

**GARIBAY GROUP**

**Research, Evaluation,  
Audience Development**

**Washington Metropolitan Area Latino  
Research Study for the Program in  
Latino History and Culture**

National Museum of American History  
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## EXECUTIVE SUMMARY

The Program in Latino History and Culture (PLHC) is currently undertaking efforts to create a Latino presence throughout the National Museum of American History's (NMAH) activities and initiatives. As part of audience development efforts, Garibay Group conducted audience research with Latino communities. The main goal of this research was to deepen understandings of Latino communities in the local D.C. area—which could, in turn, inform the development of PLHC strategies and activities.

The primary methods used for this research were interviews with local community based organizations serving Latinos and a series of focus groups with Latino adults. Interviews were conducted with eight community-based organizations in order to learn more about issues faced by Latino communities in the D.C. area. Organizations selected included Latino cultural organizations, social service agencies, and community-based youth organizations.

Four focus groups were conducted with Latino community members. Two focus groups were conducted with first-generation Latinos, defined as Latinos born outside the United States (Pew Hispanic Center & Kaiser Family Foundation, 2002). Two additional focus groups were conducted with second-generation Latinos, defined as those born in the United States of foreign-born parents (Pew Hispanic Center & Kaiser Family Foundation, 2002).

Because the PLHC team was also interested in obtaining information about the needs of teachers, a short survey was conducted with select educators who had previously participated in events at the Smithsonian Latino Center. Of 189 teachers, 46 teachers responded (and an 8.5% response rate). It is important to note that this survey is not meant to be generalized to other educators. Instead, it is intended to provide some insights into the perceptions and needs of educators who had already expressed interest in this area and who had visited the Smithsonian Institution.

### **Community Organizations**

Latino specific cultural organizations and community organizations offering cultural programming indicated that they face problems reaching a broad range of Latino audiences. Several respondents noted, however, that working diligently within communities can increase an organization's reach and successfully engage a broader range of Latinos. As one respondent put it, "outreach efforts often don't work because they fail to find avenues of communication into these communities."

Cultural organization interviewees noted that building community partnerships was one key strategy in increasing their reach—not only with other cultural institutions, but also to a broad range of community organizations including health care providers, schools, women's organizations, and government agencies. These partnerships have been central to connecting with diverse Latino constituencies. The importance of bringing events and programming into the community, rather than always expecting audiences to come to the cultural organization, was also noted.

A number of respondents noted that language is more than a means of communication; it is central to a culture. Those in cultural organizations, for example, provide both Spanish and English interpretation, in part because of the importance of language as part of culture. An additional benefit of this strategy is that it reached Spanish, bilingual, and English speakers.

While most respondents regarded the Smithsonian Institution in good terms, most had little understanding of the Smithsonian (and NMAH specifically). Those most familiar with the Smithsonian felt that the Smithsonian needed to work more actively to include Latino-specific content into their exhibitions. Respondents were generally enthusiastic about the possibility of finding partnership opportunities with PLHC. The importance of basing those relationships on true community needs (rather than the needs of only one partner) and committing to those partnerships over the long term was underscored by a number of respondents, including interviewees who relayed their disappointment with some of their past experiences in partnering with the Smithsonian.

#### Latino Audiences

The most important factor for choosing leisure activities was that it filled a social need. All respondents valued leisure activities that afforded them the ability to be with others and share common experiences. In the first-generation groups, however, spending time together seemed to serve a broader purpose of building group cohesion and unity, with some respondents commenting that the act of spending leisure time together was about being “attentive” to the needs of the family and nurturing the family unit.

First-generation respondents also seemed to see leisure as more than simply relaxation (although that component was important). Engaging in specific leisure activities was often linked to deriving a specific benefit from an activity (“sacar provecho”), such as physical nourishment, learning something new, or taking advantage of a new opportunity. This is a particularly interesting finding given that first-generation respondents were not museum-goers. According to previous research (Hood, 1981), an opportunity to learn and the challenge of new experiences are leisure attributes valued by frequent museum goers, but not by non-museum goers. This study found that these attributes were, in fact, important to first-generation Latino participants in this study.

When respondents were provided with a list of leisure activities and asked to indicate which they had participate in during the last twelve months, second-generation respondents indicated much higher participation levels overall. This may be due to a combination of two factors: the amount of available leisure time and the amount of disposable income.

Data also revealed some potential differences in conceptions of leisure time between generational groups. First-generation Latino respondents generally described leisure time as time not spent at work; thus, they grouped activities such as taking English classes, attending church, and taking care of household chores as free time activities. In contrast, for second-generation respondents, “leisure time” was free time not spent on any type of work or daily life obligations (paying bills, doing laundry, and so forth). It may be that first-generation respondents’ conceptions of leisure time were highly colored by the fact that they generally spent a significant amount of time at work, many working six days a week.

#### Factors Considered in Leisure Decisions

The factors most often cited by respondents as ones they considered when deciding how to spend their free time included:

- **Accessibility for the entire group:** The most central consideration for respondents across focus groups was the ability for an activity to engage and accommodate all group/family members (including extended family), regardless of age.
- **Cost:** Affordability was a concern across groups. Beyond entry fees or ticket prices, respondents also considered the cost of transportation and

meals when choosing leisure activities.

- **Location:** Distance from home was an important factor. Typically, the further away from home the leisure destination, the more the leisure activity had to be compelling enough to warrant traveling such a distance. Location, however, was not necessarily a major limitation if respondents perceived the activity to be worthwhile.
- **Transportation:** Typically, transportation decisions were made based on individual circumstances, such as ready access to a car. For those respondents with cars, parking was an important consideration. For those without cars, a venue's accessibility to public transportation was important. Some participants in the first-generation group tended to rely more on public transportation, particularly buses.

#### Media

- Second-generation participants tended to use newspaper, radio, and television equally. First-generation participants, on the other hand, reported a slightly higher use of television than of radio and newspapers, although conversations showed that radio was also an important source of information.
- First-generation respondents typically consumed their media in Spanish, while second-generation respondents used media in English. A few second-generation respondents, however, reported that they consumed media in both languages, including Spanish-language newspapers such as *Tiempo Latino*.
- Second-generation participants relied on the Internet to learn about leisure choices, particularly special events and activities. **E-mails** to and from friends, co-workers, or occasionally from groups they belonged to were one primary method that these respondents learned about leisure activities.
- First-generation participants tended to rely on local, non-technology-driven sources (and noted little or no access to the Internet). Neighborhood grocery stores and local restaurants were important sources of information for this group. Participants commented that they often learned about special events in the Virginia and D.C. areas from posters or fliers on store windows or at checkout counters.

#### Museums

Second-generation respondents described museums in a wide range of ways, including as places of relaxation, as places where one could have fulfilling aesthetic experiences, and as places where one could learn about many topics. In general, most of these respondents described museums as interesting places. On the other hand, this group also tended to be more openly critical of museums, stating they could be expensive and exclusionary.

While first-generation participants generally had less experience with museums, most associated them with education, mostly because many of their children had visited museums in school groups. Some respondents, however, also recognized that museums could be places for them to learn as well. The most common negative associations about museums among all respondents this research was that museums were often static and passive.

#### The Smithsonian Institution & NMAH

None of the first-generation respondents were aware of the Smithsonian Institution. The Smithsonian Institution enjoyed significant awareness among second-generation respondents. Participants generally thought of the Smithsonian as a great national resource that offers many types of exhibitions and experiences. The fact that it is free was definitely important for this

group. When asked about whether they thought of the Smithsonian as a leisure option for locals, response was mixed. While second-generation participants said they did visit Smithsonian museums, some said they did not think of it as the city's museum. While most of these respondents had at some point visited the Smithsonian museums, many commented that attend only when out-of-town friends visit or for a special exhibit (a number of respondents mentioned attending the Celia Cruz exhibition). A few respondents with children noted that more programming targeted at locals would be welcome, particularly during a three-day holiday weekend when parents look for things to do with their children.

