

Perceptions of climate change in Latine Minnesotans

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Prepared by:



Hispanic Advocacy and Community Empowerment through Research

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About Hispanic Advocacy and Community Empowerment through Research (HACER)

HACER's mission is to provide the Minnesota Latine¹ community with the ability to create and control information about itself in order to affect critical institutional decision-making and public policy. General support for HACER has been provided by Minnesota-based philanthropic organizations and the Minnesota Council of Nonprofits.

Executive Director: Rodolfo Gutierrez

HACER 155 Wabasha Ave. S., Ste. 105
St. Paul, MN 55107
954-240-0821
www.hacer-mn.org

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HACER Staff:

Rodolfo Gutierrez (Executive Director)
Carolina De La Rosa Mateo (Director of Operations)
Gabriela Hanzel (Administrative Director)
Jacqueline Portillo (Administrative Assistant)
Alex Jensen (Research Associate)
Monica Yañez (Research Associate)
Patricia Mudoy (Research Associate)
Rodrigo Escobar (Research Associate)
Rodrigo Gutierrez (Research Associate)
Deisy Canon Lovera (Southern Community Outreach Coordinator)
Zadkiel Molina (Digital Communications Manager)
Estrella Ramirez (Digital Communications Specialist)

¹ Latine (latn'ā) is a gender-inclusive term for those with origins in Latin America; it is synonymous with Latinx. HACER chooses to use Latine to demonstrate inclusion and not as an imposition on others.



Executive Summary

Background

HACER studied the beliefs about, experiences with, knowledge of, and reactions to climate change of Latines² in different regions of Minnesota. To our knowledge this is the first study that has explored climate change perceptions specifically of Latines in Minnesota.

Methods

HACER conducted focus groups with adults, interviews with youth, and surveys with both adults and youth to better understand these experiences.

Findings

Focus Groups

Focus groups participants shared various experiences and perspectives on their experiences, concerns, and expectations for how to address the issue of climate change. Some of the key themes were:

- Participants clearly articulated what they consider the impacts of climate change and how they view it in the world. For most, climate change is undeniable, with some limited but mixed perceptions.
- Concern and frustration are the primary emotions felt by participants, focused on the lack of actions they see from others, as well as from organizations and governments to combat climate change.
- Participants noted that lack of information was a main barrier in Latines being able to take action to combat climate change, as other systemic barriers that were outside of their control.
- Social media and the news are important sources of information for Latines, though Latines learn about climate change through other sources too.

Youth Interviews

The youth interviews offered various key insights, many of which overlap with what came up during the adult focus groups. These include:

- Most participants demonstrated a high awareness of climate change, particularly with regard to its impact on nature, animals, and habitats.
- Expressed a high level of concern about climate change and its causes, such as pollution and greenhouse gas emissions from non-clean energy sources like fossil fuels.
- Participants suggested that social media is the most effective outlet to share information about climate change, along with disseminating information in school, through the news, friends, and family.

² Latine (latn'ä) is a gender-inclusive term for those with origins in Latin America; it is synonymous with Latinx. HACER chooses to use Latine to demonstrate inclusion and not as an imposition on others.

Survey

- Majority of respondents believed that climate change is happening, caused by humans. They also expressed their concern about its impact on agriculture, water quality, and air quality.
- Respondents most frequently heard about climate change on social media and news, and they would be most influenced by messages that share information on the impact on people's health and the science behind climate change.
- Almost half of the respondents believed that Latines are affected just as much as the whole population when it comes to climate change.

Conclusion

Climate change is a topic many Latines know and care about, though there is an acknowledgement that the community and governments can be doing more to combat climate change. There is still a need for information, in Spanish, for many Latines to become informed on the topic. HACER will continue to conduct projects that give Latines the space to discuss and meaningfully take action on climate change.



Background

Overview of HACER's study

HACER studied the beliefs about, experiences with, knowledge of, and reactions to climate change of Latines³ in different regions of Minnesota by means of focus groups, in-depth interviews, and a survey. To our knowledge this is the first study that has explored climate change perceptions specifically of Latines in Minnesota. Prior studies have found that Latines are concerned or engaged with climate change, in many cases more so than other U.S. racial/ethnic groups.^{4,5} Minnesota's Latine population is about 6.1% of the total population, a growing population that will be impacted by the effects of climate change.

Prior studies on climate change and Latines

Prior studies have found evidence suggesting several factors are associated with higher levels of concern or engagement regarding climate change and environmental topics among Latines: use of Spanish over English⁶; birthplace outside the United States⁷; and residence in the western region of the United States, more education, lower age, and more participation in information sharing⁸). Compared to the general public, people of color, including Latines, see themselves as at a higher risk of health threats due to climate change⁹. Regarding how Latines learn and share information about important sociopolitical topics, a study found that interpersonal information was the more common method for health care info-sharing among Latines¹⁰.

Prior studies on climate change, not Latine-focused

Many studies have explored climate change and environmental beliefs and reactions in different or broader populations. In rural areas,

Minnesota's Latine population is about 6.1%.

Compared to the general public, people of color, including Latines, see themselves as at a higher risk of health threats due to climate change.

In rural areas, community attachment, but not community satisfaction, was found to be a predictor of pro-environmental behaviors.

³ Latine is a gender inclusive term that refers to individuals with Latin American heritage. It is synonymous to the term Latinx.

⁴ Leiserowitz, A., Cutler, M., & Rosenthal, S. (2017). Climate Change in the Latino Mind. Yale University. New Haven, CT: Yale Program on Climate Change Communication. <https://climatecommunication.yale.edu/publications/climate-change-latino-mind-may-2017/>

⁵ Ballew, M., Goldberg, M., Rosenthal, S., Cutler, M., & Leiserowitz, A. (2019). Climate Change Activism Among Latino and White Americans. *Frontiers in Communication*, 3. <https://doi-org.xxproxy.smu.edu/10.3389/fcomm.2018.00058>

⁶ Leiserowitz, A., Cutler, M., & Rosenthal, S. (2017). Climate Change in the Latino Mind. Yale University. New Haven, CT: Yale Program on Climate Change Communication. <https://climatecommunication.yale.edu/publications/climate-change-latino-mind-may-2017/>

⁷ Macias, T. 2016. "Ecological Assimilation: Race, Ethnicity, and the Inverted Gap of Environmental Concern." *Society & Natural Resources* 29(1):3–19.

⁸ Takahashi, B., Duan, R., & Van Witsen, A. (2018). Hispanics' Behavioral Intentions Toward Energy Conservation: The Role of Sociodemographic, Informational, and Attitudinal Variables. *Social Science Quarterly* (Wiley-Blackwell), 99(1), 341–361. <https://doi-org.xxproxy.smu.edu/10.1111/ssqu.12395>

⁹ Akerlof, K., Delamater, P., Boules, C., Upperman, C. & Mitchell, C. (2015). Vulnerable Populations Perceive Their Health as at Risk from Climate Change. *International Journal of Environmental Research and Public Health*, 12(12), 15419–15433. <https://doi-org.xxproxy.smu.edu/10.3390/ijerph121214994>

¹⁰ Wilkin, H. A., and S. J. Ball-Rokeach. 2006. "Reaching At Risk Groups: The Importance of Health Storytelling in Los Angeles Latino Media." *Journalism* 7(3):299–320.

community attachment, but not community satisfaction, was found to be a predictor of pro-environmental behaviors.¹¹ Studies have explored preferences and impact of different types of messages and communication about climate change. Rural voters tend to prefer messages of a practical and moderate nature and that address the benefits of climate change policies for the economy or agriculture.¹² In focus groups, self-identified community health leaders expressed that messaging on climate change should have specific strategies to improve climate change and people's health, explanation of climate change causes and effects, approaches for diverse communities including language and terminology, clear connections of communities to climate change, and practical ways to take action.¹³

Importance of climate change

Climate change is an important topic globally and here in Minnesota. Due to climate change, the Minnesota Department of Health (MDH) has found several climate issues in Minnesota are impacting quality of life and health: extreme temperatures (and extreme humidity/ dew point), more floods and droughts, air pollution, and vector-borne diseases.¹⁴ This MDH report focused on populations MDH refers to as "vulnerable:" those with limited economic resources; persons of color; living in substandard housing or mobile homes; not proficient in English; don't own a vehicle; are over 65 or under 5 years of age, and who work outside.

Between 1970 and 2011 Minnesota was number 3 among U.S. states in how quickly temperatures were rising¹⁵, and number 18 when the range is expanded to 1970 to 2018.¹⁶ From 1895 to 2020, temperatures in Minnesota have risen 3 degrees and precipitation has risen 3.4 inches on average.¹⁷ As an example of everyday climate change harmful impacts, a study from the Union of Concerned Scientists found that outdoor workers by the middle of this century could see 3 to 4 times as many days with a heat index over 100 assuming there is no climate change action, with outcomes including lost wages, health problems, and unsafe working conditions.¹⁸

Given this context, HACER designed a research project to answer the following questions:

- What is the effect of climate change on the Latine population of Minnesota?
- What are the emotions Latines have towards climate change?
- What is Latines level of involvement in the climate change movement?
- What are the community's ideas for how to increase active engagement in the climate change conversation?

¹¹ Takahashi, B., and T. Selfa. 2015. "Predictors of Pro-Environmental Behavior in Rural American Communities." *Environment and Behavior* 47(8):856–76.

¹² Diamond, E., Bonnie, R., & Rowe, E. (2020). Rural Attitudes on Climate Change Lessons from National and Midwest Polling and Focus Groups.

https://nicholasinstitute.duke.edu/sites/default/files/publications/Rural-Attitudes-on-Climate-Change-Midwest_1.pdf

¹³ Harder + Company Community Research. Prepared for the California Department of Public Health. (2013). Climate Change & Health Focus Group Report https://climateaccess.org/system/files/CDPH_Climate%20change%20and%20Health.pdf

¹⁴ Minnesota Department of Health Minnesota Climate & Health Program Environmental Impacts Analysis Unit (2014). Minnesota Climate Change Vulnerability Assessment. <https://www.health.state.mn.us/communities/environment/climate/docs/mnclimvulnreport.pdf>

¹⁵ Tebaldi, C., Adams-Smith, D., & Heller, N. (2012). The heat is on: US temperature trends. *Climate Central*.

¹⁶ Climate Central, 2019. <https://www.climatecentral.org/resources?tab=content>

¹⁷ Minnesota Department of Natural Resources. (n.d.) Climate trends. https://www.dnr.state.mn.us/climate/climate_change_info/climate-trends.html

¹⁸ Union of concerned scientists. (2021). Too hot to work: Assessing the threats climate change poses to outdoor workers.

https://ucsusa.org/sites/default/files/2021-08/Too%20Hot%20to%20Work_8-13.pdf



Methods

To answer the research questions described, HACER conducted three key activities:

- Led six focus groups with Latine adults.
- Held five in-depth interviews with teens aged 13-17.
- Administered a survey specifically for Latine adults.

All participants included in the analysis self-identified as Hispanic or Latine and as residents of Minnesota. Participants lived in the Twin Cities metropolitan area (Anoka, Carver, Dakota, Hennepin, Ramsey, Scott, and Washington counties) and certain regions of Greater Minnesota.

Though held virtually on Zoom, focus groups were divided by region of the participants, with three groups for Twin Cities residents, two for southwestern/south central residents, and one for southeastern residents. The focus groups were entirely held in Spanish. All the in-depth interviews were conducted in English. The survey was available in both Spanish and English and administered in paper and online formats. The online version was administered using the survey software REDCap.¹⁹

All participants, of the focus groups, interviews, and surveys, were given an anonymous demographic questionnaire. Data from the demographic questionnaires and survey was cleaned, analyzed, and visualized using Microsoft Excel. The verbal responses from the focus groups and in-depth interviews were reviewed and analyzed using NVivo.

The questions from the focus groups, in-depth interviews, and surveys can be found in the Appendix, with a summary below. This study focused on what participants have observed or experienced, or would like to see, regarding climate change, rather than on their positions on political, partisan, and policy matters.

The climate change questions fell into these categories:

- | | |
|--|---|
| • Awareness and concern | • Messaging and communication |
| • Impact on daily lives | • Actions to improve climate change observed and desired by governments and businesses. |
| • Actions in daily lives to reduce harm to the environment | • Barriers that Latines face to everyday actions and advocacy. |
| • Regional factors and community connectedness | |

The demographic questions included:

- | | |
|---------------------------------------|------------------------------|
| • Generation of immigrant | • Highest level of education |
| • Born in the United States or not | • Age |
| • Years lived in the United States | • Gender identity |
| • Current city – recoded into regions | • Occupation |
| • Years lived in current city | |

¹⁹ REDCap. <https://www.project-redcap.org/>

Limitations

This project must be taken in light of its limitations. Originally, HACER intended to conduct 14 focus groups statewide. Given that qualitative saturation can be reached well before 14 focus groups in the limited timeframe of the project, HACER decided to reduce the number of focus groups to eight. The final two focus groups were meant to be conducted in northern Minnesota to get representation from that region, but even after many outreach efforts to engage with Latines in the northern part of the state, HACER was unsuccessful in securing enough participants to conduct additional focus groups in the area. The vast majority of Latines live in the metro area and Southern Minnesota, meaning that the universe of people HACER could reach in the northern part of the state was already limited. In addition, the number of survey responses was lower than intended. Outreach efforts were conducted in person and online to secure survey responses. HACER's online version of the survey was hacked by bots, likely a result of offering a gift card incentive and posting the survey on Twitter.²⁰ To combat this, HACER included a series of quality assurance questions to filter through "real" survey responses versus bot responses. Through these methods, HACER determined a small sample of survey responses which was lower than the 300 that was the original goal.

²⁰ Simone, M. (2019) How to Battle the Bots Wrecking Your Online Study. <https://behavioralscientist.org/how-to-battle-the-bots-wrecking-your-online-study/>

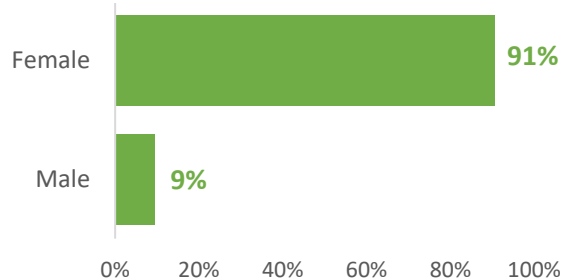
Findings

Focus Groups

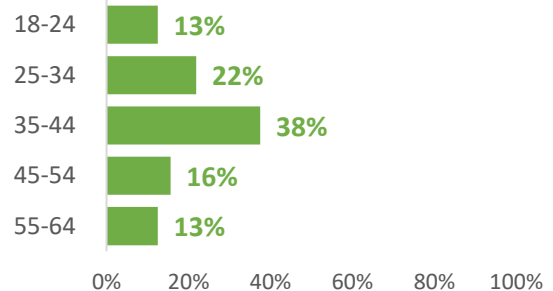
Demographics of the Focus Group Participants

The 32 focus group participants represented a diverse group of Latines. In terms of country of origin Latines from El Salvador and females were over-represented in our sample and Latines from Mexican origin and males were under-represented in our sample, so it's important to take these figures into consideration when interpreting and making conclusions based on the findings of this study.

