Proposal Summary:

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I have identified specific short-term goals which I hope to accomplish during the next academic year. These include presenting the research at disciplinary conferences (Sociology and Demography) in addition to developing manuscripts for peer-reviewed journal articles. This upcoming spring semester (2017) I will be exploring funding opportunities such as the NEH Awards for Faculty at Hispanic Serving Institutions and NSF Early Career Development Program. As I detail below, my research lends itself to incorporating students as research assistants. The aforementioned external funding opportunities call for projects which exemplify the teacher-scholar model and add value to the student experience. Understanding that these are competitive programs, I plan on reapplying, if needed, during the next academic year as part of the requested release time through the 2017-2018 mini grant competition.

Comments to the Administrator(s):

I uploaded my CV for "Co-Applicant" CV although this is an individual proposal because the system would not let me submit without attaching a "Co-Applicant" CV.

Thanks for your time and consideration.
Luis Alberto Sánchez  
Curriculum Vitae

Department of Sociology  Phone: (805) 437-3874  
California State University Channel Islands  Email: luis.sanchez@csuci.edu  
One University Drive  
Camarillo, CA 93012

CURRENT POSITION

2013-Present  Assistant Professor of Sociology, California State University Channel Islands

EDUCATION

2013  Ph.D. Sociology and Demography, Pennsylvania State University.

2010.  M.A. Sociology and Demography, Pennsylvania State University

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Media Coverage:

UNIVERSITY SERVICE

2013-present  Student Fee Advisory Committee
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Sections: Latino Sociology, International Migration

Population Association of America
“An Examination of Latino Middle-Class Neighborhoods across Time and Place”
Luis A. Sánchez, Assistant Professor of Sociology

I. Proposal Narrative:

Project Summary:
The purpose of this grant request is to procure the time and resources needed to develop a project that examines the emergence, characteristics, spatial and temporal dynamics of Latino middle-class neighborhoods in the United States. The Latino population has increased substantially since the 1980s and will continue to contribute to the country’s racial/ethnic diversity. However, a considerable amount of research on Latinos in the United States focuses on immigrants and/or individuals from lower, working-class backgrounds. Few studies examine middle-class Latinos who have experienced socioeconomic mobility in terms of education, economic, and residential attainment. This project attempts to address this gap by examining the emergence of Latino middle-class neighborhoods in metropolitan areas from 1980 to 2010 and analyzing how their social, demographic, and ecological characteristics have changed over time.

I have identified specific short-term goals which I hope to accomplish during the next academic year. These include presenting the research at disciplinary conferences (Sociology and Demography) in addition to developing manuscripts for peer-reviewed journal articles. This upcoming spring semester (2017) I will be exploring funding opportunities such as the NEH Awards for Faculty at Hispanic Serving Institutions and NSF Early Career Development Program. As I detail below, my research lends itself to incorporating students as research assistants. The aforementioned external funding opportunities call for projects which exemplify the teacher-scholar model and add value to the student experience. Understanding that these are competitive programs, I plan on reapplying, if needed, during the next academic year as part of the requested release time through the 2017-2018 mini grant competition.

Project Goals and Outcomes:
There are multiple outcomes I hope to achieve in this project. These outcomes are crucial in demonstrating my progress and development as both a scholar and teacher in an effort to receive tenure. In particular, being actively engaged in research assists my practice of the teacher-scholar model. There is added benefit to my teaching when I can draw on the substantive and methodological aspects of my own work to help my students comprehend the subject at hand. Furthermore, the papers that will come out of the research will help fulfill my tenure requirements for scholarly production.
My project evaluates ecological and social theories of neighborhood attainment to examine the rise and sustainability of Latino middle-class neighborhoods. The classic “Chicago School” theory of residential attainment states that once groups acquire enough financial resources, they exit the urban core and move out towards “better” neighborhoods. However, contemporary studies show black middle-class neighborhoods are still spatially proximate to lower-class ones and their social and economic characteristics are considerably different from middle-class white neighborhoods. This calls into question whether contemporary minority groups experience residential mobility in a similar manner as proposed by the Chicago’s school ecological theory. Recent approaches, such as place stratification model, point to structural and social barriers that may inhibit minority groups’ residential mobility. Although there are current studies that examine overall Latino residential patterns, vis-à-vis segregation from whites, little attention has been given to the experience of middle-class Latinos.

