



Barriers to the Wilderness Next Door

Recreational Preferences and Behaviors of Hispanics in Tucson, AZ - Revised

Natural Resource Report NPS/NRSS/EQD/NRR—2013/614



ON THE COVER

Ranger leading a group of youth on a hike in Saguaro National Park, April 2012.
Photo courtesy of *Parks in Focus*, Udall Foundation

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Executive Summary

This report presents the results of a qualitative study of the recreational behaviors and preferences of the Hispanic/Latino community in the Tucson AZ area, and this community's potential barriers to and opportunities for visiting Saguaro National Park. Following a single case study methodological approach, focus group was applied as an appropriate data collection method. Eight focus group sessions of five to nine participants each, totaling forty-three individuals, were conducted in Tucson between February 25th and February 29th, 2012. Sixty-five percent of participants were bilingual or spoke only English and 35% spoke Spanish only. Focus group discussions were audio-recorded and transcribed. Thematic coding using grounded theory approach was applied to analyze the qualitative data. The emerging themes indicating potential barriers to park visitation included economic constraints, lack of information/knowledge about the park, perceived lack of adequate facilities and activities, and perceived racial discrimination. Focus group participants also addressed certain behaviors such as high level of awareness of the health benefits of outdoor activities, highly family oriented culture, high desire for learning, and positive images of national parks. These can be viewed as opportunities that park managers may use to attract greater Hispanic/Latino visitation. Participants suggested advertisement, special programs, and promotion of the park via Spanish media, particularly television and radio, as means for making meaningful connections between the park and its local communities.

For more information about the Visitor Services Project, please contact the Park Studies Unit at the University of Idaho at (208) 885-7863 or the following website <http://www.psu.uidaho.edu>.

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Background

Saguaro National Park (NP), comprised of two land areas situated on the eastern and western edges of Tucson, AZ, has been called a “wilderness with a city at its center.” The older, eastern portion of the park lies at the edge of the Tucson city limits in the Rincon Mountains, while the western section of the park is in the Tucson Mountains, approximately seven miles from of Tucson’s city center.

Established in 1933 as a national monument to protect and preserve vast forests of Saguaro cacti, then designated a national park in 1994, Saguaro NP includes 71,400 acres of wilderness next to a metropolitan area with a population of nearly one million. From the first reported statistics in 1920, annual visitation to Saguaro NP has increased from 5,000 visitors to over 600,000 visitors in 2011 (<http://www.nature.nps.gov/stats/viewReport.cfm>, retrieved May, 2012). Despite the significant increase, visitation to the park does not represent all racial and ethnic groups in the United States, especially those who live in the local area and state of Arizona.

According to the U.S. Census Bureau, 30% of the population in Arizona, 35% of the population in Pima County, and 41% of the population in Tucson, are of Hispanic/Latino ethnicity. Anecdotal observations from Saguaro NP park staff estimated that Hispanics represented about 3% of the park’s visitor population. Hispanics continue to be under-represented among park visitors. To address this issue and design marketing that will attract Hispanic visitors and enhance the park’s connections with the local community, park managers at Saguaro NP engaged the Park Studies Unit (PSU) at the University of Idaho to conduct a study of Tucson’s Hispanic residents in the spring of 2012.

Study Objectives

The objective of this study was to learn about Hispanic residents of the area surrounding Saguaro in order to address the issue of low attendance and provide information for potential solutions. Specifically, the study aimed to:

- Understand recreational behaviors, preferred recreational activities, and the significance of outdoor settings through discussions with Hispanic community members;
- Learn about potential barriers/problems that prevent the Hispanic community from visiting the park;
- Investigate services and facilities at Saguaro NP that can meet the recreation needs of the Hispanic community;
- Explore ways that Saguaro NP can connect with its local Hispanic community.

Methods

Study Design

A qualitative case study was deemed the most appropriate research approach in order to address our study objectives. Case study research involves in-depth exploration and description of a unit, or case (Stake, 2008). In this study the case was defined as recreation behaviors of Hispanics/Latinos who live in the Tucson AZ area. The boundary was predefined to include only those of Hispanic/Latino ethnic group geographically located in the Tucson AZ area. In case study, the goal is to learn about the case and not about specific individuals within the case. In this study the goal is to learn about the emerging themes across interviews rather than focusing on individual participants. Gathering a variety of data, including that derived from focus groups, provides a rich description of what is occurring.

The focus group method of data generation was selected for this case study as the most applicable to obtain data in a relatively short period of time and at a low cost. Focus groups are facilitated discussions about a specific topic. Unlike individual interviews, the focus group method relies on interactions and discussions between focus group members. The success of this method relies on how well the researcher facilitates the focus groups (Krueger, 1998). Group discussions about a specific topic can generate data more quickly than one-on-one interviews because each participant hears others' perceptions and experiences and can reflect and respond with their own thoughts on the subject. While interviews provide more information about the interviewee, focus groups generate more information about the subject of interest. In addition, inquiring about behaviors of members of an ethnic group can be sensitive, and focus groups are well suited for researching sensitive subjects, or with minority groups.

The focus group approach has been widely adapted and proven beneficial in marketing, consumer, and social science research. This method is used to learn about how people feel about a certain topic and to find a range of opinions across several groups (Krueger & Casey, 2000). Typically, six to twelve participants are included in each focus group. The participants in each group can be diverse in demographic characteristics, but should be compatible enough to create a comfortable environment for open dialogue. In this environment the participants can freely express their opinions, ideas, and evaluations of a product, program, or service. We followed guidelines for focus group procedures from Krueger and Casey (2000).

Focus Group Script Development

A workshop with Saguaro NP park staff defined this study's objectives, and the theoretical framework guided the development of the focus group discussion route (see below). The discussion was designed to move from the general to the specific, beginning with broad questions about recreational behaviors and progressing to specific questions regarding Saguaro NP. A prototype was conducted with a group composed primarily of students at the University of Arizona, and was observed by park staff and PSU researchers. Based on the results, the focus group questions were refined and slightly modified.

Participant Recruitment

The population of interest included all permanent residents of the Pima County AZ area who identified themselves as Hispanics or Latinos and were at least 16 years old. According to the U.S. Census Bureau 2010 this included approximately 170 thousand individuals. The sampling frame included Hispanics/Latino residents who were accessible to researchers, and who had not visited Saguaro NP in the past five years or had limited knowledge of the park. Since this is a unique situation in close-knit communities, gaining entry was a crucial component of the project. Bilingual staff at Saguaro NP recruited through multiple approaches:

- 1) Traditional media outlets: press releases in both English and Spanish to traditional print media and University of Arizona and Community College press offices (As a result of this flyer, a local television station filmed a brief segment prior to the third focus group session on the second day of the study, and was aired the following evening.)
- 2) Social media and website: English recruitment flyers were posted on the park's Facebook and the on park's official website.
- 3) Schools and community centers: staff at three elementary or middle schools close to or at focus locations were encouraged to pass on the information to students families and school staff. At one school, flyers were sent home with students. At all three schools flyers were posted in the office and other locations visible to parents, and were e-mailed to teachers. At community centers where focus groups were located, flyers were posted in public areas. One community center placed flyers in residents' monthly food assistance boxes.
- 4) Personal contact from Saguaro NP staff: In locations with low response rates, community leaders (neighborhood association leaders, restaurant owners, etc.) were personally contacted via e-mail and informed about the project. At one library location, focus group moderators handed out flyers to library patrons immediately before the focus groups began.
- 5) Snowball approach: invitees were asked to refer others in their communities. Some new focus group participants were recruited through word of mouth from previous focus group participants.

Detailed instructions were provided on the recruitment flyers on how to reserve a place in a focus group session. Participants were required only to give a first name, last name initial and zip code to respond and register for the focus groups. Most participants did register, and some just arrived at the focus groups without first registering.

Each participant was offered refreshments, and at the close of focus group session an incentive which consisted of:

- 1) \$20 cash travel cost reimbursement per participant;
- 2) one-day free admission pass, good for as many people/other vehicles entering the park with the pass holder;
- 3) park brochures in English and Spanish language with information about the park, including websites and phone number, basic map showing location relative to city center, and Junior Ranger information;
- 4) a flyer and invitation to attend the upcoming free Fiesta de Saguaro NP (March 3rd, 2012), celebrating the Hispanic heritage of the park.

Focus Group Procedures

Both English and Spanish speakers participated in the eight focus groups totaling 43 participants. The focus groups were held in libraries, public schools, community centers, a community college, and the meeting room of a U.S. congressman's office. Each location provided comfortable seating in a circular layout. Food and beverages were provided during the discussion. At the end of each focus group, participants were presented with a list of programs and facilities that could help Saguaro NP make meaningful connections with its local communities. They were asked to rank the programs/facilities from 1 to 10, with 1 being the most important and 10 being the least important. Three researchers - a moderator, a translator and a note taker - were present at all focus groups except one, which did not require a translator. Focus groups were recorded using digital audio recorders, and one of the moderators took brief notes. After eight sessions, the moderators concurred that theoretical saturation was reached, as no new ideas or issues emerged. Within 24 hours of conducting the focus groups, recordings and written notes were reviewed for accuracy. Within three weeks of the study's conclusion the recordings were transcribed for analysis. Code names were used to protect participants' privacy.

Data Analysis

Coding is a technique of assigning meaning, or themes, to various pieces of text. In this study, data were analyzed using a process of open coding. Using the focus group questions as a framework, the dominant themes were identified, as well as themes that arose organically from each discussion. This approach provided a structure to gather and group similar participant responses and create a cohesive picture of the focus group discussion results.

In this process, a researcher who was also present at the focus group discussions read the transcripts through several times while comparing them with the audio recordings to become very familiar with the content of each. Participants' comments were then evaluated for their specificity (level of detail), and extensiveness (repetition by different individuals). Since this is a pragmatic rather than a theory-based study, the operationalized themes include topic areas that relate to recreational preferences and awareness of parks as well as issues and suggestions regarding park visitation. The section on Qualitative Findings, below, summarizes participants' responses to the focus group questions, organized by the focus group questions.

Quality Control

Researcher as Instrument

In qualitative research, the researcher is also the research instrument (Richards, 2009), serving as a conduit for the data, and by whom it is analyzed and interpreted. While software such as NVivo can help organize the data, the researchers themselves determine meaning. This requires extensive preparation and self-reflection on the part of the researcher so as to remain as objective as possible. The researcher, serving as moderator, controls the focus group discussion and must be careful to guide the discussion without introducing bias that might influence its outcome, while ensuring that participants are able to communicate openly

In this study, the primary researcher was not a member of the ethnic group being studied. Therefore, great care was taken to ensure proper use of language and social behavior during the focus groups. With the moderator were two local Hispanic/Latino Spanish-speaking students working for Saguaro NP, who helped facilitate the focus group discussions, serving as translators and moderators. These individuals also recruited focus group participants, which further helped gain participants' trust.

Data analysis requires reflection to ensure that results are true to the participants and not a reflection of the researcher's own thought process. An outside researcher, knowledgeable about focus groups, though not familiar with this study, conducted an audit of the research process and data analysis. There were no

areas in which the auditor disagreed with the methodology or interpretations of this study's primary researcher. The data from this study was coded by a single researcher therefore we rely on her skills and objectivity as a researcher.

Theoretical Framework

Many researchers have attempted to explain the underrepresentation of minority groups (particularly Hispanics/Latinos and African Americans) in recreation areas and public lands. Out of five major journals in recreation and leisure sciences, more than 3,000 studies on this topic had been published as of 2008 (Floyd, Bocarro, & Thompson, 2008). Various theoretical frameworks have been applied to explain the lack of participation among minority communities. Regardless of the theoretical background, the main hypothesis is that minority groups often have different recreation behaviors than the mainstream behaviors (mainly White) and thus have different needs regarding recreational facilities and services.

In an attempt to explain the underlying reasons for differences in recreation behavior among different racial groups, four dominant theories have emerged from the literature. Floyd (1999) and later Byrne and Wolch (2009) summarized these four theories: marginality, subculture, assimilation, and discrimination. Each theory provides a unique angle into why different racial groups may exhibit different recreation behaviors.

The marginality theory explains the lack of diversity in public land visitation as a socio-economic factor (Lee, Scott, & Floyd, 2001; Edwards, 1981) whereby minority groups experience barriers related to lower economic and educational status. Some, such as Byrne, Wolch and Zhang (2009), and Tarrant and Cordell (1999) see discrepancies in outdoor recreation as an environmental justice issue in which minority groups may not have equal access to public outdoor space due to socio-economic barriers.

Others such as Ho, Sasidharan, Elmendorf, Willits, Graefe, and Godbey (2005) found that culture and sub-culture play an important role in differentiating recreation behaviors. Johnson et al. (2004) and Carr and Williams (1993) saw that "under-participation [by minority groups] is the result of subcultural differences in values and expectations related to outdoor recreation experiences" (pp. 23). West (1989) suggested that sub-cultural identity might overlap with perceived discrimination. West (1989) observed that a strong awareness of sub-cultural identity may lead to a stronger perception of discrimination. This perceived discrimination might act as a deterrent for minority groups to participate in outdoor recreation.

Assimilation into mainstream recreation behavior has been found to be an important factor resulting in differences in recreation behavior among United States-born versus foreign-born Hispanics (Blahna & Black, 1993). Recreation behaviors of United States-born Hispanics were found to have greater

similarities with non-Hispanic White behaviors, while foreign-born Hispanics had more differences when compared to non-Hispanic Whites.

Stodolska (2005) and Blahna and Black (1993) theorized that racial and ethnic minorities might hesitate to visit public lands because of past experiences with discrimination, and the expectation of such occurrences at public areas. Duncan and Duncan (2003) and Schelhas (2002) observed that historical discrimination, such as segregation, resulted in biases in park and public area designs that catered more to non-Hispanic Whites' recreational needs. Such designs may make minority group visitors feel uncomfortable and unwelcome in recreational settings (Floyd & Gramann, 1995). In certain areas, researchers found that minority groups have fewer opportunities to access public parks and recreation areas compared to non-Hispanic Whites as a result of segregation era bioregional design (Abercrombie et al., 2008; Johnson-Gaither, 2011).

