

Latino Families and Museums: How can audience evaluation studies help us learn about Latino parent perceptions, values and beliefs of education?

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ABSTRACT

The Latino population in the United States is increasing due to the population of Latino families growing at a rapid pace. Museums need to learn how to engage and cater to a growing audience of Latino parents and their children. Audience research and evaluation can help museum staff, specifically those who work in family programming, to learn how to engage this new audience that may or may not be attending their family programs. This thesis explores how audience research and evaluation can be applied to family programs to create inclusionary, welcoming environments for Latino families in the Mid-Atlantic region (New York, New Jersey, Pennsylvania, and Delaware and Connecticut). This region-wide survey looked at patterns of Latino engagement, audience research, and its use in family programming as well as the educational opportunities outside of school that Latino parents choose to engage their children with. Examples of museums that have used audience research to increase Latino engagement are included to show diverse approaches and degrees of success. Results show that museums in New York, Pennsylvania, and Delaware may be more likely than the other two states in the region to use audience research in the engagement of Latino families. In addition, results show Latino parents are using museums within this region to expose their children to new, educational experiences and most saw themselves as the primary educator in their child(ren)'s life.

For my mother Julia Cabrera-Nelson. The first educator in my life who exposed me to new experiences and taught me everything I know.

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NOMENCLATURE

Acculturation: It is the process of cultural and psychological change that takes place as a result of contact between cultural groups and their individual members. Such contact and change occur during colonization, military invasion, migration, and sojourning (e.g., tourism, international study, overseas posting). It continues after initial contact in culturally plural societies, where ethno cultural communities maintain features of their heritage cultures. Adaptation to living in culture contact settings takes place over time. Occasionally it is stressful, but often it results in some form of accommodation. Acculturation and adaptation are now reasonably well understood, permitting the development of policies and programs to promote successful outcomes for all parties.¹

Cultural barrier: According to Cecilia Garibay, principal researcher of the Garibay Group, Latino populations face cultural barriers that prevent them from visiting museums. Among the barriers identified in serving a broader constituency included: (1) Little to no previous experience attending cultural institutions and/or events, (2) Lack of information about cultural organizations and what they offer, (3) Fear or embarrassment about whether they “belong” at cultural venues and how they are to act, (4) Isolation from mainstream culture (economically, geographically, and psychologically), and (5) Economic issues, which make it difficult for some segments of the Latino population to access cultural events, such as theaters or concerts.²

¹ “Acculturation - an overview Science Direct Topics” Science Direct, date accessed December 7, 2017, <https://www.sciencedirect.com/topics/neuroscience/acculturation>.

² Garibay, Cecilia. “Washington Metropolitan Area Latino Research Study for the Program in Latino History and Culture” *National Museum of American History Smithsonian Institution*. (August 2006). http://amhistory.si.edu/docs/PLHC_Research_Study_Report.pdf.

Cultural competence: As defined by Associate Professor Patricia Montiel-Overall at the School of Information Resources and Library Science at the University of Arizona: “a highly-developed ability to recognize the significance of culture in one’s own life and in the lives of others; and to come to know and appreciate diverse cultural backgrounds and characteristics through interaction with individuals from diverse linguistic, cultural, and socioeconomic groups.”³

Multiculturalism: A term used to imply inclusive representation of diverse cultures. It implies creating open, supportive, responsive and inclusive environments, which accommodate diverse cultural differences in everyday activities. Montiel-Overall states the term “is currently used across social institutions to describe a genuine commitment to a diverse representation of multiple cultures and groups including religious, sexual orientation, age, and ability.”⁴

Diversity: Diversity is the range of differences in humans. Characteristics that may be sought when building diversity include, but are not limited to: race, ethnicity, national origin, gender, sexual orientation, age, social class, physical ability, religion, and political beliefs.

First-generation: First-generation Latinos refers to the first generation born in the United States. First-generation Latinos are born to immigrants to the U.S. however, the term varies in use throughout literature, and can be synonymous with the immigrant generation. It will be specified if different than the definition listed here.

³ Montiel-Overall, Patricia. “Developing Cultural Competence to Create Multicultural Libraries” American Library Association International Papers Committee (2009): 3.

⁴ Ibid.

Second-generation: Second-generation Latinos refers to the second generation that is born in the United States. Second-generation Latinos are the grandchildren of immigrants to the U.S.

Inclusion: Inclusion is the creation of an environment that involves, respects, and connects diversity so that different ideas, backgrounds, and perspectives are valued.

Latino/Hispanic: According to Ruth Enid Zambrana's book *Latinos In American Society: Families and Communities in Transition*, "Hispanic, from the Latin word for "Spain," has the broader reference, potentially encompassing all Spanish-speaking peoples in both hemispheres and emphasizing the common denominator of language among communities that sometimes have little else in common. Latino is a political construct that challenges hegemonic notions of a singular European Spanish ancestry. Of the two, only Hispanic can be used in referring to Spain and its history and culture; a native of Spain residing in the United States is a Hispanic, not a Latino. In the United States, surveys of Latinos have found that their preferred form of identification is through their specific national origin; that is, as Mexicans, Mexican Americans, Puerto Ricans, Hondurans, and the like."⁵

She continues stating that "the basis of Latino/Hispanic identification as "others" in U.S. society is through a nationalism and/or ethnicity grounded in their country of origin, whether born there or not. This creates the constant potential for transnational identities fed by very active international circular migrations, supporting such broad and (to many) obscure notions as cultural citizenship and other post-colonialist perspectives. Last, an effort to use nonsexist

⁵ Zambrana, Ruth Enid, *Latinos In American Society: Families And Communities In Transition*, Ithaca, N.Y.: Cornell University Press: 14.

language has included the use of Latina/o to acknowledge both female and male groups. Latina usually refers to feminine, while Latino is usually a masculine form.”⁶

For the purposes of this study, the researcher will use the term Latino to include the whole of Latin America (encompassing those both descended from the native and the colonizing peoples) and to not include Spain, as Spain is commonly identified as a Western European country. When citing outside sources, the terms which will be used interchangeably to accurately represent their data.

Latinx:

The term “Latinx” is used almost exclusively within the United States. The term is virtually nonexistent in any Spanish-speaking country. According to Google trend data, “Latinx” came into popular use in October of 2014 and has since been widely popularized by American blogs and American institutions of higher education.⁷ It includes the numerous people of Latin American descent whose gender identities fluctuate along different points of the spectrum, from agender or nonbinary to gender non-conforming, genderqueer and genderfluid.

The word “Latinx” has been a center of conversation here in the United States among people in LGBTQ communities who consider themselves “Latin American” but do not agree with the limited contextual gender perspective of feminine and masculine the Spanish language offers, basically the “a” or “o” ending, which in Spanish could determine someone’s assumed

⁶ Zambrana, Ruth Enid, *Latinos In American Society: Families And Communities In Transition*, Ithaca, N.Y.: Cornell University Press: 14.

⁷ “The Argument against the Use of the Term ‘Latinx.’” *The Phoenix* (blog). Accessed December 8, 2017. <http://swarthmorephoenix.com/2015/11/19/the-argument-against-the-use-of-the-term-latinx/>.

gender. Using a neutral termination allows the fluidity of gender identity for those people who consider themselves to be outside the gender binary—those who are neither male nor female.⁸

Latinidad: As a social construct, *latinidad* references "a particular geopolitical experience but it also contains within it the complexities and contradictions of immigration, (post)(neo)colonialism, race, color, legal status, class, nation, language and the politics of location."⁹

Non-Hispanic white: As determined by the U.S. Census Bureau, Hispanic/Latino is not a race but an ethnic identification. Those who identify as Hispanic/Latino in government demographic data can also be white/Caucasian, black/African American, or any other single or mixed race in addition to Hispanic/Latino. Thus, the term non-Hispanic white is referring to the people who identify as white/Caucasian, but not Hispanic/Latino. This identity is also recognized as the social majority in the U.S.

⁸ Río, María R. Scharrón-del, and Alan A. Aja. "The Case FOR 'Latinx': Why Intersectionality Is Not a Choice." *Latino Rebels*, December 5, 2015. <http://www.latinorebels.com/2015/12/05/the-case-for-latinx-why-intersectionality-is-not-a-choice/>.

⁹ Betancourt, Veronica, and Madalena Salazar. "Engaging Latino Audiences: Visitor Studies in Practice at Denver Art Museum" *Multiculturalism in art museums today*. n.p.: Lanham : Rowman & Littlefield, 2014: 187

Acronyms

AAM – American Alliance of Museums

CFM – Center for the Future of Museums

NYCMER – New York City Museum Educator Roundtable

MAAM – Mid-Atlantic Association of Museums

PHILLYMER – Philadelphia Museum Educator Roundtable

PRC – Pew Research Center

PISEC – Philadelphia/Camden Informal Science Education Collaborative

CHAPTER I

INTRODUCTION

Museums are established institutions that exist within a changing world. From the sixteenth century into the eighteenth century, museums were about maintaining their collections.¹⁰ According to Sarah Cortell Vandersypen's article "A Genealogy: Tracing the Origins of Museum Admission Charges", American museums in the eighteenth century started as institutions for the public compared to the European museums, which were also called "cabinets of curiosities."¹¹ American museums started to mimic their European counterparts by excluding the public that once had access to their buildings. While this researcher does not completely agree with Vandersypen's reason why audiences might feel excluded, her article still provides further insight on this matter. She states that wealthy individuals started to provide American museums with priceless collections as a way of doing their part in enhancing the education of the public.¹² However, they continued to remain unaware of how their audiences were engaging with their collections. How museums perceived themselves then was viewed very differently towards their audiences, which is still the case in some American museums today.

Moving further down the timeline into the nineteenth and twentieth centuries, museums have since moved away from primarily focusing on collections and have become more audience driven. Today, museums continue this practice of being aware of their audiences, which in turn can help them build long-term relationships with their visitors. The Code of Ethics provided by

¹⁰ Hopper-Greenhill, E. *The Educational Role of the Museum*. Leicester Readers in Museum Studies. London/New York: Routledge. (1999).

¹¹ Vandersypen, Sarah Cortell, "A Genealogy: Tracing the Origins of Museum Admission Charges," *Journal of Arts Management, Law & Society* 42, no. 4 (2012): 177.

¹² *Ibid*, 178.

the American Alliance of Museums (AAM) states that “museums in the United States are grounded in the tradition of public service... Although diverse in their missions, they have in common their nonprofit form of organization and a commitment of service to the public.”¹³ Museums have made small strides in changing their image from being palaces for the exclusive elite to welcoming, educational institutions for everyone. They are good at knowing their own audiences but often are unaware or uninterested in the audiences who don't come. For a variety of reasons, this can include limited resources, negative misconceptions about those who don't come, and overt racism or classism. This researcher believes that museums should work towards becoming dedicated spaces for educating all audiences whether these individuals are currently interested in visiting a museum or not.

The Center for the Future of Museums (CFM), an initiative of American Alliance of Museums, published a study looking at how demographic changes in the United States may affect the future of museums. While American society has become more ethnically and racially diverse, statistical data suggests that non-Hispanic whites who have historically constituted the core audience for museums will be a minority of the population by 2034.¹⁴ The demographic transformation initiative described by CFM has challenged American museums to diversify their visitorship to address for the major demographic shifts anticipated in the United States.¹⁵ In a section of the CFM study called “Why Not Use Museums?”, explains the reasons behind the low numbers of racial and ethnic groups' populations in museums.

¹³ "Code of Ethics for Museums," American Alliance of Museums, last modified 2000, <http://www.aam-us.org/resources/ethics-standards-and-best-practices/code-of-ethics>.

¹⁴ Farrell, Betty, and Maria Medvedeva. “Demographic Transformations and the Future of Museums.” *The Center for the Future of Museums assoc. American Association of Museums Press*, 2010: 5.

¹⁵ Acuff, Joni Boyd, and Laura Evans. *Multiculturalism in art museums today*. n.p.: Lanham : Rowman & Littlefield, 2014., 2014: 181

The CFM study found that members of minority racial and ethnic groups are less likely to engage with museums.¹⁶ This is due to cultural barriers such as: (1) lack of specialized knowledge and cultivated aesthetic tastes, (2) lack of strong tradition of museum-going habits, and (3) the lack of influence from family or friends who do not encourage museum-going have hindered the growth of new audiences.¹⁷ These historically-grounded cultural barriers make museums feel intimidating and exclusionary for ethnic or racial groups, such as Latinos. As a result, exclusion from U.S. museums has resulted in Latinos remaining an underserved demographic.

In the United States, the Latino population leads the growing diversity compared to non-Hispanic white populations, still making non-Hispanic whites the largest racial category in the U.S., accounting for the 76.9 percent of the nation's population.¹⁸ Nonetheless, waves of Latino immigrants have entered and settled in the U.S. since the 1970s, which continues to transform the makeup of the Latino population.¹⁹ According to the U.S. Census Bureau, there will be 130 million Latinos in the United States and they will comprise nearly 30 percent of the U.S. population by 2060.²⁰ However, when racial demographics in the U.S. are compared to the racial demographics of museum visitors, the growing demographic of Latino populations is not reflected in the visitorship in American museums today. According to the CFM study in 2010, 78.9 percent of U.S. museum visitors were non-Hispanic white Americans in comparison to the

¹⁶ Farrell, Betty., and Maria Medvedeva. "Demographic Transformations and the Future of Museums." *The Center for the Future of Museums assoc. American Association of Museums Press*, 2010: 12.

¹⁷ Farrell, Betty., and Maria Medvedeva. "Demographic Transformations and the Future of Museums." *The Center for the Future of Museums assoc. American Association of Museums Press*, 2010: 13.

¹⁸ "U.S. Census Bureau QuickFacts: UNITED STATES." Accessed November 21, 2017. <https://www.census.gov/quickfacts/fact/table/US/PST045216#viewtop>.

¹⁹ Zambrana, Ruth Enid, *Latinos In American Society: Families And Communities In Transition*, Ithaca, N.Y.: Cornell University Press: 17.

²⁰ Calderon, Jose. "Nueva York and Beyond: The Latino Communities of the Tri-State Region." The Hispanic Federation. The Hispanic Federation, 20 Apr. 2017. Web. 2017: 6.

8.6 percent of Hispanic museum visitors.²¹ Based on population projections, this researcher believes that museums should consider conducting further research on the drastic difference in these demographics to understand and learn how to cater to the complexities of minority groups like Latino families.²²

Museums need to start taking the time to understand the distinct diversity amongst Latino families living in America. Learning and understanding the dynamic nuances that make up Latino families can be learned through audience evaluation. It can be helpful not only in understanding the depth of diversity in a museum's audience, but it can also highlight many traits, values, and barriers that affect museum participation by Latino families. According to the Committee on Audience Research and Evaluation (CARE) through AAM, museum professionals believe that understanding the visitor is an essential part of museum planning and operations.²³ All museums should engage in some form of audience research and evaluation pertaining to their audiences. Whether your museum is large or small, your staff can begin to integrate evaluative thinking and practices into your daily work.²⁴

Research and evaluation are often characterized together because of their similar methods in uncovering new information. Sarah Mathison wrote an article on the differences and similarities between evaluation and research. In the article, she states that the purpose of evaluation is essentially to improve the existing program for the target population, while research

²¹ Farrell, Betty., and Maria Medvedeva. "Demographic Transformations and the Future of Museums." *The Center for the Future of Museums assoc. American Association of Museums Press*, 2010: 12.

²² Farrell, Betty., and Maria Medvedeva. "Demographic Transformations and the Future of Museums." *The Center for the Future of Museums assoc. American Association of Museums Press*, 2010: 6

²³ "Committee on Audience Research and Evaluation (CARE)." *Accessed December 6, 2017*. <http://www.aam-us.org/resources/professional-networks/care>.

²⁴ "Getting Started on Audience Research and Evaluation." *Accessed December 6, 2017*. <http://www.aam-us.org/resources/online-programs/past-program-archive/getting-started-on-audience-research-and-evaluation>.

is intended to prove a theory or hypothesis.²⁵ This researcher believes that both research methods are effective in learning how to engage a new audience.

Evaluation can be done by one museum and is not nearly as rigorous and research can rarely be taken on by a single museum. The combination of research and evaluation is a more immediate, realistic approach which can benefit a museums' relationship with Latino audiences. If museums and their staff take these initiatives towards conducting research and evaluation studies along with existing research can help break barriers, build trust, and help Latino families see museums as places for them.

Museums can learn about Latino families through conducting audience evaluation. This research can help education staff understand their perceptions of museums, their comfort level with accessing museums, and what types of programs they prefer to participate in. Several research studies have observed Latino parents and their families by socioeconomic status (SES), subgroup, family structure, and gender role attitudes and behaviors.²⁶ What museums need to consider when conducting audience research and evaluation is to avoid generalizing the information in their results.

Ruth Enid Zambrana, a Latina social scientist, notes that research on Latinos has traditionally suffered from an inherently Eurocentric perspective that has resulted in fundamental misunderstandings of how Latino families are structured and operated from within.²⁷ These may include differences associated with national origin, socioeconomic status in country of birth, racial phenotype, educational attainment of family of origin, and access to or denial of social

²⁵ Mathison, Sandra. "What is the Difference between Evaluation and Research --- and Why Do We Care?" *Fundamental Issues in Evaluation*. Guilford Press (2008): 189.

²⁶ Zambrana, Ruth Enid, *Latinos In American Society : Families And Communities In Transition*, Ithaca, N.Y.: Cornell University Press: 9.

²⁷ Ibid.

capital due to parental education attainment.²⁸ This researcher believes that museums should follow CFM's recommendations of conducting and sharing research properly to push the field into a more active role in engaging with diverse audiences, specifically Latino families.

Why is it Important to Study Latino Families?

Education has always been a critical value for Latino parents when it comes to raising their families and is worth paying attention to when developing family programs in museums. The authors of "Empowering Latino Parents to Transform the Education of Their Children" state that Latino families are rich in moral capital, which is defined as strict work ethics, studying, and staying on the right path.²⁹ They continue also stating that "educators need to honor the many ways that Latino immigrant parents are already involved in the education of their children." Latino parents want to be more involved with their child(ren)'s learning in both formal and informal education environments; however cultural barriers prevent their engagement.³⁰ This results in Latino parents getting less involved with educating their children and not accessing the proper resources or information that may benefit them.³¹ This researcher believes that audience research can help museum staff understand specific barriers that prevent Latino families from attending their programs.

Cecilia Garibay, a prominent researcher in Latino museum studies, has conducted several studies to understand the nuances of subgroups that exist within Latino audiences visiting museums today. In 2011, she conducted a research study on the opinions of Latino parents

²⁸ Ibid.

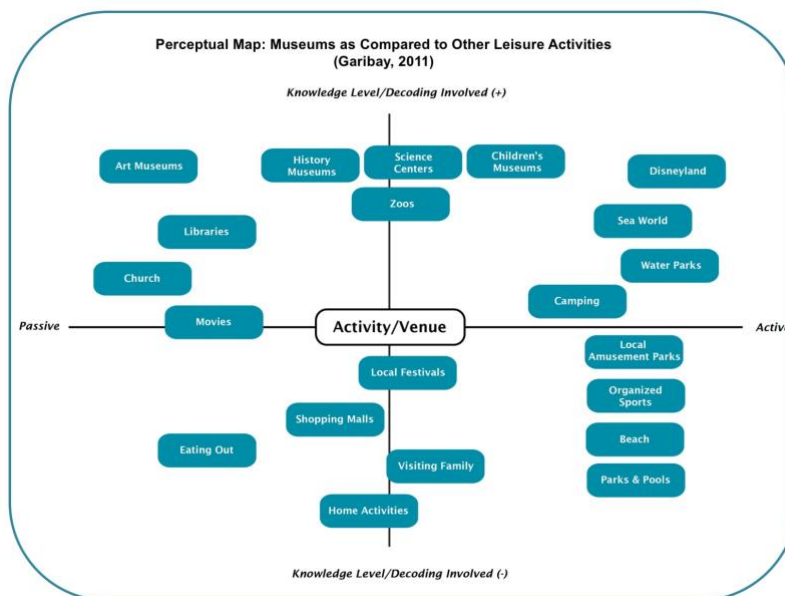
²⁹ Pstross, Mikulas, Ariel Rodríguez, Richard C. Knopf, and Cody Morris Paris. "Empowering Latino Parents to Transform the Education of Their Children." *Education & Urban Society* 48, no. 7 (September 2016): 658

³⁰ Ibid.

³¹ Larrotta, Clarena, and Erica K. Yamamura. "A Community Cultural Wealth Approach to Latina/Latino Parent Involvement: The Promise of Family Literacy." *Adult Basic Education & Literacy Journal* 5, no. 2 (2011): 78

visiting museums with their families during their leisure time. This study also explored which museums Latino parents preferred to visit more than others and if they see museums as an informal educational environment their family can learn from (see Figure 1.1).

Figure 1.1. Perceptual Map of Leisure Activities and Venues of Latino Parents³²



Her research suggests evidence of Latinos choosing to visit museums despite the hurdles that get in their way. Latinos generally tend to perceive museums as educational places and value this, especially for their children.³³ But parents often found the content inaccessible and difficult to understand.³⁴ What this evidence suggests is that Latino parents value the educational aspect of museums, but some museums do a better job at fulfilling their interests than others.

