guide. ISC's and their team of teachers will be the best informed but your audience and/or workshop participants will not necessarily come from the ISC's team. Create the study guide for the teacher who doesn't know anything about you and your work (the bottom line). The better prepared your entire audience is, the more successful your visit will be and the greater your opportunities for return engagements. If your study guide is successful it will be used by teachers and study guides will be used more by the schools.

What is the difference between the Artists' Directory Page (in the Artists' Directory) and the study guide (which is sent to the school before the visit)?

The Directory page is your major marketing tool. The more curriculum links you can show on your Directory page the more opportunities you will have to be booked in the schools. The study guide follows up on the program information on your Directory page and fills out other information specifically which you do not have room for in the Directory. The study guide must follow up on the information in your Directory page and provide pre-visit and follow-up activities and information for teachers and students. The study guide is your major educational tool. It is where the teacher in you relates directly to the in-school teachers and students. You can clarify and expound on your subject to strengthen and reinforce your in-person presentation so that all participants are up to speed with you.
Audience participation: If you want the students to participate, say so in the introduction section of your study guide and clearly describe what level of participation will be involved, what kind of participation (such as, if it is OK for the students to respond to you during your presentation). Do not leave the students bouncing off the walls when you leave the school if you have involved them in audience participation. Bring them back to their school atmosphere before you go. Some teachers fear audience participation because of previous experience with artists who have gotten the kids excited without providing closure.

General comments about defining curriculum tie-ins to the work?
It is most important that any curriculum tie-ins that you suggest to the schools come naturally from your work. Do not force concepts onto what you do in order to link to academic subjects. If a project in visual arts involves measuring, math is a natural relationship. Storytelling can relate to language arts, social studies and other subjects. Gathering of materials from nature relates to the environment. Try to imagine how you would define the elements of your work if you were not an expert at it. Simplifying what you do and going back to basic elements can reveal relationships to specific subject areas.

Study Guide Addendum
Additional information may be given as an extra to the study guide if you have had discussions with the school and feel that the information will be useful and used by the teachers. Again, it is up to the artist to provide as many copies as the school may need.

Helpful Hints

> Students do not want to know that they are learning. Frame your study guide in an interesting way which will fool them into getting your point. Don't talk down to the students, they respond best when they feel that they are a natural part of the process.

> Students like facts. They also want to know who you are. Personal information should be a part of your study guide so that the students feel as if they know something interesting about you.
A teacher's every minute is planned. The more options you provide which shows how your work links with subject areas (math, social studies, history, etc.) the more bookings you will get in the schools. Once again, do not force concepts onto what you do in order to link with curriculum.

Artists must insist on the proper size for the group they will work with or present to in the schools. Only the artist knows what will make the program successful and must not waver when planning their visit with school personnel. For example: if your presentation only works well with small, intimate groups, be specific about requesting small groups within your program description on the Directory Page and the introduction of your Study Guide.
SCHOOL ARTS PROGRAM - STUDY GUIDE FORMAT

Below please find suggestions for organizing your study guide. Use all or part as it relates to your work. It's OK to include a logo or other visual aid as part of the total design.

I. INTRODUCTION
   A. Tell what you will be doing. This section should give the teachers a picture of what you will do, so be sure to connect what you say in the study guide with what you will do in-school (i.e. teach history through African Tales).
   B. Offer general information about you, your company, and brief descriptions of form, style, tradition, or culture you will be presenting. If more than one form, style, etc. will be presented, give brief information on each. Teachers do not have time to do research, so assume they do not know your specific area and/or techniques. Tell the students what to listen or look for.

II. Objective
   What do you hope to achieve as a result of your school visit? What is your ultimate educational goal? The students will learn ___? ___? ___? ___? (be concise). You must leave the teachers something to build on.

III. Your Art Form
   A. Vocabulary - always give definitions. Your vocabulary list should be useful to you while you are there as well as to the teachers before and after your visit. Definitions of special terms or jargon are especially useful.
   B. Examples which illuminate your work
   C. Cultural Roots
   D. In-depth description of your art form
   E. Other specifics which relate to what you do

IV. Curriculum Tie-ins
   A. Discussion topics or questions (you can indicate which specific questions are for younger or older students, or have questions for different age groups, such as grades K-3 and grades 11 & 12, etc.)
   B. Suggestions for activity (such as how to make an instrument, etc.), debates of topics relevant to your presentation
   C. Research as to where the work comes from (use of maps, etc.)
   D. Bibliography - should be brief with a few of the best examples of books pertaining to your program; the best case is that the books are available in school library
   E. Resources - indicate which are for teachers and which are for students (also applies to Bibliographies)
APPENDIX IV

REVIEW OF NEW ARTISTS
February 15, 1994

TO: H. Mahdi Zakroddin

FR: Shantras Lakes, Assistant Program Coordinator

RE: 1994-95 School Arts Program Application

I have completed the initial review of your application. Your application is complete. You will continue to be updated concerning the status of your application as it goes through our review process.

Thank you for your interest in the Fulton County School Arts Program.

cc: Elena Ronquillo
Program Coordinator
FULTON COUNTY SCHOOL ARTS PROGRAM

March 3, 1994

TO: Nancy Tolbert-Yilmaz  
Roswell Dance Theatre

FR: Shantras Lakes, Assistant Program Coordinator

RE: 1994-95 School Arts Program Application

Thank you for your interest in the Fulton County School Arts Program. We have received your application for the 1994-95 school year, however, your application is incomplete and/or contained errors which must be corrected prior to issuance to the panelists. The following two tables list items missing from your proposals:

**APPLICATION**

<table>
<thead>
<tr>
<th>REQUESTED MATERIALS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Application (w/additional material &gt;&gt; complete packet)</td>
<td>Missing Federal ID#</td>
</tr>
<tr>
<td>Background/Career Summary (companies submit information for company members)</td>
<td>Missing background info on company members and organization</td>
</tr>
<tr>
<td>Professional Reference list</td>
<td>Missing references</td>
</tr>
</tbody>
</table>

Items missing must be corrected in duplicate of eleven, except support materials.

All pages must be inserted into your proposals by you or a representative of your organization. We will not accept corrections by mail, courier or facsimile transmission. All corrections must be inserted by Thursday March 10, 1994.

In an extra effort to avoid disqualification, the FCAC staff will attempt to contact you or your organization's representative 24 hours prior to your deadline date if your application is not completed at that time.

If you do not comply to these requests, your proposal will be incomplete and will not be forwarded to panelists for possible acceptance into the program.

Thanks for your cooperation. If you have any questions concerning your application, please feel free to contact me at 730-5792.
March 18, 1993

TO: School Arts Program Panel 1994
FROM: Elena Ronquillo, SAP Coordinator
RE: Panel Meeting Preparation

Thank you again for agreeing to serve on the Fulton County School Arts Program Panel. Your input is of the utmost importance to the School Arts Program and to the applicants. In order to orient you to your role as a panelist, a summary of the entire panel process follows.

The enclosed material contains:
- Introductory and Panel Preparation Materials
- 1994 Guidelines
- Conflict of Interest Rule and Statement (mail to SAP office ASAP)
- Panelist Request for Reimbursement (bring to panel meeting)
- Panel List
- Panel Procedure
- List of Applications received
- Primary Reader Assignments
- Applications with Preliminary Evaluation Forms

21 applications will be reviewed during our one-day meeting. Each panelist has been assigned a proportionate share of applications for which he/she is the designated "primary" reader for an in-depth review and subsequent presentation to the full panel. A listing of primary reader assignments follows. Applications are grouped in alphabetical order. Please keep them in this order for the panel meeting.

Please remember to bring all of the enclosed materials to the panel meeting on Thursday, April 7, 1992. We will meet in the Fulton County Arts Council's office in Suite 2030, 141 Pryor St., SW. and begin at 9:30AM. Lunch will be provided. Applicants who are designated for an interview will be contacted and scheduled for interviews to be held on Tuesday, April 19. Your availability for the interview process will be assessed at the panel meeting on April 7.

cc: Harriet Sanford
    Veronica Njoku
    Myric Thompson
Introduction

Thank you for agreeing to serve as a Panelist for the Fulton County Arts Council. The members of the Arts Council rely heavily on their panels of experts to provide recommendations based on a thorough evaluation of written applications, as well as interviews with SAP applicants. As a panelist, you will have an opportunity to learn about arts organizations and artists in your discipline and to meet with other professionals in your field.

This packet is designed to provide you with an overview of the Fulton County Arts Council's SAP review process, the panel structure and purpose, and panelist duties and responsibilities.

We value your participation, and we are extremely grateful for your time and expertise.

Purpose

The purpose of the Arts Council's panel review system is to provide the Council with expert, peer review and analysis of School Arts Program applications.

Panel Responsibilities

Your responsibilities will include reading and evaluating of all applications submitted to School Arts Program. Each panelist has been assigned a proportionate share of applications for which he/she is the designated "primary" reader for an in-depth review and subsequent presentation to the full panel. A listing of primary reader assignments follows.

Conflict of Interest

A copy of the Conflict of Interest Rule for panelists is attached. Please complete and sign the applicable Conflict of Interest Statement ASAP and mail to the School Arts Program office before we meet as a panel. If you have a
conflict with any of the applicants (organizations or independent artists), please list the names of the applicants on the form; if not, write "None" in the space.

Prior to any discussion of an application, panelists are required to disclose any connection with an applicant, direct or indirect. Please refer to Section 2 of the Conflict of Interest Rule for specific conflicts of interest.

Application Review

Your focus for this panel will be on the artistic and organizational merits of the applicant according to the review criteria on pages 68 and 69 of the enclosed guidelines. Please read each application carefully and complete the evaluation rating worksheets. These forms are provided to assist you in your assessment of each application and help frame the panel discussion. An evaluation form must be completed for each application regardless of whether or not you are the assigned primary reader. Bring this entire panel packet, including the completed evaluation forms, to the panel and be prepared to refer to your worksheets during the deliberations. Do not feel bound by your initial response to an application as the group discussion and additional information presented at the panel meeting might inform your final evaluation of the application.

After discussion of each application, panelists will finalize their evaluations and submit them to an Arts Council staff person to be averaged. Panelists will use the averaged ratings as a guide when making program artist recommendations. The worksheets will be collected after the meeting. Information on individual evaluation forms is completely confidential, however, a consensus statement of the panel comments and ratings will be shared with the applicant upon request.

Reimbursement

Panelists will receive an honorarium of $50.00.
IMPORTANT !!!

Please thoroughly familiarize yourself with the applications and the Fulton County Arts Council's School Arts Program Guidelines.

Do NOT discuss the applications or panel recommendations with anyone other than the Fulton County Arts Council staff or other panel members.

Do NOT provide any information or comments to the applicant about their application.

If you have any questions, feel free to contact us at:

The Fulton County Arts Council
School Arts Program
141 Pryor Street, SW
Suite 2031
Atlanta, Georgia 30303
(404) 730-5792
(404) 730-5798 fax

Staff Members:
Harriet Sanford, Executive Director
Elena Ronquillo, SAP Coordinator
Shantras Lakes, SAP Assistant
ROLES OF COUNCIL MEMBERS

- Liaison between the Fulton County Arts Council and the Panel Members
  - Reports all Panel concerns to the Arts Council—explaining specific statements from the panel consensus statements.

- Addresses specific questions from the Panel regarding policy.
  Note: Council Members will receive panel packets that were distributed to panel members, but Council Members are not permitted to participate in discussions.

ROLES OF PANEL CHAIRS

- Prepare Agenda
  - Pre-determine the order of review
  - Time Constraints: Consider the number (#) of applications versus:
    A. sufficient time to discuss each application
    B. sufficient time for deliberations

- Establish tone of meeting and basis for evaluation
  - Discuss Conflicts of Interest—requesting panelist to update the previously submitted forms by signing and dating the agreements at the panel meeting;
  - Discuss review criteria with Panelist prior to discussion of first application—encouraging consistency

- Control the Meeting
  - Guide discussion to ensure fair, unbiased and consistent evaluations based upon established review criteria;
  - Ensure all review criteria is addressed during discussion of each application
  - Ensure panelist adhere to conflict of interests

- Guide Deliberations
  RATING + CONSENSUS + INTERVIEW = ADMISSION TO SCHOOL ARTS PROGRAM

- Policy Recommendations
  - Facilitate discussion relative to any changes in guidelines and/or policies that the panel would like to recommend to the Arts Council
PROGRAM FOR INDIVIDUAL ARTISTS
AND ARTS ORGANIZATION
SCHOOL ARTS PROGRAM

DEADLINE FOR ARTISTS AND ARTS GROUP - MARCH 1, 1994 SCHOOL YEAR 1994-95

PURPOSE
This program is designed to offer arts education experiences to each school within the Fulton County School System. The School Arts Program encourages understanding and appreciation of the arts. The School Arts Program offers in-school visits by professional artists and arts organization in all arts disciplines.

DESCRIPTION
Individual Artist and Arts Organizations may only submit one application in this category.

1. The applicants submit required information; including professional references from three individuals.
2. Applications are reviewed by Panels and ranked accordingly.
3. Personal interviews with Panels are scheduled with artists who receive a passing score.
4. Once approved by Panels, artist will remain eligible for three years, pending favorable evaluations and compliance with program requirements.
5. Approved artists complete and submit data for inclusion in the annual Directory, which is made available to each school.
6. Approved artists are invited to participate in the SAP Showcase. Schools are allotted funds for contracting artists and companies and bookings begin at the SAP Showcase. Artists approved for visits are not guaranteed funding by schools.

ELIGIBLE APPLICANTS
Highly qualified professionals with well developed skills and artistic direction, who wish to share their expertise with Fulton County students in grades K-12 are encouraged to apply. Only artists who are cooperative, dependable, articulate, and genuinely interested in working with children of all ages, races and social economic classes are approved for entry into the program. Applicants should demonstrate both depth and breadth of experience in their art form. Artists with a highly specialized approach should possess a general knowledge of their discipline and be able to place their work in this context.

ELIGIBLE ACTIVITIES
Instructional activities are presented in a variety of ways, lecture-demonstrations, residencies, performances, field trips, hands-on-participatory and practical workshops for students and teachers.
CRITERIA FOR EVALUATING SCHOOL ARTS APPLICANTS

1. Applicant's previous training in their discipline.
2. Applicant's previous experience in their discipline.
3. Applicant's proven expertise and professionalism in their discipline, as evidenced by support material submitted;
4. Applicant's proven ability or apparent potential to function successfully in an education setting (an evaluation of their experience directly related to sharing skills and motivating learning on any level).
5. Applicant's previous experience in an educational setting.

IMPLEMENTATION

Well articulated and planned format of in-school visit or field trip activity.

DEADLINE

March 1, 1994

PROJECT PERIOD

School Year 1994-95

APPLICATION

MATERIALS REQUIRED FOR SCHOOL ARTS PROGRAM:

Submit ten (10) collated copies of all printed material (except as noted).
One complete copy should have original signature.

For individuals and companies applying to School Arts Program:

—— Checklist - only one (1) copy
—— Mailing list form - only one (1) copy.
—— Application form.
—— Background/Career Summary (companies submit information for company members) which includes the following:

1. Education/training - name of institution, major areas of study including dates, degree and/or names of instructors.
2. Professional history - exhibitions, gallery showings, publications, professional companies worked with, performances, etc.
3. Previous Art in Education experience (if any)
4. No more than a one page history of organization or the individual artist that includes artistic mission statement.
5. Previous Fellowships/awards - name of award, area of study/project, including dates, amount of award.
6. Prizes/honors received.
7. Memberships in professional societies/organizations.

—— Anticipated format of in-school visit or field activity.
BACKGROUND/WORK SAMPLES (Samples should represent a wide range of work created over a period of time.)

--- Architecture/Design: Six (6) 35 mm slides of work - including site plan, floor plan, elevation and perspectives of interior/exterior. Note dates. Please label each piece with your name and medium, date, size at top of work.

--- Dance: Resume showing name and dates of companies danced with and/or choreographed for. Note dates. Videotape, (1/2) inch VHS Cue to ten (10) minute segment for panel viewing.

--- Folk Arts six (6) slides or video (1/2 inch VHS) or audio tape (cassette) or combination of above as applicable. Cue to beginning of sample.

--- Literature (Poetry/Creative Writing): Four poems or books and/or three feature articles on non-technical subjects. Note dates if published. If not published, submit brief explanation of professional status of work.

--- Media Arts: List of films and/or tapes produced, with synopses, and cue to ten (10) minute segment maximum (1/2 inch VHS)

--- Music (includes Opera): Cassette tape of ten (10) minutes of excerpted work, with index. Composers may include full score/piano score. Note dates. (VHS Video 1/2 inch also accepted). Cue to beginning of sample

--- Theatre (includes Mime): Resume showing names of productions, roles played or areas of design, or play script. Note dates and theatre companies for major works. Videotape (1/2 inch VHS)

--- Visual Arts (includes Crafts and Photography): Six (6) 35 mm slides or 8x10 photos of work. Please label each piece with your name and medium, date, size at top of work.

Copies of reviews will be accepted for any arts field.

PLEASE NOTE: The FCAC cannot assume any liability for loss or damage of original work submitted. Work samples and support material will become the property of FCAC unless a written request for their return is submitted, accompanied by a self-addressed, stamped envelope with sufficient protective packing.

Note: We will keep support material of all artists passing the panel review for future use.

DEADLINE DATE: MARCH 1, 1994

SCHOOL ARTS PROGRAM APPLICATION CHECKLIST

--- Submit ten (10) collated copies of all printed material (except as noted). One complete copy should have original signature.

--- Mailing list form only one copy.

--- Application form.

--- Background/Career Summary (companies submit information for company members)

--- Anticipated Format of in-school visit or field trip activity.

--- Professional Reference list.
SCHOOL ARTS PROGRAM
(ARTIST/ARTS ORGANIZATION APPLICATION)

DEADLINE DATE: MARCH 1, 1994
PANEL MEETING: APRIL 1994

A. APPLICANT
Name __________________________________________________________
Address ________________________________________________________
City, State, ZIP Code ____________________________________________
Contact Person __________________________________________________
Daytime Tel.# __________________ Evening Tel.# ____________________

Artistic Discipline (please check one per application)
1. ______ Architecture ______ Dance ______ Literature
   ______ Media ______ Music ______ Folk Arts
   ______ Visual Arts ______ Theatre

2. Speciality(ies) within above disciplines in which you would conduct in school field trip activities:
   ____________________________________________________________

3. Names of individual(s) who would conduct in-school/field trip activities:
   ____________________________________________________________

B. BACKGROUND
1. I have worked with students in the following age groups:
   ______ Pre-school ______ Grades 1-3 ______ Grades 4-6
   ______ Grades 7-9 ______ Grades 10-12 ______ College
   ______ Adults

2. Previous experience working with students, adults the disabled:
   Dates Places Age Group Position
   ____________________________________________________________
   ____________________________________________________________
3. Previous art-in-education experiences:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Sponsoring Agency</th>
<th>Address</th>
<th>Program Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

C. ANTICIPATED FORMAT OF IN-SCHOOL VISIT OR FIELD TRIP ACTIVITY:

Please use this space to discuss what you hope to accomplish during your program and the skills, techniques and approach you would employ:
D. PROFESSIONAL REFERENCES:
The reference form has been supplied to the following persons with firsthand knowledge of my/my company's professional abilities. They have been requested to complete it and return it directly to the School Arts Program office (FCAC) no later than March 1st.

1. Name ______________________________________________________
   Title ______________________________________________________
   Address ____________________________________________________
   Address ____________________________________________________
   City, State, Zip Code _________________________________________
   Daytime Tel. # _____________________________________________
   City, State, Zip _____________________________________________

2. Name ______________________________________________________
   Title ______________________________________________________
   Address ____________________________________________________
   Address ____________________________________________________
   City, State, Zip Code _________________________________________
   Daytime Tel. # _____________________________________________

3. Name ______________________________________________________
   Title ______________________________________________________
   Address ____________________________________________________
   Address ____________________________________________________
   City, State, Zip Code _________________________________________
   Daytime Tel. # _____________________________________________

I will be available for a personal interview April 1, 1994 and June 15, 1994 except for the following dates:

E. Signature
I certify that this application including attachments is true and complete to the best of my knowledge.

____________________________ Signature ________________ Date

Artist/Arts Company: Make three (3) copies of pages 62 and 63. Fill in names, addresses, and telephone numbers, then send them to the references of your choice. Be sure to contact your references to insure your forms will reach the School Arts Program office by the deadline date: March 1, 1994
REFERENCE FORM FOR SCHOOL ART PROGRAM

Name of artist, arts company ____________________________________________
has applied to the School Arts Program. Both professional panels and school personnel need your help in evaluating the applicant's suitability for this program. This in-school and field trip arts program requires artists with both a strong professional background and the ability to communicate and work with students and teachers. Please indicate your candid opinion of the above applicant in completing this form. It will be used by the panel and schools in making their decision. Thank you.

Name of reference ____________________________________________________________________
Address ________________________________________________________________
Address (cont) ____________________________________________________________________
City, State Zip Code ____________________________
Telephone number ____________________________

Please rate all applicants on the following: (1 - 7).

