



Annual Conference

Monday, May 4, 2015

Hosted by:

El Museo del Barrio



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#NYCMER15

8:30 am Registration & Light Breakfast

El Cafe (Level 1)

9:00 am Welcome and Opening Remarks

El Teatro (Level 1)

- Olivia Kalin, President, NYCMER
- Emma Nordin, Vice President, NYCMER
- El Museo welcomes NYCMER
- Keynote Conversation
 - **Sandra Jackson-Dumont**, Frederick P. and Sandra P. Rose Chairman of Education at the Metropolitan Museum of Art
 - **Franklin Vagnone**, Executive Director at the Historic House Trust of New York City

10:40 am Morning Session

- A Key to the Kingdom: Help for Teachers and Students Arriving at Museums Without a Plan
El Cafe (Level 1)
- BlackLivesMatter in the Museum: Engaging Audiences in Discussion About R Justice and Institutionalized Racism
El Teatro (Level 1)
- Challenging Spaces: Access Transformations
Taller 1 (Level 3)
- Creating 21st Century Teens: Developing Dynamic Programming to Form Well-Rounded Young Adults
Blackbox Theater (Level 3)
- One Object, Many Stories: Transforming Small Collections with Big Ideas
Taller 2 (Level 3)

11:40 am - 1:15 pm Lunch

1:15 pm Afternoon Session

- Expanding Cultural Perceptions: Exploring How Our Identities Impact Our Teaching
Taller 1 (Level 3)
- Museum Throwdown: Shaking it Up, Museum Ed Style
Las Galerias (Level 1)
- How Do You Educate an Educator? Lessons in Training
El Cafe (Level 1)
- Tag, You're It!: Anarchist Tags and the Low-tech, Participatory Approach to Evaluation
Blackbox Theater (Level 3)
- Transformative Learning Among People with Dementia and their Caregivers
Taller 2 (Level 3)
- Transforming Oneself: Skills and Strategies for Creating a Safe Space in Teaching with Sacred Objects
El Teatro (Level 1)

2:35 pm Afternoon Session II

- A Museum is Not an Island (But It Can Transform One!)
- From the Inside Out:
Developing Diversity within Museums for Cultural Inclusion
- Look, Just Look: Mindfulness as a Tool for Object Exploration
- Mining Your Data: New Ways of Using What You Have
- Planning for the Unanticipated
- Transforming Students into Activists:
Archives as Forums for Social Change

Blackbox Theater (Level 3)
Taller 1 (Level 3)

El Cafe (Level 1)
El Teatro (Level 1)
Las Galerias (Level 1)
Taller 2 (Level 3)

3:45 pm Poster Session

El Cafe (Level 1)

An opportunity to learn about topics relevant to museum education and to speak with poster authors in an informal, marketplace setting.

4:15 - 5:00 pm Concluding Reception

El Cafe (Level 1)

5:15 p.m. Conference After-Party at El Paso!

1643 Lexington Ave

Conference committee members will lead the way to the after-party, where you can continue mingling with your peers. Wear your name tag so we know who you are!

Keynote Speaker Biographies

Sandra Jackson-Dumont is the Frederick P. and Sandra P. Rose Chairman of Education at the Metropolitan Museum of Art—the largest museum in the western hemisphere. She is responsible for the vision and management of education and public programs encompassing a range of educational experiences and live arts performances designed for a diverse cross-section of audiences. She is tasked with leading the Museum's ongoing distinctive and creative programmatic development consistent with the Museum's mission and values creating meaningful experiences for visitors with the Museum's collections and special exhibitions.

She was formerly the Deputy Director for Education + Public Programs/ Adjunct Curator, Modern & Contemporary Art Department at the Seattle Art Museum (SAM). She had strategic oversight of programming at SAM's three sites—Seattle Art Museum, Seattle Asian Art Museum, Olympic Sculpture Park. Prior to her appointment at SAM, Jackson-Dumont worked at the Studio Museum in Harlem and the Whitney Museum of American Art among other cultural organizations.

Known for her ability to blur the lines between academia, popular culture and non-traditional art-going communities, Jackson-Dumont is invested in curating experiences that foster dynamic exchanges between art/artists, past/present, public/private and people/places. She has organized numerous exhibitions, lectures, performances, symposia and education initiatives and she has contributed essays to a host of publications and worked with numerous artists.

Jackson-Dumont is on the on the board of the Central District Forum for Arts & Ideas, the Friends of the Waterfront and the Seattle Arts Commission. A recipient of the Creative Leadership Award from the Paul G. Allen Family Foundation, she is also an independent curator/writer and programming consultant working across communities, disciplines and sectors.

Franklin Vagnone serves as Executive Director of the Historic House Trust of New York City. As such, he has instituted a community-based perspective toward guiding the institution, creating and encouraging initiatives that unite all 23 houses and promote them as a community resource. Franklin has significant professional experience in preservation, architecture, design, landscape architecture, archive formation & management, and a deep appreciation and understanding of non-profit organizations.

Known for producing innovative programming and piloting transformative new ideas, Mr. Vagnone's leadership has garnered numerous awards, including 2 Lucy G. Moses Awards from the New York Landmarks Conservancy, the Award of Excellence from the Greater Hudson Heritage Network (Quarterly Journal Publication), 2 Award of Merits from the Museum Association of New York (Annual New York City-wide Festival & Roof Raiser Curatorial Brigade), and more. Franklin is now lecturing nationally on the concept: THE ANARCHIST GUIDE TO HISTORIC HOUSE MUSEUMS. He is authoring a book with Ms. Deborah Ryan (specialist in Community Engagement) about the ANARCHIST concepts for historic house museums.

Franklin has degrees in Architecture & Anthropology from University of North Carolina at Charlotte, a Master of Architecture from Columbia University, Certification in Philanthropy & Fundraising from New York University as well as Nonprofit Business Management and Finance from Yale University and the American Alliance of Museums.

In addition to having a passion for architecture and preservation, Franklin has a robust social media portfolio. His twitter feed (@franklinVagnone) is regularly reposted by major domestic and international preservation organizations and his blog - TWISTEDPRESERVATION.com is presently read in over 60 countries. Frank also paints & sculpts (www.franklinvagnone.org). He currently resides in New York City with his partner John Yeagley and daughter.

