

Generating Engagement and New Initiatives for All Latinos

GENIAL

Generando Entusiasmo y Nuevas Iniciativas para Audiencias Latinas

Summit Participants

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Amy Oates, Project Coordinator, Exploratorium

Isabel Hawkins, Astronomer and Project Director, Exploratorium

Liliana Blanco, Administrative Director, Exploratorium

Natalie Nielsen, Principal Consultant and GENIAL Document Specialist,
N-Squared Consulting

Veronica Garcia-Luis, Project Director, Exploratorium

Wendy Meluch, Evaluation Consultant and GENIAL Evaluator, VisitorStudies.com

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Cheryl Lani Juárez, Sr. Director of Professional Development, Frost Museum of
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Jesus Chavez, Senior Vice President of Operations, mitú Inc.

Jose Gonzalez, Executive Director, Latino Outdoors

Jose Antonio Tijerino, President & CEO, Hispanic Heritage Foundation

Juliana Ospina Cano, Senior STEM Manager, National Council of la Raza (NCLR)

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María Oliva Ávila Vera, Maya Elder, Self-Employed

Marina La Grave, CEO, Centro Latinoamericano Para Las Artes,
Ciencia Y Educacion (CLACE)

Mario Martinez-Munoz, Field Trip Explainer, Exploratorium

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New York Hall of Science (NYSCI)

Thomas Hurtubise, Curator of Education,
Queens Zoo/Wildlife Conservation Society

Tina Plaza-Whoriskey, Senior Communications Manager, Child Trends

Toni Dancstep, Senior Researcher, Exploratorium

Vilma Ortiz-Sanchez, Program Specialist,
National Museum of the American Indian/Smithsonian

Vivian Altmann, Community Educational Engagement, Exploratorium

GENIAL COORDINATING TEAM

Amy Oates, Project Coordinator, Exploratorium

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After spending years developing and scaling operations in academic student services, small business start-ups, and relief/development projects in Haiti and Uganda (as well as maintaining a practice as a visual artist), Amy Oates chose to pursue a career in museums to combine a passion for arts and culture with community development. She holds an MA in museology from the University of Washington. Amy first came to the Exploratorium to lead youth and family programs; she now supports many special projects around visitor engagement in the Museum Experience division and around activity development and PD workshops within the Tinkering Studio. She enjoys pivoting between creating big picture strategies and turning ideas into actualities.

Isabel Hawkins, Astronomer and Project Director, Exploratorium

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Isabel Hawkins is a bilingual and bicultural science educator and astronomer and a native of Cordoba, Argentina. She holds a PhD in astrophysics from UCLA, and worked in research and education at UC Berkeley's Space Sciences Laboratory for 20 years before joining the Exploratorium in 2009. Her passion is to facilitate authentic participation of underserved communities, particularly Latinos, in STEM education in ways that allow for bringing the entirety of cultural identity to bear in the learning of science.

CURRENT PROJECTS

Exploratorium's Latino Audience Engagement Initiative

PI of the [GENIAL Summit](#)

[Consultant for the Smithsonian National Museum of the American Indian](#)

Liliana Blanco, Administrative Director, Exploratorium

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As Administrative Director, Liliana Blanco is part of the Exploratorium’s Museum Experience leadership team. Struck by the opportunity to work toward reaching Latino audiences, she joined the Exploratorium’s Latino Coordinating Committee, which focuses on signature public programming events, museum access efforts, capacity building for staff, and organizing the GENIAL Summit. Liliana holds a BA in multicultural and gender studies with a focus on women’s studies. In her 15 years prior to transitioning to the museum world, she leveraged relationships across organizations to build innovative projects and teams with a focus on issues of equity, access, and economic development.

**Natalie Nielsen, Principal Consultant and GENIAL Document Specialist,
N-Squared Consulting**

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Natalie Nielsen, PhD, is an independent educational and youth development research consultant. Recent projects have focused on understanding, improving, and expanding access to K–12 STEM learning opportunities in California; evaluating a national 1:1 computing initiative in high-poverty schools; broadening the international use of administrative educational data for research, policy, and practice; and increasing the use of social and behavioral science research for decision making. Since earning her PhD in 2003, Natalie has spent her career at the nexus of educational research and policy. She was Acting Director of the Board on Testing and Assessment and a senior program officer with the Board on Science Education at the National Academies of Sciences, Engineering, and Medicine in Washington, D.C. Before that she was the Director of Research at the Business-Higher Education Forum (a membership organization of business leaders and university presidents), and a senior researcher at SRI International, where her focus was on the evaluation of federal, state, and local K–12 educational programs and reform initiatives. Natalie’s driving interests are in improving opportunities and outcomes for disadvantaged young people, and in having decisions on these matters be based on the best available evidence. Her research and program evaluation activities have addressed a wide variety of topics related to these interests. These topics include coordinated community-wide efforts to improve the lives of young people; museum, afterschool, and youth development programs; national, state, and district-level K–12 education reform

efforts; educational technology initiatives; teacher quality; high-school reform; and college readiness and access (both generally and in STEM). Natalie holds a BS in geology from the University of California, Davis; an MS in geological sciences from San Diego State University; and a PhD in education from George Mason University.

Veronica Garcia-Luis, Project Director, Exploratorium

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Veronica Garcia-Luis is a Project Director in Visitor Research and Evaluation. Her scope of evaluation work includes exhibit development, public programming, orientation and wayfinding, and audience research. Before joining the Exploratorium in 1997, Veronica was a museum educator at the Fowler Museum of Cultural History in Los Angeles, where she explored object-based programming with wide-ranging audiences. She then received her MA in museum studies from John F. Kennedy University in 1997, where she investigated how museums can create effective partnerships with urban Latino families. Veronica is very enthusiastic about creating accessible and equitable learning environments for diverse audiences. She co-leads the Latino Audience Engagement effort at the Exploratorium and has been the Co-PI on several equity-focused National Science Foundation grants including *Ciencia Pública: Co-creating Public Outdoor Learning Spaces with Latino Communities*; *Exhibit Designs for Girls' Engagement (EDGE)*; and *GENIAL: Generating Engagement and New Initiatives for All Latinos*. Additionally, she has led and researched a mobile multilingual exhibit interpretation approach that provides exhibit label access in Spanish and Chinese while allowing multilingual visitors to engage socially and remain in their respective roles. Most recently, she's been leading the Diversity and Inclusion Initiative at the Exploratorium focusing on increasing diversity in recruiting and hiring practices.

CURRENT PROJECTS

Latino Audience Engagement Initiative has goals to increase Latino audiences participation, create and support partnerships with Latino-serving organizations, and build staff cultural competence in better engaging Latino audiences.

Exhibit Designs for Girls' Engagement (EDGE) was a research study that identified the exhibit design attributes that best engage girls ages 8–13 at STEM exhibits.

Ciencia Pública: Co-creating Public Outdoor Learning Spaces with Latino Communities is a collaborative project with the SF Boys and Girls Club and Buena Vista Horace Mann School to co-develop STEM exhibits in public spaces in the predominantly Latino Mission District.

**Wendy Meluch, Evaluation Consultant and GENIAL Evaluator,
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As Principal of VisitorStudies.com, Wendy Meluch has two decades of experience evaluating exhibits and programs in informal education centers throughout the western United States. She wrestles with research questions that range from simple program-related logistics to deep explorations of subtle and sophisticated areas of human thought and endeavor with people of all types. Wendy has collaborated numerous times with the Bishop Museum in Honolulu to develop/evaluate programs that present STEM content through a Native Hawaiian lens to engage students of Hawaiian and Polynesian descent. Earlier endeavors include directing La Sonrisa Institute to develop and escort educational tours in and around Cuernavaca, Mexico. Wendy holds an MA in museum studies from San Francisco State University, and BAs in anthropology and business, and a Certificate of Latin American Studies from Michigan State University. In addition to designing and conducting research, she frequently provides professional development in the form of workshops, lectures, and keynote addresses at institutions, professional conferences, and universities. Most recently, she worked with graduate students and professionals in the city of Kolkata at the invitation of India's National Council of Science Museums.

GENIAL ADVISORY GROUP

Cecilia Garibay, Principal, Garibay Group

Chicago, IL

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Cecilia Garibay is principal of Garibay Group, a consulting firm that provides research, evaluation, and strategic consulting services to museums and other cultural organizations. She brings a bicultural/bilingual perspective to her work and specializes in culturally responsive/contextually relevant research and evaluation approaches. Her research focuses on informal learning environments, particularly initiatives aimed at reaching underrepresented audiences. One area of her research has focused on Latino and other immigrant communities—particularly regarding leisure values and informal learning, and conceptions of museums. Another research area focuses on inclusion and organizational change in museums. She has served as Co-PI on various national research initiatives focused on equity and inclusion in STEM, including the NSF-funded research

projects, [Bilingual Exhibits Research Initiative](#) and Examining Contextual Factors Influencing the Implementation of Projects Designed to Improve Cultural Diversity in Informal Science Education Programming. She is a Co-PI for the [Center on the Advancement of Informal Science Education \(CAISE\)](#). Garibay served on the National Academies of Sciences committee, which produced the seminal volume, Learning Sciences in Informal Environments. Cecilia also served as an advisor and presenter at the 2009 NSF-funded Latinos and STEM Conference.

RECENT PROJECTS

[Bilingual Exhibits Research Initiative](#)

[Cultural Competency Learning Institute](#)

[CHISPA](#)

[Ciencia Pública](#)

Cheryl Lani Juárez, Sr. Director of Professional Development, Frost Museum of Science

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Cheryl Lani Juárez has over 25 years experience creating professional development models and curricula. She is the Principal Investigator of [Children Investigating Science with Parents and Afterschool \(CHISPA!\)](#), an NSF-funded broad implementation project working with Hispanic communities throughout the United States, and the director for [Early Childhood Hands-On Science \(ECHOS\)](#) Professional Development and Family Engagement Project, funded by the W. K. Kellogg Foundation. She served as project director for the ECHOS Goal 2 and Goal 3 research projects, funded by the U.S. DOE Institute of Education Sciences. In this capacity, she contributed to the development and implementation of the current ECHOS curriculum and professional development model, now used in 15 states, to improve school readiness. She directed the NSF-funded Girls RISEnet National Museum Network, which helped informal educators connect minority girls to careers in science and engineering. Prior to joining the Frost Science staff, she worked for a national comprehensive school restructuring organization, and held positions as a bilingual educator, curriculum developer, and technology trainer in the United States and Mexico.

CURRENT PROJECTS

CHISPA, the Spanish word for spark, stands for Children Investigating Science with Parents and Afterschool. Funded by the NSF, CHISPA is the first national

collaboration between the National Council of La Raza (NCLR), the ASPIRA Association, and a network of 11 science museums located in cities with growing Latino populations. They are working together to increase participation of Hispanic children and their families in science at home, after school, and at their local science museums.

**Julie Nunn, Director of Marketing, Communications, Frontline,
and Membership, Exploratorium**

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Julie is responsible for developing comprehensive, integrated expressions of the Exploratorium's brand. She strategizes and creates marketing plans and campaigns that maximize the museum's presence locally and globally. She developed marketing campaigns for the *Science of Sharing* and *Strandbeest: The Dream Machines of Theo Jansen* exhibitions. In addition, she manages a Communications department, which includes social media. She also oversees Frontline operations, which includes retail, ticketing reservations, and membership sales. Julie has developed business models and worked with local publishers on Exploratorium publications including *The Art of Tinkering* and *Seeing*. Prior to joining the Exploratorium in 2010, Julie's professional experience included Gap Inc., Hasbro, the DaMert Company, and The Nature Company. She holds a BA in philosophy from Sarah Lawrence College and an MBA in sustainable enterprise from Dominican University of California.

Laura Huerta Migus, Executive Director, Association of Children's Museums

Arlington, VA

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Laura Huerta Migus is the Executive Director of the Association of Children's Museums, an international membership organization dedicated to advancing the work of children's museums and early learning in informal settings, in Washington, DC. She is a passionate advocate for the powerful learning experiences and environments museums offer, especially for children and families who are traditionally marginalized in formal learning systems. Ms. Huerta Migus brings more than a decade of experience in developing and implementing professional development experiences and international partnerships for creating culturally responsive and inclusive educational and organizational environments. She was honored to be named as a Champion of Change for Summer Opportunity by the White House in February 2016.