When asked about the Smithsonian's (and NMAH's) role in serving Latinos, most second-generation respondents were critical. Respondents saw the Smithsonian as exclusionary and not necessarily a place signaling that it welcomed people from different cultural backgrounds, citing a lack of diverse staff, little Latino-related content, and a lack of bilingual interpretation.

It is noteworthy to recall that second-generation Latinos born in the United States (or immigrating to the U.S. while young), were occasional museum visitors. They were well-versed in "mainstream" American culture, were English-dominant or bilingual, had higher levels of education than recent Latino immigrants, and typically consumed their media in English. Yet a perceived lack of ethnic representation in museums clearly colored their perspective of the Smithsonian. They had strong expectations that the Smithsonian should include Latino perspectives, diverse staff, and bilingual interpretation. It was, in part, about a desire to see themselves and their families—as Americans of Latino Heritage—reflected and included in the Nation's museums. Their perceived lack of representation somewhat negatively affected their views of the Smithsonian.

In contrast, first-generation respondents had no expectation that the National Museum of American History would include Latino content. Respondents categorized NMAH as a place to learn about U.S. history, and when asked whether they thought NMAH was a place for them, they stated that it might be—as a place to learn more about the history of their host country.

A few first-generation respondents did note that while Latinos had a long history in the U.S., they did not assume NMAH included exhibitions about Latino contributions in the United States. That is not to say, however, that Latino-specific content was not important to first-generation respondents. When these respondents heard about the Celia Cruz exhibition, special Latin museum festivals, and Latino-specific cultural events, for example, they enthusiastically expressed interest in attending; such topics and events seemed welcoming, since respondents could relate the content to their own experience and culture.

First-generation respondents were generally enthusiastic about the possibilities of expanding their own knowledge and understanding about the United States; museums like NMAH seemed to be potential resources both for learning about U.S. history and about American culture. Yet this group had a number of barriers to accessing museums and NMAH specifically, including:

- Perceptions of museums as solely educational institutions, rather than places where other recreational or social goals could be met.
- Lack of basic information about the Smithsonian and NMAH, including cost, location, transportation options, hours of operation, and food options.

- Discomfort with museum culture, including concern with how they, as Latinos, might be treated by “American” staff, fear of being asked for identification, not knowing what to expect on a visit, and uncertainty about how to approach a visit and tour the museum.
- Language as a major barrier to accessing information. Respondents not only cited the obvious frustration in not being able to understand labels and interpretation, but also commented that without being able to access such information, their own learning, understanding, and overall experience is significantly diminished.

For second-generation respondents, this study identified two major barriers:

- Perceptions of Smithsonian Museums as places where exhibitions do not change often and, therefore, offer no compelling need to visit often. (Most respondents stated they visited mostly during special exhibitions.)
- Perceptions of the Smithsonian as not inclusive, particularly regarding serving Latinos or featuring Latino-specific content. As second-generation Latinos, born in the U.S. and productive members of society, they expected that they and their culture should be represented in the Nation’s museums.

## Teachers

- Survey respondents reported that they were already incorporating Latino-themed content, both during Hispanic Heritage Month and at other times of the year. There were, however, indications that respondents could benefit from resources that can increase their own knowledge related to content so that they could plan lessons.
- Additionally, some teachers’ perceived lack of class time to incorporate Latino-themed content might be addressed by helping educators see how they might blend content into required content areas.
- Data also indicated that educators welcomed a range of resources, such as lesson plans and teaching, to increase their ability to incorporate Latino-themed content.

## INTRODUCTION & METHODS

The Program in Latino History and Culture (PLHC) is currently undertaking efforts to create a Latino presence throughout the National Museum of American History's (NMAH) activities and initiatives. As part of audience development efforts, Garibay Group conducted audience research with Latino communities. The main goal of this research was to deepen understandings of Latino communities in the local D.C. area—which could, in turn, inform the development of PLHC strategies and activities.

The primary methods used for this research were interviews with local community based organizations serving Latinos and a series of focus groups with Latino adults. Additionally, a survey was conducted with select school educators to learn about their needs.

### Community Organizations

Interviews were conducted with eight community-based organizations in order to learn more about issues faced by Latino communities in the D.C. area and their access to cultural activities, as well as to identify the potential for partnerships between PLHC and community organizations serving Latinos. Research with community-based organizations was intended to provide initial information about D.C.-area Latino communities and to augment research with Latino residents. Organizations selected included Latino cultural organizations, social service agencies, and community-based youth organizations (see Appendix A). Seven of the interviews were conducted by phone and one was conducted in person.

### Latino Audiences

Four focus groups were conducted with Latino community members. Focus groups are carefully planned discussions aimed at obtaining information about a defined topic area (Krueger, 1994). The goal of focus groups was to gain an understanding of participants': a) leisure time decisions; b) perspectives on museums; and c) conceptions of the Smithsonian Institution and particularly the National Museum of American History. Two focus groups were conducted in the D.C. area and two were conducted in Falls Church, Virginia. Focus groups were held at two local community organizations, both of whom assisted in recruitment of participants.

Because of the broad diversity among the Latino population, it was not possible to conduct research with the diverse range of Latino audiences segments in the D.C. area. In the team's discussion about Latino audiences, the question emerged of whether it made sense to target certain segments more fitting to the general profile of those who typically attend museums (e.g., those with higher education and income) versus those who might have less experience attending cultural institutions. Using the concept of a continuum, with some segments of the Latino population potentially more primed to visit museums than others, this study looked at two broad groups, segmented by generation.

Two focus groups were conducted with *first-generation* Latinos, defined as Latinos born outside the United States (Pew Hispanic Center & Kaiser Family Foundation, 2002). Most respondents in these groups had been in the U.S. for six years or less, although length of time in the U.S. varied significantly with the range being from as little as five months to as much as 15 years. Respondents were primarily Spanish-dominant and, accordingly, focus groups were conducted in respondents' native language. Of respondents, 70% reported annual household incomes of \$30,000 or less, and all indicated they lived in Virginia. (Focus groups were conducted in Falls Church, VA.) In terms of education, 70% of respondents reported that their highest level of schooling was "a high school diploma or less."

Two additional focus groups were conducted with *second-generation* Latinos, defined as those born in the United States of foreign-born parents (Pew Hispanic Center & Kaiser Family Foundation, 2002). It should be noted, however, that three respondents included in these sessions had actually immigrated to the United States as very young children. They were still included in the focus groups, however, because previous research indicates that Latinos who arrive at a very young age tend to be more similar to U.S. born Latinos (Pew Hispanic Center/Kaiser Family Foundation, 2002). All respondents in the second-generation groups were either English dominant or bilingual. All respondents indicated that they were either English-dominant or bilingual (English/Spanish). Accordingly, focus groups were conducted in English. These sessions were conducted in D.C., and all respondents indicated they lived in D.C. Reported annual household incomes were more spread out among this group with 40% reporting incomes between \$40,000–60,000, 30% between \$20,000–39,000, and 30% indicating annual household incomes above \$60,000. Education levels of these respondents were also higher than first-generation participants, with 80% indicating they had a bachelor's degree or higher.

Given the qualitative nature of this research with Latino audiences, this study used purposive sampling in selecting respondents. A purposive sample is a type of non-random sample in which specific types of respondents are sought out (Babbie, 1998). The goal of this sampling technique is to talk with respondents who have certain characteristics especially useful to meeting the goals of a study. In this study, the main characteristics that helped determine group selection included: being first- or second-generation Latino, language ability/preference (Spanish-dominant or English-dominant/bilingual), and place of residency (D.C. or Virginia). Because purposive sampling deliberately selects respondents (i.e. the sample is not randomly generated), percentages are not used in reporting results.

Interview and focus group data were initially coded based on a systematic analysis of both transcripts and field notes (Huberman and Miles, 1994). Data were then further then analyzed using *inductive constant comparison* (Lincoln & Guba, 1998), whereby each unit of data is systematically compared with each previous data unit, which allows the researcher to continually identify, develop, and refine categories of data and patterns as they emerged.