This study has the following goals and objectives. The first is to investigate ways to classify what constitutes a Latino “middle-class” neighborhood. I have identified two national surveys, the U.S. Census and American Community Survey, which provide information on educational attainment, household income, and homeownership among Latinos within census tracts for each decade from 1980 to 2010. These characteristics, and others, will be explored to determine appropriate criteria for identifying Latino middle-class neighborhoods. Next, I will use spatial analyses, via Geographic Information Systems (GIS), to explore the rise and geographic dispersion of these middle-class neighborhoods over time. In addition, I will compare the spatial dynamics of Latino versus other racial/ethnic groups’ middle class neighborhoods. Furthermore, I plan to make comparisons between Latino middle-class neighborhoods in traditional settlement areas (e.g. California) with similar types of neighborhoods in new places that have experienced substantial growth in their Latino population over the past few decades (e.g. North Carolina and Georgia).

My proposed project addresses the following questions. First, to what extent have Latino middle-class neighborhoods risen over time (number of neighborhoods and where they are located in a given metropolitan area)? Second, how do the characteristics of Latino middle-class neighborhoods compare with those of other racial/ethnic groups? Lastly, how does the spatial, economic, and social context of Latino middle-class neighborhoods differ between traditional (e.g. Southwestern cities) and non-traditional (e.g. South and Midwest regions) settlement areas?
**Research Plan and Methodology:**
I plan to utilize census tract-level data from the 1980, 1990 and 2000 U.S. Census and 2008-2012 American Community Survey (5-year estimates) to examine Latino middle-class residential patterns across various metropolitan areas throughout the United States. The data will be cleaned and processed in order to map in ArcGIS (mapping software). One of the key features of the project will be determining what constitutes a “Latino middle-class neighborhood.” The current literature on black-middle-class neighborhoods features approaches that use a variety of indicators ranging from income quintiles, educational attainment, and white-collar workers. I will investigate and build a coding scheme that takes into account multiple socioeconomic variables in order to identify Latino middle-class neighborhoods. To give an example, one initial idea is create a threshold for the % of Latino residents who fall into an upper income bracket and are college educated (relative to the city-wide average) in order to designate a neighborhood as “middle-class.”

Next, I can use this coding scheme to identify middle-class neighborhoods for other racial and ethnic groups to compare with Latino neighborhoods. I will use other variables from the Census and American Community Survey to provide an illustrative portrait of how Latino middle-class neighborhoods differ from other groups or across metropolitan areas. Lastly, a major component of the project will be the mapping of various metropolitan areas from 1980 to 2010. The added value of this spatial approach allows to observe whether Latino middle-class neighborhoods remain concentrated (place stratification perspective) or are geographically dispersed (ecological model) throughout a given metropolitan area. Furthermore, the visual presentation of mapped data provides the opportunity to share results with a non-technical audience as will be further described in the “Dissemination Plans” section.

**Professional Development Benefits:**
My current research agenda attempts to intersect emerging trends in the Latino population with spatial methodology (GIS). This project represents one of the ways I hope to contribute to the literature through using GIS to better understand Latinos and the communities they live in. A course release would allow me to dedicate more time to this scholarship and ensure that I am able to continue to develop as a researcher. Last year through the mini grant competition I was awarded a course release for Spring 2017. In addition to using that time to prepare for a conference presentation and manuscript submission, I will also work to develop proposals and seek out external funding such as the NEH Faculty at HIS’s award and NSF Early Career Development Program. As stated above, I hope to use the reassign time in 2017-2018 to reapply if the initial proposal are not successful.
Benefits to the University, School, Program, and Applicant’s Teaching:
As a Hispanic Serving Institution located in Ventura County, my research on Latino middle-class neighborhoods has regional and local importance. Much of the research on Latinos in the United States tends to focus on negative outcomes such as poverty, poor educational outcomes, and other obstacles to upward mobility. Although these issues are present and very real, little attention is given to the success stories or progress made by Latinos in the United States. For example, the concentration of Latinos in a given neighborhood is viewed in a negative light (possibly due to perceived characteristics) but a focus on Latino middle-class neighborhoods suggests that residential attainment should not just be measured as moving to a predominately white neighborhood. This critical perspective would benefit my teaching in showing our students, Latino and non-Latino, the progress and strengths of the Latino community.

