

THE EXTENT OF SOCIAL
DISPARITIES IN BLACK
AND HISPANIC
NEIGHBORHOODS

by

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Abstract

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The argument of race and segregation is an age-old debate. Nevertheless, in 2013 there are still segregated black and Hispanic neighborhoods experiencing high levels of poverty despite the Fair Housing Act, inclusionary housing practices, and other methods that strive to create mixed-income and mixed-race neighborhoods. Since segregation appears to be a phenomenon that eludes a simple explanation, this research offers to shed light on the subject matter and guide others researching the subject matter to help ascertain the root(s) of social disparities in minority neighborhoods. This report is an extensive review of 2007-2011 American Community Survey (ACS) data for Dallas County. In an effort to thoroughly investigate segregated neighborhoods, this report delves into neighborhoods that are 80% or more black, Hispanic, and white. Upon identifying the census tracts (or neighborhoods) that are predominantly one race, this report reviews social, economic, and housing characteristics compiled from 2007-2011 American Community Survey data to investigate the conditions of these segregated neighborhoods. This investigation tells a story about neighborhood makeup, what is going on, and how residents in these segregated neighborhoods live. A bivariate analysis is used to test the assumptions of social disparities in these segregated neighborhoods while observing conditions in white neighborhoods for comparison. This review of predominant-race census tracts provides an eye-opening revelation on the correlation between social, economic, and housing characteristics as these variable datasets relate to race in Dallas County.

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Chapter 1

Introduction

Background Information

When I first began to delve into my research topic, I reviewed The Urban Sociology Reader edited by Jan Lin and Christopher Mele and particularly part three of this compilation of essays, which has several articles on inequality and social difference. Since there are many scholars who have published works on the topic of segregation and neighborhood stability as well as quality of life issues for minorities, I decided to use the Urban Sociology Reader as well as contributing authors of articles on the topic of inequality and social difference from Loïc J. D. Wacquant and William Julius Wilson and Douglas S. Massey and Nancy A. Denton as an origin or starting point for the foundational exploration for this research. Existing research lends credibility to the assumption that there are correlations with social disparities in minority neighborhoods that create a perpetual life-cycle for the residents and families that are eventually locked into a lifetime of social immobility, which results in a generational repeat of the by-products of isolation. Based on that statement one may ask, so what's the point of the research? The point is this research strives to show where we've been, where we are today, and what has changed from a theoretical perspective and in real life. Drawing on the information and pre-existing research, this study contributes significant insight to the issues that are unique to Dallas County. The literature reviewed for this research is broken down into the following framework to help structure the arguments and research being presented:

Table 1-1 Literature Review Framework

Core Schools of Thought Regarding Segregation	Competing Schools of Thought Regarding Segregation	Arguments Against Segregation
Race and Class Place	Education Income Spatial Mismatch Afrocentric Viewpoint	Diversity

Source: Monique Coleman

Through this research I hope to uncover:

- (THE PROBLEM) Intentionally or unintentionally race and class segregation is a problem in American society and as a society we can make better efforts to improve opportunities to lessen the social disparities in minority communities.
- (PLANNING'S ROLE) The physical and social characteristics of a neighborhood (or social connectivity) play a role in contributing to social disparities in minority neighborhoods.
- (THE EXTENT OF THE ADVERSE EFFECTS) Public policy practices are a part of the problem – not to imply the policy practices cause the issue – but that these factors, preemptive or reactionary, contribute to the overall life cycle of the social disparities in segregated neighborhoods.

If this research sheds light on these three key questions it will have successfully contributed an original school of thought to this important topic based in the disciplines of planning and community development.

Chapter 2

Literature Overview

Core Schools of Thought Regarding Segregation: Race and Class

Loïc J. D. Wacquant and William Julius Wilson – The Cost of Racial and Class Exclusion in the Inner City (1989)

The Cost of Racial and Class Exclusion in the Inner City by Loïc J. D. Wacquant and William Julius Wilson is packed with arguments based on race, class, income, jobs, education, poverty, and even the feminization of the ghetto. Wacquant and Wilson's research adds substantial justification for the variables assessed in this research, which include but are not limited to grandparents raising their grandchildren, female householders without a husband, median household income, and educational attainment as well as other factors. In the Truly Disadvantaged Wilson reveals many conditions. In this excerpt based on Truly Disadvantaged Wacquant and Wilson assert, "Beyond its socio-graphic focus, the central argument running through this article (Truly Disadvantaged) is that the interrelated set of phenomena captured by the term "underclass" is primarily social-structural and that the ghetto is experiencing a crisis not because a "welfare ethos" has mysteriously taken over its residents but because joblessness and economic exclusion, having reached dramatic proportions, have triggered a process of hyper-ghettoization." (Wacquant and Wilson, 1989, pg. 126) "Moreover, the social networks of parents, friends, and associates, as well as the nexus of local institutions have seen their resources for economic stability progressively depleted. In sum, today's ghetto residents face a closed opportunity structure." (Wacquant and Wilson, 1989, pg. 126) Furthermore, on the topic of black class structure, Wacquant and Wilson illustrate a relationship of black jobs and education to class by stating, "Not finishing secondary education is synonymous with economic redundancy." Ghetto residents are, on the whole, less educated than the inhabitants of other black neighborhoods. Moreover, ghetto residents have lower class origins, if one judges from the economic assets of their family of orientation." (Wacquant and Wilson, 1989, pg. 130)

So what does this all mean? It means Wacquant and Wilson's research highlights the facts of segregation and how social isolation creates a perpetual life-cycle of poverty and other social disparities. Wacquant and Wilson emphasize jobs and spatial mismatch, a post-industrial economy and how these

changes impact the household or family makeup in minority households, which ultimately leads to the effect that these economic driven outcomes further perpetuates exclusion, isolation, and segregation. As also shown in this research of Dallas County, these statements can no longer be perceived as generalized assumptions; the research supports and illustrates many of these assumptions are fact. Nevertheless, having made this assertive statement, my optimistic hope is this research leads to reflection and action in those who have the ability to improve circumstances in disadvantaged areas of Dallas County.

Nancy A. Denton and Douglas S. Massey – Segregation and the Making of the Underclass: American Apartheid (1993)

In Segregation and the Making of the Underclass, Massey and Denton state,

“Most Americans vaguely realize that urban America is still a residentially segregated society, but few appreciate the depth of black segregation or the degree to which it is maintained by ongoing institutional arrangements and contemporary individual actions. They view segregation as an unfortunately holdover from a racist past, one that is fading progressively over time. If racial residential segregation persists, they reason, it is only because civil rights laws passed during the 1960s have not had enough time to work or because many blacks still prefer to live in black neighborhoods. The residential segregation of blacks is viewed charitably as a “natural” outcome of impersonal social and economic forces, the same forces that produced Italian and Polish neighborhoods in the past and that yield Mexican and Korean areas today. But a lack of segregation is not comparable to the limited and transient segregation experienced by other racial and ethnic groups, now or in the past. No groups in the history of the United States have ever experienced the sustained high level of residential segregation that has imposed on blacks in large American cities for the past fifty years. This extreme racial isolation did not just happen; it was manufactured by whites through a series of self-conscious actions and purposeful institutional arrangements that continue today. Not only is the depth of black segregation unprecedented and utterly unique compared with that of other groups, but it shows little sign of change with the passage of time or improvements in socioeconomic status. (Massey and Denton, 1993, pg. 136)

So what? Well, this brief excerpt from this article is a profound summary, which I believe cries out the root of the argument for why researchers continue to study segregation. Some argue nothing has

changed so let's investigate conditions to try to statistically link factors to explain why we still have a significant gap between those who "have" and those who "have-not". On the other hand, others argue we have made progress and there are many success stories for diversity and blacks and other minorities experiencing wealth and a great quality of life. The point of reiterating Massey and Denton's perspective is to remind readers of the issue at hand, reveal the facts on the matter of segregation, and motivate fellow researchers and professionals to dig deeper to address the embarrassing stigma segregation places on a community.