Lorraine Yglesias, Director, Marketing Programs, Monterey Bay Aquarium

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After 20 years in the communications and entertainment industry in Los Angeles and San Jose, Lorraine Yglesias joined the **Monterey Bay Aquarium** as their first Hispanic Marketing Coordinator in June 2004. In 2007, she was promoted to Senior Marketing Manager to continue oversight of Hispanic marketing initiatives in addition to development of sponsorships. In 2014, she was promoted to Director of Marketing Programs to oversee integration of outreach initiatives involving both the Hispanic and general markets. Lorraine continues to serve as a liaison with the Aquarium's advertising agency to ensure campaigns are tailored for Hispanic audiences and to identify crossover opportunities. She is also responsible for developing the Aquarium's relationship with the local and regional Hispanic communities through promotional and advertising initiatives. She represents the Aquarium at community events and serves as a spokesperson for interviews with Spanish language media. This position gives her an opportunity to put into use the various skills she's honed over the years, including working as a volunteer for the environmental movement in Los Angeles as a member of ECO (Earth Communications Office) to mentoring young Latinas graduating from her alma mater, Loyola Marymount University in Los Angeles. Lorraine also volunteered for organizations assisting immigrants to the United States. As an immigrant herself, she continues to seek ways to bridge the gap. During her tenure in Los Angeles, Lorraine worked for independent television production and distribution companies, including Lorimar-Telepictures (later acquired by Warner Bros. TV) and the *Hollywood Reporter* (an entertainment industry publication). Her duties included developing the U.S. Hispanic and Latin American markets for her employers. After relocation to Northern California she joined Comcast Spotlight, the advertising arm of Comcast Cable. As an Account Executive, Lorraine marketed the Spanish language cable networks to business owners in the San Jose and Monterey/Salinas areas.

Paul Dusenbery, Director, SSI National Center for Interactive Learning

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Paul Dusenbery has a research background in space physics (PhD in physics from the University of New Hampshire) and is the Director of the National Center for Interactive Learning (NCIL). He has over 20 years' experience

developing formal and informal education programs, such as a successful workshop series to help scientists and engineers learn how to implement an effective formal and informal STEM education program (supported by NASA and NSF). He led the development of major national traveling exhibitions (NASA and NSF supported): *Electric Space*, *Space Weather Center*, *MarsQuest*, *Alien Earths*, *Giant Worlds*, and recently *Great Balls of Fire: Comets, Asteroids, and Meteors*. He has also led and participated in numerous professional development workshops for classroom and informal educators. Currently he directs the STAR Library Education Network (STAR_Net), a national library education program (in partnership with the ALA and many other organizations). Three STAR_Net exhibitions have been developed: *Discover Earth*, *Discover Space*, and *Discover Tech*. The STAR_Net program has impacted over 1.5 million patrons and hundreds of librarians across the country over the past 6 years. He is also PI and Project Director for several education projects: NSF-funded STAR_Net: Phase 2; NSF-funded STEM Learning in Libraries Conference; and the NASA-funded FOTOS and NASA@ My Library projects.

CURRENT PROJECTS

STAR Library Education Network, which has a core focus to develop a community dialogue strategy. These dialogues have yielded valuable data about the needs of identified underserved audiences (e.g., how they use the library, barriers to participation in certain types of programming), identified or solidified potential community partnerships, and provided an opportunity for programming librarians to give feedback.

Salvador Acevedo, VP of Strategy, Scansion

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Salvador has over 20 years experience helping organizations link their design and market strategies with the many cultures within the United States. Being bilingual and bicultural gives him the ability to more easily recognize the common-ground bases for successful engagement solutions. For the last few years, Salvador has been working on understanding how the emergence of a new cultural identity is changing the marketplace, and influences the type of experiences people seek. Salvador has extensive experience conducting audience and strategy projects for clients such as SFMOMA, California Academy of Sciences, Exploratorium, SF Symphony, Chrysler, Carhartt, and others. He is a regular speaker at conferences on topics such as cultural participation and demographic

trends, and is a recipient of the Latino Business Leadership Award by Wells Fargo and the *SF Business Times*.

CURRENT PROJECTS

The Latin Experience Study: Latino engagement in the arts in California

WESTAF's Emerging Leaders of Color Leadership Training

Member of The Museum Group

Veronika Nunez, Sr. Community Engagement and Partnerships Specialist, Oregon Museum of Science and Industry

Portland, OR

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Veronika is an educator and partnerships specialist with over 15 years experience in the informal science education field. She has managed the research and development of major exhibits and programs, including *Sustainability, Nutrition and Fitness, Renewable Energy, and Designing Our World*. She has experience assisting with the development and administration of project budgets and timelines and identifying, recruiting, and building successful, collaborative relationships with project partners and advisors; and developing strategic relationships and networks with new communities, including individuals and groups from underserved audiences. She is also a theater artist and is often seen on stage around Portland where she performs with different theater companies, including, Milagro Theater, Northwest Children's Theater, and Lakewood Theater Company.

GENIAL PANELISTS

Antonia O. Franco, Executive Director, SACNAS

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Dr. Antonia O. Franco has served as Executive Director of **SACNAS** since April 2014. Prior to SACNAS, she was the Vice President and Program Director of Arizona Transition Years, Student, Family and Community Initiatives for Helios

Education Foundation. At Helios, she worked in conjunction with the foundation's community investment team to identify partnership opportunities and implement the foundation's strategic investment goals in Arizona. Prior to Helios, Dr. Franco worked at Arizona State University (ASU) advancing access and success for all Arizonans, especially, low-income and first-generation students. She served in leadership roles in the University's K–12 Outreach Initiatives and in Student Affairs/Student Life to support the matriculation, persistence, and graduation of students with the engagement of families and communities. Dr. Franco received her PhD in educational administration and supervision from the Mary Lou Fulton Teachers College at ASU. Her dissertation research focused on the organizational implementation of a district-level reform effort in an urban high school setting. She holds an MA in higher and postsecondary education from ASU and a BA in business administration from Northern Arizona University.

CURRENT PROJECTS

SACNAS Chapters, which are a source of community that have generated a powerful peer network and increased the visibility of underrepresented scientists locally and nationally. They are a source of opportunity, support, and motivation as Hispanic, Native American, and other minority students further their STEM educations and careers. SACNAS Chapters are also encouraged to organize and participate in community events, such as STEM festivals and DNA/Science Day with nonprofits, by serving as speakers and/or providing hands-on science experiments to their communities. This provides a space for other students to learn about and become interested in science.

SACNAS Regional Meetings create local opportunities for chapter and community college students to find the tools, resources, and connections they need to advance their educations and careers. Regional meetings bring students, university programs, and local community members together to offer a variety of workshops and professional development opportunities such as CV building, poster presentation, conference preparation, and informational workshops. These meetings also provide the opportunity for local communities to deepen their support for STEM students and programs. In some instances, high school age students may be invited to participate as well.

Partnership with the Museum of Art and History (MAH)—through the UC Santa Cruz SACNAS Chapter—in the museum's Scientists Beyond Borders event, which brings hands-on science experiments to children and youth, and helps them realize that they, too, can do science. Through this partnership with the MAH, **SACNAS seeks to foster interest in science** and provide exposure to diverse STEM role models that youth can identify with.

Carolina Echeverria, Development Director, Innovate Public Schools

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Carolina Echeverria leads Innovate’s development work, having built significant expertise in communications and diversity through her career in marketing research and media. Before joining Innovate, Carolina led Community Empowerment for Univision’s Bay Area station for 10 years. In this role, she built a strong track record of cultivating partnerships, running initiatives on topics ranging from health and immigration to civic engagement and education, and bringing together bicultural audiences to strengthen the community. She has always been a true believer that education is the greatest gift and asset you can give children for their future. Having emigrated twice in her life, she has experienced the challenges of starting over in a foreign country, but coming with the knowledge, skills, and openness to continue learning.

CURRENT PROJECTS

Innovate Public Schools is a nonprofit whose mission is to build parent and community demand for world-class public schools, and to accelerate the growth of these schools, particularly for low-income students and students of color. Innovate publishes easy-to-understand school quality data and research that highlights both problems and solutions, and builds the capacity of parents, community leaders, and educators to innovate and act together to create world-class public schools.

Jesus Chavez, Senior Vice President of Operations, mitú Inc.

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Jesus Chavez is Senior Vice President of Operations for mitú Inc., where he drives the strategy, management, and profitability of ad operations, content marketing, strategic brand partnerships, and network platforms. Prior to this, Jesus spent almost nine years with Univision in multiple senior leadership roles where he ran digital operations and strategy for the Univision Television Group (UTG) and previously the Local Interactive Media Group. Under his leadership, the UTG digital group achieved profitability. He also successfully led the expansion of the local digital business for the radio and TV groups, relaunched 70 online and mobile sites in seven months, and launched the first Univision music branded app.

His background is in IT consulting and engineering. Jesus is a board member of the Digital Advisory Council supporting the St. Jude Children Research Hospital and holds an MBA from the UCLA Anderson School of Management and a BS in mechanical engineering from UCSB.

Jose Gonzalez, Executive Director, Latino Outdoors

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Jose Gonzalez is the Founder and Executive Director of Latino Outdoors, an organization and network that brings an expanding inclusive narrative of Latino identity in relation to nature, conservation, and the outdoors. He is also an educator, speaker, and thought leader on equity and inclusion in conservation.

Jose Antonio Tijerino, President & CEO, Hispanic Heritage Foundation

Washington, DC

hispanicheritage.org

Jose Antonio Tijerino is president and CEO of the Hispanic Heritage Foundation (HHF), which focuses on education, workforce development, leadership, and public awareness in addition to promoting cultural pride and accomplishment. Tijerino oversees a network of 100,000 vetted Latinos ages 15–35 through the LOFT (Latinos On Fast Track) Network. Prior to HHF, Tijerino worked at Fannie Mae Foundation, Nike, Burson-Marsteller, and Cohn & Wolfe under the Young & Rubicam umbrella. He has been honored with the prestigious Ohtli Award, the highest recognition by the government of Mexico outside of Mexico; Lifetime Achievement Award by National PTA; Vision Award by Silicon Valley Latino Leadership; Brillante Award by National Society of Hispanic MBAs; Leadership Award from Telemundo; Army Strong Civilian Award by the U.S. Army; Community Service Award by Governor of Maryland; Cesar Chavez Award by National Hispanic Leadership Institute; and the Champion of Digital Equity Award by the Multi-Cultural Telecom & Internet Council (MMTC); among others. Tijerino serves on various boards including Harvard’s Latino Leadership Initiative at the Kennedy School, The Hispanic Technology and Telecommunications Partnership (HTTP), National PTA, University of Maryland’s Smith School of Business, PBS Sci-Girls; Nielsen’s Latino Advisory Counsel, America’s Promise Alliance, Latino Jewish Leadership Council, and Center for the History of the New America. Tijerino also founded The American Project with

Notre Dame University to treat immigrants with dignity. He was featured on the cover of *Latino Magazine* as one of 10 Who Made a Difference, on HBO's *Habla Series*, and was the subject of an hour-long Discovery Channel/TLC program for his work with youth. His blogs and media presence have made him a national voice on Latino issues. Tijerino earned a BS degree from the University of Maryland's School of Journalism and later was awarded a Doctorate of Humane Letters from The Chicago School.

CURRENT PROJECTS

CSL: HHF introduces and teaches Latino youth computer coding in over 25 regions across the country with top tech and fortune 500 companies.

Video Gaming and App Challenge: HHF issues a national challenge to minority youth, ages 15–25, to fully develop video games or apps to innovatively address social issues. Twenty youth are then brought to Washington, DC, to present to White House, Congress, and the media, and incubate their ideas.

Juliana Ospina Cano, Senior STEM Manager, National Council of la Raza (NCLR)

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Juliana manages the **National Council of La Raza's STEM portfolio**, one designed to identify and foster talent in underserved communities by exposing youth to the wonders of STEM education. As NCLR's STEM enthusiast, Juliana designs and leads national programs in 11 states. Since joining NCLR in 2014, her vision has annually impacted over 1,000 predominantly first-generation Latino Americans. Prior to joining NCLR, Juliana served as the Founding Director of Community Outreach and Family Engagement at STEM Prep Academy, where she specialized in developing culturally competent and sustainable practices in launching Nashville's first STEM charter school. Earlier in her career, she worked at Conexión Américas, the Metropolitan Nashville Public School System (MNPS) in Tennessee, and the Cobb County School District in Georgia. Her experience at the local public school level solidified her commitment to the development of intentional and inclusive environments that promote high-quality and equitable education opportunities for all students. Juliana holds a BA in international affairs and modern languages, a graduate certificate in education policy and program evaluation from Georgetown University, an MS in education, and is currently pursuing a PhD in education at Johns Hopkins University.

CURRENT PROJECTS

NSF-funded Children Investigating Science with Parents After School (CHISPA)
Escalera STEMNCLR's Annual STEM Youth Summit at NASA

Maddie Correa Zeigler, Education/Outreach Consultant, GWCS

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Maddie Correa Zeigler is an educational consultant and grant proposal developer with extensive experience in informal science education. Her particular expertise is in developing and implementing bilingual outreach programs for Latino audiences. Ms. Zeigler, a native Spanish speaker from Puerto Rico, previously served as Principal Investigator/Project Director for an NSF-funded bilingual family involvement project serving Latino audiences in Albuquerque, NM (Proyecto Futuro Bilingual Partnership, winner of AAM's Excellence in Programming Award, 2005). She has also served as an advisor for NSF-funded informal science education projects focused on community outreach. Ms. Zeigler was part of the team that organized the Informal Science and Latinos Pre-Conference Workshop (ASTC, 2008) and the Expanding Informal Science Education for Latinos Conference (NSF-funded, 2009). She is a board member of the Foundation for Family Science & Engineering (Portland, OR) and Space Science Institute (Boulder, CO). Part of her current work bridges informal and formal education; she assists Hispanic-serving institutions of higher education (commonly referred to as HSIs) to help expand their capacity to engage Hispanic students in STEM studies. Prior to her consulting work, she served for 17 years as a senior education staff member at the New Mexico Museum of Natural History and Science.