<table>
<thead>
<tr>
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<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Maintains high professional standards in work and conduct</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>x</td>
</tr>
<tr>
<td>2.</td>
<td>Has extensive knowledge of arts field</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>x</td>
</tr>
<tr>
<td>3.</td>
<td>Communicates skills and ideas well</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>x</td>
</tr>
<tr>
<td>4.</td>
<td>Plans well</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>x</td>
</tr>
<tr>
<td>5.</td>
<td>Can adjust to changing teaching situations</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>x</td>
</tr>
<tr>
<td>6.</td>
<td>Is imaginative and resourceful</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>x</td>
</tr>
<tr>
<td>7.</td>
<td>Is dependable</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>x</td>
</tr>
</tbody>
</table>

Please rate INDIVIDUAL ARTIST only on the following: (8 - 11)

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Has a sense of humor</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>x</td>
</tr>
<tr>
<td>9.</td>
<td>Has continued to be a learner</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>x</td>
</tr>
<tr>
<td>10.</td>
<td>Enjoys teaching</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>x</td>
</tr>
<tr>
<td>11.</td>
<td>Helps students become independent learners</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>x</td>
</tr>
</tbody>
</table>
For how long and what capacity have you known the artist/company?

________________________________________________________

Have you ever observed the artist's/company's work with students
yes _____ no _____: What age?______

How successful was the artist/company in this situation?

________________________________________________________

The artist(s) ability to work with students and teachers is crucial to the success of the School Arts program. We would like your insight into this artist's/company's past experiences, in regard to both art form and ability to communicate articulately and graphically to others. If you feel that the applicant would work best in a particular situation (i.e. with gifted/talented, in a highly structured situation, etc.) please indicate.

Comments:

Signed: ________________________________ Date: ________________________________

INSTRUCTIONS:

Please return the completed form directly to the address below postmarked no later than March 1, 1994. If you are unable to comply with this deadline, please notify the artist(s) in sufficient time for another reference to be requested. Applications cannot be considered without required references. Thank you for your help.

Fulton County Arts Council
141 Pryor Street Sw
Suite 2030
Atlanta, Georgia 30303
404/730-5780
EVALUATION FORM FOR SCHOOL ARTS PROGRAM

CREDENTIAL REVIEW

Applicant: __________________________________________
Discipline: __________________________________________

PANELIST: In the credential review please assess the following for each applicant based on information sent to you. Please write in applicant’s name and your name on each sheet in the spaces provided. Please include your comments (especially for “poor” ratings).

ARTIST(s): You may wish to look this form over to see that you have covered the various areas in the material you submitted to FCAC. Missing information could lower your rating score.

Please circle your point rankings.

<table>
<thead>
<tr>
<th>1. Applicant’s previous training in their discipline.</th>
<th>Poor/Fair</th>
<th>Average/Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td>1 2 3 4</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Applicant’s proven expertise in their discipline.</td>
<td>Poor/Fair</td>
<td>Average/Good</td>
<td>Excellent</td>
</tr>
<tr>
<td>Comments:</td>
<td>1 2 3 4</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Applicant’s previous experience and professionalism in their discipline, as evidenced by support material submitted:</td>
<td>Poor/Fair</td>
<td>Average/Good</td>
<td>Excellent</td>
</tr>
<tr>
<td>Comments:</td>
<td>1 2 3 4</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Applicant’s proven ability or apparent potential to function successfully in an education setting (a evaluation of their experience directly related to sharing skills and motivating learning - on any level).</td>
<td>Poor/Fair</td>
<td>Average/Good</td>
<td>Excellent</td>
</tr>
<tr>
<td>Comments:</td>
<td>1 2 3 4</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Applicant’s previous experience in an educational setting.</td>
<td>Poor/Fair</td>
<td>Average/Good</td>
<td>Excellent</td>
</tr>
<tr>
<td>Comments:</td>
<td>1 2 3 4</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
Additional Comments: ______________________________________________________________

Application Reviewed by

Date Reviewed ____________________________
(Applicant must score 28 points or more to be eligible for Personal Interview.)

Total Points Scored ____________
Personal Interview
 Applicant: ________________________________
 Discipline: ________________________________

Panelist: In the Personal Interview please try to ascertain the following for each applicant. Please write the applicant's name and your name on each sheet in the spaces provided. Please include your comments at the bottom (especially for "poor" ratings).

Artist(s): If you are approved at the credential review level, you will be asked to come in for a personal interview. You may wish to look over this form so that you are better prepared for the interview.

Please Circle your point rankings.

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Applicant's ability to speak clearly about area of artistic expertise.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Applicant's ability to impart/generate interest and enthusiasm for their art form</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Applicant's ability to maintain high standards during a school visit/field trip.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Applicant's ability and willingness to adapt methods and approaches to a variety of school settings.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Applicant's ability to place art form in its historical perspective (general knowledge of field).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Applicant's ability to communicate the nature of the creative process as it relates to art form.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>7. Applicant's awareness of the potential of a school visit/field trip to affect the perceptions of others (of the arts).</td>
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Comments: ________________________________________________________________
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Application reviewed by: _________________________________________________
Date reviewed: ___________________________________________________________
(Applicant must score 38 points or more to be eligible for Personal Interview.)
Total PointsScored ______
MAILING LIST FORM

In order to comply with a national information system developed to make sure that all arts organizations use and define terms in the same way and compile like information, the Fulton County Arts Council now requires that organizations and individuals who wish to be on the FCAC Mailing List must complete this computer input form. Completion of this form is required as part of the application of all organizations and individuals submitting to participate in programs of the FCAC.

INSTRUCTIONS:

1. Organizations and individuals submitting the form as part of an application should send it with the application packet to the FCAC by the deadline date. Organizations—please give mailing address of organizations not contact persons if different.

2. Others should mail the form to Fulton County Arts Council, 141 Pryor Street, S.W., Suite 2030, Atlanta, Georgia 30303

For assistance, please call the Fulton County Arts Council 404/730-5780

Please type or print. Use the spaces provided.

ORGANIZATIONS  Fill out this address section

<table>
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<tr>
<th>Name of Organization</th>
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GENERAL FUNDING POLICIES

Funding is provided to individual artists and arts and cultural organizations presenting in Fulton County for the following primary purposes:

* Development and refinement of artistic talents of artists and management skills of the staffs of cultural organizations.
* Coordination of arts education programming with the school system and community based non-profit arts and educational organizations.
* Promotion of accessible arts programming to a wide range of constituencies to include disabled, seniors and ethnic/racial populations.
* Promotion of wide spectrum of arts programming in fostering a multi-cultural environment.
* Introduction of the arts to new audiences.
* Creation of a vital and healthy arts community in Fulton County.

ELIGIBILITY FOR ARTS AND CULTURAL ORGANIZATIONS AND INDIVIDUAL ARTISTS*

The Fulton County Arts Council provides funds only to organizations incorporated in the State of Georgia that can document acceptance of nonprofit status by the Internal Revenue Service under Section 501(c)(3), with donations being deductible to such organizations. *Priority will be given to organizations headquartered in Fulton County and to artists producing quality work that have resided in Fulton County at least one year prior to the application deadline. All organizations must present a detailed written plan as a part of the application explaining how the organization currently adheres to the Americans with Disability Act of 1990 and Section 504 of the Rehabilitation Act of 1974. Specifically, the FCAC requires information on current configuration and/or proposed changes to facilities and the organization's ability to provide programming accessibility for the community served (based on county demographics and statistics). This is a requirement for all organizational applicants. The FCAC will provide workshops and one on one consultations in FY94 to insure that organizations understand the requirements and comply within a three year period (FY1996).

Applicants for Individual Artists Contracts for Services must be practicing, professional artists presenting work in Fulton County. Priority will be given to artists presenting quality work who have resided in Fulton County at least one year prior to the application deadline.

FUNDING CRITERIA

The Fulton County Arts Council considers the following criteria in making funding determinations:

*QUALITY OF PROGRAMMING
  - Is the program innovative and progressive?
  - Does the program expand the audience appreciation of the art form?
  - Does the programming reflect a broad cross section of community arts values and interests?
FULTON COUNTY ARTS COUNCIL MISSION STATEMENT

The mission of the Fulton County Arts Council (FCAC) is to enhance the quality of life of all citizens through support of the arts. The FCAC assists the Fulton County Commission in the development of public policy on public support for the arts, makes recommendations to Fulton County Commissioners on funding the arts and generally oversees the development and implementation of publicity assisted arts programs in Fulton County.

The goals of the FCAC are to:

1. Create an environment which is conducive to the growth and development of individual artists and arts organizations.
2. Promote a broad range of arts activities throughout Fulton County through the support of artists & arts organizations in all disciplines.
3. Promote audience development by introducing the arts to new audiences.
4. Ensure that the arts are accessible to all citizens of Fulton County.
5. Stimulate projects which focus specifically on children, the elderly, the disabled and the economically disadvantaged.
6. Promote artistic development of programs that reflect the cultural diversity of Fulton County.
7. Stimulate neighborhood development and encourage creativity within communities.
8. Foster partnerships between the public and private sectors, with other Fulton County departments and other governmental entities.
9. Provide opportunities for children to:
   * develop their imaginations
   * experiment with new ideas and concepts
   * realize the integrity of cultural traditions
10. Contribute to the economic well-being of the community, including the ability to attract new businesses, conventions, & tourists.

FULTON COUNTY ARTS COUNCIL STAFF

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Harriet Sanford</td>
<td>Executive Director</td>
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<tr>
<td>Veronica Njoku</td>
<td>Assistant Director</td>
</tr>
<tr>
<td>Ericka Bahner</td>
<td>Contracts/Services Assistant</td>
</tr>
<tr>
<td>Jean Bean</td>
<td>South Fulton Arts Center, Specialist</td>
</tr>
<tr>
<td>Kim Giles</td>
<td>Office Assistant</td>
</tr>
<tr>
<td>Gail Goodwin</td>
<td>Audience, Inc., Program Director</td>
</tr>
<tr>
<td>Verna Jennings</td>
<td>Contracts/Services Administrative Assistant</td>
</tr>
<tr>
<td>Lorraine Haugen</td>
<td>Abernathy Arts/Crafts, Specialist</td>
</tr>
<tr>
<td>Shantras Lakes</td>
<td>School Arts Program Assistant</td>
</tr>
<tr>
<td>Carolyn Moore</td>
<td>Community Dev Program Administrator</td>
</tr>
<tr>
<td>Susan Pettit</td>
<td>Program Development/Public Relations</td>
</tr>
<tr>
<td>James Reese</td>
<td>Program Assistant</td>
</tr>
<tr>
<td>Elena Ronquillo</td>
<td>School Arts Program Coordinator</td>
</tr>
<tr>
<td>Myrle Thompson</td>
<td>Human Needs Program Administrator</td>
</tr>
<tr>
<td>Vanessa Ware</td>
<td>Administrative Secretary</td>
</tr>
</tbody>
</table>

141 Pryor Street, Suite 2030
Atlanta, Georgia 30308
(404)730-5780
Fax (404)730-5781
CONFLICT OF INTEREST RULE:
CONTRACT FOR SERVICES PANELS

1. Prior to any discussion of a contract for services application, any regular or alternate member ("Panelist") of any advisory panel reviewing such application shall disclose to the others at such meeting any connection, whether direct or indirect, which that person has with the contract application.

2. Panelists will be considered to have a conflict of interest when such application involves:

(a) the Panelist, Panelist's spouse, partner or member of the Panelist's family;
(b) a profit or non-profit organization in which the Panelist serves as an officer, director, board member, trustee, partner, employee, advisor, publisher, editor, or consultant, including organizations from which the Panelist receives no financial renumeration;
(c) any person of organization with which the Panelist is negotiating or has reached any written or verbal agreement;
(d) any program for which the Panelist or organization in which the Panelist has submitted an application for the current year;
(e) if the Applicant is an individual artist, any applicant to whom the Panelist has donated or contributed (in cash or in-kind) an amount greater than $1,000.00 during the twelve (12) month period immediately preceding the date of the application under review;
(f) if the Applicant is an organization, any such applicant to whom a Panelist has donated or contributed (in cash or in-kind) an amount greater than $2,500.00 during the twelve (12) month period immediately preceding the date of the application under review;
(g) a Panelist who, either individually or as a part of an organization, finds himself or herself in the midst of an adversarial relationship, economic or otherwise, with the Applicant.

3. In a case in which the Panelist has a conflict of interest, that person shall not participate in the review of an application, preliminary discussion of such application, or final discussion and vote regarding such application but shall, prior to any such review of discussion (or immediately upon learning of a conflict of interest if unknown prior to discussion), leave the room in which such review and discussion is taking place and excuse himself or herself from all deliberation regarding the application and Applicant.

4. All panels must observe a strict conflict of interest
procedure, whereby a member of a panel with an interest in an Application may not vote, discuss, or even answer questions about the application being reviewed.

5. The appearance of a conflict of interest can sometimes be as damaging as an actual conflict of interest. Whenever in doubt, it is best to declare and leave the room.

6. A Panelist should excuse himself or herself from any deliberation and recommendation on any Application with respect to which the Panelist cannot bring an unbiased judgement, even if not otherwise required to do so by this Rule.

7. Each Panelist shall advise the Fulton County Arts Council of any employment, affiliation of situation which poses or may pose a conflict of interest by completing and signing the attached Conflict of Interest Statement. The Conflict of Interest Statement shall be sent to panel members prior to the panel meeting. A Panelist will not be permitted to participate in any panel meeting without completing and signing the Conflict of Interest Statement prior to such meeting. The Conflict of Interest Statement shall be kept on file with the panel materials in the offices of the Fulton County Arts Council.

8. Any questions regarding the Conflict of Interest Rule or the completion of the Conflict of Interest Statement should be addressed to Harriet Sanford or Veronica Njoku at 730-5780.
CONFLICT OF INTEREST STATEMENT

NAME: ____________________________________________________________

ADDRESS: _______________________________________________________

PHONE: ___________________________________ (HOME)

____________________________________ (WORK)

SOCIAL SECURITY NUMBER: _____-____-______

PANEL:

I hereby certify that I have read the "Conflict of Interest Rule: Contract for Services Panel" and that I understand it. I hereby report the following affiliations and interests which may present a conflict of interest with my appointment to the above-referenced advisory panel of the Fulton County Arts Council.

1. ______________________________________________________________

2. ______________________________________________________________

3. ______________________________________________________________

4. ______________________________________________________________

5. ______________________________________________________________

6. ______________________________________________________________

7. ______________________________________________________________

8. ______________________________________________________________

Signature

____________________________________

Date
PANELIST REQUEST FOR REIMBURSEMENT

INSTRUCTIONS: Please complete the information requested below to request honorarium.

Name: ________________________________________________________________

Social Security Number: __________-____-_____

Address: ____________________________________________________________

Phone: __________ (Day) __________ (Evening)

I hereby request payment for [1] or [2] day(s) at [$ 50.00] or [$ 75.00] per day for a total in the amount of $ _______ as a ____________________________ (specify which panel) review panelist on _________ (date).

I hereby certify that the above statement of services rendered is true and correct to the best of my knowledge and belief.

Contractor’s Signature ___________________________ Date __________

Approved for payment by:

_____________________________ ___________________________
Fulton County Arts Council Staff Date
SCHOOL ARTS PROGRAM 1994 PANEL

Gail Centini, Chair
c/o GVLA
Fulton County Government Building
141 Pryor St., SW Suite 2031
Atlanta, GA 30303

Sharyn Kane
4173 Brandon Ridge Dr.
Marietta, GA 30066

Joyce Mahomes
Medlock Bridge Elementary School
10215 Medlock Bridge
Alpharetta, GA 30202

Pamela Sezgin
Teaching Museum South
2290 Mitchell Road
Marietta, GA 30062

Cary Voigt
Georgia Council for the Arts
530 Means St., NW Suite 115
Atlanta, GA 30318

Michelle Sienkiewicz, Observer, Fulton County Arts Council
240 Hepplewhite Dr.
Alpharetta, GA 30202
School Arts Program
1994 Panel Review Process

1. The Primary Reader will make a 3-5 minute presentation on the application based on the review criteria.
2. The Primary Reader will make a preliminary recommendation in the form of a motion to accept or reject the application.
3. The Chair will call for a second to the motion.
4. If seconded, the applicant's support material will be viewed or heard and a full panel discussion will ensue focusing on the review criteria.
5. At the end of each full panel discussion, the Chair will call for a vote on any motions. If a motion to accept is passed by a majority vote, the application will be numerically rated by each panelist.
6. If the motion is not seconded, the Chair will call for (another motion, second) further discussion of the application, and vote.
7. If a motion for rejection is made, seconded, fully deliberated by the panel in relation to the review criteria, and passed, the application will then be eliminated from further panel consideration. No rating is assigned for these applications, however, the panel will write comments which will be passed on to the applicant if applicant requests comments.
8. All rated applications will be tallied to form a ranking of the applications. The panel will then make final recommendations based on the rank order of the applications and further discussion as appropriate based on the review criteria.

Point Scale

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<td>Recommend highly</td>
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<tr>
<td>Recommend</td>
<td>15</td>
</tr>
<tr>
<td>Recommend, but with reservations</td>
<td>10</td>
</tr>
<tr>
<td>Do not recommend</td>
<td>1-9</td>
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Please note: The Evaluation Form for School Arts Program (pages 68 & 69 of the Contracts for Services Guidelines) has a typo of 28 points or more for Personal Interview. Applicants must score 23 points or more for an interview.
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<tr>
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<tr>
<td>3. LaDoris Bias-Davis</td>
<td>Theatre</td>
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<td>4. Dark Knight Theatre</td>
<td>Theatre</td>
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<td>5. Felton Eaddy</td>
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<td>6. David Engbritson</td>
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<td>7. H. Mandhi Fakhreddin</td>
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<td>8. F.A.M.E.</td>
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<td>9. Ian Frost</td>
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<td>11. Heitzo</td>
<td>Dance</td>
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<td>12. Beverly P. Henderson</td>
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<td>13. Andre Hill</td>
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<td>14. Scott Jones</td>
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<td>15. Edith Kelman</td>
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<td>16. Moving In the Spirits</td>
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<td>17. Sally Reid</td>
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<td>18. Roswell Dance Theatre</td>
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<tr>
<td>20. Southeast Community Cultural Center</td>
<td>Dance</td>
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<tr>
<td>21. Julianna Williams</td>
<td>Multidisciplanry</td>
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SCHOOL ARTS PROGRAM 1994 PANEL
PRIMARY READER ASSIGNMENTS

To The Panelists: Please prepare to present (3-5 min) your assigned applicants to the entire panel addressing the applicants' responses to the published review criteria and appropriateness to the School Arts Program.

Gail Centini, Chair
Keith O'Brien Simms
Southeast Community Cultural Center
Julianna Williams

Sharyn Kane
Atlanta Community Murals Collective
Irene Baraniuk
LaDoris Bias-Davis
Dark Night Theatre

Joyce Mahomes
Alicia Griswold
Heitzso
Beverly P. Henderson
Andre Hill
Scott Jones

Pamela Sezgin
Felton Eaddy
David Engbritson
H. Mandi Fakhreddin
F.A.M.E.
Ian Frost

Cary Voigt
Edith Kelman
Moving In The Spirit
Sally Reid
Roswell Dance Theatre
SCHOOL ARTS PROGRAM

ARTIST'S INTERVIEWS
APRIL 21, 1994

10:00AM  Southeast Community Cultural Center, Inc. - VUKA!
         Charlotte Cameron

10:15   Felton Eaddy

10:30   Edith Kelman

10:45   H. Mahdi Fakreddin

11:00   Moving In The Spirit - Leah Mann

11:15   David Engbritson

11:30   Alicia Griswold
April 8, 1994

Keith O. Simms
P.O. Box 490996
Atlanta, GA 30349

Dear Mr. Simms,

Thank you for your interest in the Fulton County School Arts Program (SAP). I regret to inform you that your application was rejected for the 94-95 program.

The decision was made on the basis of recommendations from a panel consisting of peers who have a knowledge of SAP, arts in education, and the Fulton County school system. The panel was responsible for determining if you or your organization fulfilled the criteria to be accepted into SAP. Your application was scored and did not pass the required number of points to be eligible for a personal interview.

While we wish we could support all worthwhile requests, the demands and constraints of our program resources far exceed our ability to respond positively to every proposal submitted to SAP.

Summary panel comments are available at your request. Please contact Shantras Lakes or myself at 730-5792. You may also pick up support material from the SAP office. Please contact our office to make arrangements to pickup your material. Materials will be held at FCAC until May 31, 1994. If you provided us with a prepared mailer, your material will be mailed to you as soon as possible.

We appreciate your interest in the School Arts Program and hope that we will be able to assist you with future projects.

Respectfully yours,

Elena Ronquillo
Program Coordinator

cc: Kellene Champlin
Harriet Sanford
Veronica Njoku
Myric Thompson
Shantras Lakes
April 8, 1994

Charlotte Cameron
Southeast Community Cultural Center
The Arts Exchange
750 Dekalb St., SE
Atlanta, GA 30312

Dear Ms. Cameron,

Thank you for your interest in the Fulton County School Arts Program (SAP). I am pleased to inform you that your application was accepted for a personal interview for the 94-95 program.