Session Descriptions and Presenter Bios

Morning Session

A Key to the Kingdom: Help for teachers and students arriving at museums without a plan

Museums are vast resources of knowledge, information, and learning. But when teachers arrive without a plan they may struggle to access its assets. This workshop can support museum educators' transform what might a loose casual walk through the museum's assets into a more meaningful focused learning experience. In this session, we will ask participants to engage in a conversation about how small shifts in pedagogy could strengthen the school group experience. We will generate ideas that can support school groups maximize their learning even when they arrive without a plan.

- Dr. Adriana Aquino is Science Content Specialist in the Department of Education at the American Museum of Natural History. As such, her main task is to develop scientific content for professional development programs and publications for educators, exhibits, and K-12 students. She also teaches graduate courses for educators through partnerships between the Museum and the City University of New York and the Bank Street School of Education. Course topics range from teaching about the different kinds of fish to how to teach science in informal settings such as museums and the nature of science.
- Cristina Trowbridge is a senior manager of science teacher professional development at the American Museum of Natural History. Cristina works with a team of colleagues to facilitate science teacher professional development workshops on science topics such as biodiversity, evolution, and museum learning. Cristina's education background and interests are in Biology, connecting local environmental topics in teaching, and supporting teaching and museum learning. Cristina has a Masters degree in Science Education and is a Doctoral Candidate in the Urban Education Program at the Graduate Center, City University of New York.

BlackLivesMatter in the Museum: Engaging Audiences in discussion about racial justice and institutionalized racism

From Trayvon Martin to Eric Garner (and countless others), stories about the unjust deaths of young Black men and women regularly flood the news. As the #BlackLivesMatter movement gains momentum, museum educators can provide much-needed opportunities for people to discuss race, power, privilege, and justice. To do so we must develop strategies to connect race, class, violence, justice, power, and privilege to any museum content--be it contemporary art, urban history, or natural environments. This session focuses on the role of museums in civic engagement as we consider both the everyday actions and larger programmatic changes we can make to dismantle institutional racism.

- Marit Dewhurst is the Director of Art Education and Assistant Professor of Art and Museum Education at The City College of New York. She has worked as an arts educator and program coordinator in multiple settings both nationally and abroad. In NYC, she has worked in education departments at The Museum of Modern Art and El Museo del Barrio with an emphasis on teen programs. She is currently the advisor for Museum Teen Summit and the author of *Social Justice Art: A Framework for Activist Art Pedagogy*.
- Monica Montgomery is cofounder of Museum Hue, which advances the visibility and viability of people of color, utilizing museums, the arts and cultural institutions, as a medium for discussion, creation, and solutions. Her thought leadership converges at the intersection of community

engagement, marketing strategy, and museum education. She has presented at the University of Pennsylvania, Temple University, Association of Fundraising Professionals, Enterprise Center, African American Museum of Philadelphia, Historic Germantown, Impact Hub, The Enterprise Center and several other panels, keynotes and conferences. She consults with institutions along the eastern seaboard, assisting with branding, event production and social media. She is an alumna of Temple University with a Bachelor of Broadcast Communication, in Broadcast Journalism. She is a candidate for LaSalle University's, Master of Corporate Communication, in Public Relations.

- Jen Song is the Associate Director of Education at the New Museum. Formerly, she worked at the Museum of Modern Art and Brooklyn Museum with diverse audiences, including adults, teens, families, and people with disabilities. She has taught in various education programs around the city, including at New York University, Relay School of Education, and City College.
- Sasha Wortzel is an educator at the New Museum for G:Class and High School programs. She has worked as an arts educator and program coordinator in diverse settings such as DCTV, a media arts center, at Fountain House, a community of mutual support dedicated to the recovery of people with mental illness, and at Hunter College. She is also a filmmaker whose work explores the politics of space in relation to gender, race, and queer desire. Her films have recently screened at the Berlin International Film Festival, DOC NYC, Outfest LA, and the Guggenheim Lab.

Challenging Spaces: Access Transformations

Every museum has challenges when it comes to creating spaces and programming that are accessible to visitors with disabilities. For educators at the Lower East Side Tenement Museum, New York Transit Museum and the Museum of Chinese in America, this challenge includes working within unusual museum spaces. With the challenges of these spaces also come opportunities to create meaningful access programming. This panel will discuss how to build inclusive programs, create spaces, and train staff to transform their visitor experience. The session will end with breakout sessions to encourage an exchange of ideas between educators.

- Meredith Martin is currently the Special Education and Access Coordinator at the New York Transit Museum and has a Master's degree from School of the Art Institute of Chicago in Art Education with a focus on Museum access. She's worked in education at the Chicago Children's Museum, Art Institute of Chicago, and the Whitney Museum of American Art. Previously, she was a special education teacher working exclusively with students on the autism spectrum.
- Joy Liu is the Director of Education at the Museum of Chinese in America. She has developed education and outreach programs for museums and community organizations in urban and transitional communities in the U.S. and abroad. She was a Peace Corps Volunteer in South Africa and in the Republic of Georgia. As an Artist as Educator, she is most interested in integrating local art and cultural heritage for rehabilitation and resilience in post-conflict communities. Liu holds a B.A. in Studio Art at the University of California Irvine, and a M.A. in Art and Visual Culture Education from the University of Arizona.
- Ellysheva Zeira is currently the Education Associate for Access at the Lower East Side Tenement Museum and has a bachelor's degree from NYU in English Literature and History. She has been working at the LESTM since 2009 holding many rolls; intern, volunteer, educator as well as her current position. In the past year as the Education Associate for Access and the LESTM she has expanded the American Sign Language offerings, organized and overhauled internal access training, and has implemented many new technologies to make the LESTM more accessible.

Creating 21st Century Teens: Developing Dynamic Programming to Form Well-Rounded Young Adults

Teen programming is on the rise at informal institutions. More than just teaching about science or art, zoos and museums are increasingly transforming teens into well-rounded young adults. Hear briefly about two different programs that incorporate college preparation, life-readiness training, and a focus on leadership skills into teen programming. Educators from the Wildlife Conservation Society and the New York Hall of Science will share their experience with developing 21st century skills in their teen programs. Participants will also have an opportunity to share best practices with other educators and take away ideas for incorporating similar elements in their programming.