As is true with most studies of this scope, there are limitations. Given the broad diversity among the Latino population and available resources for this study, it was not possible to conduct research with the diverse range of possible Latino audience segments living in the DC area. Instead, as previously noted this study focused on obtaining information from two segments of interest to NMAH. Therefore, results should be interpreted within that context.

## Teachers

Because the PLHC team was also interested in obtaining information about the needs of teachers, a short survey was conducted with select educators. The teacher survey, aimed at educators who work with Latino populations, was conducted via Survey Monkey (an online survey tool). The main purposes of this online survey were to obtain information regarding the use of Latino-themed classroom lessons and to identify potential teacher needs in serving Latino students. The sample of teachers consisted of educators who had previously participated in events through the Smithsonian Latino Center. Since the sample was obtained from educators who had already been in contact with the Latino center, it is important to note that respondents had already demonstrated some interest in Latino-related issues (and in potentially teaching Latino-themed lessons).

189 teachers, all of whom had previously participated in events through the Smithsonian Latino Center, were contacted via e-mail to respond to the survey. Of the teachers contacted to participate, 46 teachers responded, representing an 8.5% response rate.

Survey questions were either multiple-choice answers or free-response. Multiple-choice answers were analyzed by percentages of participants responding, while free-response answers were analyzed by noting clusters of similar, open-ended responses. In interpreting survey results, it is important to note that in some instances, teachers did not respond to all questions. This is noted, as appropriate, in the report. Given the small sample size, data are also presented using both percentages and the actual number of respondents.

Since the sample was obtained from educators who had already been in contact with the Latino center, it is important to note that respondents had already demonstrated some interest in Latino-related issues (and in potentially teaching Latino-themed lessons). Therefore, this survey is not meant to be generalized to other educators. Instead, it is intended to provide some insights into the perceptions and needs of educators who had already expressed interest in this area and who had visited the Smithsonian Institution.

## RESULTS

The following discusses the main findings of this study. The first section provides results of interviews with leaders from community organizations. Section two discusses findings from focus groups with Latino audiences. The third section reports on findings from the teacher survey. Results are followed by a discussion of overall conclusions and recommendations.

Because respondents were purposively selected, it is inappropriate to report the percentages of respondents who felt a particular way. Instead, the report identifies which views were more commonly held and which were more idiosyncratic. For survey data, percentages are reported as appropriate.

Throughout this report, participant comments from interviews are included—when appropriate—to illustrate various points. It should be understood that the number of quotes selected is not necessarily representative of the number of respondents expressing a particular sentiment. When selecting quotes, we chose clearly stated ones that illuminated a *range* of participants' perspectives.

## COMMUNITY ORGANIZATIONS

One thread of research with Latino audiences involved interviews with community-based organizations that serve Latino communities in the D.C./Virginia area. The purpose of these interviews was to: a) learn about the D.C. Latino communities; b) understand organizations' perceptions of the Smithsonian; and c) investigate potential future collaborations and outreach.

### Leisure

When asked about leisure decisions and values within the Latino communities these organizations served, the following findings emerged:

- Community interview respondents identified **being with family** and finding **affordable leisure activities** as the two main factors they felt were important to the Latino populations they served in making their leisure choices. They commented that leisure activities had to provide opportunities for the entire family to be together. Interviewees noted that cost was also a major factor, particularly for first-generation Latinos who they indicated typically had lower household incomes.

Additionally, two respondents commented that a factor that motivates families they serve to engage in leisure pastimes is **learning something new or engaging in a new hobby**. One community organization that provides low-cost leisure activities for middle- and low-income Latino families noted, for example, that it tries to offer a wide range of classes that provide new experiences for families, such as computer classes, sewing classes, and (for children) cartooning classes. When offered at a low fee, these classes fill up.

- Interview respondents noted that leisure time was scarce for first-generation Latinos. They noted that recent immigrants, in particular, tended to work long hours (usually six days a week) at low wages. These factors not only translated into less leisure time available, but also meant fewer leisure options due to limited incomes.
- While a few respondents thought transportation might be an issue for some populations—particularly recent immigrants—most indicated that many local Latinos frequently used public transportation to get to and from work (often traveling significant distances). These respondents noted that bus transportation was often the main mode of transportation.

### Cultural Activities and Access

Latino-specific cultural organizations and community organizations offering cultural programming (such as art classes) indicated that they also face problems reaching a broad *range* of Latino audiences. In most cases, the organizations' membership tended to resemble a typical museum visitor (educated and middle-class). Like "mainstream" cultural institutions, these organizations are also working to find ways to better serve the diversity of Latinos in D.C. Among the barriers identified in serving a broader constituency included:

- Little to no previous experience attending cultural institutions and/or events.
- Lack of information about cultural organizations and what they offer.
- Fear or embarrassment about whether they "belong" at cultural venues and how they are to act.
- Isolation from mainstream culture (economically, geographically, and psychologically).
- Economic issues, which make it difficult for some segments of the Latino population to access cultural events, such as theater or concerts.

For first-generation Latinos, the reality of families' day-to-day concerns with making a living (many worked six days a week) and supporting themselves also meant their focus was not on leisure. Additionally, respondents added that new immigrants were still learning how to negotiate U.S. systems, such as schools and health care. These families were most concerned, for example, with figuring out how to enroll their children in school, obtaining medical care, and learning about U.S. culture in general.

Several respondents noted, however, that working diligently *within* communities can increase an organization's reach and can successfully engage a broader range of Latinos. In a partnership with a community-based social service organization, for example, a Latino theater company successfully attracted many community members to its production. Low-cost tickets (around \$5) were offered and the event was heavily publicized through local community venues and networks. As one respondent put it, "outreach efforts often don't work because they fail to find avenues of communication into these communities."

Respondents from the cultural organizations interviewed noted that building community partnerships was one of their key strategies in increasing their reach. They have partnerships not only with other cultural institutions, but also with schools and a broad range of community organizations including health care providers, women's organizations, and government agencies. These partnerships have been central to connecting with diverse Latino constituencies.

Respondents also discussed the importance of **bringing events and programming into the community** rather than expecting always audiences to come to one's organization. One cultural organization often conducted programming and events outside their institution at other venues.

Finally, a number of respondents reminded researchers that **language** is more than a means of communication; it is central to a culture. Those in cultural organizations, for example, provide both Spanish and English interpretation in part because of the importance of language as part of culture. These organizations also commented that with this strategy they attracted Spanish, bilingual, and English speakers.

### **Impressions of the Smithsonian Institution**

- While most respondents regarded the Smithsonian Institution in good terms, most had little understanding of the Smithsonian (and NMAH specifically). The respondents who were most familiar with the Smithsonian felt that it needed to work more actively to include Latino-specific content into their exhibitions. One respondent, for example, commented that there was little representation of the historical relationship between the U.S. and Mexico despite the fact that the two countries have mutually shaped part of their respective histories.
- Respondents were generally enthusiastic about the possibility of finding partnership opportunities with PLHC. The importance of basing those relationships on true community needs (rather than the needs of only one partner) and committing long-term to those partnerships was underscored by a number of respondents. One interviewee whose organization had participated in Smithsonian events, for example, cautioned against starting partnerships and then not following up and maintaining those relationships. He expressed disappointment that after participating in a yearly event, his organization was not able to participate again because the Smithsonian was either not able or willing to pay the performance fee to cover the organization's basic costs.

