

## Initial Phone Call

*Set up a phone call with your teaching artist. During the call, discuss the following:*

- Describe your organization's community and the older adults that utilize it currently.
- Describe how you would like the older adults to engage with the organization in the future.
- Describe the other programs your organization offers your older adult community members.
- Have the teaching artists describe the class they will be teaching.
- Does the teaching artist speak the same language as the participants?
  - Yes
  - If no, discuss solutions to this problem.
- Set a date with the teaching artist for an in-person or remote planning meeting and to see the physical space or remote platform. Request at least 90 minutes for this meeting.

### **For In-Person Programs:**

- Have the teaching artist describe their space needs depending on the artform they are teaching (e.g. visual artforms need supply storage and water source, dance needs appropriate floor for movement, and memoir-writing needs quiet private space).
- Describe the spaces in your facility that might be options to hold the class. Try to determine with the teaching artist which space(s) that you have that will be best suited to the artform they are teaching.
  - If there is not an appropriate space in your facility, is there a community partner nearby that would have a space that would work? Discuss options with the teaching artist.

### **For Remote Programs:**

- Discuss technical needs of the program, the teaching artist, and the hosting organization
  - What platform will the class take place through (Zoom, Google Meet, Phone, etc.)
  - Does the teaching artist have the necessary equipment, and where will they be teaching from? (ex: teaching artist has streaming equipment, equipment on loan from host org, host org has a streaming classroom)
- Discuss logistics of remote class, and how the host organization will support tech during and between classes
  - How early will the online meeting room be open before class
  - Can the host organization provide technical support during class?

- Discuss the delegation of communications between the teaching artist, host organization, and students
  - How will the teaching artist be communicating with the students between classes, and how frequently?
  - What correspondence will be handled by the host organization?

## **In-Person or Remote Planning Meeting**

*During the meeting:*

### **1. Acquaint the teaching artist with the space or platform:**

#### **a. In-Person meeting**

- Show them the space where the class will be held.
- Show them the storage space for materials, if needed.
- Introduce them to the staff they will be engaging with each week, including janitors, office staff, etc.
- Introduce the teaching artists to the staff person(s) that will be their main contact.
  - Provide the phone number, and email of main contact.
  - Share a contact list of other appropriate staff members.

#### **b. Remote Meeting**

- Meet them on the virtual platform where the class will be held.
- Test sound and/or video quality, and review any additional features they may need (e.g. screen sharing).
- Discuss how materials will be distributed, if needed.
- Introduce them to any staff they will be engaging with each week, especially for technical support.
- Introduce the teaching artists to the staff person(s) that will be their main contact, if different from you.
  - Provide the phone number, and email of main contact.
  - Share a contact list of other appropriate staff members.

### **2. Have the teaching artist review their curriculum in detail with you, and make a copy for your records, or have them send you a copy digitally.**

- Discuss the maximum number of participants — the number should be appropriate for the artform. The teaching artist can advise you on that.

### **3. How will registration be handled? Inform the teaching artist of the organization's plan for registration.**

- Ask the teaching artist the latest a new student can join the program from a waitlist (e.g. after the 3<sup>rd</sup> session, 4<sup>th</sup>, etc.).

**4. Set a program schedule:**

- Set dates, times and spaces that the classes will be held.
- Identify conflicts with the schedule at this planning meeting (field trips, parties, holidays, etc.).
- Inform all staff of the dates of the program and add the program schedule to any organizational calendars, if available.

**5. Talk about how the organization will support the promotion of the program:**

- How will the organization market the program?
- What does the organization need from the teaching artist to market the class?
  - Class description
  - Images
  - Teaching artist bio
  
- What staff person will print flyers, post to social media, etc.?

**6. Talk about participant recruitment:**

- Can the teaching artist come to the site or facilitate a virtual event to talk with patrons about the program?
- Decide if there will be a demonstration class:
  - If so, when will this happen?
  - What does the teaching artist need to make a talk/demo class successful?
    - Supplies
    - A/V equipment
    - Space set up/clean up
    - Other:

**7. Discuss culminating event plans:**

- When will the event be held?
- Where will the event be held?
- What space or on what platform will the event be held in?
- Will there be more than one culminating event?
  - Yes (if so discuss additional dates, times, locations, etc.)
  - No
- How will the organization support this event?
- What are the teaching artist's responsibilities with the event, and what are the organization's?
- What does the organization need from the teaching artist to create the marketing content for the event? (Flyers, posters, social media, news media, etc.)
  
- Who will create the event program?

- Teaching artist
- Organization

**Additional questions and topics:**