- Emily Stoeth joined the Wildlife Conservation Society' Education Department in 2011 and works as a Conservation Educator specializing in creating and delivering programs for teen audiences. She served as the Interim Program Coordinator for the NSF ITEST program, Bridging the Gap: The Effects of a School-To-Career Approach on Promoting Wildlife Science Careers Among Minority Students. Before coming to WCS, Emily worked as an Urban Park Ranger for the New York City Department of Parks and Recreation. She has a BA from Brandeis University and is currently pursuing a MA from Miami University in their Advanced Inquiry Program.
- Marcia Bueno, Manager of Explainers oversees the recruitment and professional development of over 85 participants in the Science Career Ladder program. Marcia began as an explainer over 10 years ago while earning a B.S. in Computer Science from Polytechnic University. Over the past 10 years, Marcia has climbed to her current position where she now focuses on developing curriculum and programming to support college prep and career development for SCL participants. Marcia has completed a Mentoring Supervisor program with the Big Brother/Big Sisters of NY and is currently attending the College Access and Counseling program at Goddard Riverside Community Center.

One Object, Many Stories: Transforming Small Collections with Big Ideas

This Breakout Session will illustrate how three different institutions are using multiple lenses, including math and science, to interpret objects using diverse entry points. Each institution faces the challenge of having a collection that is either narrowed by region or artist, or by having to interpret the institution's building itself. Participants will learn how these institutions have transformed the objects within them to be more relevant and accessible to a wider audience, including successes and mistakes that have been made along the way. A brainstorming workshop will help those participating to think cross-curricularly about different objects and how they can place a single object into multiple narratives.

- Laura Browarny spends a great deal of her time teaching third graders that everything is impermanent. In nearly three years at the Rubin Museum, she has helped to renovate, revise, and invigorate the K-12 (now PreK-12) programming that happens in the museum galleries. As the needs of schools continue to change, Laura continues to find new and innovative ways to fulfill those needs by interpreting and reinterpreting the Rubin's collection of Himalayan art. Laura has an MA in Museum Professions from Seton Hall University focusing on Museum Education and Exhibition Development.
- Amy Boyle is the Education Manager at The Noguchi Museum where she coordinates programs that serve a range of audiences. She holds a B.A. from Brown University in Visual Art and an M.A. in Art and Design Education from the Rhode Island School of Design.
- Marnie Weir is the Director of Public Education & Visitors Services at the Cathedral of St. John the Divine, helping to welcome audiences from across the world and advocating for comprehensive educational programming for students of all ages and abilities. She holds an M.S.

in Museum Education with a certification in elementary education from Bank Street College of Education, and a B.A. in Art History from Hobart & William Smith Colleges.

- Larissa Raphael is the Head of Youth and Family Programs at the Rubin Museum of Art overseeing the Rubin's array of PreK -12 School Programs, Early Childhood and Family Programs, and Professional Developments for Teachers. She holds a MEd from Bank Street College in Museum Education and a BA from New York University in Classical Languages.

Afternoon Session I

Expanding Cultural Perceptions: Exploring how our identities impact our teaching

This session introduces educators to the tenets of inclusive multicultural education through critical reflection that can help transform their cultural perceptions and teaching by developing greater self-awareness. Participants will gain tools for starting individualized critical reflective practice to help them become more aware of the assumptions, values, beliefs that inform their teaching and impact students.

- Keonna Hendrick is an innovative museum and arts educator committed to promoting cultural understanding across communities, and engaging audiences in personally relevant experiences through the arts. Keonna currently oversees the Teen Reviewers and Critics Program at ArtsConnection. She has also worked with the Brooklyn Museum, the Museum of Modern Art, Museum Hue, New York City Museum Educator Roundtable, and Classical Contemporary Ballet Theatre. She holds a B.A. in History and Studio Art from Wake Forest University and a M.A. in Arts Policy and Administration from The Ohio State University.
- Melissa Crum, Ph.D received a doctorate degree from The Department of Arts Administration, Education, and Policy at The Ohio State University. Her work is a confluence of various disciplinary canons – art education and critical multicultural education – that converge to create ways to shape the roles of art and education in creative pedagogy and community building alongside academicians. Specifically, Melissa is interested in ways of teaching students how to view and discuss artworks through arts-based critical thinking pedagogical practices where students consider socio-historical, political, and social factors of cultural groups in order to generate alternative narratives. She holds a B.A. in Visual Art Studies from The University of Florida, and M.A. in African American and African Studies from The Ohio State University.

How do you Educate an Educator? Lessons in Training

Training other educators can seem daunting – no matter how long you've been teaching yourself. Drawing on our experiences at Wave Hill and in the field, we will highlight successful strategies for educator training, as well as share what we have learned from our challenges and how it has transformed our practice. Participants will be encouraged to engage in a lively teaching exercise to help them evaluate their own teaching style, strengths, and potential biases. Then, the group will consider how to conduct trainings that foster best practices while embracing the individual teaching styles of their educators and the goals of their institutions.

- Corinne Flax Working in education has always been a part of Corinne's life, ever since she first worked as a camp counselor. Since those early days she has received an M.A. from Bank Street in Museum Education and pursued a career in museum education in New York City. Some of her experiences include managing the interactive play space at MoMA, working as a New York Transit Museum educator, and guiding visitors through the galleries at the Guggenheim. Today she is part of the Wave Hill Education Department where, as Senior

Educator, she develops curriculum, forges partnerships with schools and supervises training of new educators and interns.

- Elizabeth Bradley is the School Programs Educator at Wave Hill, where she develops and delivers guided programs and assists in coordinating internships. Prior to her work at Wave Hill, she has been an environmental camp counselor, third-person re-enactor at a historic farmhouse, educator at an anthropology museum, and interpreter for the Trustees of Reservations in Massachusetts. She holds an M.A. in Public History from the UMass Amherst and is passionate about site-based programming that fosters and draws on people's connections to local history and nature.

Museum Throwdown: Shaking it Up, Museum Ed Style

Whether or not you've attended or heard about the Museum Throwdown, here's your chance to come see what the heck we're talking about. Two experienced Throwers-down will facilitate a fully participatory mini Throwdown where you'll have a chance to try out experimental techniques of your own. Leave your pre-conceived notions about what museum education looks like at the door, and come play with us.

