
Resources

LATINO AUDIENCES

WEBSITES/BLOGS

[Code-Switch Podcast](#)

[Engage: Hispanics](#)

[Pew Research Center](#)

[SACNAS' STEM + Culture Chronicle](#). Serves as a home for writers who are celebrating the intersection of science, culture, and community.

Scansion, Inc. 2017, [LatinXperience](#). A study that used an experiential strategy process to uncover the most important needs and desired experiences that Latinos seek in the arts.

[U.S. Census: Population Data](#)

ARTICLES

Hawkins, I. Ed. 2017. [“Is it Hispanic, Chicano/Chicana, Latino/Latina/Latinx?”](#) Definitions of terms of identity in the context of Informal Science Learning.

Acevedo, S., and Madara, M. 2015. [“The Latino Experience in Museums: An Explortory Research Study.”](#) Contemporanea’s study on the motivations and experiences of Latinos in museums, which is also applicable to other cultural institutions.

Adams, J. et al. 2014. [“Informal STEM Learning: A Roadmap for Research and Practice.”](#) *Journal of Research in Science Teaching*.

Beniflah, J., Lusinchi, D., Chatterjee, S. C., Carrasco, M. X. 2017. “The Bidimensional Identity Measure (BIM): A New Scale to Measure Multigroup Ethnic and American Identity in the USA.” *Journal of Cultural Marketing Strategy*, 2. Henry Stewart Publications, 2056-8002.

Crotty, J. M. Nov. 11, 2011. [“Are Hispanics America’s Next Great STEM Innovators?”](#) *Forbes*. The U.S. Hispanic population has now surpassed 50 million, and is projected to more than double by 2050.

Decker, G. July 31, 2011. [“Hispanics Identifying Themselves as Indians.”](#) *New York Times*. Many Latinos identify themselves by their indigenous heritage more than their country of origin or their Latino Heritage.

Garibay, C. January/February 2011. [“How Museums Are Using Research to Better Engage Diverse Cultural Communities.”](#) *Dimensions*. (Updated October 2021.)

[National Afterschool Association. “Harnessing the Power of Explanation: Talking with Schools and Families About Afterschool STEM.”](#)

Garibay, C. 2009. “Latinos, Leisure Values, and Decisions: Implications for Informal Science Learning and Engagement.” *The Informal Learning Review* (94): 10–13.

Martinez-Luna, J. 2009. *Eso que llaman Comunalidad*. Colección Diálogos. Consejo Nacional para la Cultura y las Artes. Fundación Alfredo Harp Helú Oaxaca, AC. Oaxaca: CONACULTA. 188 pp.
The concept of communality embraces and makes visible the fundamental tenets of indigenous community life in Latin America. Many existing groups still thrive on principles that include the connection of the community to their ancestral lands and sky, indigenous languages, reciprocity; self-determination; and cycles of feast and ceremony.

Melber, L. M. 2006. [“Learning in Unexpected Places: Empowering Latino Parents.”](#) *Multicultural Education* 13: 36–40.

National Research Council. 2009. “Diversity and Equity.” [Learning Science in Informal Environments: People, Places and Pursuits](#). Washington, DC: National Academies Press.

National Science Board. 2014. [“Science and Engineering Indicators. Women, Minorities, and Persons with Disabilities in Science and Engineering.”](#)

Pew Research Center (2015). [“The Race Gap in Science Knowledge.”](#)

Russell, R. L. 2009. “Briefing Papers on Informal Science Education for Latinos.” *The Informal Learning Review* 94: 10.

Russell, R. L. and Jimenez, M. July/August 2009. [“Expanding Informal Science Education for Latinos.”](#) *Dimensions*. A summary of general trends, potential barriers, and planning for Latino audiences.

Scansion, Inc. 2017, [LatinXperience](#). Engagement in the Arts.

Stein, J. K., Garibay, C., and Wilson, K. E. 2008. [“Engaging Immigrant Audiences in Museums.”](#)

Wheaton, M. and Ash, D. 2008. [“Exploring Middle School Girls’ Ideas About Science at a Bilingual Marine Science Camp.”](#) *Journal of Museum Education*, 33(2): 131–141.

The White House Initiative on Educational Excellence for Hispanics. 2014. [“Hispanics and STEM Education.”](#)

MARKETING, COMMUNICATIONS, AND MEDIA

WEBSITES/BLOGS

[Afterschool Alliance](#). Marketing afterschool resources.

[Know Your Own Bone. A Resource for Creative Engagement in Museums and Cultural Centers.](#)

[Latino USA](#)

[Museum 2.0](#)

COMMUNITY COLLABORATION AND EMPOWERMENT

WEBSITES/BLOGS

[Creative Reaction Lab.](#) A St. Louis–based organization that uses social innovation as a way to build better cities and communities.

[Latino STEM Alliance.](#) Inspires and empowers underserved youth to achieve educational and career success in STEM fields.