John Logan – Separate and Unequal: The Neighborhood Gap for Blacks, Hispanics, and Asians in American MSAs

A review of John Logan's work is important to this research for a few reasons. One, it provides justification to this research and the methodology used to assess segregated neighborhoods in Dallas County. Two, it reiterates the need to continue the exploration of segregation as his research reveals neighborhoods are still separate and unequal in metropolitan statistical areas throughout the US. And finally, similar to Mr. Logan's arguments, the assumptions in this research seek to further explain whether or not neighborhoods (or census tracts) in Dallas County are separated by race as a driving force or what if any other factors such as income, education, class or perhaps preference which may be driving racial separation in neighborhoods.

Jacob S. Rugh and Douglas S. Massey – Racial Segregation and the American Foreclosure Crisis

Social, Economic, and Housing American Community Survey datasets are reviewed in this research. The three ACS characteristic data were all considered to ascertain a comprehensive analysis of the makeup in Dallas County predominant neighborhoods. Racial Segregation and the American Foreclosure Crisis by Jacob Rugh and Douglas Massey argues that segregation was the primary cause for the recent foreclosure crisis but also states other externalities such as risky lending practices and loose regulations fueled the inevitable housing bubble and burst effect. Although this research does not focus solely on race as it correlates to housing, this research does assess the correlation between race and housing types as well as other housing characteristics to determine the extent of a statistical relationship between race and housing types in predominantly black and Hispanic neighborhoods in comparison to the same correlated relationship in predominantly white neighborhoods. Rugh and

Massey state, "Whether measured in terms of residential dissimilarity or spatial isolation, segregation of African Americans is powerful and highly significant predictor of the number and rate of foreclosures across U.S. metropolitan areas." (Rugh and Massey, pg. 639) Based on this discovery by Rugh and Massey, I reviewed 1-unit detached and 20 or more housing unit structures (multi-family or apartment complexes) to ascertain if a similar clustering or isolation exists and can be explained and further understood in predominantly black or Hispanic neighborhoods in Dallas County.

Douglas s. Massey – America's Apartheid and the Urban Underclass

Douglas Massey comes right out and in so many words states in America's Apartheid and the Urban Underclass that white people and racist public policy are the reasons for segregation. Massey insists, "Despite the fact that a large share of African Americans continues to be segregated involuntarily on the basis of race, thinking within the policy establishment has drifted toward the view that race is declining in significance and that black poverty is largely a class-based phenomenon." (Massey, 1994, pg. 471) Massey suggests because of this new emphasis researchers focus largely on race-neutral factors such as economic restructuring, family dissolution, education, culture, and welfare. (Massey, 1994, pg. 471) Massey's research speaks to social disparities of blacks as he suggests, "as a result of their (blacks) residential segregation, African Americans endure a harsh and extremely disadvantaged environment where poverty, crime, single parenthood, welfare dependency, and educational failure are not only common but too frequently the norm. Because of the persistence of white prejudice against black neighbors and the continuation of pervasive discrimination in the real estate and banking industries, a series of barriers is placed in the path of black social and geographical mobility." (Massey, 1994, pg. 472) As a result of the research of highly segregated metropolitan areas across the U.S., Massey and Nancy Denton coined the term "hyper-segregation" to describe several areas that were disproportionately segregated and remain isolated. This research of Dallas County reveals that some areas more than 80% black or Hispanic may be considered hyper-segregated. This research may shed light on the conditions and quality of life for these residences to determine if the areas are thriving or declining.

Douglass S. Massey – Social Class and Ethnic Segregation: A Reconsideration of Methods and Conclusions

Social Class and Ethnic Segregation: A Reconsideration of Methods and Conclusions by Douglas Massey strives to resolve questions, concerns, and inconsistencies of research that states segregation is either class-based or race-based. Massey tested relationships to assess the relationship between class and ethnic segregation and showed the results to still be inconsistent. Based on Massey's attempt to try to use more than one method to further explain the relationships of segregation as it relates to race or class, I also employed two bivariate methodologies (bivariate correlations and bivariate linear regression) to try to ascertain if the results would be consistent or inconsistent for the investigation of segregated neighborhood in Dallas County. As show in Massey's efforts, the results, while both possessing powerful conclusive results, were somewhat inconsistent. Nevertheless each method, designed to tell a story (statistically) provides varying degrees of significance and revelation in the findings of each test. Massey states, "Methodologically, this paper has demonstrated how results obtained using the method of indirect standardization cannot be used to refute the assimilation hypothesis." (Massey, 1981, pg. 649) Drawing on these conclusions in Chapters 3, 4, and 5 of this research, I employ two methods that –while they reveal different aspects of segregation in the study neighborhoods –will not be compared or used to refute output data from either research methodology used in this research.

Jeremy F. Pais, Scott J. South, and Kyle Crowder – White Flight Revisited: A Multiethnic Perspective on Neighborhood Out-Migration

White Flight Revisited: A Multiethnic Perspective on Neighborhood Out-Migration by Jeremy Pais, Scott South, and Kyle Crowder is a fascinating perspective that adds credence and a powerful argument to the underlying human behavior that influences segregation: choice. White Flight Revisited reviewed Panel Study Income Dynamics to compare the likelihood of whites (Anglos), blacks, Mexicans, Puerto Ricans, and Cubans to prefer to migrate out of a neighborhood as a result of its ethnic/racial composition. Although this research focuses on ethno-racial neighborhood composition and strives to answer whether or not same race people groups prefer to live together I found the argument interesting enough to spatially cluster all predominant race census tracts in Dallas County to get a better perspective of where

the neighborhoods are in proximity to one another as well as where diverse communities are and what might be driving diversity. *White Flight Revisited* certainly provides an interesting argument for segregation from the most difficult source to effectively measure, which is: what most influences behavior and neighborhood choice. We can really only assimilate measurable factors to infer relationships. Nevertheless, an experimental study of census tracts where racial demographics have shown a dramatic shift would be more revealing.

Core School of Thought Regarding Segregation: Place

Douglas s. Massey – America’s Apartheid and the Urban Underclass

In *America’s Apartheid and the Urban Underclass*, Massey states, “The pattern of white demand for housing in racially mixed areas follows precisely the opposite trajectory. Demand is strong for homes in all-white areas, but once one or two black families have moved in, white demand begins to falter as some white families leave and others refuse to move in. The acceleration in residential turnover coincides with the expansion of black demand, making it very likely that outgoing white households are replaced by black families. As the black percentage rises, white demand drops more steeply and black demand rises at an increasing rate.” (Massey, 1994, pg. 475)

Daniel T. Lichter, Domenico Parisi, and Michael C. Taquino – The Geography of Exclusion: Race, Segregation, and Concentrated Poverty

The Geography of Exclusion: Race, Segregation, and Concentrated Poverty talks specifically about how the Great Recession of the late 2000s revealed the underlying poverty as well as race and class implications of old. This article states, “Our approach redirects attention to a level of geography where local political and economic decisions effectively exclude the poor and minority populations. It uses newly released poverty data from the 2005-2009 American Community Survey to provide evidence of changing macro patterns of spatially concentrated poverty.” (Lichter, Parisi, and Taquino, 2012, pg. 364) I think this research shows if poverty, housing characteristics, and educational characteristics have a geographical or spatial concentration of not one indicator or variable but of all variables, which reveals trends and relationships of these conditions and how they are spatially represented in comparison to white or more affluent well-balanced areas with better perceived quality of life.

Jerry Frug – The Geography of Community

The Geography of Community by Jerry Frug touches on the role the planning profession plays in the debate of segregation. Frug argues neighborhood structure or the “geography of community” influences segregation by isolating poor people. Frug states, “Fewer and fewer Americans encounter on a regular basis people whose opinions, values, and cultures are radically different from their own. Professor Frug further states in his article that, “although no central city has attempted to exclude people from its borders, they too have used their ability to zone and condemn property to concentrate the “better kind” of commercial and residential uses in particular city neighborhoods. These local zoning and redevelopment policies have had a power impact on both the allocation of resources in America’s metropolitan areas and on the relationship between the different kinds of people who live within them.” (Frug, 1996, pg. 1048) In this research, I provide a map that illustrates the geographical distribution of segregated neighborhoods. When reviewing the median household income in segregated areas in Dallas County, the research also reveals the distribution of income and wealth as well as prosperity in Dallas County neighborhoods. In addition to reviewing the literature on the topic of segregation, it is important to investigate the perspective, actions, and implications of segregation for the planning profession and even more to the point how do current practices contribute to segregation and how can we change practices to lessen the outcome of current practices (that cause segregation).