- Rachel Ropeik has spent her entire career in the art world: museums, galleries, historic houses, virtual learning spaces, even tour buses. She pursued museum education to help all visitors feel their opinions about art are valid and valuable, which still drives her today. She is interested in blending digital and analogue and by breaking down the walls of what the "typical museum experience" looks like. She's one part renegade (programs have involved somersaults in museum galleries), one part establishment (Art History degrees from Wellesley College and The Courtauld Institute of Art), and all about helping people enjoy museums.
- Jen Oleniczak is the founder of The Engaging Educator, a NYC-based organization that specializes in improv-based workshops and professional developments. With The Engaging Educator, she's held workshops for institutions throughout NYC and the US such as the Brooklyn Museum, MoMA, the Guggenheim Museum, New York Botanical Gardens, Denver Museum of Nature and Science, NYU and has also worked with individuals from countless others. She's delivered two TEDx talks in the past two years on how improv can change your life. As a museum educator, Jen works with the Guggenheim Museum, Queens Museum and the Children's Museum of Art.

Tag You're It!: Anarchist Tags and the Low-tech, Participatory Approach to Evaluation

This session examines the "Anarchist Tag" pilot program, implemented by the Morris-Jumel Mansion and the Historic House Trust of New York City, as a guide for creating a non-traditional, low tech, interactive approach to evaluation. This method emphasizes visitor input and inclusion by breaking down both spacial and intellectual barriers to participation. The session will examine the pros and cons of implementing an open-ended, participatory evaluative method versus a more detailed, traditional evaluative style.

- Carol Ward joined Morris-Jumel Mansion's staff in August 2008 after three years at the Bruce Museum in Greenwich, Connecticut. During her time at the Bruce Museum, Ms. Ward served as both Museum Educator and Outreach Coordinator. Ms. Ward is an art historian with a Masters Degree in Museum Education from the College of New Rochelle, and an MA in Art History from Hunter College. She recently became the Director of Morris-Jumel, after 5 years serving as the Director of Education and Public Programs. She strives to present programming that makes the museum an integral part of the community.

- Danielle Hodes is currently the Director of Education and Public Programs at the Morris-Jumel Mansion. She received her B.A. in Art History and Psychology with a minor in Neuroscience from the University of South Carolina in 2011 and her Masters in Museum Studies from New York University in 2014. Her Master's thesis focused on the past, present, and future of interpretation in historic house museums. She has interned at museums across the country including the New-York Historical Society, Indianapolis Museum of Art, and Columbia Museum of Art in South Carolina.
- Franklin Vagnone serves as Executive Director of the Historic House Trust of New York City. Prior to joining HHT, Franklin was Executive Director of the Philadelphia Society for the Preservation of Landmarks. Among his many achievements at that institution was the Contemporary Art Program, a program that brought contemporary to Philadelphia's historic houses. Franklin has professional experience in preservation, architecture, design and archive management. He also teaches design and has lectured nationally on historic house museum interpretation. Franklin has degrees in Architecture & Anthropology from University of North Carolina at Charlotte, and a Master of Architecture from Columbia University.

Transformative Learning Among People with Dementia and their Caregivers

How can we create the conditions for transformative learning experiences for people with dementia and their caregivers? How can research and evaluation inform the practice of teaching and learning among people living with cognitive impairment? While our primary target audience is people with dementia, how can we simultaneously support family and professional caregivers? What is the role of art in this process? Updates on research, program evaluation and direct experience in the museum will help us address these questions. Bring your ideas, experience and questions to this conversation about learning among people who are forgetting.

- Carolyn Halpin-Healy, Executive Director, Arts & Minds, is a museum educator whose work is dedicated to improving quality of life through engagement with the visual arts. In 2010 she founded Arts & Minds with neurologist James M. Noble, M.D. to provide museum-based programs for people with dementia and their caregivers. In addition to facilitating programs at The Metropolitan Museum of Art, the NY Historical Society and the Studio Museum in Harlem, she co-teaches *Art and Interfaith Dialogue*, a course she initiated, at Union Theological Seminary. Drawing on aesthetics, medicine and museum education, her research interests are focused on the cognitive, behavioral, social and educational effects of encounters with art.
- Shanta Lawson, M.P.S., Arts and Cultural Management, Pratt Institute, is Education Manager at The Studio Museum in Harlem. Ms. Scott facilitates partnerships with K-12 schools throughout New York City, working to broaden arts education across curricula. She also coordinates visual art-based programs for families with young children. She provides training to museum educators and organizes professional development opportunities for classroom teachers and parents. Through creative outreach efforts to community based organizations, she has initiated programming for special audiences at the Studio Museum, such as verbal description tours, and currently develops interpretative materials building bridges between the Museum and non-traditional art-going communities.
- Rebecca McGinnis is the Senior Museum Educator overseeing Access and Community Programs at The Metropolitan Museum of Art, New York. She and her colleagues are recognized internationally for their pioneering programs for visitors with disabilities. In 2014 the Met received the American Foundation for the Blind Access Award, and in 2011 she received the John F. Kennedy Center for the Performing Arts Award for Excellence in Accessibility Leadership and the American Council of the Blind Achievement Award in Audio Description for Museums. Rebecca

co-convened with Art Beyond Sight international Multimodal Approaches to Learning conferences in 2005, 2007, 2009 and 2012. She is an adjunct lecturer in the Museum Studies MA Program at Johns Hopkins University, teaching Accessibility in the Museum, a course she developed.

Transforming Oneself: Skills and Strategies for Creating a Safe Space in Teaching with Sacred Objects

Many cultural institutions display in their collections objects created for sacred purposes. Educators who teach with these artifacts in school programs strive to find a balance between the secular and the sacred. Do we teach these materials in the same way we teach with 'conventional' works of art? Educators from the Jewish Museum, the Cathedral Church of St. John the Divine and The Rubin Museum of Art will facilitate and explore ways of teaching with sacred objects in a way that honors traditions, considers the communities, and engages audiences in an ongoing fruitful discussion about the arts.