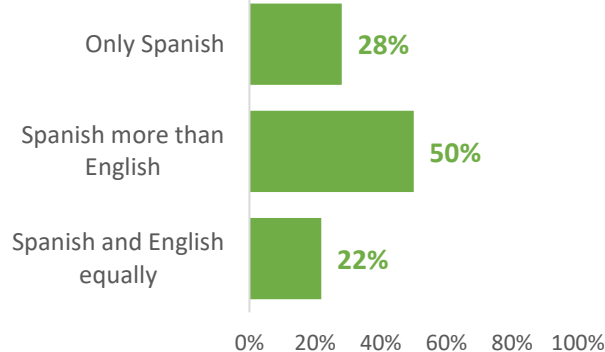
Gender identity (n=32)



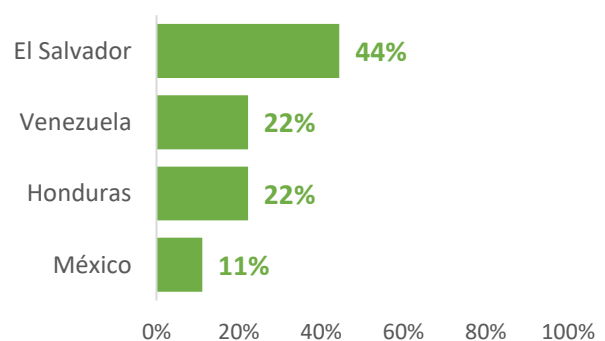
Age (n=32)



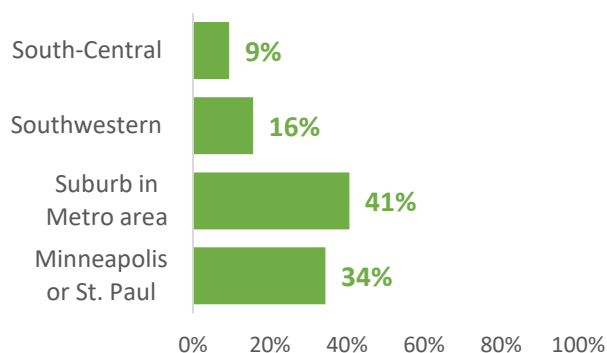
Language (n=32)



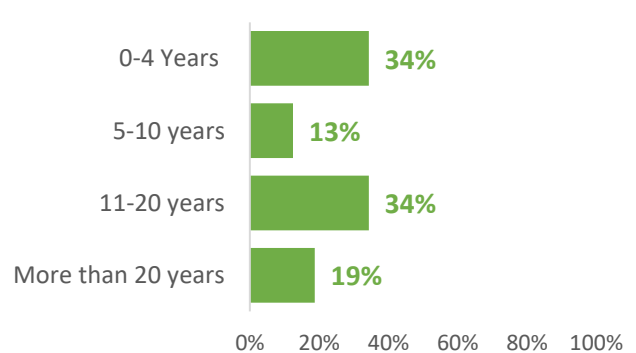
Country of origin (n=32)



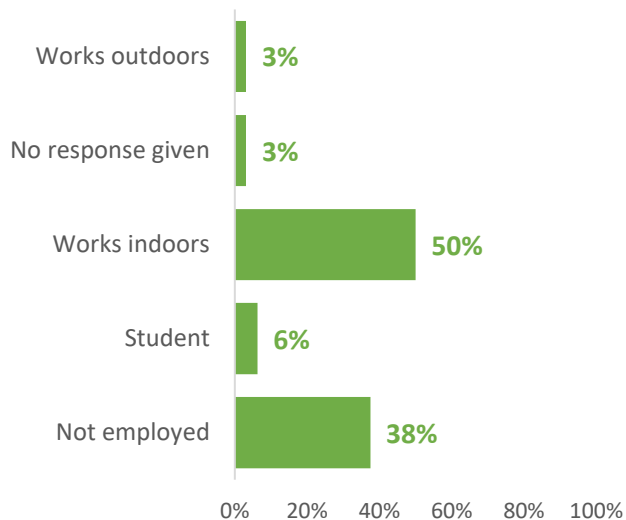
Region of Minnesota (n=32)



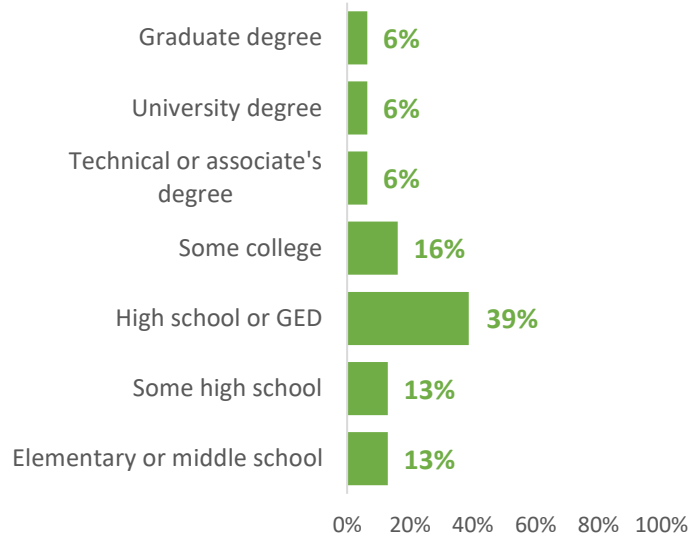
Years lived in current city (n=32)



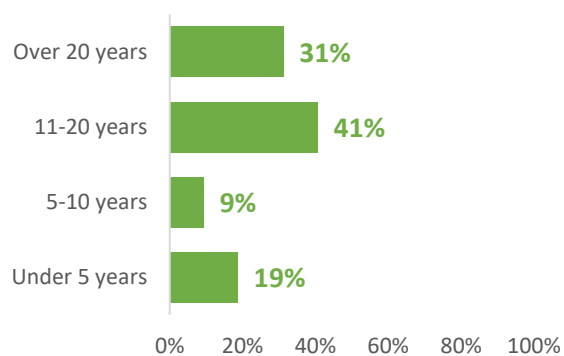
Employment (n=31)



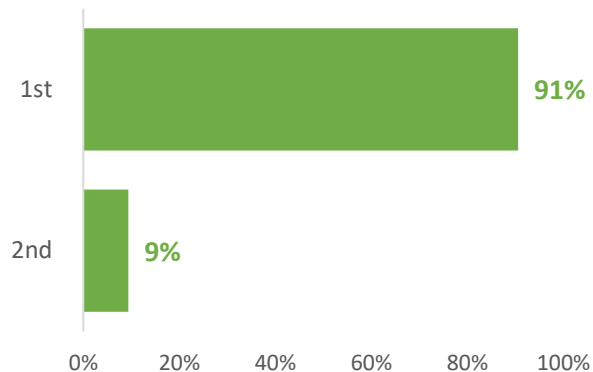
Highest level of education (n=32)



Years Living in the US (n=32)



Generation of immigrant (n=32)



Perceptions about climate change

“Climate change” is causing changes in weather patterns, extreme weather events in addition to other impacts to nature.

For Latine participants, the phrase “climate change” is associated to changes in weather patterns and intensification of extreme weather events. The changes in weather patterns are usually changes that they can observe and tend to be more local like summers being hotter and longer, variations in snowfall in winter, too much rain in some areas and deep, long droughts in others, variations on the duration of the seasons, etc. They are also aware of the intensification of extreme of weather events - more frequent, longer, more intense, more damaging, or more unpredictable hurricanes, floods, tornados, forest fires, etc. Some participants also mentioned the effect on climate change can be seen in water and air quality, melting of the icebergs, increased sea levels, changes in the ozone layer and extinction of species.²¹

Perceptions of Climate Change

Changes on Weather Patterns	Intensification of Extreme Weather Events	Changes to nature and habitats
•Temperature •Precipitation •Duration of seasons	•More frequent •More damaging •More unpredictable	•Icebergs melting •Changes in air and water quality •Deterioration of ozone layer •Extinction of species

For most climate change is an undeniable reality, but there are some – limited –mixed perceptions.

For most participants, evidence of climate change is irrefutable. For many, what they feel locally in everyday life provides evidence that it is happening, such as: it feels hotter when working outside, the sun burns more, the air is harder to breath. But they also give credibility to the larger, more intense events they learn are happening somewhere else.

Limited, but present, were notions that this might be just cycle that the earth goes through and “it’s inversion of the poles. They say that the north is becoming south, and the south is becoming north, and it’s a little scary.”

“I think this is a cycle that has happened before, all these changes might happen again in a thousand years... Other generations will see other animals, we didn’t see mammoths, but other generations did. With all the things the humans have invented... well, nature is defending itself. But I think this is just a cycle.”

²¹ Note that participants refer to weather and climate events interchangeably. They are often confusing concepts, but it might also come from the words used in Spanish. Spanish uses “clima” or “tiempo” for weather and “cambio climático” for climate change

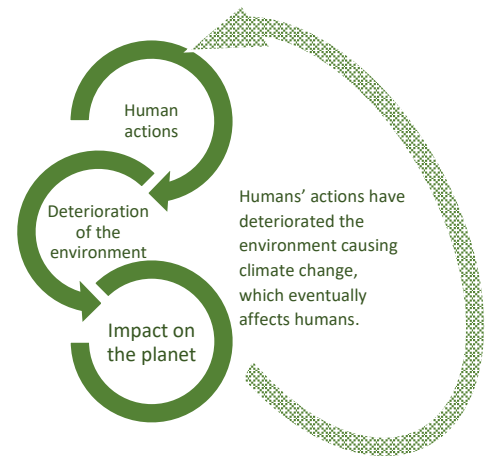
Climate change is a consequence of the deterioration of the environment, caused by human activities.

The causes of climate change are complex, but participants put most of the responsibility in human actions. But they don't just blame others, they take personal responsibility. They talk about the "errors of many" to refer to the compound effect that small actions of the individual, and, at the very core, the cause of climate change is "our lack of awareness" or bluntly put it "our own ignorance" of the impact that our actions have in the deterioration of the environment, which in turn causes the dramatic and "catastrophic" changes we can now observe.

According to the participants, pollution—air, land, water—caused by human actions and lack of action and the consequent deterioration of the environment are the main causes of climate change. They fall, roughly, in three categories: consumerism, industrialization, and government.

- **Consumerism:** Consuming too much, producing too much garbage, not recycling enough, not reusing, "single use products", dumping garbage in the streets, land and the ocean, burning garbage
- **Industrialization:** Cutting trees & deforestation, use of chemicals and realized them into the air and the water; pesticides & fertilizers to produce food, and emissions
- **Government:** Not so much about what the government is doing, rather about what is not doing. Participants expect the government to talk more about it, educate more, "do something so the companies pollute less" (i.e. regulate, control)

Cause and effect of climate change



"Pesticides and fertilizers are contaminants; this goes beyond what we can do as individuals. It's something the food industry needs to change."

"And to think that we came from countries where it was difficult to obtain most things. And here you can buy everything. We entered in this culture of consumerism. We use too much of everything."

The main emotions related to climate change are concern and frustration.

Climate change has the Latine participants concerned because it has a direct impact on their lives. It falls in a wide range of effects like cancelation of classes, events or work; to the increase price of food (because production has declined due to a drought); to health concerns (skin burns or difficulty breathing). They are deeply concerned with the long-term effect on the planet: the impact that will have on future generations, “what kind of world are we leaving to our kids?”. They describe their feelings of concern as fear, anxiety, alarm, hopelessness.

Many also report being frustrated from others not caring and when they reflect on the question “are we all doing all we can?”. Frustration arises when they encounter **individuals** that don’t seem to understand or care about the impact of their own actions on climate change. As frustrating as when they realize that **companies or governments** continue damaging the environment or are not taking the actions needed to preserve it. The feeling does not stop participants from doing their part, but it frustrates them because they realize the solution is out of their hands.

There is a silver lining – more people engaged.

Over time, they have seen an increase on people interested and taking action, which they see as positive. This is especially important when the youth are engaged. For them, creating awareness on the youth is key if we are ever going to make changes.

There are other urgent matters that compete for the Latines’ attention, but the awareness of the impact of climate change has made the issue important to them.

Depending on their specific circumstances, they are other important issues that take priority at the given moment.

- **Education:** for many, opportunity to quality education is one of the main advantages of living in the U.S. For some, it was the reason for their migration. The education of their children is a priority.
- **Immigration and life as immigrants:** it is fundamental to be informed of issues related to immigration and learn things that can affect them or help them, such as issues related to labor rights or resources.
- **Health:** theirs and their families. There is nothing without health.

Emotions associated with climate change are mostly negative



“I see they are trying to teach kids to recycle at the school where I work, , by cataloging the garbage by colors, blue for recycling and that. But I don’t know what big impact this can have, when they are serving the food in disposable, not recyclable plates.”.”

Climate change is important to participants because they understand and clearly articulate a wide range of implications in their lives: **health** (air, water, exposure to chemicals, the quality of the food), **jobs** (impact on construction or agriculture workers), **economy** (amount and prices of food because of drought or floods; those that depend on agriculture), **everyday lives** (cancellations of school or work, etc) as well as **major disruptions** (hurricanes, fires, etc.) and **long term** effects of the planet (“the world we are leaving for our kids”)

Impact of Climate Change

Health
Every day lives
Economy local and global
Disruptions due to extreme events
Long term, especially their children

Actions to combat climate change

To reduce or slow down climate change there should be actions at individual, corporate and government level. But there is some skepticism.

Key components in reversing or slowing down climate change are awareness of the individual, of the impact of all actions combined has in the environment, companies making changes and the government taking action in both ends of the problem: education and rules, in combination with sanctions.

Participants are aware that their **actions are small**, but it’s important for them to **take action** and they hope the combined effect of their “**granitos de arena**”²² will make a difference. So, they start the list of actions with those changes they can do: trying to reduce their garbage by using reusable products, eliminate single use items (like water bottles and straws regardless of whether they are recyclable or not), recycling more in general.

It’s very important for these parents to **educate their children** to love and respect nature, to start creating consciousness early and start creating positive habits early. They do that with the example—reusing, recycling— and explaining the reason behind it, watching nature videos together, going to parks, participating in civic activities of clean up and recycling, etc.

“What’s important is to begin, then do it everyday. You start with what you can: I start recycling at home and educating your children. We can’t use the excuse that others are not doing their part. The change starts with me. Education starts at home. I put my grain of sand.”

“Companies are becoming more conscious; they are more aware of the carbon footprint, and their contribution to the climate change. Some are doing things more recyclable, some are more aware of their emissions at their plants, some are trying to use solar or wind energy. Little by little, everything helps. What I don’t know is if that is their own initiative or a government mandate.”

²² “Grain of sand”

The role of corporations and the government is more impactful than that of the individuals, but there is some skepticism.

As much as they can see the importance of their individual roles, participants recognize that individuals are not the biggest contributors. Participants would like to see the **companies take a more active role** in protecting the environment and have the **government creating and enforcing rules** to achieve this.

"We all like to have a green grass, so we put who knows what in it, without knowing that this is also pollution. When it rains, all this flushes down to the lakes and the fish die, and the lakes are green. This is complicated. It includes more than the individuals, it's companies and public policies."

Participants have evidence of corporate and government actions that lead to changes, which gives them confidence. For example, they cited examples in Puerto Rico the government banned the use of straws and plastic cutlery, and Minneapolis banned the plastic bags. They have also noticed that more companies seem to be talking about it or making some changes.

"But some people don't care, do whatever. Some companies, especially around Plymouth, Wayzata, Maple Grove that are big companies they need to get a good sanction, that costs them a lot of money, so they would change too. Because we can do it in our homes. And they, that produce much more waste than we do, don't"

On the other hand, there are also plenty of examples to demonstrate to the participants that not everyone is as committed to helping the environment, so therefore a need for continued effort. Naturally, this contributes to the frustration and even the skepticism of many.

Participants would like to see a bigger, more intentional effort from corporations and from the government towards protecting the environment. However, they understand that there are other factors and competing priorities at play that prevent or interfere with this.

"It seems companies care more about their money than about the planet we are leaving to our children. From the government I would love to see rules and regulations that were more intentional to improve our planet, but I don't know what mix of economic interests exists."

"My son is in the Navy and he tells me that they dump the garbage from the ship into the ocean. He does as he is told, even though it's wrong. It would be important that the government sets the example for all. It's like I tell my kid not to do something because it's bad, while I'm doing it. Que onda? It's a double standard."

Specific actions to combat climate change.

Some of the actions that participants would like to see coming from corporations and the government:

- Making recycling easier with more recycling centers or paying for recyclable materials
- Making recycling mandatory in schools, companies, apartment buildings
- Reducing the use of plastics in general
 - but specifically in food wrappings, grocery stores, containers to go,
 - and eliminate the use of plastics that are not recyclable (unicel²³)
- Measure and control emission on the cars
- Providing economic incentives or making more affordable to buy things that are better for the environment like electric cars, solar panels,
- Use less pesticides and fertilizers on producing our food, to reduce the pollution of rivers and oceans
- Reduce or slow down the cutting of trees (deforestation)
- In general, give incentives to companies to be more protective of the environment.

“The government would motivate companies telling them: you know what? If you do this or that we can reduce your taxes. Or it could give fines if they don’t.”

They would like the **government** to make **climate change awareness education** a priority. Participants would like that we talked more about what climate change is, how it is caused and how it affects the planet, so more people are engaged. As importantly, they want information on the **actions** that we can all take.

Participants expect that the government be a stronger advocate of climate change **globally**, being part of the international organizations and agreements. However, their level of knowledge and scope of these organizations is not very clear to them.

“USA is now back to where all the countries are concerned about the planet, for three or four years. What’s going to happen if the next president gets the country out again?”

Barriers to combat climate change

When it comes to taking action about climate change, lack of information is the most important barrier to overcome.

Participants believe that the first barrier to taking action on climate change is the **lack of awareness** on what actions or human activity causes most harm, as well as the **indifference and lack of ownership** on our actions.

Several participants recognize that climate change or taking care of the environment, are not topics they used to talk about years ago in the U.S., and much less in their countries of origin, so for the participants it’s something new in terms of information and new habits to be formed. Older adults (seniors) in general are even less aware or concerned with the issue.

“A main barrier is the feeling that “all is good, nothing what I do really affects.” We blame others, so we don’t have to do anything.”

The only way they see that the Latines will be more engaged is with **awareness**: learning how we are damaging environment, learning what actions we can take, implementing changes and teaching their children about taking care of the environment. But they also acknowledge that is not going to be easy,

²³ White foam takeout containers.

because it requires a significant change.

"We don't have the culture of recycling or composting in Mexico, maybe it's starting now. I don't think the Latin culture is used to talking about the environment as much as the American culture. I think changing this is one of the most important factors that we need to overcome."

"I'm glad to see that this project is happening, that we are brought together to talk about the environment because I think that as Latinos we are not used to think about it."