Competing School of Thought Regarding Segregation: Education

Jerome E. Morris and Carla R. Monroe – Why Study the U.S. South? The Nexus of Race and Place in Investigating Black Student Achievement

As stated in the abstract of the article, “This article highlights the significance of the U.S. South in scholarly discussion regarding the academic achievement gap involving Black students. Despite national concern, patterns embedded in Black student achievement as related to geographical influences generally are ignored, especially in the South, where the majority of Black people in the United States reside.” (Morris and Monroe, 2009, pg. 21) This article is important to this research because it suggests race and place (as I interpret as segregation) is significantly connected to achievement and quality of life. The article states Blacks are migrating back to the south but there is still an educational gap and a socioeconomic divide that still entangles blacks and Hispanics. This existing research lends validity to

the intent of my research, which will help explain the extent of the housing, social, and economic conditions of minorities living in the south and in particular segregated neighborhoods in Dallas County. The educational datasets for predominantly black, Hispanic, and white neighborhoods reveal a concentration of people (by race groups) with disproportionately lower attainment of bachelor's degrees and graduate or professional degrees than whites and as stated by Wacquant and Wilson, "Not finishing secondary education is synonymous with economic redundancy." (Wacquant and Wilson, 1989, pg. 130)

Competing School of Thought Regarding Segregation: Income

William A.V. Clark and Valerie Ledwith – How Much Does Income Matter In Neighborhood Choice?

Clark and Ledwith state, "The overarching question that guides this research is the way in which income and preferences interact in making neighborhood choices. Within that question there are three sub-questions: 1) how do patterns of neighborhood choice vary for white and Hispanic households? 2) What is the role of income and SES in the choices? 3) To what extent do households choose integrated neighborhoods when they move? Answering these questions will provide us with a greater understanding of how the diverse mosaic will evolve under the continuing wave of population change and allow us to revisit the important discussions of immigrant progress and assimilation." (Clark and Ledwith, 2007, pg. 146) Since income shows a significant gap in Dallas County segregated neighborhoods and because income is an underlying factor and is strongly related to neighborhood choice, income could not be ignored or overlooked in this research. I agree with Clark and Ledwith that "income facilitates choices and income also constrains the choices of housing. Since housing quality and neighborhood quality are so intimately linked, income also constrains the range of neighborhoods that the household can select from." (Clark and Ledwith, 2007, pg. 148) Further to that fact and contrary to Clark and Ledwith's article, in America's Apartheid and the Urban Underclass, Massey suggests, "Rather than a lack of income, high levels of black segregation are attributable to three other factors: prejudice, discrimination, and public policy. White racial prejudice yields a weak demand for housing in integrated neighborhoods and fuels a process of neighborhood racial transition." (Massey, 1994, pg. 474) Although Clark and Ledwith's article shows there is an argument to be made for income, there appears to be other factors that must be considered in conjunction with (not separate from) income.

Competing School of Thought Regarding Segregation: Spatial Mismatch

Poverty, Prosperity, and Place: The Shape of Class Segregation in the Age of Extremes

In *Poverty, Prosperity, and Place: The Shape of Class Segregation in the Age of Extremes*, Rachel Dwyer states, “Studies show that poor and minority groups attend inferior educational institutions, suffer more disease and earlier death, endure more crime and violence, accrue less wealth, and find fewer job opportunities when segregated in neighborhoods apart from advantaged groups (Peterson and Krivo 1993; Mayer 2002; Flippen 2004; Roscigno, Tomaskovic-Devey, and Crowley 2006). Neighborhood effects research demonstrates that poor families living in places with more advantaged families are, on the other hand, buffered from the most negative impacts of poverty (Sampson, Morenoff, and Gannon-Rowley 2002; Wen, Browning, and Cagney 2003). Residential segregation thus both reflects and reinforces social inequalities. Despite these considerable achievements, there has been surprisingly little attention to the specifically spatial dimensions of residential segregation in recent years.” (Dwyer, 2010, pgs. 114-115)

In this article, Ms. Dwyer refers to Massey and Denton’s theory of hyper-segregation as a result of segregated blacks being concentrated, centralized, and clustered. The association of blacks being spatially misplaced is important because existing literature suggests that location and proximity of minorities segregated from employment centers and other more advantaged individuals has significant implications on the success and vitality of segregated minorities. In this research document, the spatial distribution clusters of segregated black, white, and Hispanic neighborhoods provides similar implications that an association between racially segregated neighborhoods and the reality of the conditions in black and Hispanic neighborhoods versus predominantly white neighborhoods in Dallas County show disproportionately greater socioeconomic disparities than white neighborhoods.

Michael A. Stoll – Job Sprawl, Spatial Mismatch, and Black Employment Disadvantage

Michael Stoll’s *Job Sprawl, Spatial Mismatch, and Black Employment Disadvantage* is a relevant study to this research because this report mentions and addresses the location of segregated clusters in comparison to others reviewing correlations of income, number of vehicles, and travel time to work. Although these factors were not heavily investigated, this research does give consideration that

minorities' proximity to jobs can be considered a significant factor in creating not only segregated neighborhoods but disadvantaged or socially disparate (or unequal) communities.

Competing School of Thought Regarding Segregation: Afrocentric Viewpoint

William Oliver – Black Males and Social Problems: Prevention Through Afrocentric Socialization

Oliver's article starts by debunking or contesting theories about black social problems are not statistically substantiated. According to Oliver, there is no evidence to genetic inferiority (of blacks to whites) and there is little explanation for the mainstream values and norms of blacks in poverty. Oliver states, "In a more recent formulation of the racial oppression theory Wilson (1987) argues that historical patterns of racial discrimination and the technological transformation of the economy have produced disproportionately high rates of joblessness, female-headed families, poverty, drug abuse, and crime among Blacks." (Oliver, 1989, pg. 17) However, the racial oppression theory is problematic because theorists tend to over-predict the likelihood for blacks to get involved with problematic behavior. In this research I assert that perhaps segregated neighborhoods are not or maybe should not be considered bad or negative but in fact neighborhood identity is the way in which the neighborhood looks upon itself. Oliver helps explain this point as he states, "throughout the world, all societies have established sets of ideas by which life is made understandable by their members (Vander Zanden, 1986: 136). Ideas such as these are generally referred to as an ideology. A society's ideology "tells people about the nature of their society and about its place in the world" (Vander Zanden, 1966: 136). In this sense, a society's ideology gives structure to how group members define themselves and their experiences and also provides impetus for group action. Thus the most important function of a society's ideology is that it forms the spiritual and intellectual foundation of group solidarity." (Oliver, 1989, pg. 17) Aside from the initial doom and gloom feel of this article, the Afrocentric perspective speaks to how people groups view themselves and how they view their value and worth. There are neighborhoods across the U.S. that are thriving and are in fact predominantly minority. What causes this? Is it a sense of pride or self-awareness or perhaps a rich heritage that has been passed down through generations that motivates or encourages certain minority neighborhoods to thrive? This research will help support the concept of people in a "community" as they relate to place in spite of the perceived disadvantages.

Argument Against Segregation: Diversity

Kenneth M. Johnson and Daniel T. Lichter – Growing Diversity among America’s Children and youth: Spatial and Temporal Dimensions

Growing Diversity Among America’s Children and Youth: Spatial and Temporal Dimensions opens the discussion for what the future may hold. This article by Kenneth M. Johnson and Daniel T. Lichter highlights “everyone but non-Hispanic single-race whites will become the majority population in 2042 (US Census Bureau 2008a).” (Johnson and Lichter, 2010, pg. 151) Johnson and Lichter state they do not need population projections to see the changing racial and ethnic diversity in America. This article discusses the growth of difference demographic profile groups but more importantly are the implications growing diversity has on housing, education, and economic practices and policy. As shown in recent political elections, minorities will increasingly begin to participate in the democratic process that influences their quality of life. As this happens, what will this emerging behavior mean for segregated neighborhoods or the socially disparate conditions currently facing segregated neighborhoods?

