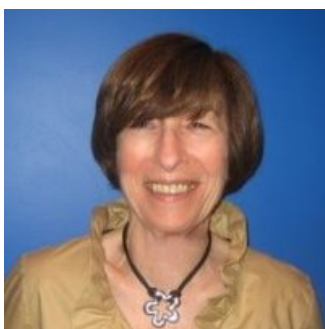




## MEET OUR PRESENTERS



**Kitty Bateman** is a Professor in the Department of Academic Literacy at Queensborough Community College, City University of New York, where she has taught developmental reading, writing and English as a Second Language. She holds an MA degree from New York University in Educational Psychology and a JD degree from The CUNY School of Law. She has been the Director of the QCC Adult Literacy Program for the past fifteen years, an initiative which provides free English language instruction to adult immigrants at fourteen CUNY colleges. She and Patricia Lannes were awarded a three year \$495,000. National Leadership Grant (2011-2014) from the Institute of Museum and Library Services to launch CALTA21. They have completed four cycles of this project and are currently implementing an online symposium to disseminate this model nationwide.



For the last decade, **Gonzalo Casals**, an aspiring neighborhoodist, has been exploring cultural production as a vehicle to foster empowerment, social capital, civic participation and community development. Through his work at El Museo del Barrio, and now at Friends of The High Line and The Naturally Occurring Cultural Districts New York (NOCD-NY), he joins the leadership of a generation of cultural workers that are redefining the role of cultural organizations and their relationship with communities, neighborhoods and cities. Gonzalo's experience ranges from innovative programming design, authentic engagement strategies and progressive cultural policy.



**Audrey Cohen** is a Literacy Instructor at Queensborough Community College. She has 18 years of experience teaching Literacy to immigrant adults. She has taught all levels of ESL from beginners to advanced students. Professional interests include using internet based resources with a special emphasis on developing reading skills, using VTS to support language learning, using content based curriculum for literacy instruction. Audrey has participated in CALTA21 and implemented the curriculum in the classroom. Audrey is a New York State certified Reading Teacher with a background in teaching remedial reading to elementary school students.



**Cecilia Garibay, PhD.** is principal of Garibay Group, where she leads audience research and evaluation of programs and exhibitions. Garibay brings a bicultural/bilingual perspective to her work and specializes in culturally responsive and contextually relevant research and evaluation approaches. Some of her recent research focuses on the perceptions and experiences of Latinos and other immigrants in museums. Garibay regularly consults with organizations on issues of inclusion and community

access. Her 20 years of research and evaluation experience also include work with non-profit organizations, foundations, and corporations.



**Amy Chase Gulden** is the National Program Director of Education for Visual Thinking Strategies, where she oversees the development and implementation of VTS school-based programs and partnerships across the country. She managed the New York region for seven years prior and is a senior VTS trainer, providing support to practitioners and partners from schools and museums across the US and in Europe. Before joining VTS she was director of Studio in a School's flagship Long Term artist residency program, and has served as evaluator and consultant, through The SchoolWorks Lab, to many locally and federally funded arts-integration projects around NY State. She is a practicing artist and lives in NYC.



**Josette Hochman** is an Adjunct Professor in the English Language Institute of Westchester Community College in Valhalla, New York. She has had twenty-three years of experience teaching English and history in public schools in Missouri and Massachusetts and five years of language learning experience at WCC. Along with TESOL certification, Josette holds degrees from East Stroudsburg University, PA and the University of Missouri – St. Louis. A writing consultant, she also volunteers with new adult immigrant English language learners.



**Lisa Hockstein** is a Senior Adjunct Instructor of English as a Second Language at the English Language Institute at Westchester Community College (SUNY), where she has taught students of all ages and from well over a dozen countries in the Intensive English Program as well as English for Academic Purposes classes for ten years. Prior to that, she taught at Brooklyn College (CUNY) and in the American Language Program at Columbia University, among other programs in New York. She is a member of TESOL International, and will soon publish in its *Connections* page. Lisa's family includes several fine artists, and she brings a love for the arts and literature into her daily classes. She holds degrees from Barnard College and Yale University.