## LATINO AUDIENCES

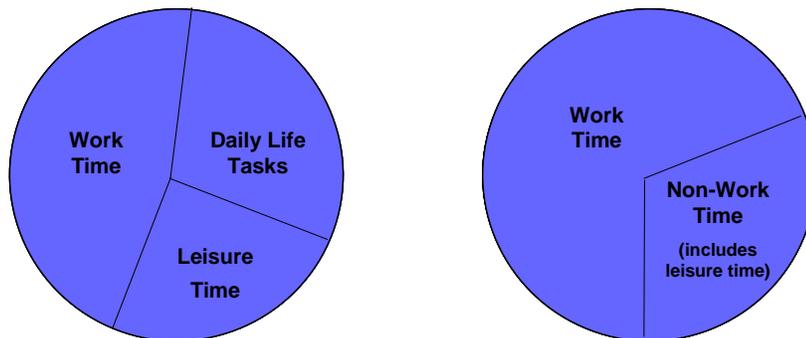
### Leisure Time Activities and Conceptions

A central focus of conversations with Latino community members was to understand their leisure time choices and values. Some similarities existed across groups regarding the leisure time activities in which respondents said they participated. Spending **time with family and friends**, **reading**, going to the **movies**, and playing **sports** were the activities respondents mentioned most often in discussions. A number of home-based or local neighborhood activities, including cooking, watching television, and going to local restaurants and coffee shops, were also mentioned in all groups. Respondents commented that they often preferred to engage in leisure activities either at home or close to home, primarily because it was logistically easier (e.g., they could walk to their destination rather than worry about parking) and they could be more spontaneous since most local activities require less advance planning. There were, however, notable differences in this regard between first- and second-generation groups.

First-generation respondents also included visiting parks among their major leisure activities. Additionally, members of this group also considered **attending church**, **learning English**, and **taking care of the household** to be leisure activities. These respondents' conceptions of "leisure time" seemed to differ from more mainstream ideas of what constitutes leisure. For this group, leisure time was generally described as time not spent at work; therefore, something like learning English—which respondents considered necessary to leading productive lives in the U.S.—was included as a free-time activity.

In contrast, for second-generation respondents, "leisure time" was free time *not* spent on any type of work or daily life obligations (paying bills, doing laundry, and so forth). It may be that first-generation respondents' conceptions of leisure time were highly colored by the fact that they generally spent a significant amount of time at work, many working six days a week. These differences might be visually illustrated this way:

Leisure Time Mental Model



Second-Generation Latinos

First-Generation Latinos

Differences in leisure time available were also reflected in overall levels of leisure participation. Respondents were given a list of activities and asked to indicate which they had participated in over the previous twelve months. Responses appear in Table 1.

**Table 1. Leisure Activities Attended within the Past 12 months**

	First-Generation	Second-Generation
Art Fairs	21% (3 out of 14)	27% (3 out of 11)
Movies	50% (7 out of 14)	90% (10 out of 11)
Community/Street festivals	64% (9 out of 14)	73% (8 out of 11)
Sporting events	28% (4 out of 14)	73% (8 out of 11)
Dance performances	36% (5 out of 14)	45% (5 out of 11)
Live music performances or concerts	28% (4 out of 14)	54% (6 out of 11)

Overall, the second-generation groups indicated higher participation in all listed leisure activities (with the exception of art fairs). Responses from the first-generation group indicated significantly lower participation levels in activities listed (the exceptions were community/street festivals and movies). This may be due to a combination of two factors: the amount of leisure time available and the amount of disposable income.

Weekends were the primary time that respondents engaged in leisure activities. For those in the first-generation group, however, Sundays were often the *only* free day in which the whole family was available to spend time together on leisure activities.

**Leisure Goals**

Looking further into what respondents valued in their leisure activities, this study identified the following:

Spending time with family and friends was the most important factor for all respondents. All valued leisure activities that afforded them the ability to be with others and share common experiences. In the first-generation groups, however, spending time together seemed to serve a broader purpose of building group cohesion and unity. The act of spending leisure time together was about being “attentive” to the needs of the family and nurturing the family unit. As respondents commented:

*Dedicating time to my children is the most important thing [I do in my free time].*

*[Leisure time is about] dedicating the maximum [time that you can] to family so it does not become disunited.*

Along similar lines, first-generation respondents also associated engaging in leisure with “**nourishment**,” which provided certain benefits, depending on the specific activity. For example, respondents discussed church as a provider of spiritual nourishment, while playing sports provided physical nourishment.

Thus, leisure was more than simply about relaxation (although that component was important). Engaging in leisure had a broader purpose of taking care of oneself, as well as any specific benefit coming from a leisure

activity. Several respondents, for example, used the phrase “*sacar provecho*”—loosely translated as “getting a benefit from”—when discussing how they chose leisure activities.

*I always try to push myself further to progress in whatever I do, so I'd try new [leisure] activities.*

*If [a leisure activity] is something that is going to help us...in some part of our lives, then it's worth going to it no matter how close or far [it is].*

Similarly, respondents used phrases such as “taking advantage of” (“*aprovechar*”) opportunities afforded by leisure activities, such as the opportunity to learn something new or to be exposed to something they had never seen before (“*conocer*”).

*[I like] seeing a new place or thing. Something that is going to pique my interest and something that is outside my regular experience is important.*

Recall also, that in two of the community interviews, respondents observed similar perspectives, commenting that a factor that motivates families they serve to engage in leisure pastimes is learning something new or engaging in a new hobby.

This is a particularly interesting finding given that first-generation respondents were not typically museum-goers. According to previous research (Hood, 1981), an opportunity to learn and the challenge of new experiences are leisure attributes valued by frequent museum goers, but not important to non-museum goers. This study found that these attributes were, in fact, important to first-generation Latino participants. Garibay's (2004) secondary analysis of a nine-museum outreach program also noted that the opportunity to learn was cited as an important aspect of leisure for non- and infrequent museum-goers. Such findings suggest that the issues regarding leisure values may be more complex than previously believed.

## **Factors in Making Leisure Choices**

Factors most often cited by respondents as ones they considered when deciding how to spend their free time included:

- **Accessibility for the entire group:** The most central consideration for respondents across focus groups was the ability for an activity to engage and accommodate all group/family members, regardless of age. In many cases, respondents commented that they often chose activities based on what might interest everyone in their group. Families with children were especially cognizant of making sure that activities engaged both children and adults. It is also worth noting that many respondents said they planned activities involving extended family members (e.g., grandparents and cousins), and therefore looked for activities that could work with larger family groups.
- **Cost:** Affordability was a concern across groups. Price was a greater consideration when outings involved extended family group members. Not surprisingly, however, cost played a greater role for respondents with lower household incomes. Beyond entry fees or ticket prices, respondents also considered the cost of transportation and meals in their overall budgets when choosing leisure activities.

- **Transportation:** Respondents did not prefer one mode of transportation over another. Typically, transportation decisions were made based on individual circumstances, such as ready access to a car. For those respondents with cars, parking was an important consideration. For those without cars, a venue’s accessibility to public transportation was important. Some participants in the first generation group tended to rely more on public transportation, particularly buses.
- **Location:** Respondents also mentioned distance from home as an important factor. Typically, the further away from home the leisure destination, the more the leisure activity had to be compelling enough to warrant traveling such a distance. Location, however, was not necessarily a major limitation if respondents perceived the activity to be worthwhile.

**Media and Leisure Information Sources**

Respondents were asked which types of media they used. While both first- and second-generation groups indicated that they used newspapers, radio, and television, responses indicated that:

- Second-generation participants tended to use all three equally.
- First-generation participants reported a slightly higher use of television than of radio and newspapers, although conversations showed that radio was also an important source of information.
- Second-generation respondents reported higher levels of magazine use than first-generation respondents.
- First-generation respondents typically consumed their media in Spanish, while second-generation respondents used media in English, stating that they typically read the *Washington Post* and watched the major television networks (NBC, CBS, and ABC). A few second-generation respondents, however, reported consuming media in both languages, including Spanish-language newspapers such as *Tiempo Latino*.

**Table 2. Reported Media Use by Generation**

	First-Generation	Second-Generation
Newspaper	50% (6 of 12)	82% (9 of 11)
Radio	75% (9 of 12)	82% (9 of 11)
Television	92% (11 of 12)	82% (9 of 11)
Magazines	33% (4 of 12)	64% (7 of 11)

Both groups named friends, newspapers, radio, and television as their sources for learning about leisure activities. Delving more deeply, however, focus group conversations revealed other very important sources for learning about leisure options.