Chapter 3

Methodology

Explanation of Geographical Study Area and Variables

This research reviews and analyzes American Community Survey (ACS) census tract data from Dallas County that contain 80% or more of a predominant race (black, white, or Hispanic). Since the goal is to look at census tracts that are predominantly one race census tracts that consist of 80% or more of one race in Dallas County was chosen for review. Delineating data based on race will allow this research to effectively compare and show distinctions in housing, social, and economic characteristic data for predominantly black census tracts; predominantly white census tracts, and for predominantly Hispanic census tracts. Specifically, I will isolate American Community Survey data from the following databases or datasets:

ACS Demographic and Housing Estimates (2011 ACS 5-year estimates);

Selected Social Characteristics; Selected Economic Characteristics; and

Housing Characteristics (which will likely yield the same data from the ACS Demographic and Housing Estimates data).

This data will provide sufficient information for a bivariate analysis (both a bivariate cross tabulation correlation and a bivariate linear regression) to analyze and understand the extent of the relationship between race and various socioeconomic characteristics in each racial group (blacks, whites, and Hispanics).

Figure 3-1 (a map), as shown on the next page illustrates the spatial distribution and clusters of segregated white (purple), black (red), and Hispanic (blue) neighborhoods in Dallas County. This map reveals the geographic proximity of these segregated areas to one another, to same race neighborhoods, and that Hispanics are more likely (in in particular case and as research suggests) to live amongst or assimilate with other races.

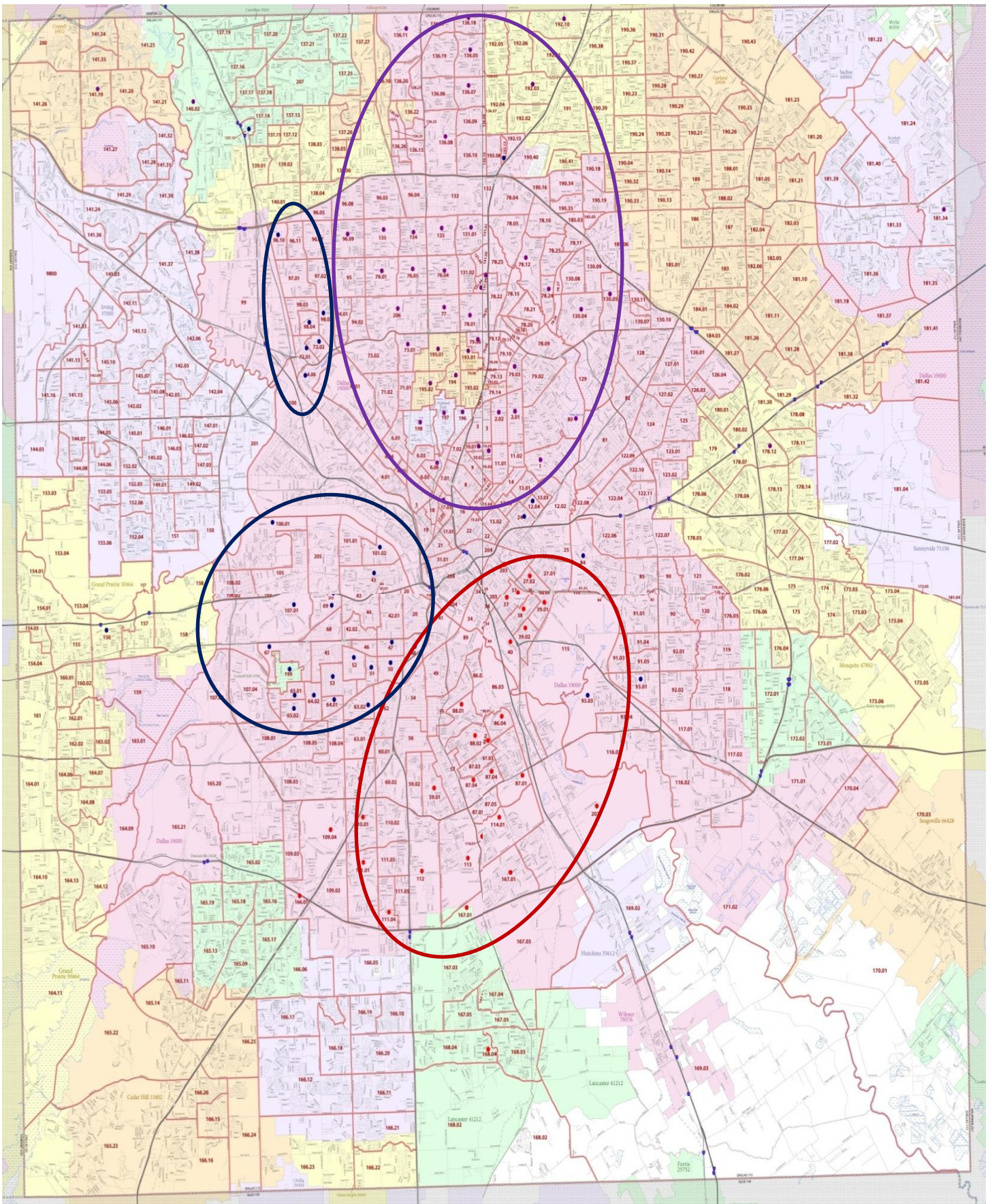


Figure 3-1 Spatial Distribution of Segregated Neighborhoods in Dallas County
 Source: Census Bureau

Bivariate Analysis

A bivariate statistical analysis will further examine and explain the relationship between variables and will further illustrate the statistical relationship for each race (blacks, whites, and Hispanics). Using the ACS 2007-2011 data, this research analyzes housing, economic, and social characteristics to detect, establish, and better understand the extent of tested relationships between race and various variables for census tracts that are predominantly minority compared to tracts that are predominantly white. On face value, these variables appear related but this analysis will shed light on the extent of the relationship. This research analyzes first the relationships of race to various social, housing, and economic ACS characteristics. In an effort to fully understand the extent of relationships in these segregated neighborhoods, this research provides:

Bivariate Correlation Tables for Blacks, Whites and Hispanics

These tables as shown and discussed in Chapter 5 show the bivariate correlation Pearson Product Moment as well as the significance of the relationship for each variable.

Bivariate Linear Regression

These charts as discussed at length in Chapter 5 with the scatter plots shown in Appendix A illustrate the level to which race predicts the variables used for comparison. More interestingly in the scatter plots are the outliers and other interesting facts shown about segregated neighborhoods in Dallas County that were not revealed in the correlation tables.

These two methods were used to determine relationship and relationship strength but not meant to refute or contradict one another.

Chapter 4

Research Analysis

Research Hypothesis

My research hypothesis is: Black and Hispanic neighborhoods – which are defined in this study as census tracts in Dallas County that are 80% or greater black or Hispanic – experience social disparities at disproportionately higher rates than predominantly white neighborhoods (also Dallas County census tracts that are 80% or greater white).

To test this hypothesis, I extracted 2007-2011 American Community Survey (ACS) data from all census tracts in Dallas County. There are a total of 529 census tracts in Dallas County but only 527 census tracts contain population data; therefore, for the sake of this research only 527 census tracts were assessed. Of the 527 census tracts I was able to isolate black, Hispanic, and white tracts where the population was 80% or greater black, Hispanic, or white. 25 Dallas County census tracts are 80% or greater black. All census tracts for each race will be referred to interchangeably as “tracts” or “neighborhoods”. 32 Dallas County census tracts are 80% or greater Hispanic; and 47 Dallas County census tracts are 80% or greater white. Overall, 104 neighborhoods (or census tracts) out of Dallas County were studied, which is approximately 20% of the population in Dallas County. Below are the overall Dallas County population totals broken down by race.

Table 4-2 Population Breakdown

DALLAS COUNTY TOTAL POPULATION	WHITE	BLACK	HISPANIC	OTHER
2,348,702	794,597	506,879	886,310	160,916

Source: Census Bureau – 2007-2011 American Community Survey Data

Assumptions and Methods

Throughout this research efforts will focus on working to uncover statistical relevance of 2007-2011 ACS data as it relates to the following assumptions:

Assumption 1: Black and Hispanic neighborhoods show consistently higher social disparities such as lower median household income, higher unemployment, or lower educational attainment.

Method 1: To investigate this assumption, I will review 2007-2011 5-year ACS economic and social characteristic data. I will show tables to indicate the population in these neighborhoods (25-black neighborhoods; 32-Hispanic neighborhoods; and 47-white neighborhoods) and the percentage of median household income, unemployment, and educational attainment.