- Suzanne Koppelman is School Outreach Coordinator at The Jewish Museum. She develops and administers professional development opportunities for K-12 teachers, organizes partnerships and other outreach opportunities with public and independent schools in New York City and supervises interns in the Education Department. Previously, she was an Educator at The Cathedral of St. John the Divine. She also worked at the MFA, Boston and the Rose Art Museum, Brandeis University as a registrar and was an elementary classroom teacher for many years in New York City schools. She holds a B.A. from Union College and an M.S.Ed. from Bank Street College of Education.
- Marina Guiomar is an Educator in the Department of Public Education and Visitors Services at the Cathedral Church of St. John the Divine. She is also the coordinator of the NYCMER School and Teacher peer group and a volunteer Ambassador for the Lincoln Center for the Performing Arts. She previously taught in public school for 8 years. She holds a B.A. in Education, an M.A. in Comparative Studies (Film and Literature), and a Ph.D. degree in Literary and Cultural Studies from the English Department of the University of Lisbon.
- Teresa French is the Education Specialist in the Department of Public Education and Visitors Services at the Cathedral Church of St. John the Divine and the School Based Programs Supervisor at Shiloh, NYC. Prior to that she was the Manager of Youth and Family Programs at the Hudson River Museum. She graduated from Bank Street College of Education and Lipscomb University.
- Marilyn Casey is the Assistant Manager of School Programs at the Rubin Museum of Art focusing on school partnerships, long-term residencies, outreach and support all in gallery programming. She holds a Bachelor Degree in Art Education and a Master's Degree in Art Education from City College. Marilyn holds NY-State and NJ-State Teacher Certification for K-12 Arts and come from a background of classroom art teaching, outdoor education, and studio learning.

Afternoon Session II

A Museum is Not an Island (but it can transform one!)

The New-York Historical Society (N-YHS) and the Trust for Governors Island are excited to facilitate a workshop intended to inform and inspire attendees by revealing the transformation that has been taking place on historic Governors Island in the NY Harbor over the last few years. As the Trust has spearheaded the redevelopment of the Island, it has invited arts, historical, and cultural organizations (including N-YHS and its Teen Leadership Program) to be a part of the process through its OpenHouseGI program. Attendees are invited to learn more about one of the greatest contemporary transformations of

public space in NYC and how N-YHS has designed a teen program to curate and operate a satellite exhibition for the museum on Governors Island!

- Rugan Lewis joined the New-York Historical Society Education Division in 2011 and now serves as the Teen Programs Coordinator, supporting and facilitating out-of-school time programs for teens, including the Teen Leader Program. Lewis assists in developing and implementing inquiry-based programs for students to enhance public speaking skills, and further develop research, writing and leadership skills including the first ever student curated pop up exhibition on Governors Island. He has a BA from Eugene Lang College the New School for Liberal Arts in American History where he graduated with high honors.
- Chelsea Frosini joined the New-York Historical Society Education Division in 2009 and now serves as the Manager of Teen Programs, developing and facilitating out-of-school time programs for teens. Frosini develops inquiry-based programs for students to broaden their academic perspective, increase their confidence in professional settings, and enhance their knowledge of the role of museums and cultural organizations in our present day society. Under Frosini's leadership the N-YHS Student Historian program was recognized nationally with a 2012 National Arts and Humanities Youth Program Award. She also produced the first student-curated N-YHS exhibition on Governors Island. She has a BA in Philosophy with a minor in Visual Arts from Fordham University. She has also worked at the Solomon R. Guggenheim Museum, the New York Botanical Garden, and the Rubin Museum of Art.
- Elizabeth Rapuano is responsible for all marketing efforts on Governors Island, including outreach to elected officials, the public and press to raise awareness of Governors Island as the Island created by and for New Yorkers, New York City's shared space for art and play. Previously, Ms. Rapuano was Communications Manager at the Fund for Public Schools. There, she was a speechwriter for Caroline Kennedy, the Fund's Vice Chair, and worked to increase awareness of public-private partnerships to support the City's schools. Ms. Rapuano holds a BA from Holy Cross and a Master of Public Administration degree from Columbia University.

From the Inside Out: Developing Diversity within Museums for Cultural Inclusion

Museums play a formative role in defining and reproducing social relationships through their narrative practices. How museums are construed, who uses them, and how they use them are also defined within this social relationship. Currently, the majority of museum staff and visitors do not reflect the diversity of the population. Diverse museum educators play a critical role in implementing programs that speak to a wide audience. Participants will hear real stories from the field about the benefits in creating a more diverse staff, and what actions, attitudes and resources are needed to create culturally diverse and inclusive museum.

- Stephanie Cunningham is a museum educator that utilizes the arts to engage diverse communities. I have worked at the New-York Historical Society, the Brooklyn Museum, and the National September 11 Memorial & Museum. I am currently an adjunct professor at New Jersey City University and the City College where I teach art history and art education, respectively. I also Co-Founded Museum Hue, to advance the visibility and viability of people of color, utilizing museums, the arts and cultural institutions, as a medium for discussion, creation, and solutions. I believe the arts should be used as a foundation to engage diverse communities.
- PJ Policarpio As a community arts engager, educator and curator PJ Gubatina Policarpio brings creativity and passion in making art accessible for everyone; creating multiple opportunities for meaningful connections between communities and institutions, especially

addressing the needs of a diverse, multilingual, and multicultural audience. With a unique combination of art and museum education, critical cultural awareness, and innovative interdisciplinary thought, PJ conceives, implements, and supports accessible, engaging, and informative curriculum and programming dedicated to a broad range of audiences, from students, teens, families, and communities. Central to his practice is promoting diversity, inclusivity and cultural understanding through experiences and interactions with art. His expertise in museum education, curatorial project management, artist relations, event production, and programming has advanced a dynamic roster of artists and institutions such as the de Young Museum, Queens Museum, and Brooklyn Museum.

Look, Just Look: Mindfulness as a Tool for Object Exploration

Museums are unique buildings filled with mysterious objects and unfamiliar people, all of which can bring up an abundance of emotions and distractions during a tour. Mindfulness, a contemplative practice that brings your focus to the present moment, can yield a space where non-judgmental observations take precedence before group interpretation begins. But how exactly might it be used in a museum gallery? Experience a mindfulness meditation with an object and then collaborate with colleagues to brainstorm different ways to facilitate mindfulness experiences in the galleries.