The decision was made on the basis of recommendations from a panel consisting of peers who have a knowledge of SAP, arts in education, and the Fulton County school system. The panel was responsible for determining if you or your organization fulfilled the criteria to be accepted into SAP. Your application was scored and passed the required number of points to be eligible for a personal interview.

Personal interviews are scheduled for Thursday, April 21, 1994 from 10:00 a.m. to 12:00 p.m. in the conference room of the Board of Commissioners' office of the Fulton County Government Center. You will be notified with information about your time slot for the meeting.

At the time of the interview, you may pick up support material from the SAP office. If you have any question or comments, please contact our office at 730-5792.

Once again, thank you for your interest in SAP and we look forward to meeting with you.

Respectfully yours,

Elena Ronquillo
Program Coordinator

cc: Kellene Champlin
    Harriet Sanford
    Myric Thompson
    Shantras Lakes
SCHOOL ART'S PROGRAM
1994 PANEL COMMENTS (SYNOPSIS)
Note: Accepted applicants not included.

1. Atlanta Community Murals Collective
   Artists who are listed as potentially going into the schools need to
   sign off on the application. Any artists who may be a part of SAP
   need to send all information and be paneled, a list of artists is not
   enough. The panel was wary of the "collective" aspect without all
   artists going through review process. References should include
   those who have actually sponsored projects, such as 7 Stages.

2. Irene Baraniuk
   Additional supporting documents confirming flexibility to various
   age groups would be helpful. Application showed strong
   performance orientation but it is not clear if applicant is experienced
   or capable of teaching. Need documentation of educational work and
   more detail about precisely what the activities of the programs and
   workshops would entail for the students.

3. LaDoris Bias-Davis
   The panel needed to see your interaction with the children and
   suggested that the artist reapply next time and submit a video tape
   of her working with children. More specifics as to what exactly will
   happen in terms of the students' participation in workshops and
   performances needs to be given. The use of puppets was listed but
   no information was included as to how they would be used or the
   artist's background in puppetry.

4. Dark Night Theatre
   Application needed better documentation and support materials.
   More detail of educational work planned was needed, a study guide
   would have been helpful. Panel encouraged artists to reapply and
   supply references from persons who have actually seen the artists'
   work with young people.

5. Heitzso
   The panel had questions concerning the artist's training and
   experience in relationship to the in-school environment. The artist's
   work with the physically challenged was very impressive. More
   detail needed about what the artist would actually do in the
   classroom.
6. Beverly P. Henderson
It would have been helpful if the artist had provided stronger references from individuals with whom she had worked closely (i.e. Northside School of the Arts, Dallas High School of the Arts, etc.). It was unclear as to what techniques the artist would apply to demystify TV and make connections with the written word. More documentation about training in screenplay writing and experience in the public schools would have been helpful. More detail needed about what the artist would actually do in the classroom.

7. Andre Hill
The panel felt the artist's focus was too limited (pastels) for SAP although it is a terrific resource for the schools on a one-day basis. Plans need to be made about how to involve students in a participatory manner. The panel was very impressed with the artist's talent and potential.

8. Scott Jones
Although the artist applied as a "folk artist" the application materials did not support this designation. It seemed the work is a demonstration of archaeology, not art. More support materials would have been helpful as well as a plan for how the students will be involved as student participation and interaction promotes learning.

9. F.A.M.E. (David Mendoza)
The panel could not understand the teaching aspect of the work proposed. None of the references were from theatre professionals although the proposed work was clearly performance oriented. A stronger emphasis on educational components would have helped, i.e. how students would benefit educationally rather than only from an entertainment perspective.

10. Ian Frost
The artist's availability to work in Fulton County schools was of concern to the panel as the artist's schedule seemed full. Unclear as to whether the artist considers Lord Bryon a good role model for students. The program seemed to be of limited interest to students.
SCHOOL ARTS PROGRAM - 1994 PANEL COMMENTS
Page three

11. Sally Reid
This application could not be accepted due to its religious content. The panel wishes the artist much success in her endeavors.

ACTIVITIES NOT FUNDED (from FCAC Application Guidelines page 6)
Projects of a religious nature that are designed to promote or inhibit religious belief and/or practice and which have no basic underlying secular theme or topic.

12. Roswell Dance Theatre
Eligible applicants must be professionals. The panel surmised from the application that the dance company is not a professional company.

13. Keith O'Brien Simms
An overall lack of support material and documentation weakened this proposal. References should be from persons in the art field who are familiar with the applicants work. The program needed more explanation as to the level of student participation.

14. Julianna Williams
The panel was impressed with the artist's holistic approach to reaching young people and her training in human services. The designation of "folk art" did not apply as the proposed program suggested use of monologues, pantomime, and creative movement which are not considered folk art. The actual activities of the artist's work with the students was too vague although the panel commended the artist's awareness of which age group her work best addresses.

15. David Engbritson - Made it to interview, did not pass
Clearly established preference for working with more mature students especially college level students, perhaps university level would be much better setting for his extensive talent and experience. Seemed to have an uncertain plan for specific classes.
APPENDIX V

ARTISTS SHOWCASE
March 8, 1994

Dr. Hershel Robinson, Principal
Tri-Cities High School
2575 Harris St.
East Point, GA 30344

Dear Dr. Robinson,

The School Arts Program (SAP) needs to present our annual Artist Showcase in May of this year and we would like to propose that your school serve as host of this year's event. As you know, the Showcase is a vital component of the School Arts Program, and with the resounding support and cooperation from Tri-Cities as the site of last year's Showcase, we would like to have your support for this idea as soon as possible. We have spoken with Viola Turner, the ISC for Tri-Cities, and she is as equally enthused about this endeavor as we are. We hope that you too will share in our enthusiasm in bringing this event for a worthwhile program to your school and enhance the already impeccable reputation that Tri-Cities has for commitment to quality education. I will contact you this week about this proposal. Unfortunately, we need to know by March 11 if you will allow Tri-Cities to host the 1994 Artist Showcase so that we can make the proper arrangements within the 8 week time span needed to successfully coordinate this event.

The need to present the Showcase in the schools grew out of the fact that most of the In-School Coordinators (ISC) for the program expressed their approval of moving the event to the schools and scheduling it in the spring. The involvement of faculty, parents, school administrators, artists and especially the students, was a definite move in the right direction in the continued success of this program and the arts in education.

The ISCs wanted to keep the event in the schools, so our office thought it would be a good idea to have the Showcase return to Tri-Cities. Because Tri-Cities is also the designated arts magnet school for Fulton County and has a new auditorium, the school would best provide the event with the venues and support that it needs to help the event continue to be a success.

Thank you in advance for your time and consideration and we await your decision. Please feel free to contact me at 730-5792 should you have any questions or comments.

Respectfully yours,

Christopher Jones
SAP Showcase Producer

cc: Elena Ronquillo
Viola Turner
Memorandum

May 16, 1994

TO: Ms. Russell
Tri-Cities High School

FR: Chris Jones
SAP Showcase Producer

RE: Snack bar menu for SAP Showcase

This is what was served at the snack bar at last year's School Arts Program (SAP) Showcase:

- Hot dogs
- Candy
- Popcorn
- Potato Chips
- Soft Drinks

Please advise as to whether or not this same menu can be offered. If there are other things that can be suggested, please let me know. Please contact me ASAP to confirm.
April 11, 1994

Alex Roberts
Tri-Cities High School
2575 Harris St.
East Point, GA 30344

Dear Mr. Roberts,

The 1994 School Arts Program (SAP) Artists Showcase jointly sponsored by the Fulton County Arts Council and Board of Education is being presented at Tri-Cities on Friday, May 27 and I would like to speak with you about providing food services for the event.

The faculty and staff were very supportive of the event last year at the school, so it only seemed natural to come back and thanks to Dr. Robinson and the staff at Tri-Cites, we have been graciously allowed to return. With the opening of the school’s new music and theatre wing, Tri-Cities provides an excellent venue as the site for this year’s event.

SAP is also exploring the possibility of providing a hospitality room for the participating artists at Showcase. Currently, we are interested in the teacher’s lounge because of its close proximity to the Commons area where the artists will be most of the evening, meeting and talking with school personnel.

I am aware that you were paid late for your services last year, however, this is why I wanted to contact you far enough in advance in order to avoid this occurrence again. We are required to give at least 4 weeks lead time for check processing, so I need to speak with you as soon as possible. Should you decide to provide these services for us, you must submit an invoice for your services with enough lead time in order for us to pay you on the day of the event. We want to make sure that what happened last year will not happen again. Your prompt response and timely submission of an invoice will ensure payment for your services.

Thank you in advance for your time and consideration on this matter. I look forward to hearing from you in the near future.

Respectfully yours,

Christopher Jones
SAP Showcase Producer

cc: Elena Ronquillo
    Viola Turner
March 31, 1994

Curtis Gibson
Tri-Cities High School
2575 Harris St.
East Point, GA 30344

Dear Mr. Gibson,

The 1994 Artists Showcase jointly sponsored by the Fulton County Arts Council and Board of Education is being presented at Tri-Cities on Friday, May 27, 1994 and I would like to speak with you about providing security services for the event.

The faculty and staff were very supportive of the event last year at the school, so it only seemed natural to come back and thanks to Dr. Robinson and the staff at Tri-Cities, we have been graciously allowed to return. With the opening of the school's new music and theatre wing, Tri-Cities provides an excellent venue as the site for this year's event.

But as I am sure you know, extra facilities means extra areas that need to be secure. Therefore, we also want to explore the possibility of bringing in another person for these security reasons. We understand that a Mr. Sherman Stewart works with you in campus security and we would like also his services as well.

I am aware that there were some problems in payment for your services last year, however, this is why I wanted to contact you far enough in advance in order to minimize this occurrence again. We are required to give at least 4 weeks lead time for check processing, so I need to speak with you as soon as possible. Should you decide to provide these services for us, you must submit an invoice for your services with enough lead time to pay you on the day of the event. We want to make sure that what happened last year will not happen again. Your prompt response and timely submission of an invoice will ensure payment for your services.

Thank you in advance for your time and consideration on this matter. I look forward to hearing from you in the near future.

Respectfully yours,

Christopher Jones
Showcase Producer

cc: Elena Ronquillo
Viola Turner
MEMORANDUM

May 23, 1994

TO: Don Ogletree
Tri-Cities High School

FR: Chris Jones
SAP Showcase Producer

RE: Piano use for SAP Showcase

Just wanted to let you know that we will not need the piano for the School Arts Program (SAP) Showcase on Friday 5/27. The only artists that needed the piano have decided not to perform. If you want to move the piano "out of harm's way," please do so. If the piano can be moved to another place in the room in order to give performers more space, or if there is some type of request I must submit (such as to get a work order?) to have the piano moved, please let me know. Should you have any questions or comments, feel free to contact me at 730-5792. Thanks again for your help.

cc: Viola Turner
    Elena Ronquillo
    Shantras Lakes
MEMORANDUM

May 23, 1994

TO: Viola Turner
Tri-Cities High School

FR: Chris Jones
SAP Showcase Producer

RE: SAP Showcase

I have included the set-up of how the tables in the Commons area are to arranged for the Showcase. Artists begin arriving at 2:30 to register and should begin setting up soon afterwards. I just wanted to reiterate some things about the spaces that are being used:

ROTC Room: This room is to be cleared. When I was there on 5/19 (Thursday), I noticed some chairs stacked against the walls. Could at least some of the chairs remain stacked so that the stage manager can set-up rows for audience members?

Chorus Room: The only change here is that the group that originally needed the piano will not be performing now, and therefore we will not need the piano. I have memoed Mr. Ogletree to this effect.

Band Room: When I was there Thursday, I spoke with Mr. Daughrity about the particulars of the Band Room. It was my understanding that he would take care of moving any musical instruments. As with the ROTC Room, I would like some chairs to remain stacked so that the stage manager can set-up at his discretion. And as a reminder, we spoke about Mr. Daughrity's suggestion that the piano lab can be used as a dressing room for the artists performing in the Chorus/Band Rooms area.

Art Room: Mr. Loadholt suggested that we use the art rooms that are his and Mr. Cole's. I will follow up with him on his suggestion that I contact him for a set-up that would be conducive to the presentations that would take place there. Since this is two separate spaces, I will run this by our tech
director. I don't foresee a problem at this point. If there any concerns, I will let you know.

Auditorium: I believe everything is in order here. If something has changed, let me know.

Commons: FYI: At the request of the tech director, I arranged and assigned the artists first on the need for electrical displays (VCRs and monitors). These artists are closest to the walls. This was to minimize running cords and wires across the middle of the floor.

Also, I am sending lists of confirmed participating artists, schedule of performances and copies of registration materials for the Showcase, FYI.

Heather Robinson, the Volunteer Coordinator, will be there at 4:30 on Monday, 5/22, to meet with the students again about their volunteer assignments.

Thanks again for all your help.

cc: Elena Ronquillo
    Shantras Lakes
MEMORANDUM

May 23, 1994

TO: Viola Turner
    Tri-Cities High School

FR: Chris Jones
    SAP Showcase Producer

RE: Table set-up for Showcase

I forgot to mention in the last memo that we will need table set-up for registration in the hallway at the front entrance of the school. The set-up needs to be two (2) tables with two (2) chairs at each and two (2) tables with eleven (11) chairs at each.

Also, Heather will be there today 5/23, not 5/22. Sorry for the error.

Thank you, thank you, thank you.

cc Elena Ronquillo
    Shantras Lakes
MEMORANDUM

May 23, 1994

TO: Leon Daugherty
Tri-Cities High School

FR: Chris Jones
SAP Showcase Producer

RE: Use of Band Room for Showcase

Just wanted to reiterate the things we spoke about on Thursday, 5/19 about the use of the Band Room for the School Arts Program (SAP) Showcase on 5/27. I told Ms. Turner that I understood you would take care of moving the musical instruments and of your suggestion that we should use the piano lab as a changing room for the artists who are performing in the Band/Chorus Rooms area. The other information you gave me about the Band Room's outside entrance was equally as helpful also. If you have any questions or comments, please feel free to contact me at 730-5792.

Thanks again for all your help.

cc: Elena Ronquillo
Shantras Lakes
MEMORANDUM

May 23, 1994

TO: Heather Robinson
Volunteer Coordinator

FR: Chris Jones
SAP Showcase Producer

RE: Volunteer assignments for SAP Showcase

Here are the positions for signage/banners at the School Arts Program (SAP) Showcase on Friday, May 27:

1. One (1) two-sided sign and banner at the school's main entrance.

2. Easels are to be placed (with flip charts and markers) at the registration area and at each venue (one at each venue, with the exception of two in the auditorium).

3. One banner at the registration area and one in the auditorium.

4. One (1) two-sided sign at the entrance to the Commons (entrance nearest Media Center/Library).

5. One (1) two-sided sign at the entrance to the Commons (entrance nearest to snack bar/gym).

6. One (1) one-sided sign at the student parking entrance.

7. One (1) two-sided sign at the main hallway entrance to the hallway of the Band, Chorus, and Art Rooms.

8. One (1) two-sided sign at the main hallway entrance to the hallway of the ROTC Room.

9. There is supposed to be a sign in the auditorium lobby. I am still not clear on what it will say or if one needs to be there at all. I will let you know about this ASAP.
10. Balloons are to placed (bouquets of three) on the sign holders at the event, at the front entrance, and about three (3) bouquets in the auditorium.

I have included a map with markings of where the banners and sign/easels will be placed. I have also sent a memo to Viola Turner at Tri-Cities that you will be at the school on 5/23 at 4:30 p.m. to meet with the kids again.

I also have the registration packet materials ready for stuffing. Let's talk about when we can arrange a meeting for you to come and help stuff the packets. I might be able to drum up enough support here to have done without your coming down here. Let's talk about this ASAP.

Thanks again for all your help. Talk with you soon.

cc: Elena Ronquillo
Shantras Lakes
March 14, 1994

Dear SAP Young Audiences Artists:

The 1994 School Arts Program Showcase will take place on:

**FRIDAY, May 27, 1994 • 4:00 p.m.-8:00 p.m. (SET UP TIME: 2:30-4:00 P.M.)**

Tri-Cities High School • 2575 Harris St. • East Point, GA

We invite you to participate in this year's showcase by setting up a display table to share your information with In-School Coordinators who will be attending the event. This year's performance venues are organized to present the work of independent artists (non-Young Audiences artists) in the School Arts Program. The Young Audiences performance showcase will be held in the fall.

In order to reserve a display table, please give us a call at 730-5792; leave a message for Chris Jones, Showcase Coordinator, with the following information:

- Your name
- Address
- Organization's name
- Telephone number

Then complete and return the form below by **Friday, April 22, 1994.**

We will reserve tables on a first-come, first-served basis. We look forward to your participation in this year's Showcase!

Sincerely,

Christopher Jones
1994 Showcase Coordinator

---

**1994 SHOWCASE DISPLAY TABLE REGISTRATION**

Organizations/Artists: ________________________________

Contact Person/Title: ________________________________

Phone: Day ____________________________ Evening ________________

Tables and chairs will be provided. Do you wish to bring a

______VCR ______ monitor? You must bring your own extension chord.

All applications are processed on a first-come, first-served basis. Registration will be confirmed by May 6, 1994.
SCHOOL ARTS PROGRAM

PERFORMANCE REGISTRATION

Registration Deadline: April 22, 1994

Organization/Artist(s):

Contact Person/Title:

Phone Day _______________ Evening __________________

Discipline: __________________ Number of Performers: _______

PLEASE INDICATE NUMBER OF PERFORMERS WHO WILL BE PRESENTING.

Brief description of Presentation: (include appropriate age level)

We will provide basic sound and lights. Please list equipment you will provide:

________________________________________________________

DISPLAY TABLE REGISTRATION

A cafeteria table will be provided on a shared basis (same as last year).

Do you wish to set up a display table? ________ Do you wish to bring a ______ VCR _____ Monitor? You must provide your own extension cord.

Comments: ____________________________________________

All applications are processed and tables assigned on a first-come, first-served basis. Registration deadline is April 22, 1994. All registration will be confirmed by May 6, 1994.
May 6, 1994

Dear ____________________________,

We are pleased you are participating in the 1994 School Arts Program (SAP) Artists Showcase. Please read this letter carefully as it contains information about your confirmed registration at the event and other pertinent information that you will need to make your experience at this year's Showcase a success.

The Showcase takes place at:

Tri-Cities High School
2575 Harris St.
East Point, GA
404/669-8200

Directions:

Take I-85 to Cleveland Avenue, Exit 22 (north of airport). Turn west on Cleveland (that's a right turn coming from the north, or a left turn coming from the south). You will pass the Fulton County Board of Education Services Building that is located on Cleveland Avenue (on your left) as an indicator that you have made the correct turn. Continue to Norman Berry Drive. Turn right on Norman Berry Drive and continue to Harris Street. Turn right on Harris Street. Tri-Cities High will be on the left.

Registration:

Artists Registration takes place from 2:30-3:30 p.m. Time for table set-up is limited, so arrive promptly in order for us to give you any help if you need it. In-School Coordinators and other member of the general public begin arriving at 4:00 p.m. All artists display tables must be set up by that time. Please allow yourself enough time to meet this requirement. Also, if you are presenting a performance or demonstration, you must register before 3:30 p.m. This will give yourself enough time to check in with your stage/site manager prior to setting up your display table. Remember to prepare a brief introduction for your stage/site manager to read prior to your performance.
The following is information regarding the details of your registration/participation. Only information that applies to you is filled out.

You are confirmed for ___Display Table

___Performance/Demonstration

You will receive your table assignment when you register.

Your display table will include your ___ VCR ___ Monitor.
Please remember to bring your extension cord; we will provide an outlet near you.

Please note that display tables are for displaying booking information only. We are unable to provide space at tables for demonstrations. If you have chosen to present a performance/demonstration, we have provided other sites for you to present your work (see below).

Presentation Information:

Presentation Title: __________________________________________

Scheduled from _________ to _________ (includes set-up and break down) in the ________________________________

We will provide the following equipment for you:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

We are NOT able to provide the following equipment which you requested:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Performers Note:

If you represent a performing arts company and you are presenting an ensemble performance, please ask members of your cast to arrive 45 minutes before the performance time. They will need to check in at the Registration Table and then find you/your representative at the display table area. Both you and your company members will then proceed to your stage area (as directed by your stage/site manager).

DANCERS: We are planning to have marley for dance performances this year. Dance performances will take place in the new school auditorium.

REMEMBER: ALL PRESENTATION TIMES INCLUDE SET-UP AND STRIKE. Please respect your fellow presenters and prepare your presentation to fit your scheduled time allowed (15 min. total). Your actual presentation can be longer than 10 minutes. Stage managers are instructed to stop presentations that run overtime in order to maintain the established schedule.

IMPORTANT: The principal, staff, and students of Tri-Cities High School have generously allowed us to use their facilities. Please be mindful of classes that are still in session when you arrive and respect all equipment and facilities that you use. If you have any problems during the Showcase, please come to SAP/Showcase staff not school personnel.

We look forward to your participation in the 1994 School Arts Program Artists Showcase and appreciate your contribution towards creating an exciting and creative event. Upon receipt of this letter or if you have questions or comments, please contact the SAP office of the Fulton County Arts Council at 730-5792.