There are also other barriers to take action that are outside their scope of control – systemic barriers.

Engaged individuals want to contribute their "grain of sand", but there are often additional barriers that are outside the scope of the individual. Some of the barriers they mentioned:

- **Transportation:** Participants are aware that cars are a significant source of pollution, but they do not have practical options for public transportation to and from work or school.
- **Drinking water:** Someone that needs to buy bottled water because they don't know if they can trust the tap water.
- **Recycling:** Those unsure what items are recyclable in their areas.
- **Lack of recycling:** Individuals and families who want to separate the recyclables, but the building has only one dumpster.
- **Grocery store food wrapping/To-go food containers:** Food offered in "unicel" containers that are not recyclable and that take too many years to decompose.
- **Language barrier:** There might be information out there to learn or take action that is out of reach because of language barrier.
- **Cost:** Environmentally friendly items like items produced from recyclable materials, or less pollutant, newer technologies or reusable items are marketed as "cool" or "trendy" and are more expensive than regular options.
- **Equity:** Lower income neighborhoods, as well as other Black, Indigenous, or People of Color (BIPOC) neighborhoods tend to be located closer to garbage dumps and experience greater levels of neglect and pollution, making it more difficult for residents to initiate cleanup initiatives.

"I would put solar panels in my home, good for me and good for the environment. But the investment is too much for us. That is where I see the government stepping in an offering funds to people that want to do it. Sign me up. But we usually don't qualify for any type of help."

"Newer things that are better are more expensive. At the moment of buying a car, a person that does not have the money will buy the older technology, even though he knows that the car that uses renewable energy is better for the environment."

"Being green, environmental is 'cool' or 'in', and is not a need, so it is marketed like a luxury"

Individuals hope for government and industries to make changes, but they don't see themselves as able to play a role on that change.

Latines are concerned and willing to learn and engage in actions to “contribute their grain of sand” and they hope/wish/want companies and government to change, but they don't see a connection between the actions of the citizens and those of the companies and government.

Communications about climate change: Media and messages

Most Latines learn new information about climate change mostly via news and social media. Special programs or documentaries, and schools, also play a role.

New information and increased awareness of climate change happen most often as part of the **news cycle**, usually related to the coverage of an extreme weather event and the consequences on a given community. Also, conversations around climate come forth from the meteorologist **weather forecast**, as well as **news reports** covering weather, and how it compares to other years (more or less, longer or shorter, sooner or later, etc)

With few exceptions, families don't learn about climate change from each other. They might talk about direct impact that a weather forecast might have on their routine: cancelations, those that work outdoors. In the occasion that a family business depends on agriculture, they might comment or reflect on the impact on them, as well as when they work outside and the weather – temperature or precipitation - will impact their jobs.

Social media plays an important role on learning and disseminating new information, mostly what other people share. Social media brings attention to the topic, other people commented. However, **social media could be confusing or sometimes contradicting**. Only one participant mentioned following a specific environmental Facebook page.

Many people become **stressed out** about the news and social media coverage of climate change, as these often focus on extreme events or negative news. When climate change is discussed in the news or on social media, it is usually framed in terms of what is going wrong rather than what is being done right.

Participants, in general, **do not seek out** climate related news or programming. Rather, it finds them. For example, sometimes parents might come across a climate related **documentary** on Netflix or YouTube, usually a nature program or a conservation effort that they might view with their children to help the children learn to love and respect the environment and the role they can play in protecting it.

Schools are one more source of limited information related to climate change, teaching the students about recycling or implement a recycling program.

“More often than not is in social media or the news. We can't ignore what we are living through. Once, there was a coverage about fish dying, something about the river being a different color. Why? Because we throw garbage and stuff in it. It was very alarming. Other times, you just see, the smog that we breath. It's easy to see. It's around us.”

“There are videos on Netflix or YouTube- I showed a program to my kids. It was about the straws and how they affect the fish in the sea, that have straws stuck on different parts of their bodies. That is not ok.”

Finally, **local events**, for example, an initiative to clean up a park, bring about the conversation. They like these events because it allows them to engage with their children.

Education is important to create awareness, and being able to contribute is engaging and motivating.

The type of messages that resonate the most are the impact on nature and **how it relates to their lives**. Besides the knowledge of what is happening, they want to **know what they can do about it**. In addition, they want to know the

- impact directly our communities, our jobs and recreational activities;
- impact on health;
- impact on the environment in general, and specifically animals habitats, increased risk of extinction;
- impact on the economy;
- and the science behind climate change, as well as the science behind how to help.

"You can reach some people with the science, but to me it would be better to talk about health. Don't forget the animals and the plant, people will respond to that."

Latines see education as one of the main vehicles to help with climate change: awareness and action. They talked about education in a wholistic form, not just in terms of school and job training, but also "physical, social and emotional" and an education of values such as "respect, justice, honesty, love." Education determines how people act and helps them understand the consequences of their behaviors.

Messages are more trusted when they "show" not just "tell" the story. However, it is important that the message is truthful. Some talked about events reported on the news, that when checked with family members local to the area, "were not as bad as the news reported". This not only takes away from the news source in question, but could also affect their perception on news in general; "You can't trust the news."

"I would not mind to also have information about food. We think are eating healthy, but we are actually putting toxins, poison in our bodies. The pesticides and fertilizers in the fields end up in our bodies. I try to eat the best I can but my food is not as natural."

When it comes to actions they can take, information about food and on how to protect their health resonate with them.

Share information in social media and positive and action-oriented messaging would be more welcome and effective.

The best way to share information about climate change is via social media – Instagram and Facebook. Most of them do not currently follow specific environmental or climate change pages, but they would be willing to do so, especially if those pages are focused on taking action. The positive side of climate change is that it invites people to unite and take action.

Also, live events, such as discussion groups, from organizations that we know and trust, where people can share ideas are welcomed too.

Many think that we, as society, and the government **do not give enough attention to the issue**. They mentioned the local governments, such as county and state, for programs and the larger national governments regarding the issues that concern the country and the planet in general. They also mentioned the need to incorporate education about climate change in the schools. Participants reported that most of the news are negative and stressful, therefore striking a balance will be important.

"I hope to see these events promoted by the county or the state. I want to see TPT the public TV educating us about it. It's good to enjoy the park, but is important to be part of the "I cleaned it" or "I planted it" – to feel you are part of it."

Information about climate change **coupled with action** helps balance the stress caused by the problem with the feeling good effect of doing something about it. Specific events such as clean ups have the added benefits of including the children and creating community.

News programs as well as documentaries about **nature** are also powerful to help bring information to the participants. They mentioned that this is how they mostly hear about climate change (news) and how they use the programs to teach their children to take care of nature (documentaries).

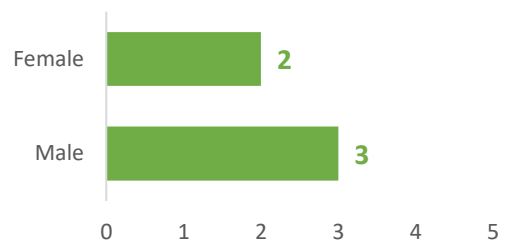
"I would like to learn about activities that include parents and children, like learning about the current state of the Mississippi river or meeting a protected area. We need to see the consequence of a river that is drying out or the deterioration of the park because of negligence."

Youth Interviews

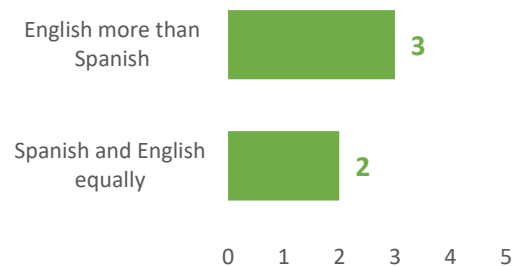
Demographics of the Interview Participants

The interview participants were five Latine youth between the ages of 13 and 17 living in Minnesota; three of the five were 15 years old. Three identified as female, and three reported speaking English more than Spanish. Four of the five reported having Mexican heritage, with the last having Ecuadorian heritage. All of the participants reported living in the U.S. for 10 or more years, with four of the five reporting they were second generation immigrants, and one reporting they were a first generation immigrant. One participant was in middle school and four were in high school. All of the youth were from the Twin Cities metro area so it's important to take these figures into consideration when interpreting and making conclusions based on the findings of this study.

Gender Identity (N=5)



Language (N=5)

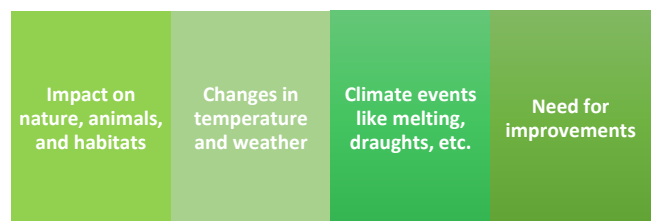


Climate Change Experiences and Perceptions

Youth are thinking about climate change and have a high awareness of it.

Youth participants demonstrated a high awareness of climate change by sharing their perceptions and concerns of this phenomenon. When prompted to think about climate change, most participants described a connection to climate events like wildfires, melting, draughts, and related events.

When I think about climate change, I think about...



Participants agreed that climate change involves changes in temperatures and weather patterns. They also acknowledged the direct impact climate change has on nature, animals, and habitats. A participant mentioned that talking about climate change not only means talking about the problem, but also talking about the solutions that are needed to make improvements.

Level of concern

During the interviews, youth participants shared their level of concern about this issue. Most participants expressed that they are worried about climate change and its impact. Particularly, participants focused on the causes of climate change. They highlighted pollution and greenhouse gas

"I mean, just like recently here in Minnesota, we had, really like we had wildfires up north and they got really smokey. We've never, I've never seen that in my entire life here. Uh like the whole sky was filled with smoke and you could barely see the sun. So, it was. It was weird."

"I'm very concerned. I mean, honestly, it's a, it's a big issue, it's a big issue and, I think it's like, well, it's going to, if we don't fix it, we're just going to ruin our planet or the planet's going to be over with, it's going to be inhabitable..."

emissions as one of their main concerns in terms of climate change.

Respondents echoed a similar sentiment towards “non-clean” energy sources like fossil fuels, that have a negative impact on the environment. Participants reflected how our current patterns, such as our modes of transportation and overconsumption, are also part of the problem. Moreover, they showed frustration at the lack of action to fix this issue.

Youth perceive climate change as a distant threat.

Despite sharing their awareness and concerns, participants still mentioned they do not think about climate change often. These participants demonstrated to have knowledge about the relevance of climate change, however they perceived climate change as a distant threat that they are unable to fix.

Similarly, participants were asked about the ways they have noticed or experienced climate change in their daily lives. Most of the participants responded that they have not directly experienced climate change. However, some participants shared that they have seen climate change’s worldwide impact on social media. Other participants mentioned that they have started to notice it more frequently, especially in terms of temperature and weather in Minnesota.

Learning about climate change

Youth learn about climate change in a variety of ways.

Interviews also examined how participants inform themselves about climate change and exposure to this topic. To start, participants were asked how they usually hear about climate change. Most of the participants mentioned that they primarily hear about climate change in the news. Some others said they have seen this topic mentioned in social media and television. Another portion of respondents said they hear about climate change through their peers, such as friends and people their age. They also mentioned that they hear about climate change in their household. At the same time, some other participants expressed that they do not hear about climate change enough.

Youth participants were also asked how often they learn about this topic in school. Most of the participants said that science classes are the space where they learn more often about this topic. According to participants, other classes that discussed climate change are Social Studies and Spanish classes. Other participants revealed that they have never encountered a conversation about climate change in school. Outside of academic courses, participants shared that they have heard about climate change in school clubs dedicated to climate change.

Main concerns about climate change

Causes of Climate Change	Not Doing Enough to Fix
•Daily activities •Energy sources •Overconsumption •Pollution •Greenhouse gases •Transportation	•Consequences of climate change on Earth •Dangerous not to fix

“I hear it at school. I mean, recently we just created a club for climate change at our school. So that was something new. So it is definitely becoming more of like a hot topic amongst, well, my school. And yeah, I mean, that’s usually where I get the most of it. We talked about it. We look at what’s happening I, yeah.”

Social media is a preferred choice for dissemination of information.

In this same manner, participants provided ideas on the best way to share information about climate change with other Latine youth. All the participants agreed that social media is the most effective outlet to share information about climate change. Respondents have demonstrated to value social media as a tool to engage and inform themselves about this issue.

"I think maybe social media, a lot of kids have social media on their fingertips, so maybe if like social media would talk about it more and take it more seriously, other people would take it more seriously and spread the word."

In addition, youth participants suggested that sharing information in school is another way for people their age to learn about climate change. Other respondents found that the news, friends, and family, are also practical ways to inform others about climate change.

Influential messaging should focus on the impact on nature.

Respondents were asked to share the type of messaging that inspires them to take action. Most participants believed that showing climate change's impact on nature is the most influential message to take action. Other messages that participants valued were learning the science behind climate change, the impact on jobs and the economy, and the impact on human health. Only, one participant mentioned that learning about climate change's impact on daily lives would motivate them to act against climate change.

Most influential type of messaging



Comparing climate change perceptions

Teens believe adults are more aware of climate change than teens.

Participants were also invited to reflect upon the differences in their beliefs of climate change compared to adults and peers their age. Most youth participants believed that adults are more aware and worried about climate change in comparison to teens. They think adults are generally more informed about this issue and their lives are more likely to be interrupted by the effects of climate change. Similarly, a participant mentioned that teens tend to be more self-centered at this stage of life, and therefore do not care as much about the world around them.

On the other hand, some participants mentioned that teens are more concerned about climate change than adults. They think that adults only care about money or do not pay attention to the changing climate patterns, while teens need to confront the consequences. For example, a participant shared that climate change already is causing negative health effects on the youth. Another participant said that the preoccupation for both adults and teens is mixed, stating that you are as likely to find a teen or adult that is worried about climate change as one that is not informed at all.

Teens varied in how they perceived their own beliefs of climate change compared to their peers.

Youth participants had varying opinions when comparing their climate change beliefs to their peers'. Two participants said that their peers have similar beliefs and concerns when it comes to climate change. A participant also mentioned that some of their friends are not aware of this issue or are more concerned about other issues. Another participant acknowledged that some of their peers have different opinions on climate change. The last participant said that they are more concerned about climate change than the rest of his peers, articulating a more proactive approach to the issue.

"Me I find myself more active in the climate change stuff because I don't really think we should just sit around and just think, Oh, hey, I live on Earth. Who cares? Yeah, tiny speck in the world. We should be thankful instead that we have this whole glorious thing that we that we live in, instead of just sitting on our bums watching TV all day."

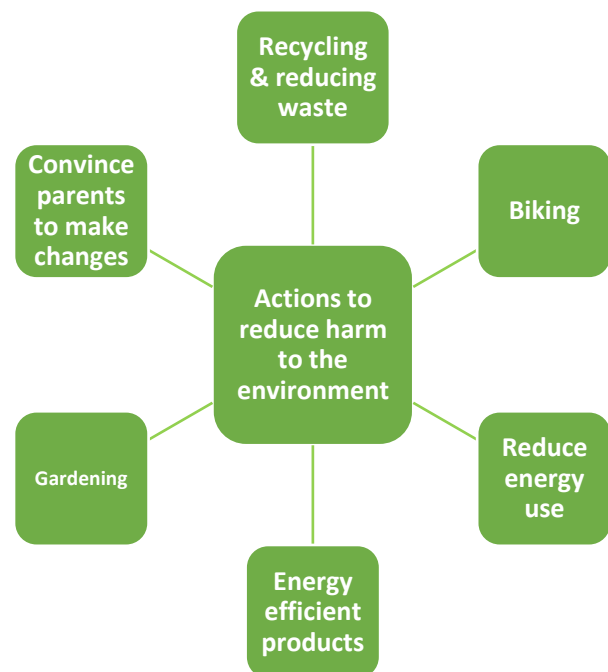
Actions to combat climate change

Youth expressed mixed interest in STEM careers.

The last section of the interviews with youth participants explored the actions that participants already have taken to combat climate change and the solutions that they think are most effective. Participants demonstrated to have mixed interests in their future careers. Two participants mentioned they are interested in pursuing a STEM career in the future. Another two participants said that they would maybe consider a STEM career or are unsure about it. A participant said that they did not know what type of job they wanted, but they did not picture themselves in the STEM field.

Youth engage in various activities to reduce harm to the environment.

Participants also shared daily activities they do to reduce harm to the environment. Recycling and reducing waste were one of the most common environmentally friendly activities that youth participants engaged in. Some participants favored utilizing bikes or public transport, demonstrating a preference to cleaner transportation whenever available. In their household, some participants said they use energy efficient products and try to reduce their energy consumption. Another participant mentioned they enjoy gardening as an activity to help the environment. Youth participants' efforts do not stop there. Some others mentioned that they would like to do more to help reduce the negative impact on the environment. For example, they said that they would try to motivate their parents to make changes or convince them to install solar panels in the house.