- Shannon Murphy is a museum educator at The Solomon R. Guggenheim Museum and The Museum of Modern Art where she leads programs for teachers, school, family and young adult audiences. She is also a member of the The Noguchi Museum Think Tank where she began experimenting with mindfulness in the galleries. She holds a BFA from the Rhode Island School of Design and MA in Art History from the City College of New York.
- Megan Pahmier is an artist and educator who works for The Solomon R. Guggenheim Museum. As a teaching artist and mentor art teacher she works with educators on incorporating mindfulness practices in the classroom and museum. She is a certified yoga instructor and has been teaching yoga to children for eight years. She holds a BFA from Maryland Institute College of Art, an MA in Art Education from The School of the Art Institute and is currently getting her MFA from Hunter College.

Mining Your Data: New ways of using what you have

Collecting, analyzing and reporting on data is often viewed as a long and tedious process but it doesn't have to be this way. Data can be used in more agile ways to efficiently inform decision making. Let's be honest, how often do we collect data and leave the results on the shelf? The majority of the time we are even unaware of the information at our fingertips and the possibilities it offers. In this facilitated workshop we will start by sharing how data drove transformations of education programs, exhibitions, and digital initiatives at three institutions. Attendees will assess information they already have and design their own action plans. This session challenges participants to transform their thinking about what we collect, what data already exists, and how it can be used in transformative ways.

- Sheri Levinsky-Raskin has been in the museum education field for 18 years and has worked at a wide range of institutions in many roles. Currently the Assistant Vice President of Education at the Intrepid Museum she oversees many of the Museum's education programming and assessment strategies. She is an active contributor to the museum field having dedicated six-years of service as a NYCMER Board Trustee, the past two years as an EdCom state representative and

professional development committee member, presented at ten national conferences, and guest lectures at programs for New York University and Johns Hopkins University.

- Karen Plemons oversees research and evaluation efforts related to Education experiences at the Met. She is responsible for developing and overseeing evaluation strategy and implementation for programs and other projects. Karen draws from a range of quantitative and qualitative methods including interviews, surveys, card sorts, focus group and observations to help colleagues better understand the Museums audiences and their experiences engaging with the Museum through programs, print materials, and digital platforms. She also teaches the Audience Research and Evaluation course at Seton Hall University in the Museums Professionals graduate program.
- Jackie Armstrong is the Emily Fisher Landau Education Fellow at the Museum of Modern Art where she works cross-departmentally planning and conducting visitor research and evaluation. Previously, she served as the Audience Researcher in the Education Department at the Art Gallery of Ontario. She completed an MA in Museum Studies at the University of Toronto, and is interested in how museums engage diverse publics and in using evaluation methods to help museums make informed decisions for improving the visitor experience.

Planning for the Unanticipated

Museum educators generally plan visits according to established circumstances, but when these change, planning a visit may become challenging. Radical transformations demand inventive ideas and El Museo's Education Department invites you to explore such challenges and their solutions through discussion and a hands-on activity: develop a compelling visit for a rather unconventional exhibition on the spot. After a brief introduction, we will visit the current exhibition in small groups. Each group will focus on a specific work, room or challenge and brainstorm for solutions that will then be shared. Exploring unanticipated transformations should lead at transforming and improving museum visits.

- Remei Capdevila-Werning is Senior Manager of Education at El Museo del Barrio. She received her Ph.D. in Philosophy from the Universitat Autònoma de Barcelona (UAB) with a dissertation on Nelson Goodman and architecture (awarded the extraordinary doctorate prize), and a SMArchS in History, Theory, and Criticism of Architecture and Art from the Massachusetts Institute of Technology. She has been a predoctoral visiting student at the universities of Potsdam and Harvard, a postdoctoral visiting scholar at Columbia University and at UAB and adjunct professor of philosophy at Fairfield University. She is currently a visiting professor at the School of Visual Arts.
- Magali Kivatinetz is the On Site Education Programs Coordinator at El Museo del Barrio. She holds a BFA in Fine Arts from IUNA and a MA in Art History and Museum Studies from CUNY. She is working on her dissertation in Art Education to be awarded from the Universidad de Barcelona. She has worked as a museum educator, writer, program developer and educational consultant in the Museu Picasso, the Guggenheim Museum and as the Latino Audience Development Consultant at the Brooklyn Museum. She is a board member of NYCMER and serves also as the Communication Coordinator for the AAM Latino Network.
- Samantha Schott is a museum educator and administrator who is passionate about empowering students to make change in their communities. While getting her B.A. in Sociology at McGill University, she began working with art therapists and previously incarcerated youth. Since then, she has taught classes on art, activism, and community engagement at El Museo del Barrio and Museum of the City of New York, and is working on new access initiatives at El Museo. She is currently Education Programs Coordinator at El Museo del Barrio, and is excited to continue working with schools and community partners throughout New York.
- Amalia Guajardo-Fajardo is the Education Programs Assistant and a museum educator at El

Museo del Barrio. She received her undergraduate degree in Art History from the University of Seville (2011) and her Master's degree in Visual Arts and Education from the University of Barcelona (2013). Her dissertation studied the learning experiences of a school group during their visit to the Tàpies museum and subsequently at the school itself. In 2014 she was a Museum Guide Intern at the Brooklyn Museum and an Intern in Education at El Museo del Barrio. Currently, in addition to her work at El Museo del Barrio, she is an educator at the Brooklyn museum.

- Romina Muguira is the Museum Educator and Education Assistant at El Museo del Barrio. There she teaches on-site and off-site programs. She holds a BA in Art History and Philosophy from UDLAP and a M.Ed. in Museum Education from Bankstreet College of Education. She was awarded with a Fellowship from Colección/Fundación Jumex. She has been part of projects in different cultural institutions in Mexico and the United States, including the development of a pilot internship program for UDLAP's museum spaces; and an evaluation project for the Guggenheim Museum New York, and prototyping and evaluating an exhibit for the Bronx Children's Museum.