Regardless of the theoretical framework, the main tenets with which to examine differences in recreation behaviors are often centered on how people choose a recreational setting (place), what they do there (activity), and with whom (group structure). Literature shows that activity and recreation setting preferences are often intertwined. Recreational settings provide context for the types of activities in which people engage. The preferred type of activity in turn may affect the decision to select a particular destination. Many researchers have found that people with different cultural backgrounds have different preferences regarding recreation settings and activities.

Trustworthiness

Conducting qualitative research, much like quantitative research, requires demonstration of the trustworthiness of the data and the findings. It is important to know that data were collected and analyzed in a manner that will accurately answer the research questions and/or address the research objectives. There are four primary categories to judge the trustworthiness of a qualitative study: credibility, transferability, dependability and confirmability (Schwandt, T.A., 2001).

Credibility

The researchers were charged with reconstructing, paraphrasing and interpreting focus group participants' responses. The beliefs and thoughts of each participant must be communicated, though not modified, by the researcher. To ensure this occurred, peer debriefing was conducted, in which an additional researcher reviewed the focus group transcripts and the analysis to confirm that the interpretation was accurate.

Additionally, member checking was addressed by sending draft report to two of the focus participants to review. They were asked if, in their opinion, the researchers' interpretation accurately reflected the focus group discussion they attended and if they felt the results represented the Hispanic community's recreational behaviors, needs, and opinions. Both reviewers agreed that the report was a reasonable reflection of participant's comments.

I think that overall, you are on target with most of your interpretations of what participants said and how they represent the Hispanic community in Tucson, in relation to the barriers/challenges to visiting Saguaro National Park. Overall, I believe the need for (bilingual) communication and transportation are correctly identified as barriers to reaching the Hispanic community.

Carlos; 40s, middle income

Triangulation of data sources ensured trustworthiness of the data and analysis. Previous studies on Hispanic/Latino recreation behavior in the literature were extensively searched to compare to this study's results. Finally, probing questions were added during the focus group discussion to verify meanings of participants' comments.

Transferability

While quantitative research is often generalized to entire populations via statistical results, the qualitative results from focus groups are reflective of the participants only and can only be transferred to others in this small demographic. Our target population was the Hispanic/Latino residents of the Tucson area that do not visit Saguaro NP. These results do not necessarily reflect the reality of Hispanics/Latinos in other parts of the country that do not visit nearby national parks. However, the results will be useful to the managers of Saguaro NP and in guiding the design of similar research in other locations.

Dependability

Our data and analysis are dependable because we can trace the data throughout the process from generation to interpretation. We did not rely on researcher recall but rather on audio files and transcriptions. Each focus group audio recording was kept on file and transcribed exactly as heard. These documents were imported into the NVivo software for coding. Within this software, each code and category was described and the path of logic can be seen. Researcher field notes and coding notes were kept and any that were handwritten are transcribed into computer files.

Confirmability

Another researcher, having access to our files, would be able to see the process due to our transparency and thoroughness. Every element of the research process have been preserved so the evolution of focus group questions, coding rules, background research and interpretation of the data can be clearly discerned. We have had an outside researcher, not involved in the data collection or interpretation, audit this report and confirm that the findings arise from the participants' responses and not the researcher's own ideas.

Ethics

When conducting qualitative research, care must be taken to protect the identity of each participant. During focus groups participants share personal thoughts and opinions, so in order to obtain trustworthy data it is imperative that each participant feel safe and comfortable and can share honestly. Setting this tone is the moderator's responsibility.

In this study, during the initial communication with focus group participants, the moderator explained the purpose of the study, how the data would be used and how their identities would be protected. Participants were told their names would be changed to aliases to protect their identity and no one outside the research team would listen to the focus group recordings. The moderator mentioned that the focus group script, recruiting script and recruiting strategy were submitted to and approved by the Office of Management and Budget (OMB), as required for all federally funded studies. The moderator then presented the OMB approval number. Throughout the focus groups moderators reminded participants that there were no right answers to encourage sincere responses to questions. These components helped to build a safe environment for all the participants.

Findings

Descriptive Statistics

Forty-three individuals representing a range of socio-economic backgrounds and age groups participated in eight focus groups. Approximately one-third of participants were life-long residents of Tucson, including a few whose families had been in the area for three or more generations, while 20% had lived in Tucson ten years or less. Sixty-five percent of participants were bilingual or spoke only English and 35% spoke Spanish only. They came from thirteen different zip codes within the Tucson area, including central northeast, northwest, and south Tucson (see Map 1). Participants included college students, professionals, homemakers, unemployed individuals, and retirees. Participants' economic status was estimated based on occupation, zip code and other indicators throughout conversations such as disposable income for travel and leisure activities. Estimated economic status ranged from low to upper-middle income. One third of the participants did not use a private vehicle for transportation to work or other activities.

Tables 1 - 5 describe the distribution of participants by age, income level, gender, language spoken, and length of residency in Tucson. Appendix 1 shows demographic data for each focus group participant. Figures 1 - 3 display the geographical distribution of the participants.

Table 1. Participant age group

Age group	Percent
20-30 years	33%
40-50 years	42%
60 years or more	25%

Table 2. Participant economic status

Income group	Percent
Low income	16%
Lower-middle income	28%
Middle income	56%

Table 3. Participant gender

Gender	Percent
Female	70%
Male	30%

Table 4. Language used during focus group

Language	Percent
English or bilingual	65%
Spanish	35%

Table 5. Participant length of residency in Tucson

Years	Percent
Less than 10	0
10-20	47%
20-30	16%
More than 30, but not lifetime	4%
Lifetime	33%

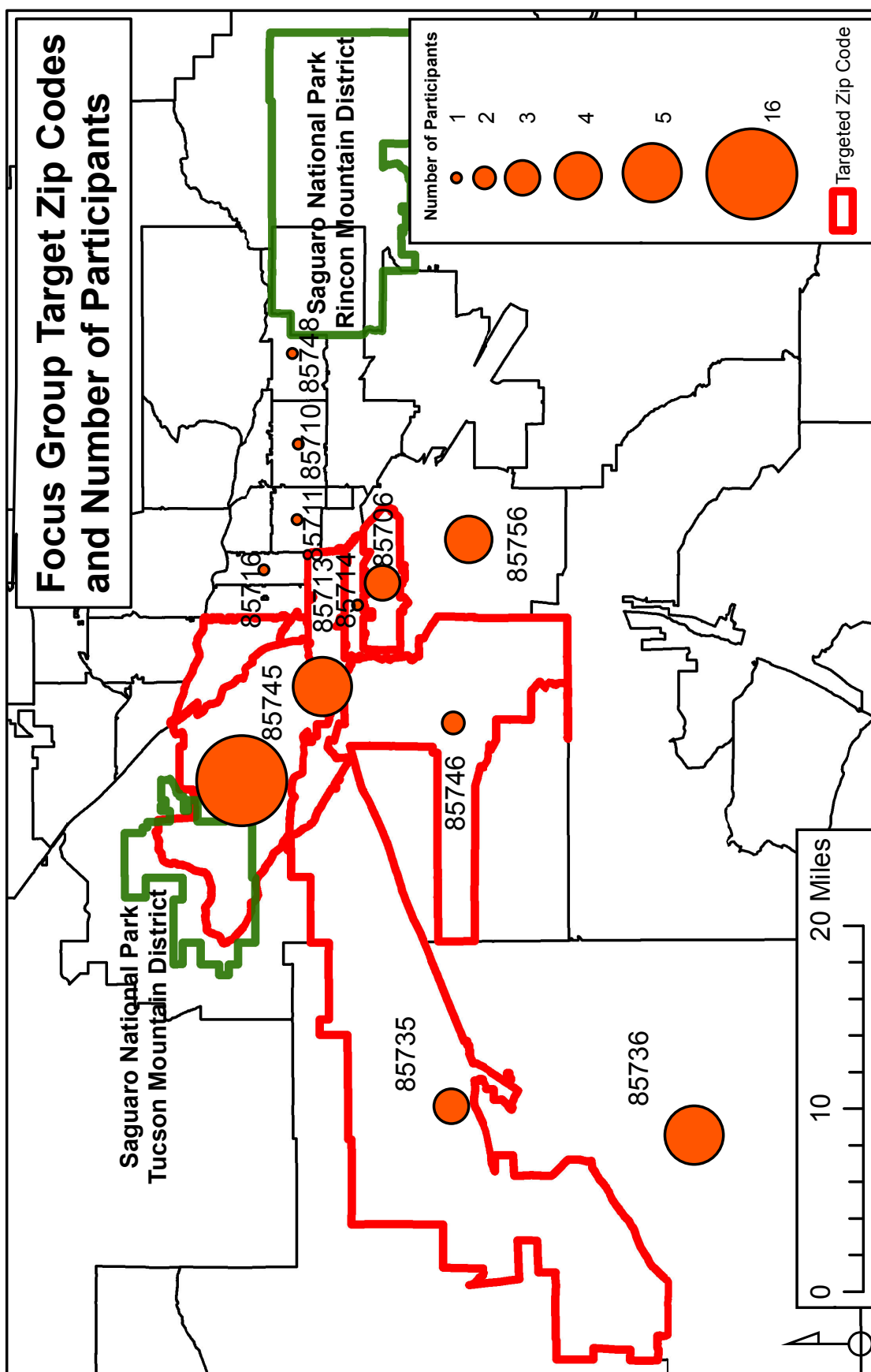


Figure 1. Focus group target Zip Codes and number of participants per Zip Code.
Created by: Estee Rivera Murdock. (Data from U.S. Census 2010)

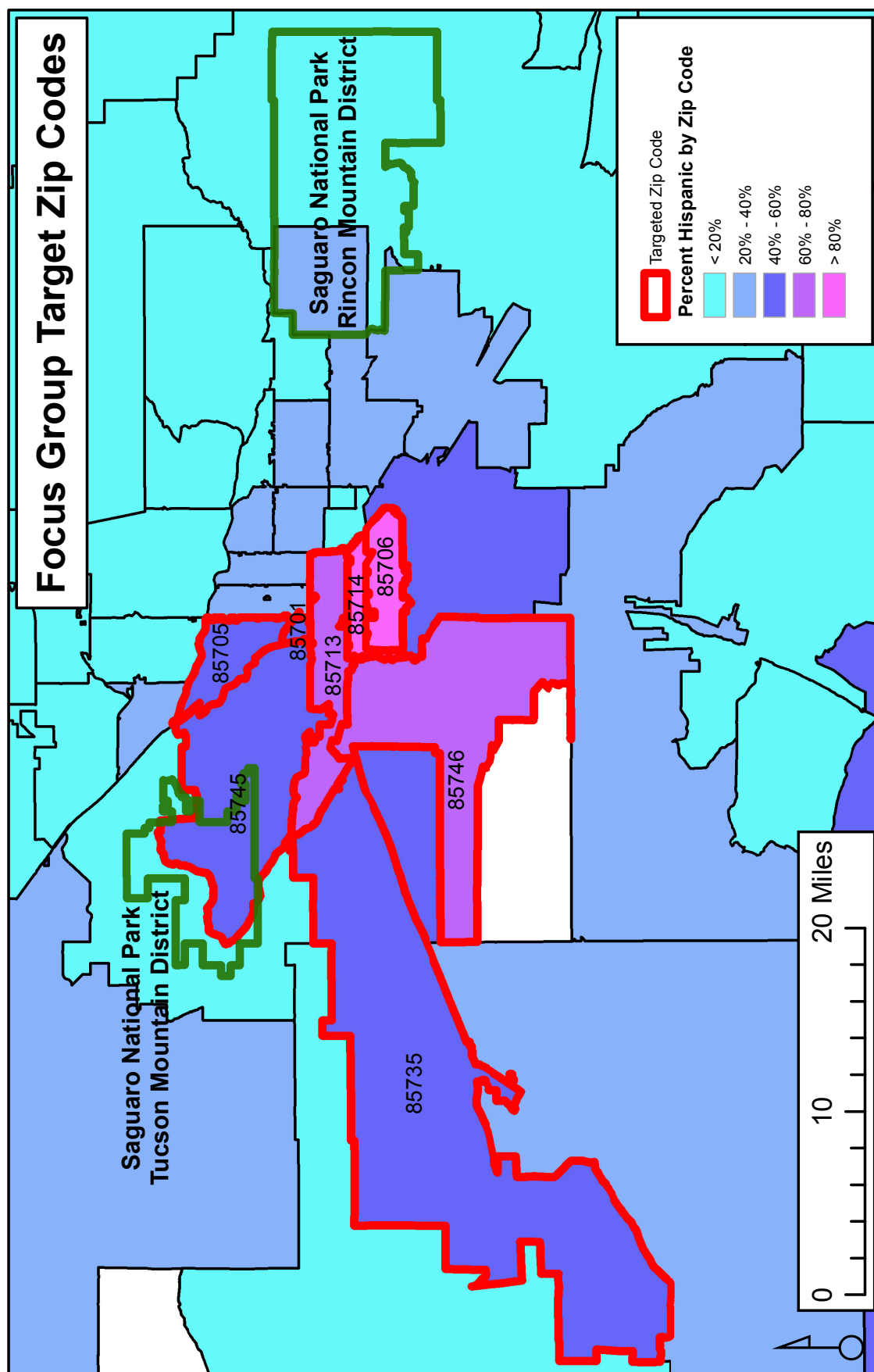


Figure 1. Focus group target Zip Codes and percentage of Hispanics per Zip Code.
Created by: Estee Rivera Murdock. (Data from U.S. Census 2010)