Contact with environmentally focused organizations.

On the other hand, youth participants have had limited interactions with people or organizations to talk about climate change. Most participants have never been contacted by any organization to discuss climate change in any form. The rest of the participants have been directly contacted through a friend or a club at school.

Youth think politicians should care more about climate change.

Even though most participants have never been contacted by environmental organizations, they demonstrated to have insightful ideas to combat climate change. Youth respondents were prompted to think what they would tell a politician about climate change and the issues and the actions they wanted to see. Participants emphasized that politicians should start by caring and worrying about the environment, but more importantly to take a stand to fight climate change. Other participants would make politicians aware that climate change is still a relevant issue despite the challenges that COVID-19 brought. Another participant suggested that politicians should try to engage more with students and schools to talk about this issue. At the same time, participants suggested that policies should incentivize environmentally friendly activities such as conserving resources and reducing waste. Youth participants also prioritized renewable or alternative energies, such as solar panels and wind turbines.

Barriers exist to participation in activism/advocacy.

Participants also commented about the barriers they face to participate in environmental advocacy or activism. Some of the most common barriers were, cost to participate, lack of transportation, and the limited focus on climate change of organizations. Only one participant mentioned that they do not feel there are barriers to participating in environmental activism. These comments are consistent with the participation rate of youth respondents in these activities. Most of the participants are not actively involved or have never been involved with environmental organizations, while only a few have participated in environmental activities.

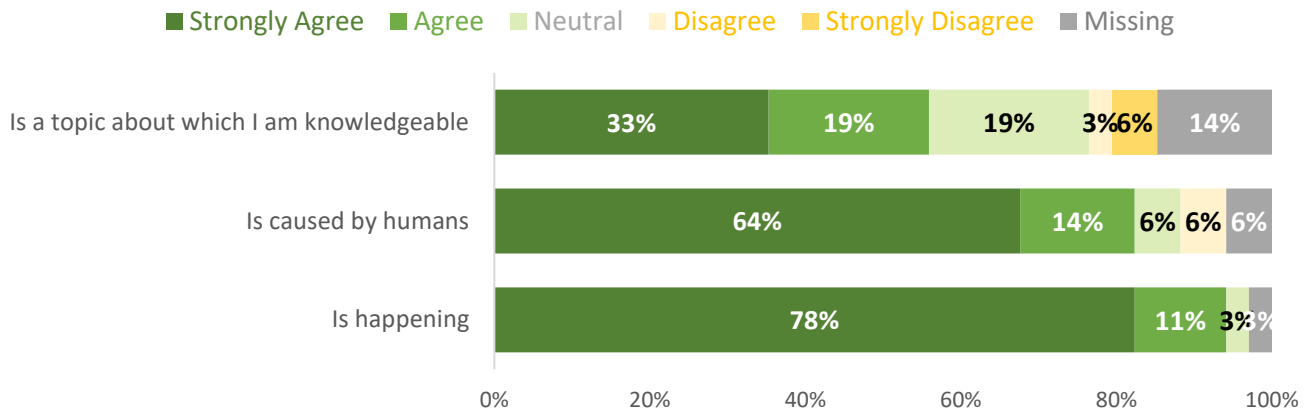
Survey

Respondent Demographics

A total of 34 respondents completed the survey, with one respondent being a youth between the ages of 13-17. Just under three quarters of respondents identified as female (71%), and all respondents who answered the question on race, ethnicity, and origin identified as Hispanic or Latine (100%, n=28). Of the 34 respondents, 65% were born outside of the United States ("U.S.") and the majority of respondents (56%, n=19), who answered the question, had either been born in the U.S. or have lived in the U.S. for more than 20 years. Of the respondents who answered these questions, 24% (n=8) work in either the food or education industry and 27% (n=9) work in either the agriculture, social, or health care industry.

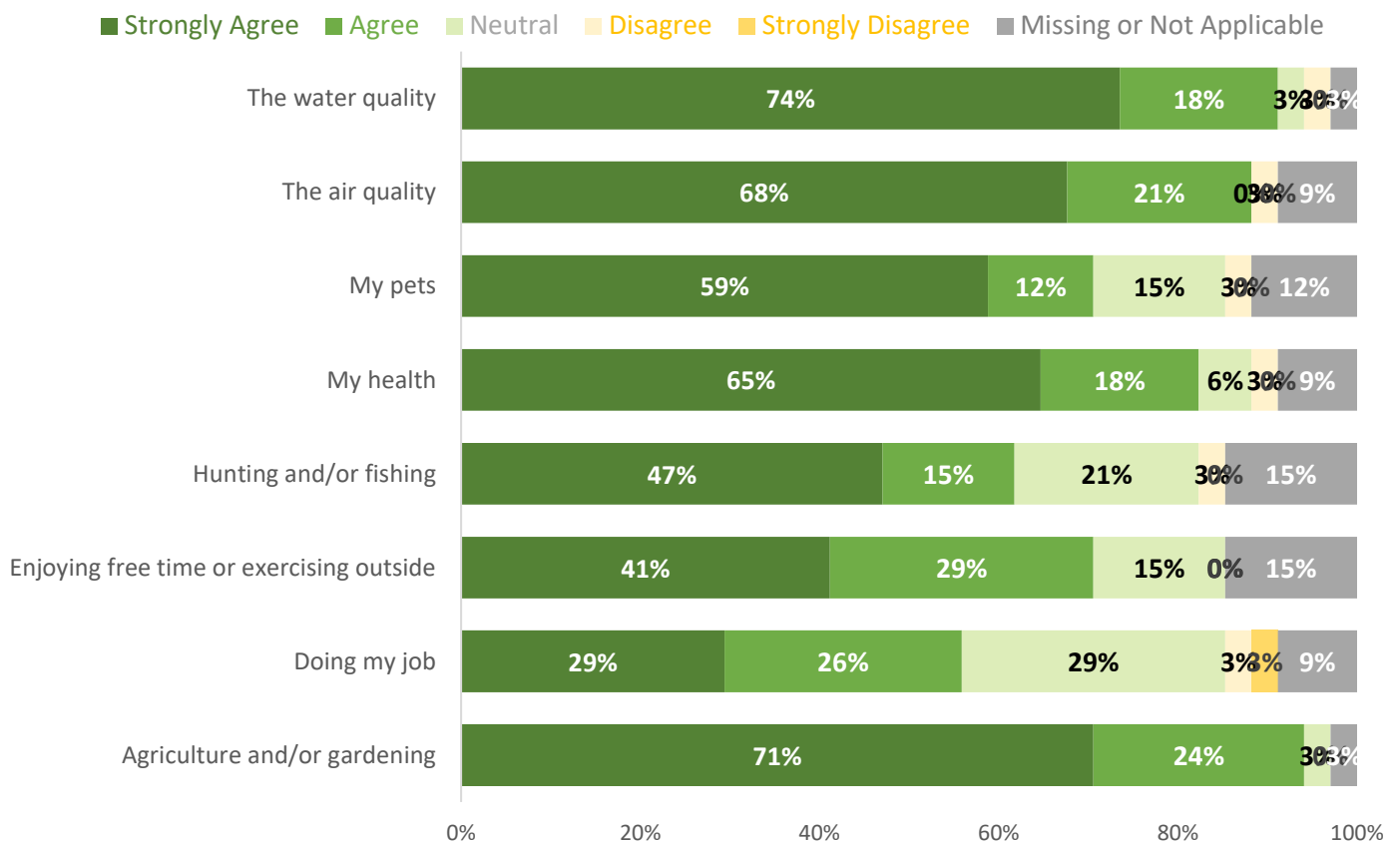
When given questions about their thoughts on climate change, 89% (n=32) believe that it is happening, 52% (n=19) of respondents feel that they are knowledgeable about the topic, and 78% (n=28) believe that it is caused by humans.

Agreement with statements about beliefs that climate change (N=34)



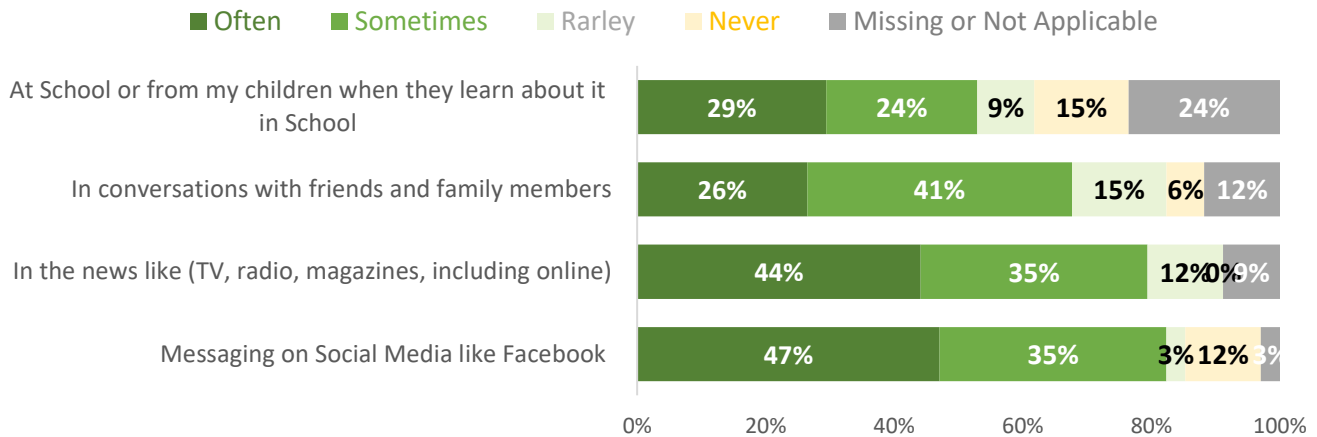
Respondents expressed the most concern about the impact of climate change when it came to agriculture and/or gardening (95%, n=32), water quality (92%, n=31), and air quality (89%, n=30).

Agreement with expressing worry about the impact of climate change on (N=34)



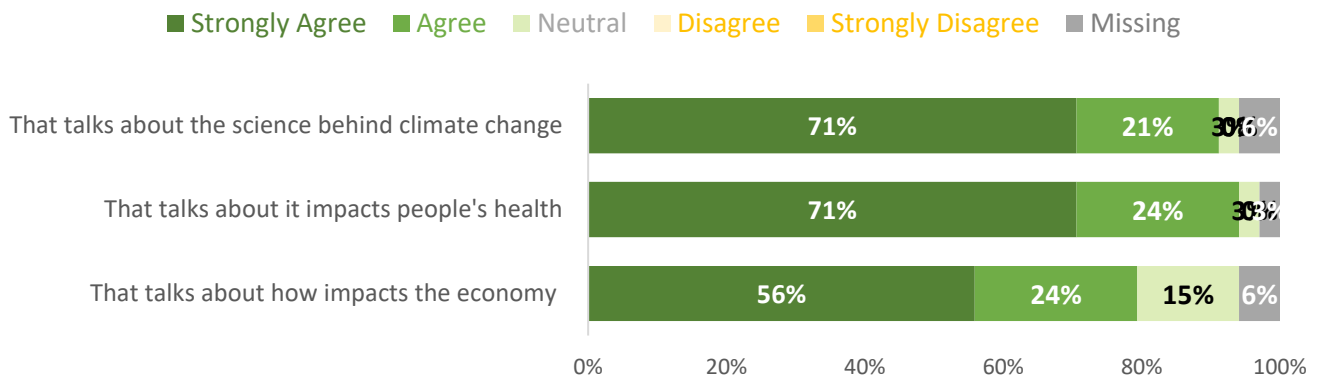
Respondents have heard of climate change in multiple different ways, but most frequently they heard of climate change on social media (82%, n=28) and on the news (78%, n=27).

How respondents have heard about climate change (N=34)



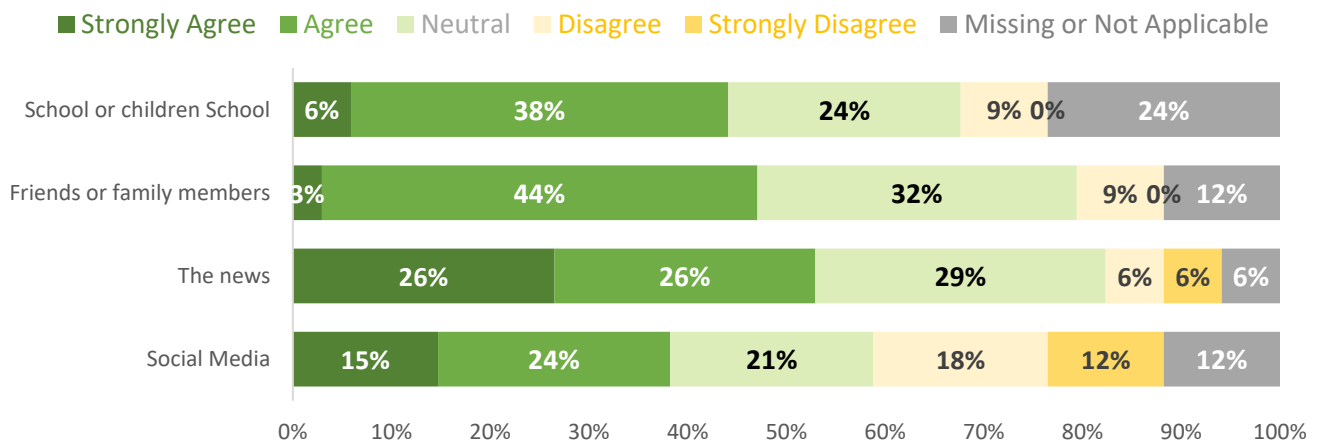
Respondents agreed they would be most influenced by messages that shared information on the impact on people's health (95%, n=32) and the science behind climate change (92%, n=31).

Would be influenced by a message about climate change (N=34)



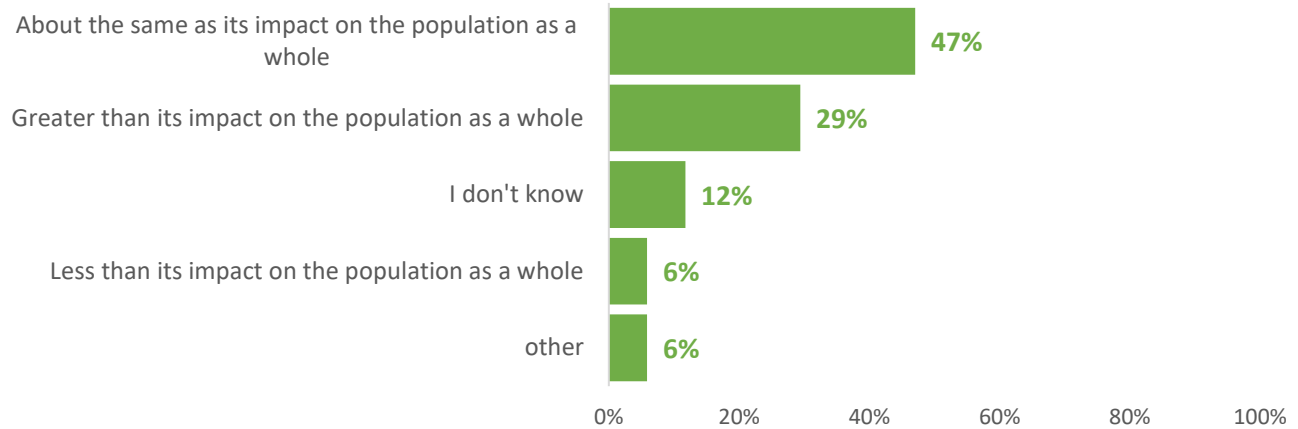
Last, respondents agreed that they trusted information about climate change from sources such as the news (52%, n=18) and friends or family (47%, n=16).