Dissemination Plans:
I plan to share my results via conference presentation(s) with the intent of writing a manuscript to send to a peer-reviewed journal. I have identified journals such as Ethnic and Racial Studies, Latino Studies, and Spatial Demography as appropriate venues to submit my manuscript. I am also interested in presenting my findings in a local public venue, such as the Arts and Sciences Library Lecture Series given the regional implications of middle-class Latino residential patterns. This latter form of dissemination is important to me as try to intersect teaching, research, and service. Lastly, I look forward to sharing my work on campus via our program’s colloquium series or other presentation opportunities to the CSUCI community.

Project Timeline:
The Population Association of America (PAA) requires an extended abstract (2-4 pages) to be submitted in late September. This requires the scholar’s proposed research project along with initial exploratory and descriptive results. I view this as a manageable deadline to meet early in Fall 2017. The PAA presentation would be in late spring (2018) but initial work on the paper would be taking place during fall and continued in the spring. Similarly, the abstract for the Pacific Sociological Association Annual Meeting would be due in the fall. My goal would be to send an initial manuscript for peer-review by the end of the spring (2018).

Project Assessment:
The success of the study will be measured by the acceptance and presentations made at the aforementioned conferences. However, the stronger modes of evaluation will be the submitting of manuscripts and their hopeful acceptance.
II. Project Budget:
For the proposed project I am requesting a course release for the Fall 2017 semester. During this term, I plan to spend extensive time preparing for conference presentations and article manuscripts to send out for peer-review. In addition, it is my hope that this initial exploratory analysis leads to new research questions and related studies that will be worked on as well.

In addition, I am also requesting $1,500 for conference travel. I plan to present the research at national and regional conferences, such as the Population Association of America and Pacific Sociological Association, which will help me with networking with others in my discipline along with providing the opportunity to receive substantive and methodological feedback to improve my work as a scholar. The funds will assist with attending the 2018 PAA meeting in Denver, CO in addition to the 2018 PSA meeting in Long Beach, CA. I plan to present at both conferences because my research identity spans both sociology and demography. Being active in both organizations is crucial to my development as a teacher and a scholar.

<table>
<thead>
<tr>
<th>Mini Grant Budget - Sánchez</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Release (3 credits); $2,000 per unit</td>
<td>$6,000</td>
</tr>
<tr>
<td>Conference Travel</td>
<td>$1,500</td>
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<tr>
<td><strong>Total</strong></td>
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*Project Goals and Outcomes:

The proposal sets clear goals and outcomes for the project, and it explains the steps that will be taken to realize project goals.

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Rating Scale 1 (1 weakest to 11 strongest):

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*Research Plan and Methodology:

The proposal conveys a complete and well thought-out plan for the project that describes the activities of all individuals involved in the project. If support is requested for student research assistance, the proposal must also include a description of their role in the project and how the faculty

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Rating Scale 2 (1 weakest to 11 strongest):

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*Professional Development Benefits for the Faculty:

The proposed makes clear how the project will advance each individual applicant’s or research, scholarship, creative activity, or innovation in teaching. The proposal discusses whether the applicant(s) intend to pursue external funding and identifies those external funding opportunities.

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Rating Scale 3 (1 weakest to 11 strongest):

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*Project Benefits:

To what extent does the proposed qualify for special consideration (e.g., applicant is
probationary, applicant has not had minigrant funding in the past, applicant has been especially successful in the use of past minigrant funding, project scope is particularly ambitious but realizable).

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Rating Scale 4 (1 weakest to 11 strongest):

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*Dissemination Plans:
The level and type of dissemination is appropriate for the project, its goals, and its outcomes.

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Rating Scale 5 (1 weakest to 11 strongest):

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*Project Timeline:
The project goals and objectives are attainable within the timeline of the proposal.

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Rating Scale 6 (1 weakest to 11 strongest):

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*Project Assessment:
The proposal describes how the product(s) of the project will be assessed and evaluated to determine the degree of success achieved.

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Rating Scale 7 (1 weakest to 11 strongest):

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*Project Budget:
The proposed budget is reasonable in the context of the project description, and the project costs are necessary to achieve project goals and outcomes.

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Rating Scale 8 (1 weakest to 11 strongest):
*Other considerations:

To what extent does the proposed qualify for special consideration (e.g., applicant is probationary, applicant has not had minigrant funding in the past, applicant has been especially successful in the use of past minigrant funding, project scope is particularly ambitious but realizable).

Rating Scale 9 (1 weakest to 11 strongest):