Marilee Jennings, Executive Director, Children's Discovery Museum of San Jose

San Jose, CA

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Marilee Jennings, who joined the Children's Discovery Museum of San Jose in 2008, has more than 25 years of nonprofit experience in senior management and expertise in the area of institutional advancement, including fundraising and audience development. Under her leadership, the 52,000 square foot children's museum/science center hybrid has become known for its unique success in

reaching and serving the remarkable ethnic and socioeconomic diversity of its minority majority city. She received the National Award for Museum Service, bestowed by First Lady Laura Bush, in recognition of the museum's extraordinary service to the community.

CURRENT PROJECTS

Developed the Museum's Latino Audience Development Initiative nearly 20 years ago when audience research showed a substantial under-representation of Latino families when compared to community-wide census data. The initiative, which remains a priority today, used a comprehensive set of strategies across museum functions: exhibits, education and programs, human relations, membership, events, and governance. More current strategies include having Latino-descent immigrants together with immigrants from other countries share their immigrant experience and their hopes and dreams for their children. An outcome of this work is the new World Market co-developed with a member from each ethnic community.

Patricia Lannes, Museum Consultant, Independent

Cold Spring Harbor, NY

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Patricia Lannes has over 20 years experience in museum education and visual literacy. She has national and international experience envisioning, curating, and producing transformational learning practices for museum, art and education professionals, and audiences of all ages and backgrounds. As an education and museum consultant, her latest work concentrates in creating frameworks that use pedagogical practices that support equity, cultural participation, and civic engagement in museums. She is the founder and director of CALTA21, an initiative that creates museum, formal education, and community-based organization partnerships and builds their institutional capacities to strengthen the academic, social, and cultural capital of immigrant language learners. Her latest consulting clients include Bard Graduate Center Gallery, NYC; Cool Culture, NYC; Tucson Museum of Art, AZ; El Paso Museum of Art, TX; Everson Museum of Art, NY; and Katonah Museum of Art, NY. She is the former Director of Education at the Nassau County Museum of Art, Roslyn, NY. Patricia addresses issues of intercultural dialogue; user-centered programming; Latino, immigrant, and refugee audiences; and art and language and institutional partnerships in local, regional, national, and international conferences. She holds a degree in history

from Universidad de la República, Uruguay, and is immediate past-Chair of AAM's Latino Network. Through her work with CALTA21 she was nominated to be recognized at the White House as a Champion of Change, an award for Americans with innovative ideas who are making a difference in their communities.

CURRENT PROJECTS

CALTA21 is an initiative that empowers Latino and immigrant audiences by strengthening their academic, social, and cultural capital. CALTA21 builds capacity of museum professionals and partnering organizations and uses art as a catalyst for learning language and strengthening the participant's voice.

Lab for New Audiences, Cool Culture, an IMLS-funded initiative that builds professional capacity of educators from 20 New York City museums to work with diverse families and to advance equity through the arts and culture.

Latino Network, American Alliance of Museums, a professional organization that represents and advances the needs of Latinos working in museums and of cultural workers interpreting Latino/Latin American content in museums.

Santiago Ruiz, Executive Director, Mission Neighborhood Centers, Inc.

San Francisco, CA

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Santiago Ruiz is the Executive Director of Mission Neighborhood Centers, Inc., (MNC) a nonprofit multiservice agency that operates 11 facilities in San Francisco. Since the late 1970s, he has directed MNC in developing and strengthening its core components: a child development program serving children ages 0–5 and their families, a youth services program serving children and youth ages 6–25 and their families, a workforce development program for young adults, and a senior healthy aging program for adults over age 62. MNC's programs provide a continuum of care that follow an individual through his or her life span. Through his leadership, MNC has grown to a multimillion dollar, multiservice organization. For the past several years, Santiago has overseen and been the primary project manager for Casa de la Misión, MNC's multiuse, affordable senior housing development project. MNC is currently working with Mercy Housing through the entitlement phase of this development. Santiago has over 30 years of professional, volunteer, and advocacy service in the public and private sector. From 1988 through 1996, he was appointed and served as San Francisco Recreation and Parks Commissioner under two different mayors. He has served as President of the Board for Instituto Familiar de la Raza and

the Mission Economic and Cultural Association. He currently sits on the Board of Directors for the Mission Asset Fund and for Instituto Familiar de la Raza. He participated in the prestigious Leadership San Francisco program and received numerous civic awards and fellowships, including a Koshland Fellowship in recognition of his commitment to empowering families to build strong, healthy, and vibrant neighborhoods. Currently Santiago is the Chair of the Koshland Committee as well as a member and leader of several local and state coalitions comprised of social service and Early Care and Education agencies.

GENIAL PARTICIPANTS

Alicia Santiago, Science Advisor and Latino Engagement Specialist, Twin Cities Public TV

Gaithersburg, CA

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Alicia Santiago is a bilingual research scientist and Latino Engagement Specialist. She has a PhD in cell and developmental biology, specializing in neurodevelopment, from the University of California, Davis. Her studies include research into the mechanisms involved in neuronal guidance in the peripheral and visual nervous systems. Since 2007, Dr. Santiago has been involved in the development and implementation of innovative direct and mass-media science and health education national-level programs for the Latino community. Her expertise includes professional development on cultural competence to assist science educators in cross-cultural understanding and teaching effectiveness, and translation of scientific and technical language and concepts for professional and lay audiences, including Spanish-speaking Latino-audiences. She is a Co-Principal Investigator for SciGirls CONNECT2, Latina SciGirls and SciGirls CONNECT, three federally funded media and community-based outreach projects designed to inspire and encourage STEM learning and participation for all girls and develop their interest in STEM careers. Alicia was also a Co-Principal Investigator on SciGirls en Español and SciGirls en la Familia.

CURRENT PROJECTS

SciGirls CONNECT is a broad national outreach effort funded by the NSF to encourage educators, formal and informal, to adopt research-based strategies to engage girls diverse in STEM (The SciGirls Seven). SciGirls CONNECT draws together leaders at 115 girl-serving STEM educational organizations at science centers, community organizations—including Hispanic-serving schools

and universities across the United States. and provides them with training and resources to implement SciGirls programs in their communities.

Latina SciGirls is a three-year educational media, outreach, and research initiative led by Twin Cities Public Television through an NSF grant. The project expands and studies the SciGirls Emmy Award–winning transmedia project for engaging elementary and middle-school-age girls in STEM. At its heart, it is a PBS television series designed specifically for girls. Latina SciGirls is developing a Spanish-language series of half-hour television episodes showing groups of girls and their Latina STEM mentors investigating culturally relevant science and engineering problems of interest to Hispanic communities across the country.

Amparo Leyman Pino, Principal, Yellow Cow

San Francisco, CA

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Amparo Leyman Pino, MEd, is an education consultant based in the San Francisco Bay Area. She holds a BS in psychology and an MA in education. She is an alumni of the Noyce Leadership Institute. Since 1994, she has been dedicated to work closely with children, teenagers, and adults, in formal and informal environments in Mexico, the United States, Europe, and the Middle East. Throughout her life she has been moved by a passion for education, and a quest to discover methodologies and theories that can help others learn and acquire knowledge for their own benefit and for the good of society. Amparo’s focus has been on innovation, cultural relevancy, and the development of quality interactive learning communities. Her work in the United States has been focused mainly in helping institutions such as the Nise Net, Cornell University, the Lawrence Hall of Science, the Monterey Bay Aquarium, and the San Diego Natural History Museum, and others, to engage Spanish-speaking audiences and create a culture of inclusion and diversity in their staff. She has broad experience and proficiency in the education field: teaching; counseling; training; professional development; curriculum development; assessment; program evaluation; technology integration; content development; afterschool programs; e-learning; informal education of science, technology, the arts; and interpersonal development through exhibits.

CURRENT PROJECTS

The Building Understanding in Language Diverse Students, BUILDS 2.0 project at the Lawrence Hall of Science, which aims to create inclusive learning environments for audiences who have a first language other than English, as the science center’s visitors have diverse backgrounds.

The **Lost Ladybug Project** at Cornell University is an online citizen scientist program that was translated into Spanish to be culturally and linguistically responsive to Spanish-speaking audiences.

Bilingual Public Presentations at the Monterey Bay Aquarium is an ongoing project where the team collaboratively creates bilingual public presentations so the narrative flows from one language to the other in a presentation that includes both English and Spanish speakers. So far they have done the Kelp Forest and the Penguin Feeding Programs.

Analía Villagra, Teen Program Manager, Connecticut Science Center

Hartford, CT

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Analía Villagra has been working in informal science learning environments in a variety of capacities for more than 10 years. She has a PhD in cultural anthropology, for which she conducted fieldwork on conservation practices in Brazil. After working for many years in development, she currently manages the teen programs at the Connecticut Science Center.

Andrea Giron Mathern, Director Audience Research & Evaluation, Denver Museum of Nature & Science

Denver, CO

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As an informal learning researcher and evaluator, Andrea is deeply interested in, and committed to, leveraging the assets of her institution to serve all audiences. Great efforts have been made through programming, community engagement, and partnerships, but they are eager to utilize best practices to help Latin@ communities best connect to their inherent wonder about the natural world. In 2016, her institution boldly stated that Latin@ audiences are a strategic focus. This came about through a deep understanding of the community and a critical look at who the current audiences are. This has helped change hiring practices, deepen community partnerships, and engage with community in new ways.

CURRENT PROJECTS

Metro Denver Urban Advantage is a middle school program aimed at sparking curiosity and interest in science through student-driven investigations.

Día del Nino is a community day where partners in the Latin@ community drive all of our programming.

**Andrés Henríquez, Vice President of STEM in Learning Communities,
New York Hall of Science (NYSCI)**

Queens, NY

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Andrés Henríquez is currently leading the Queens 20/20 initiative, a partnership between NYSCI and the local community. He previously worked as a program officer at both the NSF and the Carnegie Corporation of New York. He has also served as Assistant Director at the Center for Children and Technology (CCT) where he led a partnership between Bell Atlantic and the Union City, NJ (a predominantly Latino, inner-city community) schools. Union City received national recognition when President Clinton and Vice President Gore acknowledged the extraordinary accomplishments of the school district, which ultimately became the model for a five-year, \$2 billion program to put computers in all U.S. classrooms. At Carnegie Corporation, Henríquez launched a national program focused around adolescent literacy; funded and oversaw the development of the Next Generation Science Standards, including the National Research Council's (NRC) Framework for K–12 Science Education; funding Achieve Inc. to develop the framework-aligned Next Generation Science Standards; and funding the NRC to write the Developing Assessments for the Next Generation Science Standards. Through his work as a teacher, researcher, advocate, and funder he has long been committed to making a difference in the lives of underserved children. He serves as a trustee for Hamilton College, is a board member of Excelencia in Education and is on the Education Advisory Board of the National Park Service.

CURRENT PROJECTS

Queens 20/20: An Ecosystem for STEM Learning, which is creating a model for broad and deep networks of STEM-rich learning opportunities in high-need Latino immigrant communities.

Board Member of **Excelencia in Education**, which accelerates Latino student success in higher education by providing data-driven analysis of the educational status of Latinos, and by promoting education policies and institutional practices that support their academic achievement.

Parent University, which helps parents increase their awareness of STEM career opportunities for their children and offers tools and resources to help their children achieve academic and career success.

Angela Armendariz, Living Systems Facility Manager, Exploratorium

San Francisco, CA

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Angela Armendariz oversees the biology laboratory and the staff who support the Exploratorium’s unique collection of life science organisms and exhibits. Angela has a PhD in molecular and biochemical nutrition from the University of California, Berkeley. She has many years of laboratory research experience, having worked in a plant genetics lab as an undergraduate at New Mexico State University, in the field of copper metabolism at UCB, and in the area of pharmacogenomics as a postdoc at the Children’s Hospital of Oakland Research Institute. Angela also has worked in the area of science diversity in an academic setting, working for two years at UC Berkeley to design and implement retention and professional development programs for underrepresented minority graduate students in STEM fields.

CURRENT PROJECTS

Crafting and implementing an internship program with the Biology department at City College of San Francisco, through which we train a diverse pool of undergraduate students for a career in STEM.

The biology lab hosts and trains a High School Explainer intern every year. The student (usually from a disadvantaged background and interested in a career in biology) gets experience working in a lab and other professional development.

**Ann Hernandez, Program Manager, Professional Development,
Association of Science-Technology Centers (ASTC)**

Washington, DC

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Ann Hernandez works in the Professional Development department of ASTC, a global organization that provides collective voice, professional support, and programming opportunities to science centers, museums, and similar institutions. The projects in Ann’s domain focus on equity, diversity, and inclusion initiatives, including NSF’s Native Universe Project and IMLS’s Cultural Competence Learning Institute. She also leads ASTC’s Diversity and Leadership Development Fellows Program, which recently celebrated its 16th year. Before starting at ASTC, Ann served as the Director of Education for Ann Arbor Hands-On Museum in Michigan. During that time, she received the ASTC Diversity Fellows award twice and served as a member of the ASTC Equity and Diversity Board Committee. Ann is currently leading the ASTC staff through a year-long initiative of cultural competency.