Trusted sources for learning about social/ political topics (N=34)



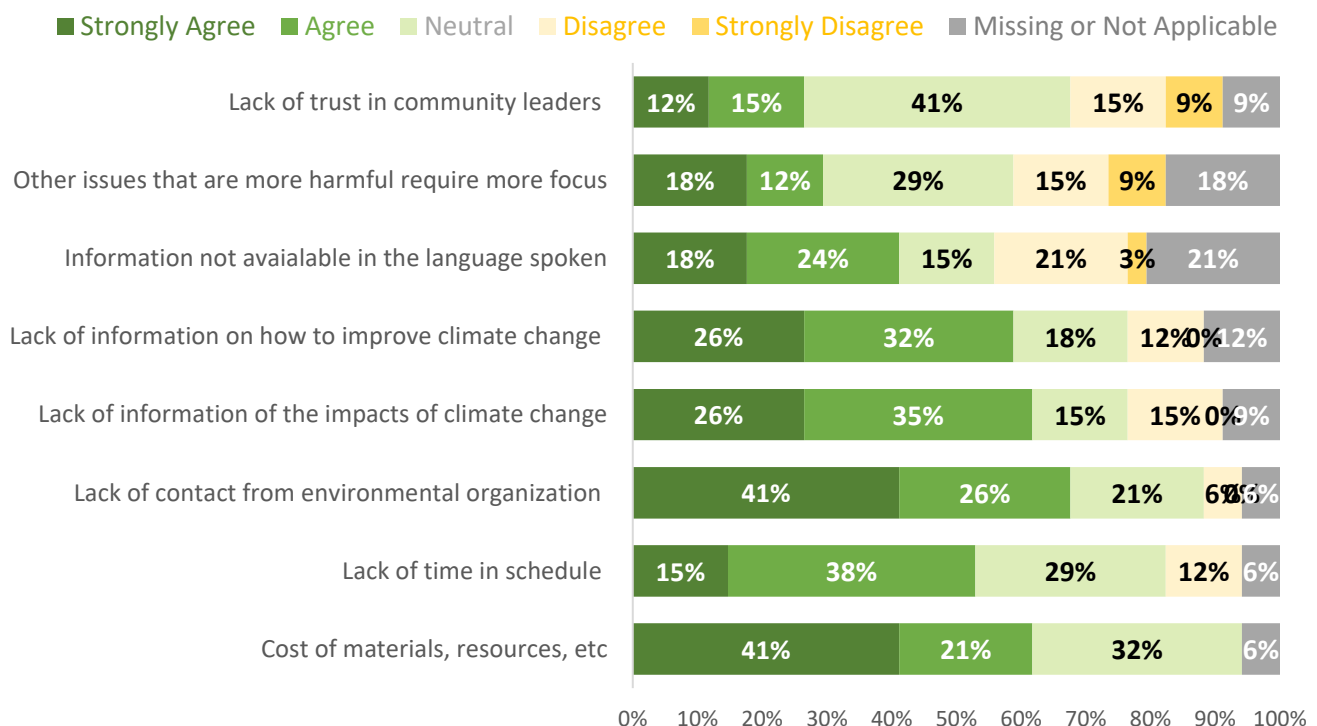
Furthermore, almost half of respondents (47%, n=16) believed that Latines are affected just as much as the whole population when it comes to climate change, but 29% (n=10) believed that Latines are more affected by climate change than the rest of the population.

Perception of impact of climate change on Latines in Minnesota is (N=34)



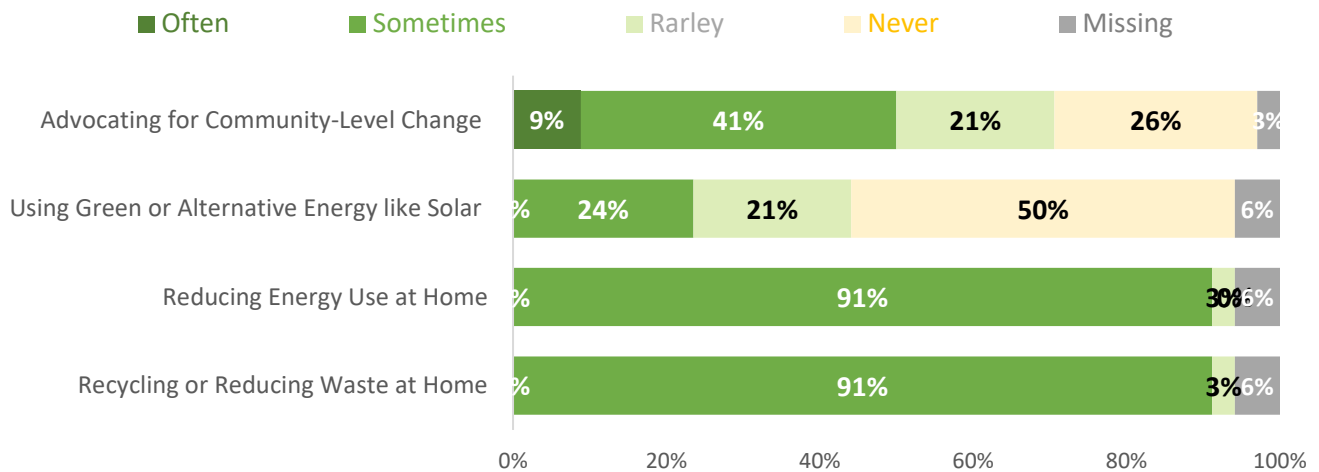
Respondents agreed that the factors that make it harder to reduce harm to the environment or advocate for climate change in life are the lack of contact from environmental organizations (67%, n=23), cost of materials and resources (61%, n=21), and the lack of information on the impact of climate change (61%, n=21).

Factors that make it harder to reduce harm to the environment or advocate for climate change in life (N=34)



When responding to climate change, 9% (n=3) of respondents advocate for community level change often, and almost all respondents (91%, n=31) sometimes reduce energy use at home and sometimes recycle or reduce energy waste at home.

How respondents respond to climate change (N=34)



To finish, of the one youth survey, they responded that they have learned about climate change in the science classes along with other classes too and they would be interested in a career in STEM. Furthermore, they agreed that they think youth are as knowledgeable as adults, the beliefs of their parents/guardians are similar to their own beliefs, and that the beliefs of their friends are similar to their own beliefs.

Conclusion

Through a series of focus groups, interviews, and surveys, HACER set out to answer the following research questions:

- What is the effect of climate change on the Latine population of Minnesota?
- What are the emotions Latines have towards climate change?
- What is Latines level of involvement in the climate change movement?
- What are the community's ideas for how to increase active engagement in the climate change conversation?

The findings of this study suggest that **climate change is having an impact on Latines** in the state, though the findings from this study do not just that the impact is significantly greater than that of other non-Latine populations. Importantly Latines are **stressed and worried** about the impact climate is having on people now, as well as the **impact it will have on future generations**. Latines also feel frustration when they see others not putting in the necessary effort to protect our planer, whether it is an individual, an organization, or the government. While these concerns exist among Latines in the study, they noted that they believe that many others do not care about the impacts their actions have on harming the environment.

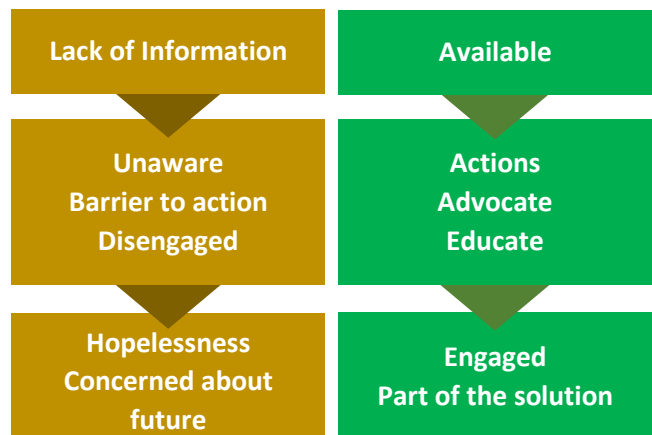
Various focus group participants noted that participation in this study was the **first time anyone had contacted them about any sort of climate**

change activism. This in turn likely contributes to the lack of active involvement in the climate change movement. Other barriers to engagement include **lack of information and lack of awareness on the issue**, particularly for those who are primarily Spanish speaking and have not found accurate and credible information on the topic in Spanish. Making more information on the issue more accessible in Spanish may encourage those less aware or less active to want to intentionally engage in climate change activism.

Both adults and youth expressed **wanting to see more action from politicians and government** on the topic of climate change. For some, there was a clear acknowledgement that there is only so much Latines can do as individuals, and that the cooperation of government and organizations is needed to make meaningful changes to mitigate the impact of human activity on the environment. Interestingly, when thinking about what kind of activities could be done to positively impact the environment,

Information (or lack there of) about climate change is both the main barrier and the best way to engage

Awareness of the issue
Link between human actions and effect
Impact on daily lives and planet at large
Actions to revert it



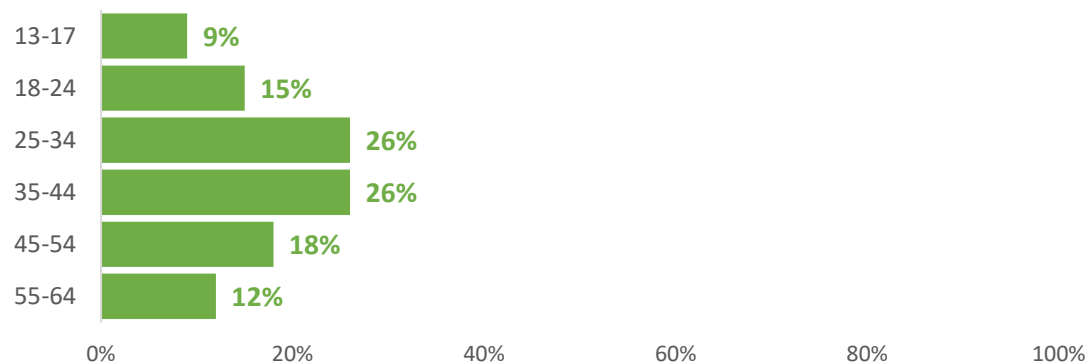
participants often went to individual level activities (recycling for example) versus larger scale activities that organizations and governments can do to impact the environment.

To continue the conversation on climate change, HACER will be using the findings from this report to design a collaborative project that invites Latines in Minnesota to reimagine what environmentally just communities could look like through community visioning and sustainability challenges.

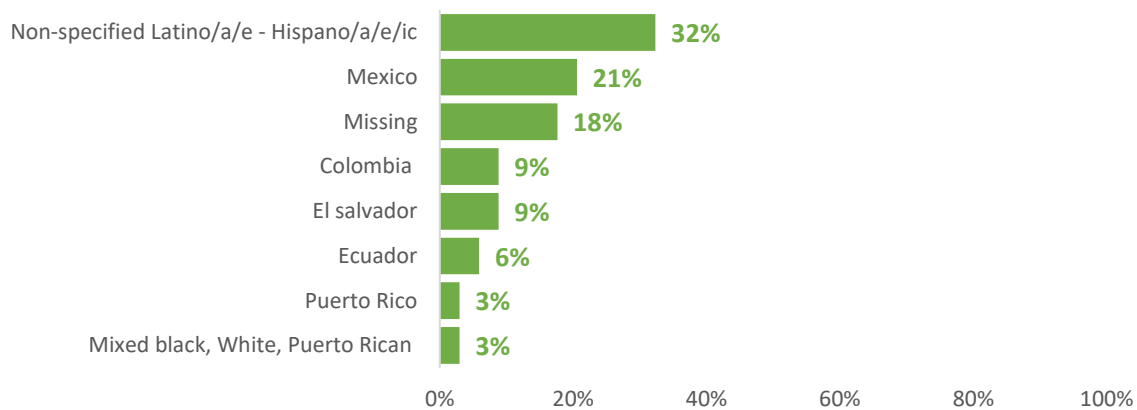
Appendix

Survey participant demographics

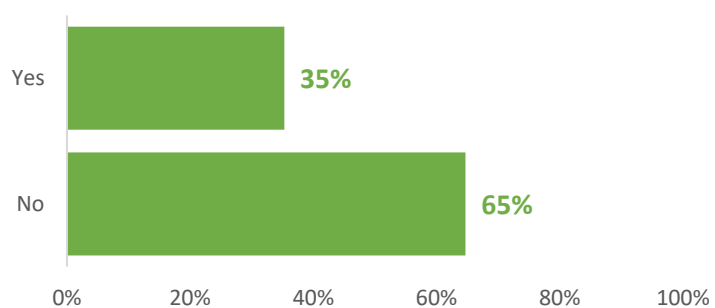
Age of Respondents (N=34)



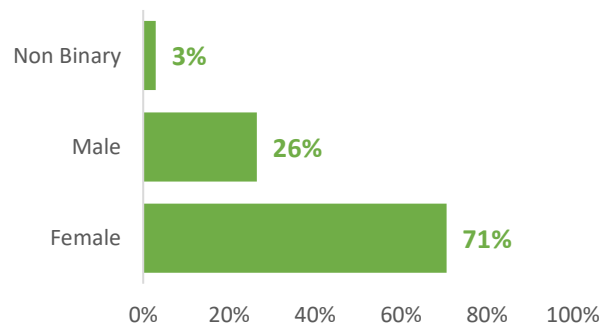
Race, Ethnicity, or Country of Origin (N=34)



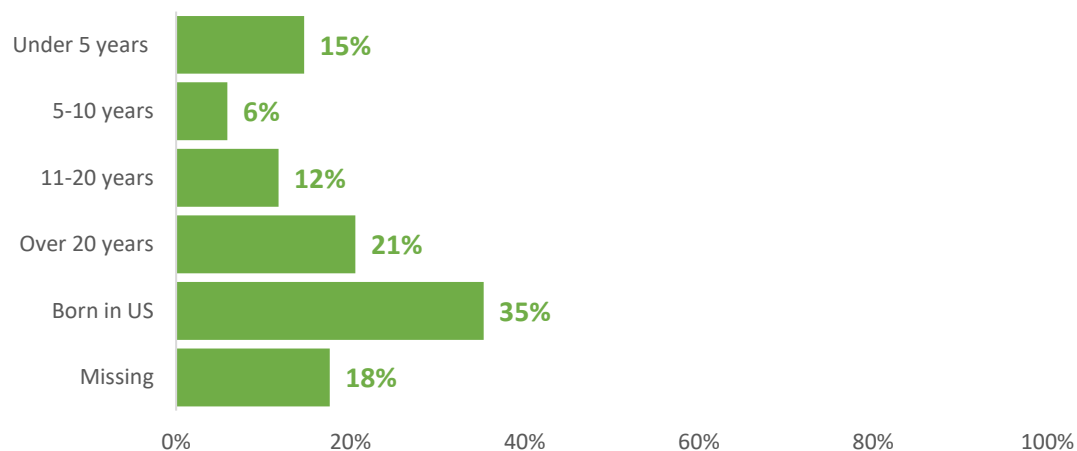
Born in the US (N=34)



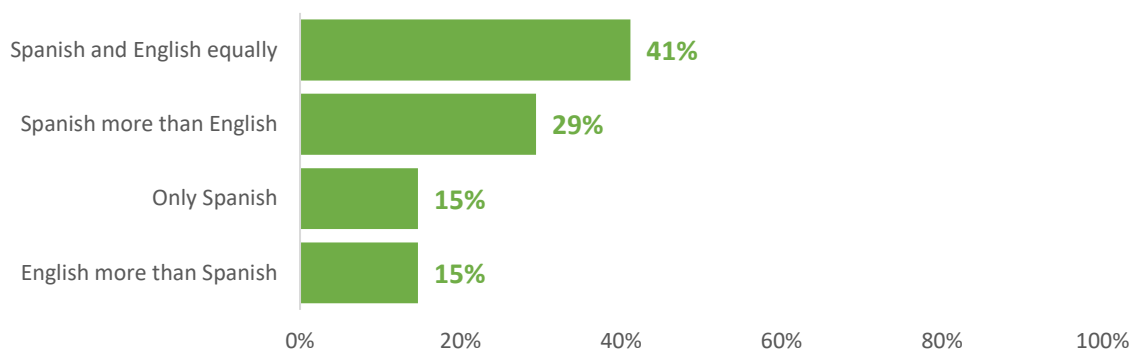
How Respondents Identify (N=34)



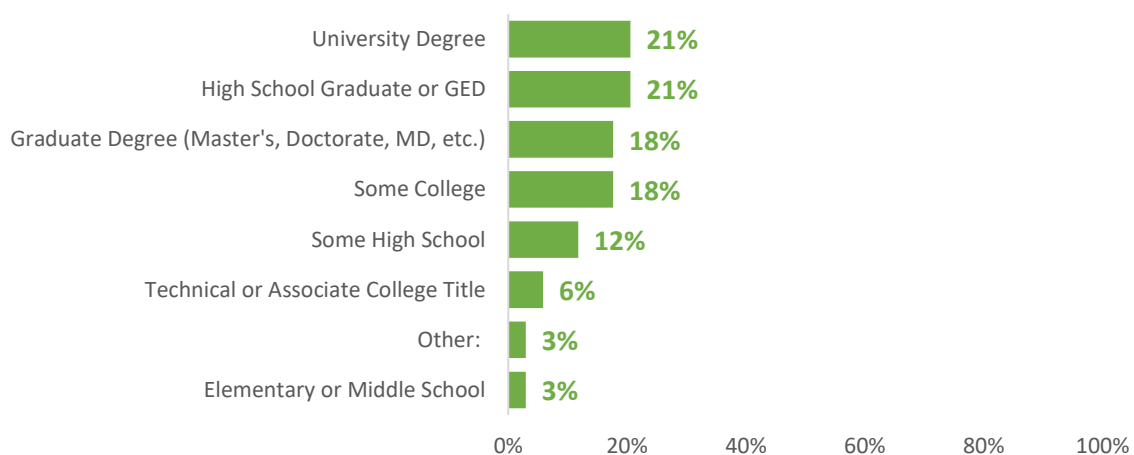
Amount of years in US (N=34)