Respectfully yours,

Christopher Jones
SAP Showcase Producer
1994 School Arts Program
Artists Showcase
Schedule of Performances
as of 5/10/94
(schedule subject to change)

**Auditorium:**

4:30-4:45  VUKA!
5:00-5:15  Several Dancers Core
5:30-5:45  Barefoot Ballet Manya
6:00-6:15  African Cultural Dance Company
6:30-6:45  Ballethnic Dance Company

**Art Room:**

4:15-4:30  Dagmar Epsten
5:30-6:00  Phyllis Stapler
6:30-7:00  Mahdi Fakhreddin

**Band Room:**

4:15-4:30  Pan People Steelband
4:45-5:00  Academy Theatre
5:15-5:30  7 Stages
5:45-6:00  Vagabond Puppet Theatre
6:15-6:30  Georgia Mountain Theatre
6:45-7:00  Georgia Shakespeare Festival
Chorus Room:

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:15-4:30</td>
<td>Beth Heidelberg</td>
</tr>
<tr>
<td>4:45-5:00</td>
<td>Music Is Magic</td>
</tr>
<tr>
<td>5:00-5:15</td>
<td>Jomandi Productions</td>
</tr>
<tr>
<td>5:15-5:30</td>
<td>Atlanta Street Theatre</td>
</tr>
<tr>
<td>5:45-6:00</td>
<td>Dr. Tom &amp; Seus</td>
</tr>
<tr>
<td>6:00-6:15</td>
<td>Atlanta Opera Studio</td>
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ROTC Room:

<table>
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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>4:15-4:30</td>
<td>Temujin Ekunfeo</td>
</tr>
<tr>
<td>4:30-4:45</td>
<td>Akbar Imhotep</td>
</tr>
<tr>
<td>4:45-5:00</td>
<td>Robert Todd</td>
</tr>
<tr>
<td>5:15-5:30</td>
<td>W. Curtis Richardson</td>
</tr>
<tr>
<td>5:30-5:45</td>
<td>Alicia Griswold</td>
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<tr>
<td>5:45-6:00</td>
<td>doris davenport</td>
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<tr>
<td>6:15-6:30</td>
<td>Felton Eaddy</td>
</tr>
<tr>
<td>6:30-6:45</td>
<td>Cynthia Watts</td>
</tr>
</tbody>
</table>
1994 School Arts Program
Artists Showcase
Schedule of Performances
as of 5/16/94
(schedule subject to change)

Auditorium:
4:30-4:45     VUKA!
5:00-5:15     Several Dancers Core
5:30-5:45     Barefoot Ballet Manya
6:00-6:15     African Cultural Dance Company
6:30-6:45     Ballethnic Dance Company

Art Room:
4:15-4:30     Dagmar Epsten
5:30-6:00     Phyllis Stapler
6:30-7:00     Mahdi Fakhreddin

Band Room:
4:15-4:30     Pan People Steelband
4:45-5:00     Academy Theatre
5:15-5:30     7 Stages
5:45-6:00     Vagabond Puppet Theatre
6:15-6:30     Georgia Mountain Theatre
6:45-7:00     Georgia Shakespeare Festival
Chorus Room:

4:15-4:30    Beth Heidelberg
4:45-5:00    Music Is Magic
5:00-5:15    Jomandi Productions
5:15-5:30    Atlanta Street Theatre
5:45-6:00    Dr. Tom & Seus
6:00-6:15    Atlanta Opera Studio

ROTC Room:

4:15-4:30    Temujin Ekunfeo
4:30-4:45    Akbar Imhotep
4:45-5:00    Robert Todd
5:15-5:30    W. Curtis Richardson
5:30-5:45    Alicia Griswold
5:45-6:00    doris davenport
6:15-6:30    Felton Eaddy
1994 School Arts Program
Artists Showcase
Schedule of Performances
as of 5/23/94
(schedule subject to change)

**Auditorium:**

4:30-4:45  VUKA!
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Chorus Room:

4:15-4:30  Atlanta Street Theatre
4:45-5:00  Music Is Magic
5:00-5:15  Jomandi Productions
5:15-5:30  Beth Heidelberg
5:45-6:00  Dr. Tom & Seus
6:00-6:15  Youth Ensemble of Atlanta

ROTC Room:

4:15-4:30  Temujin Ekunfeo
4:30-4:45  Akbar Imhotep
4:45-5:00  Robert Todd
5:15-5:30  W. Curtis Richardson
5:30-5:45  Alicia Griswold
5:45-6:00  doris davenport
6:15-6:30  Felton Eaddy
1994 School Arts Program  
Artists Showcase  
Registration Confirmation  
as of 5/2/94

Display Tables ONLY:

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<th>Artist/Organization</th>
<th>Contact Person</th>
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<td>African Dance Connection</td>
<td>Barbara Sullivan</td>
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<td>Kane &amp; Keeton</td>
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<td>Young Audiences</td>
<td>Ann Alperin</td>
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Performance ONLY

| W. Curtis Richardson                 | W. Curtis Richardson                 |
## 1994 School Arts Program
### Artists Showcase
#### Registration Confirmation
as of 5/2/94

Performances/Presentations & Display Tables:

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<td>Michele McNichols</td>
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<td>Ballethnic Dance Company</td>
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<td>Barefoot Ballet Manya</td>
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<td>Tom Pierce</td>
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<td>Ajamu Nyomba</td>
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<td>Robert Todd</td>
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<td>Akbar Imhotep</td>
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<td>Kitty Roberson</td>
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<td>VUKA!</td>
<td>Charlotte Cameron</td>
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### 1994 School Arts Program

**Artists Showcase**

**Registration Confirmation**

as of 5/9/94

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1994 School Arts Program
Artists Showcase
Registration Confirmation
as of 5/16/94

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MEMORANDUM

May 17, 1994

TO: Michele McNichols
Atlanta Street Theatre

FR: Chris Jones
SAP Showcase Producer

As per my conversation on 5/16 with your representative, Toni, this is your confirmation for re-scheduling your performance time at the SAP Showcase on Friday May 27 at Tri-Cities High School. Please make note of the changes. Thank you.

FROM:

5:15-5:30 p.m. in the Chorus Room

TO:

4:15-4:30 p.m. in the Chorus Room

cc: Elena Ronquillo
Shantras Lakes
MEMORANDUM

May 17, 1994

TO: Amy Atwell
   Georgia Shakespeare Festival

FR: Chris Jones
   SAP Showcase Producer

RE: Showcase performance schedule

As per our conversation on 5/17, this is your confirmation for re-scheduling your performance time at the SAP Showcase on Friday May 27 at Tri-Cities High School. Please make note of the changes. Thank you.

FROM:

6:45-7:00 p.m. in the Band Room

TO:

4:15-4:30 p.m. in the Band Room

cc: Elena Ronquillo
    Shantras Lakes

Amy,

Thanks again for agreeing to the change. See you at the Showcase.

Chris
March 28, 1994

Chris Jones, Producer
School Arts Program
Fulton County Arts Council
141 Pryor Street Sw
Atlanta, GA 30303
Fax 404-730-5798

Dear Chris,

Thank you for allowing Rubicon Pictures to bid on the School Arts Showcase this May 27, 1994. I have attached a breakdown of costs and staff for your investigation.

If you have any questions on this or if there are any changes to the program that I would need to address, I hope you will contact me. I may be reached at 404-378-0841 or fax 404-373-0167.

Sincerely yours,

John R. Williams
Fulton County Arts Council  
School Arts Program Showcase  
Tri-Cities High School  
Event Date: May 27, 1994

Auditorium Production Support

Technical Director-Floater  
Lighting Board Operator  
Sound Board Operator  
Stage Manager

Commons-  
20 20A cables with breakouts

ROTC Room-presentations  
1 Tech Staff  
Small sound system  
Tape Deck  
2 mics

Band Room-presentations  
1 tech staff-includes chorus room  
Small sound system  
Tape Deck  
2 mics

Chorus Room-presentations  
Tech staff from band room  
Small Sound System  
Tape Deck  
2 mics

Art and Industrial Room-no support indicated

9 walkie talkies  
1 CD player-P/C

Prices include delivery, set-up, operate, tear-down and remove.

Price $2200.00
April 5, 1994

John Williams
Rubicon Pictures
242 Howard St., SW
Atlanta, GA 30317

Dear John,

It was a pleasure speaking with you about the School Arts Program (SAP) Artists Showcase. The input that you shared with me from the viewpoint of a program artist was indeed valuable and gave me additional insight on how to better serve the needs of the artists in SAP with an event such as Showcase.

Your timely submission of an estimate from Rubicon Pictures to be the provider of technical services for Showcase was appreciated. Our office has evaluated each estimate that was submitted on a basis of feasibility and practicality for SAP and Showcase. However, I regret to inform you that your organization was not selected as the provider of these services for the event.

Our office certainly hope that you still plan on participating in Showcase and we look forward to seeing you there. Once again, I would like to thank you for your continuing interest and support in SAP.

Respectfully yours,

Christopher Jones
SAP Showcase Producer

cc: Elena Ronquillo
April 27, 1994

TO: SHANTRAS LAKES
FULTON COUNTY ARTS COUNCIL

FROM: LOUIS BAILEY
THIRD WORLD PRODUCTIONS
S.S. # 570-76-3673

RE: INVOICE FOR SPRING SHOWCASE

The following is a request for payment for the Arts Showcase to be held this spring at Tri-Cities High School. If there are any problems please let me know ASAP. My number is 768-1200 or 833-4025 pager. Thank you for the opportunity to do business with you and I look forward to a successful program. Do Good.

EQUIPMENT COSTS

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<tr>
<td>Main Stage</td>
<td>(2 floor mics @ $30/p/mic, 4 extra mics with stands @ $6.50/p/mic)</td>
<td>$86</td>
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<tr>
<td>Chorus Room</td>
<td>2 mics, P.A. with cassette</td>
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<tr>
<td>ROTC Room</td>
<td>2 mics, P.A. with cassette</td>
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<tr>
<td>Band Room</td>
<td>2 mics, larger P.A. with cassette</td>
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<td>10 - 25ft a.c.</td>
<td>($2.50/p/cord)</td>
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<td>5 - 50ft a.c.</td>
<td>($3.50/p/cord)</td>
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<td>6 - 4 way a.c. boxes</td>
<td>($3.75/p/box)</td>
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<td>9 - Walkie-Talkies</td>
<td>(25p/walkie)</td>
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<td>Contingency</td>
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Please make check payable to: Third World Productions

Thanks for the opportunity to work with you...
April 27, 1994

TO: SHANTRAS LAKES
FULTON COUNTY ARTS COUNCIL

FROM: LOUIS BAILEY
THIRD WORLD PRODUCTIONS
S.S. #570-76-3673

RE: INVOICE FOR SPRING SHOWCASE

The following is a request for payment for the Arts Showcase to be held this spring at Tri-Cities High School. If there are any problems please let me know ASAP. My number is 768-1200 or 833-4025 pager. Thank you for the opportunity to do business with you and I look forward to a successful program. Do Good.

PERSONNEL COSTS

Audio Engineer/Coordinator ($140p/da x 1.5da) $210
Lighting Director ($125p/da) $125
Ass't Coordinator/Prod. Assistant ($100p/da x 1.5da) $150
4 - Technical Assistants ($90p/da) $360

Total Due ------- $845

Please make check payable to: Third World Productions

Thanks for the opportunity to work with you...

Sincerely yours,

Louis "Bolaji" Bailey
April 7, 1994

Louis Bailey
Third World Productions
4300 Sloop Way
College Park, GA 30349

Dear Louis,

Thank you for your timely submission of a estimate from Third World Productions to be the provider of technical services for the School Arts Program (SAP) Artists Showcase. Our office has evaluated each estimate that was submitted on a basis of feasibility and practicality for SAP and Showcase. I am pleased to inform you that your organization has been selected as the provider of these services for the event.

In order to minimize any occurrence of a delay in payment for your services, you must submit an invoice to our office as soon as possible. We are required to give at least 4 weeks lead time for check processing, therefore, a prompt response and submission of an invoice will ensure payment of your services in a timely manner.

Thank you for your time and consideration on this matter. I look forward to a productive and successful relationship.

Respectfully yours,

Christopher Jones
SAP Showcase Producer

cc: Elena Ronquillo
April 13, 1994

Heather Robinson
1704 The Valley
Atlanta, GA 30328

Dear Heather,

Thank you for agreeing to serve as Volunteer Coordinator for the School Arts Program (SAP) Artists Showcase. Our office is pleased that you have consented to be the coordinator of these services for the event.

In order to minimize any occurrence of a delay in payment for your services, please complete and return the enclosed Request for Payment form to our office by April 20, 1994. We are required to give at least 4 weeks lead time for check processing, therefore, a prompt response and submission of the form will ensure payment for your services in a timely manner.

Also enclosed is a copy of your Volunteer Coordinator Agreement. Please review the agreement and if you have any questions or comments, contact me at 730-5792.

Thank you for your time and consideration on this matter. I look forward to a productive and successful relationship.

Respectfully yours,

Christopher Jones
SAP Showcase Producer

Enclosures

cc: Elena Ronquillo
April 12, 1994

Diane Lassila  
921A Ponce de Leon Pl. NE  
Atlanta, GA 30306

Dear Diane,

Thank you for agreeing to serve as production manager for the School Arts Program (SAP) Artists Showcase. Our office is pleased that you have consented to be the provider of production services for the event.

In order to minimize any occurrence of a delay in payment for your services, both yourself and the members of your crew must submit invoices, including addresses and Social Security numbers, to our office by April 18, 1994. We are required to give at least 4 weeks lead time for check processing, therefore, a prompt response and submission of an invoice will ensure payment of your services in a timely manner.

Thank you for your time and consideration on this matter. Should you have any questions or comments, please contact Elena Ronquillo or myself at 730-5792. I look forward to a productive and successful relationship.

Respectfully yours,

Christopher Jones  
SAP Showcase Producer

cc: Elena Ronquillo
MEMORANDUM

May 11, 1994

TO: Diane Lassila
   SAP Showcase Production Manager

FR: Chris Jones
   SAP Showcase Producer

Here are the directions to Tri-Cities along with a copy of the map of the school. If you have any questions, please feel free to contact either Elena or myself at 730-5792.

The Showcase takes place at:

Tri-Cities High School
2575 Harris St.
East Point, GA
404/669-8200

Directions:

Take I-85 to Cleveland Avenue, Exit 22 (north of airport). Turn west on Cleveland (that's a right turn coming from the north, or a left turn coming from the south). You will pass the Fulton County Board of Education Services Building that is located on Cleveland Avenue (on your left) as an indicator that you have made the correct turn. Continue to Norman Berry Drive. Turn right on Norman Berry Drive and continue to Harris Street. Turn right on Harris Street. Tri-Cities High will be on the left.
March 28, 1994

MEMO

TO: Harriet

FROM: Elena

RE: SAP Showcase Draft Budget

In response to your questions concerning the SAP Showcase Budget, all items are estimated at this time. It is important, however, for me to receive approval concerning personnel for running the Showcase, as prospects are being contacted now in order to avoid last minute scheduling problems. In order to book these individuals' time, I will need to be able to tell them their specific fees. I hope that the explanation below clarifies my management of this budget and knowledge of the needs of the event.

1. Producer fee - I requested $1,500 for the Showcase Producer in fall of 1992 after witnessing that Showcase here in the Govt. Building. One reason we had so much trouble getting the final report, thank you letters, and other follow-up completed by the producer was that he had exhausted his salary. In other words, the position was underpaid in relationship to the workload and FCAC expectations. At the time of that request the plan was to hold one Showcase the following year. The two co-producers split the fee and again had exhausted the fee well before completion. The co-producers' received $3.50 an hour each (re: Producer's Showcase 93 Final Report) for the time they spent on last year's Showcase. Granted, this year we are only doing one event, but the energy for set-up does not vary greatly. Once decisions are made, they are duplicated (Roswell High and Tri-Cities High were exact doubles-no significant space variations), such as having the Tech Director provide the same sound system twice. Our current Producer has already proved to have a much more focused work ethic and gives great attention to detail. This is an event of myriad details.

2. Technical Services
Tech Director - This individual will provide the tech crew and equipment.
We have asked for bids from three potential tech directors. The TD meets with the staff, visits the school to survey venues, and is ultimately responsible for the smooth running all technical aspects, including set-up and breakdown. The TD also provides electrical hookups in the cafeteria area for the booking fair.

Tech Assistants - All must be knowledgable in their area (sound or lights). They set up and break down the equipment and also run the equipment during the event.

Both TD and Assistants usually work shows that include weekend (or more than one run). The fee is to cover their availability for the day and evening of May 27 and should be competitive as they cannot take a full weekend job elsewhere, not being available for a Friday performance. All will be assigned student volunteers, so they have to take time to train the young people as they work.

3. Production Crew

Production Manager - We are asking the PM to provide all stage managers, meet with staff and survey the site before the event. We will also have a meeting of PM and Stage & Site Managers before the event.

Stage & Site (Visual Arts) Managers - Will meet with artists as they register for the event to ascertain their specific needs during performance. They will introduce the artists, keep to the schedule, and handle raffles. They are responsible for survey of their space before set-up and see that it is returned exactly before we leave the school. They will also assist on any other set-up and break down (i.e. cafeteria booking area) as they are available.

The same professional criteria applies to these as to the TD and Tech Crew in relationship to their availability for a one night stand and working with student volunteers.

Production Assistant - Set-up, breakdown and runner between venues (with raffle tickets, etc.). Last year noted as pipe and drape personnel.

4. Equipment

We are waiting for bids on the needed equipment. $1100 was placed in this category so that we would not fall short. We have 6 venues in the school this year in hopes of spreading out the artists and collapsing the time so we can end earlier (by 7PM instead of 8PM).
### SHOWCASE FCAC 94 BUDGET

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**SHOWCASE TOTAL**: 6650.00
### SHOWCASE 1994 BUDGET

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GRAND TOTAL: $6,650
# SHOWCASE 1994 BUDGET
Revised 4/12/94

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Equipment (P.A. systems, cords and boxes, tape decks, mics, walkie talkies, contingency) $881

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**GRAND TOTAL** $5,650
## SHOWCASE 1994 BUDGET
Revised 4/28/94

### Producer

$1,500

### Technical Services

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### Production Crew

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Total $3,405

### Equipment

Equipment (P.A. systems, cords and boxes, tape decks, mics, walkie talkies, contingency) $881

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Total $2,245

GRAND TOTAL $5,650
SHOWCASE 1994 BUDGET
Revised 6/6/94*

Professional Services

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* See ledger sheets for running balances and details of expenditures.

** Eliminated one presentation venue due to lack of participation from visual artists.
SHOWCASE 1994 BUDGET  
Revised as of 6/6/94***

Equipment Rent & Lease  
Food/Provisions

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GRAND TOTAL $5,650.00

* Changed due to the department's purchase of easels.

** Changed to include ARTS logo.

*** See ledger sheets for running balances and details of expenditures.
### Professional Serv

**ACCT #: 1160**  
A M C J N

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**Total:** $2000

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*BUDGET 1994 Showcase*
**Showcase Budget**

**Equip. Rent: Lease**

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April 18, 1994

TO: James

FROM: Elena

RE: Showcase Purchasing Pre-Approval Forms

Attached please find Pre-Approval Forms with original invoices attached for the following showcase expense items:

Ballons Over Atlanta - $56.40
Cherry Convention Services, Inc. - $230.00
Heather D. Robinson (Volunteer Coordinator) - $200.00
Louis Bailey (Technical Director, Technical Crew, Production Assistant, Equipment) - $1,726 total ($845 Personnel, $881 Equipment)
Diane Lassila, Production Manager - $200.00
Cherie Carson, Stage/Site Manager - $100.00
Douglas Scott, Stage/Site Manager - $100.00
Jim Chappeleaux, Stage/Site Manager - $100.00
Sherman Stewart, Security - $80.00
Curtis Gibson, Security - $80.00

We expect to receive the rest of the invoices before the end of the week and will submit them as we receive them. Still to come are the food service invoice, three stage/site manager agreements and signage expenses. We will charge our copies at Kinko's on the established account (sign blow-up).

Please let me know if you need further information.

cc: Harriet Sanford
MEMORANDUM

April 20, 1994

TO: Ross Mellilli
Finance

FR: Harriet Sanford
Arts and Culture

RE: Payment Processing

Enclosed, please find invoices and payment vouchers for payment to the following School Arts Program (SAP) contractors:

Balloons Over Atlanta $56.40
Cherry Convention Services, Inc. $96.00
Heather D. Robinson (Volunteer Coordinator) $200.00
Louis Bailey (Technical Director, Technical Crew, Production Assistant, Equipment) ($845 Personnel, $881 Equipment) $1,726.00 total
Diane Lassila, Production Manager $200.00
Cherie Carson, Stage/Site Manager $100.00
Douglas Scott, Stage/Site Manager $100.00
Jim Chappeleaux, Stage/Site Manager $100.00
Sherman Stewart, Security $80.00
Curtis Gibson, Security $80.00

If at all possible, please arrange for our staff to pick-up these checks on Friday, May 20, 1994.