Second-generation participants relied on the Internet to learn about leisure choices, particularly special events and activities. **E-mails** to and from friends, co-workers, or occasionally from groups they belonged to was one primary way that these respondents learned about leisure activities. On the other hand, first-generation respondents said they lacked regular Internet access, and none of them used the Net to learn about leisure choices.

First-generation participants tended to rely on local, non-technology-driven sources; neighborhood **grocery stores** and local **restaurants** were important sources of information for this group. Participants commented that they often learned about special events in the Virginia and D.C. areas from posters or fliers on store windows or at checkout counters.

*The majority of Latino stores also have information [posted] about activities and events.*

*The Latin restaurants also have information about festivals. They have all that information.*

*The supermarkets, when there are going to be Latino events, they have lots of information.*

## **Museums**

Focus group participants were asked about their associations and perceptions of museums in general. Responses were very similar across first- and second-generation groups; respondents overall had positive associations with museums. Top-of-mind associations most often named included:

- Art
- Things from the past
- “Old” things
- Educational places

Because second-generation participants were occasional museum-goers, however, they could discuss museums from their personal experiences and, not surprisingly, had stronger opinions about them than did first-generation participants. Second-generation respondents described museums in a wide range of ways, including as places of relaxation, as places where one could have fulfilling aesthetic experiences, and as places where one could learn about many topics. In general, most of these respondents described museums as interesting places. On the other hand, this group also tended to be more openly critical of museums, stating they could be expensive and exclusionary. Second-generation respondents also were critical of the Smithsonian regarding Latino audiences; this is discussed in the following section.

While first-generation participants generally had less experience with museums, most associated them with education, mostly because many of their children had visited museums in school groups. Some respondents, however, also recognized that museums could be places for *them* to learn as well. For example, a few participants said they had accompanied out-of-town guests to a museum and had enjoyed seeing new things.

The most common negative associations both groups had of museums were that they were often static and passive places. To drive home this point, for example, some respondents contrasted museums to community festivals or musical events, which they saw as lively, dynamic, and participatory.

## **The Smithsonian Institution**

None of the first-generation respondents were aware of the Smithsonian Institution. While a few had been to the mall or near it, they were not clear on what was offered there. Respondents had no specific associations with the Smithsonian.

On the other hand, the Smithsonian Institution enjoyed significant awareness among second-generation respondents. Participants generally thought of the

Smithsonian as a great national resource that offers many types of exhibitions and experiences. The fact that it is free was definitely important for this group. As one respondent commented, "I appreciate very much that it's free. I lived in Boston, where the Fine Arts is, like, \$20, and I wouldn't go."

When asked about whether they thought of the Smithsonian as a leisure option for locals, response was mixed. While second-generation participants said they did visit Smithsonian museums, some said they did not think of it as the *city's* museum. As one respondent put it, "I do consider it the *national* museum because you're always aware that there are a gazillion tourists there." While most second generation respondents had at some point visited the Smithsonian museums, many commented that they attended only when out-of-town friends visit or for a special exhibit. (A number of respondents mentioned attending the Celia Cruz exhibition.) A few respondents with children noted that more programming targeted at locals would be welcome, particularly during a three-day holiday weekend, when parents look for things to do with their children.

When asked about the museum's role in serving Latinos, most second-generation respondents were critical of the Smithsonian. Respondents saw the Smithsonian as exclusionary and not necessarily a place that signaled it welcomed people from different cultural backgrounds, citing a lack of diverse staff, little Latino-related content, and a lack of bilingual interpretation.

*I don't see people from my neighborhood working there. People like me don't seem to be working there. You see a lot of older White women who work there. If it's in my backyard and my neighborhood is diverse, I expect to go to places that are like that.*

*It's kind of weird [that they don't have bilingual interpretation] given that [the Smithsonian] is supposed to be this National thing and that...this area is diverse and they don't—it's weird.*

*The Celia Cruz exhibit was great because it was completely bilingual. And I thought, "Wow, if only the whole museum were like this."*

*I've brought visitors from overseas and, you know, you have to translate every single thing because there's no corresponding thing that explains it in Spanish. It's not a [fun experience].*

*Latinos really get the short stick in terms of the Smithsonian. If you want to go and appreciate Latino art, for example, where are you going to go? To that little house that's, like, two rooms?...There's nothing representative. You have the African, you have the Asian, you have the Native American. Where is the Latino one? There is none.*

Respondents noted that this affected how often they visited the Smithsonian and whether they recommended it to other Latino friends and families, particularly those not bilingual or English-dominant.

In thinking specifically about the National Museum of American History, most respondents associated it with "presidents and first ladies' gowns." Additionally, while they appreciated a number of iconic exhibitions, they felt the museum needed updating, particularly in acquiring more inclusive cultural content.

*It does have a focus on mainstream American History. It's pretty much European....I mean, all the First Ladies' dresses.*

*The group—the Whites—are more represented and that is, like, what is supposed to be American History. You know, the other minorities because they came in smaller numbers or came at different times, they are not represented.*

*I think political realities are going to push it [NMAH] to feature certain times in U.S. History that involve other cultures. And I think because some of those moments in history are painful, it's going to be a political thing. I mean, even the slavery pieces are not extensive. They're sort of done in very politically acceptable things to say about that time in U.S. History. I don't see them talking about the "Internment Period."*

*The American History Museum is more European—Anglo-Saxon type [of content]. [Where] they don't give credit also is [in terms of] the economy of American [is] to Latin American people....They are not represented [in the Museum].*

In contrast, one respondent expressed enthusiasm at what an experience could be like if it were more "Latino-friendly."

*I went to the Celia Cruz exhibit...and the first thing I noticed was—this room is full of Latinos and it's the first time I've been in the museum with so many Latinos.*

It is noteworthy to recall that second-generation Latino respondents were born in the United States (or immigrated to the U.S. at a young age) and were occasional museum visitors. They were well-versed in "mainstream" American culture, were English-dominant or bilingual, had higher levels of education than recent Latino immigrants, and typically consumed their media in English. Yet a perceived lack of ethnic representation in museums clearly colored their perspective of the Smithsonian. They had strong expectations that the Smithsonian should include Latino perspectives, diverse staff, and bilingual interpretation. It was, in part, about seeing themselves and their families—as Americans of Latino Heritage—reflected and included in the Nation's museums. This perceived lack of representation somewhat negatively affected their views of the Smithsonian.

In contrast, first-generation respondents had no expectation that the National Museum of American History would include Latino content. When asked about specific topics they expected to see, respondents named a range of topics related to U.S. history, including:

- U.S. Presidents
- The colonies and independence
- Native American history
- African American history, including slavery and freedom movements
- The Civil War
- Information about the early immigrants that settled in the United States

A few respondents did note that while Latinos had a long history in the U.S., they did not assume NMAH included exhibitions about Latino contributions in the United States.

That is not to say that Latino-specific content was not important to first-generation respondents. When these respondents heard about the Celia Cruz exhibition, special Latin museum festivals, and Latino-specific cultural events, for example, they enthusiastically expressed interest in attending; such topics and events interested them and seemed welcoming. As one respondent commented,

*Knowing that there was an exhibition about our culture would certainly be an incentive to visit that museum.*

Respondents categorized NMAH as a place to learn about U.S. history, and when asked whether they thought NMAH was a place for them, they stated that it might be—as a place to learn more about the history of their host country.

*If I want to learn about American culture, I think that would be the right place.*

*It would benefit us [to visit NMAH] now that we are here. It is important to learn something about the place where we are living.*

*Sometimes family members back home [in our country of origin] ask a lot of questions about [American] culture....And one doesn't know how to explain it...It could be that [the museum] could help us [understand more].*

*It would be a help in learning more about the [American] culture...especially [to] those of us who have children it would be a help....In Colombia, when I was in school, we learned about the history of all the countries. We see history in our own way. If we went to the museum [NMAH] we'd see history from the American point of view. And our children are learning [history] from the American point of view. So at the moment when they have homework, it would be very important [for us to know that and so we could help them].*

Respondents were generally enthusiastic about the possibilities of expanding their own knowledge and understanding about the United States; museums like NMAH seemed to be potential resources both for learning about U.S. history and about American culture. Yet this group had a number of significant barriers to accessing museums (including NMAH). These barriers are discussed in the following section.