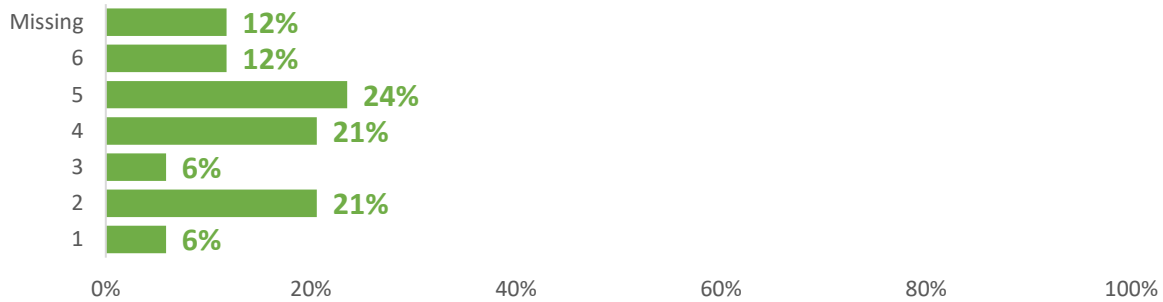
Language spoken (N=34)



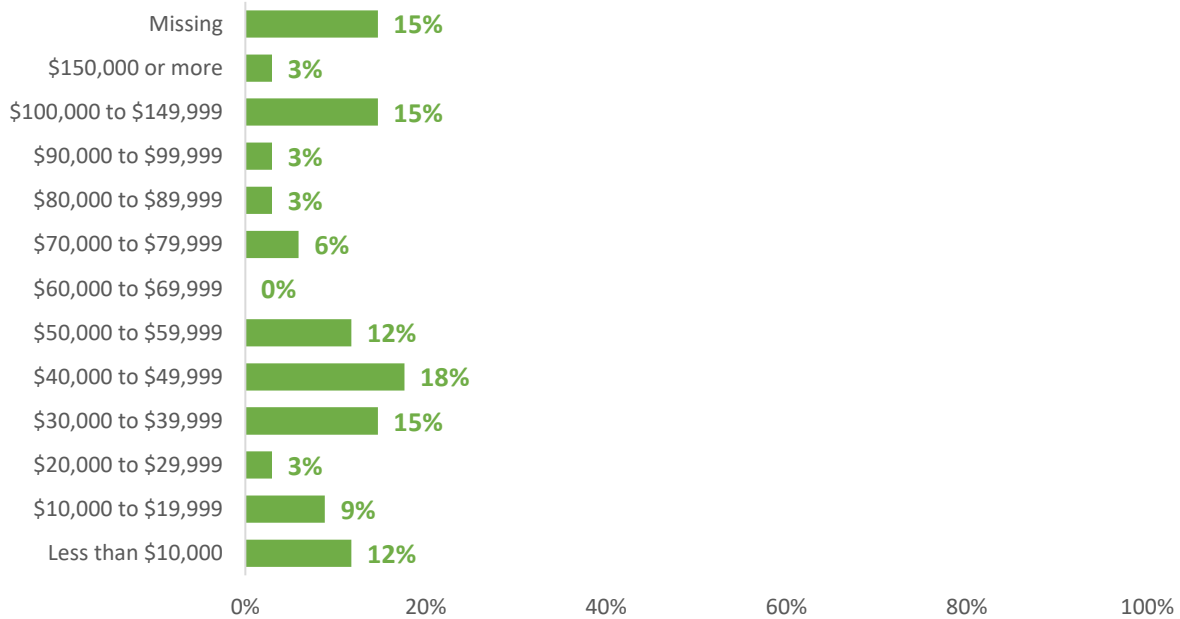
Highest level of Education (N=34)



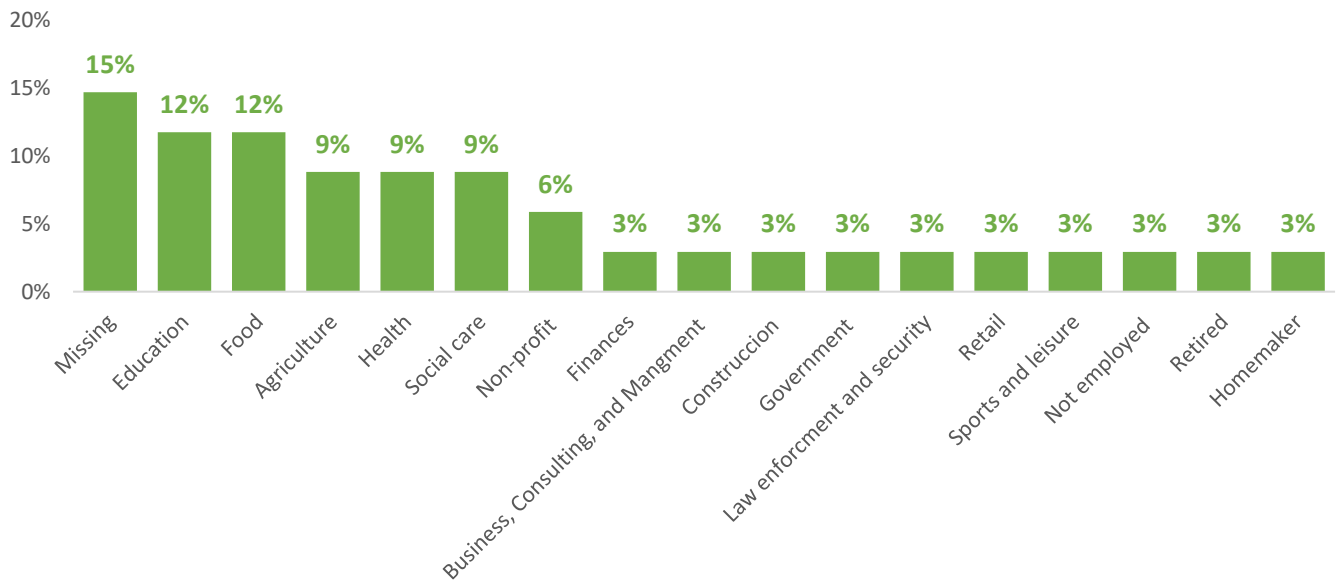
Household Size (N=34)



Total Household Income(N=34)



Industry respondents work in (N=34)



Focus Group Script and Questions

Date: _____

Facilitator's Name: _____

Notetaker's Name: _____

Introducción y logística

Hello everyone, and welcome to the focus group. Thank you so much for being here and participating today. My name is **FACILITATOR** and I am a **POSITION** at HACER and will be moderating the discussion today. In this meeting today we also have **NOTETAKER** from HACER who will be taking notes during our discussion.

I appreciate you all for taking the time to be here today to help us learn more about your experiences and beliefs about climate change. Your insights could help HACER and the McKnight Foundation better incorporate the knowledge and experiences of Latines in climate change action.

What about the gift card? It will be a Target card and we will talk about sending it to you at the end of the session.

Although we have several questions to keep us on task during our time together, we want this to be an open discussion. This is a safe space and there are no right or wrong answers. We want to know your true feelings about and experiences with climate change. It's OK if you do not yet know much about this topic, or if you have an opinion that is different from others in the focus group. We all have different life experiences that influence our beliefs. Feel free to talk to each other, too. Please be respectful of the other participants and of their viewpoints and avoid interrupting when someone else is speaking. If the discussion gets too far off topic or if we spend too long on one question, I may step in to get us back on track. We know you are busy and 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 notetaking purposes. **NOTETAKER** does a great job of taking notes but unfortunately **NOTETAKER** can't get all the details in real time. Recording helps us ensure that we get the best details and that we accurately understand and share what you share here. None of your names will be used in any final research reports that we make public nor will we share your names outside this discussion. I also ask of all of you: whatever is mentioned during this session should stay within this session and no names or identifying information about other participants should be repeated. To preserve that anonymity, you can also keep your camera turned off during the session if you would like and you can also change your screen name to something different, like "Participant X". If anyone does not feel comfortable with us recording the session, please let me know right now by unmuting yourself and telling me or sending me a chat through zoom, and we will not record this session. Please know that your request not to record will not in any way affect your relationship with HACER or any organization involved in this Project or your ability to receive the gift card incentive.

[Proceso de consentimiento].

[If anyone has not completed the Form, send them the link now and possibly help them in a breakout room].
tinyurl.com/calentamientoconsentimiento

Consent process.

[If anyone has not completed the Form, send them the link now and possibly help them in a breakout room].
tinyurl.com/calentamientoconsentimiento

Thank you for completing the consent form ahead of time! I'll go over some main points again here:

1. You can decide to stop participating at any time, including now. It's OK if you do not have an answer to every question.
2. The session is being recorded.
3. We don't think there are major risks for you to participate. We will talk about how climate change impact's people's lives, which could be sensitive.
4. There are not any direct benefits to you for participating (other than the gift card!) but hopefully you enjoy and learn from this discussion!
5. We will put some of your comments and demographic information in final reports that we share publicly, but your name will not be connected to your comments or information.
6. Please contact HACER if you have questions or concerns later on.

Next, if you have **not** done the very short demographic questionnaire, please click on tinyurl.com/calentamientodemografia. If you have already completed it, you **don't** need to take it again! Please just wait a few minutes.

Let's talk about some housekeeping items. As we get ready to start, I ask that you please mute yourselves if you have not already. If you need to step out to make a call or speak to someone at home, that is totally fine; please return as soon as you can and remain muted. Alright, we are about to start, so please make yourself comfortable. Any questions before we get started?

Introductions

- To start things off, please say your name if you are comfortable, your favorite time of the year, and what you like to do during that time of year. We will go in the order that I see you on the screen, and I will call out the screen name you are showing.

Icebreaker

- Would you rather – live in a world where it is warm but rainy every single day, or where it is cold but sunny every day?
- Would you rather – start to love your least-favorite vegetable, or start hating the taste of your favorite dessert?

Pregunta 1

When you hear “climate change,” what are some things that you think of?

- Probe: What might be some examples of climate change?
- Probe: Over your lifetime, have you noticed any difference in the intensity of cold or hot temperature or other changes in climate events?

[Read only if participants cannot come up with climate change meaning or their understanding is very inaccurate]

Thank you for sharing your comments! I'll add, so we have a common understanding for the conversation today, that a MN department of health report explains that climate change “often refers to major

changes in temperature, precipitation, or wind patterns, among other effects, that occur over several decades or longer. By contrast, weather refers to conditions ... over a short period of time."

Pregunta 2

How concerned are you about climate change?

Probe: Do you think it is a myth or reality?

Probe: Is it occurring?

Probe: What do you think causes climate change?

Pregunta 3

What current or political topics are most important for you? Does climate change rank high or low compared with these other topics?

- Probe: Healthcare, immigration, education, etc

Pregunta 4

How have you noticed or experienced climate change in your daily activities or work?

- Probe: Do you spend time outside?
- Probe: Hunting, fishing, exercising
- Probe: Your job or farming
- Probe: Health or medical concerns
- Sub-question: Has the COVID pandemic changed your experience with climate change?
- Probe: Will any of these be different for your children and grandchildren when they grow up?
- Sub-question: Do you see these impacts more or less in certain communities, like Latine communities?

Also PROBE for question 4

A report (Tebaldi et al, 2012) said that between 1970 and 2011 Minnesota was the number 3 US state in how quickly temperatures are going up although our rank has fallen more recently. The MN department of health in 2014 said, because of climate change, several issues in Minnesota are impacting people's quality of life and health: extreme temperatures, more floods and droughts, air pollution, and vector-borne diseases. They focused on these populations that they call "vulnerable": people who are of color, speak little English, are in poverty, live in less secure homes, don't have a car, are over 65 and under 5, and people who work outside. As an example of climate change impacts, a study from the Union of Concerned Scientists in 2021 found that outdoor workers by the middle of this century could see 3 to 4 times as many days with a heat index over 100 assuming there is no climate change action.

What is your reaction to this information?

Pregunta 5

How do you usually hear about climate change? How often do you hear about it?

- Probe: Family, friends, coworkers, social media, radio, TV, books, school?
- Sub-question: Which of these do you trust most?

Pregunta 6

Which of the following types of messages would most likely influence your actions or beliefs, or those of Latines in your community, about climate change?

- Messages that talk about:
 - How improving climate change can help the economy
 - The science behind climate change
 - The impact of climate change on the local economy or your job
 - The impact on people's health
 - The impact on every day living and leisure
 - The impact on nature (like plants and animals)
 - Something else?
 - https://hacer.sharepoint.com/:p/s/Research/EfLgsYHwwxRPoR_elYAvgLkBlpSZpp66RzeX6Rjmw611Ug?e=aKn7j8

Pregunta 7

What do you think would be the best way to share information about climate change with you and other Latines?

Pregunta 8

In what ways do you reduce harm to the environment in your daily life, whether it is intentional or not?

- Probe: Biking; public transit, reducing heating, air conditioning, or electronics; recycling; raising some of your own food; avoiding plastic or foam, air drying clothing.
- Probe: Has the pandemic or COVID changed your everyday actions?

Pregunta 9

Are there barriers that keep Latines from reducing harm to the environment in their daily lives? If so, what are they?

- Probe: Costs, other more urgent issues, language barrier, lack of information

Pregunta 10

Is there anything about your town or neighborhood that might affect your climate change experiences and beliefs? If so, what?

- Probe: Do you feel connected with your community?

- Probe: Think about services and other features in your town.
 - Parks, attractions, transit, etc.
- Probe: What are the major employers or industries?

Pregunta 11

What actions have you seen government or businesses do that help climate change? How do feel about these?

- Probe: Think about schools, your job, businesses, politicians, city council, etc.
- Probe: Recycling, composting, transportation (bikes, public, cars), CO2, agriculture, green/ alternative energy

Pregunta 12

What changes, actions, or policies would you like to see from government or businesses to improve climate change?

- Probe: Image a scenario where climate change is no longer a concern in your community. What does that look like and how did that happen?
- Probe: Recycling, composting, transportation (bikes, public, cars), CO2, agriculture, green/ alternative energy

Pregunta 13

Has anyone or any organization ever reached out to you about environmental issues or advocacy? If yes, in what ways?

- Probe: Environmental organizations, Latine Organizations
- Probe: Phone calls, emails, door-to door, mailings

Pregunta 14

Think about climate change advocacy and action by you and/or the Latine community. Have you or anyone you know participated?

- **Sub-question:** Are there barriers to involvement?
 - Probe: Costs, lack of contact from environmental organizations, other more urgent issues, language barrier, lack of information

Finalmente...

Is there anything else that we have not covered that you would like to share about climate change?

Closing Remarks

Those are all the questions we have for you today. Thank you so much for your willingness to share your thoughts climate change!! What happens next?? We will use information we learned from this and other focus groups to develop a survey about climate change beliefs for a larger number of Latine

participants across Minnesota. We will publish some comments and findings from the focus groups and survey in a final report. Your comments and ideas, and those from the survey, will help the McKnight Foundation and HACER better partner with Latines on this important topic!

Please do not hesitate to contact HACER if you have questions regarding this focus group or study.

Do you know anyone would like to participate in a future focus group on climate change? Please give them our contact info or the registration link!

We will send you the gift card by email next week unless you contact us before tomorrow, Friday at 3:00, to discuss a different way to give it to you.

Have a Good night!

Focus Group Demographic Questionnaire

Intro text before first question

ESPAÑOL

¡¡Gracias por inscribirse en el grupo de enfoque de Cambio Climático!! ¡¡Su tiempo y sus opiniones son muy valiosas y apreciadas!! Después de que participe en el grupo de enfoque, recibirá una tarjeta de regalo de \$25 en agradecimiento por su tiempo.

Tenemos 10 preguntas demográficas muy sencillas y breves para usted. Puede omitir cualquier pregunta demográfica que prefiera no responder. La forma en la que responda a las siguientes preguntas no afectará su capacidad para participar en el grupo de enfoque, para recibir la tarjeta de regalo de incentivo o para participar en programas o acceder a recursos de HACER.

Notará algunas de las mismas preguntas del formulario de registro. Las preguntas del formulario de registro se adjuntaron a su nombre y sirvieron para ver si es elegible para el estudio. Sin embargo, las preguntas de este cuestionario no se adjuntan a su nombre y sí se utilizarán en el análisis.

ENGLISH

Thank you for signing up for the Climate Change Focus Group!! Your time and opinions are very valuable and appreciated!! After you participate in the focus group you will receive a \$25 gift card to thank you for your time.

We have 10 quick and simple demographic questions for you. You can skip any demographic question that you prefer not to answer. How you answer the following questions will not affect your ability to participate in the focus group, receive the incentive gift card, or participate in programs or access resources from HACER.

You might notice some of the same questions from the registration form. The questions in the registration form were attached to your name and served to see if you are eligible for the study. However, the questions in this questionnaire are not attached to your name and will be used in the analysis.