Thank you in advance for your assistance. If you have any questions, please call James Reese at x5795.

cc: Myric Thompson
Elena Ronquillo
James Reese
Shantras Lakes
MEMORANDUM

April 20, 1994

TO: Nancy McDonald
   Purchasing

FR: James Reese
   Arts and Culture

RE: Payment Processing

Enclosed, please find vendor code requests for addition to the School Arts Program (SAP) contractors for payment of services to SAP Showcase.

Alex Roberts
2575 Harris St.
East Point, GA 30344
SS# 262-31-8871

Advertising That Works
2947 Legion Way
East Point, GA 30344
Federal ID# 58-1733021

Thank you in advance for your assistance. If you have any questions, please contact me at x5795.

cc: Harriet Sanford
    Myric Thompson
    Elena Ronquillo
    Shantras Lakes
SCHOOL ARTS PROGRAM

Request For Payment

Instructions: Please complete the following information to request payment for 1994 SAP Showcase.

Name: Louis Bailey

Address: 4300 Sloop Way

Social Security Number: 570-76-3673

Phone: Day 908-9545 Evening 768-1200

I hereby request payment in the amount of $1,726 for Technical Services for 1994 SAP Showcase

I hereby certify that the statement of services rendered is true and correct to the best of my knowledge and belief.

Contractor's Signature

Date: 4/18/94

Approved for payment by:

Fulton County Arts Council Staff

Date
Purchasing Pre-Approval Form

Item: Reimbursement Form for SAP Producer Fee

Amount: $750

Date: 4/5/94

Account #: 1160

Was item in approved budget? Yes X No

If no, how will item be paid for? SAP reimbursement for Showcase Producer 1st 50% of payment

Description: SAP reimbursement for Showcase Producer 1st 50% of payment

Requestee: [Signature] 4/5/94

Authorized: [Signature] Date: [Signature]
CONTRACTOR'S REQUEST FOR REIMBURSEMENT

PLEASE FILL OUT ONE FORM FOR EACH CONTRACT AWARDED.

CONTRACTOR: Christopher Jones

CONTACT: Elena Ronquillo PHONE: 730-5786

MAILING ADDRESS: 3566D Meadow Glen Village Lane
NEW? Doraville, GA 30340

FEDERAL ID/SOCIAL SECURITY #: 438-02-9636

PROJECT TITLE: School Arts Program Artists Showcase

TYPE OF CONTRACT: SAP CONTRACT AMOUNT: $1,500

AS PER CONTRACT, PLEASE COMPLETE ONE OF THE FOLLOWING:

50% INITIAL PAYMENT

% SECOND PAYMENT (PROGRESS REPORT ATTACHED)

% THIRD PAYMENT (PROGRESS REPORT ATTACHED)

% FINAL PAYMENT (FINAL REPORT ATTACHED)

100% ONLY PAYMENT (FINAL REPORT ATTACHED)

AMOUNT OF PAYMENT: $750

SIGNATURE OF CONTRACTOR

DATE: 4/4/94

PRINT NAME

-------------------FULTON COUNTY USE ONLY-------------------

REVIEWED BY (FCAC) / DATE APPROVED BY (FCAC) / DATE
SCHOOL ARTS PROGRAM

Request For Payment

Instructions: Please complete the following information to request payment for 1994 SAP Showcase.

Name: Christopher Jones

Address: 3566 D Meadowglen Village Lane
          Doraville, GA 30340

Social Security Number: 438-02-9636

Phone: Day 730-5792  Evening 270-9136

I hereby request payment in the amount of $750 (First 50% of $1,500 Producer's Fee) as Producer for 1994 SAP Showcase to be held at Tri-Cites High School, May 27, 1994.

I hereby certify that the statement of services rendered is true and correct to the best of my knowledge and belief.

Christopher Jones
Contractor's Signature 5/11/94

Approved for payment by:

Fulton County Arts Council Staff

5/12/94
DEPARTMENT OF ARTS AND CULTURE

PURCHASING PRE-APPROVAL FORM

ITEM: Final payment of SAD Showcase Producer's Fee
AMOUNT: $750
DATE: 6/30/94
WAS ITEM IN APPROVED BUDGET? YES _ NO ___
IF NO, HOW WILL ITEM BE PAID FOR? 

DESCRIPTION: Final 50% of Producer's Fee payable upon receipt of Showcase Final Report to FLAC

REQUESTEE: Shanta S. date 6-30-94
AUTHORIZED: date 7-18-94
March 16, 1994

MEMO

TO: All School Arts Program Artists

FROM: Elena Ronquillo, SAP Coordinator

RE: Artists' Meeting, Directory Updates, Showcase Registration

There are three very important attachments to this memo. Please take the time to go over each and give them your immediate attention. It won't take long to provide us with the information we need and it's very important that we receive the requested information by the deadlines given. Your cooperation is will allow us to keep the program running smoothly. Call the SAP office (730-5792) if you have questions.

We have enclosed your current Artists' Directory page for this year's Artists' Directory Update. Please check your page for any errors. If you have changed or added programs, submit the new information to us by April 18 so that we may make changes in time for reprinting the Directory. Follow the format of the enclosed Directory page in submitting any changes. Be aware of the limited space available (front and back of one page). If you want to duplicate exactly this year's information in next year's Directory, please indicate this to us in writing to our office. Only programs which are listed in the Directory may be booked in Fulton County schools in 1994-95.

The SAP Showcase will be held at Tri-Cities High School (the FC Arts Magnet School) on May 27, 1994. This is necessary as the consensus of the In-School Coordinators is that a spring showcase will be the most useful time for their next year's bookings. We realize the time line is short but feel it is best to have one showcase this spring and then another next spring rather than waiting to showcase next spring only. Your cooperation is greatly appreciated. Next spring there will be one showcase held in North Fulton and one in South Fulton. The enclosed registration form will allow you to reserve presentation and/or display space.

Enclosed is the announcement of the SAP Artists' Meeting at 7 Stages on May 3 at 7:00PM. Your attendance is absolutely necessary for your input into the program and your knowledge of upcoming program changes.
The next SAP Staff Development Training will be held July 18-29 (Monday through Friday) at the Teaching Museum South. More information about the training will follow.

See you at the Study Guide Workshop on March 30, 1994. Call the office if you have not registered and wish to attend.

cc: Harriet Sanford
    Kellene Champlin
    Myric Thompson
SCHOOL ARTS PROGRAM

ARTISTS' MEETING

Tuesday, May 3, 1994
7:00 PM

7 Stages
(Back Door Theatre)
1105 Euclid Avenue
Atlanta, GA

RSVP to SAP Office
730-5792

Call the School Arts Program office if you have suggested agenda items (directions available if needed at same number). Send a representative if you can't come.
MEMORANDUM

March 23, 1994

TO: Veronica Njoku
Assistant Director

FR: Chris Jones
Showcase Producer

RE: Raffle prizes for Showcase

As per your request during our meeting on 3/17 for identifying prospective organizations for raffle prizes for Showcase, I am attaching background/fact sheet information on the event for use in soliciting the prizes. You will also find the list of prospects we discussed for these donations. Let's meet again to establish a deadline date for the organizations to confirm what and if they will donate. If you have any questions or comments, please contact me. Thanks again for all your help.

attachments
FACT SHEET

ARTIST SHOWCASE
School Arts Program
Fulton County Arts Council

WHO: 1994 School Arts Program Artists Showcase

WHEN: Friday, May 27, 1994
4:00 p.m. to 8:00 p.m.

WHERE: Tri-Cities High School
2575 Harris St.
East Point, GA

WHAT: Artists Showcase, sponsored by the School Arts Program (SAP) of the Fulton County Arts Council and the Fulton County Board of Education, will present artists and arts organizations from SAP to In-School Coordinators, teachers, principals, PTA representatives, community leaders, and the general public of Fulton County and metropolitan Atlanta area. This Showcase will enable the participants to discover the importance of SAP and the arts in education in the schools of Fulton County. The showcase will give the educators an opportunity to interact with and view the artists in the program and to familiarize themselves with the procedures to access this program.

HOW: The Showcase will be set up in a "booking fair" fashion. There will be presentations and demonstrations by the artists as well as a display/information area for artists to personally meet and discuss their program with the teachers on a one-to-one basis. The disciplines included will be:

- Dance • Music • Theatre • Folk • Visual Arts • Media • Literature

In an effort to give all artists the opportunity to perform in appropriate educational cultural facilities, the presentations will take place at Tri-Cities High School, the arts magnate school of Fulton County. The school has just opened its theatre and music wing that includes a new 500 seat auditorium, and will give school personnel and the general public an opportunity to view the magnet school's new facilities.

INFO: SCHOOL ARTS PROGRAM
FULTON COUNTY ARTS COUNCIL
404/730-5792
Organization Prospect List
Raffle Prizes
1994 Artists Showcase

7 Stages
522-0911

Abernathy Arts and Crafts Center
303-6172

High Museum of Art
898-9540

Horizon Theatre
584-7450

Jomandi Productions
876-6346

National Black Arts Festival
730-7315

Theatre of the Stars
252-8960
March 25, 1994

TO: SAP In-School Coordinators

FR: Chris Jones, 1994 Showcase Producer

RE: 1994 Artists Showcase

The SAP Showcase will be held on May 27, 1994 at Tri-Cities High School. This is necessary as the consensus of the In-School Coordinators is that a spring Showcase will be the most useful time for next year's bookings. We realize the time line is short, but we feel it is best to have one Showcase this spring and then another next spring rather than waiting to Showcase next spring only. Your cooperation is greatly appreciated. Next spring, there will be one Showcase held in North Fulton and one in South Fulton. The enclosed fact sheet will give you information to distribute to teachers, staff, students, and parents at your school.

Please be sure to bring your 93-94 SAP Directory to the Showcase. We are currently updating the Directory and will distribute the new ones at the beginning of the next school year. New artists into the program will be included by inserts in your registration packets at the Showcase in May.

This a singular once-a-year event with the opportunity for you to meet with artists who excel in a variety of disciplines while uncovering numerous ways to enhance your next year curriculum with arts and cultural programming. Please plan to attend.

Should you have any questions or comments, feel free to contact me at the SAP office at 730-5792.

cc: Elena Ronquillo
Shantras Lakes
Kellene Champlin
March 30, 1994

TO: Fulton County Schools Principals

FR: Chris Jones
    1994 Showcase Producer
    School Arts Program (SAP)

RE: 1994 SAP Showcase

The 1994 Fulton County Arts Council and Board of Education School Arts Program 1994 Artists Showcase takes place on May 27 at Tri-Cities High School beginning at 4:00 p.m. and we invite you to attend!

The Showcase will present artists and arts organizations from SAP to In-School Coordinators, teachers, PTA representatives, community leaders and the general public of Fulton County and metropolitan Atlanta area. The Showcase will enable the participants to discover the importance of SAP and arts in education in the schools of Fulton County. The Showcase will give the educators an opportunity to interact with and view the artists in the program and to familiarize school personnel with the procedures to access this program. It will also give everyone the opportunity to view Tri-Cities, arts magnet school of Fulton County, and its new theatre and music wing that includes a 500 seat auditorium.

The Showcase will be set up in a "booking fair" fashion with presentations and demonstrations by the artists as well as a display/information area for artists to personally meet with teachers on a one-to-one basis.

This is a singular, once-a-year event with an extraordinary opportunity for you and members of your school's community to associate with artists who excel in a variety of arts disciplines with numerous ways to enhance your next year's curriculum with arts and cultural programming. We would like to extend a special invitation this year to PTA representatives to attend as well as your In-School Coordinators (ISC) and you! Please encourage your staff, parents and their families to attend. Don't miss it!!

Should you have any questions or comments, please feel free to contact me at 730-5792.

cc: Elena Ronquillo
    Kellene Champlin
    SAP In-School Coordinators
    PTA Presidents
    Fulton County Board of Education
MEMORANDUM

April 13, 1994

TO: Judith Lunsford
   Atlanta-Fulton Public Library

FR: Chris Jones
    1994 Showcase Producer
    School Arts Program (SAP)

RE: 1994 SAP Showcase

As per our conversation on 3/28, I am submitting the information you require in determining if the library will be able to provide video services for the Fulton County Arts Council and Board of Education School Arts Program 1994 Artists Showcase which takes place on May 27 at Tri-Cities High School, 2575 Harris St., East Point, from 4:00 p.m. to 8:00 p.m.

The Showcase will present artists and arts organizations from SAP to principals, teachers, parents, PTA representatives, community leaders and the general public of Fulton County and metropolitan Atlanta area. The Showcase will enable the participants to discover the importance of SAP and arts in education in the schools of Fulton County. The Showcase will give the educators an opportunity to interact with and view the artists in the program and to familiarize school personnel with the procedures to access this program. It will also give everyone the opportunity to view Tri-Cities, the Arts Magnet school of Fulton County, and its new theatre and music wing that includes a 500 seat auditorium.

SAP would like to use your services for documenting the event. The specifications we would like are:

- have the event recorded with 3/4 in. tape
- footage of persons at the event, therefore, place of cameras will most likely be in the hallways and in performance venues to video the audience attending the event
- editing, if possible
- interviews and please advise who would provide scripting, if needed
- 2 cameras

Should you have any questions or comments, please feel free to contact me or Elena Ronquillo at 730-5792.

cc: Elena Ronquillo
    Susan Petit
    Myric Thompson
Interview Questions
for Taping of
SAP Showcase

1. What was your favorite performance at Showcase today?

2. Do you feel that the School Arts Program is a worthwhile project?

3. How important is the arts in education?

4. Do you wish there was a program like the School Arts Program when you were in school?

Questions can be asked to the following:

Parents
Teachers, particularly the In-School Coordinators (ISCs) for SAP
Participating Artists
Principals
Students
PTA representatives
MEMORANDUM

April 18, 1994

TO: Susan Petit

FR: Chris Jones

SAP Showcase Producer

RE: Press releases for Showcase

As per our meeting on 3/18, I am submitting the press releases to you today as you requested. I have sent a memo to Judith Lunsford at the library, which I sent you a copy, about videotaping the event and I am still waiting to hear from her. I will begin work on a flyer this week, and I am considering doing a PSA which I should have completed in the next couple of days. Questions? Comments? Please feel free to call me.

Attachments
FOR IMMEDIATE RELEASE
CONTACT: Susan Petit
730-5780

ARTS EDUCATION PROGRAM TAKES THE SPOTLIGHT

(ATLANTA--4/18/94)--Arts in education will take the spotlight with the 10th annual Fulton County Arts Council and Board of Education School Arts Program (SAP) Artists Showcase on Friday, May 27 at Tri-Cities High School from 4-8 p.m.

SAP Artists Showcase presents artists and arts organizations from the program to teachers, principals, PTA representatives, community leaders, and the general public of Fulton County and metropolitan Atlanta area.

The showcase gives the educators an opportunity to familiarize themselves with the procedures to access the program through artistic performances and demonstrations, while enabling other audience members to discover the experience of SAP and arts in education in Fulton County schools.

The School Arts Program grew out of a collaboration ten years ago between the Fulton County Arts Council and Fulton County Board of Education to provide creative contact between professional artists and students in the 53 schools and 2 teaching museums of the Fulton County school system. The program receives support from appropriations through the Fulton County Board of Commissioners as well as the countless number of teachers, school administrators, parents and members of the community who want to see the program’s continued success in the schools. The program depends on the communication of SAP artists and In-School Coordinators, who use The Showcase as a way of determining which artists will be best to partner with the already existing curriculum in the schools.

-more-
In fact, it is these types of partnerships that drive SAP. One such partnership is that of sculptor Jeff Mather, who combines his work with that of choreographer Robin Williams, in defining space in permanent and transient art forms. Mather and Williams teach students to explore the similarities between sculpture and dance while combining the fundamentals of geometry and physics.

According to Jack Schultz, chairman of the Arts Council, "presenting art as an interdisciplinary tool for underlining the core curriculum and achieving student academic excellence is a major goal of the School Arts Program." SAP artist Alice Lovelace echoes the sentiments of Schultz, stating that "Fulton County is the only school district in Georgia to explore the combination of art with the core curriculum through the training of both teachers and professional artists." Lovelace, a poet and teacher herself, is the recipient of the 1993 City of Atlanta Mayor's Fellowship in Literature and has been an active participant with SAP since its inception. She has seen this innovative approach to arts education evolve through the creative leadership provided by both the Arts Council and Board of Education.

Featured performers at the showcase will include Atlanta Street Theatre performing "You Gonna Hang or What," a short play addressing the issue of peer pressure; musical presentations from Bruce Bernstein involving different themes with various musical instruments and the Pan People Steelband featuring an assortment of music interspersed with information on Caribbean history and culture; storytelling from Temujin Ekunfeo and Cynthia Watts; traditional West African dance and music from African Cultural Dance Company and Barefoot Ballet Manya; poetry readings from doris davenport; and a sculpey demonstration from Phyllis Stapler that includes cane making, marbleizing and millefiori.

"This is the kind of program that fosters an understanding and appreciation of the arts in education," says Elena Ronquillo, program coordinator. "The Showcase is one way of providing outreach for support to SAP from parents, PTA reps, and others who are interested in seeing the arts survive as a basic component in the curriculum of the county's schools."

-more-
It is with this idea that SAP chose to present the showcase at Tri-Cities High School, the arts magnet school of Fulton County. The school has just opened its theatre and music wing that includes a new 500 seat auditorium, giving school personnel and the general public an opportunity to view the magnet school's new facilities.

The event is free and open to the public and children are especially invited. For more information contact the School Arts Program office of the Fulton County Arts Council at 730-5792.

# #
FOR IMMEDIATE RELEASE
CONTACT: Susan Petit
404/730-5780

FULTON COUNTY TO SHOWCASE ARTISTS

(ATLANTA--4/18/94)--The Fulton County Arts Council and
the Fulton County Board of Education will present its 10th annual
School Arts Program (SAP) Artists Showcase Friday, May 27 at
Tri-Cities High School from 4-8 p.m.

SAP Artists Showcase presents artists and arts organizations
to teachers, principals, PTA representatives, community leaders,
and the general public of Fulton County and metropolitan Atlanta
area.

The showcase gives educators an opportunity to familiarize
themselves with the procedures to access the program through
artistic performances and demonstrations, while enabling other
audience members to discover the experience of SAP and arts in
education in Fulton County schools.

The showcase will be held at Tri-Cities High School, the arts
magnet school of Fulton County. The school has just opened its
theatre and music wing that includes a new 500 seat auditorium,
giving school personnel and the general public an opportunity to
view the magnet school's new facilities.

The event is free and open to the public. For more
information contact the School Arts Program office of the Fulton
County Arts Council at 730-5792.

##
April 20, 1994

MEMO

TO: School Arts Program In-School Coordinators

FROM: Elena Ronquillo, SAP Coordinator

RE: 1994 SAP Showcase at Tri-Cities High School

As you know, the SAP Showcase will be held at Tri-Cities High School on May 27, beginning at 4:00PM. I have had some response concerning holding the Showcase on the beginning of Memorial weekend. I understand the concern, however, our choice was based on the availability of the school and our wish to provide you with a program Showcase for school year 1994-95. Our next opportunity to hold a Showcase is not until spring of 1995 and I felt it is in the best interests of the program not to allow a school year to go by without a program Showcase.

Remember, if you cannot come we gladly accept anyone else from your school who can attend and/or interested parents. Your commitment is for one four hour time slot which will benefit your school for an entire year. There is only one other SAP requirement for ISC's other than Showcase attendance which is a one hour orientation meeting held each fall. We try to keep your time commitment with us at a minimum because we understand the time you do spend on the program all year. I hope you can find at least one person in your school who can attend if you cannot.

Invite interested parents and their children to attend with your school representative. It can become a fun event if a group comes together. All of our performances and workshops at the Showcase are free and designed for children, so there will be plenty for them to do. For those of you in N. Fulton, Cathy Hodge (640-5321), the North Fulton PTA Council School Arts Representative, has graciously offered to organize car pools from the different N. Fulton schools to the Showcase.

We hope you will share this program with others and celebrate our Fulton County Arts Magnet School at the SAP 1994 Showcase. Even through Fulton County is physically divided into two parts, we can share the arts and our new performance facility at Tri-Cities together.

cc: Harriet Sanford
    Kellene Champlin
    Fulton County School Principals
    North and South Fulton PTA Councils
Memorandum

To: Chairman Skandalakis
   Commissioner Boxill
   Commissioner Darnell
   Commissioner Joyner
   Commissioner Hightower
   Commissioner Lowe
   Commissioner O'Callaghan

From: Harriet Sanford

Date: May 11, 1994

Feel the beat of the Pan People Steel Band, listen to a story by Akbar Imhotep, experience the movement of the African Cultural Dance Company.

You, your staff and your families are cordially invited to attend the Fulton County School Arts Program annual Artists' Showcase on May 27 from 4:00 - 8:00 pm. The Showcase will be held at Tri Cities High School, Fulton County's magnet school for the arts, located at 2575 Harris Street.

The Artists' Showcase presents over 40 artists and arts organizations to the community, parents, principals and the school arts program in-school coordinators. There will be performances, presentations and demonstrations by artists as well as a display area for artists to personally meet and discuss their program with the teachers on a one-to one basis.