³² Garibay, Cecilia, "Responsive and Accessible: How Museums Are Using Research to Better Engage Diverse Cultural Communities." *Association of Science Technology Centers Dimensions*, 2011.

³³ Ibid.

³⁴ Ibid.

The Guiding Research Question & Hypothesis

Acknowledging that Latino parents see museums as educational places they can visit with their families is an important first step. Nonetheless, museums and their staff should take the time to learn the best approaches to fulfilling the educational needs of Latino families through museums programs. Two approaches that have proven to be successful in reaching Latino families are partnership programs and collaborative projects.

The Arte Juntos Program at the Katonah Museum of Art was developed and produced specifically for Latino parents and their families. This is one example of how museum partnerships can deliver equitable learning opportunities for Latino children and their families, which bridges the gap towards social inclusion. The researchers involved with this project believe that this can be executed well if museums use exhibits to generate appreciation for the diverse talents and expression of all members of society, promoting the tolerance and respect necessary for a productive multicultural society.³⁵ The nature of this program touched on three realms of social inclusion: the individual, the community, and the society. The program became an integrated model in art museum programming. There will be further discussion of Arte Juntos on page 21. Using this model can teach museums how to deliver equitable learning opportunities for Latino children and their families to bridge the gap towards social inclusion.

Another example of a strong collaborative partnership was developed by the Levine Museum of the New South in Charlotte, North Carolina. The Levine collaborated with two partner institutions, the Atlanta History Center and the Birmingham Civil Rights Institute. They learned how to engage Latino audiences by visiting their neighborhoods and conducting listening

³⁵ Tazi, Zoila, Helena Vidal, and Karen Stein. "Arte Juntos/Art Together: Promoting School Readiness among Latino Children through Parent Engagement and Social Inclusion in a Suburban Museum." *Museum & Society* 13, no. 2 (March 2015): 159

sessions.³⁶ These listening sessions provided some profound insights on the importance of family engagement to the local Latino community. The study highlighted what Latino parents look for when finding something educational and engaging for their child(ren). It states that “they look for things that will both bring pleasure and renewal or self-improvement and engage all family members.”³⁷ These sessions gave a voice to a growing community that was not being served by local institutions and provided the necessary tools to create culturally relevant programming which increased visitation at the museum.

Through this thesis research, the topic of the relationship between Latino families and museums was targeted and discussed. The problem this thesis will address is to find out what approaches museums in the Mid-Atlantic region have used successfully to include Latino families and build relationships with them. After conducting audience research, museums could then use the research to inform program development to build Latino attendance and develop an inclusive museum environment. The researcher expected to find that museums do not conduct or use enough audience research on specific Latino subgroups and to find that Latino parents often choose not to visit museums with their families since there is not enough museum content that relates to their culture. Therefore, the question that guided the research is: What education opportunities do Latino parents choose to engage their children with and how can museums use audience evaluation about these attitudes to develop culturally competent family programs for Latino audiences?

³⁶ Bryant, Janeen, and Kamille Bostick, “What’s the Big Idea? Using Listening Sessions to Build Relationships and Relevance.” *American Association for State and Local History. Technical Leaflet #263*, Vol. 65, No.3: 2

³⁷ Bryant, Janeen, and Kamille Bostick, “What’s the Big Idea? Using Listening Sessions to Build Relationships and Relevance.” *American Association for State and Local History. Technical Leaflet #263*, Vol. 65, No.3: 7

CHAPTER II

LITERATURE REVIEW

Latino Demographics: Defining Latino Identity in the U.S.

The Pew Research Center (PRC), an organization that is dedicated to public opinion polling, demographic research, content analysis, and other data-driven social science research,³⁸ has collected data on Hispanic and Latino demographic trends in the U.S. According the Pew Research Center, the Latino population has reached nearly 58 million persons by 2016. When museums have conducted audience research studies on Latinos, the population has often been generalized into one category. However, the term Latino has several subgroups that identify themselves in different ways. Garcia identified the top three subgroups living in the U.S. to be Mexicans, Puerto Ricans, and Cubans. The Mexican-origin community consists of 63.3 percent of all Latinos and has had higher growth rates due to higher birth rates and immigration.³⁹ The second-largest subgroup is Puerto Ricans or Boriqua populations numbering 5.4 million persons.⁴⁰ The rest of the Latino community, which is split into five other Hispanic origin groups⁴¹, has a population of more than 1 million.

What often happens when museums try to generalize Latinos into one demographic category is that either a program will only target a specific subgroup or the program doesn't speak to the cultural values of the Latino audiences they are trying to reach. Contemporanea is an organization that studied the Latino experience in museums. They uncovered two psychographic clusters based on Latino cultural identity and the role museums have in their lives. Cluster A was

³⁸ "About Pew Research Center." *Pew Research Center*, March 25, 2010 <http://www.pewresearch.org/about/>.

³⁹ Flores, Antonio. "How the U.S. Hispanic Population Is Changing." *Pew Research Center* (blog), September 18, 2017.

⁴⁰ *Ibid*

⁴¹ Salvadorans, Cubans, Dominicans, Guatemalans and Colombians

based on the need by respondents to be identified as Latino by the museum with which they are engaging and Cluster B needed to be acknowledged as a regular museum-goer without any specific classification.⁴² This phenomenon was identified by Contemporanea as “The Latino Paradox” (see Figure 2.1).

Figure 2.1. Contemporanea’s Latino Paradox Graph⁴³



What this study confirms is that Latinos perceive their identities very differently than data collected from previous demographic studies. The museum community needs to understand the complexities tied with Latino identity to have a more nuanced approach when engaging with Latino families. This researcher agrees with Contemporanea’s statement that Latinos are simply

⁴² Acevedo, Salvador, Monique Madara. “The Latino Experience in Museums: An Exploratory Audience Research Study.” *Contemporanea*. (April 2015): 5.

⁴³ Ibid.

“looking for indications that a museum is open and willing to engage with all facets of their identity”.⁴⁴

The article by the authors of “Engaging Immigrant Audiences in Museums” claims that all immigrants experience some degree of cultural displacement, and the adaptations, compromises, and strategies which can create a deeper sense of hybridity through diasporic consciousness.⁴⁵ It continues stating that for this reason Latinos have a greater ability to shift between cultural paradigms, contexts, and language.⁴⁶ These communities have always been studied by their “immigrant” identity, which is based on when and why they came to this country and the extent to which they have acculturated into the host culture.⁴⁷

Cecilia Garibay has also mentioned that it is important to understand the specific segment of a cultural group participating in the research and the contextual issues within specific communities.⁴⁸ She also mentions that culture and cultural identity are not static, but rather dynamic, content-driven processes.⁴⁹ Audience evaluation along with existing research can be useful with helping museums and their staff understand these individual nuances that make up Latino communities living in U.S. Using existing data from another audience evaluation study, is great for museums that may not have the time or resources available to conduct specific studies on Latino families. The information provided would be helpful to give museums an overview on what nuances make-up Latino family dynamic and what barriers prevent them from accessing

⁴⁴ Acevedo, Salvador, Monique Madara. “The Latino Experience in Museums: An Exploratory Audience Research Study.” *Contemporanea*. (April 2015): 6.

⁴⁵ Stein, Jill K., Cecilia Garibay, and Kathryn E. Wilson. “Engaging Immigrant Audiences in Museums.” *Museums & Social Issues* Vol. 3, Iss. 2 (February 2008): 182.

⁴⁶ Ibid.

⁴⁷ García, John A. *Latino Politics in America: Community, Culture, and Interests*. Lanham, Md: Rowman & Littlefield Publishers, 2012.

⁴⁸ Garibay, Cecilia, “Responsive and Accessible: How Museums Are Using Research to Better Engage Diverse Cultural Communities.” *Association of Science Technology Centers Dimensions*, 2011

⁴⁹ Ibid.

museums, however, it does not provide specific information from the Latino audiences that attend their institutions. Hence why using existing research along with audience research and evaluation can help museums and their staff learn about how particular local subgroups of the Latino population choose to identify themselves, which can help develop effective programs, and investigate new ways of engaging Latino families.

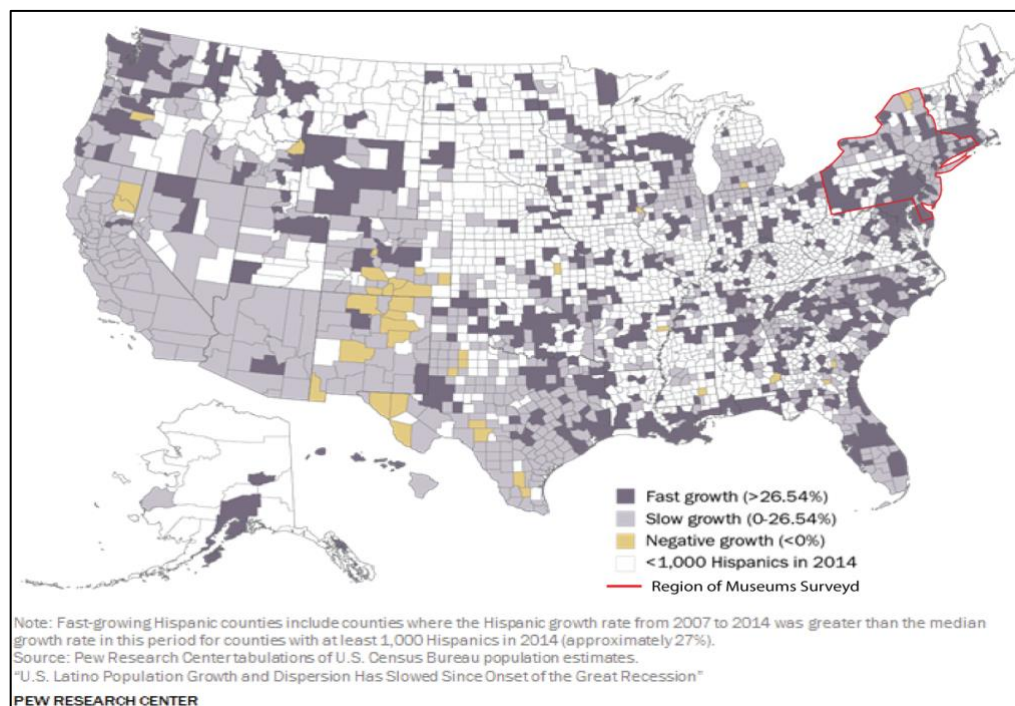
Latino Populations in the Mid-Atlantic region

The Pew Research Center looked at growth trends of the Hispanic populations in different counties in the U.S. from 2000 to 2014.⁵⁰ It reported the South accounting for 64 percent of the Latino growth in fast-growing counties compared to fast-growing counties in the Northeast accounting for 14 percent of Latino growth (see Figure 2.2).⁵¹ The Mid-Atlantic region includes eight states: Delaware, Washington D.C., Maryland, New Jersey, New York, Pennsylvania, Virginia, and West Virginia. New York and New Jersey are two states with the highest population of Latinos and Hispanics in comparison to the other states in this region. As shown in Figure 2.2, these states are located near counties with high populations of Latinos.

⁵⁰ Stepler, Renee, and Mark Hugo Lopez. “3. Where Hispanic Population Growth Is Driving General Population Growth.” *Pew Research Center’s Hispanic Trends Project* (blog), September 8, 2016.

⁵¹ Ibid.

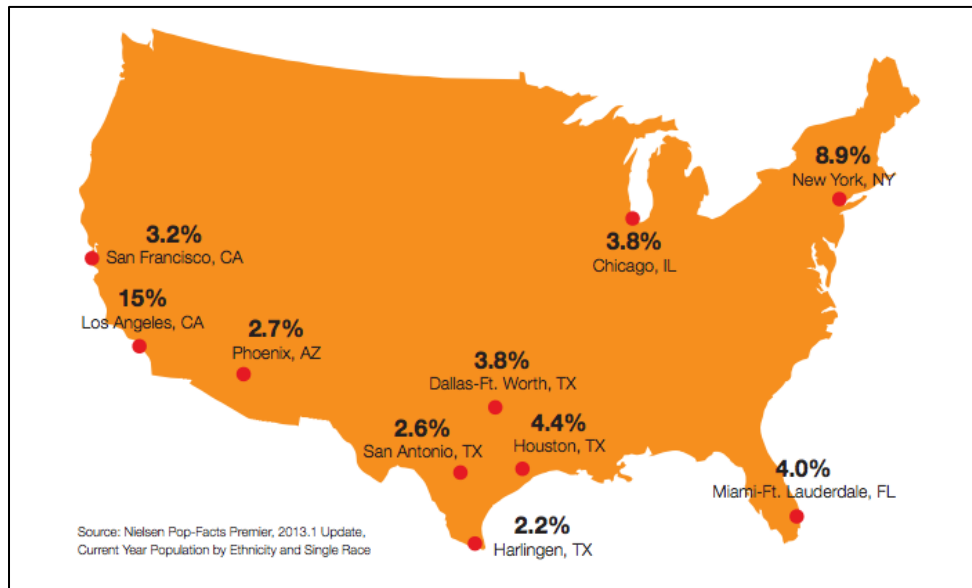
Figure 2.2. Fast-growing Latino counties for 2007-2014



From California to New York, the United States is experiencing changes in population, where Latino communities are contributing to the diversification of the country. Within the last decade, researchers from varying backgrounds have picked up on this rapid growth and conducted studies on how large populations of Latinos are affecting different regions across the U.S. The Hispanic Federation produced a report on key factors driving the Latinization of the New York region. *The Nueva York and Beyond* report studied Latinos living in the New York City area indicated that New York State has the fourth largest Hispanic population in the United States, representing 6.6% of the total Hispanic population in the nation (see Figure 2.3).⁵²

⁵² Calderon, Jose. "Nueva York and Beyond: The Latino Communities of the Tri-State Region." The Hispanic Federation. The Hispanic Federation, 20 Apr. 2017. Web. 2017: 6.

Figure 2.3. Percentage of U.S. Hispanic Population, Top Hispanic Markets



Amongst the states in the Mid-Atlantic region, the largest concentration of Latino/Hispanic communities reside in New York. The *Nueva York and Beyond* study states that New York City metro area alone is home to 4.8 million Latinos, with Latino New Yorkers accounting for one quarter of the city's population.⁵³ Latinos settling into neighborhoods across New York is one of the reasons why these communities became centers of Latino history and why they are deeply rooted in Latino culture. The axis around New York City has a diversity of Latino sub-groups representing different Caribbean, Central and South American countries. The top three populations living in the New York metropolitan area are Puerto Ricans (26.7 %), Dominicans (21.3 %) and Mexicans (13.6 %).⁵⁴

⁵³ Calderon, Jose. "Nueva York and Beyond: The Latino Communities of the Tri-State Region." The Hispanic Federation. The Hispanic Federation, 20 Apr. 2017. Web. 2017: 6.

⁵⁴ "Hispanic Population and Origin in Select U.S. Metropolitan Areas, 2014." *Pew Research Center's Hispanic Trends Project* (blog), September 6, 2016.

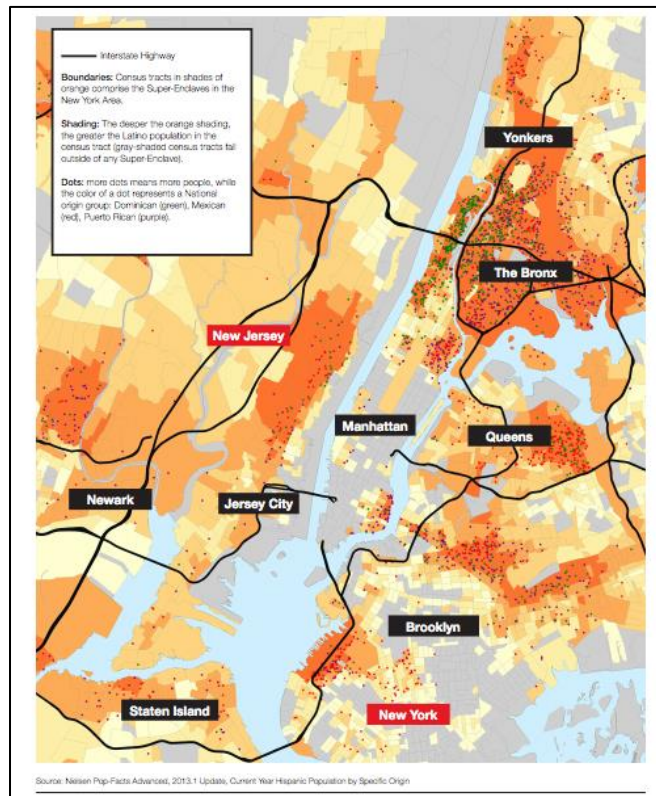
According to *the Nueva York and Beyond* report, El Condado de la Salsa in The Bronx, El Barrio in Spanish Harlem, El Alto Manhattan in Washington Heights, Union City in New Jersey, Los Sures in Williamsburg, Brooklyn, and the city of Hartford in Connecticut are examples of communities that have a history of welcoming new Latinos to the New York regional area.⁵⁵ The rich history that comes with Latino sub-groups defines these communities as what the Hispanic Federation calls “the Latino experience”. These experiences have helped make connections to other Latino communities surrounding the state of New York. On average, seven out of every ten Latinos in the region, 5 million in total, live in just ten counties in New York, New Jersey, and Connecticut.⁵⁶ These communities are far away from the historic centers of Latino life, and yet those areas outside of New York are where Latino populations have grown the most.⁵⁷

⁵⁵ Calderon, Jose. "Nueva York and Beyond: The Latino Communities of the Tri-State Region." The Hispanic Federation. The Hispanic Federation, 20 Apr. 2017. Web. 2017: 8

⁵⁶ Calderon, Jose. "Nueva York and Beyond: The Latino Communities of the Tri-State Region." The Hispanic Federation. The Hispanic Federation, 20 Apr. 2017. Web. 2017: 5

⁵⁷ Ibid, 9.

Figure 2.4. Super Enclaves in the New York Area



Within the Mid-Atlantic region, the proportion and composition of the Latino population that lives within these communities vary from state to state. New York is at the top with the highest population of Latinos, followed by New Jersey, Pennsylvania, Maryland, Connecticut, Delaware and District of Colombia. Latinos living outside of historic centers like New York City are found in areas called Super-Enclaves (see Figure 2.4). Super-Enclaves are based in established historical Latino centers, but extend into surrounding neighborhoods and communities.⁵⁸ *The Nueva York study* reported that more than 84% of the region's Latinos live in Super-Enclave areas located in New York, New Jersey, and Connecticut.⁵⁹ For several decades, the Latino population has influenced and impacted communities around the New York City area

⁵⁸ Calderon, Jose. "Nueva York and Beyond: The Latino Communities of the Tri-State Region." The Hispanic Federation. The Hispanic Federation, 20 Apr. 2017. Web. 2017

⁵⁹ Ibid.

and beyond, which is something that museums located within these areas need to pay close attention to. This researcher believes that museums should find ways to connect with these communities and support their education by providing accessible programs.

Latino Populations by State⁶⁰

The table below shows the total of Latino living in the mid-Atlantic region. New York has the highest population of Latinos and make-up 19% of the state's population. The other states are ranked the Latino population size in order from highest to lowest see Table 2.1). The following table underneath shows the annual personal earnings, percentage of Latino Adults with a college degree, and number of Latino enrolled in K-12. New York has the highest percentage (51%) of Latino Adults with a college degree, yet Delaware, a state with the lowest percentage of Latino Adults with a College degree, has a higher average of personal earnings (see Table 2.2).

Table 2.1. Demographic Profile of Latinos Sub-groups in the Mid-Atlantic region (by state)

State	% of State Pop.	Mexican	Central American	South American	Caribbean	Other
New York	3.6 million (19%)	503,000	415,000	595,000	1.9 million	167,000
New Jersey	1.7 million (19%)	244,000	222,000	361,000	833,000	70,000
Pennsylvania	834,000 (7%)	137,000	57,000	62,000	539,000	39,000
Connecticut	540,000 (15%)	53,000	41,000	89,000	335,000	23,000
Delaware	83,000 (9%)	33,000	7,000	4,000	36,000	2,000

⁶⁰ “Demographic and Economic Profiles of Hispanics by State and County, 2014.” *Pew Research Center's Hispanic Trends Project* (blog), July 26, 2011. <http://www.pewhispanic.org/states/>.

Table 2.2. Income and Education Level of Latinos in Mid-Atlantic Region (by state)

State	Annual Personal Earnings	% of Latino Adults with a college degree	Number of Latinos enrolled in K-12
New York	\$24,600	51%	690,000 (23%)
New Jersey	\$25,000	49%	347,000 (24%)
Pennsylvania	\$23,000	39%	195,000 (10%)
Connecticut	\$24,000	17%	127,000 (22%)
Delaware	\$26, 200	16%	N/A

Overall, these data results from both tables help to highlight the number of Latino populations and the diversity of Latino sub-groups living within the Mid-Atlantic region. In recent museums audience research studies, researcher and evaluators now survey outside audiences that are not visiting their institutions. Based on these projections, the high populations of Latinos give states in this region a population to work with. This researcher strongly believes that audience research and evaluation combined with existing research on Latino families can help museum staff learn about specific goals, beliefs, and perceptions Latino parents have on education, which can help add depth when developing inclusive family programs.

Museums Engaging with Families

Family groups constitute a major portion of the audience that normally attends museums today. However, educational research on why families visit museums and what they enjoy doing when they visit was not a research topic of interest until about thirty years ago. Lynn D. Dierking conducted a research study on the family museum experience. In the late 1980s, she found out that most families that visit museums came in different shapes and sizes. The idea of “nuclear families” had faded away and museums then were attracting single-parent families, blended

families, extended families, and co-parented families.⁶¹ Dierking's findings can be applied to culturally diverse families that choose to visit museums.

Dierking also found that parents were attempting to engage their families by attending museums so they can learn something new. She specifically states that families in museums tend to feel "disoriented, overwhelmed by the quantity and level of material, and desperately trying to personalize the information they are processing".⁶² The results of this research support the researcher's argument about the cultural barriers Latino families face when they attempt to engage with an unfamiliar museum. Dierking's recommendations suggested to museum education staff are: (1) be more accommodating to all families that visit so it can meet their agendas, (2) develop creative ways for families to be social together, (3) write clear and concise labels, (4) avoid distracting families from observing the objects they came to see, and (5) provide a variety of options for the diverse nature of families in exhibits and programs so the museum accommodates varying learning styles.⁶³ In the Research chapter of this thesis, this researcher will compare the data collected from our surveys to these recommendations.

With the variety of families in the U.S., this researcher believes that museums need to reinvent themselves into inviting hubs where parents can bring their families to learn. In the article by Heather B. Weiss and Elena Lopez on family engagement and development in museums, they mention that families that suffer from economic adversities do not always receive equitable learning opportunities from outside of their homes, schools, and communities.⁶⁴ They

⁶¹ Dierking, Lynn D. "The Family Museum Experience: Implications from Research." *The Journal of Museum Education* 14, no. 2 (1989): 9

⁶² ⁶² Dierking, Lynn D. "The Family Museum Experience: Implications from Research." *The Journal of Museum Education* 14, no. 2 (1989): 9

⁶³ Dierking, Lynn D. "The Family Museum Experience: Implications from Research." *The Journal of Museum Education* 14, no. 2 (1989): 11.

⁶⁴ Weiss, Heather B., and M. Elena Lopez. "Engage Families for Anywhere, Anytime Learning." *Phi Delta Kappan* 96, no.7 (March 23, 2015): 15.

believe that Latino families are part of the U.S. population that constantly misses learning opportunities because of their economic adversities.⁶⁵ John Garcia confirms this stating that Latino communities typically have lower levels of educational attainment, live in poorer school districts, lack bilingual programs, and attend “lower quality” schools.⁶⁶ Through further research and survey results, this thesis pursues these themes to gain insight to the specific educational goals Latino parents have for their families to help museums produce better programs to fit those needs.

Museum Programs for Latino Families

The growing population of Latinos within the U.S. has pushed some museums to create programs that cater to the educational needs of Latino families. The Katonah Museum of Art created a program called Arte Juntos/Art Together which is a bilingual parent-child program promoting school readiness and social inclusion for Latino families. The museum collaborated with another organization called Primero Pasos/First Steps that works directly with Latino families within the local community. The educators in the program made sure to include works of art and materials that reflected the participants’ cultures to help make connections to what they are learning, which spoke to their desire to feel included. This information tells the researcher is that it is important for museums to adopt culturally inclusive ideas so they can enhance the possibilities to engage a broad, diverse audience with meaningful experiences. When museums collaborate with Latino communities and reflect their interests, it indicates to the community that the museums can transform themselves to be more socially inclusive.

⁶⁵ Ibid.

⁶⁶ García, John A. *Latino Politics in America: Community, Culture, and Interests*. Lanham, Md: Rowman & Littlefield Publishers, 2012: 37.

The outcome of the Katonah program can help promote the idea of creating strong partnerships with Latino communities and organizations that support them. The collaborative efforts of the museum staff and the First Steps/Primero Pasos staff is an example of how two groups could learn different teaching methods from each other to get a sense of the needs/wants of the community being served. The staff also saw that including parents can influence their children's informal learning. The outcome of this process was that Latino parents were excited to learn how they can provide meaningful learning experiences in museums for their children. Latino parents also stated that once they understood how museums can be accessible to them, it made them feel less intimidated about visiting.

Since learning from museums is not something that is reflected in Latino culture, programs like this can help Latino parents feel empowered and confident to participate with museums.⁶⁷ The staff in the Arte Juntos program provided the parents with transportation to and from the museum, helped them navigate through the galleries, and taught them about the teaching methodologies to help them become acclimated to learning within a museum. When parents saw the results of how the teaching methodologies they had were effective in engaging their children, their perspective on museums changed. It also gave them the confidence to continue to facilitate learning with their children in museums. As the program drew to a close, parents who participated in the Arte Juntos program with their children were asked to reflect back on what they learned from this experience. One parent stated that their confidence rose once they learned how to have conversations and ask questions about the art with their children.⁶⁸ This evidence suggests that engaging Latino communities together as a family is an effective way

⁶⁷ Tazi, Zoila, Helena Vidal, and Karen Stein. "Arte Juntos/Art Together: Promoting School Readiness among Latino Children through Parent Engagement and Social Inclusion in a Suburban Museum." *Museum & Society* 13, no. 2 (March 2015)

⁶⁸ *Ibid*, 166

giving them a sense of comfort in knowing that they can learn together and from one another. They will not participate until they feel comfortable doing that.

The Latino community outside of a museum can also help to produce programs for Latinos in museums. The Denver Art Museum conducted a Latino-specific study by looking at demographic information given by Latino-identifying respondents from customer satisfaction surveys that accompanied every major ticketed exhibition between 2004 and 2010.⁶⁹ In March 2012, they complemented the research by conducting a bilingual Latino visitor panel. To receive a diverse perspective, they chose eight families with several Latin American nationalities, bilingual abilities, and levels of acculturation to explore how *Latinidad*⁷⁰ influenced visitors' experiences.⁷¹

Through this collaborative informal evaluation, education staff at the Denver Art Museum received information from the perspective of Latinos in their surrounding community by combing both existing research and conducting their own audience evaluation. The staff involved with this project scheduled meetings and held focus groups with panelists from the Latino community which helped to provide useful feedback, stating that "Spanish and family is welcome." This also indicated to the education staff that Latino parents already visit the Denver Art Museum with their families and make these decisions according to their own and their children's desires to become more united as a family.⁷² Museums can begin to understand their visitors by engaging with the communities that surround them. In this case, the results of this

⁶⁹ Betancourt, Veronica, and Madalena Salazar. "Engaging Latino Audiences: Visitor Studies in Practice at Denver Art Museum" *Multiculturalism in art museums today*. n.p.: Lanham : Rowman & Littlefield, 2014: 187

⁷⁰ See Nomenclature

⁷¹ Betancourt, Veronica, and Madalena Salazar. "Engaging Latino Audiences: Visitor Studies in Practice at Denver Art Museum" *Multiculturalism in art museums today*. n.p.: Lanham : Rowman & Littlefield, 2014: 187

⁷² Ibid, 188

research study helped to create CelebrARTE, a monthly bilingual intergenerational program that engages Latino audiences and topics.⁷³ The education staff noticed that families and visitors of varied ages were partaking in rich conversations that suggested the program was well received by the public.

Educación: The Values and Beliefs of Latino Parents

Educational values parents have for their families can ultimately depend on their family dynamic. Latino parents tend to have unique perspectives on education and how it can be achieved for their children. The Garibay Group conducted research on the values Latino parents rely on when they choose educational leisure activities for their families. The results highlighted three key values Latino parents keep in mind when they select an activity for their families. The activity must have something that: (1) promotes and maintains family unity by being attentive to family needs, (2) nurtures the family unit, and (3) builds family cohesion. It must also provide educational benefits like developing new skills or fostering moral and social values in addition to relaxation.⁷⁴ What this research suggests is that Latino parents value educational experiences for their families regardless of whether they are in a formal or informal setting. This thesis will use this information as a platform to help build the argument about why museums should pay attention to how they can address the specific educational values of Latino families.

Based on their values, Latino parents want to be able to pass down information to their families, but a lack of familiarity with museum environments becomes an obstacle for them. A study conducted by the Bilingual Spanish-English Intergenerational Group examined how Spanish-speaking groups engage in and use Spanish-English bilingual interpretation in informal

⁷³ Ibid.

⁷⁴ Garibay, Cecilia, "Responsive and Accessible: How Museums Are Using Research to Better Engage Diverse Cultural Communities." *Association of Science Technology Centers Dimensions*, 2011.

science institutions.⁷⁵ In this study, they found that the parents who participated were overwhelmingly delighted to see bilingual interpretation across multiple institutions and regions.⁷⁶ It was viewed as a sign of the museum being more responsive to the interpretation needs of this audience. One parent stated that museums should continue to add bilingual interpretation and reach out more frequently to involve the Latino community to create positive connections with them.⁷⁷ This researcher will use this research and other similar studies to explore how museums can provide the proper resources to increase Latino parental involvement in the galleries.

Parents who visit museums with their children tend to take on a leadership role during a museum visit to be able to interpret the information for their families. Latino parents often have problems becoming involved with their child's education in museums because of cultural barriers. In 2010, the Please Touch Museum (PTM) published a study on the role of a parent in children's museums. The results of this study demonstrated a gap between how the PTM staff viewed parental roles in comparison to the parent's viewpoint. The study states that parents lack the confidence, knowledge, or skills to facilitate play for their children and recommends using trained frontline staff to demonstrate how to engage their children through play.⁷⁸ The PTM research study highlights a possible approach other museums can use to help Latino parents feel confident in their abilities to educate their children. Museums need to help Latino parents engage with the messages intended by exhibition designers and curators.

⁷⁵ Yalowitz, Steven S., Garibay, Cecilia, Renner, Nan, and Plaza, Carlos. "Bilingual Spanish-English Intergenerational Groups' Experiences in Bilingual Exhibitions." *Museums & Social Issues* 10, no. 1 (April 2015).

⁷⁶ Ibid.

⁷⁷ Yalowitz, Steven S., Garibay, Cecilia, Renner, Nan, and Plaza, Carlos. "Bilingual Spanish-English Intergenerational Groups' Experiences in Bilingual Exhibitions." *Museums & Social Issues* 10, no. 1 (April 2015): 46.

⁷⁸ Downey, Stephanie, Amanda Krantz, and Emily Skidmore. "The Parental Role in Children's Museums." *Museums & Social Issues* 5, no. 1 (April 1, 2010): 29.

A research study conducted by Tina M. Durand and Nicole A. Perez⁷⁹ explored Latino parents' beliefs about children's education, their involvement and advocacy beliefs and practices in a school setting. Their approach was to collect qualitative data from Latino parents from varying levels of education and income within the same community to have literature that celebrates and legitimizes the voices of Latino parents.⁸⁰ Two terms came out of this study that speak to how Latino parents define education for their families: "*Educación*" and "*Familismo*."

"*Educación*" is a core cultural value among Latinos of all national origins rooted with an interdependent framework of moral, interpersonal, and academic goals.⁸¹ One of the parent participants in the study stated that "education is very important, because it's good when a child--you know---it's just a matter of politeness, when he says "thank you," when he says "excuse me," when he says sorry when he does something wrong."⁸² What this indicates is that Latino parents don't exclusively center their values on academic education, but they also include proper behavior, good manners, and respect for others. Museums need to consider these values when they create programs that target Latino families. Becoming familiar with how Latino parents define education so it is focused on their children's success both academically and socially can benefit museums trying to engage with diverse audiences.

The term "*familismo*" refers to family closeness, cohesion, and interdependence of family members---including intergenerational and extended kin---as primary sources of instrumental and emotional support and commitment to the family over individual needs and

⁷⁹ Durand, Tina M., and Nicole A. Perez. "Continuity and Variability in the Parental Involvement and Advocacy Beliefs of Latino Families of Young Children: Finding the Potential for a Collective Voice." *School Community Journal* 23, no. 1 (January 1, 2013)

⁸⁰ Zarate, Maria Estela. *Understanding Latino Parental Involvement in Education: Perceptions, Expectations, and Recommendations*. Tomas Rivera Policy Institute, 2007: 54

⁸¹ Ibid, 60

⁸² Ibid, 61

desires.⁸³ This notion comes from Latino parents viewing themselves as children's "guides" and living "models" of behavior. In this study, both Durand and Perez found Latino parents casting themselves as the most central figures in their child(ren)'s lives helping to engage them in higher levels of direction, modeling, rule setting, and decision making in comparison to Euro-American parents.⁸⁴ Latino parents want to be involved with their children's education and have certain beliefs that should be acknowledged by museums. These are some potential ideas on how museums can build a stronger relationship with Latino communities, create an atmosphere of inclusivity, and increase the confidence levels of Latino parents so that they feel more inclined to have an educational experience in a museum.

Museum and Community Collaboration with Latinos

The educational attainment of U.S.-born and foreign-born Latinos are influenced by socioeconomic status. John Garcia's study on Latino demographics in the U.S. indicates that the presence of Latino children in our school systems comes primarily from the total population of various Latino subgroups.⁸⁵ In addition to the typical issues these subgroups face, access to educational facilities and programs can improve skills for Latino parents and their families. The projections that came out of the U.S. Census of 2010 and research initiatives have pushed museums to come to the forefront of developing relationships with their local communities.⁸⁶

⁸³ Durand, Tina M., and Nicole A. Perez. "Continuity and Variability in the Parental Involvement and Advocacy Beliefs of Latino Families of Young Children: Finding the Potential for a Collective Voice." *School Community Journal* 23, no. 1 (January 1, 2013): 65

⁸⁴ Ibid, 64

⁸⁵ García, John A. *Latino Politics in America: Community, Culture, and Interests*. Lanham, Md: Rowman & Littlefield Publishers, 2012: 38.

⁸⁶ Farrell, Betty., and Maria Medvedeva. "Demographic Transformations and the Future of Museums." *The Center for the Future of Museums. American Association of Museums Press*, 2010: 15.

One example of this type of collaboration was at the Children's Discovery Museum of San Jose (CDM). They developed an initiative to create more engagement with Latino and Vietnamese families in the local community and their efforts resulted in expanded audience reach, ensuring the future of the museum.⁸⁷ The museum's leadership developed a two-pronged approach to initiate change by collaborating with local Latino media outlets to market programs to Latino communities. The education department invested in grassroots efforts designed to build relationships and foster in-depth programs.⁸⁸ This work may be challenging and time-consuming, but museums can only sustain a flow of visitation if they learn more information about welcoming new and different audiences through their doors. In an article called "Tomorrow's Museum: Multilingual Audiences and the Learning Institution", Martin and Jennings specifically state that the audiences of the future will look very different from our current audiences and museums need to learn how to take risks to listen to those audiences who are not coming.⁸⁹

The Bridges Conferences conducted by the Philadelphia/Camden Informal Science Education Collaborative (PISEC) is another example of how collaboration can assist with learning more about diverse audiences. PISEC consists of four institutions⁹⁰ in the Philadelphia/Camden area. The collaborative began in 1994 after receiving a grant from the National Science Foundation (NSF) for their *Family Science Learning Project*.⁹¹ After the success of the *Family Science Learning Project*, they continued creating community-centered

⁸⁷ Martin, Jenni, and Jennings, Marilee. "Tomorrow's Museum: Multilingual Audiences and the Learning Institution." *Museums & Social Issues* 10, no. 1 (April 2015): 92.

⁸⁸ Martin, Jenni, and Jennings, Marilee. "Tomorrow's Museum: Multilingual Audiences and the Learning Institution." *Museums & Social Issues* 10, no. 1 (April 2015): 84.

⁸⁹ Ibid: 93.

⁹⁰ The Academy of Natural Sciences, The Franklin Institute Science Museum, The Philadelphia Zoo, and The New Jersey Academy for Aquatic Sciences

⁹¹ *The Family Science Learning Project* developed a set of key criteria that promote active family learning through museum exhibits.

programs with museums programs with community-based organizations between 1995 until 2014.⁹² The outcomes of these programs helped to integrate a sense of familiarity for communities who are typically non-traditional visitors adjusting to the new experience of visiting a museum.⁹³

The Bridges conference helped to highlight the issues, benefits, and maintenance that go into collaboration between museums and community-based organizations. They particularly focused on developing new strategies to address practical issues inherent in funding, developing, and managing museum/community collaborations and focused on the unique challenges and benefits of collaborating to work with families.⁹⁴ One approach that was shared at this conference was from a PISEC program called *Community Ambassadors in Science Exploration* (CASE). The CASE program is an example of taking a program “out” to a community that is uncomfortable or unable to visit the museum. The educators and community leaders involved approached this model called “teach the teacher” where community members from the partnering sites were trained to facilitate and implement workshops in local environments that are accessible and familiar to the target communities.⁹⁵ The “teach the teacher” approach saw remarkable results when they brought the families that participated to the museums. The families involved had increased interest, connection, and a sense of belonging since they had become familiarized through the community workshops.

⁹² Borun, Minda, Karen Garelik, Barbara Martin Kelly. “Museum/Community Partnerships: Lessons Learned From The Bridges Conferences. *Philadelphia-Camden Informal Science Education Collaborative (PISEC). The Franklin Institute Science Museum print.* (2011): 3.

⁹³ Borun, Minda, Karen Garelik, Barbara Martin Kelly. “Museum/Community Partnerships: Lessons Learned From The Bridges Conferences. *Philadelphia-Camden Informal Science Education Collaborative (PISEC). The Franklin Institute Science Museum print.* (2011): 3-4

⁹⁴ Ibid, 2.

⁹⁵ Ibid, 23.

The Levine Museum of the New South also implemented an initiative towards Latino inclusion within local museums in the surrounding North Carolina area. They collaborated with two partner institutions, the Atlanta History Center and the Birmingham Civil Rights Institute, on learning how to engage Latino audiences by visiting the neighborhoods and conducting listening sessions.⁹⁶ These listening sessions provided profound insight into the importance of family engagement. The study explained that when Latino parents choose an activity, “they look for things that will both bring pleasure and renewal or self-improvement and engage all family members.”⁹⁷ The results of these sessions gave a voice to a growing community that wasn’t being served by local institutions and provided the necessary tools to create culturally relevant programming that increased visitation at the museums. Both of the initiatives mentioned above show successful ways to empower and encourage Latino parents to feel confident in educating their children in a museum.

Summary

The U.S is quickly becoming a very diverse country. Within the next five decades, non-white racial and ethnic populations are expected to represent more than half of the U.S. population, meaning that non-Hispanic whites will no longer be the majority. Latinos are the fastest growing population, and are expected to become the “majority minority.” However, despite this changing national population, museum audience populations are not similarly changing. To meet the needs of the entire public, museums need to better understand the diversity in their visitors. Latinos are but one group, but a crucial community to understand. As a

⁹⁶ Bryant, Janeen, and Kamille Bostick, “What’s the Big Idea? Using Listening Sessions to Build Relationships and Relevance.” *American Association for State and Local History. Technical Leaflet #263*, Vol. 65, No.3: 2

⁹⁷ *Ibid*, 7

broad population, there are many potential barriers that have been identified to Latinos' use of museums as a leisure activity. The CFM study highlighted cultural barriers such as: (1) lack of specialized knowledge and cultivated aesthetic tastes, (2) lack of strong tradition of museum-going, and (3) the lack of influence from family or friends who do not encourage museum-going have intimidated Latino families and hindered the growth of new audiences in museums.⁹⁸

In addition, museums today face a growing concern for relevance. The public and policy makers want to see museums respond to societal needs, one of which is being a location of cultural exchange—not a one-way transmission from the museum to audience, but from audience to museum as well as audience member to audience member, and hopefully cross-culturally. As museums move forward to meet this challenge, knowledge of the changes that need to be made as well as how to make these changes will be necessary. Many museums have already started down this path, and some have become competent and have lessons to share, while others have not yet begun the process of change.

This thesis will demonstrate the need for information about Latino audiences by compiling lessons and strategies from a variety of museums about their audience research in the Latino community. To address part of the gap in the growing body of literature surrounding museums' engagement of diverse audiences, this thesis will also explore whether and how the research was utilized to inform or strengthen family programs, the importance of education for Latino families, and how museums have assisted with their child(ren)'s learning. By focusing on museums and Latino parents in the Mid-Atlantic region, this thesis will begin to fill the gap.

⁹⁸ Farrell, Betty., and Maria Medvedeva. "Demographic Transformations and the Future of Museums." *The Center for the Future of Museums assoc. American Association of Museums Press*, 2010: 13.

CHAPTER III

METHODOLOGY

Due to the growing population of Latinos in the U.S., this thesis focused on museums and Latino parents in the Mid-Atlantic region. This region, located between New England and the South Atlantic States, includes New York, New Jersey, Pennsylvania, Delaware, Maryland, Washington D.C., Virginia, and West Virginia. The decision to focus on this specific area is based on the lack of research on Latinos in this region of the country. In the literature review, most case studies were located in other regions in the U.S. It was apparent to this researcher that there is little research done on Latino audience engagement in museums within the Mid-Atlantic region. High percentages of Latino immigration are changing the racial demographics throughout the U.S. due to issues of civil unrest in their home countries and to economic opportunities like seeking a better education for themselves and their families.⁹⁹ If museums make it their duty to pay attention to specific demographic trends in Latino populations in U.S., they can begin to understand these issues and provide educational programming that properly fits the needs of Latino families in the Mid-Atlantic region.

With this evidence in mind, museums across disciplines (art, history, science, etc.) and Latino parents from all demographic sub-groups selected for focus in this thesis were in New York, New Jersey, Pennsylvania, Connecticut and Delaware. Neither the museums or the parents had to be located in the communities and counties mentioned in the Hispanic Federation study. A second goal of this thesis is to assess the use of audience research and evaluation in museums across the region and how it is used in programming. The thesis also sought to determine Latino

⁹⁹ Zambrana, Ruth Enid, *Latinos In American Society: Families And Communities In Transition*, Ithaca, N.Y.: Cornell University Press: 17.

parent's perceptions of museums and the educational opportunities outside of school they choose to engage their children with. To achieve this, a mixed methods approach was taken.

The data collected from both surveys is not a representative sample of museums and parents in the Mid-Atlantic region. The Mid-Atlantic region has an estimate of 2,281 museums¹⁰⁰ and over 6, 855, 000¹⁰¹ Latinos within this area, which results in a margin of error of 22% for museums and 15% for parents. With a 95% confidence level, the sample size collected for this thesis differs from the total sample size for the region.

Surveys

The best choice to initially collect information from museums and parents pertaining to this thesis was using an on-line survey format. Survey Monkey was selected as the platform for creating and collecting data. Survey Monkey has a variety of question and survey formats, including skip logic, and summarizes the data from submitted surveys. Accordingly, the researcher had to use the professional version of Survey Monkey to access an unlimited number of questions, multiple data exports, and advanced survey analysis. Time constraints prevented individually mailing or emailing all the museums in the region or randomly sampling museums in this area.

Both the Museum Latino Audience Research Survey and the Latino Parent Survey went through two survey periods. From July 23rd to August 21st, fourteen responses were collected from museums and eighteen responses from parents after the first survey period. Since a higher response rate was needed to get a broader sample, the researcher sent out a second round of

¹⁰⁰“Browse Museums,” Museums USA, 2017,
<http://www.museumsusa.org/museums/?k=1271392%2cDirectoryID%3a200454>

¹⁰¹ Stepler, Renee, and Mark Hugo Lopez. “4. Ranking the Latino Population in the States.” *Pew Research Center's Hispanic Trends Project*, September 8, 2016.

surveys to specific museums and parents throughout region. From September 25th to October 2nd, an additional six responses were collected from museums and twenty-four parents. As survey data was collected, it was stored in a secured account. Following data collection, the data were downloaded and analyzed. The hope was to gather a representative sample of museums and parents in the region. By the end of both survey periods, a total of twenty responses was collected from museums and forty-two responses from parents. Two responses from museums in California and Minnesota and one response from a parent in Florida were dropped from the survey results since they do not reside within the Mid-Atlantic region.

Museum Latino Audience Research Survey

A survey was developed and distributed to museums throughout the Mid-Atlantic region and beyond to collect information about the practice of audience research in museums and the use of this research to inform programming to engage diverse audiences like Latino families. The survey was initially distributed asking for museum educator participation via the following channels: AAM Museum Junction Open Forum, museum social media pages, museum educator roundtable groups in Philadelphia and New York, and the Museum-Ed.org listserv. For this study, marketers, exhibition planners, and other staff were not included in the survey to increase focus on the education practices that involve museum interaction with families.¹⁰² The survey was created to be easily accessible so participants could respond on their own time and to quickly reach many potential respondents.

¹⁰² Wording in request for survey stated, “museum education staff, specifically those who work in family programs.”

This survey went through a few rounds of prototyping in late June 2017 before it was officially sent out. The initial questions and order were edited and critiqued by the project advisor and museum staff and faculty, to clarify and simplify language, as well as to cut and combine questions to make them more palatable to survey-takers. Following the design and layout on Survey Monkey, the survey was sent to a random sampling of museums.

At the beginning of the survey, a description of the survey's content and the respondent's rights were provided. Consent was assumed if respondents proceeded with the survey. The description of the survey content also specified participation from only museums within the Mid-Atlantic region. The questions on the survey gauged the museums' participation in audience research and their dedication to working with Latino families. In July 2017, a survey was sent to museum staff on two museum social media pages, Latino Network of the American Alliance of Museums and Museum Hue, following up with a second reminder two weeks later. The survey was then distributed via the Philadelphia Museum Educator Roundtable (PHILLYMER) and New York City Museum Educator Roundtable (NYCMER). An email request was also sent to the Mid-Atlantic Association of Museums (MAAM) and the Diversity Committee (DivCom) of AAM asking for permission to share the survey. Finally, to solicit more participants, the survey was distributed via the Museum-Ed.org listserv.

Due to a low response rate, the survey was edited again in a last attempt to collect more survey responses. The initial questions and order were edited and critiqued again this time by thesis committee members, to clarify and simplify language, as well as to cut and combine questions to make them more palatable to survey takers. Language was changed in an attempt to increase the number of survey responses. For example, an initial question asked if educators think about the educational goals of their programs reflecting the beliefs of Latino communities,

which is confusing to ask if an educator isn't familiar with these beliefs. The question was rewritten to ask how they believe the programs offered at their institution align with the educational interests of Latino communities. In late September 2017, personalized email requests were sent out to educators at individual museums located in the Mid-Atlantic region to ask for participation.

At the end of the survey, respondents were asked if they would like to participate in an in-depth interview about their institutions' audience research and programming. From the respondents who agreed to be contacted for an in-depth interview, three museums were identified as useful for case studies and were contacted. However, the lack of timely responses resulted in no clear case studies to draw more conclusion from.

Latino Parent Survey (in English and Spanish)

A second survey was sent to Latino parents in the same region to collect general feedback on their experiences with finding educational opportunities for their children outside of a school and their participation in programs with their children at a museum. The survey

For this study, only Latino parents specifically living in New York, New Jersey, Connecticut, Pennsylvania, and Delaware were targeted to increase focus on their experiences, interactions and thoughts on museums they have or wished to visit with their children. In addition, the survey was available in both English and Spanish. Statistical data shows that about 31 million U.S. residents speak Spanish at home, which easily makes it the second-most spoken language in the country.¹⁰³ The decision to offer a bilingual option for the survey was made to

¹⁰³ Zambrana, Ruth Enid, *Latinos In American Society: Families And Communities In Transition*, Ithaca, N.Y.: Cornell University Press: 22.

help all Latino parents who were willing to take the survey feel comfortable, regardless of their primary language.

The surveys went through a few rounds of prototyping in early July 2017. The initial questions and order were edited and critiqued by the project advisor and family members, to clarify and simplify language, as well as to cut and combine questions to make them more palatable to survey takers. Following the design and layout of the survey on Survey Monkey, the survey was sent to a random sampling of parents to gauge their perspectives on education and how they apply it to raising their children. The survey was intended to determine: (1) What guidelines Latino parents use to seek out educational activities to engage their children, (2) Whether they have ever engaged their children with museums, and (3) How museums can create a more inclusive environment for Latino families.

At the beginning of the survey, a description of the survey's content and the respondent's rights were provided. Consent was assumed if respondents proceeded with the survey. The description of the survey content also specified participation from only parents within the Mid-Atlantic region. The questions gauged how parents choose where to bring their children for educational experiences, their experiences with museums, and how they view their role in providing education for their children.

In early July, as recommended by a thesis committee member, a survey was sent to Eudes Budhai, Interim Superintendent of Schools in Nassau County, and Christine Daniels, English Language Teacher in the South Country School district in New York, who are contacts in her professional museum network. The researcher sent an email request to ask for permission to send surveys to the parents of children who attend their schools. Due to the lack of timely responses, the surveys were then distributed through parent groups on the social media platform Facebook.

From mid-July until mid-August, bilingual surveys were posted on several social media groups for parents.¹⁰⁴ Finally, to solicit additional participants, the survey was sent to the researcher's family members asking them to pass the survey along to friends who also matched the demographic. The researcher understood the data collected is from a convenience sample; however, this approach was necessary to have enough data to analyze and draw conclusions.

As with the Museum Latino Audience Research Study, the researcher took similar steps to edit the surveys again in a last attempt to collect more responses. The initial questions and order were edited and critiqued again this time by thesis committee members, to clarify and simplify language, as well as to cut and combine questions to make them more palatable to survey takers. From July 28 to October 2nd, survey links were posted on Facebook and shared with the researcher's family members which brought in the most responses from New Jersey and Pennsylvania after both survey periods. It was expected to receive most of the responses from parents located in these states because the researcher has a prior relationship with some of the respondents.

¹⁰⁴ Facebook groups: New York Ricans, if you're born in U.S.A. and have P.R. Parents, New York Parents, Parenting Multicultural/Caribbean/Latino children, Caldwell/W. Caldwell Parents, NJ, Parents in NYC, AFROLATINOS etc.

Limitations of the Research

This researcher appreciates people's willingness to help with graduate students' studies. Over the course of June, July, August and September 2017, twenty-one responses from the museum survey and forty-two responses from the Latino parent survey were received. Since surveys were sent out through different channels within the Mid-Atlantic region, a random sample of the subscribers could have given a view of the area. However, low response numbers led to abandoning a proportional sample to increase numbers.

The researcher excluded Maryland and the District of Columbia, two states that are part of the Mid-Atlantic region, for the purposes of this study since these states are the furthest away from New York. Museums in Connecticut were included since they are closer to New York's high Latino population density. Some states in the region had higher representation when surveys were sent out through listserves, but this did not work for all states. In addition, the parent responses indicated higher levels of educational attainment, which is not representative of everyone in Latino community.

CHAPTER IV

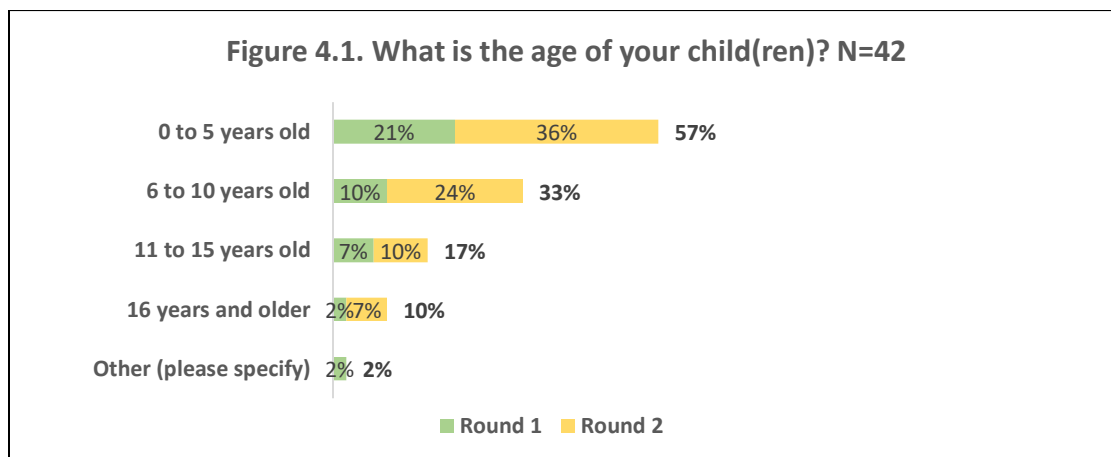
DATA

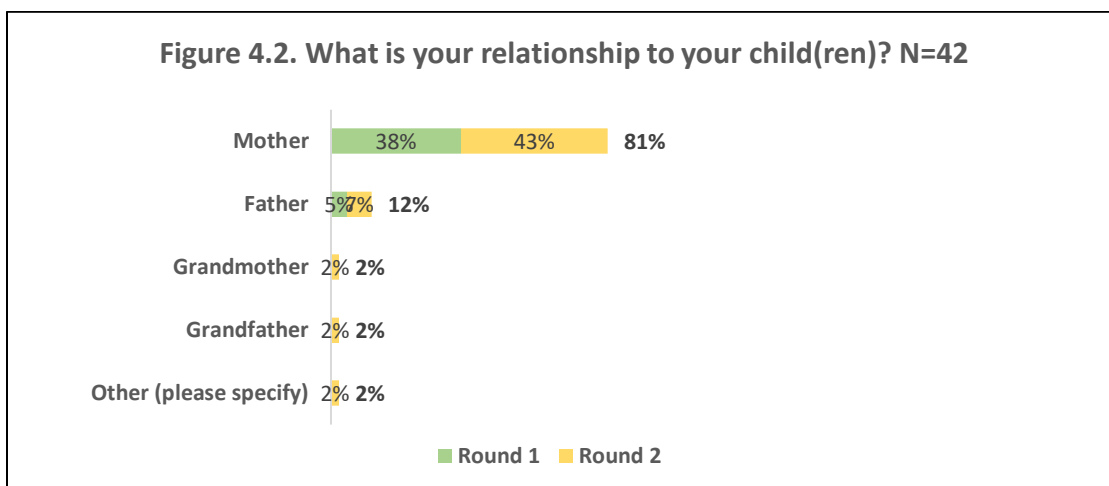
Institutions want to engage Latinos and to be informed by audience research, but many may not be sure how to go about using audience research to foster visitor engagement. Through the following research, possible patterns in and successful use of audience research to inform programming for Latino engagement are revealed. Ideas and awareness of what others are doing can guide museums in the U.S., but specifically in the Mid-Atlantic region, to successful engagement with Latino families through informed programming. Understanding that the data is not a representative sample of this region, there are still interesting insights to be drawn from the results.

Latino Parent Survey

Identity and Demographics

After collecting two rounds of surveys, twenty-four parents (57%) specified their child and/or children were between the ages zero to five years old (See Figure 4.1). In addition, parents were also asked to specify their relationship to their child(ren). Thirty-four parents (81%) who replied were mothers and five parents (12%) replied that they are fathers (See Figure 4.2).



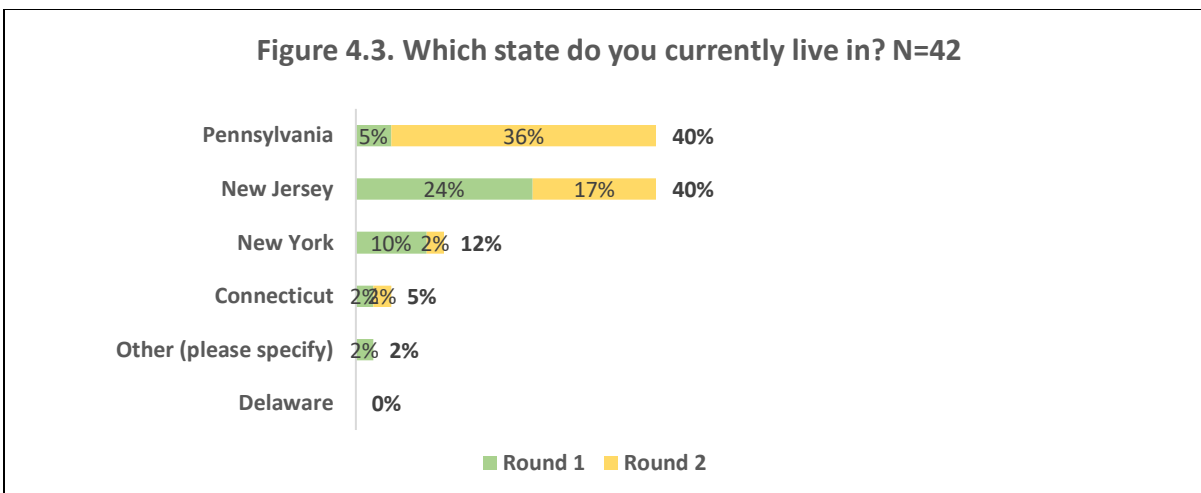


The Pew Research Center on Hispanic trends found that of the top ten states for Latino population in the U.S, one-in-five people living in New Jersey (19%) and New York (19%) are Latino (see Table 4.).¹⁰⁵ From the Latino parent survey, seventeen responses each came from parents living in both New Jersey and Pennsylvania. Later in this chapter, the results from the museum survey showed that museums in Delaware shared experiences with engaging Latinos in their state. This researcher hoped to receive response by parents living in Delaware to compare the results, however, zero response were received from both survey periods.

Table 4.1. Frequency of Hispanics in Five Mid-Atlantic States

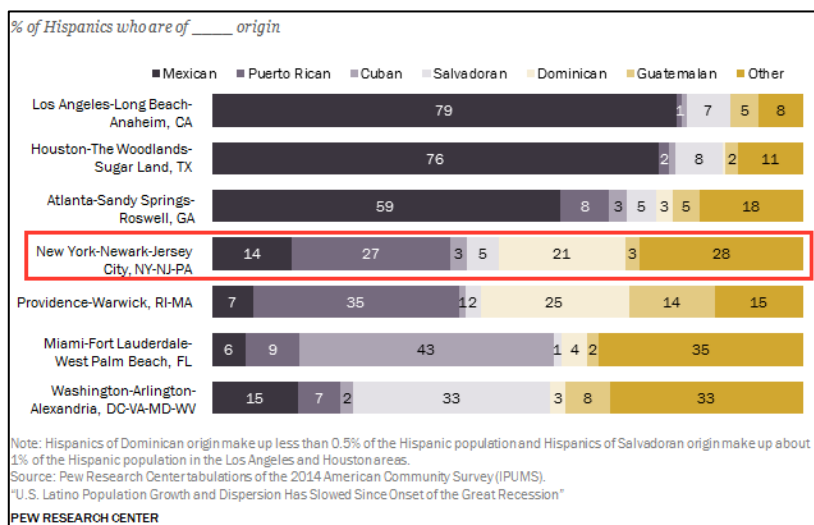
State	Hispanic population	% of state population	% of all U.S. Hispanics
-	-	-	-
New York	3,668,000	19%	6.6%
New Jersey	1,730,000	19%	3.1%
Pennsylvania	834,000	7%	1.5%
Connecticut	540,000	15%	1.0%
Delaware	83,000	9%	0.2%

¹⁰⁵ Stepler, Renee, and Mark Hugo Lopez. "4. Ranking the Latino Population in the States." *Pew Research Center's Hispanic Trends Project*, September 8, 2016.



This researcher also wanted to highlight the answers received from this question to showcase the diversity amongst Latino audiences in this region. Consistent with the diversity of Latino sub-groups in this region, the Pew Research Center determined the largest Latino/Hispanic origin groups in New York, New Jersey and Pennsylvania.¹⁰⁶ The graph below shows the Latino/Hispanic population broken down into three states into demographic categories, in which 27% of the population comes from Puerto Rican origin (See Figure 4.13).

¹⁰⁶ Calderon, Jose. "Nueva York and Beyond: The Latino Communities of the Tri-State Region." The Hispanic Federation. The Hispanic Federation, 20 Apr. 2017. Web. 2017:17

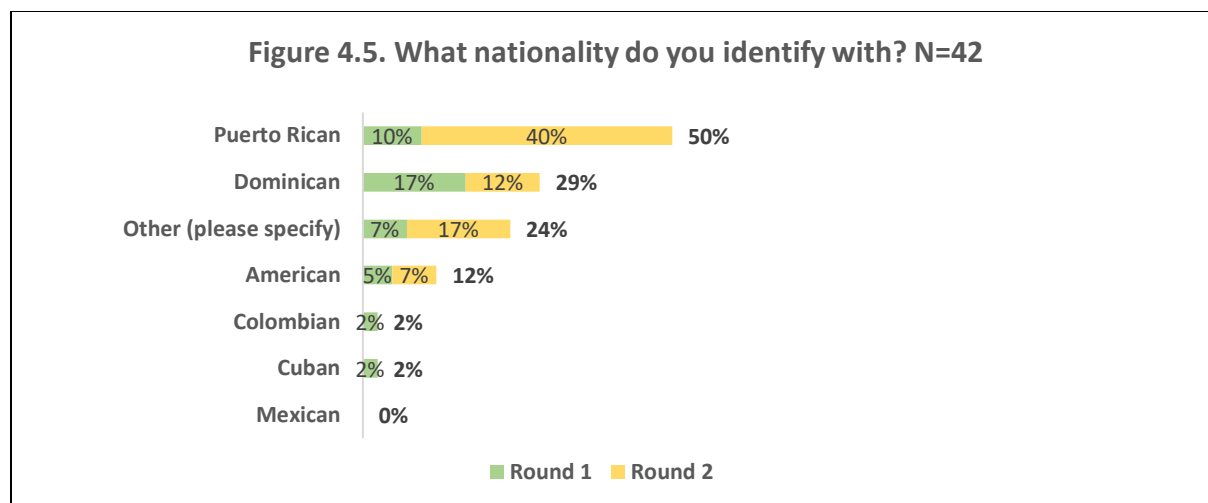
Figure 4.4. Percentage of Hispanic Populations in metropolitan areas in the U.S.

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At the end of both survey periods, twenty-one parents (50%) identify as Puerto Rican, twelve parents (29%) identify as Dominican and ten parents (24%) identify with a nationality that was not included as an option (see Figure 4.5). Comments include:

- “Afro Latina”
- “Hispanic”
- “New Yorican Puerto Rican”
- “United States of America”
- “America
- “Chilean”
- “South American”
- “Afro-Caribbean”
- “Panamanian”
- “Central American”
- “Colombian, but married to a Dominican”
- “Ecuadorian”

¹⁰⁷ Stepler, Renee, and Mark Hugo Lopez. “5. Ranking the Latino Population in Metropolitan Areas.” *Pew Research Center’s Hispanic Trends Project* (blog).



According to the 2010 U.S. Census results, many communities, including Hispanics, Arabs and people of mixed race, said they were unsure of how to identify themselves on census forms.¹⁰⁸ An article written by Amitai Etzioni also shows evidence from the 2010 U.S. Census that Latino and Hispanic populations see themselves differently than how they are perceived in the U.S. It specifically states: “Of those who chose only “some other race,” almost all (97%) were Hispanic. Among Hispanics, 42.2 percent chose “some other race,” 47.9 percent chose white (alone) as their race, 6.3 percent chose two or more races, and 2 percent chose black (alone)”.¹⁰⁹ What these data suggest is that there is a large subgroup of Latinos and Hispanics who prefer to be classified in a variety of ethnic sub-groups, which was also true in the responses received from parents in this survey.

¹⁰⁸ Krogstad, Jens Manuel, and D’Vera Cohn. “U.S. Census Looking at Big Changes in How It Asks about Race and Ethnicity.” *Pew Research Center* (blog), March 14, 2014.

¹⁰⁹ Etzioni, Amitai. “Inventing Hispanics: A Diverse Minority Resists Being Labeled.” *Brookings* (blog), November 30, 2001.

Relationship with Museums

To gain understanding of whether or not Latino families in the Mid-Atlantic region typically visit museums, parents were asked if they have visited museum with their child(ren). Thirty-five parents (88%) replied “Yes” and seven parents (12%) replied “No” to visiting museums with their child(ren). Based on the results of Cecilia Garibay’s research study,¹¹⁰ this researcher expected parents to answer “Yes”. Her study found that Latino parents perceive museums as an educational place and value that aspect for their child(ren)¹¹¹. This data suggests that museums within this region should learn from existing research on Latino families and use audience evaluation as additional tool to learn how they interact and engage with their institution.

Parents were asked to express their level of interest with visiting museums with their child(ren). Twenty-three parents (55%) answered that they were very interested in visiting a museum with their child(ren). Thirteen parents (36%) expressed general interest, three parents (7%) were indifferent, and three additional parents (2%) were somewhat interested. In addition, parents were also asked to express their level of comfort with visiting museums with their child(ren). Eleven parents (26%) were very comfortable, six parents (14%) were somewhat comfortable, seventeen parents were generally (50%) comfortable, and four were (10%) less comfortable. The average response for parent’s level of interest is 4.4 while the average response for their level of comfort was 3.7, which has a margin of error of 0.75. What this researcher understood from the data is that parents level of comfort in visiting museums with their children

¹¹⁰ See Chapter 2, page 12.

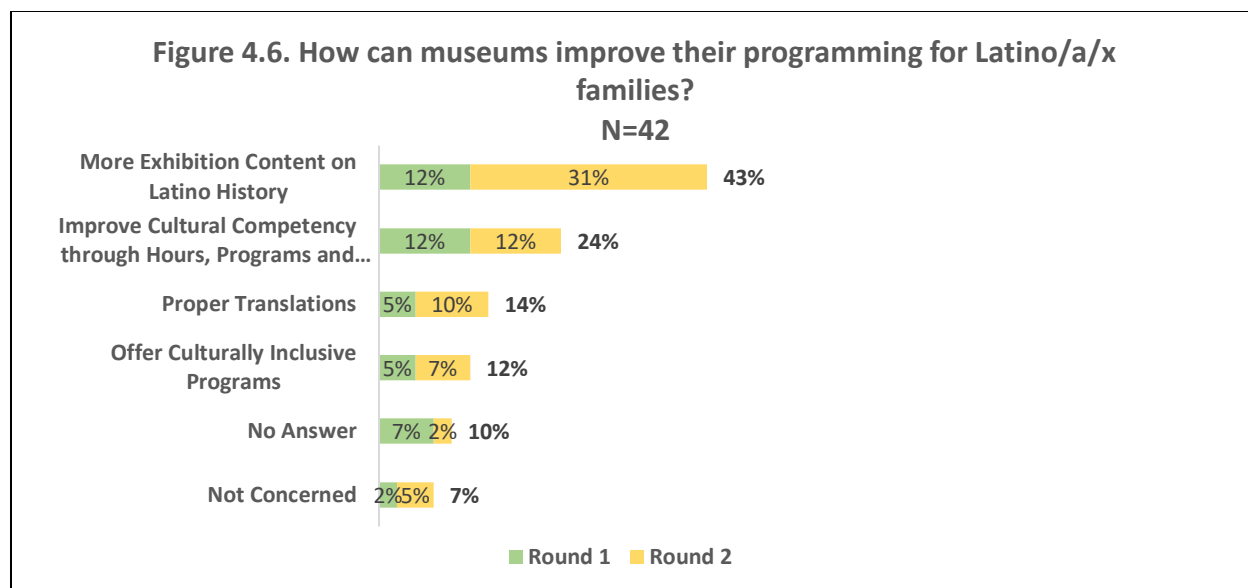
¹¹¹ Garibay, Cecilia, “Responsive and Accessible: How Museums Are Using Research to Better Engage Diverse Cultural Communities.” *Association of Science Technology Centers Dimensions*, 2011

ranks lower than their level of interest. This suggests that museum staff should take the time to use evaluation to learn how to better accommodate Latino families in museums.

An article on *Engaging Immigrant Audience in Museums* discusses what museums should consider when thinking about engaging immigrant audiences. The article states that immigrant communities don't typically utilize museums due to negative perceptions like having no history of visiting museums, not seeing them as a place for their family, or the content not having any value or interest to offer them.¹¹² On this survey, parents were asked if they saw museums as welcoming places for their families. Fifteen parents (36%) answered "Yes" and three parents (7%) answered "No". With hindsight, the researcher realized that this question may be biased since it implies that parents think all museums are unwelcoming places. The question was changed to ask for parents to express which museums they enjoy visiting with their child(ren) and which do not seem like places for their families. At the end of the second survey period, the top two answers were twelve parents (29%) who expressed they like to visit science museums and ten parents (24%) liked children's museums.

When asked to specifically state which museum they felt uncomfortable visiting, nine parents (21%) could not specifically state what type of museum felt unwelcoming and eight parents (19%) stated that they did not feel comfortable with visiting art museums with their family. This data confirms Cecilia Garibay's perceptual map of leisure activities and venues located on page seven of this thesis. Museums in the Mid-Atlantic region should consider how Latino families about visiting their spaces and use evaluation to learn how to better accommodate them.

¹¹² Stein, Jill K., Cecilia Garibay, and Kathryn E. Wilson. "Engaging Immigrant Audiences in Museums." *Museums & Social Issues* Vol. 3, Iss. 2 (February 2008): 185.

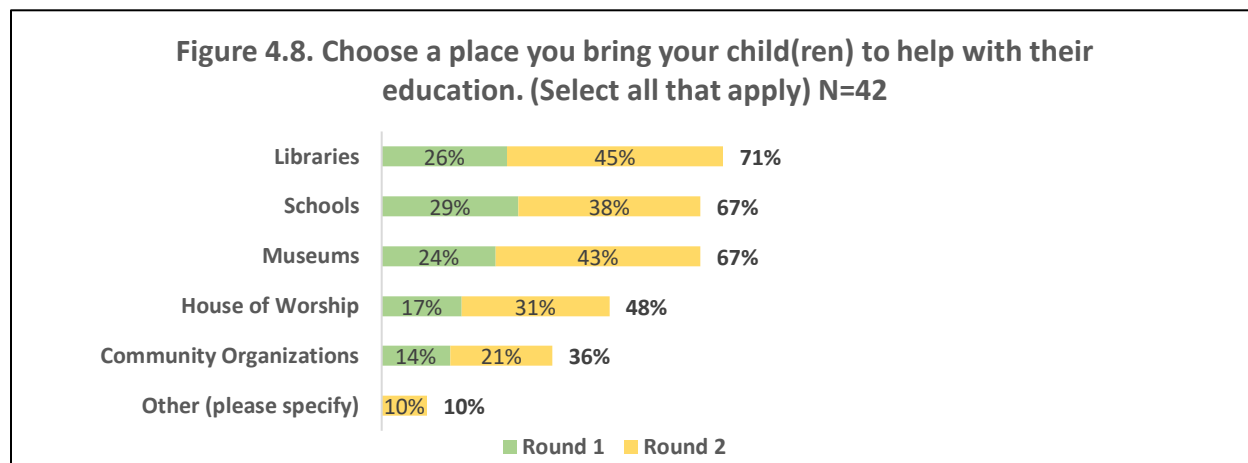
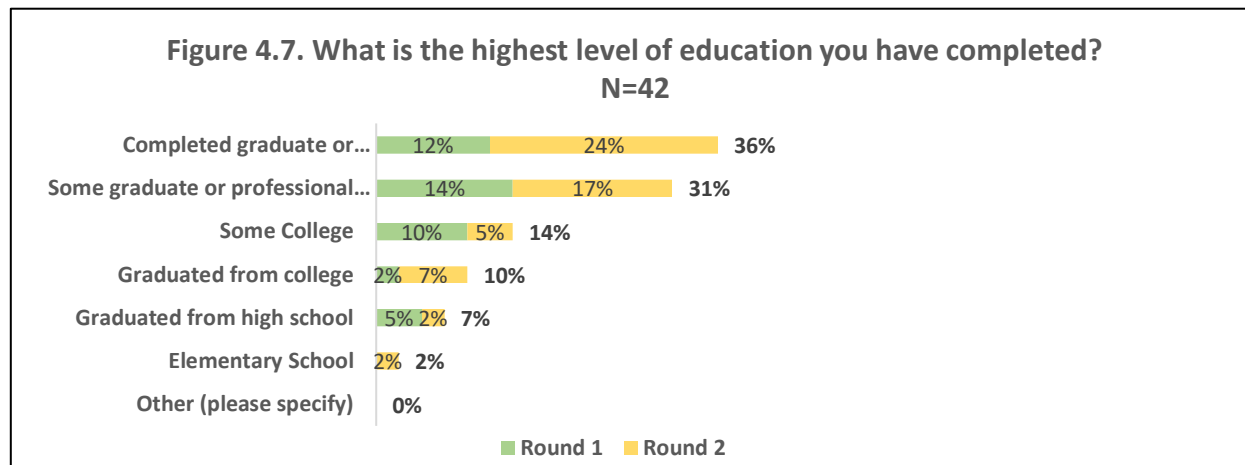


Codes	Types of Responses
More Exhibition Content on Latino History	Since our culture is so vibrant, especially with its diverse music styles, food, dance, art, etc., We should involve that a lot more.
Improve Cultural Competency through Hours, Programs and Staff	More Latinx art. Low cost memberships. Easy access to public transportation. Low cost parking.
Proper Translations	Make displays bilingual. Highlight a section of Hispanic Latinos in our country. Leaders that have made huge differences. Portrait is Latino advocates
Offer Culturally Inclusive Programs	Offer more cultural programming and events.
Not Sure	I'm not sure.

In addition, parents were asked to give feedback on how museums can improve their programs to cater to Latino families. The highest response received from both survey periods were eighteen parents (26%) who recommended they want to see more exhibition content on Latino history. Latino parents want to see more content that relates to their culture and want museums to offer more opportunities to allow them to engage their families with museum content. This researcher strongly suggests that museums that wish to engage Latino audiences to learn from existing research studies on them to gain insight on what methods work best when developing programming for Latino families that is relevant to their interests. As museums

continue to seek relevance, they should also continue to find unique ways to conduct audience evaluation on Latino communities to learn how to help them feel comfortable visiting museums with their families.

Latino Parent Goals, Beliefs, and Perceptions of Education



When parents were asked to select their highest level of education completed, 36% of parents replied that they have completed a graduate or professional. According to John Garcia's book on *Latino Politics in America*, the socioeconomic position of Latino parents have an effect

on their education attainment and the academic performance of their children.¹¹³ He specifically states the “educational pipeline experiences of Latino students intersect with parental socioeconomic position and academic quality of schooling experience.”¹¹⁴ Whether parents were born in the U.S. or in another country of origin, they have often had a disadvantage for college admittance due to inequalities during their earlier years in school¹¹⁵, hence why only 7.1 percent of Latinos participate in full-time college or university credential programs.¹¹⁶ The data collected from both surveys indicate that Latino parents in this region have obtained high levels of education. Nonetheless, this information is not a representative sample of the varying levels of educational attainment of Latino parents living in the mid-Atlantic region.

Parents were asked to select a place that they use to help with their child(ren)’s education. At the of both survey periods, thirty parents (71%) preferred to take their children to libraries and twenty-eight parents (36%) preferred schools and museums (see Figure 4.8). Garcia continues to state that “parents with higher education tend to be more economically and psychologically prepared to engage in early learning activities and skill building with their children and to be actively involved in their child’s education across racial/ethnic groups.”¹¹⁷ Since parents that participated in this survey indicated having high levels of educational attainment, the data on this graph may suggest that they have previous experiences with exposing their child(ren) to other learning environments besides schools.

For this thesis, this researcher wanted to find out what Latino parents thoughts are on the importance of education in their families. Parents were asked parents their role is in educating

¹¹³ García, John A. *Latino Politics in America: Community, Culture, and Interests*. Lanham, Md: Rowman & Littlefield Publishers, 2012: 52.

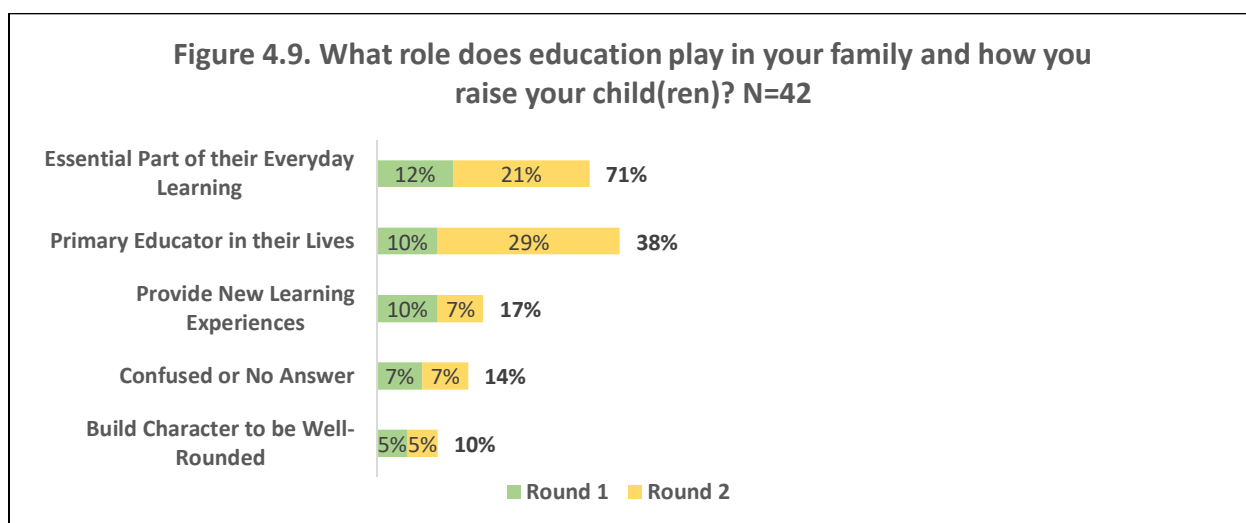
¹¹⁴ Ibid.

¹¹⁵ Ibid.

¹¹⁶ Ibid, 51

¹¹⁷ García, John A. *Latino Politics in America: Community, Culture, and Interests*. Lanham, Md: Rowman & Littlefield Publishers, 2012: 35.

their child(ren) and how it is applied towards raising their children. Fourteen parents (71%) replied that education plays a valuable role in their child(ren)'s everyday learning. A mother from Pennsylvania mentioned why education is important to her family and gave examples of how it has been applied in everyday scenarios.¹¹⁸ Her response explains that their family dedicates time towards supporting the education their child(ren) get in school and expresses seizing every educational opportunity that presents itself in every activity her child engages in. This factor is a common belief of all families from different ethnic and racial backgrounds, yet it is still a significant aspect to highlight in the dynamic of Latino families.



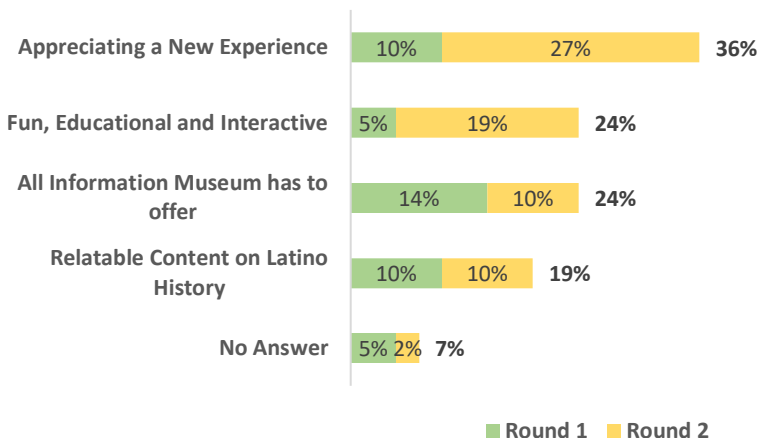
Code	Types of Responses
Essential Part of the Everyday Learning	Education is essential and the entire family gets it
Primary Educator in their Lives	It is the only inheritance I have to give.

¹¹⁸ See Code Table for Figure 4.9.

Provide New Learning Experiences	Education is important. We are disciplined with project and homework deadlines but I don't pressure my child to get straight A's. Education is in everything music, art, family vacations, politics, I encourage my child to ask about everything.
Confused or No Answer	I don't understand this question
Build Character to be Well-Rounded	Very important role always told my children that education will get them where they need to go. Good job, respect and everything that they needed

Whether or not parents have visited a museum with their child(ren), they were asked to share what kinds of educational experiences they want their children to get from museums. Eleven parents wanted their child(ren) to acknowledge and appreciate having a new experience in museums. The hypothesis predicted by this researcher believed that Latino parents want to see programs and museum content specifically related to their families' culture. However, the responses received from the surveys indicated that Latino parents aren't looking for specific museum content related to their culture. The data from this graph indicates that parents want their child(ren) to be exposed to all kinds of educational experiences in museums. Museums in the mid-Atlantic region should use audience evaluation to learn the details about the specific interests and experiences that Latino families want to have in their museums.

Figure 4.10. What type of educational experiences would you want your child(ren) to get from a museum? N=42



<u>Codes</u>	<u>Types of Responses</u>
Fun, Educational and Interactive	I want them to enjoy the experience and understand it. I don't want them to look at museums as being boring.
Appreciating a New Experience	Expose to things that wouldn't normally see in daily lives
All Information Museum has to offer	I would like him to learn about any exhibits he views & to walk away feeling inspired. This usually happens when there is an instructor or engaging activity/game.
Relatable Content on Latino History	African heritage of Latinos

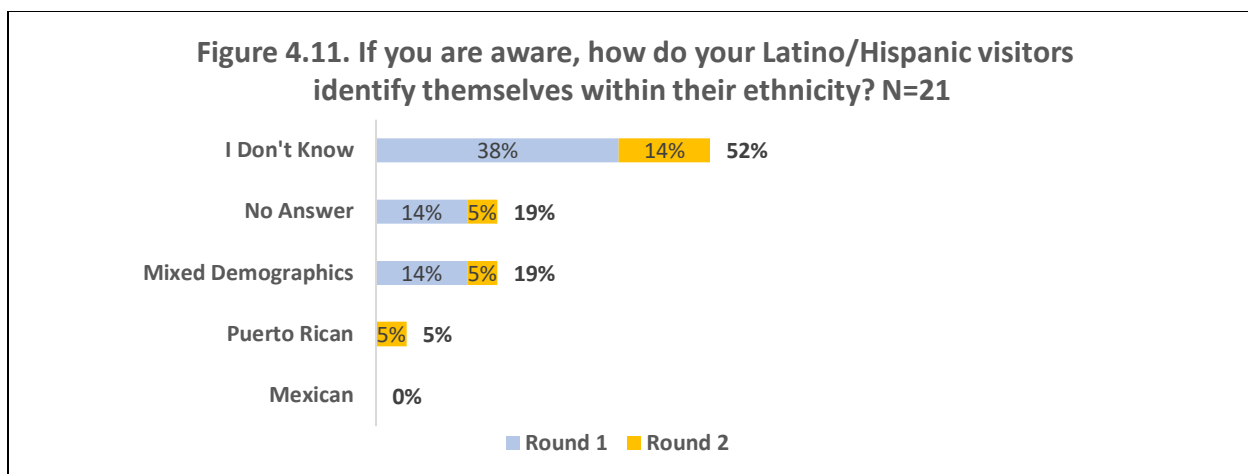
Museum Latino Audience Research Survey

How do Museums Learn about their Latino Audiences?

As discussed in the literature review, there are various audience research studies continuing to be done, but there still is so much to learn about how to better serve and engage these audiences in museums. Museums in the mid-Atlantic region were asked if they have conducted audience research with Latino communities and if they have used the information to inform their family programs. At the end of both survey periods, fifteen museums (71%) answered that they haven't conducted audience research with Latino communities whereas only four museums (19%) answered that they have conducted audience research (See Figure 4.7). The same number of museums also indicated that they have not use the information to inform their programs because they have not had the opportunity to conduct audience research on specific audience like Latino families.

In addition, it was apparent that museums within this region were not familiar with their audiences when they were also asked to share how they identify themselves. Eleven museums (52%) expressed that they were not sure how the Latino audiences that attend programs identified themselves. Audience research and evaluation can help museums get a strong grasp on the Latino audiences who attend their family programs, which can increase the ethnic diversity of visitorship, and supports AAM's goal to provide access to audiences who don't traditionally access museums.¹¹⁹

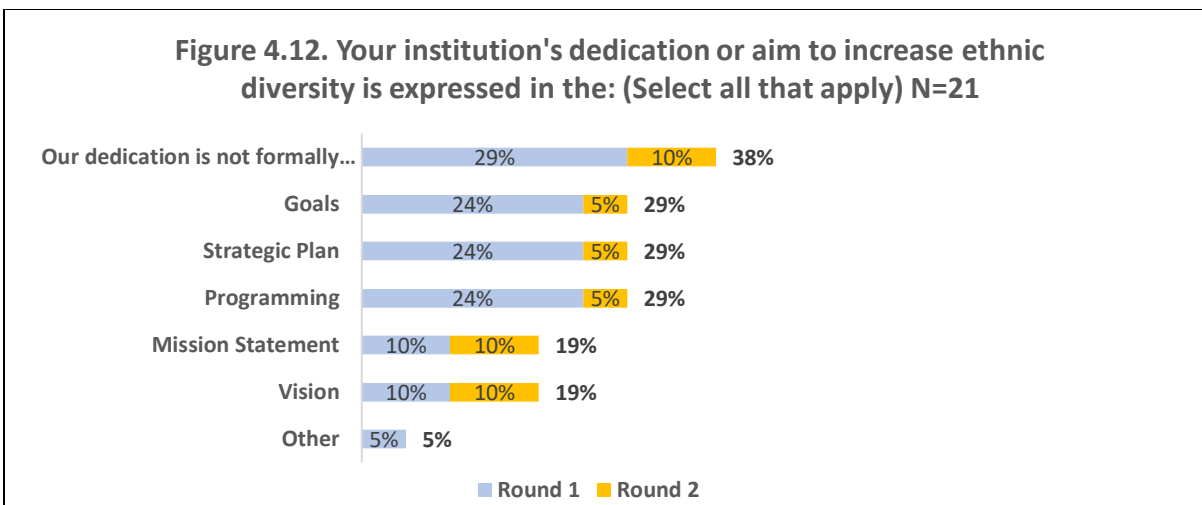
¹¹⁹ "Museum Ethics Standards and Best Practices." Accessed December 8, 2017. <http://www.aam-us.org/resources/ethics-standards-and-best-practices>.



Institutional Goals and Experiences with Latino Communities

To gain insight on how museums in the mid-Atlantic region have interacted with Latino audiences, they were asked a series of different questions. Museums were asked if part of their institutional goal was to increase ethnic diversity in their audiences. Fifteen museums (71%) replied that their institution is aiming to increase ethnic diversity in their audience, while four (19%) replied that they are not (see Figure 4.3.). The researcher expected most of the respondents to answer “Yes” to this question since museums should be perceived as a welcoming place to all audiences of different backgrounds. On the AAM website, it states that "museums are committed to ensuring that Americans of all backgrounds have access to high-quality museum experiences, regardless of an individual's ability to pay or to traditionally access a museum.”¹²⁰ AAM makes a clear statement that museums should always work towards providing spaces for audiences from different backgrounds, which includes communities like Latino families.

¹²⁰ “Museum Ethics Standards and Best Practices.” Accessed December 8, 2017. <http://www.aam-us.org/resources/ethics-standards-and-best-practices>.

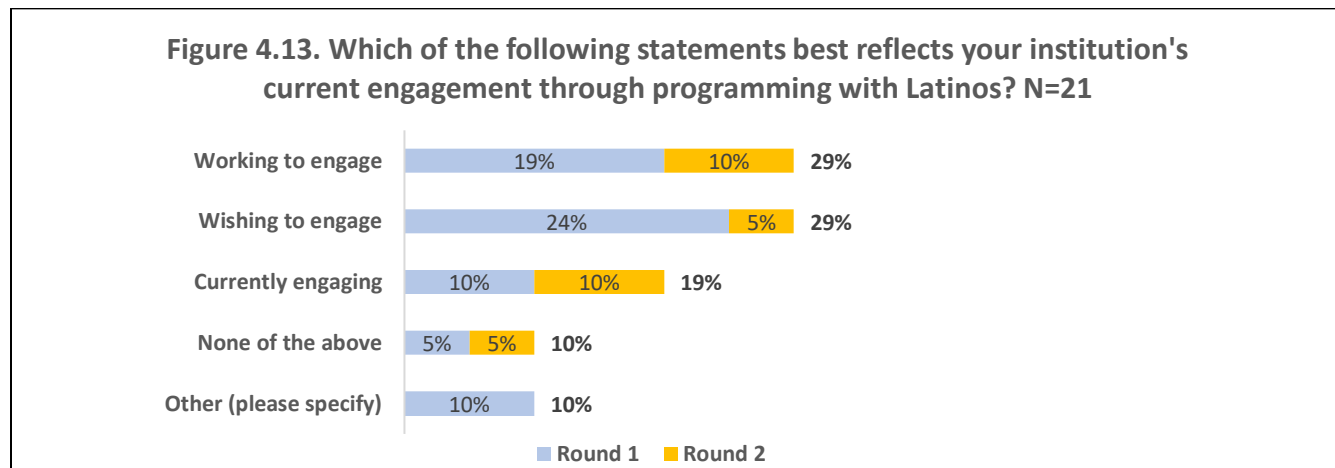


Furthermore, museums were also asked to where the institution's dedication or aim to increase ethnic diversity is expressed. These options included: mission statement, vision, goals, strategic plan, programming, or that dedication was not formally expressed. Eight museums (38%) indicated that their institution does not formally express any dedication to increase ethnic diversity. One museum from Delaware cites differences in leadership goals: "While it is my personal goal, the current leaders of my institution seem primarily concerned with our collection, rather than our audience."¹²¹ This data suggests that some museum educators do not receive the institutional support they need from the leaders of their institutions. It prevents staff who wish to use audience evaluation to learn from their audiences, which can help their staff understand how to properly develop culturally competent programs. Museums cannot change if higher level staff members are not on board with increasing ethnic diversity within their institution.

Next, museums were asked their current engagement with Latinos living in the mid-Atlantic region. The graph in figure 4.12 indicates that 58% of museums in the mid-Atlantic region wish to engage or are working towards engaging with Latino audiences through their

¹²¹ All quotes are from survey responses unless otherwise noted.

programs. The data results received from Latino Parent survey showed that Latino families in this region visit museums and use museums as an educational resource for their children. This researcher expected most museums to reply saying that they were not currently engaging with Latino audiences, which was problematic to see.



The table below compared responses about conducting audience research to their current engagement with Latinos in this region (see Table 4.2). Sixteen museums are either currently engaging, working to engage or wishing to engage with Latinos; only two museums said that they were currently engaging with Latinos. In comparison, two museums that are currently engaging, five museums that are working towards engaging, and six museums wishing to engage with Latinos have not conducted audience research to learn more about their Latino audiences. Using audience research or existing research on Latino families can provide a further depth of knowledge for museums to learn from these audiences, which in return can help create strong cultural programs that can build awareness and create meaningful experiences.

Table 4.2. Current Engagement and Conducted Audience Research

Current Engagement	Conducted Audience Research	
	Yes	No
Currently engaging	2	2
Working to engage	1	5
Wishing to engage	0	6

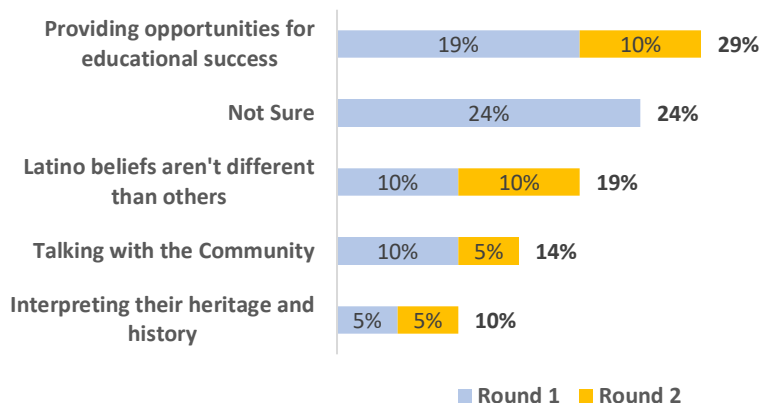
From the total sample size of twenty-one museums surveyed, 43% said that they annually offer five or more family programs. Whether or not the museums conducted audience research, they were asked how they believe their family programs can align with the educational interests of Latino communities. Six museums (29%) replied that providing opportunities for educational success connected well with educational interests of Latino parents (see Figure 4.13). However, 24% replied that they were not sure how their programs aligned well with their interests. The Durand and Perez study highlighted “educación”¹²² and “familisimo”¹²³ as two educational beliefs of Latino parents.¹²⁴ Museums need to consider these beliefs when they create programs that target Latino families. Becoming familiar, with how Latino parents define education so it focuses on their child(ren)’s success can benefit museums trying to engage with diverse audiences.

¹²² A core cultural value among Latinos of all national origins rooted with an interdependent framework of moral, interpersonal, and academic goals. Ibid, 60.

¹²³ Family closeness, cohesion, and interdependence on family members---including intergenerational and extended kin---as primary sources of instrumental and emotional support and commitment of the family over individual needs and desires. Ibid, 65.

¹²⁴ See Chapter 2, page 26

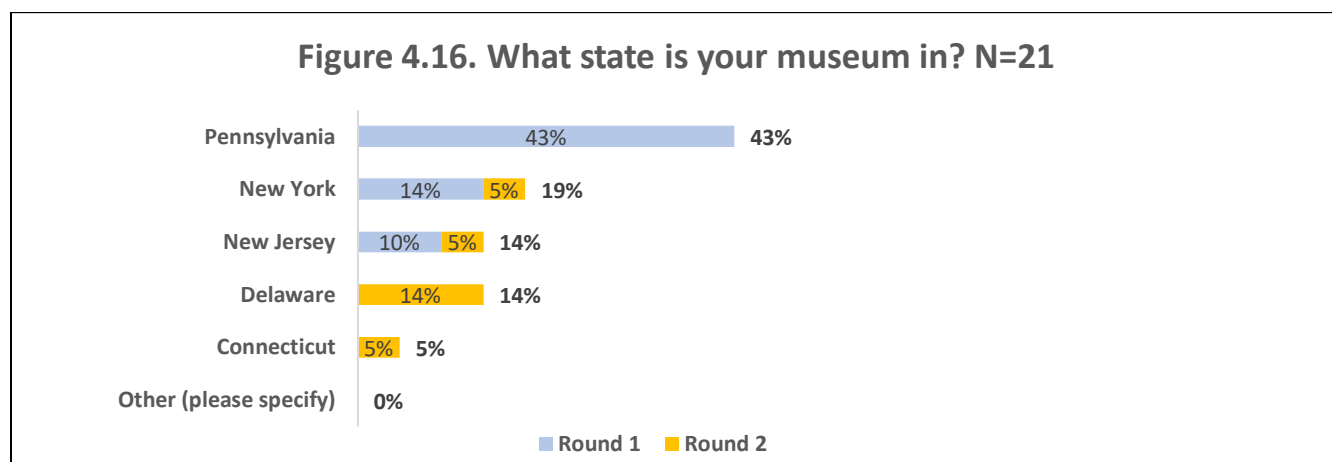
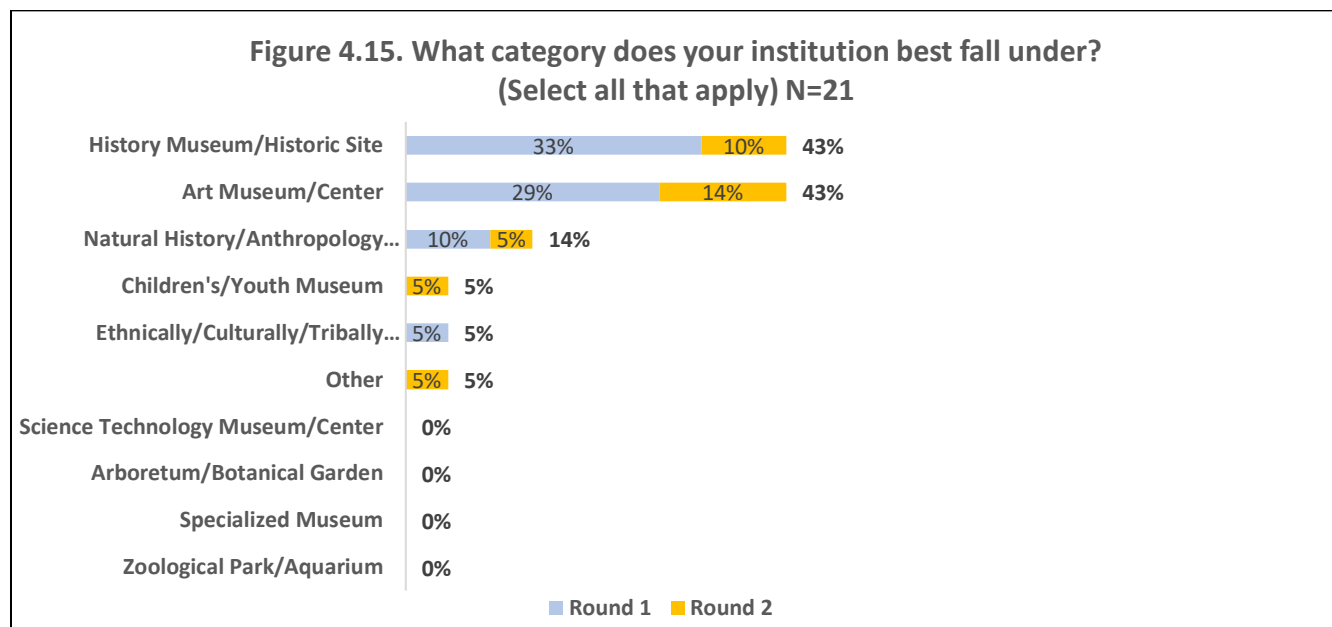
Figure 4.14. How do your family programs align with the educational interests of Latino communities? N=21



<u>Codes</u>	<u>Types of Responses</u>
Providing opportunities for educational success	School readiness, language development, and social and cultural connection are areas we aim to develop through family programs that are shared values of Latino communities and participants.
Not Sure	We would have to learn more about the educational beliefs of Latino communities.
Latino beliefs aren't different than others	Naively, until being asked this question, I don't think I thought about Latino communities having different educational beliefs.
Talking with the community	I feel that they could reflect them by meeting the needs of the families based on surveys and talks with community ambassadors.
Interpreting their heritage and history	I think we could offer a way of connecting Latino communities with their heritage in the Northeast, and our goals of interpreting the history of New Jersey's everyday people offer an opportunity for this. However, I don't think we currently do enough to articulate or implement program that reflect these links.

Museum Demographics

Most responses to the survey were split evenly between History Museums/Historic Sites and Art Museums/Centers (see Figure 4.1). According to the AAM, the most common museums in the U.S. are Art Museum/Centers (41%) and History Museums plus Historic/House Sites (30%).



In the Mid-Atlantic region, there are 2,402 museums in states that are included in this study.¹²⁵ New York has 784 museums, New Jersey has 143 museums, Pennsylvania has 1,059

¹²⁵ "Browse Museums," Museums USA, 2017, <http://www.museumsusa.org/museums/?k=1271392%2cDirectoryID%3a200454>

museums, Connecticut has 299 museums, and Delaware has 117 museums. At the end of both survey periods, nine responses (43%) came from museums in Pennsylvania and four responses (19%) came from museums in New York (see Figure 4.16). Most responses came from these two states, which was due to the participation of museum educators on the PHILLYMER and NYCMER listservs. Other differences in proportions of the survey may be due to national members in the talk@museum-ed.org listserv.

CHAPTER V

CONCLUSIONS AND APPLICATIONS TO THE FIELD

Through the data collected for this thesis, the main guiding questions of the research was answered: What education opportunities do Latino parents choose to engage their children with and how can museums use audience evaluation about these attitudes to develop culturally competent family programs for Latino audiences? Through the surveys, it was found that museums in the Mid-Atlantic region are doing audience research and engaging Latino audiences. However, most respondents are not using audience research to engage Latinos, making this topic important for the future use since audience research was found to be important to successful engagement.

Survey Summaries

The Mid-Atlantic region itself is diverse in Latino populations, ranging from historic, majority populations stated on page 15; to new growth; to hardly any representation in the local community. These population characteristics were called on in the museums' responses to explain differences in current Latino engagement and patterns of audience research with Latinos, though such characteristics were not the sole or primary explanation for the differences. There was an estimate of 2,281 museums¹²⁶ and over 6, 855, 000¹²⁷ Latinos residing in the Mid-Atlantic region, which resulted in a margin of error of 22% for museums and 15% for parents. In the survey, some patterns were observed, though there was limited statistical significance could

¹²⁶ ¹²⁶ "Browse Museums," Museums USA, 2017, <http://www.museumsusa.org/museums/?k=1271392%2cDirectoryID%3a200454>

¹²⁷ Stepler, Renee, and Mark Hugo Lopez. "4. Ranking the Latino Population in the States." *Pew Research Center's Hispanic Trends Project*, September 8, 2016

not be determined. The data collected from both surveys is not a representative sample of museums or parents in the Mid-Atlantic region.

When museum respondents were asked whether they have conducted audience research and used the research to inform programming at their institution, the overwhelming number of survey participants replied that they have not. The data shows that states in the Mid-Atlantic region--- New York, Connecticut and New Jersey were more likely to be working to engage Latinos, do research with Latinos, and use research to inform programming. These three states have higher numbers of Latinos, giving museums in this area a population to work with. However, the data showed that some museums in this region, including those in states with high populations of Latinos, still wish to find more opportunities to engage Latino audiences. Some of these institutions either lack the resources to do the work of evaluation or there isn't enough institutional support to pursue an audience research study.

Although the number of responses did not allow for significant conclusions to be drawn, there were still surprising results that came from the data collected. Three museums in Pennsylvania stated that they wish to increase ethnic diversity in their audiences and are working towards engaging Latino audiences. In addition, two museums in Delaware also expressed they were currently engaging or working to engage with Latinos within their state. As mentioned in *the Nueva York study*, many Latinos have ventured out from the historical centers like New York City, reporting that 84 percent of Latinos live in super-enclaves located in and around New York, New Jersey and Connecticut. However, the survey results have shown that there are super-enclaves located further away from New York City and that some museums in Delaware and Pennsylvania have picked up on this growth of Latinos in the population by conducting audience research. As Latino populations continue to increase, it is recommended that these areas keep

note of how their communities may be changing and of engagement practices elsewhere in the region.

Latino parents in the Mid-Atlantic region were also surveyed to gain insight about their views on education for their child(ren) and reflections on educational experiences they have had in museums. Like the Museum Latino Audience research survey, some patterns were identified, even though the statistical significance was at 15%. The individual responses received from the survey gave views of how education plays a role in their families and how their child(ren) are raised. This researcher expected to receive answers like being the primary educator in their child(ren)'s life, education taking top priority and building their character to become well-rounded individuals. One respondent from New York mentioned that exposure to museums can help introduce their child(ren) to different cultures and ethnicities as well as challenge them to reflect on these experiences. If a museum has the resources available to conduct audience research on Latino audiences, they can learn more about how to support the education of Latino parents and possibly create programs geared towards those needs.

Since this thesis pertains to how Latino parents in the Mid-Atlantic region seek out educational opportunities for their child(ren), they were asked to select their highest level of education completed. The results showed that most of the parents who were surveyed completed an undergraduate or a graduate degree, which is unusual when compared to statistical data trends on educational attainment of Latinos living in the U.S. Nonetheless, these data indicate that parents who participated in this survey have had past experiences with exposing their child(ren) to other places besides school to help enhance their education.

Parents were also asked to express what nationality they identified with. In a recent study conducted by Rubén G. Rumbaut on how Latinos in the U.S. identify themselves, he states:

‘Hispanics’ or ‘Latinos’ are an extraordinarily diverse lot—an arroz con mango—made up both of recently arrived newcomers and of old timers with deeper roots in American soil than any other ethnic groups except for the indigenous peoples of the continent. They comprise a population that can claim both a history and a territory in what is now the United States that precede the establishment of the nation.¹²⁸

Whether parents are first or second-generation born or emigrated to the U.S., Latinos identify with their race or ethnicity in diverse ways. For this reason, this researcher included the question on nationality. Most parents selected their country of origin as the nationality they identify with, while some strongly identified as Americans. In addition, parents were given the option to indicate another nationality that wasn’t listed, which added to the diversity of responses. This study has helped to highlight the bi-cultural identity amongst Latino families and see the various ways they choose to identify with their race or ethnicity.

The *Contemporanea* report also recommends that the relationship between museums and Latino audiences cannot be static, but must evolve over time and become a reflection of what is important for both sides.¹²⁹ This researcher strongly agrees with their argument that “an organization must reflect the cultural diversity of its community and prioritize inclusive experiences for its Latino visitors. It is common to see Latinos as one population, but it is helpful for museums to understand that there are differences and complexities in nationality, race and ethnicity within the Latino community. Audience research and evaluation can help museum staff uncover how their Latino audiences identify themselves, learn more about how to support the education of Latino families, and possibly create programs geared towards those needs.

¹²⁸ Rumbaut, Rubén G. “Pigments of Our Imagination: On the Racialization and Racial Identities of “Hispanics” and “Latinos.” *How the U.S. Racializes Latinos: White Hegemony and Its Consequences* (2009): 3.

¹²⁹ Acevedo, Salvador, Monique Madara. “The Latino Experience in Museums: An Exploratory Audience Research Study.” *Contemporanea*. (April 2015): 9.

Successful Research Practices and Continuum of Practice

As highlighted in the Museum Latino Audience Research survey, audience research and evaluation practices vary. Talking informally with current visitors, survey analysis, focus groups, and listening sessions and interviews were all forms of audience research and evaluation included in the methods practiced by the museums surveyed. However, to engage new audiences that do not yet attend the museum, educators need to reach beyond talking with and surveying existing visitors. Due to the low number of responses received, this researcher was unable to discern patterns of audience research within this region. Nonetheless, strong recommendations can be made on the basis of responses to the survey of Latino parents.

The purpose of this thesis is to understand whether museums have conducted audience research as well as to highlight what approaches they have taken towards using research results to inform programs to better serve Latino families. From my experiences navigating museums as an American with parents whose country of origin is the Dominican Republic, this researcher thought that fellow members of the Latino population also felt a disconnect from the history and culture of museums due to our bi-cultural identities. The best way for museums to engage with Latino parents and their families is to become familiar with cultural beliefs, socialization practices, and varied forms of cultural and social beliefs of Latino parents.¹³⁰ This approach will understand the duality of the Latino identity in the U.S, which can allow Latino parents to support their children's learning and build strong associations with museums.

John Garcia's book on *Latino Politics in America* mentions using an intersectional approach, which challenges traditional ways of analyzing Latino families. It is a useful tool for studying the experience of minority groups because it acknowledges the dimensions of inequality

¹³⁰ García, John A. *Latino Politics in America: Community, Culture, and Interests*. Lanham, Md: Rowman & Littlefield Publishers, 2012

Latinos face and seeks to understand how they are interrelated.¹³¹ He recommends that using this type of approach can challenge traditional modes of knowledge production in the United States by taking into account the full range of historical and social experiences of individuals within minority groups with respect to class, gender, sexuality, and race.¹³² This approach can shape and influence one other and help museums think in complex and nuanced ways about identity and challenge us to look at the points of cohesion and fracture within ethnic groups.¹³³ This researcher highly recommends that museums to try this approach when conducting audience research on Latino communities to understand the qualities that make Latino families so unique.

Studying the historical and social experiences of Latino families might prove to be beneficial for museums that wish or are working towards engaging these audience in their programs. What can be concluded from these results is that museums need to closely examine their institutions and understand the multiple facets of Latino communities to help create the proper content and programs for them in the future.

¹³¹ Ibid, 10.

¹³² Ibid.

¹³³ Ibid.

CHAPTER IV

IMPLICATIONS FOR FURTHER RESEARCH

This research has a few limitations that, if addressed, could lead to a stronger follow-up or future study. The first of these was the methodology. The survey was to have a dual purpose in surveying the region by identifying museums that have interesting and valuable stories to share about audience research and engaging a Latino audience as well as Latino parent perceptions of museums and the educational opportunities outside of school they choose to engage their child(ren) with. Recalled from the methodology, this researcher hoped to have enough museums agree to be interviewed as a case study for this thesis. However, the survey did not have a high response rate, which led to no case studies that could be used to look further into this topic.

Two changes might have strengthened the project. One would have been to distribute the survey in a different way to encourage not only those who are trying to engage Latinos but all museums to respond in order to see a representation of what is happening in the region. While it is known that there are some museums in the Mid-Atlantic region that are doing audience research and programming for Latinos that did not answer the survey, there may just be very little audience research happening across the region. With a better sample, the reason could have been explored more deeply and a case made, but with the present data this researcher can only attribute this potential pattern to the result of a low response rate.

Another helpful change would be to also distribute the survey in a different way to encourage more parents in the Mid-Atlantic region to see a larger set of responses to their perceptions of educational experiences in museums. This researcher would have been interested to see more responses and experiences from Latino parents in New York, Connecticut and

Delaware. Nonetheless, the results from both survey periods show that parents within this region have frequently visited local museums and are interested and comfortable with using museums as a place for educational growth.

This thesis was primarily exploratory to see the patterns in audience research and evaluation and its use in engaging Latino audiences in the Mid-Atlantic region. However, there are many ways to build on this research and delve deeper. Future research could explore how museums in the same community can work together to conduct research. Museums within this region should consider developing a museum evaluation network for this region. In Colorado, the Denver-area has an evaluation network that provides museums within the Mid-West region of the United States with the tools and resources to conduct audience research studies.¹³⁴

Future research should also delve deeper into the different methods of audience research used. This study looked broadly at how audience research is done and how it is subsequently used in engaging Latino audiences. As an exploratory study, this study revealed a variety of approaches to help museums plan their own methods of audience research in relation to engaging Latinos, however, questions about specific practices and strengths and weaknesses would be valuable. Considering the findings of this thesis research, museums that want to engage Latinos should seek ways to get to know their audience and be committed to change. They need to work on cultivating institutional support for the goal. Informal methods, such as conversational talking, can be used to learn about the Latino audience, but it needs to be applied in the correct situations. To engage or increase Latino audiences, speaking with current visitors is not the best method of learning about the audience. Spending time in established community centers, for

¹³⁴ “About – Denver Evaluation Network” Accessed December 8, 2017.
<http://www.denverevaluationnetwork.org/about.html>.

example recreation centers or churches, would allow staff to build a relationship with the community and speak with audience members the museum wishes to engage.

Using existing audience evaluation studies can identify needs in the Latino community and responding to those needs creates more successful engagement, rather than trying to fit the community to existing programming. Institutional support and knowing the audience, through any one of a variety of methods, are strong determinants of successful Latino engagement in the evolution of museum audiences. This researcher recommends that museums continue to investigate and learn new ways to engage Latino families so they are more interested in trying a new experience like visiting a museum together. Audience research helps to inform museums about a community, and what their needs, wants, and barriers are. If cultural institutions like museums begin to understand their audiences and slowly break down barriers, it can open the door for new audiences in the future.

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Appendix I: Surveys

Museum Latino Audience Research Study**First Survey Period** (July 23rd to August 21st):

1. What category does your institution best fall under?
 - a. History Museum/Historic Site
 - b. Art Museum/Center
 - c. Natural History/Anthropology Museum
 - d. Children's/Youth Museum
 - e. Ethnically/Culturally/Tribally Specific Museum
 - f. Science/Technology museum/Center
 - g. Arboretum/Botanical Garden
 - h. Specialized Museum
 - i. Zoological Park/Aquarium
 - j. Other

2. In what state is your museum?
 - a) New York
 - b) New Jersey
 - c) Connecticut
 - d) Pennsylvania
 - e) Delaware
 - f) Other (please specify)

3. Your institution's dedication or aim to increase ethnic diversity is expressed in the:
(Select all that apply)
 - a) Mission Statement
 - b) Vision
 - c) Goals
 - d) Strategic Plan
 - e) Programming
 - f) Our dedication is not formally expressed
 - g) Other

4. How many programs do you offer for families?

1-2	3-4	5 or more
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5. What educational guidelines are you following (if any) when developing programs for families? For Example: cultural beliefs from a specific demographic audience, intergenerational family learning, using educational beliefs of parents, building on developmental skills, etc.

6. How do you think the educational goals of your programs can reflect the educational beliefs of Latino communities?
7. Which of the following statements best reflects your institution's current engagement with Latinos?
- a) Currently engaging
 - b) Working to engage
 - c) Wishing to engage
 - d) None of the above
 - e) Other (please specify)
8. Is your institutional goal to increase ethnic diversity in their audience?
- Yes No
9. Has your institution conducted any audience research with the Latino families in the local community?
- Yes No**
10. Have you used audience research on Latino communities to create programs for Latino families?
- Yes No**
- If yes, list the programs you've created and the audience it was intended for.
11. If you are aware, how do your Latino/Hispanic visitors identify themselves within their ethnicity?
12. How is this known? If unaware, skip to question 13.
13. If you are aware, the Latino/Hispanics the institution engages or wishes to engage in their family programs are primarily: (Select all that apply)
- a) Immigrant children
 - b) First generation
 - c) Second generation children or later
 - d) I do not know

14. How is this known? If unaware, move to the last page.
15. May I contact you to in regard to your existing and planned programmatic efforts to increase your institution's Latino/Hispanic audience?

Second Survey Period (September 25th to October 2nd):

This graduate thesis will explore how audience research is applied to family programs to create inclusionary, welcoming environments for Latino families. This research study hopes to find patterns of Latino engagement, audience research, and its use in family programming in the Mid-Atlantic Association of Museum region, including Connecticut.

This survey is meant for museum education staff, specifically those who work in family programs working at museums in this region. The following questions will be regarding your and your institution's experiences with audience research and engaging Latino audiences, specifically parents and families. It will take approximately 5 to 10 minutes to complete.

The data collected in this study will be kept confidential. Specifically, your name nor your institution's name will be associated with the reported results; IP addresses will not be recorded; all records will be kept in safe and secure locations.

Samantha Eusebio, M.A. Candidate in Museum Education

1. What category does your institution best fall under? (Select all that apply)
 - a) History Museum/Historic Site
 - b) Art Museum/Center
 - c) Natural History/Anthropology Museum
 - d) Children's/Youth Museum
 - e) Ethnically/Culturally/Tribally Specific Museum
 - f) Science Technology Museum/Center
 - g) Arboretum/Botanical Garden
 - h) Specialized Museum
 - i) Zoological Park/Aquarium
 - j) Other
2. What state is your museum in?
 - a) New York
 - b) New Jersey
 - c) Connecticut
 - d) Pennsylvania
 - e) Delaware
 - f) Other (please specify)
3. Your institution's dedication or aim to increase ethnic diversity is expressed in the: (Select all that apply)
 - a) Mission statement

- b) Vision
 - c) Goals
 - d) Strategic Plan
 - e) Programming
 - f) Our dedication is not formally expressed
 - g) Other (please specify)
 - h) Please explain why.
4. Is your institutional goal to increase ethnic diversity in your family audiences?
- a) Yes
 - b) No
5. How many programs do you offer annually for families?
- a) 0
 - b) 1-2
 - c) 3-4
 - d) 5 or more
6. How do you determine what types of programs to offer for family audiences?
7. Which of the following statements best reflects your institution's current engagement through programming with Latinos?
- a) Currently engaging
 - b) Working to engage
 - c) Wishing to engage
 - d) None of the Above
 - e) Other (please specify)
8. How do your family programs align with the educational interests of Latino communities?
9. If you are aware, how do Latino/Hispanic visitors attending your family programs predominantly identify as in your local communities? For example: Mexican, Puerto Rican, Chicana, Dominican, Korean, Chinese etc. (Please write "don't know if the answer is unknown.")
10. How is this known? If unaware, skip to question 9.
11. The Latino/Hispanics the institution engages or wishes to engage in their family programs are primarily: (Select all that apply)
- a) Immigrant children
 - b) First generation children born in U.S.
 - c) Second generation children or later born in the U.S.
 - d) I do not know
12. Has your institution conducted any audience research with Latino/Hispanic communities?
- a) Yes
 - b) No

If yes, how so?

13. Has your institution used Latino/Hispanic audience research to inform programming?

- a) Yes
- b) No

14. If your institution had the resources to conduct audience research on Latinos/Hispanics, how could the information be useful to your family programs?

15. May I contact you to in regard to your existing and planned programmatic efforts to increase your institution's Latino/Hispanic audience?

- a) Yes
- b) No

Name:

Institution:

Job Title:

Email Address:

16. If answered yes, please leave your information in the boxes below. (Optional)

17. Additional comment

Latino Parent Survey

First Survey Period (July 23rd to August 21st):

1. What is the age of your child(ren)?
 - a) 0 to 1 year old
 - b) 2 to 5 years old
 - c) 5 to 10 years old
 - d) 11 to 15 years old
 - e) 16 years and older
 - f) Other (please specify)

2. What is your relationship to your child(ren)?
 - a) Mother
 - b) Father
 - c) Sibling
 - d) Step-mother
 - e) Step-father
 - f) Grandmother
 - g) Grandfather
 - h) Aunt
 - i) Uncle
 - j) Guardian
 - k) Other (please specify)

3. Choose a place you bring your child(ren) to for education purposes from the options below.
(Select all that apply)
 - a) Schools
 - b) Community Organizations
 - c) Libraries
 - d) Museums
 - e) House of Worship

4. Have you ever visited a museum with your children?

Yes No

If yes, please name museums below.

5. On a scale from 1 to 5, select your level of interest in visiting a museum with your child(ren).

1 - Not Interested 2 - Somewhat Interested 3 - Neutral 4 - Interested 5 - Very Interested

6. . On a scale from 1 to 5, select your level of comfort with bringing your children to a museum.

1 - Not Comfortable 2 - Less Comfortable 3 – Comfortable 4 – Somewhat Comfortable 5 - Very Comfortable

7. Do you see museums as welcoming places for Latino/a/x families? Please answer even if you've never been to a museum before.

Yes No

If yes, please explain why.

8. How can museums improve on offering educational programs for Latino/a/x families?

9. If museums can improve their education programs, how often would you visit with your child(ren)?

- a) Never
- b) Daily
- c) Weekly
- d) Monthly
- e) Annually

10. What is your role in educating your child(ren) and how is it applied towards raising them?

11. What type of educational experiences would you want your child(ren) to get from a museum?

12. Which state do you currently live?

- a) Connecticut
- b) Delaware
- c) New Jersey
- d) New York
- e) Pennsylvania
- f) Other (please specify)

13. What is the highest level of education you have completed?

- a) Elementary School
- b) Graduated from high school
- c) Some College
- d) Graduated from college
- e) Some graduate or professional school
- f) Completed graduate or professional school
- g) Other (please specify)

14. What nationality do you identify with? _____

Second Survey Period (September 25th to October 2nd):

This survey is meant for Latino parents living in New York, New Jersey, Connecticut, Delaware, and Pennsylvania. It takes about 5-10 minutes to complete.

The following questions will ask about your experiences with finding educational opportunities for your children outside of a school and participating in programs with your children at a museum.

The data collected in this study will be kept confidential. All records will be kept in safe and secure locations.

Welcome to my Survey

1. What is the age of your child(ren)?

- a) 0 to 5 years old
- b) 6 to 10 years old
- c) 11 to 15 years old
- d) 16 years and older

* 2. What is your relationship to the child(ren) living in your household?

- l) Mother
- m) Father
- n) Sibling
- o) Step-mother
- p) Step-father
- q) Grandmother
- r) Grandfather
- s) Aunt
- t) Uncle
- u) Guardian
- v) Other (please specify)

3. Choose a place you bring your child(ren) to help with their education. (Select all that apply)

- a) Schools
- b) Community Organizations
- c) Libraries
- d) Museums
- e) House of Worship
- f) Other (please specify)

4. What role does education play in your family and how you raise your child(ren)? Please list one example below.

* 5. Have you ever visited a museum with your child(ren)?

- a) Yes
- b) No

* 6. On a scale from 1 to 5, select your level of interest in visiting a museum with your child(ren).

1 - Not Interested 2 - Somewhat Interested 3 - Neutral 4 - Interested 5 - Very Interested

* 7. On a scale from 1 to 5, select your level of comfort with bringing your children to a museum.

1 - Not Comfortable 2 - Less Comfortable 3 – Comfortable 4 – Somewhat Comfortable 5 - Very Comfortable

* 8. Which museum(s) do you like to visit with your child(ren)? Please briefly explain why.

* 9. What museums (if any) don't seem welcoming for your child(ren)?

10. How can museums improve their programming for Latino/* a/x families?

Very Unlikely Somewhat Unlikely Likely Somewhat Likely Very Likely

11. If museums improved on how they engage with Latino/a/x families, how likely would you visit with your child(ren)?

*

12. What type of educational experiences would you want your child(ren) to get from a museum?

* 13. Which state do you currently live in?

- a) New York
- b) New Jersey
- c) Connecticut
- d) Pennsylvania
- e) Delaware
- f) Other (please specify)

* 14. What is the highest level of education you have completed?

- a) Elementary School
- b) Graduated from high school
- c) Some college
- d) Graduated from college
- e) Some graduate or professional school
- f) Completed graduate or professional school
- g) Other (please specify)

15. Which nationality do you identify with? (Select * all that apply)

- a) Puerto Rican
- b) Dominican
- c) Mexican
- d) Cuban
- e) American
- f) Other (please specify)

16. If you have any additional comments, please write them below.

Appendix II: Open Ended-Answers

Museum Latino Audience Research Survey**First Survey Period (July 23rd to August 21st):**

5. What educational guidelines are you following (if any) when developing programs for families? For Example: cultural beliefs from a specific demographic audience, intergenerational family learning, using educational beliefs of parents, building on developmental skills, etc.

- *We only have a scavenger hunt. We are not ADA compliant so public schools don't see us as a resource. We are very small and cannot afford to hire a contractor to develop a specific educational program as an all-volunteer operation. There is no public transportation available.*
- *Currently our programs are not aimed at Families but at Schools and Camps. Three of our programs may include parents as observers and participants when needed. We are exploring using some of our "hands-on" exhibits as a way of having families interact together.*
- *"intergenerational family learning
arts integration
collections-based programming"*
- *Intergenerational learning, open-ended discussion and exploration*
- *"state department of education standards (we are not a common core state)
accessibility"*
- *No specified educational guidelines*
- *Museums as spaces for informal learning for parents and children together.*
- *Intergenerational family learning, developmentally appropriate practice, community and family needs*
- *My last experience was working at The Rubin Museum, while they express their aim to foster cross-cultural connections, the main focus of the museum is to increase the awareness of Himalayan culture and art. The museum concentrates on the Asian demographic that surrounds Chelsea, where the museum is located.*
- *Our family programming's primary goals are that families have a positive intergenerational learning experience that helps them have a better understanding of a work of art and the thought-processes/problem solving that went into making it, and then a studio/making experience that echoes some of those same steps and techniques.*
- *We teach science, so we follow the National Science Standards set forth by the Department of Education.*
- *Introduction to art and the museum is primary goal, we use intergenerational activities based in developmental theory*
- *"-creating connections with the museum's collection
-develop inter-generational learning opportunities
-scaffold activities to fit the select audience"*
- *General interest*

- *We focus on intergenerational learning, as well as providing opportunities for hands-on artmaking and creativity*

6. How do you think the educational goals of your programs can reflect the educational beliefs of Latino communities?

- *Hard to say*
- *Not really.*
- *We would have to learn more about the educational beliefs of Latino communities.*
- *Allowing families to find their own connection to and relevance the content as well as share experiences and perspectives between participants and among families.*
- *I believe that our goals are compatible - we want success for our children.*
- *I think we could offer a way of connecting Latino communities with their heritage in the Northeast, and our goals of interpreting the history of New Jersey's everyday people offer an opportunity for this. However, I don't think we currently do enough to articulate or implement program that reflect these links.*
- *School readiness, language development, and social and cultural connection are areas we aim to develop through family programs that are shared values of Latino communities and participants.*
- *I feel that they could reflect them by meeting the needs of the families based on surveys and talks with community ambassadors.*
- *I don't believe there is a clear connection, the museum will only go as far as having Spanish speaking staff as to assist the Spanish speakers but there is no delving into the beliefs of the Latino culture.*
- *Naively, until being asked this question, I don't think I thought about Latino communities having different educational beliefs.*
- *We value accessibility which is a universal belief.*
- *Not sure if Latino beliefs are different than those of others - we don't differentiate*
- *"-modeling inter-generational co-learning/conversations
-encouraging families to find connections with their favorite artworks"*
- *WE cover the founding of our nation.*
- *I think many people that are part of these communities are seeking opportunities for intergenerational learning and experiences, and they often are probably seeking opportunities to express their creativity.*

11. If you are aware, how do your Latino/Hispanic visitors identify themselves within their ethnicity? For example: Mexican, Puerto Rican, Chicana/o, Dominican, Korean, Chinese etc. (Please write "don't know if the answer is unknown.")

- *Don't know*
- *Don't know*
- *Mixed. Many from Ecuador, many other.*
- *I don't know*
- *I don't know*

- *It is a broad mix - primarily from Mexico, but also large numbers from Honduras, Nicaragua, and Guatemala.*
- *Don't know, but we do have many native Spanish speakers visit.*
- *Not sure*
- *do not know*
- *don't know*

12. How is this known? If unaware, skip to question 13.

- *Through partnership programs*
- *Anecdotally (conversations with our repeat family visitors from this demographic)*

15. How is this known? If unaware, skip to last page.

- *I have been told that the nearby mushroom farming community is mostly Mexican.*
- *Through partnership programs*
- *Anecdotally*

Second Survey Period (September 25th to October 2nd):

4. Is your institutional goal to increase ethnic diversity in your family audiences?

- *We don't emphasis ethnic diversity but we have a goal of increasing the family audience overall*
- *Our museum is committed to inclusion and diversity in all of our exhibitions. Our exhibitions are for all audiences and ethnic backgrounds.*
- *While it is my personal goal, the current leaders of my institution seem primarily concerned with our collection, rather than our audience.*
- *As a children's museum, we strive to welcome any and all families. You cannot have too much diversity. And as such, we are always willing introduce the museum as a family space to new families.*
- *We are in an incredibly diverse state and, with a mission to represent the arts and people of our state, we feel a responsibility to reflect this diversity for a broad audience. Simply put, we want people to see themselves in our collection and programming.*

6. How do you determine what types of programs to offer for family audiences?

- *The day and time of availability. Thematically, how it can be relevant to help them make connections between immigration of the past to present or even themselves.*
- *Programs highlighting exhibits will be offered to families if exhibit is for families Holiday programs like Halloween are specifically for families age-specific programs for kids under 12 will naturally involve families like the Small Explorer monthly program*
- *A few programs we currently offer have been well attended for at least 20 years. We implement new programming to fill gaps in our calendar or audience (such as a program*

for toddlers, after many parents were bringing toddlers to a program meant for pre-school age children).

- *Audience Survey, meetings with community stake holders*
- *We provide programs that related to natural sciences, arts, and culture to children in Connecticut. As long as the class topics fall into those categories, types of programs are not limited.*
- *Largely based on past successes and current exhibitions. Often created and administered in partnership with local libraries and state parks. Low cost if not free is the preferred option whenever possible.*

8. How do your family programs align with the educational interests of Latino communities?

- *We interpret the history of Dominican and Puerto Rican influence on the Lower East Side.*
- *Haven't done any specific research into what Latino communities are looking for educationally. We are currently partnered with two other organizations to provide vocabulary building programs for families and through that partnership we have engaged many families in Latino communities. It is grant funded so we are able to translate marketing materials, gallery guides and books.*
- *Last year we celebrated 500 years of Latino presence in the United States. We created three exhibitions of Latinos in Miami. Most of our permanent collection and art exhibitions are of educational interests of Latino communities. Our artists are Latinos and also represent other ethnic backgrounds.*
- *This is a big question and one I am unable to differ, as I do not know how the educational interests of Latino communities differ from the educational interests of African American or Asian American, or even "white" communities. We strive to present programs that are interesting and accessible to a wide range of groups.*
- *We provide opportunities to learn with each other and experience shared memories. We find that the educational interest of our Latino community aligns with the interest of all families.*
- *The museum I work at provides educational programming in the public schools in a 25-mile radius - serving 29 different towns. Each town is diverse in its own ways. Specifically, Latino communities in these towns are often reached through the children that we visit. Latino children in classrooms across these towns participate in STEM and Arts programming when we come to visit their schools. Our goal is that children who engage in our programs in school will then go home and share with their parents or guardians what they have learned. That way we have family learning and potentially communication growth between parent and child.*
- *We offer a free children's activity and free admission on the first Saturday of every month. This program encourages parent child interaction so it offers all families the chance to engage with one another. We are working to bring in translators for our didactic materials and lesson plans.*

9. If you are aware, how do Latino/Hispanic visitors attending your family programs predominantly identify as in your local communities? For example: Mexican, Puerto Rican,

Chicana/o, Dominican, Korean, Chinese etc. (Please write "don't know if the answer is unknown.")

- *Dominican, Mexican and Puerto Rican*
- *I know there are many differences (they come up in translation questions) but not sure. I believe a large number are Puerto Rican*
- *Cuban Americans, Hispanic, Puerto Ricans, Dominicans, Peruvians, Central Americans. In Miami, most Latino audiences say Hispanic. Not many including me would use the word Latino to identify ourselves.*
- *I do not know.*
- *I do not know how any particular family identifies.*
- *I am not aware*

10. How is this known? If unaware, skip to question 11.

- *survey*
- *Just from talking with teachers in those programs and fielding questions about translation*
- *Through communication with many Hispanics*

14. If your institution had the resources to conduct audience research on Latinos/Hispanics, how could the information be useful to your family programs?

- *Very helpful in creating curriculum.*
- *We could use the information to better market to those audiences and provide translated materials*
- *According to the results, we would prepare exhibitions and programs to bring Latino/Hispanic audiences to our museum and participate*
- *As I see our programming as appropriate for a wide range of families, my primary question would be to discern what advertising methods work best for the Latino community.*
- *Knowledge about how audience members wish to interact with the museum is always a positive. We are always working to provide programming that interests our families.*
- *I think by just broadening our horizons on the amount of families we are able to reach and interest in our programs.*
- *It would be helpful to know what kind of programs Latino/Hispanic families in our area are looking for and whether or not translation services would be needed/wanted*

Latino Parent Survey

First Survey Period (July 23rd to August 21st):

4. Have you ever visited a museum with your child(ren)? If yes, please name the museum(s) below.

- *Please Touch Museum, Camden Aquarium, PMA, children's museum of NJ*
- *Brooklyn Children's Museum, Museum of Natural History, MIT Museum, MassMoCA*
- *Museum of Natural history, El Barrio Museum*
- *MOMA, Museum of Natural History, Doll Museum, Guggenheim,*
- *MOMA*

Museum of Transit

Museum of City of New York

Museum of Moving Image

Mount Vernon Museum

Museum of Natural History

- *Dinosaur museum, CT science center, Wadsworth Athenaeum, Danbury Railway Museum*
- *Newark Museum*
- *Metropolitan, AMNH, museum of the Native American, Jewish museum, children's museum, cooper Hewitt, planetarium, Brooklyn children's museum, Baltimore area museum, Washington DC museums, et c, Che Guevara museum, Museo de la Fortaleza,*
- *Liberty Science Center*
- *Lehigh museum for children*
- *MOMA, Metropolitan Museum of Art, Museum of Natural History, Baseball, Football, and Basketball Halls of Fame, Rock and Roll Hall of Fame, Baseball Hall of Fame Museum in Puerto Rico, New Orleans Jackson Square Museum, Children's Museums, Liberty Science Center*
- *Liberty science center*
- *N/a*

7. Do you see museums as welcoming places for Latino/a/x families? Please answer even if you've never been to a museum before. Please Explain Why.

- *Latino outreach and specific content*
- *Yes, I think it can be a very opening experience specially if your expanding your interest.*
- *Yes, depending on the exhibit.*
- *Good learning experience histories of Latin countries*
- *Too much racism... families are just that families. Racism doesn't know age and small children suffer the back draft, unfortunately.*

- *The Latino aspect in the museum is not something we worry about.*
- *I believe it was. Since we were given information and directions as everyone else that was there. Such as African American and Caucasian families.*
- *I won't understand*

Responses in Spanish

- *Parquet no solo nos ayudan para visitar u conocer si no que nos enriquecen con cultura e historia de nuestros antepasados.*
- *nunca e vistazo un museos pero me gustaria ir*
- *N/a*

8. How can museums improve on offering educational programs for Latino/a/x families?

- *More specific content and outreach*
- *N/a*
- *Include more Latin history*
- *They can offer year-round exhibits and events that speak to Latino/a/x culture outside of Hispanic Heritage Month and any other special holidays.*
- *Exhibitions in museums like Natural History should be larger. This year was the first time I knew if an exhibit that covered Caribbean culture and religious tradition I practice. It was large enough to feel included in history but not vast enough to represent the diaspora sufficiently.*
- *Saa*
- *Free admission for kids 5-12 yrs. old school age once a week.*
- *Weekly or monthly exhibition of the early age of objects or eras of different cultures.*
- *Not really concern with this.*
- *By targeting a diversity of communities. I think it would be really interesting to see history about my Dominican culture and not just the general Hispanic culture. It will be interesting to see specific cultures, not just mine but others as well.*
- *Make programming during morning hours in weekends*
- *Maybe*
- *Appropriate translation*
- *Providing more exhibits and professionals*
- *Host family events at the museum they can engage in the art or history in the museum*
- *Never really been to a museum BUT I also have never seen an advertisement encouraging families to go.*
- *Have translators available*

Responses in Spanish:

- *Reenforzar el interŹs. Buscar mŹs facilidades para llamar el interŹs de los padres. Crear mŹs programas de interŹs para la comunidad*

- *motivando a la comunidad latina en la escuela*
- *N/a*

10. What is your role in educating your child(ren) and how is it applied towards raising them? Please list at least two examples below.

- *I'm responsible and must lead her education. Expose her to new things.*
- *As being her primary teacher to being the supporting mom when she gets home from school.*
- *I spend time on school projects with my daughter. Domestic and international travel is also a very important part of her education.*
- *We have such a history I think it's important children are aware of the tragic and the empowering experiences Latinos have faced. Building character and forming well rounded youth requires all truths to nurture potential as well as endurance. The courage to not just live but to thrive.*
- *1st educator*
- *Supplemental educator and role model. Review class lesson for understanding and explaining if I had difficulties with the subject matter.*
- *By living as an example, such as expanding my knowledge thru education. Also by trying new adventures which would encourage them to do so as well.*
- *Making world citizen*
- *Exposing her to as many cultural experiences as possible*
- *N/a*
- *Helping them with homework*
- *Being engaged in their daily life*
- *To help reinforce what is being taught in school. And introduce them to many other new experiences*
- *I like for her to be a little head of the game*
- *Giving them attention and encouraging them to learn new things.*
- *Provide the best schooling possible and affordable. Reading with my child and joining him in homework and making new discoveries.*

Responses in Spanish:

- *Buscar la forma que lean libros y conozcan mas culturas.*
- *los valores y respeto*
- *N/a*

11. What type of educational experiences would you want your child(ren) to get from a museum?

- *Exposure to new worlds and information*
- *History of cultures and the evolution of art*
- *Hispanic culture and American history*

- *I want her to feel she can participate in the conversations, that she be exposed to alternate ways of seeing the world, that she finds acceptance of her family background and traditions, without seeing them as foreign.*
- *Understanding the contributions Latinos have made to all facets of industry, education, the arts etc. Cultivating a sense of pride in diversity, in dual culturalism and identities.*
- *Different Cultures*
- *Sensational! And very memorable!*
- *Learn about the museum's subject matter.*
- *Every kind of experience they they could obtain and that they could be expose to.*
- *Art + music*
- *N/a*
- *Learn from the past*
- *Learn while having fun*
- *Cultural & historical*
- *The history and knowledge that the museum as to offer*
- *To open their minds as to the historic nature of things & it would be a learning process for all of us together.*
- *Depending on the level, the experience should be holistic, relatable, and relevant.*

Responses in Spanish:

- *Historia, cultura.*
- *la educacion los valores*
- *N/a*

14. What nationality do you identity with?

- *Dominican*
- *Afro Latina*
- *Hispanic*
- *Dominican*
- *Puerto Rican*
- *New Yorican Puerto Rican*
- *Puerto Rico*
- *United States of America*
- *Dominican*
- *America*
- *Dominican*
- *Colombian*
- *Dominican American*
- *Puerto Rican*

- *Puerto Rican*
- *Cuban American*

Responses in Spanish:

- *Dominicana*
- *RD*
- *N/a*

Additional Comments:

- *Thank you for the memories.*
- *I don't put effort in teaching my children the Latino culture as a primary focus. I share my experiences only to teach them where I come from.*
- *Thanks to my school trips to the museum I was exposed to the bigger things in life, not just the experience of my small city. So, I strongly believe in the education that is brought by our museums.*
- *I would like to walk into a museum and see a more diverse staff, programs and etc., it would engage more ppl of different backgrounds and cultures*

Responses in Spanish:

- *muy bn todas esas preguntas me gust—.*
- *N/a*

Second Survey Period (September 25th to October 2nd):

4. What role does education play in your family and how you raise your child(ren)? Please list one example below.

- *I know the importance of reading. I read to my 3 and 5-month-old.*
- *Reading, learning proper annunciation and the alphabet is our focus for this age range and we work on it every day.*
- *Education is essential and the entire family gets it*
- *An important part of my job*
- *It teaches them good basic skills*
- *Essential*
- *Priority. Without Education Opportunities for a better future is not attainable*
- *Education is woven into everyday activities. Anything you do can be educational.*
- *Very important role always told my children that education will get them where they need to go. Good job, respect and everything that they needed*

- *Education plays a critical role in how I have raised my children. My grandmother never had the opportunity to go to school, my mother had a 10th grade education and my father an 8th grade education. I am proud to say that my brother has a BA, JD & MBA, my sister has an AS & BS, I have an AAS, BBA, MEd, and my daughter has a BS and DMD. That we took advantage of the opportunities that our parents and grandparents didn't have and use the path of education to improve our socioeconomic standard.*
- *I believe in a well-rounded well-versed education. The understanding of many different cultures and movements is important to truly realizing our place in the world and this is a crucial part of how I raise my children. Education is important, as they say, knowledge is power.*
- *My child is only 18 months old and I'm a stay at home mom, so she hasn't had any formal schooling yet. I am a trained foreign language teacher, so I try to use what I know to help increase her verbal skills.*
- *Education plays an important role because the simplest activity like playing in the park may involve reading a sign and following certain rules.*
- *Education is a priority for us. Not just academic but also emotional and social*
- *Education always comes first*
- *Education is very important- I choose to work only part-time so I can spend 2 days a week with my children teaching them and providing educational experiences outside of school.*
- *Education is part of everyday life as it is not only what you learn in a classroom but what you learn outside the classroom too*
- *It is the only inheritance I have to give.*
- *I don't understand this question*
- *Education is important. We are disciplined with project and homework deadlines but I don't pressure my child to get straight A's. Education is in everything music, art, family vacations, politics, I encourage my child to ask about everything.*
- *Very important. We talk and walk about it.*
- *I am a teacher so education is a priority in our home.*
- *Education is important. We read often, watch educational videos and shows, do arts and crafts and promote learning*

8. Which museum(s) do you like to visit with your child(ren)? Please briefly explain why.

- *Science museums that are hands on. I feel they learn by doing. Plus, science is cool*
- *Please touch, franklin institute*
- *Franklin Institute,*
- *Any Museum is a great way to spend the day with my child*
- *Please touch museum*
- *Please touch museum because it's provides a safe environment for children to explore and learn when playing at her age*
- *Franklin Institute. The Philadelphia art museum please touch Museum*
- *Smithsonians*
- *When they were little I would take them to NYC museum*

- *Museum of Natural History, the Franklin Institute, and the Philadelphia Art Museum, the Please Touch Museum because these museums tend to have the types of exhibits that my children and I enjoy and they have some displays that are interactive. I also like culturally based museums like the African-American Museum and Mummies Museum, Fireman's Museum. the Insectarium is pretty cool and the Mutter Museum or Eastern State Penitentiary.*
- *MoMA, and the Museum of Natural History. She's still a toddler and so it's hard to engage her with museums that don't also engage with the individual. With the aforementioned museums, it's great cause there is always something that piques my daughter's interest. Whether it's a crazy installation, or something she can interact with.*
- *Liberty Science Center, and any Children's Museum that caters to my daughter's age group.*
- *We've enjoyed Liberty science center and world of wings because it was very interactive.*
- *Franklin Institute because they have a variety of interests and use a variety of forms to catch interest and get children to learn*
- *So far, we've only been able to visit the liberty science center but it's become our favorite because the kids can interact with the displays and learn about science*
- *Franklin institute, please touch museum, garden state discovery museum. So, they can have a new experience and learn outside of the classroom.*
- *Liberty Science Center because it provides a hands-on experience for children*
- *Phila Museum of Art, FI, Please Touch Museum, Philadelphia Museum, Rodin, Met, El Museo del Barrio, AAMP... I believe it is a part of raising well-educated children.*
- *Please touch museum in Philadelphia*
- *Franklin Institute. He loves the theater dome and the unique exhibits that come through.*
- *PMA, Franklin Institute, museums in NYC.,*
- *Please Touch Museum*
- *Hands on, exploratory museums with emphasis on animals, science and nature*
- *Children museum because one has less to worry about*

9. What museums (if any) don't seem welcoming for your child(ren)?

- *Museums with stuffed things, things in boxes and lots of reading*
- *art museum*
- *Not sure*
- *Frick*
- *Wax museum*
- *Na*
- *Philadelphia art Museum*
- *Smithsonians*
- *Haven't encounter one*
- *I really can't say - the ones that I mentioned previously are ones that are known for welcoming children so that's another reason I tend to visit them.*
- *Museums that are more historical, and take place in their facility. Like eastern state penitentiary, or an old historical butter mill.*

- N/A
- *I feel like The MET is more for adults but I enjoy history and would like my kids to embrace it more.*
- N/A
- *Don't know*
- *Art museums.*
- *Not sure*
- *The Perelman, the Barnes*
- *Art museum in Philadelphia*
- *Barns, Rodin, Mutter*
- NA
- *Historical museums*

10. How can museums improve their programming for Latino/a/x families?

- *Translations. Find exhibits relevant to Latino families. Make sure pictures of Latinos are mixed in with other people*
- *interactive, culturally appropriate exhibits that are kid and family friendly*
- *Have more bilingual bi-cultural fluency*
- *No comment*
- *They should be bilingual*
- *Na*
- *Make displays bilingual. Highlight a section of Hispanic Latinos in our country. Leaders that have made huge differences. Portrait is Latino advocates*
- *Integrate more local Latino art*
- *Adding more of Latino history to them*
- *Have exhibits that appeal to Latinos - not just by Latino artists but also displays from Latino countries, pre-Columbian displays of the indigenous peoples of the Americas and also give the option of having the auditory displays be in a variety of languages including Spanish.*
- *For one if they aren't multilingual they should be. But for example, I feel like Latin culture and influences aren't fully realized in places like the Met. Which is important, if we are ever going to reach out and capture the interest of Latinos and other minorities, museums must consider ways to connect with and open the mind of children of all backgrounds. Give the youths their own understanding.*
- *I'm not sure.*
- *Have bilingual programs as an option to give Latino families the opportunity to understand exhibits and keep them wanting to return.*
- *Have themes that are of primary interest in our communities. For example, our immigration history*
- *More Latino artists*
- *Offer more cultural programming and events.*
- *More Latin American expositions of art culture*
- *Feature Latino exhibits, programming, have excursions into el Barrio to demystify*

- *Hire diverse employees and include a bicultural programming*
- *Latino inspired exhibits especially during Latino heritage month. Table at Latino events and festivals.*
- *More latinx art. Low cost memberships. Easy access to public transportation. Low cost parking.*
- *Since our culture is so vibrant, especially with its diverse music styles, food, dance, art, etc., we should involve that a lot more.*
- *Have more Latino history and culture*
- *Latin American exhibits*

12. What type of educational experiences would you want your child(ren) to get from a museum?

- *Expose to things that wouldn't normally see in daily lives*
- *Fun, fulfilling, educational.*
- *Basic knowledge and hands on opportunities*
- *Latin culture*
- *Interactive and educational*
- *Na*
- *All hands-on audio visual*
- *Appreciation for art from across the diaspora*
- *History science current events*
- *I would like them to learn about natural science and science /technology because I think it's important to engage children in stem programs early - one of the reasons I love the Franklin Institute. I would also like them to learn about prehistoric animals, climate change, space. Get into art & sculptures and have the opportunity to touch the stuff, look in at slides on a microscope, or look through a telescope.*
- *Cultural, historical, things that will engage them and help them understand the world more.*
- *To discover new things by engaging their senses.*
- *I want them to enjoy the experience and understand it. I don't want them to look at museums as being boring.*
- *A full experience where they feel welcomed and where they find a variety of topics that they're interested in.*
- *Different cultures*
- *Hands on learning.*
- *History and art was also close to home, our culture was part of it too*
- *Exposure to other cultures, behavior in various social settings, being moved to think and question.*
- *Learn about the American and Latino culture. Through play and songs!*
- *I would like him to learn about any exhibits he views & to walk away feeling inspired. This usually happens when there is an instructor or engaging activity/game.*
- *All of it. Reading, painting, critical thinking. History*
- *African heritage of Latinos*

- *I would like for them to have an interactive and thus more memorable and fun learning experience they can also relate to or apply to their lives*
- *Cultural*

Additional Comments:

- *None*
- *The museums should be free at least one day a week. They should read stories with a moral*
- *Na*
- *Going to historical places like a Fort, though not necessarily a museum is also a cool educational activity you can do with children and Pennsylvania has a good amount of them that are low cost.*
- *¡Pa'lante!*
- *If museums are making an effort to focus on child development or child engagement. I would recommend an email serve lists. When I get season passes to theme parks I am automatically enrolled in one. I am notified when special deals & events come about. This works for me!*
- *I think one of the question scale was wrong the one on comfortable to museum. I am very comfortable taking my child.*
- *Thank you*
- *Cutie ??*