[NISE Network. “Creating Successful Collaborations: Museum and Community Partnerships.”](#)

ARTICLES

[“Community Engagement: Guidelines for Excellence.”](#) *Informal Science.*

Irvine Foundation Report. [“Making Meaningful Connections.”](#)

Nesbit, T. 2011. [“Connecting Cultures: Engaging Latinos in Informal Science Education.”](#) *Informal Science.* One of the most critical challenges facing educators is how to engage Latinos in informal science education.

NISE Network. [“Collaboration Tips.”](#)

NISE Network. [“Creating Successful Collaborations: Museum and Community Partnerships.”](#)

Shtivelband, A., Wallander Roberts A., and Jakubowski, R. 2016. [“STEM Equity in Informal Learning Settings.”](#)

Williams, T. 2013. Being Diverse in Our Support for STEM. Young Adult Library Services Association.

ORGANIZATIONAL CHANGE

ARTICLES

Bridges, W. 2005. [“Managing Transitions Making the Most of Change. Bridges.”](#)

Garibay, C. and Huerta Migus, L. 2014. [The Inclusive Museum: A Framework for Sustainable and Authentic Institutional Change.](#)

Weber, A. M. 1999. [“Learning for Change.”](#)

RELEVANT STEAM EXPERIENCES

WEBSITES/BLOGS

Center for Advancement of Informal Science Education (CAISE) 2013. [“Culturally Relevant Experiences in Informal Science Education Institutions.”](#) *Informal Science*.

[Latino Outdoors](#). “We bring cultura into the outdoor narrative and connect Latino communities and leadership with nature and outdoor experiences. We connect familias and youth with nature, engage and inspire Latino leadership, empower communities to explore and share their stories in defining the Latino Outdoors identity.”

[Monterey Bay Aquarium Watsonville Area Teens Conserving Habitats](#)

[Movimiento de Arte y Cultura Latino Americana](#). MACLA/Movimiento de Arte y Cultura Latino Americana is an inclusive contemporary arts space grounded in the Chicano/Latino experience.

[Oregon State University 4-H Youth Development Programs: Resources](#).

ARTICLES

Bexell, S. M. et al. 2007. “Observing Panda Play: Implications for Zoo Programming and Conservation Efforts.” *Curator: The Museum Journal* 50(3): 287–297.

Cox-Petersen, A., Melber, L. R., and Patchen, T. R. 2012. “Teaching Science to Culturally and Linguistically Diverse Elementary Students.” 1st Edition, Pearson Education, Inc.

Environment for the Americas. 2014. [“Connecting Cultures in Birding and Bird Conservation.”](#) The lack of ethnic diversity in the sciences has been a national issue for many years. Now, it is also a growing concern among bird conservationists.

Hawkins, I., and Ávila Vera, M. 2021. [“Engaging Latinx Audiences through the Cultural Roots of STEM.”](#) *Informal Learning Review* (165,): 3-10.

Kelly, E. and Leyman Pino, A. Spring 2016. [“Beyond Translation: Towards Better Bilingual Exhibitions.”](#) *Exhibition*.

Lettvin, E. E. 2015. “Federal Collaborations: Bringing Authentic STEM Experiences to High-Need Communities Through the Nation’s Largest Out-of-School Program.”

Peticolas, L. M., Mendez, B., Hawkins, I., and Whitworth C. 2008. [“Effective Strategies for Engaging Latino/Hispanic Audiences in Astronomy.”](#) *Astronomical Society of the Pacific’s Conference Series* (400): 422. Edited by Gibbs, M. G., Barnes, J., Manning, J. G., and Partridge, B. San Francisco: Astronomical Society of the Pacific. This article presents best practices for professional development in astronomy and space science.

President’s Council of Advisors on Science and Technology. 2010. [“Prepare and Inspire: K–12 Education](#)

[in Science, Technology, Engineering, and Math \(STEM\) for America's Future."](#)

Redmond-Jones, B. Fall 2016. ["Nuts & Bolts: Bilingual Multimedia in Exhibitions."](#) *Exhibition*.

Russell, R. L. 2009. Expanding Informal Science for Latinos Conference, Albuquerque, NM (NSF 0742157). Panels highlighted best practices for planning informal science for Latino students and families. Here is a [brief video](#) of the conference.

[SciGirls. Engaging Latino Families: Key Ingredients for Successful STEM Programs.](#) (DRL 0937314, PI Richard Hudson). SciGirls offers tips for developing culturally sensitive approaches that engage Latino families in informal science education.

Zeigler, M. C. 2015. [Engaging Audiences Underrepresented in STEM Fields.](#) Presented at the Public Libraries and STEM Conference. Denver, CO.

TRANSLATION AND BILINGUAL RESOURCES AND TOOLS

García-Luis, V. et.al. 2011. ["Multilingual Interpretation in Science Centers and Museums."](#) ASTC technical report."

Garibay, C., Yalowitz, S., Eds. 2015. ["Redefining Multilingualism in Museums: A Case for Broadening Our Thinking."](#) *Museums & Social Issues* 10:1, 2–7.

NISE Network. ["Bilingual Graphic Design Guide."](#)

NISE Network. ["Strategies for Engaging Bilingual Audiences."](#)

NISE Network. ["Translation Process Guide."](#)