1. ¿Qué idioma prefiere para llenar este formulario? / Which language do you prefer for filling out this form?
 - ☐ Español
 - ☐ English

If select Español for Question 1, show the following text

2. ¿Cómo se identifica?
 - ☐ Mujer
 - ☐ Hombre
 - ☐ Mujer transgénero
 - ☐ Hombre transgénero
 - ☐ No binario
 - ☐ Una identidad no listada
 - ☐ Other _____
3. ¿Cuántos años tiene viviendo en los Estados Unidos?
 - ☐ Menos de 5 años

- 5-10 años
 - 11-20 años
 - Más de 20 años
4. ¿Cuál es su edad?
- Menos de 18 años
 - 18-24
 - 25-34
 - 35-44
 - 45-54
 - 55-64
 - 65 años o más
5. ¿Cuál de las siguientes opciones lo describe mejor a usted?
- Nací fuera de los Estados Unidos
 - Nací en los Estados Unidos; mis padres nacieron en otro país
 - Mis padres y yo nacimos en los Estados Unidos; mis abuelos nacieron en otro país
 - Other _____
6. ¿Cuál es su país de origen, o el país de origen de su familia o de sus antepasados?
- ☐ Colombia
 - ☐ Cuba
 - ☐ La República Dominicana
 - ☐ Ecuador
 - ☐ El Salvador
 - ☐ Guatemala
 - ☐ Honduras
 - ☐ México
 - ☐ Nicaragua
 - ☐ Puerto Rico
 - ☐ Other _____
7. ¿Cuál es su trabajo? Escriba su título de trabajo o industria o puede escribir "estudiante" o "no empleado" si aplica a usted.
- a. **Open ended**
8. ¿En qué ciudad o pueblo de Minnesota vive?
- a. **Open ended**
9. ¿Cuántos años tiene viviendo en su ciudad o pueblo de Minnesota actual?
- 0-4 años
 - 5-10 años
 - 11-20 años
 - Más de 20 años
10. ¿Qué idioma o idiomas habla?
- Sólo Español

- ☐ Español más que Inglés
- ☐ Tanto Español como Inglés por igual
- ☐ Inglés más que Español
- ☐ Sólo Inglés
- ☐ Other

11. ¿Cuál es su nivel más alto de educación?

- ☐ Escuela primaria
- ☐ Alguna escuela secundaria
- ☐ Escuela secundaria o GED
- ☐ Alguna universidad
- ☐ Título técnico o asociado
- ☐ Título universitario
- ☐ Algunas escuelas de posgrado
- ☐ Título Posgrado (maestría, doctorado, MD, etc.)
- ☐ Other _____

If select English for Question 1, show the following text

12. How do you identify?

- ☐ Female
- ☐ Male
- ☐ Transgender female
- ☐ Transgender male
- ☐ Non-binary
- ☐ An identity not listed
- ☐ Other _____

13. How many years have you lived in the U.S.?

- ☐ Under 5 years
- ☐ 5-10 years
- ☐ 11-20 years
- ☐ Over 20 years

14. What is your age?

- ☐ Under 18 years
- ☐ 18-24
- ☐ 25-34
- ☐ 35-44
- ☐ 45-54
- ☐ 55-64
- ☐ 65 or older

15. Which of the following best describes you?

- ☐ I was born outside of the United States
- ☐ I was born in the United States; my parents were born in another country
- ☐ My parents and I were born in the United States; my grandparents were born in another country

- Other _____

16. What is your country of origin or the country of origin of your family or ancestors?

- ☐ Colombia
- ☐ Cuba
- ☐ Dominican Republic
- ☐ Ecuador
- ☐ El Salvador
- ☐ Guatemala
- ☐ Honduras
- ☐ Mexico
- ☐ Nicaragua
- ☐ Puerto Rico
- ☐ Other _____

17. What is your occupation? Please write your job title or industry or you can write "student" or "not employed" if applicable.

- a. Open ended

18. What city or town in Minnesota do you live in?

- a. Open ended

19. How many years have you lived in your current Minnesota city or town?

- 0-4 Years
- 5-10 years
- 11-20 years
- More than 20 years

20. Which language or languages do you speak?

- Only Spanish
- Spanish more than English
- Spanish and English equally
- English more than Spanish
- Only English
- Other _____

21. What is your highest level of education?

- Elementary or middle school
- Some high school
- High school or GED
- Some college
- Technical or associate's degree
- University degree
- Some graduate school
- Graduate degree (master's, doctorate, MD, etc.)
- Other _____

Youth Interview Script and Questions

Date: _____

Facilitator's Name: _____

Notetaker's Name: _____

Introducción y logística

Buenos días y bienvenidos a la entrevista. Muchas gracias por estar aquí y participar hoy. Mi nombre es (FACILITADOR/A) y soy (POSICIÓN) de HACER y voy a ser el entrevistador el día de hoy. En esta entrevista también tenemos a (NOTETAKER) de HACER quien va a tomar notas de nuestra plática.

Hello, and welcome to the interview. Thank you so much for being here and participating today. My name is FACILITATOR and I am a POSITION at HACER and will be the interviewer today. In this interview today we also have NOTETAKER from HACER who will be taking notes during our conversation.

Muchas gracias por estar aquí hoy para ayudarnos a conocer más sobre tus experiencias y creencias sobre el cambio climático. Tus conocimientos podrían ayudar a HACER y a la Fundación McKnight a incorporar mejor el conocimiento y experiencias de los Latines, especialmente los Latines jóvenes, en las acciones contra el cambio climático.

I appreciate you for taking the time to be here today to help us learn more about your experiences and beliefs about climate change. Your insights could help HACER and the McKnight Foundation better incorporate the knowledge and experiences of Latines, especially Latine youth, in climate change action.

Aunque tenemos varias preguntas para nuestro tiempo juntos, queremos que esta sea una conversación abierta. Este es un espacio seguro y no hay respuestas correctas o incorrectas. Queremos conocer tus verdaderos sentimientos y experiencias con el cambio climático. Está bien si aún no sabes mucho sobre este tema o si cree que sus puntos de vista son diferentes de lo que otras personas podrían pensar sobre el cambio climático. Todos tenemos diferentes experiencias de vida que influyen en nuestras creencias. Si nuestra conversación se aleja demasiado del tema o si dedicamos demasiado tiempo a una pregunta, podría detenernos y volver a encarrilarnos para que respondamos a todas las preguntas. ¡Me disculpo de antemano por eso! ¡Sé que estás ocupado y quiero respetar tu tiempo!

Although we have several questions for our time together, we want this to be an open conversation. This is a safe space and there are no right or wrong answers. We want to know your true feelings about and experiences with climate change. It's OK if you do not yet know much about this topic, or if you think your views are different from what other people might think about climate change. We all have different life experiences that influence our beliefs. If our discussion gets too far off topic or if we spend too much time on one question, I might stop us and get us back on track so that we can get through all the questions. I apologize in advance for that! I know you are busy and want to respect your time!

Se grabará esta entrevista para tomar notas más tarde. **NOTETAKER** hace un buen trabajo tomando notas, pero desafortunadamente **NOTETAKER** no puede obtener todos los detalles en tiempo real. La grabación nos ayuda a garantizar que obtenemos los mejores detalles y que comprendemos y compartimos con precisión lo que compartes aquí. Tu nombre no se utilizará en ningún informe final de investigación que hagamos público ni compartiremos tu nombre fuera de esta entrevista. Si no te sientes cómodo con que grabemos la entrevista, por favor avísame ahora mismo y no grabaremos esta sesión. Ten en cuenta que tu petición de no grabar no afectará de ninguna manera tu relación con HACER o con cualquier organización involucrada en este Proyecto o tu capacidad para recibir la tarjeta de regalo.

This interview will be recorded for notetaking purposes. **NOTETAKER** does a great job of taking notes but unfortunately **NOTETAKER** can't get all the details in real time. Recording helps us ensure that we get the best details and that we accurately understand and share what you share here. Your name will not be used in any final research reports that we make public, nor will we share your name outside this interview. If you do not feel comfortable with us recording the session, please let me know, and we will not record this session. Please know that your request not to record will not in any way affect your relationship with HACER or any organization involved in this Project or your ability to receive the gift card.

Proceso de consentimiento.

Antes de la sesión, tus papás llenaron un formulario de consentimiento. Volveré a repasar los puntos principales aquí: **[or teen needs a form, too?]**

1. Puedes decidir no participar en cualquier momento, incluso ahora. Está bien si no tienes una respuesta a todas las preguntas.
2. La sesión se está grabando.
3. No creemos que existan riesgos grandes si participas. Hablaremos sobre cómo impacta el cambio climático en la vida de las personas, lo que podría ser delicado.
4. No hay ningún beneficio directo para ti por participar (¡aparte de la tarjeta de regalo!) ¡Pero esperamos que disfrutes y aprendas de esta entrevista!
5. Pondremos algunos de tus comentarios e información demográfica en informes finales que compartimos públicamente, pero tu nombre no estará conectado a tus comentarios o información.
 - a. Excepción: si menciona daño a sí mismo o a otros, no podemos mantener la confidencialidad de sus comentarios.
6. Comunícate con HACER si tienes preguntas o inquietudes más adelante.

Si aún no has respondido el breve cuestionario demográfico, por favor, hazlo ahora o en los próximos días. Puedo enviarte el enlace nuevamente a su correo electrónico o teléfono si prefiere. Si ya lo ha tomado, ¡muchas gracias! tinyurl.com/calentamientodemografia.

Consent process.

Before the session, your parents filled out a consent form. I'll go over the main points again here:

1. You can decide not to participate at any time, including now. It's OK if you don't have an answer to every question.
2. The session is being recorded.
3. We don't think there are major risks for you to participate. We will talk about how climate change impact's people's lives, which could be sensitive.
4. There are not any direct benefits to you for participating (other than the gift card!) but hopefully you enjoy and learn from this interview!
5. We will put some of your comments and demographic information in final reports that we share publicly, but your name will not be connected to your comments or information.
 - o Exception: If you mention harm to yourself or others, we cannot keep your comments confidential.
6. Please contact HACER if you have questions or concerns later on.

If you have not yet taken the very short demographic questionnaire, please take it now or in the next few days. I can the link again soon to your email or phone if you prefer. If you have already taken it, thank you so much! tinyurl.com/calentamientodemografia.

Muy bien, estamos a punto de comenzar, así que ponte cómodo. ¿Hay alguna pregunta antes de empezar?

Alright, we are about to start, so please make yourself comfortable. Any questions before we get started?

Introducción y Rompehielos:

- ¿Cuál es tu época favorita del año, y qué te gusta hacer durante esta época del año?
- Qué prefieres – ¿vivir en un mundo donde hace calor pero en donde llueve cada día, o vivir en donde hace frío pero sale el sol cada día?
- Qué prefieres – ¿empezar a disfrutar el sabor de la verdura que menos te gusta o empezar a odiar el sabor de tu postre favorito?

Introduction and Icebreaker

- What is your favorite time of the year and what do you like to do during that time of year?
- Would you rather – live in a world where it is warm but rainy every single day, or where it is cold but sunny every day?
- Would you rather – start to love your least-favorite vegetable, or start hating the taste of your favorite dessert?

Pregunta 1

Cuándo escuchas "cambio climático" ¿Cuáles son algunas de las cosas en las que piensas?

- Sonda: ¿Cuáles podrían ser algunos ejemplos de cambio climático?

When you hear "climate change," what are some things that you think of?

* Probe: What might be some examples of climate change?

[if unable to give a definition or not clear on weather vs. climate change:]

¡Gracias por compartir tus comentarios! Agregaré, para que tengamos un entendimiento común para la conversación de hoy, que un informe del departamento de salud de Minnesota explica que el cambio climático "a menudo se refiere a cambios grandes en la temperatura, las precipitaciones o los patrones de viento, entre otros efectos, que ocurren durante varias décadas o más. Por el contrario, el tiempo se refiere a las condiciones ... durante un corto período de tiempo".

Thank you for sharing your comments! I'll add, so we have a common understanding for the conversation today, that a MN department of health report explains that climate change "often refers to major changes in temperature, precipitation, or wind patterns, among other effects, that occur over several decades or longer. By contrast, weather refers to conditions ... over a short period of time."

Pregunta 2

¿Qué tanto te preocupa el cambio climático?

Sonda: ¿Crees que es un mito o una realidad?

Sonda: ¿Está ocurriendo?

Sonda: ¿Qué crees que causa el cambio climático?

How concerned are you about climate change?

Probe: Do you think it is a myth or reality?

Probe: Is it occurring?

Probe: What do you think causes climate change?

Pregunta 3

¿De qué manera has observado o experimentado el cambio climático en tus actividades diarias o en tu trabajo?

- Sonda: ¿Pasas tiempo al aire libre?
- Sonda: la caza, la pesca, el ejercicio
- Sonda: tu escuela o trabajo
- Sonda: problemas médicos o de salud
- Sub-pregunta ¿La pandemia del covid ha cambiado tu experiencia con el clima?
- Sub-pregunta: ¿Ves estos impactos más o menos en ciertas comunidades, como las comunidades latinas?

How have you noticed or experienced climate change in your daily activities or work?

- Probe: Do you spend time outside?
- Probe: Hunting, fishing, exercising
- Probe: Your school or job
- Probe: Health or medical concerns
- Sub-question: Probe: Has the COVID pandemic changed your experience with climate change?
- Sub-question: Do you see these impacts more or less in certain communities, like Latino communities?

Pregunta 4

¿Cómo te enteras del cambio climático normalmente?

- Sonda: ¿Familia, amigos, compañeros de trabajo, redes sociales, radio, televisión, libros, escuela?
- Escuela sub-pregunta– ¿En qué clase o clases lo aprendiste?
 - Sonda: Ciencias, estudios sociales, clase electiva del medio ambiente
- Sub-pregunta ¿En cuál de estas fuentes confías más?

How do you usually hear about climate change?

- Probe: Family, friends, coworkers, social media, radio, TV, books, school?
- School sub-question – In which class(es) did you learn about it?
 - Probe: Science, social studies, environmental elective
- Sub-question: Which of these sources do you trust most?

Pregunta 5

¿Qué crees que sería la mejor manera de compartir información sobre el cambio climático contigo y con otros jóvenes latinos?

What do you think would be the best way to share information about climate change with you and other Latine youth?

Pregunta 6

¿Cuáles cosas o tipos de información te motivarían a tomar medidas sobre el cambio climático?

Sondas:

- Las formas en que la lucha contra el cambio climático puede ayudar a la economía.
- El impacto del cambio climático en
 - su economía local los empleos
 - la salud de la gente.
 - la vida diaria y actividades recreativas
 - las plantas, los animales, los parques
- La ciencia que sustenta al cambio climático
- Algo diferente?
- https://hacer.sharepoint.com/:p:/s/Research/EfLqsYHwwwRPoR_eYAvqLkBlpSZpp66RzeX6RJmw611Ug?e=aKn7j8 [can display options via this link]

What things or types of info would motivate you to take action on climate change?

- Probes
 - Ways that fighting climate change can help the economy
 - Impact of climate change on
 - Your local economy or jobs
 - people's health.
 - daily life and fun activities
 - plants, animals, parks
 - The science behind climate change.
 - Something else?

https://hacer.sharepoint.com/:p:/s/Research/EfLqsYHwwwRPoR_eYAvqLkBlpSZpp66RzeX6RJmw611Ug?e=aKn7j8 [can display options via this link]

Pregunta 7

¿Cómo crees que se comparan los jóvenes y los adultos sobre las creencias sobre el cambio climático?

- Sonda: ¿Quién sabe más?
- Sonda: ¿Quién está más preocupada?

How do you think teens and adults compare on climate change beliefs?

- Probe: Who knows more?
- Probe: Who is more worried?

Pregunta 8

¿Cómo se comparan tus creencias sobre el cambio climático con las creencias de tus amigos?

- Sonda: Parece que sus puntos de vista son similares / diferentes. ¿Qué razones piensas que podrían explicar por qué sus puntos de vista son similares / diferentes?

How do your beliefs on climate change compare to your friend's beliefs?

- Probe: It sounds like your views are similar / different. What reasons can you think of that might explain why your views are similar / different?

Pregunta 9

¿Te interesaría una carrera en STEM (ciencia, tecnología, ingeniería, matemáticas)?

- Sonda: ingeniería, medicina, informática, etc.
- Sonda: Una carrera enfocada en mejorar el cambio climático podría ser una carrera STEM

Would you be interested in a STEM career (science, technology, engineering, math)?

- Probe: engineering, medical, computers, etc
- Probe: A career focused on improving climate change could be a STEM career

Pregunta 10

¿De qué formas reduces la contaminación del medio ambiente en tu vida diaria, aunque sea intencional o no?

- Sonda: Andar en bicicleta; transito público, reducir o apagar la calefacción, el aire acondicionado, o los aparatos electrónicos; reciclar; cultivar algunos de tus propios alimentos; evitar el plástico o la espuma.
- Sonda: ¿Existen barreras que impiden que los jóvenes latines reduzcan la contaminación del medio ambiente

In what ways do you reduce harm to the environment in your daily life, whether it is intentional or not?

- Probe: Biking; public transit; reducing / turning off heating, air conditioning, or electronics; recycling; raising some of your own food; avoiding plastic or foam.
- Probe: Are there barriers to being more environmentally-friendly?

Pregunta 11

¿Alguna vez, alguien o alguna organización te ha contactado sobre cuestiones o cabildeo sobre temas del medio ambiente? Si es así, ¿de qué forma?