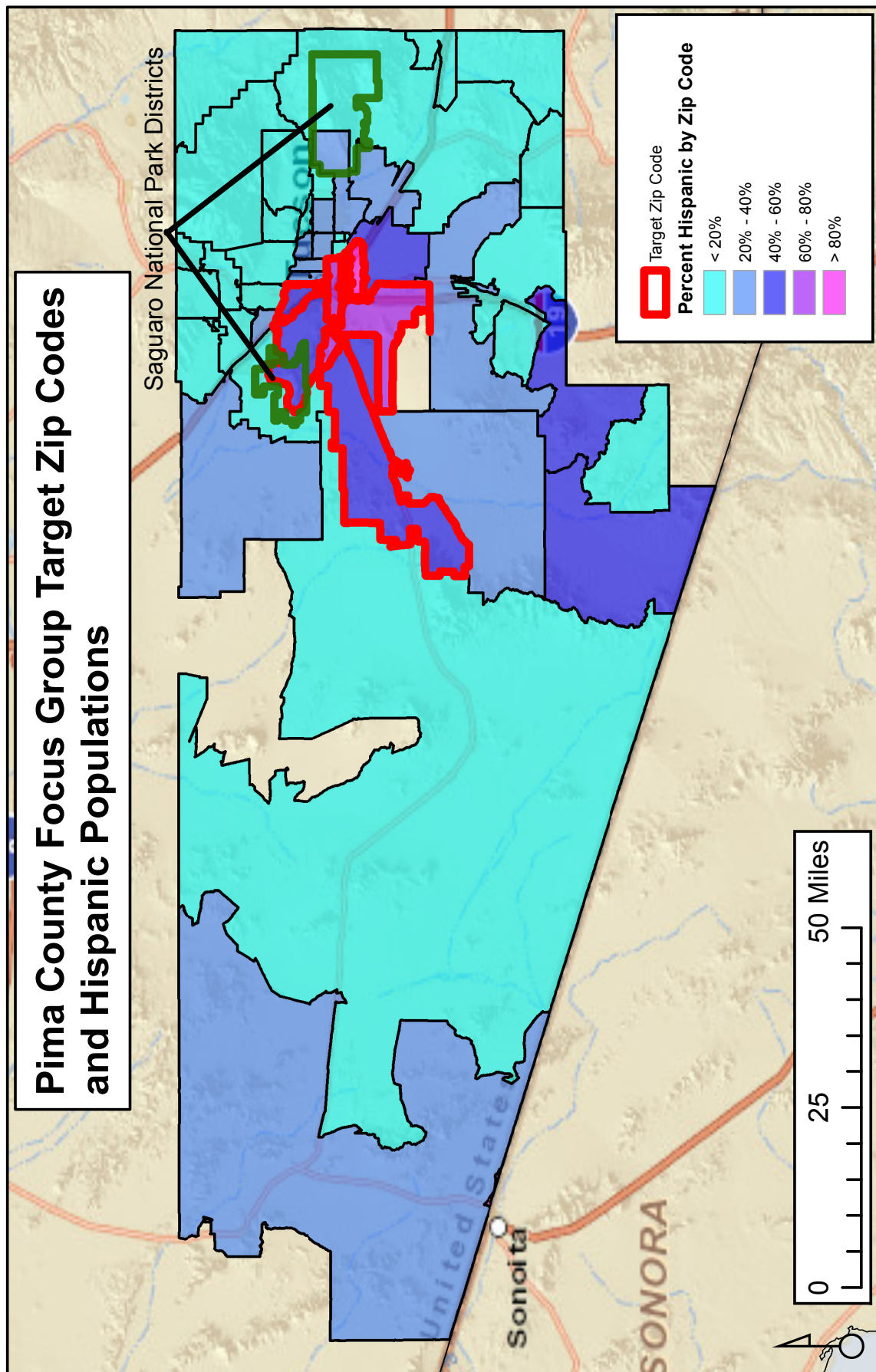


Figure 1. Pima County focus group target Zip Codes and number of participants per Zip Code.
Created by: Estee Rivera Murdock. (Data from U.S. Census 2010)

Qualitative Findings

This section summarizes participants' responses to focus group questions. Each summary is followed by quotes to help illustrate the responses. Some summaries include lists of specific items collected from the responses.

Question 1. What do you do for fun, during time off work, or on a weekend?

For many participants, leisure time was synonymous with family time, regardless of the activity. Many participants enjoyed going to parks, walking in parks, and travelling out of town, often to visit family. In general, recreational activities took place out of doors in family groups and/or with friends. Other activities included going to church, seeing movies, watching television, using libraries, listening to music, and engaging in crafts, gardening, and domestic activities.

I like spending a lot of time with my family. I am addicted to my family.
(Steve; 30's, lower-middle income)

I like to walk my dogs, I feel much better when I walk the dogs.
(Georgina; 40's, middle income)

Sundays we try to go Mass, every Sunday. And then we have our family gatherings in my house on Thursdays, and play cards, have dinner, just to have the family together. That's about it, except for family parties.
(Rosario; 60's, middle-income)

I do a bit of exercising and I like to spend the time with my family as much as I can when I'm not working. I like to go to Mexico every chance we get.
(Dominic; 30's, lower-middle income)

I enjoy hiking different areas around Tucson, go to the park, long boarding, playing soccer, walking around downtown.
(Pilar; 20's, middle income)

Question 2. What kinds of outdoor recreational activities do you like to do?

Walking, whether in town, with dogs, in city parks or on trails outside the city, was by far the most common outdoor activity in which participants engaged, regardless of age, gender, or socioeconomic status. Enjoying nature and nature study, including bird watching and animal tracking, was also a popular activity. Participants also mentioned watching or engaging in outdoor sports such as baseball and soccer, hunting and fishing, gardening, and bike riding. Also popular were social gatherings such as picnics, birthday parties, fiestas. For participants with children, using park playground facilities were common activities.

I work on my backyard, I walk my dogs on a little walking trail by my house. I also like to walk around Reid Park when I have a chance. Every once in awhile I will walk up Tumamoc, and that is a good hike up and it's really close to where I live.

(Georgina; 40's middle income)

Cooking, barbequing. Barbequing for a bunch of people. Definitely cooking outside, cooking bacon in the mornings. Bike riding. We're planning on getting more bikes for the family and doing some bike riding.

(Steve; 30's, lower-middle income)

Well I used to walk a lot. Walking is my exercise. I also do exercises in my house. But now that my knee is hurt, I just walk from the dining room to here that is my activity. But I also like to go to the park and enjoy the nature our creator made; I like to talk with different people I like it a lot.

(Alicia; 60's, lower income)

"Something I do see a lot of our people doing are birthday parties in the parks. You see that all the time driving around, all these people at birthday parties. Sports - softball is big, baseball is big. It's in the blood, you know. Going to baseball games is kind of indoors and outdoors. I think picnics are big."

(Manuel; 50s, middle income)

Question 3. What kinds of recreational activities would you choose not to do?

The types of activities that participants chose not to do were typically those that involve risk or exposure to extreme heat and cold. Riding ATV's, running in summer and at night, cold weather activities, swimming, mountain climbing, and anything that involved physical risk were among the activities that participants said they would not want to do.

"I don't like cold. I am a hot person and when I first came to the United States I never liked snow and my mom always told us that snow was like powdered milk so I never liked it. We used to go to Mt. Lemon a lot and hike, and I don't like the cold too much."

(Olivia; 50's, lower income)

Climb mountains, I like to see it done, but not do it because I'm afraid of the heights.

(Cielo; 60's, lower income)

Ride one of those three-wheeler, all-terrain things. To me they're dangerous and I don't like doing dangerous things.

(Rose; 60's middle income)

Question 4. What public places in the area do you visit for recreation?

Regarding where participants chose to recreate, the majority of public places mentioned were facilities managed by the city, including parks, museums, and trails. County parks were second in popularity, followed by national forest areas and private facilities. The most popular public recreation area mentioned was Reid Park, in downtown Tucson. Participants liked this park for its developed walking trails, the pond and ducks, barbecue facilities, zoo, aqua center, shaded areas, good parking, and safety.

Other recreation areas mentioned were state parks and national forests, such as Mount Lemmon, a popular destination because of its proximity to home, trails, nature, peacefulness, unpolluted air, low cost, and snow. Most public areas were located within about an hour to an hour and a half drive from downtown Tucson. Table 6 shows the list of places frequented by participants and others in their communities, with approximate driving times from downtown Tucson. Two additional columns show, for each destination, participants who did and did not use private vehicles for transportation.

Table 6. Area destinations and travel time from Tucson

Destination	Driving time in hours	Used private vehicles	Did not use private vehicles	Total
Agua Caliente Park	0.5	1		1
Arizona-Sonora Desert Museum	0.75	3	1	4
Buckelew Farms	0.5		1	1
Catalina State Park	1	3		3
Colossal Cave Mountain Park	0.75	1		1
Gates Pass	0.5	2		2
Joaquin Murrieta Park	in Tucson	2	3	5
Kennedy Park	in Tucson	3	2	5
Kitt Peak National Observatory	1.5	1		1
Madera Canyon	1	2	1	3
Mount Lemmon	1.25	7	3	10
Museums, unspecified	location unknown	2		2
Old Tucson Studios	0.5	1	1	2
Pena Blanca	1.5	1		1
Peppersauce Canyon	1.5	1		1
Pima Air Museum	0.33	1		1
Public libraries, unspecified	in Tucson	4		4
Quincy Douglas Park	in Tucson	2		2
Rancho Robles Community Center	0.75	1		1
Reid Park (includes zoo)	in Tucson	9	2	11
Rose Canyon, Coronado National Forest	1	3		3
Sabino Canyon	0.5	4	2	6
Saguaro National Park	0.5 – 0.75	5		5
Santa Catalina Mountains	0.75	3		3
Santa Cruz linear parks	in Tucson	3		3
Sonoita	1	1		1
Tanque Verde Falls	0.5	1		1
Three Points Park	0.75	1		1
Tucson Children's Museum	in Tucson		1	1
Tucson Mountains	1-1.5	2		2
Tumamoc Hill	20	2		2
Ventana Canyon	0.5	2		2

Question 5. What do you like about these places, and what do you like to do there?

Table 7 shows the amenities and facilities that participants liked about the public places they visited.

Table 8 shows the types of activities in which they engaged.

Table 7. Amenities and facilities in public places that participants liked

Amenity/facility
Animals (desert animals, deer, zoo animals)
Benches
Cacti
Campground
Dogs are allowed
Ducks (viewing, feeding)
Food
Fresh air
Low or no entrance fees
Nature
Open space
Parking
Peacefulness/solitude
Picnic/barbecue facilities
Playground
Safety
Scenery/beauty
Snow
Trees/pines
Walking trails
Water (lakes, ponds, waterfalls, fountains)

Table 8. Activities in which participants engaged

Activity
Attend activities and events
Engage in sports
Exercise for health
Family/friend gatherings
Fish
Paddle boats
Relax
Walk dogs
Walk/hike

Question 6. How much time would you be willing to spend to travel to a recreational destination?

Responses ranged from less than one half hour to eight hours or more. A majority of participants were willing to spend two to four hours of travel time to arrive at a recreation destination. For participants lacking transportation, destinations not within walking distance were generally not attainable.

I like to go hiking or walking around on the trails but I have no transportation to get where I want to go so I stay around inside the city.

(Tom; 60's, lower income)

I wouldn't mind, as long as we get out.

(Eleanor; 20's, lower income)

Question 7. What type and size of group do you visit/use public areas with, and who is the planner for the group?

Participants described recreating in family groups, with friends, and in groups of family and friends combined. Some enjoyed recreating alone, with a pet. Family group sizes ranged from two to 40; groups of friends ranged from two to 25; and combined groups of family and friends were larger, ranging from six people to over 100 (see Table 9). Many participants mentioned parties and piñatas commonly involving large groups of 40 or more. Two participants mentioned church groups of about 100. The trip planner was typically either the participant him or herself, the male head of household, or the participant's grown children. In some cases the female head of household planned the outing, or the planning was shared between family members.

Table 9. Frequency of group type and size

Family group type/size	Frequency	Family and friends group type/size	Frequency
Alone	2		
Family, 1-5 people	7	Family and friends, 1-5 people	4
Family, 5-10 people	6	Family and friends, 5-10 people	6
Family, 10-20 people	9	Family and friends, 10-20 people	4
Family, over 20 people	9	Family and friends, over 20 people	2

Question 8. What sources of information do you use to plan a trip, and which is most important?

Word of mouth and the Internet were popular methods of obtaining information, followed by television, radio, and newspapers. Some participants mentioned specific newspapers such as the *Tucson Weekly*, and the *Star*. Others, particularly parents and grandparents of school-aged children, used information distributed via fliers sent home with students or posted on school bulletin boards. Fliers containing coupons and promotional offers distributed at or posted in supermarkets were also used as information

sources. Some participants used magazines and local publications such as the *Pima County Seasonal Guide* (published by Pima County Parks and Recreation) and *Bear Essential News* (a family website by Kid's View Communication).

Regarding the most reliable and trustworthy sources of information, word of mouth and the Internet were again very important. Some participants trusted the newspaper, and others preferred television and advertisements. Table 10 shows the sources used by participants to obtain information to help plan recreation activities.

The Internet more than anything. It's convenient, quick, and you get various opinions, various sources. One might be a blog, one might be a government site.

(Jorge; 30's, middle income)

Probably word of mouth. If someone tells me about something, I keep asking questions and get more information. They usually convince me to go or not go.

(Georgina; 40's, middle income)

I'd say Internet, radio, magazines, word of mouth. But if somebody tells me about something I kind of find out it's sometimes not what they say. So I go for the experience, you know? I kind of lean more toward word of mouth as the best resource.

(Dominic; 40's lower-middle income)

Table 10. Sources used by participants to obtain information on recreation destinations and activities

Source of information	Number of times mentioned
Internet	18
Word of mouth (friends, family)	15
Newspapers (<i>Tucson Weekly</i> , <i>Arizona Daily Star</i> , unspecified)	10
Radio (commercials, advertisements, public service announcements)	7
Television (commercials, advertisements)	7
School (newsletters, flyers)	6
Magazines (<i>Sunset Magazine</i> , <i>Arizona Highways</i> , <i>Pima County Seasonal Guide</i> , unspecified)	5
Google	4
Phone books	4
Flyers	3
Advertisements	2
Billboards	2
Bulletin boards	2
Public library	2
Coupons	1
Phone calls	1

Question 9. What comes to mind when you hear the words “national park?”