Transforming Students into Activists: Archives as Forums for Social Change

This session will explore how Brooklyn Connections uses archival documents and local history to connect past social movements to today's ongoing fights for equality. Attendees will be provided with primary source modules from Brooklyn Connections' Social Movement Curriculum. This collection of eight heavily researched and Common Core aligned primary source packets explore social movements on a local level, such as the Civil Rights Movement in Brooklyn and the fight for a cleaner Gowanus Canal. Attendees will leave with practical and transferable knowledge as well as new, fresh ideas about how to engage students in contemporary dialogues using archival documents.

- Brendan Murphy is an Educator with the *Brooklyn Connections* program where he facilitates archive accessibility for NYC school children. He holds a BA in Theatre from Western Washington University and is currently pursuing a MA in American Studies at the CUNY Graduate Center. Brendan is also an Educator at the Lower East Side Tenement Museum and an active volunteer with Camp Highlight, a summer camp for children with LGBT families.
- Kaitlin Holt is an Educator with the Brooklyn Connections Program at the Brooklyn Public Library (BPL) where she uses archival material to actively teach research and college readiness skills to students at Brooklyn-based public schools. Prior to joining BPL, Kaitlin worked as an educator and public programs facilitator at the Immigration Museum in Melbourne, Australia and The British Museum in London, England. She earned an M.A. in Museum Studies in 2010 from the University College London and B.A. in History from the University of North Carolina at Chapel Hill in 2005.

Poster Session

Employing High School Students with Autism Spectrum Disorder

In an effort to combat the high unemployment rates among adults with autism spectrum disorder (ASD), El Museo del Barrio is partnering with the neighboring New York Center for Autism Charter School (NYCACs) to offer students work experience. During their time at El Museo, students gain job training, explore art-making, and become part of the El Museo community. The partnership has shown how art

and strong community create a path for the students to take on new challenges and engage deeply in their work.

- Samantha Schott is a museum educator and administrator who is passionate about empowering students to make change in their communities. While getting her B.A. in Sociology at McGill University, she began working with art therapists and previously incarcerated youth. Since then, she has taught classes on art, activism, and community engagement at El Museo del Barrio and Museum of the City of New York, and is working on new access initiatives at El Museo. She is currently Education Programs Coordinator at El Museo del Barrio, and is excited to continue working with schools and community partners throughout New York.
- Magali Kivatinetz is the On Site Education Programs Coordinator at El Museo del Barrio. She holds a BFA in Fine Arts from IUNA and a MA in Art History and Museum Studies from CUNY. She is working on her dissertation in Art Education to be awarded from the Universidad de Barcelona. She has worked as a museum educator, writer, program developer and educational consultant in the Museu Picasso, the Guggenheim Museum and as the Latino Audience Development Consultant at the Brooklyn Museum. She is a board member of NYCMER and served also as the Communication Coordinator for the AAM Latino Network.

Engage, Embed, Empower: A Case Study for Promoting Positive Chaperone-Educator Dynamics in Museum Settings

What makes a good chaperone? What makes a terrible chaperone? And how can an educator ensure the most successful dynamic with any chaperone that walks in off the street? These questions guided a 3-month-long research and evaluation project at the Lower East Side Tenement Museum (LESTM). Based on school tour observations, interviews, and surveys, we examined expectations, role setting, and communication between educators, leadership, and chaperones. Ultimately we diagnosed the most common types of chaperones, explored best practices, and developed tools to help educators engage and communicate expectations to enable a more positive experience for all.

- Kelly Tieger is a Museum Education Masters student at Bank Street College of Education, with anticipated graduation in May 2015. Currently an Education Intern at the New-York Historical Society, Kelly partnered with the emerging Bronx Children's Museum last spring to develop and prototype an interactive blocks exhibit on place and space called "Build the Bronx". Previously, Kelly has been a second grade classroom teacher in Harlem and has co-authored a book on career satisfaction and Myers-Briggs Personality Type.
- Emily Erwin-McGuire is currently pursuing a Master's degree in Museum Education. She graduated in 2012 from SUNY New Paltz with a degree in Elementary Education with a concentration in Art History. During the spring of 2014, she completed an internship at the Hudson River Museum, where she developed curriculum for their exhibit on The Art of Video Games, gave tours for school and public groups, and led professional development and science workshops. She continued to work with the museum over the summer, for a summer STEM science writing intensive for Yonkers public school incoming 9th graders.
- Kate Williamson is currently pursuing her master's degree in museum education at Bank Street College of Education. She has previously served as the Curatorial Assistant at the Museum of Biblical Art and the Museum Publications Coordinator at Asia Society Museum. Most recently, she was the education intern at No Longer Empty, a not-for-profit arts organization that revitalizes empty spaces by hosting site-specific art exhibitions. Additionally, Kate co-founded ForByFor, a non-profit dedicated to supporting and promoting socially-engaged artists. She will spend her spring as the education intern at the Cathedral of St. John the Divine.

The GOALS for Girls Experience: Shifting Roles and Expanding Opportunities

This poster presents the progression of the Intrepid Sea, Air & Space Museum's GOALS (Greater Opportunities Advancing Leadership and Science) for Girls program from 2008 to its current model. Every summer a select cohort of female New York City students begin their journey of STEM (science, technology, engineering and math) awareness, real-world projects, and mentorship. As GOALS alumnae these students continue their long-term growth as participants in the GOALS Science Weekend programs, Navigator internship program and/or part-time teen employee with the Intrepid Museum. This poster will showcase pivotal moments of transformation and progression of the program.

- Shihadah "Shay" Saleem is Coordinator of GOALS (Greater Opportunities Advancing Leadership and Science) for Girls program at the Intrepid Sea, Air & Space Museum. GOALS for Girls is a multifaceted program for rising 9th and 10th grade girls to become part of a 6-week institute which promotes and provides STEM (science, technology, engineering and math)-focused programming. Ms. Saleem received her Bachelor of Science degree from Alfred University and her Master of Science degree from the University of South Florida. Ms. Saleem has been with the Intrepid Museum since 2007.

Museum-based creative arts programming is associated with less dementia patient apathy and better caregiver well-being

Alzheimer disease and related disorders (ADRD), particularly patient apathy and depression, adversely impact the quality of life (QOL), mood, and health of personal and professional caregivers; this is often overlooked in the dementia care equation. Cognitive leisure activities are associated with delayed dementia onset but their effect on dementia outcomes is uncertain. Art programs have been explored as a form of treatment for many neurologic and psychiatric conditions. Demand for museum-based art programs designed specifically for people with dementia and their caregivers is increasing, yet few studies have explored how these programs impact caregiver or patient outcomes. These pilot findings identified a positive association between frequency or quantity of arts programs attended and amount of caregiver burden and dementia patient apathy.