CURRENT PROJECTS

Cultural Competence Learning Institute (CCLI), an initiative created by San Jose Children's Discovery Museum, Association of Science-Technology Centers, Association of Children's Museums, and Garibay Group, is a process and set of resources designed to help museums increase their organizational capacity around diversity, inclusion, and culture. Museums in the year-long cohort maximize the benefits of diversity within their workforce and improve the services offered to people from different cultural backgrounds; some of these museums specifically focus on Latino audiences.

Examining Contextual Factors Influencing the Implementation of Projects Designed to Improve Cultural Diversity in Informal STEM Programming, an NSF-supported project, researches the implementation of Cornell University's Celebrating Urban Birds (CUBs) citizen science project and community educators who are designing and implementing informal science programs with an emphasis on engaging diverse participants. The goal is to provide the informal science education field with information and tools that will help them design effective programs that more effectively engage a broad range of diverse audiences.

Anne Holmes, Director of Grants, Exploratorium

San Francisco, CA

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Anne Holmes is a member of the Exploratorium's Latino Coordinating Committee and was part of the team that defined the framework for the museum's Diversity Initiative. Currently the Exploratorium's Director of Grants, she was a diversity trainer and consultant for several years and has a background in racial justice organizing.

Bilexis Casado, Coordinator, Science and Nature Program, American Museum of Natural History

New York, NY

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Bilexis Casado is a biologist and museum educator working with the Science and Nature Program at the American Museum of Natural History in NYC since 2011. She serves as the coordinator of ESL Science Education and Family Learning, working closely with community families promoting early childhood science education for Latino audiences.

Bob Russell, Program Officer, National Science Foundation

Arlington, VA

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Robert L. Russell, PhD, manages projects in the Cyberlearning, Advancing Informal STEM Learning, PreK–12 Discovery Research, ITEST, and other programs. He is a developmental psychologist and has spent his career developing and managing informal STEM education programs as a museum director, principal investigator, evaluator, and consultant, developing exhibits, education programs, and media designed to engage children, families, and adults in STEM. In recent years, his major focus has been on developing programs that engage Latinos of all ages in STEM.

CURRENT PROJECTS

PulsoGlobalNews.com is a Spanish-language newswire that disseminates news concerning science, health, technology and social issues to Spanish-language newspapers in the United States. The project is on temporary hiatus while the website is updated.

Descubre la Salud is a health education program including a mobile exhibit supported by education programs and media that is touring Colorado libraries as part of the STAR_Net initiative.

Pagina Familiar (family page) is a tabloid-sized page published in several Spanish-language newspapers that features family-friendly home STEM activities and articles on Latino role-model STEM professionals.

Casi Herrera, Program Manager, National Girls Collaborative

Seattle, WA

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Casi Herrera’s work experience includes teaching in the formal science classroom for 7th–12th grade, coordinating summer and afterschool programs, curriculum development, coordinating and facilitating professional development opportunities, and developing a professional development training system for the state of Missouri. Casi has a passion for exploring and promoting gender-equitable STEM opportunities. She has a BS in biology and teaching certificates in biology, chemistry, and general science.

Christian Noble, Advisor/Program Coordinator, Cal NERDS

Berkeley, CA

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Chris Noble is one of the first people you'll see when you stop by the center. He's a reassuring and calming presence for students and staff alike. After graduating from the University of Wisconsin, Madison, in graphic design, Chris returned to the Bay Area, working in the profession for two years. In 2002 he joined the world of STEM education when he took a job with the UC Leads Program Leadership Excellence Through Advanced Degrees as an administrator. Throughout the years as the program grew to include more programs, he transitioned to work more closely with Cal NERDS, this time as a student advisor. Among many of the things he enjoys in helping with the program is guiding students on their first professional conference experience where they present their research. This entails everything from walking them through their presentations to coordinating the travel itinerary to assisting with the design of their presentation posters and practicing elevator pitches. Aware that these students sometimes don't have the resources for polishing touches, he'll also coordinate with campus entities and retailers to make sure they have the professional clothing to make them feel great about themselves and the work they do. And sometimes, when the creative spark permits, he gets to dust off his design skills and ply them into designing new logos for the programs.

Christina Cid, Director of Programs, High Desert Museum

Bend, OR

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Dr. Christina Cid supervises all aspects of the museum's programs, including collections, permanent and temporary exhibits, wildlife, living history, PreK-12 teacher training, school and community programming, curriculum development, and special events. She develops and maintains collaborative projects with partner organizations, including school districts, state and federal agencies, libraries, and cultural institutions. Prior to joining the High Desert Museum, she was the Director of Education for Texas Natural Science Center at The University of Texas at Austin (UT-Austin), where she oversaw multiple departments and programs focused on improving science education, including teacher training, curriculum development, public programs, outreach, exhibits, and the website. Dr. Cid received her BA in applied learning and development, with an emphasis in history, from UT-Austin. After completing her degree, she taught in the Austin

Independent School District for four years at both the elementary and middle school levels. While obtaining her MA in science education from UT-Austin, she worked as a graduate research assistant for the UTeach | Dell Center for New Teacher Success. She conducted her Master’s thesis on investigating the effects of a teacher-induction program on novice math and science teacher retention. Her dissertation, which was funded by a grant from the IMLS, explored the effects of a museum-based professional development program on 4th–8th grade teachers’ understanding and acceptance of macroevolution. She is a Co-Principal Investigator on two NSF-funded projects about evolution education with partners from institutions including UT-Austin, the Michigan State University Museum, and the University of Florida.

**Cindy Valencia, Assistant Manager, School Programs,
California Academy of Sciences**

San Francisco, CA

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Cindy grew up in a city where 95% of the population is Latino. She lives and works in San Francisco where 27% of the students in the district are English learners. These are only two reasons why her goal has been to connect with school communities and families by providing lifelong learning opportunities in science and the environment. What better opportunity to do so than through informal science education. For about 6 years she has been passionate about and felt lucky to work with the Teacher & Student Engagement department at the California Academy of Sciences. Part of the core work she does within this team is develop and implement multilingual hands-on **field trip programs** on-site and through the museum’s distance learning platform. Cindy collaborates closely with colleagues across departments, including reviewing Spanish radio ads and multilingual exhibit text, and creating special language days with Spanish public floor presentations. This is just a snippet of the proud work she does.

CURRENT PROJECTS

Working as a consultant and a Spanish language advisor for our first-ever Spanish Flipside Science video. Flipside Science is a youth-powered series that tackles complex environmental topics and empowers viewers to make a difference.

Closely collaborating with the exhibits team to evaluate Spanish labels, text, and design for future trilingual Academy exhibits via prototypes, surveys, and interviews.

Claudia P. Tibbs. Senior Education Specialist, Monterey Bay Aquarium

Monterey, CA

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Claudia P. Tibbs is a bilingual science educator and communicator at the Monterey Bay Aquarium, where she works to empower students and teachers to take an active role in the ocean's protection. She's been featured on local and international English- and Spanish-language programming such as the Disney Channel and *¡Despierta América!* on Univision. Her on-camera and media experience has been essential in the integration of virtual education experiences at the aquarium through the Distance Learning program. She utilizes her bilingual science communication skills as a contributing writer for the National Resource Defense Council's Spanish language blog, *La Onda Verde*. Claudia's social media experience was essential in the launch of "Tu Monterey Bay Aquarium," the Monterey Bay Aquarium's Spanish-language Facebook page. She advises the aquarium on culturally and developmentally appropriate messaging to maintain Spanish-language consistency, resulting in more powerful and emotional experiences for guests to deepen their connection to the ocean and further the aquarium's reach on- and off-site. Before joining the aquarium, she held various community outreach and multicultural education positions along California's central coast. She received her BS in Earth systems, science, and policy with a concentration in marine and coastal ecology from the CSU, Monterey Bay.

CURRENT PROJECTS

Revisiting and revising the delivery of bilingual education programs at the Monterey Bay Aquarium, which focus on language as a unifying element of culture and shifting away from concurrent translation as a method for intercultural communication.

David Liu, PhD Student in STEM Education, University of California Irvine

Irvine, CA

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David is currently a doctoral student in the School of Education at UC, Irvine, studying STEM education. His research interests are in afterschool education, diversity and equity, improvement sciences, activist scholarship, and community partnerships. His work addresses the STEM identity and STEM interest gap of students from marginalized and disempowered communities. He is interested in researching how to support young girls of color, in particular 5th grade Latinas,

to see themselves as scientists. The goal of David's research is to reform systems of inequality that are rooted in cultural and institutional barriers. He documents STEM learning activities that blur the lines between school, out of school, and home. He finds that activities that are congruent with youth culture in school, out of school, and at home, are powerful mechanisms to support young girls of color to see themselves as scientists. To build on his work, David critically explores how to collaborate with educators to design and improve science learning environments that leverage nondominant children's interests and experiences to position themselves as active and engaged science learners. For his dissertation, he's implementing an afterschool STEM program and studying best ways to design programs. He works closely with STEM and afterschool researchers, including Dr. Hosun Kang, Dr. Sandra Simpkins, and Dr. Deborah Lowe Vandell. David graduated with a BA in anthropology and public health and a minor in educational studies from the UC, Irvine. After graduation, he spent a year in AmeriCorps State program in a children's museum conducting a research study on how children develop scientific thinking skills and understand their own learning processes. Along with being a research assistant, David taught in the museum's afterschool K-5 STEM program.

CURRENT PROJECTS

Designing Computer Science Clubs for Latinas, a study that looks at how 5th grade Latinas draw on resources from home, school, and after school to engage in deep computer coding activities. He makes two claims on how to design computer coding clubs to help Latinas see themselves as computer scientists.

Connecting Communities and Families in STEM Afterschools. He investigates how family and community members support Latinas to engage in science, with a particular interest in how other people broker and mediate resources across settings.

Creating Flexible Activities in STEM Afterschool Programs, looks at how designing flexible tasks afford Latinas STEM learning opportunities, and looking at resources that cut across settings such as home, community, school, and afterschool.

Project Crystal

David Mauroff, Vice President of Operations, Boys & Girls Clubs of San Francisco

San Francisco, CA

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David has been working in the nonprofit, housing, violence prevention and intervention, and social enterprise sectors on national, regional, and local levels for over 25 years.

**Derrick León Washington, Mellon Postdoctoral Curator,
Museum of the City of New York**

New York, NY

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Derrick León Washington is a cultural anthropologist with a focus in museum curation, experiential education, and performance in the Americas. He has an undergraduate degree in cultural anthropology from the University of California, Los Angeles. He completed his MA and PhD in sociocultural anthropology at the University of Texas, Austin. He has conducted fieldwork in Brazil, Cuba, Spain, Mexico City, Washington D.C., and New York City. Derrick is a former Smithsonian Center of Folklore and Cultural Heritage Fellow and former Executive Director of El Fogon Center for the Arts in New York City. He is currently an Andrew W. Mellon Curatorial Postdoctoral Fellow at the Museum of the City of New York and the curator of *Rhythm & Power: Salsa* in New York, the first exhibition and program series that focuses on salsa as an art form (music and dance), commercial industry, and a social movement birthed in the late 1960s.

CURRENT PROJECTS

Curating *Rhythm & Power*, an exhibition and program series, that centers the cultures of the Spanish-speaking Caribbean, primarily Puerto Rico and Cuba. The project includes an oral history project, teacher professional development, film screenings, academic conference, interactive workshops, dance festival, and several bilingual interactive programs.

**Dheyanira Calahorrano, Parent Liaison,
Mission Science Workshop/IntegrArte SF**

San Francisco, CA

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Dheyanira works as a health coach at San Francisco General Hospital. As a community health worker, she has extensive volunteer and work experience in different fields, such as health and education focused on Latino immigrant, youth, and families with particular emphasis on women's health and education. She has a pharmacy degree from Ecuador, South America, and has been a longtime Mission District resident living in San Francisco for 16 years. Her personal understanding of the obstacles and challenges facing low-income

Latina immigrants and their families make her valuable when engaging with and educating families. Dheyaira has become an active participant mother at her son's school and in her community.

CURRENT PROJECTS

Currently serves as a member of the English Learner Advisory Committee and School Site Council from Alvarado School where she is committed to support and advocate for Spanish-speaking students and their academic success. She also serves as a Chair for the Executive Board at the District English Learner Advisory Committee. At IntegrArte SF she works in close collaboration with Mission Science Workshop since they share the same mission and values. They have worked together to offer several workshops for families and children, such as Día Latino de Ciencia, Pacho Sostenible as part of a commitment to create activities for Latinos and Spanish-speaking children to be exposed and learn about sustainability and inspire them to create their own sustainable ideas.