The School Arts Program, jointly sponsored by the Fulton County Arts Council and the Fulton County Board of Education, offers creative experiences in all 55 Fulton County schools and to over 45,000 Fulton County School children yearly. There are currently 135 artists and companies represented by the School Arts Program.
Memorandum

To: Myrian Richmond
From: Susan Pettit
Date: May 2, 1994

I am requesting a photographer to cover the School Arts Showcase which will be held on Friday, May 27, 1994 from 4 pm - 8 pm at Tri Cities High School. Each year the Arts Council and the School Arts Program use the photographs taken at the Showcase for the upcoming years promotion.

The schedule of showcase performances and events is still being confirmed but we would like a photographer to stay the bulk of the time to shot black and white prints and color slides. Please call me at x.5780 if you can accommodate this request. Thank you.

cc: Bill Durant
    Christopher Jones
May 17, 1994

Dear Mr. Dorsey,

Attached is an information packet describing the annual Fulton County School Arts Showcase on May 27 from 4:00 - 8:00 pm. A press release, as well as a schedule of performers, is also in the packet. In the past, the Showcase and the Fulton County School Arts Program has attracted press but little media attention. I think this event would make an excellent media feature story in light of the Department of Education's National Education Goals for the Arts and the goal of the Fulton County School Arts Program to incorporate the arts as an integral part of the curriculum.

The Showcase will be held in the new Tri-Cities High School auditorium and surrounding classrooms and will feature 28 performances and 23 artist display tables. The annual showcase is open to the public and parents, and students are especially invited.

The Fulton County School Arts Program grew out of a collaboration ten years ago between the Fulton County Arts Council and the Fulton County Board of Education. In the 1993/1994 school year, the School Arts Program reached over 47,000 Fulton County school children, grades K-12, by offering creative programs from over 130 artists and companies.

The Annual Showcase is a forum for school officials from each school to meet the artists sponsored by the School Arts Program. School officials will also be able to directly book artists for performances and workshops for the 1994/1995 school year.

The Showcase would be an excellent feature for the evening news. The Arts Council would be willing to assist camera crews as well as arranging personal interviews with artists and administrators. Please feel free to contact me at 730-5780 if you have any questions or would like to schedule a story and a camera crew.

Sincerely,

Susan Pettit
Program Development / Public Relations
ARTS EDUCATION TAKES CENTER STAGE

By Edwina Palmer

The 10th Annual School Arts Program Artists Showcase will take center stage on Friday, May 27, from 4:00 until 8:00PM at East Point's Tri-Cities High School located at 2575 Harris Street. Teachers, parents and students are invited to attend.

Each year, the Fulton County Arts Council and the Fulton County Board of Education host the Artist Showcase. This event features over forty artists and includes the disciplines of dance, music, theater, folk, visual arts, media and literature.

There will be presentations and demonstrations by the artists as well as a display/information area for them to personally meet and discuss their program with teachers on a one-to-one basis. Educators will have an opportunity to schedule artists for future engagements.

Featured performers at the showcase will include the Atlanta Street Theater performing “You Gonna Hang or What,” a short play addressing the issue of peer pressure; musical presentations from Bruce Bernstein and the Pan People Steelband featuring an assortment of music interspersed with information on Caribbean history and culture; storytelling from Temujin Ekonfo and Cynthia Watts; traditional West African dance and music from the African Cultural Dance Company and Barefoot Ballet Manya; poetry readings from Doris Davenport and a “sculpey” demonstration from Phyllis Stapler that includes cane making, marbleizing and millefiori.

The School Arts program grew out of a collaboration ten years ago between the Arts Council and the Fulton County Board of Education. This partnership created an opportunity for contact between professional artists and students in the county's fifty-three schools and two teaching museums.

The program receives appropriations from the Fulton County Board of Commissioners and support from countless partners including teachers, school administrators, parents and members of the community.

Another partnership is that of sculptor Jeff Mather, who combines his work with that of choreographer Robin Williams in defining space in permanent and transient art forms. Mather and Williams teach students to explore the similarities between sculpture and dance while combining the fundamentals of geometry and physics.

According to Jack Schultz, chairman of the Arts Council, "A student's education is enhanced with the inclusion of art in the school curriculum."

The Tri-Cities High School is Fulton County's arts magnet school and has just opened its new theater and music wing.

This event is free and open to the public. For more information, call (404) 730-5792.
Showcase connects arts, teachers, public

Feel the beat of the Pan People Steel Band, listen to a story by Akbar Imhotep, or sway to the movement of the African Cultural Dance Company.

These are but a few of the artists who'll perform at the 10th annual Artist Showcase from 4 to 8 p.m. Friday at the Tri-Cities High School — the Fulton County magnet school for the arts. Teachers, art professionals and the public are invited. The event is free.

A project of the Fulton County Arts Council and the Board of Education School Arts Program (SAP), the showcase will present more than 40 artists and arts organizations. There will be presentations by the artists and areas for artists to meet teachers and other interested parties.

Visitors will also be able to view the school's recently opened theater and music wing.

The Tri-Cities High School is at 2575 Harris in East Point.

— Helen C. Smith
WITH FLAIR: Professional sword fighter Mike Sakuta was a popular attraction at the art show at Tri-Cities High School.

Showcase
Tri-Cities High School plays host to artists, performers

By Carlos Williams II
Neighborhood Staff Writer

South Fulton showcased its student artists in the 10th Annual School Arts Program at Tri-Cities High May 27.

The program featured artists from all over South Fulton and also showcased the school's new theater and music wing.

Featured performers included the Atlanta Street Theater, which performed "You Gonna Hang or What?" a short play that addressed peer pressure; musical presentations from Bruce Bernstein and the Pan People Steelband, featuring an assortment of music and information on Caribbean history and culture.

"This program is to showcase artists to other schools," program coordinator Elena Ronquillo said.

Each year, the Fulton County Arts Council and the Fulton County Board of Education host the Artist Showcase. This year alone featured over 40 artists and included dance, music, theater, folk, visual arts, media and literature.

"These representatives are here from all over Fulton, and they will choose performers and artists for next year to use in their programs and special events," Viola Turner, Tri-Cities' director of visual and performing arts program, said.

The program was extended to three showcases this year instead of one to test what is effective.

"We wanted to evaluate the program and try different things," Ms. Ronquillo said. "This is the first year we did this program in a school building. It used to be in the Fulton County Government building downtown, but we decided that since it is a school program it should be in a school."

Also included in the program was storytelling from Temujin Ekunfeo and Cynthia Watts; traditional West African dance and music from the African Cultural Dance Company and Barefoot Ballet Manya; poetry readings from Doris Davenport and a demonstration from Phyllis Stapler that included cane making, marbleizing and millefiori.

The program was a collaboration between the Arts Council and the Fulton County Board of Education and was an opportunity for contact between professional artists and students.

"This program is helpful because students are around professional artists, and this helps them with their training," Ms. Ronquillo said.
The Fulton County SCHOOL arts Program presents

ARTISTS SHOWCASE

Friday, May 27th
4 p.m. to 8 p.m.
Tri-Cities High School
2575 Harris Street
East Point

see
the Atlanta Street Theatre perform

HEAR
the Pan People
Steelband play

and Akbar Imhotep
tell a story.

Experience
the movement of the
African Cultural
Dance Company &
MUCH, MUCH MORE!

AND IT'S ALL FREE &
YOU AND THE
FAMILY ARE INVITED!

FOR MORE INFO, CALL THE FULTON COUNTY ARTS COUNCIL 730-5780
MEMORANDUM

May 24, 1994

To: Harriet
Fr: James
Re: SAP Showcase Banner

I just got off the phone with Kevin Clark of Advertising That Works, the vendor that was originally handling the "Showcase" banner. He says that Chris Jones gave him the "go-ahead" on the banner on May 12, the Arts logo was added and he completed the work last week.

Chris says he told the vendor on Thursday May 19, that we didn't want it done because of the price. By then it was too late and Chris apparently tried to negotiate with him. Chris did not have the proper authorization to give the vendor the "okay" to begin work on the banner after the price change. Mr. Clark is very understanding and wants to resolve this matter.

cc: Susan Pettit
    Elena Ronquillo
    Myric Thompson
    Chris Jones
May 24, 1994

To: Harriet

From: Elena

Re: SAP Showcase Banner

I was surprised to receive the memo from James stating that Chris gave Mr. Clark the go ahead to produce the Showcase banner. This is not the case. One should expect a vendor who has made work without authorization to say that he was given the go ahead when he now has a banner for which he wants to be paid. Chris got authorization to order the banner (Budget Pre-Approval form) and was then informed it needed added art work. He informed Mr. Clark of the change and was given a new price. Chris spoke with Mr. Clark and told him that he had received approval for the artwork (change in design) as amended by Mr. Clark. Mr. Clark stated that he would need an authorizing signature in order to produce the banner. Chris informed him that he would process the form for the signature and submitted the revised Budget Pre-Approval form which was denied. Mr. Clark went ahead with production without the signature he requested and without Chris' knowledge. Chris did not expect production to proceed without the signature requested. Mr. Clark probably went ahead because of the deadline as to when the banner was needed, and simply fit it into his own production schedule.

I am disappointed that the memo was circulated by James without including facts which Chris told him about arrangements with Mr. Clark. Chris did nothing without proper authorization and has been an exemplary team player throughout his time with us. He has taken a tremendous amount of time tracking paperwork and authorizations to complete his job.

My solution to this banner dilemma, as I told Chris yesterday, is to offer Mr. Clark the $95 authorized for the banner since Mr. Clark produced the banner without our OK. This would at least cover his expenses. I would hope to be included, along with Chris, on any attempts at resolution of this unfortunate incident.

cc: James Reese
   Susan Pettit
   Myric Thompson
   Chris Jones
Our facsimile telephone number is (404) 730-5798
School Art Showcase

One color - one typeface/font

Would price change if we provide text or not?

Vinyl/plastic banner
TO: CHRIS JONES
730-5798

FROM: KEVIN CLARK

CHRIS-
THIS IS THE LAYOUT AS PER OUR CONVERSATION.
PLEASE CALL IF YOU HAVE ANY QUESTIONS.
May 27, 1994

The Bearer of this letter is entitled to two (2) complimentary tickets for the 1994-95 Theatre of the Stars season. Contact Chris Manos at 252-8960 to claim this prize. Please be sure to indicate that the prize was won through the 1994 School Arts Program (SAP) Artists Showcase.

Thank you,

Chris Jones
SAP Showcase Producer
FULTON COUNTY SCHOOL ARTS PROGRAM
*General Registration - Sign In*

Please sign in if you would like to receive information about the Fulton County School Arts Program in the future.

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Fulton County School Arts Program
1994 Showcase
In-School Coordinators Registration Sign-In

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Dear Showcase Artist,

Welcome to the Fulton County Arts Council's 1994 School Arts Program Artists Showcase! We are pleased that you are participating in this year's event.

WHAT TO DO

1. Check-in at Registration Table

   *If you are performing/presenting:

2. Check in with your Stage/Site Manager (located at the table near the Registration Table) between 2:30-3:30 p.m.

   *And/or if you are setting up a display table:

3. Go to the Display Table area and set-up.

OVERVIEW

The Showcase takes place from 4:00-7:45 p.m. Artists register from 2:30-3:30 p.m. The overall picture looks like this:

- **Display tables** are located in the Cafeteria/ Commons area, two (2) displays per table. This area is open to the public from 4:00-7:45 p.m.

- **Performances/Presentations** are presented concurrently (see presentation program for details) from 4:15-7:00 p.m. in:

  - **Chorus Room:** Music and Theatre
  - **ROTC Room:** Storytelling and Poetry Readings
  - **Art Room:** Visual Arts Presentations
  - **Band Room:** Music and Theatre
  - **Auditorium:** Dance Performances

- **Raffles:** School Arts Program artists and other supporters have donated a range of items which will be raffled off at several points at the performance/presentation venues during the event.
• **Food:** Food is available from 4:00 to 7:00 p.m. at the snack bar. Also, there will be a Artists Hospitality Room set up in the Teacher's Lounge located adjacent to the Commons area for artists, stage/site managers and technicians only.

**REGISTRATION PACKET TABLE OF CONTENTS**

1. *Map of Showcase Event Site* including locations of display tables and performances/presentations, food/snack bar area and bathrooms.

2. *Schematic of Display Tables* including assignments and arrangement of tables. There will be a volunteer crew in the Commons to help you find your correct table assignment.

3. *Presentation Program* outlining times and locations of artists presentations.

4. *Name Tag:* Please fill in your name and wear it during the entire event.

5. *Evaluation Form:* VERY Important! Please plan time to complete and return this form either at the Registration Table or by mailing to the Fulton County Arts Council/School Arts Program.

**EVENT PERSONNEL**

*Showcase Producer*  
Christopher Jones

*FCAC School Arts Program Staff*  
Elena Ronquillo  
Shantras Lakes

*Technical Director*  
Louis Bailey

*Production Manager*  
Diane Lassila

*Volunteer Coordinator*  
Heather Robinson

We can be identified by name tags indicating us as event personnel. We will be "in action" throughout the event, so if you have any pertinent questions, please feel free to ask. In case of an emergency, notify one of us NOT school personnel. There will always be a staff member at the registration table at all times. Security is on duty from 4:00 until 8:00 p.m. There are also a number of volunteers on hand for the event and can be identified by volunteer name tags.
ADDITIONAL NOTES

• There are a number of signs and balloons around the event site to help you find your way around the school.

• Six (6) new artists/organizations passed the SAP panel process this spring and will be available for SAP bookings in the 1994-95 school year. Five (5) of these artists/organizations are participating in this year’s Showcase. They are:

Alicia Griswold and Felton Eaddy, literary artists/writers;
Southeast Community Cultural Center & VUKA!, South African dance and performance ensemble;
Moving in the Spirit, dance and performance company;
Mahdi Fakhreddin, visual artist.

Please be sure to catch their exciting performances/presentations during Showcase and to visit them at their display/information tables.

• Also, please clean up your area when you are finished. This includes your display table, dressing rooms (if you are performing), performance/presentation sites, and after eating. Your contribution in these areas will help ensure a successful event for everyone involved.

Your participation at this year’s Showcase is appreciated. All the best to you in the upcoming school year with your presentations for the Fulton County School Arts Program!

Respectfully yours,

Christopher Jones
1994 SAP Showcase Producer
Dear In-School Coordinator/School Representative,

Welcome to the Fulton County Arts Council's 1994 School Arts Program Artists Showcase! We are pleased that you are participating in this year's event.

OVERVIEW

The Showcase takes place from 4:00-7:45 p.m. The overall picture looks like this:

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  - *ROTC Room*: Storytelling and Poetry Readings
  - *Art Room*: Visual Arts Presentations
  - *Band Room*: Music and Theatre
  - *Auditorium*: Dance Performances

• **Raffles**: School Arts Program artists and other supporters have donated a range of items which will be raffled off at several points at the performance/presentation venues during the event. Please check the program for times and places. Be sure to sign up for the raffles before leaving registration. **You must be present in order to win prizes.**

• **Food**: Food is available from 4:00 to 7:00 p.m. at the snack bar.

REGISTRATION PACKET TABLE OF CONTENTS

1. *Map of Showcase Event Site* including locations of display tables and performances/presentations, food/snack bar area and bathrooms.

2. *Schematic of Display Tables* including assignments and arrangement of tables.
3. *Presentation Program* outlining times and locations of artists presentations.

4. *Meal tickets* that can used to cash in for food and drink items at the snack bar during the event. Each ticket is worth 25 cents.

5. *Name Tag*: Please fill in your name and wear it during the entire event.

6. *Evaluation Form*: VERY Important! Please plan time to complete and return this form either at the Registration Table or by mailing to the Fulton County Arts Council/School Arts Program.

**EVENT PERSONNEL**

*Showcase Producer*  
Christopher Jones

*FCAC School Arts Program Staff*  
Elena Ronquillo  
Shantras Lakes

*Technical Director*  
Louis Bailey

*Production Manager*  
Diane Lassila

*Volunteer Coordinator*  
Heather Robinson

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Alicia Griswold and Felton Eaddy, literary artists/writers;
Southeast Community Cultural Center & VUKA!, South African dance and performance ensemble;
Moving in the Spirit, dance and performance company;
Mahdi Fakhreddin, visual artist.

Please be sure to catch their exciting performances/presentations and to visit them at their display/information tables.

Your participation at this year's Showcase is appreciated. All the best to you in the upcoming school year with your the Fulton County School Arts Program presentations!

Respectfully yours,

Christopher Jones
1994 SAP Showcase Producer
1994 School Arts Program  
Artists Showcase  
Table Assignments

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<td>Moving In The Spirit</td>
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<td>Pan People Steelband</td>
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<td>VUKA!</td>
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<td>Music Is Magic</td>
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<td>42.</td>
<td>Susie Duncan</td>
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<td>43.</td>
<td>Phyllis Stapler</td>
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<td>44.</td>
<td>Robert Todd</td>
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<td>45.</td>
<td>SCI-Trek</td>
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<td>46.</td>
<td>Pandean Players</td>
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<td>47.</td>
<td>TellTale Theatre</td>
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<td>48.</td>
<td>Temujin Ekunfeo</td>
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<td>49.</td>
<td>The Arts Machine</td>
</tr>
<tr>
<td>50.</td>
<td>Young Audiences</td>
</tr>
</tbody>
</table>
1994 School Arts Program
Artists Showcase
List of Raffle Prizes

Abernathy Arts & Crafts Center:
Four (4) hand crafted mugs

Jomandi Productions:
Juneteenth Celebration T-shirt

Horizon Theatre:
Two (2) sets of complimentary tickets for *A My name is Still Alice*

Academy Theatre:
One complimentary Kids Klub performance/workshop

Barefoot Ballet:
Two (2) Children’s Dance Ensemble T-shirts

Create:
Two (2) Create posters

Pam Beagle-Daresta:
Two (2) original prints

National Black Arts Festival:
NBAF poster

Bisi Adeleke:
African style purse

Tim Arkansaw:
Original Hand Clay sculpture

Atlanta Ballet:
Two (2) complimentary tickets for 1994-95 season

7Stages:
Two (2) complimentary memberships for 1994-95 season

Theatre of the Stars:
Two (2) complimentary tickets for 1994-95 season

Young Audiences of Atlanta:
Eight (8) T-shirts, Four (4) mugs, Three (3) Atlanta Braves posters
Directions:
Please respond to the following questions and return this form to the Registration Table before leaving the event or by mail to the School Arts Program at the Fulton County Arts Council. You may make additional comments on the back of this form or on attached pages.

Name: (optional) ____________________________________________

I am a(n):       _____ Artist        _____ Teacher
       _____ Principal       _____ In-School Coordinator
       _____ Other ____________________________________________

Rating

Rating
Pre-Event Materials
Registration Procedure
Event Materials
Event Location
Displays
Performances/Presentations
Scheduling
Food
Overall of Event

How was Showcase useful to you this year?

What was the most successful part of Showcase?

Least successful?

What are your suggestions for improving the next year's Showcase?
OUR SINCERE THANKS TO
THE FOLLOWING INDIVIDUALS AND
ORGANIZATIONS FOR HELPING MAKE
THIS PROGRAM POSSIBLE...

Debra M. James
James Reese
Verna Jennings
Elena Ronquillo
Shantras Lakes
Tracey Ani
Kellene Champlin
Abernathy Arts & Crafts Center
Jomandi Productions
Horizon Theatre
National Black Arts Festival
Atlanta Ballet
7Stages
Theatre of the Stars
Young Audiences of Atlanta
Gail Centini
Tony Loadholt
Vanessa Ware
Viola Turner
Dr. Herschel Robinson
Tri-Cities Arts Magnet Students
Veronica Njoku

The Fulton County
SCHOOL
arts
Program

ARTIST
Showcase

Friday, May 27th
4 p.m. - 8 p.m.
Tri-Cities
High School
<table>
<thead>
<tr>
<th>TIME</th>
<th>AUDITORIUM</th>
<th>ROTC ROOM</th>
<th>BAND ROOM</th>
<th>CHORUS ROOM</th>
<th>ART ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:30-4:45</td>
<td><em>VUKAI!</em></td>
<td>4:15-4:30 Temujin Eunfeo</td>
<td>4:15-4:30 Georgia Shakespeare Festival</td>
<td>4:15-4:30 Atlanta Street Theatre</td>
<td>4:15-4:45 Dagmar Epstein</td>
</tr>
<tr>
<td>5:00-5:15</td>
<td>Several Dancers Core</td>
<td>4:30-4:45 Akbar Imhotep</td>
<td>4:30-5:00 Academy Theatre</td>
<td>4:30 RAFFLE</td>
<td>5:15 RAFFLE</td>
</tr>
<tr>
<td>5:30-5:45</td>
<td>Barefoot Ballet Manya</td>
<td>4:45-5:00 Robert Todd</td>
<td>5:15-5:30 7Stages</td>
<td>4:45-5:00 Music Is Magic</td>
<td>5:30-6:00 Phyllis Stapler</td>
</tr>
<tr>
<td>5:45</td>
<td><strong>RAFFLE</strong></td>
<td>5:00 RAFFLE</td>
<td>5:45-6:00 Vagabond Puppet Theatre</td>
<td>5:15-5:30 Beth Heidelberg</td>
<td>6:30-7:00 Mahdi Fakhreddin</td>
</tr>
<tr>
<td>6:00-6:15</td>
<td>African Cultural Dance Company</td>
<td>5:30-5:45 Alicia Griswold</td>
<td>6:15-6:30 Georgia Mountain Theatre</td>
<td>5:30 RAFFLE</td>
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<tr>
<td>6:30-6:45</td>
<td>Ballethnic Dance Company</td>
<td>6:00 RAFFLE</td>
<td>6:15-6:30 Georgia Mountain Theatre</td>
<td>5:45-6:00 Dr. Tom &amp; Seus</td>
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<td>6:30-6:45</td>
<td></td>
<td>6:00 RAFFLE</td>
<td>6:30 RAFFLE</td>
<td>6:00-6:15 Youth Ensemble of Atlanta</td>
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<td>6:45-7:00</td>
<td></td>
<td>6:15-6:30 Felton Eaddy</td>
<td>6:45-7:00 Pan People Steelband</td>
<td>6:45-7:00 Youth Ensemble of Atlanta</td>
<td></td>
</tr>
</tbody>
</table>
MEMORANDUM

May 9, 1994

TO: James

FR: Chris

RE: Pick-up and delivery of sign holders and easels for SAP Showcase

As per our conversation on 5/6, I am confirming your commitment to picking up and delivering the chrome sign holders and easels (from FCAC's office) to be used as signage for SAP Showcase on Friday May 27 at Tri-Cities High School in East Point. The sign holders will be ready for pick-up from the vendor, Cherry Convention Services, at 12:00 p.m. on Friday, May 27. You are then to deliver the easels and sign holders to Tri-Cities High School's auditorium lobby by 2:00 p.m. the same day. The easels and sign holders will be stored at the school for your pick-up on Tuesday, May 31 for the sign holder's return to Cherry Convention Services by 4:00 p.m. the same day and the easels' return to FCAC's office.