- Carolyn Halpin-Healy, Executive Director, Arts & Minds, is a museum educator whose work is dedicated to improving quality of life through engagement with the visual arts. In 2010 she founded Arts & Minds with neurologist James M. Noble, M.D. to provide museum-based programs for people with dementia and their caregivers. In addition to facilitating programs at The Metropolitan Museum of Art, the NY Historical Society and the Studio Museum in Harlem, she co-teaches *Art and Interfaith Dialogue*, a course she initiated, at Union Theological Seminary. Drawing on aesthetics, medicine and museum education, her research interests are focused on the cognitive, behavioral, social and educational effects of encounters with art.

Museum Cultural Ambassadors: Parent Engagement at Thurgood Marshall Academy Lower School

Upon completion of the 2014 NYCMER presentation on school collaborations, MoMA and The Studio Museum in Harlem developed direct action steps to deepen work within the school community, focusing on parent involvement schoolwide. Through brainstorming and collaboration with the school team, the idea for a Museum Cultural Ambassadors program was conceived. The Cultural Ambassadors program

will provide opportunity for parents to develop a comfort level within a cultural institution, willingness to come to Museum to self-guide with their child(ren) and use art with their child(ren).

- Erin K. Hylton is a cultural organizer, social justice advocate, mentor, and artist who proudly hails from the Bronx, New York and currently works as Schools Programs Coordinator at The Studio Museum in Harlem. Her academic focus is on the importance of cultural access to community development. In practice she works on community efforts with youth using creativity and artistic expression. In her personal time she works on her blog artedgenyc.com and collaborates with other cultural organizers in New York City and abroad creating events, articles, and presenting at conferences. Erin's personal mantra is to "Take Action, Create Change", and she believes art is the tool that can create that change in the world.
- Francis Estrada is the assistant educator for School Visits Programs at MoMA. He is an artist and educator who assists in the coordination and administration of MoMA's school visits programs. He has a fine arts degree from San Jose State University, and has taught in studio, classroom, and museum settings to diverse audiences, including programs for adults with disabilities, cultural institutions, and after-school programs. He has experience from the Museum for African Art, where he taught about the amalgamation of art and culture through objects. Francis exhibits his work nationally, including online publications, and focuses on culture, history, and perception.

Reading Between the Lines: Transforming Social Studies Education through the Arts

Collaborations can often be tricky. By managing expectations and learning to compromise, however, they can also transform thinking and extend scope. This presentation outlines a tripartite collaboration between Historic Hudson Valley, a history organization; The Center for Arts Education, an arts organization; and arts and social studies teachers on an in-classroom curriculum that is transforming history education. This poster session presents an overview of the program "Runaway Art: Interpreting Colonial Slave Ads," including the origins of this program; development process; experiences in collaboration; findings from Year 1; and how these findings will inform the program in future years.

- Margaret Hughes is the education manager for Historic Hudson Valley, where her work focuses on uniting the organization's historic sites in unified school programming and staff training. She also serves on internal committees for Runaway Art and a new, digital initiative focusing on trade in the colonial Atlantic. Prior to joining HHV, Margaret served as the director of education and outreach at Bethel Woods Center for the Arts, overseeing history and arts education programming, and as a freelance curriculum consultant at arts and history museums. Margaret is on the NYCMER annual conference planning committee.
- Michael Lord as head of Historic Hudson Valley's Education Department, Michael brings over twenty years of experience in museum education, interpretive planning, and historic site management. A graduate of Amherst College with degrees in History and Black Studies, Michael began his museum career teaching African American history at Colonial Williamsburg. In 1998 Michael came to Historic Hudson Valley to reinterpret the story at Philipsburg Manor, introducing visitors to the institution of enslavement in colonial New York. Michael has also served as the Director of Education at the South Street Seaport Museum and as the Site Manager of Washington Irving's Sunnyside.

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Brooklyn Museum
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Dining near El Museo del Barrio

Absolute Thai

Thai- Take out
1590 Lexington Ave

Bawarchi Indian Cuisine

Indian - Eat in & take out
1546 Madison Ave

Carval Pizza

Pizza & more- Take out
1544 Madison Ave

El Aguila

Mexican & Salvadoran - Counter service & take out
1634 Lexington Ave

El Caribeno

Dominican - Eat in & take out
1675 Lexington Ave

El Paso

Mexican - Eat in & take out
1643 Lexington Avenue

Joy Burger Bar

American- Eat in
1567 Lexington Ave

La Fonda

Puerto Rican - Eat in & take out
169 E 106th Street

Maoz Vegetarian

Middle Eastern - In the park!
5th Ave and 106th St

Moustache Pizta

Middle Eastern- Eat in & take out
1621 Lexington Ave

Peer Group Lunches

Interested in continuing conversations over lunch? Join one of NYCMER's Peer Groups for an informative and engaging lunch discussion. Peer Group leaders have already selected where they will meet for lunch. Please look below to see where to meet them! Group leaders will meet in the lobby until 11:50 am, and then walk over to the restaurant. If you miss them in the lobby, stop by the restaurant and ask for the table under the leader's name!

Paul Orselli, Freelancers

Suzanne de Vegh, Adult Programs

El Paso: Mexican - 1643 Lexington Avenue

Hannah Heller, Students

Erin Shaw, Managers

La Fonda: Puerto Rican - 169 E 106th Street

Stephanie Zank, ELL/Cultural Diversity

El Caribeno: Dominican - 1675 Lexington Avenue

Ann Bell, Artist/Educators

Bawarchi Indian Cuisine: Indian- 1546 Madison Avenue

Marina Guiomar, School & Teacher

Maoz Vegetarian: Middle Eastern- In Central Park at 5th Avenue and 106th Street

Rebecca Mir, Technology

Moustache Pitza: Middle Eastern- 1621 Lexington Avenue

Sheri Levinsky-Raskin, Evaluation

Joy Burger Bar: American- 1567 Lexington Avenue