Participants’ responses revealed a wide spectrum of perceptions. To summarize, national parks are places for everyone, managed and cared for by the federal government, where nature/natural ecosystems, including plants, trees, cacti, and animals, are protected. They showcase the nation’s natural treasures and preserve history. National parks are majestic, out of the ordinary, and unlike city parks. They are places to go to for walking and hiking, fresh air, open space, and good health. Other perceptions were that national parks are out of reach and hard to get to, they are private and not open to the public, they lack facilities such as barbeque facilities and playgrounds, and have no boundaries. Table 11 shows a list of words used by participants to describe national parks, divided into positive/neutral descriptions and negative descriptions.

I think of the outdoors, I think of the desert and also the woods and wildlife and also that it is protected. I think of it as a jewel of nature and agree with Ariel that they are far away out of the city and cost money. I was just thinking, it is kind of like a museum of our wildlife.

(Georgina; 40’s, middle income)

No drilling. I think of a taxpayer’s right to conserve property and our national heritage and the way the government ensures that we have the right to conserve the beauty of this land.

(Marc; 40’s, middle income)

A national park for me is part of the city that is not inhabited, that there are no houses. It is a recreational park, everything is natural, animals, plants, everything is natural and there are no houses or transportation or streets, everything is natural.

(Andrea; 30’s middle income)

Well I don’t know, that is why I came. A national park is something very different from a public park; I think it is something very different like she says. That is why I came to learn what national park is. It doesn’t have games or anything for the children.

(Eva 40’s, lower-middle income)

Table 11. Positive/neutral and negative words used by participants to describe national parks

Positive or neutral descriptions/impressions	Negative descriptions/impressions
Beautiful	Costs money
Camping	Crowded
Different from a public park	Don't have barbeques
Family	Don't have playgrounds
Green	Far away/not easy to get to/out of reach
Happiness	Have to camp there if you go
Healthy/good for you	Like walking in a jungle
Historical preservation	Nothing but trees/cacti
Liberty	Parking lot
Majestic	Private/no one can go there
Museum/place to learn	Too controlled/need permits
National treasure	
Nature/natural	
Out of the ordinary	
Outdoors	
Owned/managed by the federal government	
Picnics	
Place for everyone can go	
Protected	
Public responsibility	
Saguaros	
Scenery	
Special	
Trees/forests	
Undeveloped/no houses	
Vast/open space	
Walking/hiking	
Water	
Wildlife/birds	
Woods	
Yosemite	

Question 10. Which national parks have you been to, or heard of?

When asked about national parks they had heard of or visited, the majority of the places named were not national parks, although all were recreational in nature. These included city, county, and state parks, national forests, museums, and privately owned facilities. Many participants mentioned having heard of well-known national parks such as Yosemite, Yellowstone, the Grand Canyon, Mount Rushmore, and national monuments in Washington, DC.

Question 11. Have you ever interacted with a park ranger, in or outside the park?

When asked about previous interactions with park rangers, most participants (93%) had never encountered a National Park Service ranger. Two participants had encountered rangers in Saguaro NP, and five others said they had encountered rangers in other national parks or other agencies. Those participants who had a notion of a park ranger's role described it as protecting resources, fire lookout, enforcing regulations, and policing. Several referred to rangers' roles as parallel with Smokey the Bear and Woodsy Owl. Two participants who had experienced Saguaro NP's environmental education program were aware of rangers' educational roles. The participants who'd had interactions with park rangers in national parks specifically described them as educators or guides.

Not a lot of interaction, no. Maybe my parents did, and I was just looking on but I don't recall as an adult. Not a lot, very brief for the fines due or costs due. Even as an adult and I've gone and there has been a park ranger patrolling, there hasn't been, there isn't any communication, very minimal if any. It's distant, it isn't a relationship, it's more of a "We're here to guard, you're here to visit." There is not a whole lot of communication at all.

(Ariel; 40's, middle income)

A few participants who were teachers remembered by name the park rangers who had either visited their school or classroom, or whom they had met at Saguaro NP's Bio-Blitz environmental education program. Others had family connections to park staff, at Saguaro NP and elsewhere. One participant knew of the park and the role of rangers, due to her daughter's internship at Saguaro NP.

Question 12. Before this discussion, were you aware that Saguaro National Park existed? What are your impressions of the park?

Most participants (90%) said that, previous to the focus group, they had heard of Saguaro NP - through previous visits, magazines, or via their children who had visited the park on school trips. (There is a possibility that some participants were familiar with saguaro cacti, but not the park.) Sixty-two percent had never visited, or had not visited in the past five years. Of those who had not visited the park, 57% were non-English speaking. Of the participants who had visited the park, 92% were English-speaking.

Regardless of whether or not they had heard of or visited the park, many participants shared their perceptions of Saguaro NP. Table 12 lists their responses regarding what Saguaro NP is and what it contains. It's how the desert is actually supposed to look. They'd be surprised at how much can grow out there, and how many animals there are. I think a lot of people have this weird impression of how the desert looks out here, and I take them out there and it changes things.

(John 40's, middle income)

I have heard [of it] but I haven't gone. I know it is on the edges, it is far away. I think it is only nature, only cactus, I have heard. I would like to go, to breathe fresh and clean air.

(Eva; 40's, lower-middle income)

It's definitely an eye catcher. I work all over Tucson and what really caught my eye was going down Kinney Rd. and it's just like, one of these days I'm going to bring my family here. It's definitely something you want to do on a tour, you don't want to go out there on your own. I don't even know if they let you, especially because of the snakes and stuff if you want to do it like that. I would tell somebody that it's an eye catcher and definitely go there and look at it. It looks like it's worth getting outdoors and it looks like fun. It's something that I would do.

(Dominic; 40's lower-middle income)

I was aware of it, I live really close to it. I don't know much about it, I just know it's protected. There's a bunch of cactus and I know they, I learned each arm means that, it takes hundreds of thousands of years for each arm to grow but I don't know that much about it.

(Belinda; 20's, lower income)

Table 12. Words and phrases used by participants to describe Saguaro National Park

Descriptors for Saguaro National Park		
A treasure	Beauty	Big/vast
Fresh air	Hot	Insects
Lots of cacti/nothing but cactus	Lots of saguaros	Majestic
Mountains	Nature	Not a place to go on your own
Picnicking	Prickly pear	Protected area
Rattlesnakes	Scorpions	Serenity
Sonoran desert	Spectacular	Trails for hiking and walking
Watching sunsets	Wildlife	Without limitations

Question 13. What kinds of services and facilities should be at a park like Saguaro?

Participants suggested basic services and facilities that are common in national parks, including clean restrooms, water, trails of various difficulty and trail markers, picnic tables and shelters, benches, directional signs, emergency services and personnel, maps, trash cans and recycle stations.

Interpretive and informational services were suggested, such as a visitor/information center, informational literature, interpretive signs and exhibits, a museum, tour guides, self-guided audio tours, and orientation information.

Some participants felt the park should have food services and gift shops. Participants also listed some facilities, which are not typically found in national parks, such as playgrounds and play equipment, a pond, and shuttles or golf carts for visitors that have difficulty walking. No participant mentioned the need for campground facilities or lodging inside the park.

A place where you can visit with the family that has shade, like a ramada with barbeque grills. To spend the day in the fresh air. And playgrounds for the children, because there aren't any there, right? So if there aren't any, they should have them, so the children can play while the food is prepared. That would be a lot of fun if there were fun games and ramadas, to spend the day there.

(Eva; 40's, lower-middle income)

One of the things I think are important are the bathrooms and also what he was saying, an area in the park like a phone station where you can make emergency calls, because the place is so far away the cell phone doesn't work, and it is very important.

(David; 30's, lower income)

Informative flyers like guides. And in the flyer a guide of how to enter or how to leave. More information, maybe the story of the park, how it was born or who created it, or who had the idea. In Spanish.

(Nieve; 30's, middle income)

I just remembered: a guard, it is very important in a place that is so big, that you could get lost, so have an authority there that can take care of us. We should have security when we go to the parks, so there is always somebody that is taking care of us.

(Teresa; 30's middle income)

I like literature so I know what I am looking at. When I went to Kartchner Caverns I went to read about it. Even when I went to Agua Caliente they had a book from there and I like to read about it. And I love clean bathrooms I don't like dirty bathrooms. You have water you have shade. A tour guide would be nice, a free tour guide would be even better.

(Dina; 30's, middle income)

Question 14. What are some barriers that would prevent you or others in your community from visiting Saguaro?

Among the potential barriers listed by participants, lack of transportation to the park and lack of knowledge about the park were common issues. Approximately one third of participants did not own vehicles and remarked that others in their communities also lacked transportation. Lack of information came up as a significant barrier across all focus groups. Many participants were simply unaware of the existence of Saguaro NP. Of those who were aware of the park, many were unsure of its location, hours of operation, available facilities, entrance fees, and how to prepare for a park visit.

When you first enter into Saguaro National Monument you're like, "Okay, what am I getting myself into?" You know, fear of the unknown. You've got a lot of roads. It would be cool, if right at the entrance...have something like a visual, [at] a parking area, 'Welcome to Saguaro National Monument, here's a map, here's where you're heading. There's parking spots here, picnic spots here'. While you're driving you're too focused on the road. What's up next? What's up ahead? Because there are no signs that say parking coming up.

(Steve; 30's, lower-middle income)

It could be lack of information of the park, like they say. There are a lot of people that don't know where the park is, and they didn't even know it existed. So maybe there is a need for more information.

(Angela; 50's, middle income)

In my community, because of the lack of transportation too. If they had a bus for us like on a weekend in a school and they took us to the park that would be fun. But yes, because of the lack of transportation, because my husband doesn't always have a car; it is rare when he does have one.

(Eva; 40's, lower-middle income)

Participants also voiced the perception that Saguaro NP is not inclusive, i.e., it primarily exists for, invites, and serves the non-Hispanic community. Participants pointed out that advertisements about outdoor activities are not common on Spanish television and print media. Ariel voiced the sentiment that the park should be advertised as “not just for winter visitors,” and that this was a perception held by people in her area. She went on to say: “if it is a perception then maybe it's a perception that can be corrected. That it doesn't belong to just the visitors or winter visitors or avid cyclists or the avid hikers, you know, it's for everyone.”

[A] perceived barrier is lack of education, lack of outreach to Hispanics about it because a lot of people don't know about it. Even though it's in our backyard it's not well known by other people. It's never been known to come out and do a picnic there, if you will. If people are willing to go to, say, to Mount Lemmon, that's a little farther, then come out to Saguaro National Park. So probably a better outreach education campaign would make the difference there.

(Jorge; 30's, middle income)

I was thinking, it's very rare for me to pick up those magazines, like Tucson Weekly. There's a couple of magazines that have events. It's rare for me to look that up. It's even more rare for my mom who's from Mexico to pick up a random book that has events. So I think it's where they're focusing their attention. It's going to sound off, a little bit, but it's very focused toward the White community, to the northwest side, to the east side, and it's not very focused on the south side to invite people from the south side to go to Saguaro National Park. And thinking about Spanish commercials, I can't think of anything on Spanish channels where they talk about doing those outside activities. I guess what I'm trying to say is that there's not a big outreach towards the Hispanic community, or maybe I'm not aware of it.

(Pilar; 20's middle income)

Some other perceived barriers that arose during the discussions were cost, lack of facilities, fear of certain elements, and travel distance to the park. Specific issues in each of these areas are listed below. Some of these perceptions underscore one of the main barriers, i.e., lack of information.

- Cost: entrance fees, cost of gasoline
- Facilities: lack of restrooms, picnic facilities for family picnics and gatherings, adequate parking, paved trails for mobility impaired, informational signage at park entrance; no clearly defined park entrance.
- Fear of elements: over heating/dehydration, snakes, wild animals, falling into cacti, lack of security, remoteness.
- Distance: travel to the park.

Sometimes we have to look, or I have to look at my budget and see if we can afford to go. Gas, or whatever. That's pretty important.

(Hector; 60's, middle income)

One day we decided to go to the park [Saguaro] to eat there. We said the park was beautiful but there are no places where you can eat, so we said "let's go to another one." The saguaros are beautiful and we would eat however we could. We also needed a place that had some shade, or trees - the saguaros don't have shade. It depends on the peoples' preferences, but also because of the lack of places where you can put your food and all that. We all wanted to go to Saguaro and take pictures but we chose not to because there is no place to sit down, maybe there is a place to sit now, but at that time there wasn't.

(Teresa; 30's middle income)

When you are at Saguaro National Monument on the West over here, and you pull into a picnic area and you didn't pay anybody, what could happen? Because there really are no stations telling you there is a fee ahead. I get kind of worried, I don't want to stop here because I don't have cash on me and I don't want to stop. I don't want to get ticketed or 'What are you doing here?' type of deal. I know when you are going to Mt. Lemmon, before you climb up the hill there is a fee station to let you know. That kind of bothers me when I am going through there [Saguaro].

(Steve; 30's, lower-middle income)

I usually like to go in groups, just because there's bears and other things that can kill me. If it's too risky I don't want to do it by myself.

(Sofia; 20's, middle income)

Question 15. What could park managers do to encourage visitation from the Hispanic community?

Participants shared many suggestions of how the park could increase visitation from the Hispanic community. Central to their responses was the need to reach out to Hispanics in Spanish, and to focus on families.

- Invite the Spanish-speaking community to visit Saguaro NP, through advertisements, promotional materials, and publicity through Spanish media - television, radio, print media, billboards, bus placards, and posters. Create the image that the park exists for the local community, not just for "winter visitors," i.e., cyclers, birders, and other specialized groups.

It would be nice for people to be invited, although they don't need an invitation. I think they can be invited and (for example) this is a free day and we'd like you out this month, not even a day, a month, April is a beautiful time of year, October. An

invitation and if you had the flier in both languages and I think that is really important. And when people are there let them know that it is ours, it is not just belonging to the national park, it is our treasure.

(Ariel; 40's, middle income)

- Outreach to public schools and senior centers through on-site and off-site special programs, such as field trips, seminars, and outings. Provide transportation to on-site programs.

In the schools I went to we were not offered the option of going to national parks, but I think if they would hit up more the communities they're trying to reach - the schools there, whether it's an elementary, middle school or high school, I think that would promote more movement and desire of the kids to want to do it. Plant a seed and hopefully it will grow kind of thing.