Assumption 2: As population increases in black and Hispanic neighborhoods (X – the independent variable) Y – the dependent variable will also increase. Various social, housing, and economic ACS 5-year data will be used to test these correlations. Furthermore, I will assume there will be a positive relationship in white neighborhoods and these will be used as examples, which will serve the purposes of comparison.

Method 2: As stated in the introduction, there is an assumption that these variables are related but the extent of the relationship can be established once and for all by the use of a bivariate correlation and a bivariate linear regression analysis, which reiterates the core of my hypothesis that race (“X” – independent variable) can be used to show a positive or negative relationship to (“Y” – dependent variables). Testing various dependent variables may illustrate a variation of relationships as each variable relates to race. Basically, this research is an investigation of segregated neighborhoods.

Research Defense

Some academics might ask the purpose or intent of this research. My response is: my professional experiences as a professional planner since 2006 as well as my enhanced knowledge as a graduate student has intrigued my interest into the phenomenon of social injustice and unfairness as it relates to the differences in the quality of life in neighborhoods. On the surface, minority neighborhoods appear to be lacking in vitality and white neighborhoods are not. While I support and agree that there are many factors that cause conditions that are considered to be “social disparities” I do not think it is fair to make assumptions without being able to back up assumptions with fact. Furthermore, conducting this study (using two methods) will show if there is a strong or weak relationship of variables in black and Hispanic neighborhoods as it relates to white neighborhoods. Most importantly, it is necessary (for me) as a working planner to be able to look at conditions (in my community) that I do not understand and be able to analyze conditions using empirical data to quantitatively analyze what is going on and how conditions impact and affect one another. The methodology of research (bivariate correlation and linear regression) in and of itself lends a greater understanding of the world around us as well as the “world being investigated”. Seeing the picture clearly and gaining an understanding can – when science and politics meet in perfect harmony – be used to change conditions that spurred the investigation from the very beginning.

Grouped Observations

The variables chosen from ACS social, housing, and economic data was choice based on the following delineation of existing research and theoretical perspectives that strive to explain segregation and social disparities in minority neighborhoods. The core schools of thought observed were based on race, class and place; then the competing schools of thought observed was literature based income, education, spatial mismatch, and Afrocentric viewpoint; and finally the literature review concludes with a perspective of growing diversity. This literature established the framework for which the study variables were selected from the ACS datasets listed below. In an effort to test each of these common theoretical perspectives, I extracted the following data sets that I used as dependent variables for this research analysis. 14 datasets (the same for predominantly white census tracts, black tracts, and Hispanic tracts)

were selected. The black and Hispanic data will be observed for testing assumptions and the white statistics will be used as a measure for comparison.

It is important to note how the data was computed for analysis. I calculated the percentage of the population for all dominant race tracts as well as the percentage of all dependent variables. Then, I conducted the bivariate correlation analysis in SPSS and the linear regression analysis in Excel one by one observing the percentage of the population for (blacks, Hispanics, and whites) as it relates to the percentage of the dependent variable being observed.

Table 4-3 American Community Survey Datasets for Blacks, Hispanics, and Whites

Female Heads of Households	Grandparents Responsible for Grandchildren	School Enrollment
Educational Attainment	Graduate or Professional Degrees	Mean Travel Time to Work
Unemployment	Median Household Income	1-unit Detached Housing
20+-unit Housing	No Vehicles per Household	1 Vehicle per Household
Bachelor's Degrees	High School Graduates (Including Equivalency)	

Source: Census Bureau – 2007-2011 American Community Survey Data

Out of the 2007-2011 housing, social, and economic characteristic ACS data, the above variables were selected to test the extent of social disparities in segregated neighborhoods (black, Hispanic, and white census that are 80% or more black, Hispanic, or white). This data was chosen as a result of the compilation of the literature review provided in this report.

Explanation of Bivariate Correlation and Linear Regression Analysis

Since my effort in this research is to show if “X” will determine what will happen with “Y”, I chose to create scatter plots and use the Pearson product-moment correlation coefficient to explain the relationship of the variables being examined. Each chart is labeled but in general “X” is the percentage of population for each dominant race and “Y” is the dependent variable. If needed, please refer to Tables 9, 10, and 11 in Appendix B for the raw data, the total population and % of population for each census tract as well as the distribution of the population for all census tracts that are 80% black, Hispanic, or white.

Green & Salkind states, “The Pearson product-moment correlation coefficient ranges in value from -1 to +1. A positive value suggests that as the independent variable X increases, the dependent variable Y increases. A zero value indicates that as X increases, Y neither increases nor decreases. A negative value indicates that as X increases Y decreases. Values closer to -1 or +1 indicate stronger linear relationships. By convention, correlation coefficients of .10, .30, and .50, irrespective of sign, are interpreted as small, medium, and large coefficients, respectively. However, the interpretation of strength of relationship should depend on the research context. By squaring r, we obtain an index that directly tells us how well we can predict Y from X. r^2 indicates the proportion of Y variance that is accounted for by its linear relationship with X” (Green & Salkind, 2005, pg. 275-276)

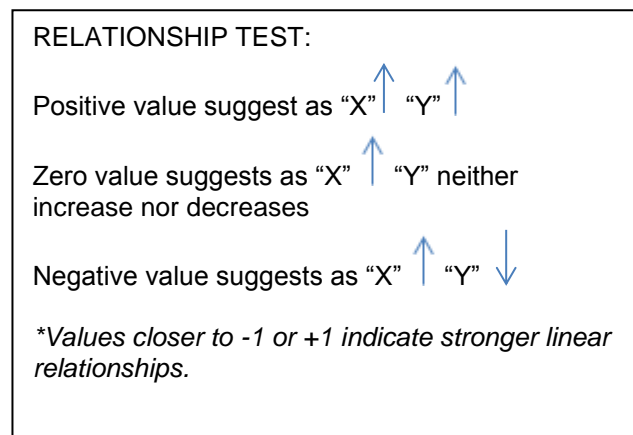


Figure 4-1 Relationship Test

Source: Using SPSS (Green & Salkind)

Table 4-4 below provides a means to interpret the correlation of variables as well as the significance of the relationship based on the analysis conducted in SPSS.

Table 4-4 Pearson Product-Moment Correlation Coefficient

CORRELATION	NEGATIVE	POSITIVE
NONE	-0.09 to 0.0	0.0 to 0.09
SMALL	-0.3 to -0.1	0.1 to 0.3
MEDIUM	-0.5 to -0.3	0.3 to 0.5
STRONG	-1.0 to -0.5	0.5 to 1.0

Source: http://en.wikipedia.org/wiki/Pearson_product-moment_correlation_coefficient

Below is a sample of a chart of the R² correlation coefficient, which shows the strength of correlation coefficients found in this research. The chart and table below can be used to help illustrate the correlation coefficients as well as the type of linear relationship (positive or negative relationship or no relationship at all).

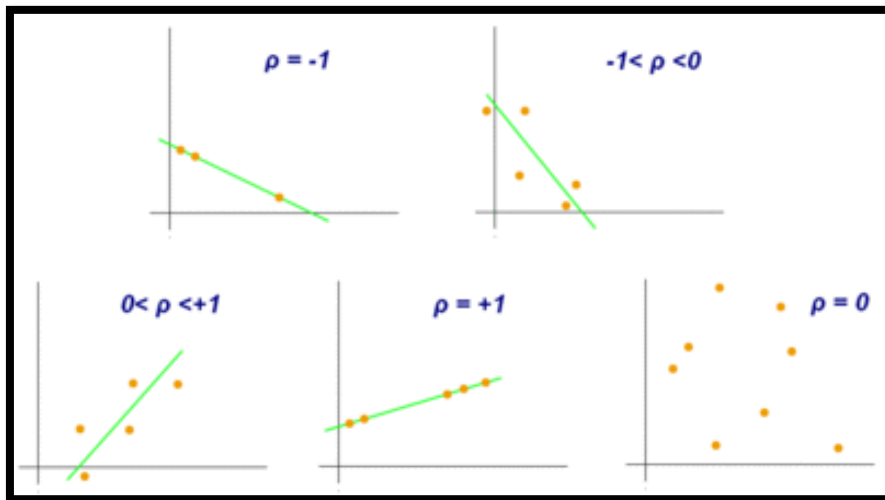


Figure 4-2 Person Product-Moment Correlation Coefficient

Source: http://en.wikipedia.org/wiki/Pearson_product-moment_correlation_coefficient

Chapter 5

Findings, Conclusions, and Recommendations

This research is working off of two key assumptions:

Assumption 1: Black and Hispanic neighborhoods show consistently higher social disparities such as lower household income, unemployment, or lower educational attainment; and Assumption 2: As population increases in black and Hispanic neighborhoods (X – the independent variable) Y – the dependent variable will also increase.