Dolores Guillen, Program Coordinator, Techbridge Girls

Oakland, CA

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As a young immigrant from Mexico, Dolores experienced first hand many of the barriers that prevent underserved students from joining STEM careers. She was the audience she now works with. After receiving her BA in integrative biology, Dolores joined the Monterey Bay Aquarium as a Bilingual Education Specialist where she developed, implemented, facilitated, and evaluated over 17 multidisciplinary school programs, often in Spanish, for PreK–12th grade school groups. She was also a member of the Diversity and Inclusion Committee, and led all departmental Spanish translations. Additionally, Dolores oversaw the development, implementation, and evaluation of the Young Women in Science program (YWS), which is a bilingual, middle-school summer camp that aims to increase female participation in the sciences and build student confidence. After joining Techbridge Girls in 2015, Dolores was responsible for coordinating and implementing their afterschool and summer programs, refining and piloting curricula, and conducting culturally responsive professional development workshops for teachers, role models, and professional audiences. Techbridge's mission is to "Inspire girls of color from low-income families to discover a passion for STEM. Through our gender and culturally responsive afterschool and professional development program, we empower the next generation of girl innovators and leaders to change the world." Dolores was also involved in the

Techbridge Family Engagement project where she facilitated focus groups with Latino parents in an effort to gain better understanding of parent needs when supporting their daughters to pursue STEM careers. Currently, she is part of the Professional Development team at Techbridge where she's responsible for supporting the science learning community with program preparation, facilitation, and coaching when needed. She is also responsible for refining and/or developing curricula and trainings that reflects up-to-date research, true science practices, and equitable youth development content.

CURRENT PROJECTS

Refine and/or develop training modules for our national partners and the science learning community that reflect relevant content and true science practices, contain up-to-date research on culturally responsive programming, and OST facilitation best practices.

Collaborate with the Program Manager to develop, plan, and carry out a dynamic student-centered curriculum at each science learning community training.

Elaine McGinn, Director of Exhibits, Desert Botanical Garden

Phoenix, AZ

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Elaine McGinn has been with the Desert Botanical Garden since 1997. She has extensive experience in exhibit development, program development, interpretive planning, project management, and education. As Director of Planning and Exhibits she leads the institutional planning and creative exhibit design process in a collaborative and innovative way that ensures the Garden stays relevant, vibrant, and successful. She works closely with the Executive Director and senior managers in all planning initiatives, including those for visioning, new exhibits, renovating existing exhibits, master planning, and strategic planning.

CURRENT PROJECTS

Leading the implementation of the Garden's interpretive master plan, with a goal of providing accessible learning experiences that are linguistically and culturally responsive to diverse audiences. This plan seeks to create multigenerational interpretive experiences that help visitors have stronger connections with nature, understand the relationship between plants and people, and increase their appreciation and taking actions to conserve the natural world. Key to this project is the integration of bilingual interpretation in training of staff and volunteers that address both cultural and multigenerational goals.

Elena Baca, Program Coordinator, National Hispanic Cultural Center

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Evelyn Orantes, Independent Consultant, Evelyn Orantes Consulting

Oakland, CA

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Evelyn Orantes has focused her 17 year career in the museum and cultural arts field on fostering exhibitions, educational programs, and events centered on meaningful and relevant community engagement. Her most recent works include a series of exhibitions and projects focused on community engagement and responsiveness to Oakland’s current issues. She has held staff and consulting positions with Oakland Museum of California, The Oakland Ballet, The Smithsonian National Museum of the American Indian, Levine Museum of the New South (Charlotte, NC), Fine Arts Museums of San Francisco (de Young and Legion of Honor), Berkeley Art Center, and other galleries and museums in California and the United States. She has served on the boards of directors and committees including the City of Oakland Public Art Advisory Committee, Chicana Latina Foundation, Galeria de la Raza, and others.

CURRENT PROJECTS

For the last two decades, the Oakland Museum of California has brought together artists, school groups, and community organizations for the annual Días de los Muertos exhibitions. This year’s biennial exhibition draws inspiration from the lifecycle of the monarch butterfly, exploring the themes of tradition, transformation, and migration.

Gabriel Chaparro, Site Director, The Level Playing Field Institute

Oakland, CA

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Gabriel has served as a high school science teacher, instructing a diverse student body in physics and chemistry. He has an MA in educational administration, and currently is focusing on a PhD in higher education. Gabriel’s research interests focus on the intent and impact of institutional support for undocumented students in California. Currently Gabriel is ending his tenure as the

Stanford Site Director at [The Level Playing Field Institute](#) and is moving into a new role as the STEM Equity Center Director at Chabot College in Hayward, California.

CURRENT PROJECTS

Redefining the stereotype of STEM by empowering youth with college readiness and STEM-related social capital through a 5 week, residential, summer college experience.

Gina Carrillo, Senior Bilingual Education Specialist, Monterey Bay Aquarium

Monterey, CA

montereybayaquarium.org

Brown, loud, and proud. Super queer and very weird. Community leader and cultural-influencer in training. Professional designer of learning and life experiences that aim to inspire and empower. Watsonville native. UC Santa Cruz Banana Slug. Santa Cruz resident.

CURRENT PROJECTS

The Splash Zone Head Start Discovery Program provides an opportunity for pre-K students and families from Monterey and Santa Cruz counties to learn more about and appreciate ocean life through multiple interactions with and visits to the Monterey Bay Aquarium.

The [Young Women in Science](#) program provides an opportunity for middle-school girls in the tri-county area to learn about the importance of sea otters and engage in hands-on science activities that spark a personal connection to the natural world.

Ivel Gontan, Research & Evaluation Associate,

Oregon Museum of Science & Industry

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[Ivel Gontan](#) holds an MA in museum studies with a focus on education and a BA in philosophy with an anthropology minor. She has worked in Washington D.C. and Beijing, China, and has been bestowed with many honors and opportunities: Smithsonian Latino Center Museum Studies Fellow 2013, Visitor Studies

Association April Awardee 2014, Association of Science & Technology Centers Diversity and Leadership Fellow 2016, American Alliance of Museums Fellow 2017, Santa Cruz Museum of Art, and History Museum Camp Attendee 2017. Ivel has given many presentations, including Point of No Arrival: Cultivating Culturally Responsive/Contextually Relevant Research and Evaluation Practices at the Visitor Studies Association annual conference (2015) in Indianapolis, IN; Engaging Latino Audiences, and Measuring Impacts! National Institute of Health, at the SciEd Conference (2015) in Washington, D.C.; and Culturally Responsive TIPs (Tools In Practice), at the Oregon Program Evaluators Network Conference (2016) in Portland, Oregon.

CURRENT PROJECTS

The NSF-funded **Researching the Value of Educator Actions for Learning (REVEAL)** project explored the role of museum educators in deepening and extending family engagement and learning at interactive math exhibits. The project also looked at the role culture plays in learning math for Latino cultures and how museums could be more accessible to Latinos.

The Designing Our World (DOW) project is an NSF-funded project that features a research study about how identity negotiation happens in girls (including Latina girls) surrounding engineering programs.

Advocacy for Latino communities is embedded throughout her job duties, and as such she has been involved in crafting the equity statement for OMSI, advising on proposal development, and generally bringing visibility to this underrepresented audience.

Jason Davis, Associate Director of Marketing, Exploratorium

San Francisco, CA

exploratorium.edu

Jason Davis is the Associate Director of Marketing at the Exploratorium, a public learning laboratory exploring the world through science, art, and human perception. The Exploratorium's mission is to create inquiry-based experiences that transform learning worldwide. Previously, Jason worked as a healthcare Marketing Director in NYC and spent over 10 years in the tourism industry in Florida with both Disney and the Tampa Zoo. In 2010, he graduated with honors from the Florida Institute of Technology with an MBA in marketing.

Jean Fahy, Program Director, STEM, Girl Scouts of Northern California

Alameda, CA

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Jean Fahy manages all aspects of STEM for the Girl Scouts of Northern California (GSNorCal). During her 25-year tenure with the Girl Scouts, she has developed many STEM programs and collaborations with a special passion for making sure that STEM and Girl Scouts are accessible to all girls. Prior to working for GSNorCal, Jean taught science and math at the elementary, middle school, and high school levels. She earned her BA in biology from the University of California at Berkeley and an MA in education with a specialty in science and environmental education from California State University at Hayward.

CURRENT PROJECTS

Girl Scouts Discover Together is a 4–12 week out-of-school-time series offered to girls in underserved and under-resourced communities. Through this program, girls engage in STEM, environmental education, financial literacy, and community service activities, helping them develop positive relationships, social/emotional skills, and leadership skills that will shape their futures.

Jennifer Frazier, Program Director, Oceans, Exploratorium

San Francisco, CA

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Jennifer Frazier is a scientist and curator interested in creating new ways for the public to understand their world through new data and tools. In 1994 she joined the Exploratorium—a museum of art and science in San Francisco—where she has focused on projects that engage the public in new areas of science. This work includes the **Microscope Imaging Station**, a facility where visitors can look at live stem cells and fish embryos, and the **Nanoscale Viz Lab**, which created artworks to explore materials science. She is currently the Principal Investigator of the NSF-funded Living Liquid grant, which creates visualizations for the public while advancing computer science research, and the Center for Cellular Construction, which will focus on engaging the public with new research on cells and broadening participation in the emerging field of cellular engineering. Before coming to the Exploratorium she worked at the National Academy of Sciences and PBS, Jennifer has a PhD in cell biology from the University of California, San Francisco, and a BS in genetics and bioethics from the University of California, Davis. She has been an NSF Fellow, an AAAS Mass Media Fellow, and has won the NSF/AAAS Scientific Visualization Challenge.

Joe Hastings, Executive Director, Explora

Albuquerque, NM

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Joe Hastings is the Executive Director of Explora, a hands-on learning center in Albuquerque, New Mexico. He works with a talented staff of over 100 educators, exhibit builders, and high school interns to create opportunities for inspirational discovery and the joy of learning through interactive experiences in art, science, and technology. Explora has received national recognition for its innovative exhibits and programs. He is currently focused on both continuity and change—reaffirming core values while planning for the future in partnership with the community—as Explora celebrates its 13th anniversary. Hastings worked for 13 years at the Exploratorium in San Francisco, in various roles including Director of the Center for Museum Partnerships. There, he participated in many NSF-funded projects. In 2006, He traveled to Texas to run the Don Harrington Discovery Center, where he led a \$10-million facility, exhibition, and program renewal project to bring families together, support the work of schools, and create a community gathering place. Hastings is a 2009 Noyce Leadership Fellow and serves on the boards of the Association of Children’s Museums, Twirl Play and Discovery Space, and the Taos Youth Soccer League. He previously served as a board member of the Association of Technology and Science Centers and Amarillo Habitat for Humanity. He also served as an advisor to the Donald W. Reynolds Foundation, which is investing over \$150 million in children’s discovery learning networks in Arkansas, Oklahoma, and Nevada.

CURRENT PROJECTS

Explora Youth Intern Program serving 30 high school students each year.

Family Science Nights with Albuquerque Public Schools, serving 20,000 students and their families over 40 nights a year.

Jorge Garcia, Director of Programs, Brothers on the Rise

Oakland, CA

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Jorge is committed to critical, child-centered, iterative pedagogy.

Julie Yu, Senior Scientist/Director of Teacher Institute, Exploratorium

San Francisco, CA

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Julie Yu, PhD, is a Senior Scientist and the Director of the Teacher Institute at the Exploratorium. Julie holds a BS in chemical engineering from Brown University and a PhD in chemical engineering with a minor in molecular biology from the University of California, Berkeley. Prior to graduate school, Julie taught middle school math and science in East Palo Alto. She has created and provided teacher professional learning programs at the Exploratorium for over 10 years. The Teacher Institute (TI) is a nationally recognized teacher professional development center that promotes inquiry-rich teaching and learning in middle and high school science classrooms. TI's mission is to create and support a collaborative community of teachers, at all levels of their careers, through professional development that joyfully emphasizes the teaching and learning of science as a process for understanding the world around us. Programs are differentiated, as well as intentionally blended, for novice, experienced, and leadership level teachers, thus providing professional learning opportunities at all points of the teacher learning continuum. Since its inception 33 years ago, TI has designed its programs to address the current needs of teachers and to support them in implementing educational reform by recognizing and building from wherever they are in the professional learning continuum. Julie is currently working to incorporate strategies to ensure educational equity and social justice awareness in the science classroom as a core part of TI's work.

CURRENT PROJECTS

The Exploratorium Teacher Institute supports middle school and high school science teachers to increase inquiry-rich experiences for their students. A current initiative focuses on California science teachers and the diverse population of students with whom they work.

**Keith Brafladt, Director of Learning Technologies Center,
Science Museum of Minnesota**

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In his work, Keith recognizes the need to develop new approaches, resources, and tools to support educators and museum visitors in learning about science, technology, engineering, design, and math ideas and issues in new and engaging

ways. The Science Museum of Minnesota's efforts not only focus on its visitors but also includes its work in the community, such as current work with local library systems to make it more accessible as they train community library staff in professional development workshops around design-based activities. Keith also manages the Play Tinker Make program, a weekly (Saturday) program that deploys a corps of volunteers engaging visitors in a variety of tabletop making activities and demonstrations and interactive activities throughout the museum every Saturday afternoon. Visitors use an assortment of materials, tools, and technologies to explore and create. The design- and play-based activities are experimental, fun, and intended to create opportunities for open-ended exploration.