(Sofia; 20's, middle income)

- Host and/or facilitate events and activities that attract families to the park. Participants suggested following activities:
 - Desert survival classes
 - Family days, including picnics, family activities
 - Guided walks and tours in Spanish
 - Music events/concerts
 - Native American harvest festival
 - Park birthday celebration
 - Special tours, e.g. full moon tour
 - Running events/marathons
 - Sporting events

What would encourage me to go is basically do a family thing, keep the family united and go out and do something together. That's what motivates me to do that.

(Dominic; 40s, lower-middle income)

Creating activities that take place in the park, like a marathon, or different activities, like take the children on a tour from the schools, or activities for the people that didn't know the place so they have to go visit. We are a group that encourage people to have better health, we go from house to house, we recommend everything that is healthy and we also could help to explain to the people that Saguaro Park exists, and that it is a place where you can do exercise and breath fresh air and all that and also let people know about it. We could recommend it via word of mouth.

(Teresa; 30's, middle income)

I'm thinking more on the lines of kid-friendly, not really controlling the area but hands-on discussion group. Like we'd pull into a picnic site and there's a ranger - how to take care of tortoises you find in the desert. You know, simple things like that. How did the Indians, the natives use the stones to make the pictographs? You know what I mean? How did they use tools? Hands on activities, yes.

(Steve; 30's, lower-middle income)

- Respond to fee-oriented visitation barriers by reducing fees for families, offering no-fee days, distributing discount coupons, creating park membership programs that include entrance fee discounts.

The park has entrance fees, so there could be publicity about certain dates when there are discounts on entrance fees, to encourage people to visit and get to know the park.

(David; 30's, lower income)

Being a middle class Hispanic that's on a budget, the reason we're here is because it said 'free refreshments, free something to eat.' Offer something.

(Steve; 30's lower-middle income)

- Provide transportation to the park from the city via regular bus routes, e.g. monthly shuttles from public places such as libraries, community centers, city parks, etc. Promote these options to those without transportation.

It would be kind of neat, too, you have the library system in place so you don't have to create that, so maybe you have a theme for the week and you guys meet at the library and you do a partnership with the Sun Bus and you go out there to the park and you talk about the theme and you do an activity and come back. And the gathering point would be the libraries.

(Marc; 40's, middle income)

First of all right now we don't have a car. Promote it more for those people that want to go but don't have a car. Maybe some do have one but they like to go in a group. I don't know if it exists, maybe in some senior center they have one.

(Sara; 50's, lower-middle income)

- Provide handicap access, via paved wheelchair trails, park shuttle service, and accessible facilities.

If you have wheelchairs or whatever they can't do it, so is there a way to create a path that someone would be able to take with a guided tour, they could take. I mean because they can't get out. My mom isn't going to hike the trail, there is no

way. So any kind of access that would give a broader spectrum of people access, physical access.

(Manuel; 50's, middle income)

Question 16. How can the park get the word out and connect with the Hispanic community?

Many participants' comments and suggestions regarding how the park can connect with the Tucson community overlap with suggestions on how to encourage visitation. Again, common suggestions were advertisement, special programs, and promotion of the park via Spanish media, particularly television and radio.

Another common suggestion was to invite visitation through the schools, both in classrooms and parent organizations, through direct contact with Spanish-speaking park personnel, as well as via fliers, newsletters, and posters. Some participants suggested partnering with existing organizations such as churches and hiking groups, and distributing promotional literature at libraries, employee lounge/lunch rooms, in government buildings and private businesses, parent groups, homeschool groups, etc.

I think more advertisement, I know we have a lot of families, like my parents, that watch television, so advertise on the Spanish speaking channels. Radio. My parents listen to radio all the time, Spanish radio. So just a lot of advertisement just to let families know that it's out there, that it's a great opportunity and it would be in their language. Fliers in English and Spanish. We have a parent board at our school and I think that would be great. We have a Food City right there close by where we could pass out fliers there, at all the festivals where Hispanics gather, whether it is a school festival or community festival.

(Georgina; 40's, middle income)

You mentioned go to the schools, educate the kids... the day-field trips, I don't know what the school can afford. My grandkids, I don't think they go on too many field trips. I think field trips, going over there with the kids. They will learn more as far as the desert, what you can do in the desert. As far as the seniors, field trips for seniors at the library or any convention city place, they can take you to field trips like that.

(Hector; 60's, middle income)

Finally, participants asserted that word of mouth remains a powerful communication tool, and that one person's positive experience at the park will be shared with countless others via word of mouth.

Well, I'm definitely going to go and I know I am going to enjoy it, so I'm going to let people know. Let friends know by word of mouth and encourage them to go.

(Dominic; 40's, lower-middle income)

- Communicate messages (in Spanish and English) that instill a sense of ownership and investment. Specifically, the messages should include:
 - Saguaro National Park belongs to everybody
 - Saguaro National Park is “our national treasure”
 - Visiting Saguaro National Park benefits health
 - You and your family are invited to Saguaro National Park

Table 13 shows the information sources participants suggested the park use to “get the word out” about Saguaro National Park and to make connections with the community. Table 16 shows participants’ individual written responses to a questionnaire administered at the end of the focus group.

Table 13. Suggested ways to connect with the community

Source of information	Number of times mentioned
Schools	6
Radio	5
Television	4
Flyers (Spanish and English) in schools, neighborhoods, businesses	3
Newspapers	3
Social media	3
City of Tucson	1
Diabetes Association	1
Employee break rooms/lunch rooms	1
Festivals	1
Grocery stores	1
Internet	1
Libraries	1
Senior centers	1
University Medical Center	1
Word of mouth	1

Program/Facility Preference

Participants were presented with a list of programs and facilities that could help Saguaro NP make meaningful connections with its local communities. They were asked to rank the programs/facilities from 1 to 10 with 1 being the most important and 10 being the least important. Table 14 shows summarized ranking preference among focus group participants. The lowest average ranking indicated the highest level of importance. Since this is a case study, the participants were not randomly selected and were not statistically representative of the Hispanic population in Tucson area. Thus, a statistical test of the level of

importance was not applicable. The results showed that programs were perceived as more important than facilities. In particular, participants viewed special programs at local schools as the most important way to connect with the local community. Participants were also asked to provide comments on their preferred types of programs, facilities, and venues/media to make connections. Tables 15 - 17 show individual participants' comments.

Table 14. Participants' ranking of program and facility options

Program/facility	N	Ranking			Std. Deviation
		Min.	Max.	Mean	
Provide transportation from your community to the park	40	1	10	2.55	2.241
Provide special programs at local schools	40	1	8	2.83	2.024
Invite the local communities to the park	38	1	8	3.37	2.318
Have rangers set up presentations/booths at community events	38	1	9	3.79	2.395
Provide children's day camp (in Spanish) at the park with transportation from the community	40	1	10	3.82	2.707
Provide special programs at community centers for everybody	39	1	9	3.90	2.269
Provide regularly scheduled programs and events in Spanish	40	1	10	4.00	2.717
Translate park website, brochures, exhibits into Spanish	37	1	10	4.57	3.387
Provide large picnic areas/facilities that can accommodate large groups	39	1	10	4.77	3.232
Provide the types of facilities for the way I prefer to recreate	33	1	10	6.39	3.976
Valid N (listwise)	30				

Table 15. Participants' comments regarding preferred scheduled programs and events in Spanish

Show and tell about God's creatures, nature, and about what's up in the future for the national parks
 Fun, interactive booths with a bilingual presenter explaining and allowing kids to explore hands-on
 What can you and your family do once you arrive
 Talks at the public schools, interviews on local news channels
 Every activity or program available in Spanish
 English language classes
 Desert survival; television program on Saguaro National Park
 Television
 Partnership with existing established organizations such as baseball and soccer leagues
 Information from community events
 Spiritual retreats
 Guides; children's centers where they teach children the importance of nature
 To explain each plant at Saguaro
 Lessons about the growth of each cactus plant; also plan picnics for families
 Go to the schools to give information so we can learn more about nature because it is very important
 Family Day; College Day (before school starts)
 All the options above would be great programs that could be regularly scheduled (transportation, school programs, community center programs)
 History nature
 Movies about the park, or people that can give us information
 A health program, like a walk for CANCCA, a walk for people with diabetes
 Spanish television
 Summer programs for children
 Educate the visitors on how to take care of the park

Table 16. Participants' comments regarding venue/media to reach out to the community

Advertise on TV, newspaper, hand out fliers in neighborhoods, word of mouth.
Bulletin boards around town (especially south and west side) radio stations, TV, school flyers
Schools, media, personal invitation
Community festivals like school fiestas, festivals at the parks (Kennedy Park), Spanish radio, Spanish TV, flyers in Spanish
Advertise through TV, radio, newspaper, flyers, speakers
Radio, flyers for school age kids to bring home. TV
Radio; flyers sent home.
All radio; at least one billboard, initially.
Flyers by mail
Newsletter, TV, Radio
TV, radio, newspaper
Have playthings for the children
Newspaper, TV
Print and media
Fliers in Spanish and English
Telephones in each camp with a key for the caretaker
Fliers; and going to the schools
Hands-on, craft activities
Radio; TV; flyers; newspaper
TV; fliers; radio
Fliers
Social media; TV; radio
TV; newspaper
TV; radio
Go to schools and place information on dash (windshield) (H.S. and C.C.) as well as maybe using of mail
Spanish language TV and radio; more outreach to Anglo TV too - not all Hispanics watch television.
Television, radio, newspaper, advertisement on buses
Fliers, documentaries, newspaper, radio, Hispanic television, DVD
Take information to community centers or schools
Promote the park at fairs
Promote the park on Hispanic TV and newspapers, so more Hispanics can go to the park

Table 17. Participants' comments regarding desired facilities

Picnic areas, restrooms, tour guides, souvenir shops, transportation to and from
Misting machine, shade throughout the trails, bathrooms, water to drink
Clean bathrooms, trash cans, water fountains
Clean public restrooms, picnic areas, water, tour guides
BBQ
Restrooms with running water.
Good bathrooms, especially in the more remote areas.
Community facilities information
Bathroom; rest areas; water
Bathrooms; eateries that emphasize desert treats
Hikes; educational programs combined with outdoor activity
Use "social media" to attract young demographic
Eating areas; good food
Shacks/shelters
Play some sports
Restrooms, water; ramada; playgrounds for children
Music; drinks
Play sports
Facilities as ramada areas to stay out of the sun a bit
Walking, hiking and biking paths (They are already there. Any more could ruin the place)
Conference room in the park where they give us information and show videos of what you can find there
Recreational facilities where children can play or run and shelters for shade or from the rain
Ball games for children
Kite flying
The park should have a place for children where they can play for a longer time
Water fountains and resting areas

Discussion

According to the U.S Census Bureau, by 2010 Hispanics/Latinos comprised 16.3% of the U.S. population, an increase from 12.5% in 2000 (Ennis, Rios-Vargas, & Albert, 2011). According to the Comprehensive Survey of American Public, 9% of total national park visitation was Hispanic. (Taylor, Grandjean, & Anatchkova, 2011). Underrepresentation of Hispanics/Latinos in the park visitation is not a unique problem facing Saguaro National Park. However since the park is located in an area with high concentrations of Hispanics/Latinos (34.6% in Pima county and 47.2% in Tucson) (U.S Census 2010), underrepresentation of this group in the park's visitation is somewhat more apparent. In order to build a better connection with the community and encourage visitation, it is important to understand the problems/barriers to visitation as well as the park's opportunities to increase Hispanic/Latino visitation. It is perhaps more important to understand the context in which problems or issues occurred. After the preliminary coding of focus group participant comments, we conducted selected coding focusing on barriers, problems, and issues that face Hispanic/Latino communities, as well as potential factors that would encourage this population to visit national parks.

Challenges

Among 142 comments regarding barriers to visiting Saguaro NP, three main themes emerged: (1) 46% percent of comments were related to economic constraints; (2) approximately 30% concerned knowledge deficiencies (general information, facilities and activities); and (3) 20% concerned racial discrimination.

Theme 1: Economic barriers

Given that nearly half of the comments about barriers related to economic conditions, this emerged as a significant barrier to park visitation for the Hispanic community. Some of the comments had to do with economic barriers directly related to the park, such as entrance fees. Interestingly, the entrance fee issue was only mentioned by participants who were aware of the park, and were thus aware of the park entrance fees. Some participants mentioned that the free park entrance pass, offered as an incentive for attending the focus group, was the only reason they attended.

Another reason is the cost to get in, and if it is a big family also. It depends on the cost, to go with all the family. Maybe, if they do charge, it would be good to have different prices: if it is for one person a certain price, if it is for all the family there could be a package, with a more reasonable price for the family.

(Graciela; 30's, middle income)

[In reference to the free entrance fee day at the park] I was like, let's go, we're gone! When you are on a budget, and you see something for free, we're there. Let's check it out!

(Steve; 30's, lower-middle income)

Other comments related to general economic factors such as lack of funding for travel were the cost of gasoline and lack of transportation. Participants who were less well informed about the park made fewer comments about entrance fees, and tended to be more concerned with lack of transportation to get to the park. These are probably related issues that could limit ability to engage in outdoor recreational activities and result in general lower awareness of recreational areas.

I haven't gone because a lot of times we don't have transportation, the lack of transportation and well they are places far away. And I don't know where.

(Julia; 40's, lower-middle income)

This finding is consistent with other studies particularly those that follow a marginality framework. Minority groups, especially African Americans and Hispanics, are also among the lower income groups, as was the case in the Tucson area. The median household income of Hispanic/Latino families in Tucson was \$35,039 compared to \$47,348 for the general public. The percentage of families living below poverty level was 26.8% among Hispanics and 21.3% for the general public. The problem was most severe among Hispanic single female parent households in which 34.8% lived below poverty level. Researchers such as Floyd, Shinew, McGuire, and Noe (1994) did not find strong evidence to suggest that economic conditions or racial differences have more influence on recreational behavior than other demographic factors. Recreation behavior was not significantly different among different racial groups in the middle or high-income class, however there was a marked difference in the recreation behaviors in lower income classes (Floyd et al. 1994).