## **Barriers to Visitation**

For first-generation respondents, barriers typically fell into three categories: perceptions of museums, informational issues, and language.

### *Perceptions of Museums*

First-generation respondents typically saw museums in terms of education, rather than as places where they could also fulfill other leisure needs, such as socializing. While learning was important to these respondents, their conceptions of museums as educational places still limited museums' potential as leisure destinations. As one respondent put it:

*One generally prefers going to a Latin festival or party than a museum...the museum is more quiet...and in another place one can enjoy, relax, talk, and one can expend all their physical energy. In a museum, it's all about absorbing [information]. And in order to be able to absorb, there has to be silence.*

Recognizing that museums might provide additional experiences beyond learning, one respondent even suggested that it might be useful to provide information on the range of benefits of visiting museums, adding that information on why museums are a valid and important leisure choice was necessary.

Regarding the perception that museums were primarily about education, respondents with children also commented that since their daughters and sons visited museums with school groups, they placed less priority on taking them to museums themselves, preferring to provide them with other experiences.

*Schools here take children to the museums...So since they already got to see them, we place that activity—we sort of put it further down the list [of leisure choices] because the children already went there.*

*Children know about the museums [through school] so we do other things they haven't done.*

There were also indications that these respondents saw museums as somewhat exclusive and were not always certain that museums are “meant” for them. Some respondents, for example, expressed concern that they might not be welcomed or feel comfortable.

*Well, sometimes you see Anglo staff...with stone faces and very serious. And they kind of intimidate you.*

There was also some concern that no Latino staff, or staff that spoke Spanish, would be there to help them, which made respondents more reluctant to visit.

#### *Information Issues*

Lack of information about the Smithsonian, in general, was the most obvious hurdle for first-generation respondents. These participants tended to be more isolated; none knew much about the National Museums or what they offered. Typically, they had few opportunities to learn about the D.C. area in general and museums specifically.

*I have not been living in this country very long and...I only started driving five months ago and that's when I started to get to know more of the places around here. Before that, because of the transportation, I just didn't see what was available as much.*

*There's also little understanding about the museums. One hears about the museums, the museum in Washington, but I don't really know what kind of museums they are. It's important to know what's actually there.*

These respondents also typically had much less experience with museums and data suggested they were not always certain about how to approach their visits—particularly in a new country where expectations might be different. Respondents, for example, commented that a guide on how to visit the museum would be useful, including such information as how long a visit would take, what to expect upon arrival, and suggestions for where to start a visit.

Additionally, a lack of information about how museums in the U.S. work also created fears and concerns about visiting museums—particularly about whether visitors might be asked for legal documents.

*I know that sometimes Latinos are scared to go in because they think there are police there and that they are going to ask them for IDs.*

*There are places where one goes in and they ask you for identification. That's important to know [if museums ask for that or not]; for our community, that's important.*

Of course, as might be expected, these respondents also lacked basic information about Smithsonian museums. The following emerged as important basic information to provide:

- Cost
- Location of each museum
- Transportation options, including bus routes to the Mall
- Hours
- Food options and prices

### *Language*

First-generation respondents also cited language as a major barrier to visiting museums. These respondents felt that without English skills or interpretation in Spanish, they simply could not access the information in museums.

*Language [is a barrier]. I have a friend who came here eight months ago and that same month one of his relatives took him to Washington to a museum. And he told me he didn't understand a thing.*

*One day we did a tourist day and took one of those tour buses [in D.C.], which was in English. And I thought to myself, "Well, I saw everything, but ask me what it was about and I couldn't tell you anything."*

*[In a museum] one has to learn and listen. And there is going to come a certain moment at which I'll become frustrated because I'm not going to understand what [it's about]. I'll try...but the reality is I won't understand a thing no matter how much effort I expend.*

*One thing is to see something and another is to actually understand it. To see something, we don't need to know English. I can see what's there and that's it. But if we want to learn about what we are looking at, well we'd need to either know the language [English] or have something that's in Spanish. That's really important.*

The issue of language and bilingual interpretation extends beyond actual communication of information and does affect the overall experience of a visitor group in significant ways. Some studies of bilingual exhibitions, for example, indicated that bilingual interpretation helped some visitors feel more comfortable and also found that visitors (both English and non-English speakers) welcomed the inclusion of bilingual interpretation (Garibay, 2005, Garibay, 2004, Garibay & Gilmartin, 2003; Garibay, 2001; Adams & Owens Renner, personal communication, November 15, 2003). Studies have also found that bilingual interpretation can enhance social interaction and learning in intergenerational groups where younger members are English-dominant but older members are Spanish-dominant (Garibay 2005, Garibay, 2003a, Garibay 2003b, Yalowitz, 2003).

This study identified two major barriers for second-generation respondents. First, participants generally did not see Smithsonian museums as part of their regular repertoire of activities. Most of these respondents tended to visit Smithsonian Museums only during special exhibitions of interest. To some degree, the Smithsonian and NMAH, specifically, were seen as places where exhibitions don't change often and, as a result, local residents could simply visit at any time. Therefore, there is no sense of urgency to visit.

*I do consider the Smithsonian to be in my backyard so I—I could go any time I want to. I just have to make the time, I guess.*

*You get into a routine about what you do on the weekends. That's it. You don't think about other options as much unless you see something special is happening or someone suggests going somewhere.*

Some of these locals thought that going to the Mall could be trying, particularly with the high number of tourists that Smithsonian Museums attract. While all respondents noted that this alone did not stop them from going, a few referred to the "hassle" of getting there and dealing with the crowds.

The other major barrier respondents identified was their own perceptions about the Smithsonian's lack of inclusiveness, particularly regarding serving Latinos and having Latino-specific content. As second-generation Latinos, born in the U.S. and serving as productive members of society, they expected that they and their culture should be represented in the Nation's museums. For second-generation respondents, issues regarding inclusion were very important, seeming to affect the way in which they regarded the Smithsonian, including the motivation to visit more often.

## TEACHERS: SURVEY RESULTS

The following provides findings from the survey with educators. This section begins with a brief description of respondent background and student demographics.

Teachers who participated in this survey came primarily (74%) from public schools in the Washington D.C. area; the majority had seven or more years of experience. Sixth-grade educators constituted the highest number of teachers (10 of 46) from any one grade to participate in this survey. Teachers taught a variety of different subjects, predominantly Language Arts/English, Social Studies, and Spanish.

The survey asked teachers for data on the basic demographics of their students, as well as the students' needs and language abilities. 13 teachers (39%) noted that about a quarter to half of their students were of Latino/Hispanic background. Concerning language, over one third (37%) were in the process of learning English. 35% were English-dominant, while 28% were bilingual.

### Enrichment Activities

Teachers were asked about the degree to which Parent Teacher Associations (PTAs) and other school organizations provided Latino-specific cultural enrichment activities for students. The majority of teachers responding to this survey item stated that the PTA or other main organization at the school did not provide any Latino cultural activities for the students (66.7% / 22 teachers).

### Curriculum

Questions regarding curricula were aimed at understanding teachers' views of how important they felt Latino-specific content to be and toward what types of Latino-specific resources and activities they utilize/engage in (if any) with their students.