The correlation tables for predominant black, Hispanic, and white neighborhoods reveals fascinating results. Please note the figures highlighted green are statistically significant positive relationships and all yellow highlighted figures are reveal a statistically significant negative bivariate relationship.

Black Correlations

In predominantly black neighborhoods in Dallas County there are statistically significant positive relationships between race and educational attainment (.429), a negative relationship between race and school enrollment (-.437), and race and blacks as high school graduates (including those who have completed high school equivalency programs) (.634). There is also a strong correlation between black female heads of households and blacks living in multi-family dwelling units with no vehicles. There was a strong positive relationship between school enrollment and black median household income (.428), strong negative relationships of blacks in single-family dwelling units (-.443) and blacks without a household vehicle (-.498). There was also a strong positive correlation between blacks with graduate degrees to those with bachelor's degrees and to black median household income (.588 and .556, respectively). One very surprising statistic is there is no significant relationship between race and unemployment in black neighborhoods. Refer to Table 5-5 below for details.

Hispanic Correlations

In predominantly Hispanic neighborhoods in Dallas County there are statistically significant positive relationships between Hispanics enrolled in schools and Hispanic with high school degrees (.431), median household income (.567), and Hispanics residing in 1-unit detached households (.448). There was also positive statistical significance of (.492) between grandparents responsible for

grandchildren and Hispanics in 1-unit detached (single-family) households. The data also reveals Hispanic median household income has a statistically significant correlation to education attainment (both graduate or professional and high school diploma (including equivalency) (.397 and .567. respectively). Similar to the statistically significant correlations for blacks, most of these statistics were expected. However, I did not expect there to be significance between grandparents helping raise their grandchildren and the type of household or dwelling unit in Hispanic neighborhoods. Refer to Table 5-6 below for details.

White Correlations

In predominantly white neighborhoods in Dallas County there is a statistically strong positive correlation to race and median household income (.360); school enrollment to income (.350); and graduate or professional degrees and income (.597) and a negative relationship (-.347) between race and unemployment. Less intriguing but nonetheless statistically significant were white multifamily households with one vehicle or without vehicles. However, unlike in black or Hispanic neighborhoods, there were no positive statistically significant relationships to female heads-of-household or grandparents responsible for grandchildren. Since the white neighborhood data is used as a point of reference and comparison, these outcomes reveal and reaffirm that the social, economic, and housing characteristics in predominantly black, and Hispanic neighborhoods have stronger more statistically significant correlations to social disparities as it relates to race than white neighborhoods. Refer to Table 5-7 below for details.

Black Neighborhood Correlations Table

		% of Population Black Alone	% of Black Female Householder no Husband Present Family	% of Black School Enrollment Population 3 years and over enrolled	% of Black Grandparents Responsible for Grandchildren	% of Black Educational Attainment Population 25 years and over	% of Black with a Graduate or Professional Degree	% of Black High School graduates (includes equivalency)	% of Blacks with Bachelor's Degree	% of Blacks Unemployed	Blacks Mean Travel Time To Work (minutes)	Blacks Median Household Income (dollars)	% of Black 1-unit Detached Households	% of Black 20 or more units	% of Black Households With No Vehicles Available	% of Black Households With 1 Vehicle Available
% of Population Black Alone	Pearson Correlation Sig. (2-tailed)		-.005 .980	-.437 .029	.049 .817	.429 .032	-.054 .796	.634 .001	-.089 .673	.068 .748	.259 .211	-.123 .557	.392 .052	-.200 .339	.023 .913	-.139 .506
% of Black Female Householder no Husband Present Family	Pearson Correlation Sig. (2-tailed)	-.005 .980		-.163 .438	.099 .636	-.434 .030	-.484 .014	-.096 .647	-.596 .002	.281 .173	-.123 .559	-.712 .000	-.419 .037	.431 .032	.693 .000	.335 .102
% of Black School Enrollment Population 3 years and over enrolled	Pearson Correlation Sig. (2-tailed)	-.437 .029	-.163 .438		.262 .206	-.656 .000	.276 .182	-.599 .002	.368 .070	-.093 .657	-.163 .435	.428 .033	-.443 .027	-.168 .423	-.498 .011	-.246 .236
% of Black Grandparents Responsible for Grandchildren	Pearson Correlation Sig. (2-tailed)	.049 .817	.099 .636	.262 .206		-.131 .533	-.077 .713	-.008 .971	-.128 .542	.035 .870	-.102 .628	.027 .897	-.160 .444	-.065 .756	-.226 .277	-.031 .885
% of Black Educational Attainment Population 25 years and over	Pearson Correlation Sig. (2-tailed)	.429 .032	-.434 .030	-.656 .000	-.131 .533		.213 .308	.680 .000	.046 .826	-.078 .712	.016 .938	.108 .607	.789 .000	-.208 .319	-.034 .870	-.132 .530
% of Black with a Graduate or Professional Degree	Pearson Correlation Sig. (2-tailed)	-.054 .796	-.484 .014	.276 .182	-.077 .713	.213 .308		-.197 .344	.588 .002	-.099 .638	-.106 .613	.556 .004	.063 .765	-.081 .701	-.463 .020	-.138 .511
% of Black High school graduates (includes equivalency)	Pearson Correlation Sig. (2-tailed)	.634 .001	-.096 .647	-.599 .002	-.008 .971	.680 .000	-.197 .344		-.457 .022	-.075 .721	.207 .320	-.307 .135	.564 .003	-.203 .331	.257 .215	-.319 .120
% of Black with Bachelor's Degree	Pearson Correlation Sig. (2-tailed)	-.089 .673	-.596 .002	.368 .070	-.128 .542	.046 .826	.588 .002	-.457 .022		-.045 .831	-.074 .727	.857 .000	-.001 .996	-.094 .655	-.565 .003	-.019 .928
% of Black Unemployed	Pearson Correlation Sig. (2-tailed)	.068 .748	.281 .173	-.093 .657	.035 .870	-.078 .712	-.099 .638	-.075 .721	-.045 .831		-.424 .034	-.123 .558	-.047 .824	-.104 .621	.050 .813	.050 .812
Blacks Mean Travel Time To Work (minutes)	Pearson Correlation Sig. (2-tailed)	.259 .211	-.123 .559	-.163 .435	-.102 .628	.016 .938	-.106 .613	.207 .320	-.074 .727	-.424 .034		-.139 .508	.126 .547	-.138 .510	.091 .666	-.077 .715
Blacks Median Household Income (dollars)	Pearson Correlation Sig. (2-tailed)	-.123 .557	-.712 .000	.428 .033	.027 .897	.108 .607	.556 .004	-.307 .135	.857 .000	-.123 .558	-.139 .508		.150 .473	-.330 .107	-.731 .000	-.282 .172
% of Black 1-unit Detached Households	Pearson Correlation Sig. (2-tailed)	.392 .052	-.419 .037	-.443 .027	-.160 .444	.789 .000	.063 .765	.564 .003	-.001 .996	-.047 .824	.126 .547	.150 .473		-.670 .000	-.264 .201	-.412 .041
% of Black 20 or more units	Pearson Correlation Sig. (2-tailed)	-.200 .339	.431 .032	-.168 .423	-.065 .756	-.208 .319	-.081 .701	-.203 .331	-.094 .655	-.104 .621	-.138 .510	-.330 .107	-.670 .000		.583 .002	.707 .000
% of Black Households With No Vehicles Available	Pearson Correlation Sig. (2-tailed)	.023 .913	.693 .000	-.498 .011	-.226 .277	-.034 .870	-.463 .020	.257 .215	-.565 .003	.050 .813	.091 .666	-.731 .000	-.264 .201	.583 .002		.259 .211
% of Black Households With 1 Vehicle Available	Pearson Correlation Sig. (2-tailed)	-.139 .506	.335 .102	-.246 .236	-.031 .885	-.132 .530	-.138 .511	-.319 .120	-.019 .928	.050 .812	-.077 .715	-.282 .172	-.412 .041	.707 .000	.259 .211	

*Correlation is significant at the 0.05 level (2-tailed).