CURRENT PROJECTS

Making Connections is an applied research project supported by the NSF that seeks to explore three specific areas: (1) developing and implementing culturally relevant maker experiences, (2) developing effective methods for communicating and sustaining relationships with underrepresented audiences; and (3) applying a systems-based, cross-institutional and community-grounded approach to both of these challenges.

Kristin Leigh, Deputy Director & Director of Community Engagement, Explora

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Kristin joined Explora in 2001. Currently, she is responsible for all aspects of membership, development, education, and community engagement. She is also leading the strategic planning and capital campaign for Explora's new Cradle through Career STEM Learning Center, which will house a museum-based early childhood center and a STEM education and workforce development center. Kristin began her work at Explora supervising the educational services group, where she worked on the development of inquiry science Classroom Exploration programs for students of all ages, development of curriculum and materials for the early childhood Growing a Scientist program, facilitation of professional development workshops for teachers and bench scientists, and development of afterschool and weekend programs in science, technology, engineering, art, and math. Kristin holds an MEd in science curriculum and instruction from Arizona State University. Prior to entering the informal science community, she was a classroom teacher in Phoenix, Arizona. After becoming interested in the informal science learning community, she moved to Albuquerque and joined the team to open the new Explora in its permanent location in 2003. Since then,

she has participated in several professional development opportunities, such as the Informal Learning Certificate program from the Center for Informal Learning and Schools at the Exploratorium, the Noyce Leadership Institute, the Cultural Competency Learning Institute, and more.

CURRENT PROJECTS

Co-development of Explora's Cradle through Career STEM Learning Center, which involves the co-creation of a museum-based early childhood center and a STEM education and workforce development center, both of which will serve a predominantly low-income, Latino audience. Partners include several community-based organizations, such as Central New Mexico Community College, Partnership for Community Action, Nurse Family Partnership, and more.

Implementing Explora's Listen/Welcome/Co-create Community Engagement Initiative, which involves formal listening sessions with diverse community groups, focused on how to address shared aspirations for the community. It also involves Explora's Community Partner Membership program and the co-creation of new programs and resources for families.

Explora Ingenieria, an afterschool engineering program, facilitated in Spanish, for immigrant families working with Partnership for Community Action (PCA). Explora educators co-developed the program with PCA staff and facilitate it in a neighborhood community center.

Kristin Read, Director of Education, Providence Children's Museum

Providence, RI

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Kristin Read joined the Providence Children's Museum in November 2016. She holds a BA in elementary education and an MA in organizational leadership from Wheelock College, MA. Kristin joined the Providence Children's Museum to lead their public programming and outreach efforts including a long-standing AmeriCorps program. For the last 10 years, she has both served in and led AmeriCorps-funded National Service and Service Learning programs in Rhode Island focused on community engagement in both early education and higher education settings. Before moving to Rhode Island, Kristin enjoyed 18 years supporting and leading education programs and professional development within science and children's museums in Miami, Florida. In Miami, she was part of museum-based programs and outreach that focused on engaging underrepresented groups STEM careers, including Latino youth. In Rhode Island, she deployed AmeriCorps teams made up primarily of ELL adults reentering the workforce.

Kristin is excited to build partnerships and programs that allow them to share ownership of the museum with the Latino community in Southern New England.

CURRENT PROJECTS

The Providence Children’s Museum AmeriCorps program supports economically disadvantaged youth (2nd–4th grades), many of whom are Latino students, in afterschool programs at local schools and Boys and Girls Clubs to improve knowledge and attitudes toward math, through play-based STEM experiences. Recruitment efforts are under way to engage diverse staff and volunteers; and in the Fall 2017 an MSW candidate will have their internship with the museum and help build inclusive practice and cultural competence. The museum is committed to having exhibit signage in English and Spanish. It offers free family nights on select Fridays throughout the year and participate in Museums for All, which provides free access to the museum for low-income families.

Laura Peticolas, Director, Multiverse

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Dr. Laura Peticolas is a Senior Fellow at the Space Sciences Laboratory at the University of California, Berkeley, and Director of Multiverse, the Space Sciences Laboratory’s education group. She received her BA in mathematics and physics at the University of Oregon Honors College and her PhD in physics studying the aurora at the University of Alaska, Fairbanks. She spent three years as a post-doctoral fellow at the Space Sciences Laboratory, continuing her study of Earth’s aurora before transitioning to primarily the profession of education and outreach. She continues to be involved in scientific research involving the transport of electrons in atmospheric phenomena and has over 10 years experience in the education and outreach profession. She has led several NSF- and NASA-funded national education programs that provided professional development on physics, earth and space science, as well as cross-cultural collaborations to educators who primarily teach in out-of-school settings. Dr. Peticolas is currently leading the Eclipse Megamovie project, a crowd-sourcing effort to collect and share images across the path of totality during the 2017 total eclipse of the Sun in the United States. She also provides science consulting services to several NASA-funded education and communication initiatives and is now leading the NSF-funded Research Experience for Undergraduates (REU) program at the Space Sciences Laboratory. Dr. Peticolas’ passion for equity and inclusion in all aspects of society and for the knowledge gained through scientific practices influences all the work she is involved in.

CURRENT PROJECTS

Videos to highlight Latinos in physics and astronomy to help combat stereotype threat.

Indigenous Latino engagement in STEM via cultural ties to astronomy and earth science to make STEM relevant and enhance STEM with Indigenous ways of knowing.

Undergraduate research experiences at the **Space Sciences Laboratory** for underrepresented community college students in STEM fields, including Latinos, to increase the opportunities and awareness of STEM fields for these students.

Lisa Regalla, Associate Director, STEM & Informal Learning, Bay Area Discovery Museum

Sausalito, CA

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Lisa leads initiatives, such as the Fab Lab and Try It Truck, while leveraging the Center for Childhood Creativity's research base to support the creative development of children. As the Deputy Director of Maker Ed, she advanced partnerships with educators, organizations, and researchers to support a growing network, committed to broadening participation in making. Prior to Maker Ed, Lisa developed STEM content and ran a national outreach program for two Twin Cities Public Television Emmy Award-winning series, *SciGirls* and *DragonflyTV: Nano*. Lisa also spent several years working at the Museum of Science, Boston, and the Da Vinci Science Center in Pennsylvania. Lisa received a BS in chemistry and a BA in theater from Lehigh University before earning her PhD in chemistry from the University of Florida.

CURRENT PROJECTS

Bay Area Discovery Museum (BADM) is piloting a school readiness toolkit for libraries across the state of California. The toolkit includes a comprehensive suite of resources for parents, including a text messaging campaign, in English and Spanish. (BADM is embarking on a project to expand its audience and assess how welcoming its space is to diverse families in the Bay Area.) BADM runs a partnership program called Connections that provides STEM programming to area Head Start programs and other preschools, and is building out bilingual parent-focused workshops for the families of those students.

Luis Lechuga, High School Explainer Coordinator, Exploratorium

San Francisco, CA

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Luis Lechuga is passionate about museum education and engaging Latinx communities in an informal educational setting. He is a first-generation San Franciscan and American, and has an arts background.

Lynn Rankin, Director, Institute for Inquiry, Exploratorium

San Francisco, CA

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Lynn Rankin directs the Institute for Inquiry (IFI), a national professional development center for K–5 leaders and practitioners of elementary science reform efforts. She has decades of experience in science curricula development, teacher professional development, and program design in both formal and informal learning environments. Lynn was a cofounder and faculty member of the Association of Science and Technology Centers’ Professional Development Institutes for museum educators; and she served on the faculty of the NSF-funded Center for Informal Learning and Schools, a collaboration between the Exploratorium, King’s College, and the University of California at Santa Cruz. She has contributed to numerous national publications and committees, including the National Science Foundation’s, “Foundations II: Inquiry, Thoughts, Views and Strategies for the K–5 Classroom,” the National Academy of Science’s committee to develop “Inquiry and the National Science Education Standards,” and the National Institute for Science Education’s Committee on Professional Development. She led and contributed to the development of the [Institute for Inquiry’s website content](#), which includes a downloadable professional development curricula, essays about science inquiry, and learning language in the context of science and related classroom videos. Lynn has served as a PI on numerous NSF, U.S. Department of Education, and private foundation grants. She led the U.S. DOE-funded i3 (Investing in Innovation) project “Integrating English Language Development and Science: A Professional Development Approach” and the BaySci Science Champions Academy. Before joining the Exploratorium, she taught elementary school in the Los Angeles and San Francisco Unified School districts.

CURRENT PROJECTS

IFI provides a series of professional learning opportunities for K–5 teachers and professional developers to examine the integration of **science and English language development**. The students of the educators are primarily Spanish speaking.

Mara Naiditch, Director of Marketing, Natural History Museum of Los Angeles County and the La Brea Tar Pits and Museum

Los Angeles, CA

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Mara Naiditch is responsible for advertising, marketing communications, audience development, community outreach, group sales, and tourism marketing. She joined the museum in 2012 and was responsible for promoting its Centennial and the opening of the new *Nature Gardens*, *Nature Lab*, and *Becoming L.A.* exhibitions and oversees all promotional efforts for destination marketing, public programs, temporary exhibits and more. Mara also helped launch the newly rebranded La Brea Tar Pits Museum and now oversees the team responsible for creating, launching and maintaining its #HowDoYouMuseum campaign. Prior to joining the National History Museum (NHMLA), Mara headed marketing for the Getty, where she was instrumental in rebranding the Getty Center as a destination and launched award-winning ad campaigns that helped make the museum exhibitions and collections more relevant and accessible to new audiences. Mara is the former chair of SoCal Museums (formerly known as the Museum Marketing Roundtable), a group of senior level marketing communications professionals from over 45 Southern California museums that meets quarterly to discuss trends and issues within the museum marketing field and how they can collectively work to help promote arts and culture within Los Angeles. A native of Cleveland, OH, Mara is a graduate of Kent State University with a degree in journalism and public relations.

CURRENT PROJECTS

NHMLA audience research studies to determine current audiences and demographics and more, and learning who is not coming and how to better reach them. The research shows that many Latinos are not members of the museum. The terminology was recently changed to Annual Pass, which is being promoted specifically to Latino audiences, in order to make becoming a member feel more accessible and less elitist. It's important to note that NHMLA's Latino audience base is currently at 42% (national benchmark average is 19%).

Working with county officials and local community leaders to make NHMLA more accessible to its neighbors, the majority of which identify as Latino. They meet one on one with local organizations to learn how to better reach their constituents and determine needs.

Partnering with local retailers catering to the Latino/Spanish-language market to sell customers tickets to NHMLA. And working on selling tickets to NHM and the Tar Pits using third-party web-based ticketing software that enables Angelenos to purchase tickets through trusted retailers.

María O. Concepción, Director, Museo Vida Silvestre

San Juan, PR

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María O. Concepción currently directs a science museum in San Juan, Puerto Rico. As a dynamic museum leader she worked effectively to use science as a mechanism to build bridges between citizens and Caribbean partners to promote scientific cooperation and learning as an essential element of sustainability. She believes museums are forums for thought and analysis, and vital to ensuring science learning at all ages. Her academic work in museums and communities has taken her to research innovative museum programs and school reform in the Caribbean and the northeastern United States. She has ample experience in non-profit and higher education management and fundraising. Her experience in the media is as a producer for Japan's largest public television network, NHK, and PBS and New York news journals allowed her to report and investigate various human and social issues, the United Nations, NASA, and environmental and medical ethical issues. María is currently finishing her doctoral studies on informal science learning and the Caribbean at the Caribbean Center for Advanced Studies. She earned her MA in Latin American and Caribbean studies and museology from New York University and her BA in art history and anthropology from the University of Miami. Part of her academic work was supported through fellowships.

María Oliva Ávila Vera, Maya Elder, Self-Employed

Petaluma, CA

María O. Ávila Vera is a Maya elder born in Xul and raised in Peto, Yucatán, Mexico. She is a steward of the traditions of her ancestors, using her life

experience and native language, Yucatec Maya. The mother of eleven children, she shares her time between Petaluma, CA, and Mérida, Yucatán. She actively researches the knowledge of the Maya by capturing the oral tradition of her people and sharing native knowledge with her family, her friends, and her community. Over the past six years, she has collaborated with the Instituto Nacional de Antropología e Historia in Mexico, UC Berkeley Space Sciences Laboratory's Center for Science Education, as well as the Cosmic Serpent and Native Universe projects funded by the NSF. She is a member of the elder advisory council of the Indigenous Education Institute, Friday Harbor, WA. Doña Maria O. Ávila Vera serves as a bridge between native and western ways of knowing in museums, the classroom, and community settings.

CURRENT PROJECTS

Cosmic Serpent and **Native Universe**, two NSF-funded projects funded that bridge western science and Indigenous knowledge.

Yakanal Indigenous Youth Cultural Exchange Program, whose mission is to strengthen cultural identity and leadership capacities in Indigenous youth, preparing them to engage with other cultures while preserving their own.