Directions:

To Tri-Cities School
2575 Harris St., East Point, 669-8200

Take I-85 South to Cleveland Avenue, Exit 22 (north of airport). Turn right on Cleveland. You will pass the Fulton County Board of Education Services Building that is located on Cleveland Avenue (on your left) as an indicator that you have made the correct turn. Continue to Norman Berry Drive. Turn right on Norman Berry Drive and continue to Harris Street. Turn right on Harris Street. Tri-Cities will be on the left.

To Cherry Convention Services
3866 Oakcliff Industrial Court, Doraville
Contact Person: Ann Gilbert 242-5955

Take I-85 North to Northcrest Road (at Spaghetti Junction). Turn left at light on Northcrest Road. Cross I-85 overpass and continue on Northcrest to Oakcliff Road (this will be the 3rd traffic light). There will be a large Volvo/GMC sign on the corner. Turn right on Oakcliff Road. Continue on Oakcliff Road until you see the Bellman Carpets building on the left. There is a drive just on other side of this building that is Oakcliff Industrial Court, which leads to Cherry. The building number is # 7 and will be on the left.

Thank you for your contribution in helping to ensure the success of Showcase this year.

cc: Harriet Sanford
Myric Thompson
Elena Ronquillo
Shantras Lakes
WELCOME TO THE

1994 SCHOOL ARTS PROGRAM

ARTISTS SHOWCASE !!!
BAND ROOM

>>> 

CHORUS ROOM

>>> 

ART ROOM >>>
APPENDIX VI

SHOWCASE PRODUCER’S FINAL REPORT
AND
SAP COORDINATOR’S COMMENTS ON PRODUCER’S FINAL REPORT
EVENT STRUCTURE

OVERVIEW

The 1994 School Arts Program (SAP) Artists Showcase took place on Friday, May 27, 1994 from 4:00-8:00 p.m. at Tri-Cities High School in East Point, GA. There were 51 participating program artists representing individuals and organizations in the visual and performing arts. 27 of these artists and organizations presented performances and demonstrations in the event's 5 venues and 49 participated in the Display/Information area. The overview of activities on the day of the event looks like this:

1:00 p.m. : Event personnel arrives
2:30-3:30: Artist Registration
4:00-6:30: In-School Coordinators (ISC)/School Representatives and General Audience Registration
4:00-7:00: Food served from the Snack Bar to In-School Coordinators, volunteers and the general public and Artist Hospitality Room is open
4:00-7:45: Display/Information Area open, 2 artists/organizations per table (in the Commons/Cafeteria)
4:15-7:00: Performances/Presentations in venues:

Chorus Room: Music and Theatre
ROTC Room: Storytelling and Poetry Readings
Art Room: Visual Arts Presentations
Band Room: Music and Theatre
Auditorium: Dance Performances
Also, prizes were raffled at scheduled intervals during the event at all venues.

Location

This was the second year that Showcase was held in a Fulton County school. The decision to move Showcase from the Government Center into the schools, where SAP's programs actually take place, was a good one. The support that the schools give in terms of staff assistance and event site/performance facilities are invaluable. Equipment provided by the schools are things that would otherwise have to be purchased or leased, straining already tight budget constraints and decreasing the success of the event or for that matter, SAP itself.

The event was held at Tri-Cities High School, the arts magnet school of Fulton County. The school was an excellent site for the event, providing the atmosphere needed for encouraging the support of artistic endeavors such as Showcase. Unlike last year, the school has completed and opened its new auditorium, giving Showcase artists an excellent venue in which to perform. Because the auditorium was open, it confined most of Showcase activities to one end of the school. The only minor disadvantage of the school's spatial configurations was that there wasn't an entrance from the school's inner hallway to the auditorium. ISCs and members of the general public actually had to enter the auditorium from the outside of the school (see attachment of school map for reference). The only entrance to the auditorium from the inner hallway of the school was a backstage entrance for performers. However, with the appropriate signage and maps of the school in registration packets, this inadequacy was minimized. But overall, the school's facilities are excellent and the school's faculty and staff that event personnel came into contact with were very helpful and courteous.

Scheduling

Considerations for Showcase scheduling include two major factors:

Date and Time of the event:

When evaluations from the previous year's Showcase indicated that the ISCs had a preference for the event to be held in the spring, the move was to find a suitable site and date for Showcase. SAP staff, in
consultation with the Showcase Producer, decided that May would be the most feasible time. Since Tri-Cities was one of the event sites last year (Showcase was a two day event), it only seemed natural to return there. As mentioned earlier, it is the arts magnet school of the county and it had just opened its new auditorium. When determining the actual date of Showcase, consideration was given to the fact that ISCs said that they preferred to not have Showcase on a school night if it was to be an evening affair. Therefore, the move was to schedule the event on Friday. However, the only Friday available in May was the Friday preceding the Memorial Day weekend. This posed a challenge for SAP staff and the Producer, and was the most obvious reason for the less than adequate attendance at the event. (This year 23 ISCs attended Showcase at Tri-Cities, compared to 26 in attendance last year.)

Another factor in determining the day of the event was the timeline given to coordinate and stage the event. The information that was compiled in determining that event needed to be moved to the spring did not prove to be conclusive until early February. The Showcase was two days last year, at two separate sites. Because the timeline was significantly shorter, it was decided to only hold the event at one site. The fact that the budget was cut by more than 15% from the previous year only reinforced that Showcase should take place at only one event site instead of two. Scheduling considerations due to budgetary constraints will be further discussed in the section Funding.

Performances/Presentations Schedule:

The schedule of performances/presentations was directly impacted by the fact that the school was not accessible to event staff for set-up until 2:30 p.m. Of course the obvious reason was that classes were still in session, and most of the venues used for Showcase were classrooms. The greatest problem that this posed was the short time period the technical crew had to set-up for sound and lighting. This meant that if problems had arisen, there was not enough time to correct any major problems for technical needs. Fortunately, there were not any serious problems and the technical crew handled all lighting and sound needs adequately. But it is still strongly suggested that additional time should be arranged for technical set-up if possible. As with most event planning, contingency time is crucial and should always be built into any event schedule. The alternative of course, is to schedule the event later in the day. SAP
may need to create some type of survey/evaluation again to establish if this is a feasible solution. However, SAP artists regularly perform their programs under these conditions in the schools. But in spite of this, more appropriate venues could be sought in order to overcome such shortcomings for a special event like Showcase. This again is a funding matter and will be further discussed in the section Funding.

Another aspect of scheduling were the actual schedules of the performances/presentations at each of the sites. Performing artists had a maximum of 15 minutes at each venue, which included set-up and strike. Visual artists had a maximum of 45 minutes for set-up and breakdown. The longer time period was allowed for visual artists because of the nature of their presentations, which naturally require more time. Performing artists were urged to limit their performances to a maximum of 10 minutes and visual artists had a maximum of 30 minutes. The sites basically remained on schedule and there were not any serious delays at any of the venues.

A special note here is about the disparity of participation between performances by the performance artists and the presentations of the visual artists. Since last year, when visual arts presentations were first incorporated into Showcase's schedule, there has not been a significant number of participants at the visual arts presentations. A possible idea for bringing in more participation to these presentations could be to get more involvement from the art teachers from each of the schools, particularly the visual arts teachers. There could be some type of incentive offered to students to participate in the visual arts presentations, perhaps extra credit for a report and/or the creation of some type of work from the presentations. This could be a good way to get more parents involved also; parents could accompany their children on this special "learning event" and at the same time expose the parents to SAP with Showcase. This could definitely increase the parents' awareness of SAP, arts in education, and education programs that are at work in their children's classrooms.

Food/Provisions

Food was sold at the school's snack bar and tickets were distributed to ISCs/School Representatives, volunteers, and event staff that were redeemable for 25 cents each, with eight (8) tickets distributed to
each person. The menu consisted of the usual snack bar fare. This arrangement proved adequate for the participants at the event.

A new idea that seemed to work well this year was the inclusion of an artists' hospitality room that was located adjacent to the Display/Information area. Since this was the area where the majority of the artists would spend the evening, the room was placed in the nearby faculty/staff lounge. The artists liked the idea, but the quantity of food seemed inadequate because the food ran out quickly. Even though the cafeteria manager prepared the food, the best way to improve on this idea is to perhaps have some funds in advance and purchase the food direct from a supermarket that does catering. This would eliminate the "middleman" and with the proper coordination, this is an area that can be staffed by volunteers, including set-up and breakdown. More on Food/Provisions ideas in the section on Funding.

EVENT PERSONNEL AND STAFFING

Event personnel consisted of:

Producer
Christopher Jones

FCAC School Arts Program Staff
Elena Ronquillo
Shantras Lakes

Technical Director
Louis "Bolagi" Bailey

Production Manager
Diane Lassila

Volunteer Coordinator
Heather Robinson

Additional personnel on the day of the event also included:

two (2) security persons
five (5) site/stage managers
one (1) assistant tech coordinator
one (1) lighting technician
four (4) sound technicians
There was also assistance from Viola Turner, Arts Magnet Program Coordinator and the school's ISC and contact person, the custodial staff, and a number of volunteers, mostly students from the school's arts magnet program. Also on hand to assist with registration of program participants was FCAC staff member, Vanessa Ware.

A brief discussion of the major personnel positions follows:

Producer

Aside from the duties that were outlined in the Producer's Agreement (see Attachments), the tasks performed generally required great attention to details, ability to supervise and coordinate effectively and work well under pressure. A variety of things can occur at the last minute, but with a very well coordinated plan and professional staff, most any situation can be resolved in a quick and efficient manner.

The next year's producer can consult with the 1994 Showcase files to get a feel for the type of responsibilities the producer must undertake to present an event such as Showcase. Other aspects of the producer's responsibilities will be further discussed in the section Interoffice Communication.

Technical Director

The duties of the Technical Director (TD) were to assess the technical needs of the event with the performance/presentation venues, the Display/Information area and any other equipment that event personnel may have needed in order to implement and monitor the event's activities.

Louis "Bolagi" Bailey and Third World Productions did an excellent job in determining the equipment and technical needs for the event. Bolagi is no stranger to SAP and Showcase; he is a SAP artist and has served as TD for Showcase for the last five years. Bolagi's duties for the event included assembling the technical equipment for the venues, providing and supervising technicians to set-up, operate and strike the equipment, and troubleshooting on the day of the event.
Production Manager

The duties of the Production Manager (PM) were to oversee the functioning of the performance/presentation venues. The PM provided and supervised five (5) stage/site managers who were responsible for assisting artists with their performance/presentation needs (such as props and costumes), setting-up and striking of venues, serving as MCs, facilitating the drawing of raffle prizes and maintaining the schedules of the performances/presentations. The PM also did trouble-shooting by floating to each venue, allowing for the producer to attend to other details during the event.

Diane Lassila performed a superb job, as well as all the members of her production crew. This is a position that was created this year and given the nature of event's activities, it is a position that should be used again next year.

Volunteer Coordinator

The volunteers are very important on the day of the event and managing them effectively is critical if the event is to be a success. The Volunteer Coordinator is the person that supervises the volunteers, assigning the tasks that needs to be performed and overseeing their completion.

Once the event began, supervising the jobs and responsibilities of the volunteers took up a significant amount of time. Even though a fairly comprehensive volunteer management plan had been developed, unforeseen things occurred that had to be effectively handled by the volunteer team at the event.

Heather Robinson did a great job with the coordination of the volunteers. Heather participated in pre-Showcase meetings, and coordinated an orientation session for volunteers prior to the event. The base of the volunteer team was the Tri-Cities Arts Magnet Program students and she developed a good rapport with them. The only minor snafu was a miscommunication between Mr. Hendricks, the teacher whose class most of the student volunteers belonged and Ms. Turner, the program coordinator. Even though he was fully apprised of the students' participation, Mr. Hendricks was under the impression that the students could not be released from class early in order to participate. This was quickly resolved with Ms. Turner
and in spite of the slight delay, things got rapidly under way and the students performed an exceptional job for the event.

Note: The Volunteer Coordinator's agreement and the volunteer assignments are in the Attachments. The role of FCAC School Arts Program Staff in Showcase will be covered in the next section, Interoffice Communication.

The staffing of Showcase personnel and the school's contact person and staff proved adequate for the event. Meetings prior to the event with personnel and school staff proved to be useful as did extra site visits by the producer to clarify space requirements. These types of meetings are important and cannot be stressed enough if the event is to be successful.

INTEROFFICE COMMUNICATION

The flow of communication within the SAP office was very good. FCAC provided such things as office and phone use, access to files and copy machine, and administrative support back-up as needed. A large part of the producer's responsibilities was directly involved with the interaction of FCAC staff in order to produce Showcase.

Communication occurred on four general levels:

Technical and Administrative Support

This was provided mostly by SAP staff, Elena Ronquillo, SAP Coordinator and Shantras Lakes, SAP Assistant. Communication between Elena, Shantras and the Producer was excellent. Elena and Shantras provided such invaluable insight as the knowledge of required administrative paper flow, documenting and filing for the event and first-hand experience of having worked at a previous Showcase.

Another thing that was just as important to the planning and producing of Showcase is the good rapport that both Elena and Shantras have developed with the program artists. Because of this, the producer was more sensitive to the needs of the artists, thus cultivating a good relationship with the participating artists as well. This kind of experience is invaluable and the event's success could not had been attained without it.
Raffle Prizes Solicitation

The acquisition of raffle prizes was the result of direct assistance from FCAC Assistant Director Veronica Njoku. Even though there were some raffle prizes that remained unclaimed last year and could be used again, there was still an inadequate amount of prizes to be raffled. The relationship that Veronica has developed with the local arts community during her years at FCAC proved to be invaluable, and she was able to obtain an additional number of prizes to raffle at the event. This was all very good, since the prizes are raffled to the ISC's at the event as sort as a thank you for participating in SAP during the school year.

The only small problem that occurred was a misunderstanding on the part of two of the donating organizations about the prizes that were actually given and the method of claiming prizes. In one instance, on the day of the event, Debi Barber, Audience Development Director of 7Stages Theatre, indicated that the theatre had donated two (2) complimentary memberships, not tickets to their next year's season (as was originally believed) to be raffled at the event. The complimentary memberships entitled the holder to discounted tickets and other perks that the theatre offered. Fortunately, Debi brought this to the attention of the producer before the prize letter that was written on FCAC stationary was given away. The letter was switched with the correct form and the correct prize was raffled.

Another instance was with a prize donated by Theatre of the Stars. About two weeks after the event, Debra, a representative of the theatre, called in response to a thank-you letter that went out to all of the donating organizations. Debra indicated that she was responsible for the tracking of donated prizes from the theatre and was not really aware that Chris Manos, the theatre's producer and a member of the Arts Council, had agreed to donate a prize to us. She needed to know the name of the winner of the prize because the theatre had a standard form that was used for donation of prizes. I told her that raffle prizes were all given away by random drawing and I had no idea who had won the prize. Debra informed me that the prize, two (2) complimentary tickets to the theatre's production of *The King and I* was for next month and she needed to know who had won in order to document the prize for some sort of record keeping purposes. I apologized and assured her neither myself nor Veronica was aware of this, otherwise we would have complied with
their policy. The only solution was if the person who won came forward in time, then of course, he/she could claim the prize.

The problems that were caused in these specific instances can be avoided in future by clarifying whether or not the donating organization has a policy or procedure that must be followed for donation of prizes. Also follow-up calls can be made in order to verify the prizes that are to be donated before the event occurs.

Publicity and Promotion Materials Design

The design of materials used for publicity and promotion design was primarily the responsibility of the producer. The Producer was to consult with FCAC Public Relations/Program Development Administrator Susan Pettit who had final word on all designs, images and logo/artwork used on behalf of FCAC. The producer created a news release, PSA, flyer, and schedule of performances, all in consultation with Susan. Susan offered her insight on the design of all printed materials and also created additional publicity packets to be distributed to certain members of the local media. Susan also suggested the Atlanta-Fulton County Library to videotape the event, so the FCAC can use the video in future fundraising/publicity purposes. She also arranged for a photographer from the county's Department of Information and Public Affairs (IPA) to take pictures of the event.

The publicity plan created was in line with the county's policy that all information on county sponsored events must be passed through the IPA department. This requirement called for press materials to be submitted six weeks in advance. The information had to be submitted this early for Susan to review before sending it to IPA. This requirement was just the beginning of encountering the inflexibility that the government has in terms of its policies and procedures in relation to the real needs of producing a program like Showcase. IPA did send out a release and PSA but without any follow up action, therefore affording the event the minimal coverage it received.

The only other issue here of publicity and promotion design was the matter of a banner that was created especially for Showcase. In a classic example of what happens when communication is distorted, the Showcase banner or rather banners is definitely one of them. Since this issue ultimately became one of budgeting and money, it
will be furthered discussed in the next section of Interoffice Communication Purchasing and Payments.

Purchasing and Payments

The sentiments of FCAC's and Fulton County's inability to meet the real needs of producing Showcase, as stated in the report of the producers from the previous year, was evident from the onset. The completion of necessary paperwork to obtain approval of authorization to purchase goods and services and the payments thereof, was primarily the responsibility of the Producer and Shantras Lakes. Both Shantras and the Producer were to give all completed requests for purchasing and payments to Elena Ronquillo for approval before routing to James Reese, FCAC Program Assistant. James would then forward all requests to Harriet Sanford, FCAC Executive Director, who would give final authorization to all expenditures of money.

This system proved to be less than effective in several ways. To site specific examples from the outcome of this system:

*Purchasing Pre-Approval Procedure/Forms*

Before any goods/services could be purchased or payments expended, every item had to be "pre-approved." After at least three (3) bids/quotes were obtained from appropriate vendors, requests for approval to purchase the items had to be submitted. This "pre-approval" process called for a description and price of the goods or services, and the purpose for the purchase. From the line item budget that was approved, there were several of these items in the budget that never changed and remained constant throughout the whole production schedule (for example the price for Balloons remained $56.40 throughout the entire budgeting revision process). Yet these same items that were approved in the budget at specific prices had to undergo another approval process, the "pre-approval" procedure. In effect, certain already approved items had to be "pre-approved" or rather re-approved. What this meant for the Producer was the expenditure of time to route otherwise unnecessary paperwork that could have been better used in planning and coordinating the many other myriad of details that needed attention for an event of this magnitude.
The duplication of paperwork and the repetitiveness to execute one task came to a head with the Showcase Banners. Originally planned as one banner, the Producer was in the process of acquiring a banner at the most reasonable price for the specific requirements of FCAC and the event. The original banner, like all other publicity and promotion materials, had to get design approval from Susan Pettit, PR Administrator. During the planning process of designing Showcase materials, this was the only break of communication that ever occurred. The Producer aptly complied with the request of Ms. Sanford in allowing Susan to inspect the design of the banner. When Susan approved the revisions resulting from the requirements she had for the design of the banner, the vendor mistakenly assumed that design approval meant purchasing approval. The revisions to the design meant a 80% increase over the original budgeted price and required the submission of another "pre-approval" form. The producer also had agreed to the vendor's request of submitting some type of authorization/signature from FCAC. While the Producer waited for this approval, the vendor proceeded with the unauthorized production of the banner.

However in the interim, another designer who had performed work for FCAC and one of its Council Initiated Programs, The National Black Arts Festival, had been informally consulted with by Ms. Sanford on the specifications of this banner. This designer also began production on another banner, without the knowledge of SAP staff or the Producer. Even though the designer produced the banner at the original budgeted amount, it was still without the knowledge of the Producer or SAP staff and hampered the efforts of finding an amiable solution to the dilemma with the original vendor. This breakdown of communication resulted in not one but two Showcase banners.