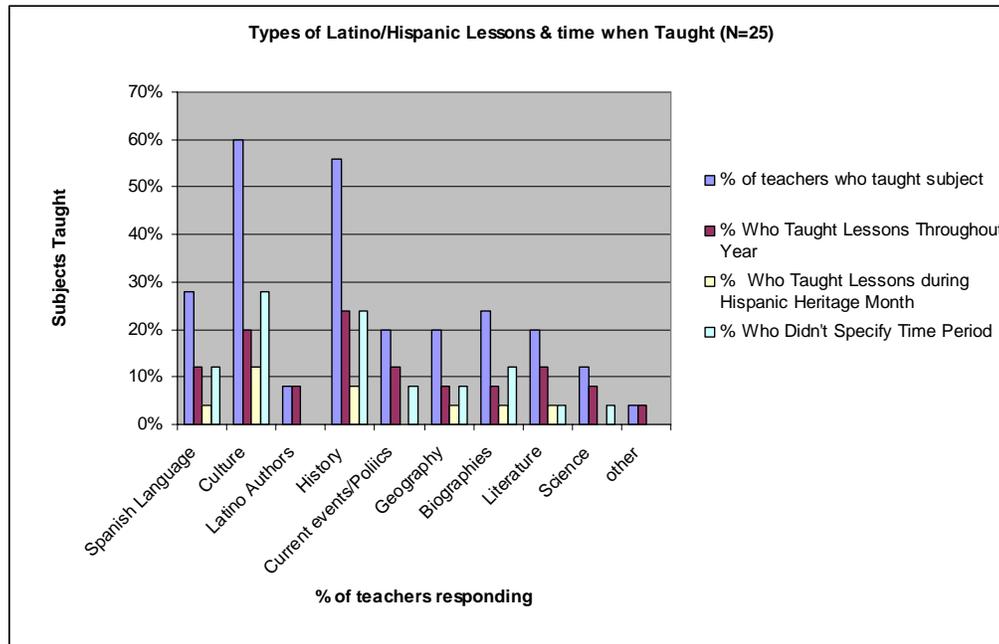
- The majority of teachers (27 respondents, or 82%) stated that it was "very important" to incorporate Latino/Hispanic related content into their lessons and activities. 15% (5 teachers) indicated it was "somewhat important." Only one teacher felt that incorporating Latino-specific content was "somewhat unimportant."
- Regarding the actual use of Latino-related content, most teachers reported including such content during Hispanic Heritage month. According to survey results, however, respondents indicated that they teach more culturally relevant lessons **outside of Hispanic Heritage month**.

**Table 3. Number of Lessons Taught with Latino-related Content**

	0	1 to 2	3 to 4	5 to 6	7 to 8	More than 8
During Hispanic Heritage Month	24% (8)	27% (9)	21% (7)	9% (3)	3% (1)	15% (5)
At other times of year	15% (5)	21% (7)	21% (7)	18% (6)	3% (1)	21% (7)

- During Hispanic Heritage month, History and Culture were the subjects covered most often. “History and Culture” encompassed several areas, including Mayan/Aztec history, art, poetry, traditional dance, and language. The rest of the year, the lessons teachers planned around Latino/Hispanic themes varied widely. This breakdown is provided in Figure 1.
- When asked about any specific barriers to their ability to include Latino/Hispanic-related content in their lessons, responses were spread across the board. Lack of content information from which to develop lessons was cited as the major limitation, with 69% of respondents rating it anywhere from “somewhat of a barrier” to “a major barrier.” Lack of class time to include such lessons or activities was also perceived as a limitation, with 63% of respondents rating it across the same scale. Table 4 presents a detailed breakdown of responses.

**Figure 1. Types of Latino/Hispanic Lessons & Time of Year Lessons Taught.**



“Other” consists of difficult-to-categorize responses, such as “newcomer group,” “motivation,” and “ESL.”

**Table 4. Barriers to Including Latino-themed Content in Lesson Plans**

	A major barrier	Definitely a barrier	Somewhat of a barrier	Not at all a barrier
Lack of time to prepare lessons	15% (5)	24% (8)	24% (8)	36% (12)
Don't have enough class time to include such lessons/activities	12% (4)	12% (4)	33% (11)	42% (14)
Lack of content information to develop such lessons/activities	18% (6)	12% (4)	39% (13)	30% (10)
Lack of information about individual content standards that can be met by using Latino/Hispanic-themed lessons	18% (6)	15% (5)	18% (6)	48% (16)
Lack of financial resources to develop lessons/activities	24% (8)	15% (5)	27% (9)	33% (11)

(All numbers around rounded to nearest percent)

Teachers were asked what resources they would use to incorporate Latino-themed content if offered by the NMAH. Respondents indicated that they would likely use *all* of the potential resources cited, with no one specific resource emerging as the most likely. Results indicated, however, that electronic field trips may be used less than other resources listed for this question. (See Table 5.)

**Table 5. Likely Use of Resources Teachers Might Use as Ways to Incorporate Latino-themed Content in Classes.**

	Very likely	Somewhat likely	Not too likely	Not at all likely	Not sure
Lesson plans	74% (23)	18% (6)	3% (1)	0% (0)	3% (1)
Teaching kits	74% (23)	23% (7)	0% (0)	0% (0)	3% (1)
Electronic field trips	45% (14)	29% (9)	19% (6)	0% (0)	6% (2)
Online resources	55% (17)	45% (14)	0% (0)	0% (0)	0% (0)
Access to primary documents	65% (20)	29% (9)	6% (2)	0% (0)	0% (0)

**Museum Visits**

Out of 32 respondents, 37.5% of them (12) stated that they take their students to museums twice during the school year, on average. Half of those respondents indicated that they most often visit the National Museum of American History (NMAH), followed by the art museums and culture-specific museums. Teachers from grades 1–5 and middle school most often brought their students to museums. Teachers from all grades, excepting high school, stated that they went to the NMAH the most. (See Table 6.)

**Table 6: Number of Museum Field Trips Taken a Year by Grade Level & Museum Most Visited.**

Grade level	# of teachers per grade level responding (N)	Average Museum visits per school year	Museum visited the most by % of teachers visiting
1-5	29	2.83	<ul style="list-style-type: none"> <li>▪ NMAH 73%</li> <li>▪ Culture-Specific 67%</li> </ul>
6-8	28	2.43	<ul style="list-style-type: none"> <li>▪ NMAH 58%</li> <li>▪ Art 42%</li> </ul>
9-12	32	1.25	<ul style="list-style-type: none"> <li>▪ Culture-Specific 43%</li> <li>▪ NMAH 33%</li> </ul>

- When bringing students on field trips, 44% of teachers said they typically bring 20–40 students. More than half of the teachers responding (N=31) stated a specific **history topic** and/or **hands-on experiences** were the major reasons for bringing their students to NMAH.
- Only 37% of teachers (10) stated that Latino-specific exhibitions were a major reason for planning field trips (perhaps because of the limited number of Latino-themed exhibitions).

**Table 7. Reasons educators bring students to NMAH**

	A major reason	Somewhat of a reason	Not much of a reason	Not at all a reason
For a specific history topic	67% (18)	19% (5)	7% (2)	7% (2)
To provide students with hands-on experiences	65% (17)	27% (7)	4% (1)	4% (1)
To see Latino-specific exhibitions	37% (10)	33% (9)	19% (5)	11% (3)
To give students an overview of American history	54% (14)	31% (8)	8% (2)	8% (2)

- The most commonly noted barriers preventing teachers from taking their students on field trips were **bus rental fees** (31%) and **tight schedules** (38%). Most teachers, however, indicated relatively few, if any barriers exist to keep them from going on field trips.
- In terms of the types of resources that would help respondents get the most out of their visit, ones cited as “very important” included activities to do during the visit (62%), lesson plans/activities to do before the visit (59%), and lesson plans/activities to do after the visit (50%).