While economic conditions are issues that face all racial groups and are not a condition unique to Hispanics/Latinos, in the recreation context minority groups were found to be more sensitive to economic barriers (Floyd, Nicholas, Lee, Lee, and Scott 2006). In addition to limitations to travel due to lack of funds, economic conditions also affected low-income groups' perceptions of recreational activities. Floyd and Gramann (1995) and later Floyd et al. (2006) found that, when compared to non-Hispanic Whites, a higher percentage of Hispanics/Latinos participated in hunting and fishing as consumptive activities rather than perceiving them as leisure activities. In areas like national parks, the public is generally not allowed to harvest park resources, thus creating another type of barrier as perceived by low income Hispanics.

Theme 2: Lack of information/knowledge

Insufficient knowledge and information, which can lead to misperceptions, was a significant barrier to visiting Saguaro NP. Approximately one third of focus group references indicated that a lack of information about the park could be a deterrent factor. This category was subcategorized into three areas: (1) lack of general information, (2) perceived lack of facilities and (3) perceived lack of activities.

Lack of general information

While comments regarding lack of information were voiced across all groups, they were more prevalent among participants who only spoke Spanish. Some participants had little or no understanding of national parks. Others were unaware that Saguaro NP existed, or had heard of the park but did not know its location. Among participants who had heard of the park, there was confusion over whether it was a national monument or a national park, and the difference between the two. There were fears expressed about encountering wildlife – snakes and bears – as well as concerns about becoming lost, overheated, and dehydrated. For many, simply not knowing what to expect at the park, and/or not knowing what was expected of them as park visitors, were deterrents to visiting. While many focus group participants were aware of the park's existence and had some knowledge about the park, many others did not. Unfortunately, these misconceptions due to the lack of information may create a erroneous image and discourage visitation.

Some of the preconceptions I have heard, just miscellaneous preconceptions are, of course: it's too hot, it's dangerous. There are risks involved even though that isn't true. Yes, perceptions, the horror of encountering a snake or the horror of possibly falling into all those thorny bushes and cactus. I mean, I've heard that as a genuine discouraging factor for people, those perceptions.

Isabel; 60's, upper middle income

Perceived lack of adequate facilities

Twenty percent of participants voiced concerns regarding the adequacy of facilities, handicap accessibility, inclusivity (i.e. presence of facilities that meet cultural needs), and security at the park. While some of these concerns stem from a lack of information about the park, others exist as conditions to be addressed. For example, large group picnic and barbeque facilities, important to family groups, were inadequate for some participants, while others questioned whether the park even had such facilities. Participants with children wondered if the park had safe play areas for children. Security and safety were also very important aspects of the park experience. For Reggie, it would be important to know ahead of time that there were “rest stops” that also served as emergency stations to go to “when you get bit by something or you are so tired. You want to go there and people can find you there.” He felt that the

remote sections of the park would feel safer if “there was a station, if there was some sort of an emergency contact button. Maybe that would be the only thing I would add to it. “

Previous studies of recreation behavior among Hispanic users in outdoor areas showed that Hispanics might have different preferences toward facilities than non-Hispanic Whites. Researchers such as Baas, Ewert and Chavez (1993) found that Hispanics in southern California perceived developed campground amenities such as fire rings, picnic tables, garbage disposals, and toilets as more important than did non-Hispanic Whites. Similarly, non-Hispanic Whites considered natural features such as quiet surroundings as the most important characteristic of a U.S. Forest Service campground in New Mexico, while Hispanics indicated amenities like toilets and campsites were most important (Irwin, Gartner, & Phelps, 1990). Preferences for well-maintained facilities (cleanliness, shaded trails, picnic areas) over natural features were also found among Hispanics using Lincoln Park in Chicago (Cronan et al., 2008; H. Tinsley, Tinsley, & Croskeys, 2002). Hispanics gave higher importance ratings to the presence of ‘recreational facilities’ at urban parks in Philadelphia and Atlanta (Ho et al. 2005).

In addition, researchers repeatedly found that Hispanics were more likely to visit parks with other people while non-Hispanic Whites were more likely to be alone (Byrne et al., 2009; Tinsley et al., 2002, Loukaitou-Sideris & Sideris, 2009). Moreover, family groups, especially those with children, seemed to be the most popular group type among Hispanic visitors to parks (Byrne et al., 2009; Shaull & Gramann 1998; Loukaitou-Sideris & Sideris 2009). While camping, non-Hispanic Whites preferred their campsites to be as far away from other campers as possible, in contrast to Hispanics who did not mind sharing campground space with others (Irwin et al., 1990). This is perhaps due to the fact that Hispanics were more likely to go camping in larger groups.

In triangulating with other studies, it was not surprising to find that focus group participants felt the park lacked facilities that cater to large family groups. However, the lack of awareness/information adds another layer of difficulty to be addressed by park managers: not only does Saguaro NP managers need to ensure that the need for such facilities is met - they must also effectively communicate to the public the availability of these facilities.

Perceived lack of adequate/appropriate activities

Participants expressed the sentiment that Saguaro NP served a population unlike themselves, for example, tourists and winter visitors, avid cyclists, and amateur naturalists, and that, since they did not engage in those activities, they did not feel particularly invited to visit the park.

I think, I just want to add that I think a lot of people, not just Hispanics, I think that there's a perception that only, I guess 'yuppie' is an outdated term, only the 'rich yuppies' who go and ride their bikes. I think people feel intimidated. “I don't

belong here.” “I’m not one of those nature loving, I belong to the Desert Museum members.” Even I feel a little intimidated.

(Paulina; 40’s, middle income)

Previous studies showed that Hispanics/Latinos prefer outdoor activities that are different than those preferred by non-Hispanic Whites. Virden and Walker (1999) found that Hispanics perceived the forest environment as threatening or unsafe while non-Hispanic Whites found it pleasing. Similarly, Johnson et al. (2004) found that Hispanics were less likely than non-Hispanic Whites to visit a wilderness area or even view one on television shows. Another study by Bowker et al. (2006) also found that Hispanics were less likely than non-Hispanic Whites to engage in wilderness recreation activities. While Saguaro NP is located in a metropolitan area, its National Park title, and the fact that 78% of the park is designated wilderness, may be less appealing to the Hispanic population.

Researchers also found that Hispanic/Latino outdoor activities are either consumptive oriented (Floyd & Gramann, 1995) or family oriented (Byrne et al., 2009; Shaull & Gramann 1998; Loukaitou-Sideris & Sideris 2009). Saguaro NP attracts visitors from all over the country as well as international visitors. In addition, the warmer climate of Arizona attracts visitors from northern states during the winter months. With a high percentage of visitors from outside the region, it appears that the park attracts outdoor enthusiasts who were likely to engage in more strenuous outdoor activities. While this may not be true, lack of information/knowledge about the park may lead to the perception that the park does not provide a range of activities that are more suitable to the needs of Hispanic communities. The challenge here again is using appropriate communication channels to reach the communities and effectively inform them of the diversity of activities the park has to offer.

From an assimilation perspective, a further distinction may be needed as we found some differences in recreational activity preferences between bilingual and Spanish-only participants. Walking for pleasure was by far the most popular form of outdoor recreation among all participants, an activity that is adaptable to many different settings and levels of engagement, and requires minimal infrastructure. However, bilingual participants mentioned walking/hiking *on trails*, while Spanish-only participants, with one exception, did not. Also, bi-lingual participants mentioned engaging in sports, while Spanish-only did not. Spanish-only participants mentioned visiting/enjoying the countryside and enjoying fresh air outside the city – activities that were not mentioned by bilingual participants. Researchers such as Cronan et al. (2008) and Johnson et al. (2004) have found similar results in that U.S.-born Hispanics tend to exhibit recreation behaviors more similar to non-Hispanic Whites while foreign-born Hispanics exhibited different behaviors. Although language use alone does not reflect the level of assimilation, it is one of the indicators. It is plausible that participants who are fluent in English would have more exposure

to mainstream recreation behavior than those who only spoke Spanish. Thus, in addition to finding an effective way to communicate to the local communities, the park also needs to plan for different media and messages to reach different sub-groups.

Backyard syndrome

Another subcategory that could present a deterrent might be called the “backyard syndrome,” a situation somewhat unique to Saguaro NP and Tucson. When asked to name national parks, many participants cited larger, iconic parks such as Yellowstone, Yosemite and the Grand Canyon while Saguaro NP was not as often mentioned. Being in close proximity to a large metropolitan area, the park may be viewed as lacking the grandeur associated with national park status. As a consequence it may not be viewed as a highly desirable destination.

I haven't had the opportunity to live in other parts of the country. I think of preservation of national history. The Boston Area, Massachusetts with all the sites and stuff. And in D.C the National Parks in the Mall. The Appalachian Trail that we hiked, I think of Yosemite, I've never been to Yosemite and it's the one I'm always thinking, National Park, vast. And amazingly enough, I love the Tucson Mountains, I love Saguaro National Monument, I just never think about it—that's not my first image when I think of National Park. I don't know if it's because I have other images in my mind or because I am so used to it, it's like back yard and not National Park.

Manuel; 50's, middle income

Theme 3: Perceived discrimination

Both perceived institutional and interpersonal racial discrimination have been found to affect minority group recreational behavior (Blahna and Black 1993; Gobster 2002). Schelhas (2002), Duncan & Duncan (2003) and Abercrombie et al. (2008) found that institutional discrimination led to unequal access to public parks and open space by which low income and minority groups have less access. Stodolska (2005) found that interpersonal racial discrimination experience from daily life encounters could deter minority groups from participating in outdoor recreation in public areas.

Currently there was no published study showing racial discrimination as a factor that deters minority groups from visiting a national park. However, focus group participants cited feelings of feeling unwelcomed, that the park was not inclusive, and that it primarily exists for and serves the non-Hispanic community. For example, The park website offers a Spanish translation of the website information, but in text form only. It was suggested by a participant that the complete website be presented in Spanish. This participant agreed to review the report, and made the following comment:

On the park website in particular, I would suggest not only having the information in Spanish (as it currently does under “park tools”), but having the option of switching into Spanish from the outset, so the website in English and Spanish have the same arrangement and “amenities”. As it is, the Spanish version is just a written translation of the information; no photos, no “Did you know?” at the bottom of the page, and so on. To be blunt, it is insulting. It is telling me I am not worth the extra effort.

Carlos; 40s, middle income

Carol felt that a more inviting attitude would help attract people to the park:

If they would just be more inviting, more friendly: “come on over, hike it all.” Make the park rangers not so law enforcement, but precaution, protection, something pro. Positive instead of pro-negative. Don't keep us down, show us how to walk, show us how what the plants are about in our native country, what they can do for us, what their properties are.

Carol; 60's, lower middle income

Participants cited that a lack of messages in the Spanish media about Saguaro NP and outdoor activities in general, contributed to a sense of not feeling welcomed to the park or included in its visitation.

Finally, the possibility of Border Patrol presence and the sensation of “being watched” was mentioned as an intimidating factor and contributed to feeling uncomfortable. There were also some references to park personnel whose mannerisms were unfriendly, which could also contribute to a sense of feeling unwelcomed.

Another reason people don't go to the park: there's been talk of Border Patrol being on those lands and patrolling those lands, and that doesn't help – especially in the west out there (Saguaro National Park West). And of course that scares people, knowing they're going to be “viewed” if you will. That doesn't help the parks.

(Jorge; 30's, middle income)

I understand the necessity to protect our land. But my experience, I love Saguaro National Monument West. I drive through it, my kids live in Picture Rocks. But there is, I'm sorry, I'm just going to call him “the evil park ranger,” and by God he's been there since I was 18. He harasses people. One time my car broke down and I had to pull off to the side. I'm sorry I'm not going to stop in the middle. And he slammed me with a bad ticket. It just seems so controlled. It's almost like you feel you're being watched.

(Paulina; 40's, middle income)

Opportunities

While faced with many challenges to bringing more of the Hispanic community to Saguaro NP, the focus group discussions revealed conditions that present opportunities for the park to make meaningful connections with these communities. Specifically, these opportunities were: (1) strong family and community connections; (2) awareness of the health benefits of being outdoors; (3) a desire to learn about the natural world; (4) a positive image of national parks; and (5) concern for the environment.

Strong family and community connections

Focus group discussions underscored the significant role held by the family in the daily life and activities of the Hispanic community. The family is the center and circumference of social life, and efforts to include it as a factor in park planning and programming can only enhance the park's attractiveness to the community.

What do I do for fun? I enjoy my neighbors, I enjoy my family, I enjoy the desert. It all depends on the time of year, during August, September, October the majority of the residents out here go and pick their, what do you call prickly pear fruit? Tunas? Well, in July we do the prickly pear picking. It's wonderful fruit, it gets our neighbors together. Every month our community gets together and talks about how we can keep ourselves safe, how we can help each other out. What else? You know, anything that you want to do that's going to keep you grounded and calm and peaceful and to the Earth. This is it in our community.

Carol; 60's lower-middle income

Enjoyment of the outdoors

It was evident that in general, participants were enthusiastic about spending time outdoors, enjoying nature, deriving health benefits from walking, exercising and breathing clean, fresh air, and getting away from the city. Given these types of experiences sought by participants, it is clear that Saguaro NP has as much or more to offer as the more popular city parks, if it can be made accessible and inviting to the urban population.

I love the sound of the birds. Nature, trees, air, all those things are much better. I imagine a center where there is a park and a lot of people gathered I think that the nature in the parks is much better for us. That is my opinion.

(Esther; 50's, lower income)

Desire to learn

Several public school teachers were among the focus group participants. Some lacked knowledge of national parks in general and of Saguaro NP in particular, which presents an opportunity for the park. As stated throughout the focus group discussions, focusing efforts on schools, beginning with teachers, is a way to reach the broader Hispanic population.

We found it interesting that some participants came to the focus groups with the intent of learning about Saguaro NP, as well to obtain the free park entrance pass that was offered as an incentive.

Many participants expressed a love and appreciation for the desert – its beauty, colors, landscape, and unique plant and animal life. Some brought their visiting guests to the park, and others made it a point to tell newcomers about the special environment of the Sonoran Desert as preserved in Saguaro NP. This appreciation can be encouraged, nurtured, and furthered to instill a sense of pride and ownership among Tucson residents for a resource that is unique to the world.