Marina La Grave, CEO, Centro Latinoamericano Para Las Artes, Ciencia Y Educacion (CLACE)

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As a U.N. translator and interpreter, multicultural consultant, and national research associate, she supports STEM and environmental agencies and stakeholders as they develop and integrate scientifically and pedagogically sound and culturally and bilingually relevant dimension. She works with national partners and government agencies so they can meet the demands and needs of local and national Latino students and communities. She also provides professional development workshops for educators through presentations that encompass the topics of cultural competence, nontraditional student challenges, student retention and achievement, self-efficacy, cultural responsiveness, and sheltered English instruction strategies.

CURRENT PROJECTS

She's proven her expertise in reaching Latino audiences both in the United States and in Latin America through her work. Her long-term position as Multicultural Education and Outreach Coordinator and Chief Translator for the National Center for Atmospheric Research (NCAR/UCAR) and her four-year

tenure at the American Geophysical Union (AGU) as committee member of the Public Information Committee, where she was instrumental in helping the union bring its first joint assembly abroad (Mexico).

Because of her results-oriented expertise, important governmental agencies such as AGU, NASA, NCAR, the U.S. Global Change Research Program, the Space Science Institute (SSI), INSTAAR, BVSD, SVVSD, CDE, the City of Boulder, Boulder County, Univision Colorado, the Mexican government, and Boulder Housing Partners have been entrusting her to develop and support timely programming and translation services to help bring unique information and educational experiences to Latino audiences.

Mario Martinez-Munoz, Field Trip Explainer, Exploratorium

San Francisco, CA

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Mario Martinez-Munoz is a queer brown educator. Born in San Francisco's Latino Cultural District, the Mission, Mario has had a real first-hand look at the social and educational disparities that plague our communities. Since 2013, he has been an employee of the Exploratorium. Within the institution he has engaged a wide range of audiences, welcoming them and being a part of their learning experiences.

CURRENT PROJECTS

After over a decade of grassroots community organizing, planning, and designing, a park will soon come to fruition in the Mission District.

Empowering Latino audiences at an annual Latino engagement day at the Exploratorium.

Matthew Harman, Public Programs Coordinator, Exploratorium

San Francisco, CA

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Matthew "Herbie" Harman is an enthusiastic event producer with a demonstrated history of working with educators, scientists, artists, and museum professionals to help create and implement public programs for the Exploratorium's adult audience. Herbie believes that temporal experiences can leave lasting positive effects on individuals and that public programs are a way to entice new

and returning audiences to the museum setting. Herbie is an active member of the San Francisco Bay Area's informal science education community and in his free time collaborates with the Center for Urban Education about Sustainable Agriculture, Bay Area Science Festival, Maker Faire, The Crucible, and Nerd Nite. Herbie holds a BA focused in philosophy from Humboldt State University.

Meg Escude, Program Director, XTech & Tinkering Afterschool, Exploratorium

San Francisco, CA

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Meg Escude was raised by a feminist engineer and an artist/handywoman, so merging science, art and social justice make perfect sense to her. She studied photography in Oakland and moved to her father's native Argentina soon after. There, she worked on a long-term project documenting the lives of circus performers throughout South America. Meg fell in love with teaching when she was invited to give a photography workshop for incarcerated women. She found that helping them represent themselves and their stories was far more important and transformative than trying to do it for them. Designing creative, challenging, and consequential projects that bring together play and curiosity is half the fun of her job. The rest is focused on working together with afterschool educators and teen mentors to identify the best pedagogical practices to offer students. Meg strives to create educational settings that allow for liberating ways for youth to express their brilliance.

Miriam Mendoza-Moody, Executive Assistant/Board Liaison, Exploratorium

San Francisco, CA

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Miriam Mendoza-Moody brings wide-ranging experience to her role as assistant. She received her BA degree in broadcast communications arts from San Francisco State University. Her broadcast career includes positions at Univision, SportsChannel, Discovery Channel, City of Richmond Cable, where she won cable excellence awards, and ABCTV Ch7 News, where she had the honor of interviewing such luminaries as Rosa Parks, Cesar Chavez, and Bill Gates. Her skills as a writer-producer, editor, and host prepared her for administrative roles at the City and County of San Francisco, and later as Executive Assistant to the President of Southern Oregon University. Miriam joined the Exploratorium in May 2011 and helped move the museum from the Palace to the Piers in 2013.

Her role as Executive Assistant to the Director and Liaison to the Board gives her a high-level, overarching view of the organization's board governance, finances, strategic plan, and fundraising strategies. She continues to use her excellent communication skills in areas of cultural and educational equity, internal communications, and cultivation initiatives. Miriam is an ambassador and advocate of the museum and all arts institutions. She is a native San Franciscan and is fluent in Spanish. Miriam is pursuing her MA in nonprofit administration through the University of San Francisco and plans to graduate in May 2017.

CURRENT PROJECTS

Working within the Exploratorium community to support and further the Latino Diversity Initiative and the Culture and Equity Group.

Mónica Feliú-Mójer, Vice Director/Program Manager, Ciencia of Puerto Rico/iBiology

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Dr. Mónica Feliú-Mójer grew up in rural Puerto Rico, surrounded by nature, catching lizards, with a cow in her backyard, which sparked her interest in all things biology. A PhD scientist-turned-communicator, she uses online technologies, storytelling, and culture to make science and scientists accessible to all. Her work focuses on empowering individuals from underrepresented communities, particularly Latinxs, through bilingual science outreach, communication, education, and mentoring. Mónica is the Vice Director of **Ciencia Puerto Rico**, a nonprofit organization using social networks to improve public understanding of science, transform K–12 science education, and support the career development of young scientists. She is also the Outreach Manager for iBiology, a nonprofit organization that produces and distributes free online videos about research, the process of science, and professional development featuring the world's leading biologists. Find her on Twitter [@moefeliu](https://twitter.com/moefeliu).

CURRENT PROJECTS

Yale Ciencia Academy, a career development program that provides doctoral students from underrepresented backgrounds in the United States and Puerto Rico with opportunities for mentoring, networking, and peer support; to develop skills important for career advancement; and to contribute to their communities through science outreach.

Seeds of Success Ambassadors Program, an innovative approach to address the underrepresentation of Latinas in STEM by empowering middle-school girls through interactions with role models, STEM experiences, leadership-skills development and community engagement.

Science is OUR Story, a new series of video stories of successful scientists from underrepresented backgrounds to showcase a diversity of role models and careers paths to science and to improve self-efficacy and sense of belonging in the scientific community of students from underrepresented backgrounds.

**Nancy Maryboy, President and Executive Director,
Indigenous Education Institute**

Friday Harbor, WA

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Dr. Maryboy runs a nonprofit, all Indigenous organization located in the San Juan Islands, WA, and Santa Fe, NM. She is the PI for the NSF-funded **Cosmic Serpent**, a project that promoted collaboration with integrity among science centers and tribal museums and communities. She is the PI of the NSF-funded Native Universe: Indigenous Voice in Science Centers, She is Co-PI of the NSF-funded, OMSI developed, exhibit Roots of Wisdom, which focuses on traditional, sustainable Indigenous practices of four Indigenous communities. She is Co-PI of **I-WISE—Indigenous Wisdom in Informal Science Education**—which brought Indigenous and Latino knowledge holders, academics, youth, federal policymakers, and funders together. She works with NASA JPL and Goddard Space Flight Center on various projects, many involving bringing western astronomical science to Indigenous schools, and creating awareness of Indigenous science, math, engineering, and technology. Dr. Maryboy is also an Affiliate Professor at the University of Washington, School of Environmental and Forestry Sciences. She is part of a team developing a digital game based on languages and culture of the Colville Nation. She is Dine and Cherokee and lives in Washington state.

CURRENT PROJECTS

The Indigenous Education Institute focuses on the preservation, protection, and use of traditional Indigenous knowledge to apply to current issues and sustainability. Everything it does promotes diversity. Since many Latino/Latina people are also of Indigenous descent, they have worked with many Hispanic and Latina peoples in every project.

Omar Malik, Education Director, Boys & Girls Clubs of San Francisco

San Francisco, CA

Omar Malik works with underprivileged youth ages 6–18. The main academic focuses with youth are around literacy and STEAM.

Rachel Hyden, Director of Frontline, Exploratorium

San Francisco, CA

exploratorium.edu

Rachel Hyden joined the Exploratorium in 2007. She manages guest experience along with a lively team of 70 Frontline staff, which includes ticketing, retail, and membership. Prior to the Exploratorium, she was a General Manager for Borders Books. She is passionate about making sure folks have the best Exploratorium experience possible.

Ray Arroyo, Community Learning Facilitator, Lincoln Park Zoo

Chicago, IL

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Ray Arroyo is a collaborator who was raised to value and appreciate the help of others and he tries to extend that to as many people as he can. He lives in La Villita, a Mexican neighborhood on the south side of Chicago, and has worked in this community for the last 10 years in many capacities. He worked for The National Museum of Mexican Art as a teaching artist providing youth programming to teenagers; as an ESL instructor at a neighboring organization that teaches computer literacy and English to people in the neighborhood; in The Field Museum of Natural History's Botany department teaching people about conservation; and in neighboring schools and organizations as an art instructor focusing on Mexican culture and tradition and skills. Most recently he has had the great privilege of working for Lincoln Park Zoo as a community program facilitator for Artecito, an initiative that works in Little Village to provide bilingual, culturally enriching, scientific learning and local community programming that is all inclusive and always for those it serves. He believes in sharing the values of nature and wildlife and promoting cooperation and a healthy neighborhood for the benefit of all, and is most proud of his community because it teaches how to serve others. Ray's history allows him to share knowledge and creativity, which he expects to do for as long as he is able to in the hope that with the help of people we can make a better world for everyone together, starting with one community and moving outward.

CURRENT PROJECTS

Artecito is a collaborative program between Lincoln Park Zoo and OPEN Center for the Arts, blending art and science to educate families about conservation issues and local species.

Co-created garden programs: Lincoln Park Zoo is collaborating with various organizations and schools in the Little Village community of Chicago, a predominantly Mexican community, to train community members and teachers on utilizing community gardens not just for food education but to educate families on their community ecosystem including local wildlife.

Roberto Zapata, Assistant Director of Public Services, McAllen Public Library

McAllen, TX

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Roberto holds an MA in library science from the University of Arizona and an MPA from the University of Texas at San Antonio. Since 2003, he has worked with diverse communities in Houston, San Antonio, and the Rio Grande Valley of Texas. He works with his team to identify STEAM programming opportunities for a community that is largely Latino/a. Currently, he is working with community organizations to provide coding and other STEAM programs at the library. In addition, staff have taken on STEAM programs to meet the needs of the community. MPLab, which includes 3-D printers and VR headsets, was recently launched to the public and continues to provide valuable programming and access to technology.

Romie Landry, Support Services Manager, Community Housing Partnership

San Francisco, CA

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Romie's experience comes from a variety of different positions working within the community mental health sector. She started in the field as an intern at Napa State Hospital working with individuals from all ethnicities struggling with the label "incompetent to stand trial." There she would brief psychologists around psychosocial history and current dispositions of patients coming in so they could assess and place people in appropriate hospital units. Romie then went to Arizona State University to pursue a BA in psychology. There she worked as an intern for a forensic psychology firm and started her own business doing supervision visitation for child custody cases. It was in this internship that she

started to understand how the legal system influences the emotional wellness of many marginalized populations/families. Once graduated from ASU, Romie moved back home to San Francisco and became a counselor in psychiatric emergency services. After working in crisis stabilization she was asked to run a residential and day-treatment program focused on stabilizing seniors after being admitted into emergency psychiatric care. From there, she provided therapy for individuals struggling with opiate dependence in East Oakland for one practicum site. During free time and weeknights she has been a group facilitator for the Restorative Justice program at San Quentin Prison, acting as an advocate and ally to inmates serving life sentences. Currently, Romie is Support Services Manager at Community Housing Partnership (CHP) and oversees two clinical departments focused on providing case management, therapy, and youth services to families who have experience chronic homelessness and are disabled. Here she is able to start creating and implementing deinstitutionalized treatment, and to implement humanistic, collaborative, and client-centered programs. In conjunction with current work, she is creating her own modality named “The TREE Method,” which focuses on healing trauma through the creation of self-identity.

CURRENT PROJECTS

Creating clinical programming for Latino populations within two supportive housing apartment buildings in the Tenderloin. One example being developed is the Women Today program, where women from all cultural backgrounds are welcome to share their daily struggles on not only being a women, but being oppressed due to their ethnic presentations.

Incorporating Tenderloin Healthy Food Co-coalition to work with the Latino families in CHP’s buildings by getting to know and understand how food relates to the importance of their culture. This integrates finding ways to better afford the ingredients for valuable and important cultural dishes so that they can continue their traditional meals for their children within a low-income/fixed budget.