The base of this of course is that the vendors should not have been expected to know the internal process of purchasing and "pre-approvals." It would seem quite natural to include information about design and printing approval in the "pre-approval" process since this approval is apparently essential to ultimately getting items purchased. But this idea still hasn't been incorporated in the "pre-approval" process. In essence, two forms are still being used to complete one task, an unnecessary repetition of actions that even the most basic ideology of the classic schools of management has cautioned managers against. What had been the reason for a $39 error (the original vendor offered to absorb half the cost in order to
resolve the matter) turned out to be a $139 error at the cost of the department; indeed to the taxpayers of Fulton County.

Reproduction of Printed Materials

The "pre-approval" process also applied to reproducing printed materials. The county's department for its primary printing purposes, Central Services, apparently has created a system where requests for printing are sometimes required 30 days in advance. This proved to inflexible when dealing with such time-sensitive matters as a schedule of performances, where program changes can occur in as little as 24 hours before. The previous year's producers indicated that FCAC should be more aware of these time constraints when producing an event like Showcase. Fortunately this year, the Producer was allowed to bring the performance schedule and other items such as signage (which can change quickly also) to a local printing business. This latitude helped to improve the quality of signage, accuracy of program information, and general appearance of the event (last year's event had handwritten signs, most probably as a result of being unable to use an outside printer). FCAC has been more responsive to the printing needs of the event, but changes can still be made in the process of printing requests. The information that was used for registration packets had to be submitted to Central Services for printing, and this type of information can change fairly rapidly also. Fortunately no changes had to made and after undergoing the "pre-approval" process (which calls for an extra time consideration also), the approval to print these materials was attained. Interestingly enough, this whole process took a week from submission of "pre-approval" forms to actual completion of printed materials. This is also a funding issue, and will be further be addressed in the section Funding.

FUNDING

This report of the 1994 SAP Showcase includes a copy of the final budget that substantiates and clarify the issues that has been raised in relation to funding. The budget clearly documents the expenditures on which items for Showcase were budgeted. Revisions to the budget and the ledger sheets documenting the details of the transactions of each line item are included in the 1994 Showcase files under "Showcase Budget" in the SAP office of the Fulton County Arts Council.
The total funding for this event was $5,650, a decrease $1,000 or an approximate 15% cut from the previous year. The total amount of expenditures was $5058.19, resulting in a balance of $591.81. Even though this is a significant increase over last year's final budget, there is still a need for additional funding. Some line items were totally expended, while others were not. This is a result of the mismatch of time spent with the "pre-approval" process and the procedures to expend money. In essence, valuable time is spent trying to access funds which actually hinders the effective coordination of the event. By not allowing more flexibility to purchase goods and services for the event in a timely manner, much needed funds remain unused because the actual money is not accessible. This creates the false impression that the funding designated for this event was not needed, when this is simply not true.

The payment of vendors this year did not become a long, cumbersome task because of this year's Producer and SAP staff working diligently to meet departmental and county system deadlines. In ordinary situations, the procedure is to not submit requests for payments until services have been rendered or goods delivered. This would be all good and well if it were not for the length of time that the Government takes for processing the purchasing of goods and services. Fulton County has made remarkable strides in meeting the needs of its citizens, but significant changes still need to be made.

There were several issues addressed in this report that needed to be further addressed in this section. These issues became factors in helping to improve Showcase as a matter of a funding or rather insufficient funding.

These issues are:

Location and Scheduling of Event

In 1993, Showcase was at two separate schools on two separate days. Though this posed some hardships on SAP artists, they were willing to comply with this if that is what the teachers wanted. But in realistic terms, the existing budget does not adequately allow for a really effective Showcase to happen in two locations. It is like spreading to few resources over too many places.
One probable solution to this is to alternate Showcase, one year in the north, one year in the south. Fulton is indeed a large county and this is one way of getting an adequate amount of outreach to the community without straining the already limited resources or having the quality of the event or SAP suffer.

At the same time, Fulton County Schools is one school system and it should be perceived as such. Misunderstandings can occur when two separate events are planned to in order to serve one community, system or entity. A good way to still have this sort of programming and not have any misperceptions about the nature of its existence is to have sectors of the schools system's community co-sponsor the event on some level (for example the PTA Councils, since there is one in North Fulton and one is South Fulton). The North and South Fulton PTA Councils can donate manpower, funding or in-kind contributions to the event. This would allow the PTAs to become more pro-active in SAP and essentially, in their children's education.

There is also the issue of scheduling problems due to the lack of time allowed for setting-up in the schools on the day of the event. Additional funding could be found to host the event at some type of performance or conference facility with a venue that can accommodate all types of presentations, and an area conducive to artist setting-up displays to talk to teachers and to facilitate panel discussions on arts in education.

**Food/Provisions Ideas**

Another topic to arise was the acquisition of funds for food/provisions purposes. In the 1993 Showcase Final Report, the producers expressed concern of the fact that the ticket system of giving Showcase participants tickets to claim food at the school snack bar to have FCAC later reimburse the school, does not allow for good budgeting procedures. Since money cannot be spent until after the event is over, there is no way of accurately budget for this expenditure. This is the most probable reason for the balance in this line item, as this idea had been previously speculated. Without a better way of forecasting expenditures for food/provisions needs in the budget, other aspects of the event that could use more funding will suffer.
Allowances for Printing Purposes

The issue of having materials printed at outside printers is another aspect of the budget that needs addressing. Again in reference to the 1993 report, the producers found that the policy that FCAC has for printing in large quantities is unrealistic with the actual demands of producing this type of event. When printing information that relates to time and schedules, allowances must be made in order to produce the most accurate and timely program possible.

It is understandable that there is a trade off for printing "in-house" as opposed to going to an outside printer. In-house printing costs are cheaper, but there is another cost, an "opportunity cost," that is paid: time. You must wait longer for the cheaper price. But time is something very crucial when producing special events, something that cannot afford to be paid if the event is to be a success. If time is needed and the restraints of printing in-house are not flexible enough for last minute printing needs, then the option to go to an outside printer should exist. As noted earlier, it is very important to have contingency time should be built into any event schedule.

CONCLUSION

The 1994 Artists Showcase is an excellent resource for school personnel and program artists to continue having meaningful dialogue that will provide outreach that will ensure the effectiveness of SAP. The event allows the members of the Fulton County schools to witness the artists' programs, enabling the teachers and administrators to make better decisions for selecting artistic programming that enhances the existing curriculum.

The event this year went well, however there are significant changes that need to happen if the event is to improve. Internal structure at FCAC needs to allow for more flexibility if Showcase is to be consistent with the goals of SAP. Additional funding should be obtained, and accessibility to those funds by SAP staff should also occur. Funding that has already been approved for expending should not be subjected to another approval process before actually being spent. This definitely hinders the effectiveness of the Showcase and SAP. Also, publicity and promotion plans can be improved for raising the level of awareness of Showcase and SAP to the public. And of course, venues and facilities can be secured that would enable
Showcase to become an event that is fully responsive to the needs of SAP and the schools and students of Fulton County.
ATTACHMENTS

to
1994 School Arts Program
Artists Showcase

I. Map of Event Site: Tri-Cities High School
II. Samples of Thank-You Letters
III. Showcase Producer Contract/Agreement
IV. Showcase Volunteer Coordinator Contract/Agreement
V. Showcase Volunteers Job Descriptions
VI. Showcase Final Budget
I

Map of Event Site:
Tri-Cities High School
II

Samples of Thank-You Letters
June 7, 1994

Mr. Chris Manos
Theatre of the Stars
P.O. Box 11748
Atlanta, GA 30355

Dear Mr. Manos,

I wanted to communicate with you my sincere appreciation for the generous donation of complimentary tickets to Theatre of the Stars' 1994-95 season for the purpose of raffling at the School Arts Program (SAP) Artists Showcase on Friday, May 27, 1994 at Tri-Cities High School.

Your contribution to the event will help ensure the continued success of the program and the partnership that exists between SAP and the schools of Fulton County.

SAP looks forward to continued productive and successful relationships with program participants and supporters. Should you have any questions or comments, please feel free to call me or Elena Ronquillo at 730-5792.

Respectfully yours,

Christopher Jones
SAP Showcase Producer

cc: Elena Ronquillo
Veronica Njoku
June 7, 1994

Dr. Herschel Robinson  
Tri-Cities High School  
2575 Harris St.  
East Point, GA 30344

Dear Dr. Robinson,

I wanted to communicate with you my sincere appreciation for the outstanding support that both you and your staff and the students of the Tri-Cities Arts Magnet Program provided for the School Arts Program (SAP) Artists Showcase on Friday, May 27, 1994 at Tri-Cities High School.

Your willingness to open the doors of Tri-Cities to the artists, teachers and members of the general public guaranteed the continued success of the program and the partnership that exists between SAP and the schools of Fulton County.

SAP looks forward to continued productive and successful relationships with program participants and supporters. Should you have any questions or comments, please feel free to call me or Elena Ronquillo at 730-5792.

Respectfully yours,

Christopher Jones  
SAP Showcase Producer

cc: Elena Ronquillo  
Shantras Lakes
June 7, 1994

Mr. James Borders
National Black Arts Festival
236 Forsyth St.
Suite 400
Atlanta, GA 30303

Dear Mr. Borders,

I wanted to communicate with you my sincere appreciation for the generous donation of the NBAF poster for the purpose of raffling at the School Arts Program (SAP) Artists Showcase on Friday, May 27, 1994 at Tri-Cities High School.

Your contribution to the event will help ensure the continued success of the program and the partnership that exists between SAP and the schools of Fulton County.

SAP looks forward to continued productive and successful relationships with program participants and supporters. Should you have any questions or comments, please feel free to call me or Elena Ronquillo at 730-5792.

Respectfully yours,

Christopher Jones
SAP Showcase Producer

cc: Elena Ronquillo
    Veronica Njoku
III

Showcase Producer Contract/Agreement
The Producer, Chris Jones, is responsible for the SAP Artists' Showcase on May 27, 1994 at Tri-Cities High School.

The producer will:

- establish time line for production of events
- submit invoices and other documentation needed for payments in a timely manner
- arrange scheduling with SAP artists
- arrange space and technical requirements with SAP artists and Tri-Cities High School
- coordinate with FCAC SAP staff (Elena Ronquillo and Shantras Lakes) in regularly established meetings
- provide PR and marketing in coordination with FCAC PR staff (Susan Pettit)
- provide technical support for events including technical and production staff and agreements with staff
- direct events on site
- adhere to established budget (attached)
- provide and coordinate security personnel on site
- produce a printed program and packet materials (FCAC will provide copies)
- provide final report to FCAC

FCAC will provide:

- office space and use of telephones in SAP office as possible
- copies (any copies needed over 20 must have two weeks lead time to Central Services: bulk copies may be returned in one day, at the most we have waited 3 weeks)
- processing of checks to vendors and staff
- technical and administrative back-up as needed with lead time
- previous Showcase documentation for reference (access to files)
- staffing of registration tables on day of event
IV

Showcase Volunteer Coordinator Contract/Agreement
1994 SCHOOL ARTS PROGRAM (SAP) SHOWCASE
Terms of Volunteer Coordinator Agreement

The Volunteer Coordinator, Heather Robinson, is responsible for the coordination of volunteers at SAP Artists Showcase on May 27, 1994 at Tri-Cities High School.

The Volunteer Coordinator will:

- identify prospective volunteers for Showcase in coordination with Tri-Cities High School teachers and SAP staff
- determine volunteers duties
- schedule and delegate volunteers tasks
- supervise and direct volunteers on-site
- coordinate volunteer orientation
- serve as liaison between technical and production staff for volunteer needs
- provide a final evaluation summary of Volunteer Coordinator's job for the event

FCAC will provide:

- use of telephones and voice mail in SAP office as possible
- technical and administrative back-up as needed with lead time
- previous Showcase documentation for reference (access to files)
V

Showcase Volunteers
Job Descriptions
SAP SHOWCASE VOLUNTEERS

Thirty-one total volunteers are needed for the SAP Showcase on May 27, 1994. Some will need to be available as early as 2:15 PM (see below). All Volunteers will be provided with a schedule of events and a site map showing where each performance and demonstration will take place. Each map will also show locations of signage, registration tables and changing room for presentations in the Choral/Bandroom. A meeting was held at Tri-Cities on Monday, May 23 for Heather Robinson, Volunteer Coordinator to meet with all Volunteers and give instructions to each. Volunteers are expected to report to their designated areas at the times listed below on May 27. Volunteers will be provided with tickets which may be used to purchase items at the snack bar.

1. Stage manager assistants report to the registration table at 2:15 PM. Five Volunteers are needed who will work as assistants to the stage manager for each presentation site. List of individual personnel assignments below. Each Volunteer will report to the stage manager listed next to their name. At 3:30 PM Stage Managers and Assistants will report to their venue to meet with their tech persons and prepare to begin presentations at 4:00 PM.

2. Tech assistants report to the registration area to check in with the assistant tech coordinator at 2:15 PM. Six Volunteers are needed who will work as assistants to one light technician and five sound technicians at each presentation site. List of individual personnel assignments below. Each Volunteer will report to the technician listed next to their name.

3. Six Volunteers for the Banner, Signs and Balloons Crew report to lobby of the auditorium and meet Heather Robinson, Volunteer Coordinator at 2:15 PM. This crew is responsible for hanging and placing banners, signs and balloons and taking them down after the showcase. One Volunteer will be the designated Crew Head. These volunteers will be free during the showcase to watch the presentations.
4. Six Artist Assistants report to lobby of the auditorium and meet Heather Robinson, Volunteer Coordinator at 2:15 PM. Artist Assistants will help artists load in and out of the Commons, and will help to cover their table for breaks and when the artists are performing. One Volunteer will be the designated Crew Head.

5. Auditorium Dressingroom Volunteers (2) and Ushers (2) report to lobby of the auditorium and meet Heather Robinson, Volunteer Coordinator at 2:15 PM. Dressingroom volunteers will help artists backstage, provide security for the Dressingroom while the artists are on-stage and return the Dressingroom to its original condition at the end of the showcase. Ushers will remain in the Auditorium lobby area and help direct showcase audience members and hold the house until Ballethnic's ushers arrive (Ballethnic has a full performance that night in the auditorium at 8:00 PM).

6. Two Volunteers are needed to assist in the Temporary Changing Room near the Choral and Band Rooms. These Volunteers meet Heather Robinson, Volunteer Coordinator, at the Choral/Bandroom hallway at 3:30 PM. Volunteers will assist artists, provide security at the Changing Room while the artists are performing and return the Changing Room to its original condition at the end of the showcase.

7. Two Volunteers are needed to assist at the Registration Table. Volunteers will help hand out packets, give directions and information to audience members and cover the table for staff breaks.
VI

Showcase Final Budget
Professional Services

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<th>Role</th>
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<td>Technical Services</td>
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**Total** $3,405.00

* See ledger sheets for running balances and details of expenditures.

** Eliminated one presentation venue due to lack of participation from visual artists.
**FULTON COUNTY ARTS COUNCIL**

SHOWCASE 1994 BUDGET
FINAL
6/30/94***

Equipment Rent & Lease
Food/Provisions

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<tr>
<td>Equipment</td>
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<td>(P.A. systems, cords &amp; boxes, tape decks, mics, walkie talkies, contingency)</td>
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<tr>
<td>Signs Rental</td>
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<td>Balloons</td>
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<td>Banner</td>
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<td>GRAND TOTAL</td>
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* Changed due to the department's purchase of easels.

** Changed to include ARTS logo.

*** See ledger sheets for running balances and details of expenditures.

**** Price increase for banner included in Miscellaneous Line Item.
Chris Jones, the 1994 SAP Showcase Producer, tracked events of the Showcase very closely in his final report. Additional comments, which are listed below, are arranged in the order of his report, with major headings noted. These comments are included where differences of opinion exist or where information was not indicated which may be helpful in the future.

**EVENT STRUCTURE**

**Location** - Tri-Cities High School was chosen also because it provided an ideal site to test the student volunteer segment of the Showcase, which was implemented for the first time this year. The availability of the arts magnet students provided a group which should have provided a best case scenario in testing this aspect of the program.

**Scheduling** - ISC's and PTA members were given surveys last fall which asked the best time to hold the Showcase (among other questions). The surveys grew out of suggestions on Showcase evaluations to move the event to the spring and the surveys verified overwhelmingly that the interest of the school folks was to have a spring Showcase, not on a weekend.

**Performances/Presentations Schedule** - There will never be more time to set-up for an after school event such as the Showcase than that which we were given by Tri-Cities. More time for set-up would be nice but the idea was to work within the school time frame to the best of our ability. School scheduling will never be ideal and these limitations must be overcome by pre-planning and extensive organization by the group coming into the school.

There were not a significant number of visual artists participating last fall as well as this spring. Visual artists have been left out of the Showcase for so long, most can't conceive of how they would present their work in such a circumstance. A workshop for visual artists on how they can get involved is probably needed.
Food/Provisions - The combination of the school snack bar and the artists' hospitality room worked well except for the small amount of food provided for the hospitality room. ISC's, however, discovered the hospitality room and used it as well so it will probably be necessary to include them in on the perk.

Producer - The $1,500 salary for one showcase seemed adequate this year. Chris tried very hard to please everyone.

Technical Director - Bolagi is the only person we could find who would do this job for the small amount of money we had to pay. He is committed to the program and to training young people so he made himself and his equipment available to us.

Production Manager - A necessary position, this job calls for a very organized person who can put up with a school environment.

Volunteer Coordinator - Our Coordinator for this Showcase did very well leading up to the event, but became overwhelmed during the event. This job calls for a person who knows how to delegate rather than just doing it herself in order to get the job done. It takes a lot of patience. The $200 salary should be higher as it is an essential training component for the students and provides backbone support.

INTEROFFICE COMMUNICATION

Technical and Administrative Support - Having Chris in the office as an intern for the two months leading up to his service as Showcase Producer meant that much preparation was in place which would not have been otherwise.

Raffle Prizes Solicitation - A form should be created to track donations of raffle prizes which would include needed information before distribution. The system of phone calls which has been used in the past is too informal and leaves too much room for miscommunication. Follow-up calls are essential after donations are promised.
Publicity and Promotion Materials Design - The producer's contract should indicate that s/he is responsible for producing the news release, PSA, flyer, schedules, etc. A producer does not usually produce all of these types of materials. Chris is correct in reporting that the advance time required by the county (6 weeks) is very difficult to work with because of the SAP Showcase format. Artists are not paid and emergencies do occur, which cause schedule changes at the last minute. The lack of follow-up by IPA did seem to effect the coverage the Showcase received in the press.

Chris did as he was instructed concerning the Showcase banner (which was the same process used for all purchases), however the reaction to his actions within the council staff seemed to imply that he willfully obstructed FCAC process. This was not the case and his ability to proceed with positive energy after this occurrence was greatly affected by this miscommunication. We did end up with two banners, one of which we had no knowledge of until after it was ordered.

Purchasing and Payments
Purchasing Pre-Approval Procedure/Forms

I couldn't be much help to Chris as to why the pre-approval was necessary except to say that it was required. I've never heard of submitting requisitions for items that are not in the budget.

Reproduction of Printed Materials - The use of Kinko's and the help of Information and Public Affairs personnel in the creation of the flyer made all the difference in the professional look of the materials created for the Showcase this year.

FUNDING
Alternating the Showcase, one year North and the next year South, would work within the budget received this year to run the Showcase. However, only half of the population would be served in a given year. Two Showcases each spring would best serve the program's needs and the investment made in these Showcases would pay off in greater participation by artists, school personnel and the public over time.
**SAP SHOWCASE**

**Page four**

**Food/Provisions Ideas** - A flat amount can be established in the future based on expenditures over the last three showcases for the snack bars.

**Allowances for Printing Purposes** - The printing done for Showcase is very cheap. The program is run off on copier without any special paper or expensive graphics. This level of quality is no problem for this type of event. Actually, accuracy is the most important aspect of the Showcase program. Use of a fast printer such as Kinko's is necessary for the Showcase materials to be accurate, of the highest quality possible and also the cheapest price.

**CONCLUSION**

I believe the frustration evident in part of this report is due to the producer having met deadlines and still not receiving needed approvals, etc. when he needed them. One example is that his request for payment for producer's fees was submitted on April 4 and he was not paid the first half of his fee until the first week of June (10 weeks). He still has not received the second half of his fee (as of 7/15/94). As an outside contractor, this lag in timing of payment doesn't fit the "four week turnaround" that he was told to expect. Issues around money always sour otherwise good working relationships when timing of payment is essential for receipt of services. Other than that, the final report Chris submitted along with the well organized files that he left behind will be invaluable to the next producer.
Candidate: Christopher Jones

Major Field: Arts Administration

Title of Thesis: A Report on an Arts Administration Internship with the Fulton County Arts Council, Atlanta, GA, Spring 1994

Approved:

Cheryl C. Hay
Major Professor & Chairman

Dean of the Graduate School

EXAMINING COMMITTEE:

Earle V. Bryant

Date of Examination:

November 9, 1995