**Table 8. Types of resources that can help get the most out of a museum visit**

	Very important	Somewhat important	Not too important	Not at all important
Lesson plan/activities to do before the field trip	59% (19)	34% (11)	6% (2)	0% (0)
Lesson plan/activities to do after the field trip	50% (16)	38% (12)	12% (4)	0% (0)
Activities to do during the visit	62% (20)	31% (10)	6% (2)	0% (0)
Website links to related resources	34% (11)	56% (18)	9% (3)	0% (0)
Reading lists	28% (9)	38% (12)	31% (10)	3% (1)
Guided tours in Spanish	22% (7)	25% (8)	31% (10)	22% (7)
Guided tours in English	38% (12)	34% (11)	28% (9)	0% (0)

## Discussion

Survey respondents reported that they were already incorporating Latino-themed content, both during Hispanic Heritage Month and at other times of the year. There were, however, indications that respondents could benefit from resources that can **increase their own knowledge related to content** so that they could plan lessons. Additionally, some teachers’ perceived lack of class time to incorporate Latino content might be addressed by helping educators see how they might blend content into required content areas. Data also indicated that educators welcomed a range of resources, such as lesson plans and teaching, to increase their ability to incorporate Latino content.

These teachers already took students on field trips to NMAH on a regular basis. While a number of reasons for visiting were cited, Latino-specific content was not cited as the primary reason for visiting. It is unclear from the data, however, whether this is because Latino-centered content or because NMAH currently has limited Latino-related exhibitions.

This survey, as was previously noted, was intended to provide some insights regarding perceptions and needs from educators who had already demonstrated some interest in Latino issues. Further research, however, should be undertaken with a broader population of educators.

## CONCLUSIONS

Community organization leaders noted the very real challenges of engaging a broad range of Latino constituencies in cultural activities. They also pointed, however, to past successes in reaching diverse Latino audiences, remarking on the possibilities for doing so. Collaboration, flexibility in outreach approaches, and communication seem to be key. Bringing programming to the community, finding diverse communication avenues, and the importance of Spanish language (as central to culture) were also noted. Interview data also underscored the importance of not only working with a wide gamut of local community groups, but of creating authentic and lasting partnerships rather than focusing on short-term ventures. Finally, data indicated the need to increase awareness with community groups and leaders about the Smithsonian Institution in general and NMAH specifically.

Focus group data yielded a range of information regarding conceptions of leisure and perceptions of museums and the Smithsonian and NMAH.

Museums have long recognized the importance of social interaction as a factor in peoples' leisure choices. Respondents in this study were no different. All respondents valued leisure activities as a way of spending time together with family and friends and chose activities based on how well they accommodated the needs of all group members. Findings revealed, however, that for first-generation Latinos, leisure activities involving all family members may be even more significant because of the role they perceive such activities play in maintaining family cohesion and "nurturing" the family unit.

Data also revealed that first-generation Latinos valued leisure activities that they perceived yielded specific benefits, such as learning something new or "nourishing" them in some way. This finding challenges previous research about differences between frequent museum-goers and those who do not visit (or only do so occasionally), and suggests that the issue (at least for Latino constituencies) may be more complex than previously believed.

This study identified some differences between first- and second-generation respondents' knowledge of and perspectives about the Smithsonian Institution and NMAH specifically, underscoring the need to develop varied outreach strategies for different segments of the Latino population.

Among the most interesting findings from discussions with first-generation respondents were ways in which their specific need and desire to learn more about U.S. history and American culture could potentially be met by NMAH. Respondents saw NMAH as a natural place to learn about their host country and there are many outreach possibilities to meet this need. Museums such as NMAH seem to be potential resources both for learning about U.S. history and about American culture. In terms of leisure in general, this group also expressed a desire for family/group activities, suggesting the importance of programming that allows a family group to engage in activities as a unit. Notably, first-generation respondents did not have an *expectation* that NMAH would include Latino-specific content, although data also indicated these respondents saw its inclusion as welcoming and related the content to their own experience and culture.

There were also a number of barriers identified for first-generation respondents. These included: a) Lack of basic information about the Smithsonian and NMAH (including cost, location, transportation options, hours

of operation, and food options); b) Discomfort with museum culture (including concerns about how they might be treated); and c) need and preference for Spanish-language information and interpretation.

For second-generation, respondents barriers to visiting the Smithsonian Institution museums were not so much about access to information, but rather about identity and inclusion of museum content. These respondents believed that the Smithsonian Institution is not inclusive, particularly in serving Latinos and providing Latino-specific content. Interestingly, while second-generation participants would normally be thought of as more “acculturated” to mainstream American culture, they still had strong expectations that the Smithsonian should include diverse staff, bilingual interpretation, Latino perspectives, and Latino-themed content. For this group, the issue was in part one of identity and about seeing themselves and their families—as Americans of Latino Heritage—reflected and included in the Nation’s museums.

Regarding teachers, data revealed a number of issues intrinsic to the school system, such as time availability, and curricula, which are not necessarily within the purview of any one museum. Two issues emerged, however, which are important to consider. One of the most commonly cited barriers to increased visitation (one that might be addressed through grants) was a lack of available funds to cover transportation costs. Survey respondents clearly expressed a desire and need to develop their own knowledge of Latino history and culture in order to integrate content into lessons, suggesting opportunities for PLHC to support educators in this endeavor.

## RECOMMENDATIONS

### Community Organizations

- Develop a communications plan to increase, specifically to community organizations, awareness about the Smithsonian and NMAH.
- Develop a strategic plan for developing partnerships with community organizations based on mutual needs and goals. For example, NMAH could partner with community organizations that offer citizenship classes.
- Consider collaborations with Latino-specific *cultural* organizations.

### Latino Audiences

Outreach strategies for first-generation Latinos could include:

- Distribution of information in Spanish to non-traditional venues such as groceries stores, churches, restaurants, bakeries, and bodegas.
- Information about NMAH and museums in general. This includes not only the basic information noted above, but material that provides an overview of what museums are about, what one would expect to find at NMAH, and guide for visiting the museum.
- Recruitment of bilingual docents and greeters.
- Inclusion of Latino content which visitors can relate to their own experiences and culture.
- Promotion of all events in Spanish radio and newspapers.
- Establishing partnerships with local community organizations.
- Emphasizing programming for the whole family and offer them on Sundays afternoons.
- Developing programs aimed at Latinos who are taking classes (e.g., citizenship, ESL) appropriate to NMAH content.

Strategies for outreach to second-generation audiences might include:

- Inclusion of Latino content, both in permanent exhibitions as well as special exhibits.
- Finding ways to authentically address and bridge cultural issues.
- Inclusion of bilingual interpretation to signal the inclusion of Latinos.
- Recruitment of Latino staff, docents, and volunteers.
- Establishing email networks for announcements and promotions.
- Partnerships with Latino-cultural and social organizations to establish links to second-generation Latinos.

### Teachers

- Develop resources to help educators grow their own knowledge of Latino History and culture to integrate into lessons. A range of possibilities from developing and hosting workshops to posting resources online can be helpful.

- The perceived lack of class time to incorporate Latino content might be addressed by helping educators see how they might blend content into required content areas.
- Consider developing a work group between teachers and museum educators. Such a partnership can be useful in getting input from school educators about needs, obtaining feedback on potential initiatives, and strengthening overall partnerships with specific schools.
- Explore ways to work with educators/schools on bus grants and similar funding.

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## APPENDIX A: Sources of Data

### COMMUNITY BASED ORGANIZATIONS

ORGANIZATION NAME
<ul style="list-style-type: none"> <li>▪ Casa Maryland</li> <li>▪ Central American Resource Center</li> <li>▪ Hispanic Committee of Virginia</li> <li>▪ Instituto Cultural de Mexico</li> <li>▪ La Clinica del Pueblo</li> <li>▪ Langley Park Community Center</li> <li>▪ SEIU, Local 82 (Service Employee's International Union) for DC, MD, VA</li> <li>▪ Teatro de la Luna</li> </ul>

### FOCUS GROUP RESPONDENTS

#### Gender Breakdown

	Female	Male
Group 1: DC	3	3
Group 2: DC	5	0
Group 3: Virginia	5	3
Group 4: Virginia	4	2

#### Age Breakdown

	Group 1: DC	Group 2: DC	Group 3: Virginia	Group 4: Virginia
18 – 24	0	0	1	1
25 – 34	4	1	2	2
35 – 43	2	1	1	2
44 - 54	1	2	2	1