- Sonda: Organizaciones de medio ambiente, Organizaciones latines
- Sonda: llamadas telefónicas, correos electrónicos, puerta a puerta, correos

Has anyone or any organization ever reached out to you about environmental issues or advocacy? If yes, in what ways?

- Probe: Environmental organizations, Latine Organizations
- Probe: Phone calls, emails, door-to door, mailings

Pregunta 12

Si un político, o líder comunitario (como de la escuela), se uniera a esta reunión ahora mismo, ¿qué le dirías sobre el cambio climático y las acciones que te gustaría ver?

- Sonda: Imagina un escenario en el que el cambio climático ya no sea un problema en su comunidad. ¿Cómo se ve eso y cómo se realizó?
- Sonda: Reciclaje, compostaje, transporte (bicicleta, publico, carros), CO2, agricultura, energía verde/alternativa

If a politician, or community leader (like from school), were to join this meeting right now, what would you tell them about climate change and actions you want to see?

- Probe: Image a scenario where climate change is no longer a concern in your community. What does that look like and how did that happen?
- Probe: Recycling, composting, transportation (bikes, public, cars), CO2, agriculture, green/alternative energy

Pregunta 13

Piensa en el cabildeo[¿] y en la acción por el cambio climático por parte de ti y de jóvenes latines. ¿Tu, o alguien que conoces, ha participado?

- Sonda: Eventos públicos, clubes en la escuela, compartir ideas/info con lideres, etc.
- **Sub-pregunta:** ¿Si no es así, existen barreras para involucrarse?
- Sonda: Costos, falta de contacto de organizaciones del medio ambiente, otros asuntos más urgentes, barrera del idioma, falta de información

Think about climate change advocacy and action by you and/or Latine youth. Have you, or anyone you know, participated?

- Probe: Public events, clubs at school, share ideas/info with leaders
- **Sub-question:** If not, are there barriers to involvement? → What barriers might exist for teens to get involved?
 - Probe: Costs, lack of contact from environmental organizations, other more urgent issues, language barrier, lack of information

Otro

¿Hay algo más que no hayamos cubierto hoy que te gustaría compartir sobre el cambio climático?

Is there anything else that we have not covered that you would like to share about climate change?

Palabras de clausura

Esas son todas las preguntas que tenemos para ti hoy. ¡¡Muchas gracias por tu disposición a compartir tus pensamientos sobre el cambio climático!! ¿Qué pasa después? Usaremos la información que aprendimos de esta y otras entrevistas y grupos de enfoque para desarrollar una encuesta sobre las creencias sobre el cambio climático para un mayor número de personas latines en Minnesota. Publicaremos algunos comentarios y hallazgos en un informe final. ¡Tus comentarios e ideas, junto con los de la encuesta, ayudarán a la Fundación McKnight y a HACER a colaborar mejor con los latines en este importante tema!

No dudes en ponerte en contacto con HACER si tienes preguntas sobre esta entrevista o estudio.

¡Finalmente, esté atento a recibir su incentivo, una tarjeta de regalo, dentro de 1 semana! ¡Disfrute!

Closing Remarks

Those are all the questions we have for you today. Thank you so much for your willingness to share your thoughts climate change!! What happens next?? We will use information we learned from this and other interviews and focus groups to develop a survey about climate change beliefs for a larger number of Latine participants across Minnesota. We will publish some comments and findings from the interviews, focus groups, and survey in a final report. Your comments and ideas, and those from the survey, will help the McKnight Foundation and HACER better partner with Latines on this important topic!

Please do not hesitate to contact HACER if you have questions regarding this interview or study.

Finally, be on the lookout for your incentive, a gift card, within 1 week!! Enjoy!!

Adult survey on climate change

Date: _____

HACER is conducting a survey for Latines living in Minnesota about their opinions and experiences regarding climate change. Your opinions are important and will be kept confidential. Your name will not be collected, and every question is voluntary. After you submit the survey, you will have the opportunity to enter a raffle to win a gift card as a thank you for your time.

Your opinions on climate change

To what extent do you agree or disagree with the following statements?

Climate change...	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. is happening	☐	☐	☐	☐	☐
2. is caused by humans	☐	☐	☐	☐	☐
3. is a topic about which I am knowledgeable	☐	☐	☐	☐	☐

To what extent do you agree or disagree with the following statements?

I am concerned about the impact of climate change on...	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
4. agriculture and/or gardening (crops, nursery, livestock, etc)	☐	☐	☐	☐	☐
5. doing my job	☐	☐	☐	☐	☐
6. enjoying free time or exercising outside	☐	☐	☐	☐	☐
7. hunting and/or fishing	☐	☐	☐	☐	☐
8. my health	☐	☐	☐	☐	☐
9. my pets	☐	☐	☐	☐	☐
10. the air quality	☐	☐	☐	☐	☐
11. the water quality	☐	☐	☐	☐	☐

If you have other concerns about the impact of climate change on your everyday life or on your community, please write them here.

12. Compared with other important current topics, my concern about climate change:

- ☐ Ranks less important
- ☐ Ranks more important.
- ☐ Ranks in the middle
- ☐ I don't know
- ☐ Other: _____

13. Do you think climate change is important?.

- ☐ Yes
- ☐ No
- ☐ I don't know

How often do the following statements apply to you?

I hear about climate change...	Often	Sometimes	Rarely	Never
14. on social media like Facebook	☐	☐	☐	☐
15. in the news (like TV, radio, magazines, including online)	☐	☐	☐	☐
16. in conversations with my friends or family members	☐	☐	☐	☐
17. at school, or from my children when they learn about it at school	☐	☐	☐	☐

To what extent do you agree or disagree with the following statements?

When it comes to learning about social/ political topics, I usually trust...	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
18. social media	☐	☐	☐	☐	☐
19. the news (like TV, radio, magazines, including online)	☐	☐	☐	☐	☐
20. my friends or family members	☐	☐	☐	☐	☐
21. my school, or my children's school	☐	☐	☐	☐	☐

To what extent do you agree or disagree with the following statements?

I would be influenced by a message about climate change...	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
22. that talks about how it impacts the economy	☐	☐	☐	☐	☐
23. that talks about how it impacts people's health	☐	☐	☐	☐	☐
24. that talks about the science behind climate change	☐	☐	☐	☐	☐

If you have other comments about messaging and information sharing on climate change, please write them here.

25. I think that the impact of climate change on Latines in Minnesota is:

- | | |
|---|---|
| ☐ less than its impact on the population as a whole. | ☐ greater than its impact on the population as a whole. |
| ☐ about the same as its impact on the population as a whole | ☐ I don't know |
| | ☐ Other: |

Please select the option that shows how often these statements apply to you:

I...	Often	Sometimes	Rarely	Never
26. recycle or reduce waste at home	☐	☐	☐	☐
27. reduce energy use (heating, cooling, electronics, laundry, driving, etc.) at home	☐	☐	☐	☐
28. use green or alternative energy like solar energy or electric car.	☐	☐	☐	☐
29. advocate for community-level change (such as by contacting community leaders or politicians or participating in activities)	☐	☐	☐	☐

If there are any actions you take to improve climate change or reduce pollution that were not addressed earlier, please list them here:

To what extent do you agree or disagree with the following statements?

What factors make it harder to reduce harm to the environment or advocating for climate change in your life?	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
30. The cost of materials, resources, etc.	☐	☐	☐	☐	☐
31. Lack of time in my schedule	☐	☐	☐	☐	☐
32. Lack of contact from environmental organizations	☐	☐	☐	☐	☐
33. Lack of information about the impacts of climate change	☐	☐	☐	☐	☐
34. Lack of information about how to improve climate change	☐	☐	☐	☐	☐
35. Information not available in the language I speak	☐	☐	☐	☐	☐
36. The fact that I need to focus on other issues that are more harmful	☐	☐	☐	☐	☐
37. Lack of trust in community leaders	☐	☐	☐	☐	☐

If there are other barriers that you face that were not addressed above, please list them here:

Demographics

38. What is your race, ethnicity, or country of origin? _____
39. What is your age?
- | | |
|-----------------------------|-----------------------------------|
| ☐ 13-17 | ☐ 45-54 |
| ☐ 18-24 | ☐ 55-64 |
| ☐ 25-34 | ☐ 65 or older |
| ☐ 35-44 | |
40. Were you born in the U.S.?
- ☐ Yes (*skip to question 42*)
- ☐ No
41. (*If you answered No to question 40*) How many years have you lived in the U.S.?
- | | |
|-------------------------------------|-------------------------------------|
| ☐ Under 5 years | ☐ 11-20 years |
| ☐ 5-10 years | ☐ Over 20 years |
42. What is your gender identity?
- | | |
|----------------------------------|---|
| ☐ Female | ☐ Transgender Female |
| ☐ Male | ☐ Transgender Male |
| ☐ Non-binary | ☐ An identity not listed: _____ |
43. What city or county do you live in? _____
44. Which language or languages do you speak?
- | | |
|---|--|
| ☐ Only Spanish | ☐ English more than Spanish |
| ☐ Spanish more than English | ☐ Only English |
| ☐ Spanish and English equally | ☐ A language not listed: _____ |
45. What is your highest level of education?
- | | |
|---|---|
| ☐ Elementary or middle school | ☐ University degree |
| ☐ Some high school | ☐ Some graduate school |
| ☐ High school graduate or GED | ☐ Graduate degree (master's, doctorate, MD, etc.) |
| ☐ Some college | ☐ Other: |
| ☐ Technical or associate's degree | |
46. How many people live in your household, including yourself? _____
47. What is your total household income?
- | | | |
|--|--|--|
| ☐ Less than \$10,000 | ☐ \$40,000 to \$49,999 | ☐ \$80,000 to \$89,999 |
| ☐ \$10,000 to \$19,999 | ☐ \$50,000 to \$59,999 | ☐ \$90,000 to \$99,999 |
| ☐ \$20,000 to \$29,999 | ☐ \$60,000 to \$69,999 | ☐ \$100,000 to \$149,999 |

☐ \$30,000 to \$39,999

☐ \$70,000 to \$79,999

☐ \$150,000 or more

Which industry do you work in? _____

Youth survey on climate change

Date: _____

HACER is conducting a survey for Latines living in Minnesota about their opinions and experiences regarding climate change. **You must be between ages 13 and 17 to complete this survey.** Your opinions are important and will be kept confidential. Your name will not be collected, and every question is voluntary. After you complete the survey, you will have the opportunity to enter a raffle to win a gift card as a thank you for your time (raffle information on the last page).

Your opinions on climate change

To what extent do you agree or disagree with the following statements?

Climate change...	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
48. is happening	☐	☐	☐	☐	☐
49. is caused by humans	☐	☐	☐	☐	☐
50. is a topic about which I am knowledgeable	☐	☐	☐	☐	☐

To what extent do you agree or disagree with the following statements?

I am concerned about the impact of climate change on...	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
51. agriculture and/or gardening (crops, nursery, livestock, etc)	☐	☐	☐	☐	☐
52. doing my job	☐	☐	☐	☐	☐
53. enjoying free time or exercising outside	☐	☐	☐	☐	☐
54. hunting and/or fishing	☐	☐	☐	☐	☐
55. my health	☐	☐	☐	☐	☐
56. my pets	☐	☐	☐	☐	☐
57. the air quality	☐	☐	☐	☐	☐
58. the water quality	☐	☐	☐	☐	☐

If you have other concerns about the impact of climate change on your everyday life or on your community, please write them here.

59. Compared with other important current topics, my concern about climate change:

- ☐ Ranks less important
- ☐ Ranks more important.
- ☐ Ranks in the middle
- ☐ I don't know

☐ Other

60. Do you think climate change is important?.

- ☐ Yes
- ☐ No
- ☐ I don't know

How often do the following statements apply to you?

I hear about climate change...	Often	Sometimes	Rarely	Never
61. on social media like Facebook	☐	☐	☐	☐
62. in the news (like TV, radio, magazines, including online)	☐	☐	☐	☐
63. in conversations with my friends or family members	☐	☐	☐	☐
64. at school, or from my children when they learn about it at school	☐	☐	☐	☐

To what extent do you agree or disagree with the following statements?

When it comes to learning about social/ political topics, I usually trust...	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
65. social media	☐	☐	☐	☐	☐
66. the news (like TV, radio, magazines, including online)	☐	☐	☐	☐	☐
67. my friends or family members	☐	☐	☐	☐	☐
68. my school, or my children's school	☐	☐	☐	☐	☐

To what extent do you agree or disagree with the following statements?

I would be influenced by a message about climate change...	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
69. that talks about how it impacts the economy	☐	☐	☐	☐	☐
70. that talks about how it impacts people's health	☐	☐	☐	☐	☐
71. that talks about the science behind climate change	☐	☐	☐	☐	☐

If you have other comments about messaging and information sharing on climate change, please write them here.

72. I think that the impact of climate change on Latines in Minnesota is:

- | | |
|---|---|
| ☐ less than its impact on the population as a whole. | ☐ greater than its impact on the population as a whole. |
| ☐ about the same as its impact on the population as a whole | ☐ I don't know |
| | ☐ Other: |

Please select the option that shows how often these statements apply to you:

I...	Often	Sometimes	Rarely	Never
73. recycle or reduce waste at home	☐	☐	☐	☐
74. reduce energy use (heating, cooling, electronics, laundry, driving, etc.) at home	☐	☐	☐	☐
75. use green or alternative energy like solar energy or electric car.	☐	☐	☐	☐
76. advocate for community-level change (such as by contacting community leaders or politicians or participating in activities)	☐	☐	☐	☐

If there are any actions you take to improve climate change or reduce pollution that were not addressed earlier, please list them here:

To what extent do you agree or disagree with the following statements?

What factors make it harder to reduce harm to the environment or advocating for climate change in your life?	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
77. The cost of materials, resources, etc.	☐	☐	☐	☐	☐
78. Lack of time in my schedule	☐	☐	☐	☐	☐
79. Lack of contact from environmental organizations	☐	☐	☐	☐	☐
80. Lack of information about the impacts of climate change	☐	☐	☐	☐	☐
81. Lack of information about how to improve climate change	☐	☐	☐	☐	☐
82. Information not available in the language I speak	☐	☐	☐	☐	☐
83. The fact that I need to focus on other issues that are more harmful	☐	☐	☐	☐	☐
84. Lack of trust in community leaders	☐	☐	☐	☐	☐

If there are other barriers that you face that were not addressed above, please list them here:

Please select the response that applies to you:

I have learned about climate change...	Yes	No	Not Sure
85. at school during science class(es) or lesson(s)	☐	☐	☐
86. at school during class(es) or lesson(s) other than science	☐	☐	☐

87. I would be interested in a STEM career (science, technology, engineering, math).

- ☐ Yes
- ☐ No
- ☐ I don't know

To what extent do you agree or disagree with the following statements?

When it comes to climate change,...	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
88. I think youth are as knowledgeable as adults	☐	☐	☐	☐	☐
89. The beliefs of my parents/ guardians are similar to my own beliefs	☐	☐	☐	☐	☐
90. The beliefs of my friends are similar to my own beliefs	☐	☐	☐	☐	☐

Demographics

91. What is your race, ethnicity, or country of origin? _____

92. What is your age?

- ☐ 13-17
- ☐ 18-24
- ☐ 25-34
- ☐ 35-44
- ☐ 45-54
- ☐ 55-64
- ☐ 65 or older

93. Were you born in the U.S.?

- ☐ Yes (skip to question 42)
- ☐ No

94. (If you answered No to question 40) How many years have you lived in the U.S.?

- ☐ Under 5 years
- ☐ 5-10 years
- ☐ 11-20 years
- ☐ Over 20 years

95. What is your gender identity?

- ☐ Female
- ☐ Male
- ☐ Transgender Female
- ☐ Transgender Male

- ☐ Non-binary ☐ An identity not listed: _____

96. **What city or county do you live in?** _____

97. **Which language or languages do you speak?**

- ☐ Only Spanish ☐ English more than Spanish
☐ Spanish more than English ☐ Only English
☐ Spanish and English equally ☐ A language not listed: _____

98. **What is your highest level of education?**

- ☐ Elementary or middle school ☐ University degree
☐ Some high school ☐ Some graduate school
☐ High school graduate or GED ☐ Graduate degree (master's, doctorate, MD, etc.)
☐ Some college ☐ Other:
☐ Technical or associate's degree

99. **How many people live in your household, including yourself?** _____

100. **What is your total household income?**

- | | | |
|--|--|--|
| ☐ Less than \$10,000 | ☐ \$40,000 to \$49,999 | ☐ \$80,000 to \$89,999 |
| ☐ \$10,000 to \$19,999 | ☐ \$50,000 to \$59,999 | ☐ \$90,000 to \$99,999 |
| ☐ \$20,000 to \$29,999 | ☐ \$60,000 to \$69,999 | ☐ \$100,000 to \$149,999 |
| ☐ \$30,000 to \$39,999 | ☐ \$70,000 to \$79,999 | ☐ \$150,000 or more |

Which industry do you work in? _____