**Wendy Carl Isome** works at JOBSplus!, which is a partnership agency between Onondaga Community College and Onondaga County Department of Social Services. The focus of JOBSplus! is to help people find and keep employment and assist them in reaching their own success. Wendy is a member of the JOBSplus! Administrative Team and is responsible for financial management and information/evaluation. She develops programs for the increasing Refugee population in Syracuse that include computer classes, English language and engagement with the community, including field trips to Everson Museum of Art, Onondaga Historical Association and the Rosamond Gifford Zoo. Wendy received the Onondaga Community College ABCD Award in 2010 for this new refugee program. She was a panelist at the Syracuse YWCA's Diversity Day in 2013. In her efforts to serve the Syracuse Refuge Community, she was instrumental in creating the first CALTA21 consortium that includes Adult Literacy organizations, Syracuse University, Onondaga Community College, JobsPlus and the Everson Museum of Art. Wendy has her BS degree in Accounting from St. John Fisher College in Pittsford, New York.



**Patricia Lannes** is the founder and director of CALTA21, a model initiative federally funded by an Institute of Museum and Library Services (IMLS) National Leadership Grant. CALTA21 builds institutional partnerships to empower adult immigrant English language learners. Lannes has over twenty years' experience in museum education. She is the former director of education at NCMA, Roslyn, NY. Her latest work explores frameworks to transform museums into spaces of inclusion, cultural participation and civic engagement. Lannes addresses issues of intercultural dialogue, cultural competence, art and language and institutional partnerships in local, regional and national conferences. She holds a degree in History from Universidad de la República, Uruguay and is the Chair of the Latino Network – American Alliance of Museums.





**Ellen Quish** has worked in the field of Adult and Continuing Education for twenty-seven years. At LaGuardia Community College, she has taught ESOL, developed and headed programs for immigrant adults and youth, and led professional development activities. Her professional interests include the effective integration of digital tools into classroom practice; using Visual Thinking Strategies (VTS) to develop English language proficiency; project-based instruction and genre-based curriculum development. Ellen was the winner of the first New York Times ESOL Teacher of the Year award.



**Barbara Sparks** is a policy and program consultant offering planning, assessment and evaluation services to the educational field. She has extensive experience in adult education as an educator, researcher, grant writer and evaluator. She holds a doctorate in urban education/adult education leadership from University of Wisconsin-Milwaukee; served as graduate faculty at University of Nebraska-Lincoln and North Carolina State University in adult and higher education leadership/management.



**Marcos Stafne**, Ph.D. is the Vice President of Programs and Visitor Experience for Brooklyn Children's Museum where he oversees education, collection and visitor services initiatives as well as the planning and implementation of traveling and new exhibitions. He has worked extensively in the field of museums serving as the Director of Education & Visitor Experience for the Rubin Museum and the Director of Public Programs & Traveling Exhibitions at the New York Hall of Science. He has been recently published in *Hand to Hand* (the Journal of Children's Museums), the *Journal of Museums and Social Issues*, and the *Museum Education Journal*. He holds a Ph.D. in Urban Education from the Graduate Center with a concentration in arts, social studies, and humanities, and a M.A. in Theatre from Hunter College with a focus on museum theatre for science and historical education.



**Karen Stein** is the director of education at the Katonah Museum of Art and an unshakable advocate for learning through the arts. For the past ten years Stein has overseen the KMA's art and culture-based, family literacy programs for ELL adults and their pre-K children in Westchester County. Ms. Stein was named the 2009 Museum Educator of the Year by the NYSATA, Region 7. She presents at regional and national conferences, including: NYC's Museum Educator's Roundtable, Westchester Leadership Summits, and the American Alliance of Museums. She holds a MPS in Art Therapy and Creativity Development from the Pratt Institute.



**Helena Vidal** manages, collaboratively develops and facilitates the Katonah Museum of Art's *Arte Juntos/Art Together* program, an arts-based family literacy program that promotes school readiness and parent engagement for Westchester County's growing Latino community. As a consultant, Ms. Vidal brings valuable years of museum experience to her work that supports the KMA's community engagement. Previously, she was Project Director for El Museo del Barrio's Permanent Collection Online, where she oversaw the development of curricula and interpretive materials. Her past professional positions include Director of Education and Public Programs, El Museo del Barrio, Assistant Director of Education, Whitney Museum of American Art, and Associate Director of Student Programming, New York University.