Rosemary Vergara, Director of K–12 Outreach, Latinas in STEM

Calabasas, CA

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Rosemary Vergara is the K–12 Outreach Director of Latinas in STEM, a national organization devoted to inspiring and supporting women and minorities to pursue STEM opportunities. She is a first-generation graduate of Santa Clara

University (2016), where she attained her BS in biology with a cellular and molecular emphasis. Rosemary currently works as a life science research professional within the Blish Lab at the Stanford University School of Medicine. Her biggest role models include her parents and her younger sister, Diana. In the future, she wants to attend medical school and combine her passion for medicine and research with her desire to aid underserved communities.

CURRENT PROJECTS

The cornerstone of the K–12 Outreach program for Latinas in STEM are the STEM 101 conferences. Participants gather for a day-long conference with sessions providing information on financial aid, college applications, different STEM careers, and hands-on activities. The entire event is bilingual and provides opportunities for both students and parents.

Shelly Valdez, President, Native Pathways

New Laguna, NM

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Dr. Shelly Valdez is a member of the Pueblo of Laguna Tribe, located in central New Mexico, and of Hispanic descent. Shelly’s educational background includes a BA degree in elementary education, an MA in bilingual education, and a PhD in multicultural teacher education with a focus on research in the area of science education. She has worked in education for 30+ years and currently owns and manages an educational consulting business, **Native Pathways, (NaPs)**, located in central New Mexico. An important component of NaPs focuses on world views in science education, primarily Indigenous science. Shelly’s interest in and passion for Indigenous science has influenced her approaches in the fields of education and evaluation, and the partnerships she works with. One of the projects she’s passionate about is the Yakanal: Indigenous Youth Cultural Exchange. In its 10th year, the program provides a safe space for youth to reignite their connections to science of place, through reconnecting them to the landscapes of their ancestors, and to build leadership skills while embracing their culture and languages.

CURRENT PROJECTS

[Yakanal: Indigenous Youth Cultural Exchange](#)

**Susan “Betsy” Payne, Women in Natural Sciences Manager,
Academy of Natural Sciences of Drexel University**

Philadelphia, PA

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Susan “Betsy” Payne was born and raised in Puerto Rico (PR), where she spent countless hours by the sea. Her love for the ocean led her to study marine biology at University of West Florida, where she received a BS in 1984. After graduating, she returned to PR and worked with the University of PR Medical Sciences Campus’ Institute of Neurobiology as a biologist, the Conservation Trust of PR as the Manager of the Las Cabezas de San Juan Nature Reserve, the USDA Forest Service El Yunque National Forest as an interpretive specialist, and as a consultant in environmental education. Her family moved to New Jersey in 2003 and after settling in, Betsy went to work as the Garden Educator in the Camden Children’s Garden. She has been the Manager of the Women In Natural Sciences (WINS) program at the Academy of Natural Sciences for over eight years, where she works closely with an average of 70 high school girls a year. WINS is a free, afterschool science enrichment program for high school girls of the School District of Philadelphia. As part of WINS, Betsy has traveled with a diverse group of girls as close by as walking to different parts of Philadelphia and as far away as Mongolia. She has presented in various conferences over the years including the National Science Teachers Association STEM Forum, the Out-of-School Time Resource Center, the Geological Society of America annual meeting, and the Global Education Forum.

CURRENT PROJECTS

In her current position as **a manager of the Women in Natural Sciences (WINS) program**, an afterschool, science enrichment program for high school girls of the School District of Philadelphia, she works with a group where 96% are minorities and 95% live in a household that makes less than \$40,000 a year.

She participated as a steering committee member in **CHISPA (Children Investigating Science with Parents and Afterschool)**, a national network of science museums and afterschool programs affiliated with ASPIRA and National Council of La Raza. With CHISPA they work directly with three schools in that area that are predominantly Latinos/as.

Susan Spero, Professor, Museum Studies, John F. Kennedy University

Berkeley, CA

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Spero teaches museum studies courses on visitor engagement, museums and interactive technology, and also guides students through their internship process. She has over 25 years experience developing and analyzing educational experiences at museums throughout the Bay Area, and frequently presents at museum conferences, such as the American Alliance of Museums, the California Association of Museums, and Western Museums Association. She serves on the board of the Museum Education Roundtable that publishes *The Journal of Museum Education*. Throughout her career she has cultivated students and emerging professionals, encouraging them to develop agency to make change.

CURRENT PROJECTS

Teaching courses focused on audience awareness including issues around cultural identity. This includes a conscious choice of asking role models to speak in her classes in order to be inclusive of many voices in the field.

With other JFKU faculty, Spero participated in diversity training particularly designed for its program, to seek increased awareness of inclusion and diversity concerns.

In spring 2016 she supported a one-day colloquium with many small history museums to discuss how collections do or do not reflect the current communities.

Sylvia Algire, Director, School Field Trip Explainer Program, Exploratorium

San Francisco, CA

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Sylvia Algire is passionate about working in informal learning environments that value curiosity and encourage co-learning through the sharing of questions, observations, and personal experiences. After completing her undergraduate degree in art education at San Francisco State University, she led programming as a teaching artist in an afterschool setting in Oakland, California. In this role, she provided a safe learning space where children could explore their creativity. In 2006, Sylvia joined the Exploratorium as a Field Trip Explainer. Currently, she is the Director of the School Field Trip Explainer Program with over 10 years of experience in supporting school field trips. She leads a diverse team of

early-career educators who support the visitors' learning by engaging them in inquiry-based explorations of exhibits and demonstrations. Sylvia is a member of SFUSD 4S (San Francisco Unified School District, Science, Stewardship, and Sustainability) and CRS (Community Resources for Science) Advisory Council, both Bay Area organizations that support STEM learning.

CURRENT PROJECTS

Supports the implementation of language access initiatives, such as providing language buttons for floor staff, improving bilingual/bicultural hiring practices, and leading trainings on inclusive practices for educators.

Tamara Schwarz, Associate Director of Exhibit Content Development, California Academy of Sciences

San Francisco, CA

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Tamara has more than 15 years of experience developing museum exhibitions and multimedia projects. She leads exhibit development for the California Academy of Sciences' 100,000 square feet of exhibit space serving 1.4 million annual visitors. Previously, as Senior Manager of Experience Design, she led design and development of Chabot Space & Science Center's exhibitions and digital media. She is a former board member and past president of Cultural Connections and served on the steering committee for CAM's California Networks for Collaborative Learning.

CURRENT PROJECTS

Developing a strategy for multilingual exhibits at Cal Academy, starting with a major new exhibit that will open in 2018 with interpretation in four languages: English, Spanish, traditional Chinese, and Tagalog.

Tania Tiburcio, Director, External Affairs & Community Engagement, New York Hall of Science (NYSCI)

Corona, NY

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Tania Tiburcio joined the museum in 2007, as a member of the education team. Currently, her primary areas of responsibility include visitor experience,

membership, group sales, ancillary museum activities, and community engagement. In 2010, Ms. Tiburcio's interest in expanding opportunities for under-represented minority groups inspired her to conceptualize and launch NYSCI Neighbors, a community engagement initiative, which was designed to help increase year-round access to NYSCI's resources and help parents view themselves as active participants in the education of their children. Formerly, she worked with the National Association of Social Workers to address the shortage of Latino social workers in New York City. As Deputy Director of Programs and Marketing for New York City 100: Greater New York City Celebration, she collaborated with over 200 New York City-based cultural and historical institutions and local government to promote commemorative programs and events during the Greater New York City Centennial.

**Thomas Hurtubise, Curator of Education,
Queens Zoo/Wildlife Conservation Society**

Corona, NY

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Tom graduated in 1985 from Fordham University with a degree in biology. During this time, he served as the Director of Fordham's Urban Solar Ecosystem Studies. He is currently completing an MA in teaching through the Dragonfly Program at Miami University, exploring the relationship between the diverse cultural populations and the local urban environment in New York City parks. In 1986, Tom joined the Science Museum of Long Island as an instructor, and eventually became Assistant Director. He developed STEM programming, supervised educators, and managed all facility activities including science programs for children, adults and teachers throughout New York City and Long Island. In 1992, Tom joined the Queens Zoo/ Wildlife Conservation Society (WCS) as the Curator of Education, where he supervises all conservation educators, interns, and volunteers to support the educational mission of WCS at the zoo. Under his leadership, educational programs and activities are offered to all zoo visitors including school children, teachers, and families. He works extensively with the Public Affairs and Government Affairs Department to help promote the zoo as an educational and recreational place for residents of Queens, NYC and other visitors. His recent work in the Queens community includes developing programs for local Hispanic families to engage in STEM and Nature Play activities in the local parks and the zoo. Throughout his career he has been involved with local public school education, served on educational committees, and parent organizations. He maintains working and personal connections to arts and cultural institutions,

scouting, business, and tourism organizations in Queens. He currently sits on the Community Advisory Board of the Flushing Meadows Corona Park Alliance and the advisory board at John Bowne High School.

CURRENT PROJECTS

Zoo Program: Through a grant from the AZA Nature Play Program, they have developed a program for primarily Latino families from two local schools to explore natural areas in the local park and zoo..

Through the Flushing Meadows Corona Park Alliance, working with a team to develop all diverse and inclusive public activities.

Tina Plaza-Whoriskey, Senior Communications Manager, Child Trends

Bethesda, MD

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Tina Plaza-Whoriskey joined Child Trends in September 2016, bringing over 20 years experience as a journalist and public relations expert. She plays a leading role in the development of the Child Trends News Service editorial process funded by the NSF and in the strategic communications work of the Hispanic Institute. Tina also conducts media training and contributes with the multimedia team. She gained her first insights into the media as a reporter in key television news markets, including Reno, Miami, Los Angeles, and the San Francisco Bay Area. That experience has served her well as a public relations professional in both the private and public sector. She has attracted national attention for worthy causes for numerous nonprofit groups and served as media relations director for “Celebra la Ciencia,” a NSF-funded project designed to engage Latino students and families in science. She has coached an array of business, nonprofit, and government leaders on how to craft messages, develop persuasive talking points, and enhance their appearances in televised interviews. Tina is also an accomplished print journalist. Her articles have been published in *Spin Magazine*, *Progressive Magazine*, and *Miami Metro Magazine*. Her article, titled “Let Me See Some Papers,” about the racial profiling of Hispanics by the Border Patrol, was recognized by the H.L. Mencken Awards.

CURRENT PROJECTS

Child Trends News Service highlights actionable child research and leverages commercial news to reach Latinos.

Serves as strategic communications manager for the Hispanic Institute at Child Trends.

Toni Dancstep, Senior Researcher, Exploratorium

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Toni Dancstep (née Dancu) is a Senior Researcher in Visitor Research and Evaluation, and the Principal Investigator on an NSF Advancing Informal STEM Learning grant. The looks of wonder and shrieks of surprise that fill the Exploratorium inspire her to better understand the visitor experience, and to help ensure that challenging moments at exhibits are motivating rather than discouraging. She uses her developmental psychology background to identify research designs and methods that address questions about better engaging underserved audiences, such as females and the Latino community; and the effects of exhibit characteristics on visitors' exhibit use, time spent, conversations, and skills practice (e.g., spatial reasoning or metacognitive skills).

CURRENT PROJECTS

The **NSF-funded Exhibit Designs for Girls' Engagement (EDGE)** project incorporated a group of Latina girls as advisors throughout the study. EDGE also included follow-up focus group studies that oversampled for Latina participants in order to better represent Latina voices.

**Vilma Ortiz-Sanchez, Program Specialist,
National Museum of the American Indian/Smithsonian**

Washington, DC

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Vilma Ortiz-Sanchez holds an MA in museum studies from George Washington University. Her first museum job was in the Office of Education at the National Museum of Natural History, where she participated in a “store front” after-school science program in conjunction with the National Zoo in one of DC’s Latino neighborhoods. She also worked with the Smithsonian Affiliates to offer workshops in museum education in Puerto Rico. In 2003, Vilma was hired by the **National Museum of the Americans Indian** as the Program Specialist for Latin America. In this role, she’s responsible for improving Latin American representation (both from the United States and Latin America) before and during the Inaugural programing. She has participated in community-based workshops with the Mapuche people of Chile. Later Vilma moved to the Education Office where she develops educational websites and digital lessons for the classroom,

and serves as educator in exhibit teams, particularly exhibits dealing with Latin American subjects. The last one was *The Great Inka Road: Engineering and Empire*.

CURRENT PROJECTS

Developing bilingual lessons for the exhibit the *The Great Inka Road*.

Work with the Smithsonian Latino Center in the selection and mentorship of the next generation of Latino museum professionals.

Work with Latin American Indigenous artist that are selected as part of the competitive Artist Leadership program.

Vivian Altmann, Community Educational Engagement, Exploratorium

San Francisco, CA

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Vivian has been at the Exploratorium for 37 years. She works with a staff of high school, college, and post-college students to bring **hands-on workshops out to neighborhood community groups** as well as hosting groups for free visits to the museum. She is also part of the team that partners with the Society of Hispanic Professional Engineers to produce the Exploratorium's annual Latino Engineering Day.

CURRENT PROJECTS

Family Science Nights at San Francisco Unified School District elementary schools, many of which have large Spanish-speaking populations.

Saturday workshops at San Francisco Public Library branches throughout the city.

The Exploratorium's annual Latino Engineering Day in partnership with the Society of Hispanic Professional Engineers.