We went to the BioBlitz in October and like I said the kids learned, and actually I did too because I didn't know anything about the desert. We learned ocotillos, we learned prickly pear, we learned about palo verdes and all the kids learned how to identify those major cacti.

(Dina; 30's, middle income)

I am a student in a grad program and someone recently blogged about some trails he had been on here, and he is from Colorado and I am almost embarrassed to ask because I am from here and he knows all about these beautiful trails. I would really like to learn about the trails and get to know them, even if it is just one season or something.

(Ariel; 40's middle income)

Positive park image

Many participants mentioned that Smokey Bear, Woodsy Owl, and Yogi Bear, were characters that first introduced them to national parks during childhood. This demonstrates the potential use and influence of mascots, and suggests that a mascot specific to Saguaro NP might find easy entrance into classrooms as well as into the hearts and minds of the Tucson community.

Participants shared some of their positive images of national parks and NP in particular, including the importance of park protection and maintenance, as well the park's educational value.

When I just arrived here I wanted to have a meeting in a park, and they told me I had to get permission and I thought to myself "a permit for a park?" That was when I started to investigate and I found out that we had to get permission

because we needed to maintain the park in a good condition. And I thought they are right, we have to pay to have a better thing. In Mexico there aren't - you go to the parks here and there are trash cans everywhere, bathrooms and security. That is when I saw the importance of paying so the parks are clean.

(Mariposa; 50's, middle income)

I think it is important for us to appreciate our desert and I think people look at it and go "it's the desert." We have a very green desert and I think a lot of people don't know it and appreciate it. And I think it is just gorgeous, it's so vibrant with color.

(Ariel; 40's, middle income)

Environmental awareness

The negative impact of ATVs (all-terrain vehicles) on desert ecosystems came up when participants were discussing recreational activities in which they would not want to engage. Some participants felt this was an inappropriate activity in the desert, and harmful to the desert environment. This demonstrates a level of understanding of resource protection, as well as an interest in and concern for the desert environment.

I think they're loud, I think they're destructive. People take them out in the desert and tear up the desert and that is bad for the desert. Beyond being dangerous I think they're bad ecologically. I don't like what they do and I wouldn't want to. That is really the one, just everything else there isn't anything abhorrent other than that, it's bad for the desert.

(Manuel; 50's, middle income)

Conclusion and Recommendations

Economic constraints, lack of information about the park, and social issues are some of the potential barriers preventing Hispanic communities in Tucson from visiting Saguaro NP. Economic conditions are often complex and difficult to resolve at the park level. However, we found that one obvious, though perhaps not easily solved economic challenge is lack of transportation. Some social factors can be remedied with additional facilities and interpretive programs, while others can be addressed through public relations. Lack of information and knowledge can contribute to perceived social barriers, and in any case, may lead to misperceptions about the park. It was interesting that there were relatively few negative perceptions about the park, but rather a sense that the Hispanic community was not invited to visit, nor included as part of the park's visitor population.

Ariel, a fourth-generation Tucsonan, shared a comment that serves as a fitting conclusion to help illustrate the opportunities open to Saguaro NP as it reaches out to its Hispanic community:

People just don't know about it. I think it may be familiar somewhere in the back of their mind but I don't think they know what is available, what they can do there, when it is open, the fees. I don't think it's a well-known fact. I don't know if it's well known, that we have our own National Park, our own hidden gem here in our desert. That's what I think.

Ariel; 40s, middle income

Finally, Carlos, a focus group participant who agreed to review the report, stated:

My sense is that Hispanics in general think of Saguaro National Park as "a nice park." The problem is they don't think of it as "a nice park for my use."

Because word of mouth appears to be an important communication channel in the Hispanic community, the park will need to use nontraditional methods to convey information to the communities. Since bridging the knowledge gap about the park is the largest challenge facing the park, the following recommendations will focus on communication and public relations. We have also included other recommendations on facilities and personnel. Many of these recommendations come directly from focus group participants. It should be noted that the response to new programs and outreach efforts may be modest at first, and that success should not be judged according to initial attendance. Positive experiences at the park will most likely be shared and communicated with friends and family, and gradually build a larger audience that engages more of the community.

1. Communication channels

Lack of information about the park is a formidable deterrent to visitation, and word of mouth was the most important source of communication among participants. In short, as more people in the Hispanic communities hear about Saguaro NP and/or have positive experiences in the park, the word will spread, and should follow with increased Hispanic visitation. As suggested by focus group participants, more formal approaches to getting initially the word out include:

- Hold meetings between park managers and Hispanic residents in the Tucson area to establish a direct connection between the park and the people. Practice an open door policy.
- Connect with local Spanish radio and television stations – invite the media to the park for special events, schedule interviews, prepare public service announcements. Older Hispanics, particular, listen to Spanish radio.
- Hire a Spanish-speaking “community ambassador” to offer presentations about the park to local schools, senior centers, youth groups, church groups.
- Publish articles in Spanish newspapers. Seek other Hispanic publications.
- Enhance the park website with dynamic, people-oriented images and up front descriptions of park activities and resources. Design the website so that it can appear in its entirety in either English or Spanish. Currently, the Spanish version is only a written translation of the website, without the images and features (such as the Did you know?” section), that are included in the English version. Ensure the park website is well publicized.
- Hire Spanish-speaking rangers at Saguaro NP to visit schools and other organizations to help make connections with the Hispanic community.

2. Transportation

Participants expressed their desire to visit Saguaro NP but were unable to due to lack of transportation. Next to lack of information, this is perhaps the most imposing barrier to visitation. Park managers may be able to work with local transportation systems to accommodate this particular need.

- Cooperate with City of Tucson transportation to establish a regularly scheduled route from the city to the park, perhaps on a seasonal, monthly basis.
- Encourage senior centers and churches to provide occasional outings to the park, using vans or shuttles.
- Within the park provide transportation, such as golf carts and wheelchairs, for mobility-impaired visitors.

3. Education and outreach

Reaching out to school-aged groups will help make connections with adults in the Hispanic community. Several participants mentioned the importance of informational fliers received from schools, and gleaning information from school bulletin boards.

- Distribute fliers about special events to schools, in English and Spanish.
- Encourage local schools to take field trips to the park, especially those with higher proportions of Hispanic students.
- Create on-line curriculum-based educational programs such as multi-media programs, virtual park visits, video lessons, and video conferences (see www.nps.gov/badl)
- Promote Saguaro NP's virtual park field trip that teachers can access from their classrooms (<http://www.nationalparks.org/our-work/programs/electronic-field-trip>).
- Create English and Spanish educational materials, for schools and for the general public, that teach people how to safely use/visit/explore the desert.

Since many participants did not have a clear idea of what a national park is, and some thought that national parks were “out of reach,” not realizing that Saguaro NP is a national park, it may be beneficial to better educate the local population on this topic. Again, this could be done through the schools with the purpose of reaching out to families, and encouraging families to visit the park together. It is worth mentioning that, with the exception of Grand Canyon National Park, very few of Arizona's 22 National Park System units were mentioned during the focus group discussions. A concerted public relations effort by these parks, aimed at the Hispanic community, could prove mutually beneficial.

4. Park image

An institution seeking to serve a particular population needs to represent that population as part of its public interface. Recognizing oneself in a new setting may lead to feeling welcomed and more comfortable in that setting. In addition, individual positive experiences with park rangers will enhance the park's image, as these experiences are shared via word of mouth with friends and family in the community.

- Hire Spanish-speaking, Hispanic rangers to serve in positions that interact with the public.
- In park media include images of Hispanic families at the park.
- Include/promote images of the park that portray family-oriented facilities and activities.

- Consider creating a mascot as a park spokesperson. Many people related to Yogi and Smokey, with whom they associated early memories of natural areas.
- Create opportunities for park rangers to interact with the community on a person-to-person basis.
- Give park website users the option of viewing the complete website in Spanish.

5. Facilities

Facilities that meet recreationists' needs and preferences will enhance their visit and may help encourage repeat visitation. Focus group participants voiced many activities that can be accommodated by certain facilities, and some that cannot be, due to the nature of the park and its mission.

- Covered picnic areas – ramadas - to accommodate large groups
- Outdoor grilling and barbeque facilities
- Water fountains
- Restrooms along the trail
- Children's area/playground
- Park entrance and information/orientation signage
- Directional signage
- Recreational facilities (basketball, volleyball)
- Safety services
 - Ranger presence on trails
 - Emergency phones
 - Trail safety information signs
- Concession services

8. Events and activities

Given the importance of the family unit in the Hispanic community, the park could organize and/or facilitate events and activities to attract families. Participants suggested following activities:

- Family days, including picnics, family activities
- Music events/concerts
- Running events/marathons
- Desert survival classes
- Sporting events

- Park birthday celebration
- Special tours, e.g. full moon tour
- Native American harvest festival

In addition, offering occasional entrance fee-free days or reduced rates for families will help attract visitors who might otherwise hesitate to come.

9. Interpretive and educational opportunities, in Spanish

For many focus group participants, especially families with children, opportunities to learn about the park's natural and cultural history were valued. Some participants suggested focusing on traditional uses of plants by Native Americans and early settlers as well as modern-day herbal remedies and medicinal plants. In addition, participants were interested in the topic of desert survival, safety, and preparedness. Participants' suggestions that promotional messages and advertisements be presented in Spanish should extend to interpretive programs and materials as well, including the park website, ranger-guided walks, self-guided tours, and interpretive signage throughout the park.

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Appendix 1: English focus group script/question route and worksheet

FOCUS GROUP DISCUSSION GUIDE

Introduction:

Good (Morning/Afternoon), my name is [MODERATOR], I work for the Park Studies Unit at the University of Idaho. We're conducting research sponsored by the National Park Service. The purpose of the research is to better understand the needs and barriers of local communities regarding access to resources at Saguaro National Park

This discussion group has been approved by the Office of Management and Budget in compliance with the Paperwork Reduction Act. The Office of Management and Budget control number and expiration date are available at your request.

Before we begin I want to tell you that the information that we obtain here is anonymous and will not be used for any sales purpose. I also want to inform you that we are audio recording this session, but the recording will not be shared with anyone and will be used only to create a summary of our discussion. Code names will be used in transcripts and quotation to protect your confidentiality.

This focus group will take a maximum of one and a half hours to complete. During this time we invite you to get something to eat or drink and if you need to use the restroom, they are located at _____.

I am going to ask you to please take turns when speaking, so that you do not speak at the same time, and that you do not interrupt when others are talking during the session. If you have something to share while someone else is speaking, raise your hand and I will make time for you to share when that person finishes. I want you to know that there are no right or wrong answers. What we want to know are your opinions and feelings.

You do not have to use your full names during this discussion. We can refer to one another by using our first names only. Let's begin the session by going around the table and introducing ourselves. As we go around the table, please:

- Introduce yourself by stating your first name
- Share with us how long you have lived in Tucson area
- Tell us how you usually get to work (bus, bike, private vehicle, carpool?)

Let's go around the table one by one, starting to my right. ..

1. Recreational behavior/culture

- a. What things you do you like to do for fun when you have free time such as a weekend or vacation?
- b. What is your experience with outdoor recreational activities such as picnicking, daily exercise, walking, playing Frisbee, etc? Is this an activity you do on a regular basis (daily, weekly, etc.), or only once in awhile?

(Alternative wording: What outdoor activities do you engage in? What do you do for fun outside?)

Probe: What kinds of things would you NOT do? (due to limitations, preferences, etc.)

2. Public Land Use Patterns

Public land areas are places such as national parks, city parks, bike trails, museums, recreation centers, etc., that are operated by a city, county, state, or federal entity.

- a. Do you visit any public areas, in or around Tucson?
- b. (If Yes,) why do you go there? (If you've visited more than one area, please share answers for all that you've visited...)

(Alternative wording: Describe for me a typical visit to the public site you visit most often. What do you do there?)

- c. Do you go on a regular basis, or just when on vacation or special occasions?

Prompt for activities including: Driving for pleasure (scenic driving), Viewing/photographing wildlife, birds, etc., Viewing/photographing scenery, plants, flowers, etc., Visiting a nature center, nature trail, or visitor center, Picnicking, Riding a dirt bike or ATV, Hiking, walking, trail running, Skiing, Swimming, Boating (boats, personal watercraft, etc.), Bicycling (road, mountain), Fishing, Rock climbing, Backpacking, Horseback riding, Camping.

3. Information sources

- a. With whom do you usually visit the public land/area, and about how many people are usually in the group (range - minimum to maximum)?
- b. Do you plan/decide when/where to go (logistics, etc.)? If not, who does?
- c. If you want to find out more about a public land area, how do you get information about it? What sources do you use?
- d. Which one is the most important source of information? ("Important" means the source you rely on the most and provides you with most information to prepare for your travel.)

5-minute break

4. National park perception/awareness

Reinforce: Keep in mind that there is no right or wrong answer for the following questions, I am only interested in your perceptions

- a. When you hear the term “national park” what does that mean to you? Remember, there is no such thing as a right or wrong answer. I’m interested in your impressions and perceptions.
- b. How did you first learn about national parks?
- c. Name some of the national parks, if any, that you have visited.
- d. If you have never visited a national park, have you ever heard of any? Which ones?
- e. Have you ever interacted with a park ranger, in or outside the park?
- f. If yes, how was this experience – what do you remember about it?

5. Saguaro National Park -specific questions

- a. Prior to this conversation, were you aware that Saguaro National Park existed? If yes, describe to me what you know about it.
- b. When people visit national park such as Saguaro National Park, what facilities and services do you think should be available?
- c. What reasons would prevent you or others in your community from visiting Saguaro National Park?
- d. In your opinion, what can park managers do to encourage people from your community to visit the park?
- e. What would help Saguaro National Park reach out to the residents of Tucson?

*I want to remind you that there’s no right or wrong answer, we are only interested in your opinion and preference. Please take as much time as you need to complete this.
The following list will be printed and distributed to each participant*

Process: Moderator will hand out the following list of options to each participant. Participants rank each option. The list will not include the open-ended question (shaded). Once the options have been ranked, the focus group continues, with the open-ended questions. During this time, the assistant tallies the ranked options and displays the tally on a large sheet for all to see. The highest ranked items are then discussed by the focus group, to get more detailed, specific information (how, when, how often, etc.)

Below is the list of options that may help Saguaro National Park connect with the local communities. Please rank each option in order of importance, with 1 being the most important.

_____ Provide transportation from your community to the park.

_____ Provide special programs for students at your local schools (career day, science fair, ranger talks, etc.).

_____ Provide special programs at your community center for everybody.

_____ Provide regularly scheduled programs and events in Spanish. (Please describe the types of programs you would like.)

Types of programs? (please list) _____

_____ Provide children's day camp at the park with transportation from the community in Spanish

_____ Have park rangers set up presentations/booths at community events

_____ Invite the community to the park – get the word out. (Please describe the venues/media you think would be the best way to reach your communities).

Venues/media? (please list) _____

_____ Provide large picnic areas/facilities that can accommodate large groups.

_____ Translate park website, brochures, exhibits, in Spanish.

_____ Provide the types of facilities for the way I prefer to recreate. (Please describe the types of activities that you would like to have provided.)

Facilities? (please list) _____

If you have other ideas that could help Saguaro National Park better connect to the local communities, please list them on the back of this sheet, and continue to rank their importance.

Other ideas:

6. Is there anything else anyone would like to add to the discussion?

Close

Well, now I want to thank each and every one of you for your time and for helping us with this focus group. All your comments have been very useful. Thank you very much.

Appendix 2: Spanish focus group script/question route and worksheet

GUIA DE DISCUSION PARA UN GRUPO FOCAL

Introducción:

Buenos (Días/Tardes), mi nombre es (MODERADOR). Yo trabajo para la Unidad de Estudios de Parques en la Universidad de Idaho. Nosotros estamos realizando un estudio financiado por el Servicio de Parques Nacionales. El propósito de este estudio es conocer las necesidades e impedimentos de comunidades locales en lo que concierne al acceso a los recursos en el Parque Nacional Saguaro.

Este grupo focal ha sido aprobado por la Oficina de Manejo y Presupuesto en coordinación con el Acta de Ley de Reducción de Trámites. El número de control y la fecha de expiración de este estudio están disponibles a su pedido.

Antes de empezar quiero decirles que la información que obtendremos aquí es anónima y no será usada con ningún propósito de ventas. También quiero informarles que estamos grabando esta sesión, pero la grabación no será compartida con nadie y será usada solamente para crear un resumen de nuestra discusión. Nombres en código y citas serán usados en las transcripciones para proteger su identidad.

Este grupo focal o grupo de discusión tomará un máximo de una hora y media. Durante este tiempo nosotros les invitamos a que obtengan algo para comer o beber, y si ustedes necesitan, también pueden usar los baños que se encuentran en _____.

Les voy a pedir que por favor tomen turnos cuando hablen, para que todos no hablen al mismo tiempo y para que no interrumpen a otras personas cuando están hablando durante la sesión. Si tienen algo que decir mientras otra persona está hablando, por favor levanten su mano y les daré tiempo para que ustedes hablen cuando la otra persona termine. También quiero que sepan que no hay respuestas correctas o incorrectas. Lo que nosotros queremos saber son sus opiniones.

Ustedes no tienen que usar sus nombres completos durante esta discusión. Nosotros podemos hablar entre nosotros llamándonos solamente por el primer nombre.

Ahora sí, empecemos la sesión yendo alrededor de la mesa y presentándonos. Mientras vamos alrededor de la mesa, por favor:

- Preséntese mencionando su primer nombre
- Comparta con nosotros cuanto tiempo ha vivido en Tucson
- Díganos ¿Cómo usualmente usted se dirige a su lugar de trabajo (en bus, bicicleta, auto privado, o comparte el viaje con otra persona en un mismo auto?)

Vamos alrededor de la mesa, uno por uno, empezando por mi derecha:

1. Comportamiento recreacional/cultura

- a. ¿Qué actividades le gusta hacer por diversión cuando usted tiene tiempo libre, como por ejemplo un fin de semana o un período de vacaciones?

- b. ¿Cuál es su experiencia con actividades recreacionales al aire libre, como por ejemplo, hacer picnics, ejercicio diario, caminatas, jugar frisbee, etc.? ¿Es ésta una actividad al aire libre que usted la realiza con regularidad o solamente de vez en cuando?

(Frases alternativas: ¿Qué actividades realiza usted al aire libre? ¿Qué actividades al aire libre hace usted por diversión?)

Sondeo: ¿Qué clase de actividades a usted no le gusta? (ya sea por limitaciones, preferencias, etc.)

2. Patrón de uso de terrenos públicos

Terrenos públicos, como por ejemplo parques nacionales, parques en la ciudad, senderos de bicicletas, museos, etc., son lugares manejados por la ciudad, condado, estado o alguna entidad federal del estado.

- a. ¿Visita usted terrenos públicos en o alrededor de Tucson?

- b. (Si la respuesta es Sí) ¿Cuál es la razón por la que visita estos lugares? (Si ha visitado más de un terreno público, por favor cuéntenos las razones por las que usted las ha visitado estos lugares...)

Frases alternativas: *Describe por favor una visita típica a un terreno público al que usted va más a menudo. ¿Qué actividades realiza allí?*

- c. ¿Va usted a los terrenos públicos regularmente, o solo en vacaciones u ocasiones especiales?

Sondeo de actividades incluye: Manejar por placer (manejar por la ruta panorámica), observar/tomar fotografías de animales, aves, etc., observar/tomar fotografías de plantas, flores, etc., visitar un centro de interpretación de la naturaleza, sendero, o centro de visitantes, realizar picnics, manejar una moto o un vehículo todo terreno, caminar, correr, esquiar, nadar, ir en bote, montar bicicleta (en la carretera o en la montaña), pescar, escalar en roca, montar caballo, irse de excursión, acampar.

3. Fuentes de información

- a. ¿Con quiénes visita usted usualmente el terreno público? y ¿Cuántas personas están usualmente en su grupo (rango - mínimo a máximo)?
- b. ¿Es usted la persona que planea el viaje al terreno público (logística)? Si su respuesta es No, ¿Quién planea el viaje?
- c. Si usted quiere saber más acerca de terrenos públicos, ¿Cómo obtiene esta información? ¿Qué fuentes utiliza?
- d. ¿Cuál es la fuente de información más importante? ("Importante" significa que es la fuente en la que usted más confía y la que le provee con la mayor cantidad de información para prepararse para su viaje).

Pausa de 5 minutos

4. Percepción y conocimiento de Parques Nacionales

Recordatorio: Tomen en cuenta que no existen respuestas correctas o incorrectas para las siguientes preguntas. Nosotros solamente estamos interesados en conocer sus percepciones.

- a. Cuando usted escucha la palabra "parque nacional" ¿Qué significa esto para usted? Recuerde que no existen respuestas correctas o incorrectas. Nosotros estamos interesados en conocer sus opiniones y percepciones.

- b. ¿Cómo aprendió acerca de los parques nacionales?
- c. Nombre algunos de los parques nacionales que usted haya visitado.
- d. Si usted nunca ha visitado un parque nacional, ¿Ha escuchado de alguno? ¿De cuáles?
- e. ¿Ha interactuado alguna vez con un guardaparques, dentro o fuera del parque?
- f. Si su respuesta es Sí, ¿Cómo fue su experiencia – que recuerda de ella?

5. Preguntas específicas del Parque Nacional Saguaro

- f. Antes de esta conversación, ¿Sabía usted que el Parque Nacional Saguaro existía? Si su respuesta es Sí, describa por favor que sabía acerca del parque.
- g. Cuando las personas visitan un parque nacional, como el Parque Nacional Saguaro, ¿Qué instalaciones y servicios cree usted que deberían ser disponibles?
- h. ¿Qué razones no le permiten a usted o a otras personas en su comunidad visitar el Parque Nacional Saguaro?
- i. En su opinión, ¿Qué podrían hacer los administradores del parque para motivar a las personas de su comunidad a que visiten el parque nacional?
- j. ¿Qué podría hacer el Parque Nacional Saguaro para darse a conocer con los residentes de Tucson?

Quiero recordarles que no existen respuestas correctas o incorrectas. Nosotros solamente estamos interesados en conocer sus opiniones y preferencias. Por favor, tomen el tiempo que ustedes necesiten para completar lo siguiente. La siguiente lista será impresa y distribuida a cada participante.

Proceso: El moderador distribuirá la siguiente lista de opciones a cada participante. Los participantes calificarán cada opción. Esta lista no incluirá las preguntas abiertas (que están sombreadas). Una vez que las opciones hayan sido calificadas, el grupo focal continuará, con las preguntas abiertas. Durante este tiempo, el/la asistente hará un recuento de las opciones y mostrará los resultados en una hoja grande de papel para que todos los participantes vean. Las opciones calificadas como más importantes serán discutidas por el grupo focal, para obtener más detalles, información específica (cómo, cuándo, cuan a menudo, etc.).

Abajo se encuentra una lista de opciones que podrían ayudar al Parque Nacional Saguaro a darse a conocer en las comunidades locales. Por favor califique cada opción en orden de importancia, empezando con 1 siendo el más importante.

_____ Proveer transporte desde su comunidad hacia el Parque.

_____ Proveer programas para estudiantes de su escuela local (ferias de ciencia, charlas de guardaparques, etc.)

_____ Proveer programas en el centro comunitario, para el público en general.

_____ Proveer programas con un horario específico y eventos en español dentro del parque.
(Por favor describa qué tipos de programas le gustarían)

Tipos de programas (Por favor describa)_____

_____ Proveer campamentos para niños en español por un día, con transporte incluido desde su comunidad hacia el parque.

_____ Tener presentaciones de guardaparques o un puesto de información en eventos de la comunidad.

_____ Invitar a la comunidad al parque para difundir información. (Por favor describa los medios/métodos que usted considere que sean los mejores para comunicarse con sus comunidades).

Medios/Métodos (Por favor describa)_____

_____ Proveer áreas para picnic e instalaciones que puedan acomodar grupos grandes.

_____ Traducir la página web al español. Proveer folletos y exhibiciones en español.

_____ Proveer instalaciones que faciliten realizar actividades al aire libre que a mi me gustan. (Por favor describa las actividades al aire libre que a usted le gustan).

Instalaciones (Por favor describa)_____

Si usted tiene otras ideas que podrían ayudar al Parque Nacional Saguaro a darse a conocer con sus comunidades, por favor enumérelas en esta hoja (también al reverso) y califique su importancia.

Otras ideas:

6. ¿Hay algo más que alguien quiere añadir a esta discusión?

Cierre

Ahora quiero agradecerle a cada uno de ustedes por su tiempo y por ayudarnos con este grupo focal. Todos sus comentarios han sido muy útiles. Muchas gracias.

Appendix 3: Participant demographics

Table 15. Participant demographics

Participant number	Alias	Zip code	Age group	Length of residency in Tucson	Drive car to work?	Income	Gender	Language used during focus group
1	Ariel	85735	40s	4th generation	yes	middle	F	English
2	Tom	85745	60s	28 years	no	lower	M	English
3	Olivia	85745	50s	1st generation	no	lower	F	English
4	Georgina	85745	40s	1st generation	no	middle	F	English
5	Belinda	85735	20s	1st generation		lower	F	English
6	Dina	85710	30s	lifetime	yes	middle	F	English
7	Beatrice	85736	30s	lifetime	yes	lower-middle	F	English
8	Steve	85736	30s	lifetime		lower-middle	M	English
9	Reggie	85736	30s	3rd generation	yes	lower-middle	M	English
10	Paulina	85736	40s	lifetime	yes	middle	F	English
11	Carol	85736	60s	1st generation	yes	lower-middle	F	English
12	Marc	85735	40s	30 years	yes	middle	M	English
13	Rose	85713	60s	40 years	yes	middle	F	English
14	Hector	85713	60s	60 years (2 nd generation)	yes	middle	M	English
15	Eleanor	85756	20s	10 years	yes	lower	F	English
16	Aaron	85745	60s	10 years	yes	middle	M	English
17	Isabel	85745	60s	11 years	yes	middle	F	English
18	Dominic	85756	40s	14 years	yes	lower-middle	M	English
19	Anna	85756	40s	10 years	yes	lower-middle	F	Spanish
20	Manuel	85745	50s	lifetime	yes	middle	M	English
21	Alicia	85713	60s	15 years	no	lower	F	Spanish
22	David	85756	30s	16 years	yes	lower	M	English/Spanish
23	Carlos	85745	40s	20 years	yes	middle	M	English
24	Alejandro	85713	30s	23 years	yes	middle	F	English/Spanish
25	Andrea	85706	60s	38 years	no	lower	M	Spanish
26	Maya	85745	50s	2 years	no	lower-middle	F	Spanish
27	Eva	85745	40s	14 years	no	lower-middle	F	Spanish

Table 15. continued

Participant number	Alias	Zip code	Age group	Length of residency in Tucson	Drive car to work?	Income	Gender	Language used during focus group
28	Esther	85748	50s	20 years	no	lower-middle	F	Spanish
29	Julia	85745	40s	20 years	no	lower-middle	F	Spanish
30	Rosario	85745	60s	4 years	no	middle	F	English
31	Luminosa	85745		lifetime	no	middle	F	English
32	Jorge		30s			middle	M	English
33	Sofia	85706	20s	1st generation	yes	middle	F	English
34	Pilar	85746	20s	28 years	yes	middle	F	English
35	Sara	85745	50s	16 years	no	lower-middle	F	Spanish
36	Cielo	85745	50s	16 years	no	lower-middle	F	Spanish
37	John	85716	40s	lifetime	yes	middle	M	English
38	Graciela	85713	30s	8 years	yes	middle	F	Spanish
39	Nieve	85714	30s	12 years	yes	middle	F	Spanish
40	Angela	85746	50s		yes	middle	F	Spanish
41	Mariposa	85745	50s	10 years	yes	middle	F	Spanish
42	Teresa	85706	30s	5 years	yes	middle	F	Spanish
43	Claudia	85711	60s	25 years	no	middle	F	Spanish

The Department of the Interior protects and manages the nation's natural resources and cultural heritage; provides scientific and other information about those resources; and honors its special responsibilities to American Indians, Alaska Natives, and affiliated Island Communities.

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