

Initial Phone Call

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

- Describe the library community and the older adults that utilize the library currently.
- Describe how you would like the older adults to engage with the library in the future.
- Describe the other programs your library offers your older adults community members.
- Have the teaching artists describe the class they will be teaching.
- 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.
- 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 planning meeting and to see the space and visit the library. Request at least 90 minutes for this meeting.

In-Person Planning Meeting

During the teaching artist's visit:

1. Acquaint the teaching artist with the library:
 - 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 library 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.
 - 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 library's plan for registration.
 - Ask the teaching artist the latest a new student can join the program (e.g. after the 3rd session, 4th, 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 library will support the promotion of the program:
 - a. How will the library market the program?

b. What does the library need from the teaching artist to market the class?

- Class description
- Images

c. Who will design the flyer?

- Teaching artist
- Library

d. What staff person will print flyers, post to social media, etc.?

6. Talk about participant recruitment:

a. Can the teaching artist come to the library to talk with patrons about the program?

b. 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?
 1. Supplies
 2. A/V equipment
 3. Space set up/clean up
 4. Other:

7. Discuss culminating event plans:

a. When will the event be held?

b. Where will the event be held?

c. What space will the event be held in?

d. Will there be more than one culminating event?

- Yes (if so discuss additional dates, times, locations, etc.)
- No

e. How will the library support this event?

- f. What are the teaching artist's responsibilities with the event, and what are the library's?
- g. Who will create the marketing content for the event? (Flyers, posters, social media, news media, etc.)
 - Teaching artist
 - Organization
- h. Who will create the event program?
 - Teaching artist
 - Organization

Additional questions and topics: