

LATINO ACCESS TO THE ARTS IN MINNESOTA

December 2024

Prepared by:



HACER

INVESTIGACIÓN. COMUNIDAD. IMPACTO.

BACKGROUND AND METHODS

Hispanic Advocacy and Community Empowerment through Research (HACER) in collaboration with the Minnesota State Arts Board (MNSAB) conducted a series of community engagement activities within priority communities: Minnesotans of African heritage, Minnesotans of Asian heritage, Minnesotans of Latine heritage, Minnesotans of Native American/Indigenous heritage, Minnesotans with disabilities.

HACER's role was to gather the necessary information regarding what arts activities the Latino community are currently participating in, what they would like to participate in, and what barriers our Latino community may experience in accessing the arts.

In total, seventy-three participants shared with us their experiences, through three online focus groups, ten online interviews and 48 in-person surveys. The demographic information collected about community member participants included:

- Number of participants
- Age Group
- Race/Ethnicity
- Geography

We also collected information that led us to answer the 3 main questions:

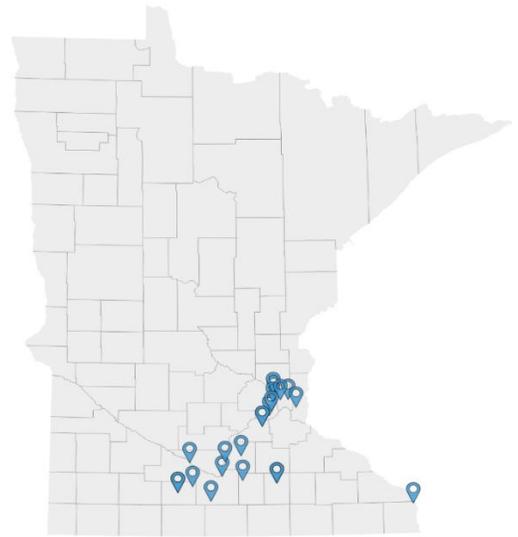
1. How do members of the priority community currently access artistic, creative, and cultural expressions?
2. How would community members LIKE or WANT to be able to access artistic/creative/cultural expressions?
3. What are the gaps or barriers between how community members currently access the arts and how they would like to be able to access the arts?

Below, the most relevant results found after analyzing the information collected:

DESCRIBING THE COMMUNITY

Of the total of 73 participants in this study, 71% (52) were women, and 95% (69) were in the age group of 18-64 years. All of them self-identified as Hispanic-Latino.

Fifty-two percent (38) were residents of the Twin Cities and the metropolitan area, while the remaining 48% (35) were from southern Minnesota cities such as Mankato, Rochester, St James, St Peter, Owatonna, among others. We chose these cities because, according to the ((MCLA), 2023) Minnesota Council on Latino Affairs, *“large Hispanic populations are present in Greater Minnesota metropolitan and micropolitan areas in the southern half of the state (Rochester, Worthington, Faribault-Northfield, Willmar, Austin, Mankato). Micro areas in the southern half of Minnesota have the highest concentrations of Latinos”*.



Map: Hispanic Advocacy and Community Empowerment through Research - Source: HACER Arts Survey, Sept 2024 - Created with Datawrapper

Other areas with large Latino populations are northern metro areas bordering other states (Fargo-Moorhead, Greater Grand Forks, Duluth-Superior)

Our participants spoke mostly Spanish, although some of them were bilingual and a few (especially the younger ones) spoke only English.

Regarding the country of origin, most of the survey’s participants were from Mexico (38%), while 23% were from the United States and the remaining 60% were from different countries in Central and South America. Table 1 provides a detailed look at participant country of origin.

Table 1. Country of origin of survey respondents	Count	Percent
Mexico	18	38%
USA	11	23%
Ecuador	5	10%
Nicaragua	4	8%
El Salvador	3	6%
Peru	2	4%

Guatemala	1	2%
Costa Rica	1	2%
Venezuela	1	2%
No data provided	2	4%
Grand Total	48	100%

As of 2021, according to an article published in the Minnesota Compass, more than 345,000 people of Latino descent lived in Minnesota, representing 6% of the state's total population. Latino population growth in Minnesota has been increasing by about 38% since 2010, which is quite significant when compared to the 8% growth in the state's total population.

Within this Latino population there is a great diversity, from residents born in the United States who descend from a specific Latin American culture to those who were born in a country south of the border and who have just immigrated. Minnesota's Latino population is made up of people from diverse cultures who also differ according to age and gender, educational level, and health status.

Latinos from Mexican origin are the largest group of Latinos in Minnesota. Mexican Minnesotans make up the third largest cultural group in the state, with 213,800 residents. Other Latino cultural groups in Minnesota, in order of size are Puerto Rican, Salvadoran, Guatemalan, Ecuadorian, Cuban, and Colombian Minnesotans.

The profiles reveal that there are large socioeconomic disparities. Mostly in educational attainment among distinct cultural groups. For instance, among Mexicans, 37% have less than a high school diploma, compared to 6% of Colombians, and 9% of Puerto Ricans. On the other side of the spectrum, 31% of Puerto Ricans have some level of college education, while 47% of Colombians have earned a bachelor's degree or higher.

These groups also differ in their economic situation and in their access to housing. For instance, the median household income of \$33,000 among Salvadorians to \$69,100 among Colombians (Gutierrez & Richmond, 2021).

Figure 1. Media household income, by cultural community
2015-2019 5-Year Estimates



From Minnesota Compass 2021. Updated: Minnesota's Latinos in numbers—An overview of Minnesota Compass data.

KEY FINDINGS

Three main questions were posed to participants during the study. The following results are examined by each of the priority questions.

How do members of the target community currently access artistic, creative, and cultural expressions?

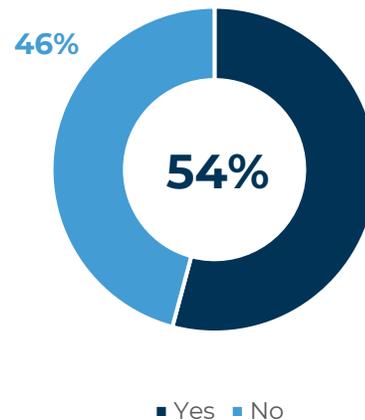
Some of the participants mentioned having attended various cultural events, including concerts by the Minnesota Orchestra, the Shakespeare festival, Marine Art Museum in Winona, and some other museum visits. Participants also mentioned street dance events, library book presentations, historical center visits, and local festivals (such as Oktoberfest or Ashley for The Arts). Another community-wide gathering with various activities like dance and painting were also mentioned by the participants, as well as community art classes led by a professional artist, focusing on nature-inspired crafts and a school-based puppet-making activity.

Other school activities referenced were participating in choir, band, acting and after-school programs like robotics. A few respondents said they had participated in some paid cultural events in Minneapolis (e.g., Van Gogh exhibit, Chinese dancers), concerts, opera, plays and musicals.

Finally, some participants reported that they attended artistic and cultural events through churches, libraries, and city organized cultural events. For instance, participants mentioned tours of the Pillsbury Factory Museum, Waseca County Library, and Latin cultural event (Latin Fiesta) in Rochester.

It should be noted that a few participants stated that they had never participated in any cultural event, because they had just arrived in the country and "do not know anyone" or because they don't have any access to information about the artistic

Over half of survey respondents find it easy to access artistic, creative and cultural expressions in the area they live (N=48)

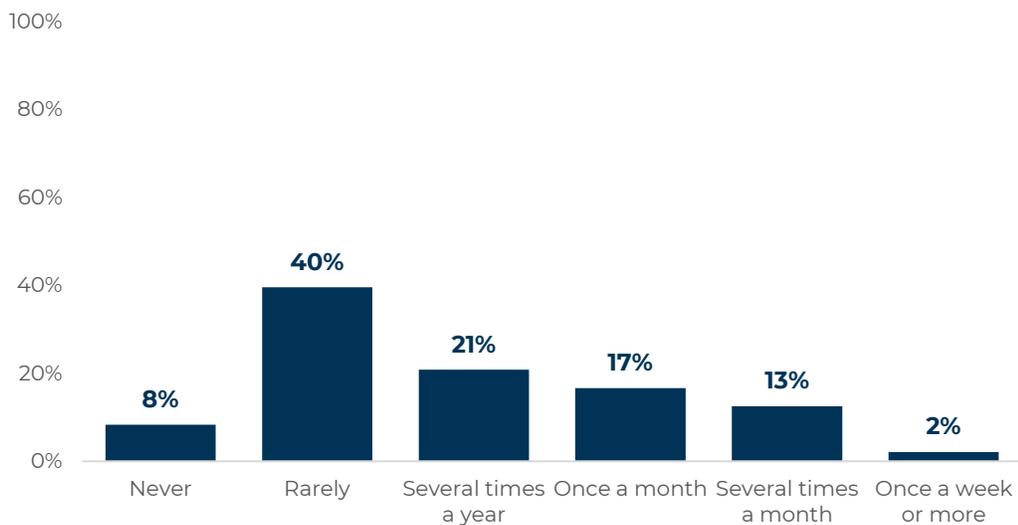


and creative events offered in their area. As some participants put it, "ni me entero" (I don't even find out).

Participants who have attended cultural and artistic events stated that they learned about events via flyers, internet (some of them rely on library computers because they don't have a personal one), and word-of-mouth. Arts events are mainly communicated through school, community, and program messages, but all in English. Events that take place in the summer were preferred by the participants, mainly because of the number of cultural events offered during this time.

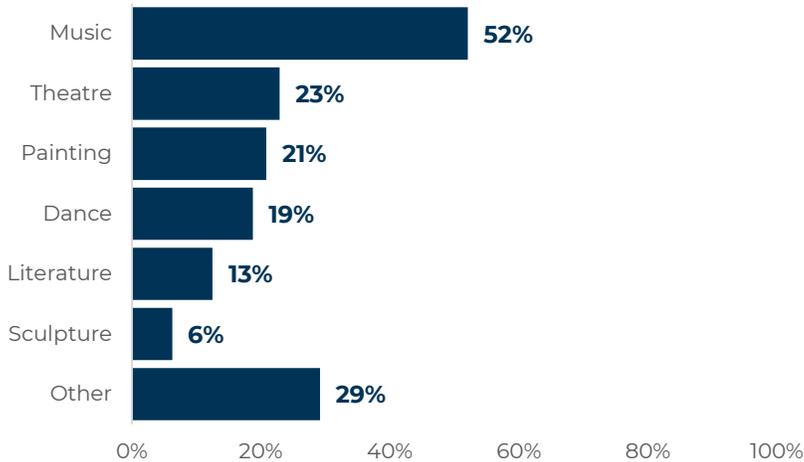
Overall, 53% of survey respondents reported attending cultural events at least a few times a year, of which 32% reported attending events monthly or more frequently.

Over half of survey respondents attend artistic, creative, or cultural events at least a few times a year (N=48)



Access to music was the artistic activity that respondents reported having the most access to.

Over half of survey respondents access music, followed by theatre (N=48)



- Other artistic activities being access by respondents:**
- **Biblical studies**
 - **Events at the schools**
 - **Parks and lakes**
 - **Ecuadorian dance**
 - **Cultural events**
 - **Gardening**

How would community members LIKE or WANT to be able to access artistic/creative/cultural expressions?

One of the activities that participants would most like to access is painting, including going to places where they are able to admire good paintings (particularly Van Gogh's works), and learn how to paint or improve the painting techniques they already have. Some of the participants, who are already artists, stated that they would like to have a space where they could go to develop their skills and that they were also quite interested in sharing their talents with others, through teaching.

Another strong desire the participants expressed was for more frequent, Latino-focused events “to preserve culture for their children”. Dance classes, including “Zumba as dance therapy” and ballet classes and performances, were also of interest, but participants explained these opportunities are not as accessible due to the cost. Finally, Philharmonic concerts and photography were also of interest to participants.

Regarding the season in which they would like to enjoy these events, the preferences were very varied. Some said that summer is their favorite time and others that they would prefer to be able to access them during the winter, since it is at this time when "there is little to do" and they are more at risk of getting bored or even

- Activities survey respondents would like to access more in the future**
- **Art**
 - **Clay**
 - **Dance**
 - **Drawing**
 - **Exhibitions**
 - **In the parks**
 - **Literature**
 - **Museums**
 - **Music**
 - **Music from European countries**
 - **Painting**
 - **Pottery**
 - **Sculpture**
 - **Selling fresh produce**
 - **Theatre**
 - **Zumba**

depressed. Still others said that it would all depend on the artistic activity they were going to attend. For example, participants were interested in going to museums and indoor venues in the winter and attending cultural events or concerts during the summer. Some participants (those who have a car and can drive) were quite open to the idea of going to the Twin Cities for events if “weather allows” while others do not see the possibility of attending artistic or creative events of their liking unless it is close to where they live. At the end, they agreed that they would like to have artistic and creative activities at their disposal throughout the year, thus having the possibility to choose what they like the most at the time that is best for each of them.

The main concern for parents is what to do with their children while attending these artistic or creative activities. So, they recommended having some kind of “affordable childcare” available during this time.

Some of the participants, who are already artists, stated that they would like to have a space where they could go to develop their skills, and not only that, but they were also quite interested in sharing their talents with others, through teaching.

Finally, survey respondents shared the following reasons for why they would like to be more involved in arts/creative activities and why they think they are important:



Learning and growth



Personal well-being



Entertainment & enjoyment



Social connection



Creativity & imagination

What are the gaps or barriers between how community members currently access the arts and how they would like to be able to access the arts?

Participants stated that they had faced several types of barriers or obstacles, which we have categorized into separate groups:

Social barriers

- Language: Many events are primarily offered and promoted in English, creating comprehension and accessibility issues.

- Cultural unfamiliarity: Uncertainty about event norms (e.g., seating arrangements at outdoor concerts)
- Intimidation factor: Hesitation to ask questions or engage due to language/cultural differences. Concerns about their legal status and racism in “predominantly white spaces.”
- Feels the absence of a comfortable, familiar environment for artistic expression.

Financial barriers

Participants identified financial constraints as a major barrier to participation. High costs for events, workshops, and materials prevented many from engaging fully in the arts. “A ticket to see a play costs 35 dollars. If I want to take my family, it becomes impossible”, one participant explained. Participants recommended offering more free or subsidized programs to ensure broader access.

The economic barriers most commented on by the participants were:

- Entrance fees (museums, concerts, plays, etc.).
- Learning costs (high costs of classes).
- Material costs (paints, tools, clothing, equipment).
- Costs of stable housing impacted ability to create and store art.

Geographic barriers

Participants in suburban and rural areas often faced geographic isolation, making it difficult to attend events concentrated in urban centers. They also reported that most art opportunities are school-based or require travel to specific locations and their transportation options are limited. Participants suggested that mobile workshops and expanded rural programming could help bridge this gap.

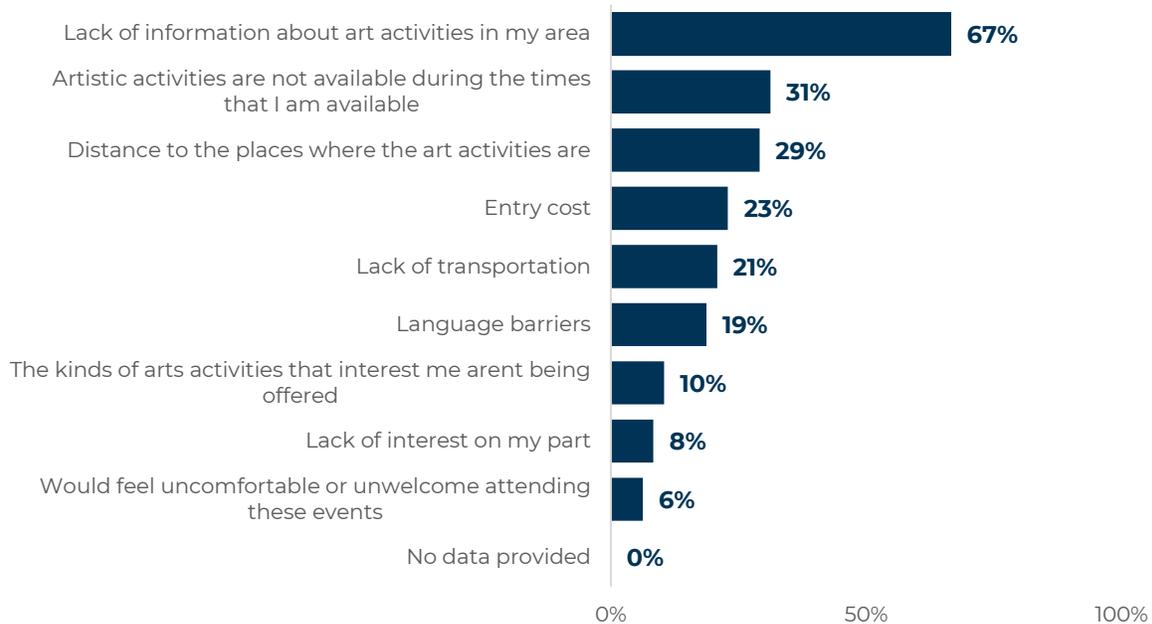
Lack of awareness

Many participants mentioned a lack of awareness of available arts programs, particularly in Spanish. “Sometimes I only find out because I see a poster on the street”, one participant explained. They also struggle to find guidance on offering services or connecting with relevant institutions. This is due to:

- Lack of centralized information source for all local arts/cultural activities.
- Limited awareness of other local arts opportunities
- No access to online platforms.
- Lack of multilingual audio guides, informational materials, or staff at museums/events.

Participants recommended improving outreach strategies, such as Spanish-language flyers and partnering with community organizations to increase awareness.

Two thirds of survey respondents consider lack of information on artistic activities as a barrier (N=48)



Time barriers

According to the participants “time constraints” and work and children's education take priority. They also reported that the lack of regular cultural programming limits their engagement.

Childcare barriers

The absence of childcare during events was a significant barrier for parents, particularly mothers. Family-friendly programs or the provision of childcare during events would help address this issue.

Current Access to Artistic, Creative, and Cultural Expressions

Urban vs. Rural Access

Geographic location significantly impacted participants’ access to cultural activities. Urban participants, particularly those in cities like Minneapolis, had greater access to theaters, galleries, and festivals. Proximity to these venues allowed frequent participation in arts events. In contrast, suburban and rural participants experienced limited access to such venues, often needing to travel long distances.

A participant explained, “I feel like there aren’t many things here [South Metro], so I have the opportunity to go to other places”. Participants in rural areas highlighted the lack of transportation and challenges posed by weather conditions, particularly in winter.

Cultural Events and Festivals

Culturally relevant events such as traditional dance performances, music gatherings, and festivals are important for many participants. These events help connect individuals to their heritage.

Publicly sponsored festivals, especially those held in parks, were seen as valuable due to their low-cost or free nature. However, participants noted that these events are concentrated in urban areas, leaving suburban and rural residents feeling left out. As one participant shared, “Parks have recently opened more doors to artistic expressions, but only in certain cities”, which reflects the broader geographic inequity in access.

Local Institutions: Community Centers and Libraries

Community centers and libraries serve as critical access points for artistic engagement. These institutions often provide free or low-cost programs for families and individuals. Community centers were praised for offering art, music, and theater workshops, but many participants noted that these programs are not always available in Spanish. “There are art programs for children and seniors at some community centers, but they are not known by everyone, and they are not always available in our language”. Similarly, libraries were valued for offering free or discounted access to museums and workshops, although these programs are not uniformly available across all areas.

Desired Access to Artistic, Creative, and Cultural Expressions

Culturally Relevant

Participants emphasized the importance of arts programming that reflects their cultural heritage and is accessible in their native language. There was a strong desire for more events that represent diverse Latin American traditions beyond those of Mexico. Tying artistic engagement to cultural identity was seen as important, with a participant adding, “I would like to see theater and dance classes

that reflect our culture”, highlighting the need for Latino community members to see their stories and traditions represented in the arts.

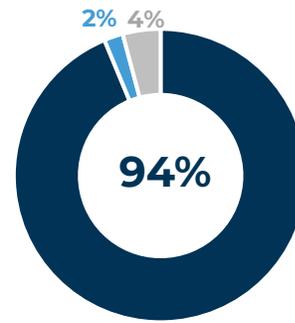
Year-Round Programming

Participants identified a significant gap in year-round programming, particularly during winter. Many reported that their engagement with the arts decreases significantly during colder months when outdoor events are not possible.

Family-Oriented Programs

Intergenerational engagement was a key priority for many participants. They expressed the desire for family-friendly programs where both children and adults could participate together. As one participant pointed out, “It’s important that there are more programs where we can participate together with our children and teach them about our culture”.

Almost all of survey respondents think it is important to have access to artistic activities (N=48)



■ Yes ■ No ■ No response

CONCLUSIONS AND RECOMMENDATIONS

The findings from interviews, focus groups and surveys suggest that most Latinos in Minnesota face various barriers when it comes to accessing the artistic and creative events offered in the state.

The most common gaps reported by the participants in the interviews, who were residents of southern Minnesota, were: language, lack of information about artistic events, geographic isolation and social intimidation.

On the other hand, the focus group participants, who reside in the Twin Cities and the Metro Area, identified cost, lack of time and transportation as well as language as the main barriers to accessing artistic and creative activities offered.

Regarding the participants in the surveys, who came from cities both in the south and from the Twin Cities and the metro area, they mentioned that the lack of information and time as well as distance have been the main barriers they have had to face to participate in artistic and creative events.

The foregoing may be why many of the participants reported attending these types of activities rarely. And they can also influence the fact that it is so difficult to reach our Latino community to participate in these types of projects (and not only those over 65 years of age). Convincing people to participate was quite an arduous task, outreach took a lot of time and effort. So, we made the decision to apply the surveys in outdoor events where we knew there was participation of the Hispanic community.

However, there are many Latinos interested in participating in these events, either because they themselves carry out some type of artistic activity and want to improve their knowledge or because they simply yearn to be able to enjoy a good time of recreation, in the company of their family and friends. There are others who also want to be able to learn something new, from their own culture or from cultures different from their own. Finally, there are those who are already artists and are just looking for an opportunity for their art to be recognized and to be able to make it their profession and livelihood.

Based on the findings we recommend the following:

- Create more opportunities for Latino community to share their culture through events.
- Encourage greater initiative from community members in presenting their own cultural activities.
- Increase frequency of artistic and creative events.
- Work with community partners, especially those who have access to the population over 65 years of age to obtain a greater participation of people in this age range.
- Offer more multilingual artistic and creative experiences, from their promotion to the resources offered to access them.
- Provide adult-oriented dance classes (specifically mentioned Zumba classes).
- Expand communication channels.
- Increase representation of people of color in leadership positions in art spaces to ensure diverse perspectives and experiences are represented.
- Organize group transportation to artistic and creative events (even if paid).
- Create a centralized multilingual website listing all local cultural events and activities.
- Diversify artistic experiences to broaden perspectives.
- Develop more inclusive, diverse arts spaces to address concerns about racism.

Create more interactive museum experiences for the local community.
Make events more economically and geographically accessible.

REFERENCES

- (MCLA), M. C. (2023, March). *Minnesota Council on Latino Affairs (MCLA)*. Retrieved from https://mn.gov/mcla/assets/03_31_23%20-%20Demographic%20Report%20-%20MCLA_tcm1099-602196.pdf
- Gutierrez, R., & Richmond, D. (2021, Octubre 11). *Updated: Minnesota's Latinos in numbers—An overview of Minnesota Compass data*. Retrieved from Minnesota Compass: <https://www.mncompass.org/data-insights/articles/updated-minnesotas-latinos-numbers-overview-minnesota-compass-data>

APPENDIX

Appendix A: Organizations that have offered artistic programming

ACHLA

Alliance of Chicanos, Hispanics, and Latin Americans is a non-profit organization dedicated to making a positive and lasting impact in the Rochester community.

Email: info@achla-mn.org

Address: 315 Elton Hills Dr. NW Suite 202. Rochester, MN 55901

ASHLEY FOR THE ARTS

Ashley for the Arts is a non-profit initiative that provides the entire family with world class entertainment, art, exercise and family fun for a remarkably low cost. It takes place in Memorial Park in Arcadia, Wisconsin.

General Support: 608-863-6700

ashleyforthearts@ashleyfurniture.com

CLUES

Spanish for: Latino Communities United in Service. Is Minnesota's largest Latino-led nonprofit organization, founded in 1981 by and for Latinos to provide culturally and linguistically relevant services.

MINNEAPOLIS

Career Force Center

777 East Lake Street

Minneapolis, MN 55407

Tel.: 612-746-3500

Fax: 651-292-0347

ST. PAUL

797 East 7th Street

St. Paul, MN 55106

Tel.: 651-379-4200

Fax: 651-292-0347

LEDC

Latino economic development center is an association of Latino entrepreneurs and leaders in the state of Minnesota.

East Side Enterprise Center, 804 Margaret Street. Saint Paul, MN 55106

Phone number: 612-724-5332.

Email: info@ledcmn.org

PILLSBURY FACTORY MUSEUM

116 Third Avenue/301 Main Street, Southeast, Minneapolis, Hennepin County, MN

Phone number: 612-724-3760

WASECA-LE SUEUR REGIONAL LIBRARY SYSTEM

System Headquarters: 408 North State Street. Waseca, MN 56093

Phone number: 507-835-2910

Email: libtlr@tds.lib.mn.us

Appendix B: Survey respondent data tables

Age of survey respondents	Count	Percent
Under 18 years old	1	2%
Between 18 and 64 years old	47	98%
Grand Total	48	100%

Race/ethnicity of survey respondents	Count	Percent
Hispanic/Latino	48	100%
Grand Total	48	100%

Gender identity of survey respondent	Count	Percent
Female	32	67%
Male	11	23%
Trans female	0	0%
Trans male	0	0%
An identity not listed	0	0%
No data provided	5	10%
Grand Total	48	100%

Cities survey respondents live in	Count	Percent
St. Paul	8	17%
Minneapolis	8	17%
St. James	7	15%
Owatonna	5	10%
Rochester	5	10%
Mankato	4	8%
Albert Lea	2	4%
Roseville	1	2%
Amboy	1	2%
Bloomington	1	2%
Columbia Heights	1	2%
Janesville	1	2%
Woodbury	1	2%
New Ulm	1	2%
No data provided	2	4%
Grand Total	48	100%

Do you find it easy to access artistic, creative, and cultural expressions (theater, dance, painting, sculpture, music, literature, etc.) in the area where you live?	Greater MN	Metro area	No data provided	Grand Total
Yes	46%	60%	100%	54%
No	54%	40%	0%	46%
Grand Total	100%	100%	100%	100%

How often do you attend artistic, creative, and cultural events in your community?	Greater MN	Metro area	No data provided	Grand Total
Never	8%	5%	50%	8%
Rarely	46%	30%	50%	40%
Several times a year	12%	35%	0%	21%
Once a month	19%	15%	0%	17%
Several times a month	15%	10%	0%	13%
Once a week or more	0%	5%	0%	2%
Grand Total	100%	100%	100%	100%

Appendix C. Focus group protocol

MNSAB Liaison

Guideline for Focus Groups

Methodology and Logistics

Date: August and September 2024

Format: Virtual

Duration: 1 hour (6:00-7:00 pm)

Language: Spanish

Project Background:

The Arts Board intends to conduct community engagement activities in the selected communities. The six communities include: Minnesotans of African descent, Minnesotans of Asian descent, Minnesotans of Latino descent, Minnesotans of Native American/Indigenous descent, Minnesotans with disabilities, Minnesotans aged 65+.

Objective and Questions for the Listening Session:

The main objective is to understand how these communities can better connect with the art opportunities that exist in the state.

The evaluation results should lead us to answer the following three questions:

- What kinds of arts/creative/cultural expression activities would members of the community like to have available to them and their community?
- What kinds of arts/creative/cultural expression activities are currently available to them? How do they participate in those activities?
- What are the gaps or barriers between how members of the community would like to be able to access the arts/creative activities and how they are currently able to?

In addition to the above, the board requests to gather the following information about the community members participating:

- Number of participants
- Age group
- Race/Ethnicity
- Geography

Lastly, we are given the discretion to include any other characteristics we deem relevant, such as disability status.

Protocol

Introduction & Ground Rules (10 min) :00 - :10

Thank you for being here today!

PURPOSE.

The objective of this project is to understand, from the participants' perspective, what arts activities our Latino community would like to participate in. Your role here today is to help us gather the necessary information regarding what arts activities you currently participate in, what you would like to participate in, and what barriers you may experience in accessing the arts. The results of this study will benefit each of you and the Latino community in general.

The Minnesota Arts Board is interested in knowing how you are currently engaging with the arts and what arts experiences you ideally would like to have available to you. The Arts Board wants all Minnesotans to have access to arts and creative experiences that are meaningful to them, without distinctions. Your input will inform the Arts Board's decision-making as it designs programs to meet the needs of Minnesotans.

We are not seeking consensus in the group. Intentionally, we invited a diverse group of Latinos/Hispanics at different life stages to broaden our understanding, so your experience may differ from others'. While it is not necessary for everyone to respond to all questions, it is important that each opinion is represented.

When we talk about "artistic activities" we mean a range of artistic and creative experiences, such as visiting an art exhibition; seeing a performance; painting, making music, or embroidering quilting in a studio space or at home; or dancing, singing, or playing in a community band. We also mean participating in cultural experiences, like going to a cultural festival or otherwise connecting with your own culture or learning about other people's cultures through creative expression. We could also mean taking classes that teach arts skills or in which you learn about different cultures through their artistic or creative practices.

CONFIDENTIALITY

For this conversation to benefit our project, it is important that you feel you can speak honestly. To this effect:

- When we summarize what we learn, your identity will remain confidential. No one will know who said what.
- Your participation in the group will not affect your relationship with any services you receive.
- You do not have to worry about hurting the feelings of the board or any facilitator. All your contributions will be well received and considered.

Moreover, if you feel uncomfortable at any point during the conversation, you can choose not to answer a specific question.

RECORDING

While we will be taking notes, we cannot capture all the details in real-time. We would like to record the session to ensure we obtain the best details and accurately capture what is being shared. This recording will be shared with the Minnesota State Arts Board. However, if anyone does not want the conversation to be recorded, we will rely solely on the notes.

On this call, we also have a Notetaker who works at HACER and will be taking notes during our discussion.

I thank you all for taking the time to be here today and for your willingness to share your experiences. We hope that by the end of this conversation, we will develop a clearer idea of what experiences would be meaningful to you and how the Arts Board might reduce barriers to accessing these arts experiences.

Although we have several questions to keep us focused during our time together, we want this to be an open discussion. This is a safe space where there are no right or wrong answers. All information, opinions, and questions are valuable and valid. Feel free to talk among yourselves as well. Please be respectful of other participants and their viewpoints and avoid interrupting when someone else is speaking. If the discussion strays too far off-topic, or if we spend too much time on a single question, I may intervene to get us back on track. We know you have many things to do, and we want to respect your time! I apologize in advance for that!

I would also like to inform you that this discussion will be recorded for note-taking purposes. The recording helps us ensure we get the best details and accurately understand and share what is shared here. None of your names will be used in any final research report we make public, nor will we share your names outside of this discussion. I also ask that everything mentioned during this session should remain within this session, and names or identifying information of other participants should not be repeated.

To preserve anonymity, you can turn off your camera during the session if you wish, and you can also change your name on the screen, for example, to "Participant X." Lastly, this recording will be stored on a password-protected computer and will only be shared with the researchers working on this project at HACER. The information collected in this project will also be visible to the research team interested in gathering this information: HACER. If anyone feels uncomfortable with us recording the session, please let me know now by opening your microphone to tell me or send me a chat through Zoom, and we will not record this session. Please note that your request not to record will not affect your relationship with HACER or any organization involved in this Project or any of its members.

Do we have your permission to record this session?

Let's talk about some rules for our session today. As we prepare to start, I ask that you please mute your Zoom microphone if you haven't already. If you need to step out to make a call or talk to someone at home, that's fine; please return as soon as you can and keep your computer or phone on mute. Very well, we are about to begin, so please get comfortable.

I'll give everyone a second to mute your microphones, turn off your cameras, or change your names if they wish. I will start recording now.

Any questions before we begin? Ice Breaker (10 min)

Objective: To get to know the participants and get a first impression of your participation and satisfaction with the program.

Let's introduce ourselves:

- Name (no need to use last names)
- A question to get to know each other better: If you were a painter/sculptor or any kind of artist, what do you think your masterpiece would be and why?
- I'll start! My name is Jazmin, and I think if I was an artist, I would be a painter, and my masterpiece would be a beach with very white sand, a sea of various colors, and many palm trees. In the background, there would be a ship and a sunset. Because I love the beach!

1. What do you consider art to be?

2. Do you think it is easy to access artistic, creative, and cultural expressions (theater, dance, painting, sculpture, music, literature, etc.) in the area where you live? Why or why not?

- What has been your experience in accessing artistic, creative, and cultural expressions in your community?
- Probe: Have you encountered any particular opportunities or difficulties?
- Probe: How do you think those difficulties can be improved?

3. What kinds of arts/creative activities would you have available in your community?

4. How would you like to be able to access or participate in those activities?

If affirmative, explore what is working well – content and logistics:

- i. How often do you attend cultural events?
- ii. What is your motivation for participating in them? To continue participating?
- iii. Could you share a positive experience you have had participating in an artistic or cultural activity in your community? What specific aspects made this experience positive for you?
- iv. What makes it easy/feasible for you to participate?
- v. What difference is your participation making in your life? (Why is it important?) If negative, explore the barriers – content and logistics:
- vi. What stands in the way of participating more often in these events?
- vii. Are there specific artistic events you would like to attend but are not offered?

5. What do you consider to be the factor that most limited your access to the kinds of artistic or creative activities you would like to participate in? *Take careful note of the factors that are most frequently mentioned among participants.*

Thanking them for their time, confirming incentives, and reiterating the impact of their participation and that's going to help the arts board to improve the access to the creative and art activities they offer.

Appendix D. Interview protocol

MNSAB Liaison Guideline for Interview

Introduction

Hello, good morning (afternoon), thank you for agreeing to participate in this interview. My name is Jazmin Briest, and I am a research associate at HACER. HACER is a non-profit organization that connects and works with Latinos in Minnesota through research, evaluation, and community action to promote their representation at all levels of institutional decision-making and political change. I will be moderating this conversation in which I will ask you some questions to learn more about your thoughts, experiences, and challenges regarding the offering of artistic activities in the state. For example, if you have had the opportunity to participate in or enjoy artistic activities in the community where you live; as well as to find out if you have experienced barriers or difficulties accessing them.

When we talk about “artistic activities” we mean a range of artistic and creative experiences, such as visiting an art exhibition; seeing a performance; painting, making music, or embroidering quilting in a studio space or at home; or dancing, singing, or playing in a community band. We also mean participating in cultural experiences, like going to a cultural festival or otherwise connecting with your own culture or learning about other people’s cultures through creative expression. We could also mean taking classes that teach arts skills or in which you learn about different cultures through their artistic or creative practices.

On this call, I am accompanied by Rodrigo Escobar, who also works as a research associate at HACER and who will be joining us during our conversation. I thank you for taking the time to be here today and for your willingness to share your experiences. Our questions aim to better understand your experiences, stories, comments, suggestions, and recommendations, which will help HACER, and the Arts Board identify needs, barriers, and efforts that could help the Latino community have more access to the kinds of arts and creative activities that they want.

Although we have several questions to keep us focused during our time together, we want this to be an open discussion. This is a safe space where there are no right or wrong answers. All information, opinions, and questions are valuable and valid. Feel free to speak and express your opinions, being respectful of your points of view. If the discussion strays too far off-topic, or if we spend too much time on a single question, you may intervene to get us back on track. We know you have many things to do, and we want to respect your time! I apologize in advance for that!

I would also like to inform you that this discussion will be recorded, and this recording will help ensure that we obtain the best details and that we understand and accurately share what you share here. Your name will not be used in any research report we make public, nor will we share your name outside of this discussion.

Finally, this recording will be stored on a password-protected computer and will only be shared with the researchers working on this project at HACER. The information collected in this project will also be visible to the research team interested in gathering this information: HACER. If at any time you do not feel comfortable with us recording the session, please tell me or send me a chat through Zoom, and we will

not record this session. Please note that your request not to record will not affect your relationship with HACER or any organization involved in this Project or any of its members in any way.

Well, now we will begin with our questions:

1. Tell us about your experience when you have participated in cultural events (theater, dance, painting, sculpture, music, literature, etc.).
 - a. Helping the Latino community in church and working at stalls, a cashier at one of the stands.
 - b. My school gives us opportunities to go choir and band and after school

Probe: How do you think the arts can be made more accessible to people in your community?

- Get the word out there because- me by myself I don't hear a lot of it only if they tell about us in school

Probe: What specific places or platforms do you use to interact with the arts (local theaters, community centers, online platforms)?

- Church, my local library does a lot of events of hobbies and arts- a few years ago held native American dance but I don't know with. Local library: Waseca County library

Probe: How often do you engage with the arts? And what type of art do you engage in?

- I feel like once a month because I'm doing after school activities such as robotics and meet people that have cultures. Another place is the library and church, and also city holds events.
 - o I have been able to go to some of those events- my parents working or too far away to go

2. Are there arts or creative experiences you would like to have access to that are not available to you?

- i. Museum because we don't have time to go to museum
- ii. The only place I've gone to like

Probe: How would you like to access them?

- o I've been to my museum to once in my life and it was interactive and learned cool things- went to PILLSBURY factory museum

3. What do you consider to be the biggest factor that has prevented or limited your access to the kinds of arts and creative activities that you would like to have available?
 - a. I guess its just that my social awkwardness keeps me from going and don't want to make fool of myself
 - b. Time is another limit, with school there is another time frame to going to places

Probe: How do these barriers affect your ability to engage with the arts in the way you would like?

- My parents being at work is one of the limitations and with time it has to be close were we have to go

4. Do you consider it important for you, your family, or your community to have access to these types of artistic activities?

- a. Yes because I know a lot of people around me that love art and theater. Theater is accessible through my school but art you need to go to Mankato or somewhere else but

- b. It is important to have access to them if you want to pursue it and it's something good to take mind of things, and for some people its passion and having at home to do.

Probe: Why?

- 5. Is there anything else you would like to add or comment on regarding the arts and cultural expressions in your community?
 - a. Whenever I do go to somewhere I don't feel welcomed since my community is mostly white and I'm scared of racism

Probe: Have you considered to be an artist? What kind of art or artistic expression do you like?

I love art when I was in school, I like city landscape and digital landscape, and the NASA app they show different pictures with turtles and stars and really love

Appendix E. Survey

MNSAB Liaison Survey Protocol

Thank you for taking the time to participate in this survey.

HACER (Hispanic Advocacy and Community Empowerment Through Research) is a non-profit organization that connects and works with Latinos in Minnesota through research, evaluation, and community action to promote their representation at all levels of institutional decision-making and political change.

With this survey, we aim to gain a clearer understanding of your experiences and difficulties in accessing the artistic activities offered by the state of Minnesota. It will be very short and will not take more than 10 minutes.

Please fill out the form below if you are interested in participating.

Access:

1. Do you find it easy to access artistic, creative, and cultural expressions (theater, dance, painting, sculpture, music, literature, etc.) in the area where you live?

- Yes
- No

2. How often do you attend artistic, creative, and cultural events in your community?

- Once a week or more
- Several times a month
- Once a month
- Several times a year

- Rarely
- Never

3. What kind of artistic activities are you currently accessing:

- Theater
- Dance
- Painting
- Sculpture
- Music
- Literature
- Other _____

4. What artistic activities would you like to access more in the future?

5. Why would you like to be involved in arts/creative activities?

Barriers or Obstacles:

6. What are the main barriers you encounter in accessing artistic, creative, and cultural expressions in your area? (Select all that apply)

- Lack of information about art activities in my area
- Artistic activities are not available during the times that I am available
- Entry cost
- Distance to the places where the art activities are
- Lack of interest on my part
- Language barriers
- I would feel uncomfortable or unwelcome attending these events
- Lack of transportation
- The kinds of arts activities that interest me aren't being offered. (Please specify):

- Other (please specify): _____

Information

7. Do you consider it important to have access to artistic activities?

- Yes
- No

6. Why do you consider it important (or not important) for you, to have access to artistic activities? Please explain your thoughts and experiences.

Demographic Questions:

8. Which age group do you belong to?

- Under 18 years
- Between 18 and 64 years
- 65 years or older

9. In which city do you live? _____

10. Postal code _____

11. How do you identify yourself? (Select all that apply)

- Native American or Alaska Native
- Asian
- African American
- Hispanic/Latino
- Native Hawaiian or another Pacific Islander
- White
- Another identity not listed here
- Prefer not to answer

If another identity, how do you identify? _____

12.: What is your gender identity:

- Woman
- Man
- Non-binary
- Trans woman
- Trans man
- Queer
- Not listed here
- Prefer not to answer

If you identify with another gender, which one? _____

13. What is your country of origin? _____