**Correlation is significant at the 0.01 level (2-tailed).

Table 5-5

25

Hispanic Neighborhood Correlations Table

		% of Population Hispanic Alone	% of Hispanic Female Household er no Husband Present Family	% of Hispanic School Enrollment Population 3 years and over enrolled	% of Hispanic Grandparents Responsible for Grandchildren	% of Hispanic Educational Attainment Population 25years and over	% of Hispanic with a Graduate or Professional Degree	% of Hispanic High School graduates (includes equivalency)	% of Hispanics with Bachelor's Degree	% of Hispanics Unemployed	Hispanics Mean Travel Time To Work (minutes)	Hispanics Median Household Income (dollars)	% of Hispanic 1-unit Detached Households	% of Hispanic 20 or more units	% of Hispanic Households With No Vehicles Available	% of Hispanic Households With 1 Vehicle Available
% of Population Hispanic Alone	Pearson Correlation		.090	-.108	-.233	-.481	-.285	-.454	-.465	.160	-.027	-.280	-.577	.318	.271	.149
	Sig. (2-tailed)		.625	.557	.199	.005	.114	.009	.007	.381	.882	.121	.001	.076	.133	.417
% of Hispanic Female Householder no Husband Present Family	Pearson Correlation	.090		.000	.060	-.205	.135	-.139	-.145	.063	-.162	-.190	-.150	.082	-.017	.261
	Sig. (2-tailed)	.625		.999	.746	.261	.461	.447	.428	.733	.376	.296	.412	.654	.928	.150
% of Hispanic School Enrollment Population 3 years and over enrolled	Pearson Correlation	-.108	.000		.139	-.001	.431	.274	.180	-.003	-.047	.567	.448	-.482	-.638	-.456
	Sig. (2-tailed)	.557	.999		.447	.997	.014	.129	.324	.986	.800	.001	.010	.005	.000	.009
% of Hispanic Grandparents Responsible for Grandchildren	Pearson Correlation	-.233	.060	.139		.103	-.039	.226	-.020	.028	.555	.216	.492	-.499	-.303	-.655
	Sig. (2-tailed)	.199	.746	.447		.576	.831	.213	.914	.878	.001	.234	.004	.004	.092	.000
% of Hispanic Educational Attainment Population 25 years and over	Pearson Correlation	-.481	-.205	-.001	.103		.113	.398	.319	-.427	.052	.284	.591	-.363	-.075	-.228
	Sig. (2-tailed)	.005	.261	.997	.576		.537	.024	.075	.015	.779	.116	.000	.041	.684	.210
% of Hispanic with a Graduate or Professional Degree	Pearson Correlation	-.285	.135	.431	-.039	.113		.271	.189	-.053	-.322	.397	.100	.024	-.197	-.032
	Sig. (2-tailed)	.114	.461	.014	.831	.537		.133	.300	.773	.072	.025	.587	.895	.281	.863
% of Hispanic High school graduates (includes equivalency)	Pearson Correlation	-.454	-.139	.274	.226	.398	.271		.174	-.073	.202	.567	.463	-.276	-.074	-.233
	Sig. (2-tailed)	.009	.447	.129	.213	.024	.133		.341	.690	.267	.001	.008	.126	.689	.200
% of Hispanic with Bachelor's Degree	Pearson Correlation	-.465	-.145	.180	-.020	.319	.189	.174		-.323	-.033	.342	.441	-.242	-.181	-.142
	Sig. (2-tailed)	.007	.428	.324	.914	.075	.300	.341		.072	.857	.055	.012	.183	.323	.437
% of Hispanic Unemployed	Pearson Correlation	.160	.063	-.003	.028	-.427	-.053	-.073	-.323		.147	-.227	-.290	.149	.162	-.100
	Sig. (2-tailed)	.381	.733	.986	.878	.015	.773	.690	.072		.423	.212	.107	.417	.376	.586
Hispanics Mean Travel Time To Work (minutes)	Pearson Correlation	-.027	-.162	-.047	.555	.052	-.322	.202	-.033	.147		.140	.280	-.333	-.080	-.434
	Sig. (2-tailed)	.882	.376	.800	.001	.779	.072	.267	.857	.423		.445	.121	.062	.663	.013
Hispanics Median Household Income (dollars)	Pearson Correlation	-.280	-.190	.567	.216	.284	.397	.567	.342	-.227	.140		.617	-.439	-.448	-.384
	Sig. (2-tailed)	.121	.296	.001	.234	.116	.025	.001	.055	.212	.445		.000	.012	.010	.030
% of Hispanic 1-unit Detached Households	Pearson Correlation	-.577	-.150	.448	.492	.591	.100	.463	.441	-.290	.280	.617		-.742	-.591	-.595
	Sig. (2-tailed)	.001	.412	.010	.004	.000	.587	.008	.012	.107	.121	.000		.000	.000	.000
% of Hispanic 20 or more units	Pearson Correlation	.318	.082	-.482	-.499	-.363	.024	-.276	-.242	.149	-.333	-.439	-.742		.755	.697
	Sig. (2-tailed)	.076	.654	.005	.004	.041	.895	.126	.183	.417	.062	.012	.000		.000	.000
% of Hispanic Households With No Vehicles Available	Pearson Correlation	.271	-.017	-.638	-.303	-.075	-.197	-.074	-.181	.162	-.080	-.448	-.591	.755		.409
	Sig. (2-tailed)	.133	.928	.000	.092	.684	.281	.689	.323	.376	.663	.010	.000	.000		.020
% of Hispanic Households With 1 Vehicle Available	Pearson Correlation	.149	.261	-.456	-.655	-.228	-.032	-.233	-.142	-.100	-.434	-.384	-.595	.697	.409	
	Sig. (2-tailed)	.417	.150	.009	.000	.210	.863	.200	.437	.586	.013	.030	.000	.000	.020	
% of Population Hispanic Alone	Pearson Correlation															

**Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

Table 5.6

White Neighborhood Correlations Table

		% of Population White Alone	% of White Female Householder, no Husband Present, Family	% of White School Enrollment: Population 3 years and over enrolled in school	% of White Grandparents Responsible for Grandchildren	% of White Educational Attainment: Population 25 years and over	% of White with a Graduate or Professional Degree	% of White High school graduates (includes equivalency)	% of White with Bachelor's Degree	% of White Unemployed	White's Mean Travel Time To Work (minutes)	White's Median Household Income (dollars)	% of White 1-unit, Detached Households	% of White 20 or more units	% of White Households With No Vehicles Available	% of White Households With 1 Vehicle Available
% of Population White Alone	Pearson Correlation		-.302	-.063	-.070	.127	.229	.131	.137	-.347	-.138	.360	.168	-.131	-.385	-.064
	Sig. (2-tailed)		.039	.672	.641	.393	.121	.380	.357	.017	.353	.013	.258	.381	.007	.688
% of White Female Householder, no Husband Present, Family	Pearson Correlation	-.302		-.015	-.060	-.037	-.201	-.042	-.197	.608	.280	-.364	.176	-.180	-.018	-.001
	Sig. (2-tailed)	.039		.918	.689	.804	.175	.778	.185	.000	.057	.012	.237	.225	.902	.993
% of White School Enrollment: Population 3 years and over enrolled in school	Pearson Correlation	-.063	-.015		.026	-.946	-.068	-.408	-.589	.019	-.272	.350	.071	-.402	-.297	-.553
	Sig. (2-tailed)	.672	.918		.860	.000	.650	.004	.000	.897	.064	.016	.636	.005	.042	.000
% of White Grandparents Responsible for Grandchildren	Pearson Correlation	-.070	-.060	.026		-.101	-.040	.073	-.101	-.108	.038	.131	.116	-.081	.173	-.186
	Sig. (2-tailed)	.641	.689	.860		.501	.788	.628	.498	.472	.799	.381	.438	.590	.246	.211
% of White Educational Attainment: Population 25 years and over	Pearson Correlation	.127	-.037	-.946	-.101		.026	.489	.578	-.105	.229	-.352	-.160	.368	.263	.605
	Sig. (2-tailed)	.393	.804	.000	.501		.860	.000	.000	.484	.121	.015	.281	.011	.074	.000
% of White with a Graduate or Professional Degree	Pearson Correlation	.229	-.201	-.068	-.040	.026		-.597	.261	-.186	-.487	.597	-.001	.189	-.144	.051
	Sig. (2-tailed)	.121	.175	.650	.788	.860		.000	.077	.211	.001	.000	.996	.203	.336	.734
% of White High school graduates (includes equivalency)	Pearson Correlation	.131	-.042	-.408	.073	.489	-.597		-.190	-.007	.573	-.486	-.156	-.033	.116	.236
	Sig. (2-tailed)	.380	.778	.004	.628	.000	.000		.202	.961	.000	.001	.294	.825	.437	.111
% of White with Bachelor's Degree	Pearson Correlation	.137	-.197	-.589	-.101	.578	.261	-.190		-.227	-.263	-.010	.069	.336	.157	.325
	Sig. (2-tailed)	.357	.185	.000	.498	.000	.077	.202		.124	.074	.949	.647	.021	.293	.026
% of White Unemployed	Pearson Correlation	-.347	.608	.019	-.108	-.105	-.186	-.007	-.227		.171	-.332	-.047	-.141	-.056	-.095
	Sig. (2-tailed)	.017	.000	.897	.472	.484	.211	.961	.124		.249	.022	.753	.344	.708	.526
White's Mean Travel Time To Work (minutes)	Pearson Correlation	-.138	.280	-.272	.038	.229	-.487	.573	-.263	.171		-.402	.199	-.180	.110	-.044
	Sig. (2-tailed)	.353	.057	.064	.799	.121	.001	.000	.074	.249		.005	.181	.225	.460	.767
White's Median Household Income (dollars)	Pearson Correlation	.360	-.364	.350	.131	-.352	.597	-.486	-.010	-.332	-.402		.129	-.291	-.397	-.512
	Sig. (2-tailed)	.013	.012	.016	.381	.015	.000	.001	.949	.022	.005		.389	.047	.006	.000
% of White 1-unit, Detached Households	Pearson Correlation	.168	.176	.071	.116	-.160	-.001	-.156	.069	-.047	.199	.129		-.423	-.218	-.432
	Sig. (2-tailed)	.258	.237	.636	.438	.281	.996	.294	.647	.753	.181	.389		.003	.141	.002
% of White 20 or more units	Pearson Correlation	-.131	-.180	-.402	-.081	.368	.189	-.033	.336	-.141	-.180	-.291	-.423		.463	.790
	Sig. (2-tailed)	.381	.225	.005	.590	.011	.203	.825	.021	.344	.225	.047	.003		.001	.000
% of White Households With No Vehicles Available	Pearson Correlation	-.385	-.018	-.297	.173	.263	-.144	.116	.157	-.056	.110	-.397	-.218	.463		.300
	Sig. (2-tailed)	.007	.902	.042	.246	.074	.336	.437	.293	.708	.460	.006	.141	.001		.041
% of White Households With 1 Vehicle Available	Pearson Correlation	-.064	-.001	-.553	-.186	.605	.051	.236	.325	-.095	-.044	-.512	-.432	.790	.300	
	Sig. (2-tailed)	.668	.993	.000	.211	.000	.734	.111	.026	.526	.767	.000	.002	.000	.041	

*Correlation is significant at the 0.05 level (2-tailed).

**Correlation is significant at the 0.01 level (2-tailed).

Table 5.7

Bivariate Linear Regression Analysis

All variables were analyzed to reveal a relationship as each relates to race. Only seven (7) datasets tested are discussed below. However all bivariate correlations can be found in Appendix A of this report. The scatter plots and percentage data tables show disproportionately higher social disparities in black and Hispanic neighborhoods than in white neighborhoods –this is no longer an assumption. In addition to analyzing a percentage of the population to relatively be able to infer there is a relation between an independent and dependent variable, the percentage distribution really reveals the proportionality of various social, economic, and housing characteristics tested were much higher in segregated minority neighborhoods (or census tracts) than in white neighborhoods.

Trend line Analysis

The datasets are being observed during a set period of time (2007-2011) the upward, downward, or static (non-changing) trend will also be assessed to better understand the relationships of the data studied.

Table 5-8 R2 Correlation Coefficients for Blacks, Hispanics, and Whites Bivariate Linear Regression

	Blacks	Hispanics	White
Female Heads of Household	3E-05	0.0081	0.0914
Grandparents Responsible for Grandkids	0.0024	0.0545	0.0049
High School Graduates (Includes Equivalency)	0.4015	0.2066	0.0172
Bachelor's Degree	0.0079	0.2165	0.0189
Unemployment	0.0046	0.0257	0.1202
Median Household Income	0.0005	0.0849	0.1216
Households Without Vehicles	0.0005	0.0197	0.1485
School Enrollment	0.191	0.0116	0.004
Educational Attainment	0.1841	0.2309	0.0163
Graduate or Professional Degree	0.003	0.0813	0.0526
Mean Travel Time to Work	0.0672	0.0006	0.0153
1-Unit Detached Households	0.154	0.3325	0.0586
20+ Unit Households	0.0398	0.1014	0.0171
1 Vehicle Per Household	0.0195	0.0221	0.0041

Source: Census Bureau – 2007-2011 American Community Survey Data

Although there may be evidence that social disparities exist at disproportionately greater frequencies in minority segregated neighborhoods, the correlation coefficients as shown in Table 8 above and in the scatter plots in Appendix A show very small relationships between race and the variables tested. In fact, in most cases the relationships in each bivariate analysis was weak or non-existent at best, which basically says race is not a predictor of the variables tested for this research using the bivariate linear regression method. Nevertheless, there is still much to learn from the data analysis conducted in this report (even if it's only used to benefit the local community or DFW region). Because of the high percentage of the social disparities in black and Hispanic neighborhoods in Dallas County, it may be worthwhile to conduct a multiple regression to show if a strong relationship does in fact exist where we can state in fact "X" does predict "Y". Overall, this research shows there is some validity to this assumption but a different statistical testing method may reveal more than the bivariate linear regression analysis was able to show in this research.

Below is a summary for variables tested and analyzed together as "chart groups" for blacks, Hispanics, and whites as shown in Appendix A. The summaries below are provided to interpret the results of the bivariate linear regression. A better illustration and understanding of the results can be interpreted when reviewing the scatter plots in Appendix A.

Female Heads of Household (Appendix A – Chart Group 6-1)

The percentage of population for blacks and Hispanics appears to have no relationship to female heads of households. However, while the data show there is a significantly greater amount of female heads of households in black and Hispanic households than in white households, race does not appear to be a predictor of females who will be the head of the households without a husband present. Furthermore, as the percentage of whites increases the percentage of female heads-of-households decreases. In 2007-2011 there was a decline or a downward trend in predominantly white neighborhoods with female heads-of-households. Black and Hispanic neighborhoods had random distributions of female heads-of-households between 2.5-7.5%. However, black neighborhoods show 8-18% of female heads-of-households in black neighborhoods and the correlation cross-tabulation showed a strong correlation between black female heads-of-household and to multifamily housing and households without vehicles.

While the bivariate regression analysis only shows a small positive relationship (for blacks) it supports the evidence of hardships in minority households that do not exist in white households.

Grandparents Responsible for Grandchildren (Appendix A – Chart Group 6-2)

The “Grandparents Responsible for Grandchildren” dataset was selected because of the high percentage of female heads of households for blacks and Hispanics. Again, the outcome was very random and didn’t really tell me much about the relationships for which I was seeking data. The correlation coefficients showed small positive relationships, black neighborhoods showed random distribution, Hispanics showed a slight decline, and most of the white neighborhoods studied had very little representation in this category and those neighborhoods that did were declining.

High School Graduates (Includes Equivalency) (Appendix A – Chart Group 6-3)

Race appears to have a small positive correlation to the percentage of high school graduates. .04 (for blacks) indicates a small positive relations and .2 (for Hispanics) likewise is an even smaller relationship. However, more interesting is that while there appears to be a wider distribution in black and Hispanic neighborhoods, white neighborhoods has very little correlation but a much high concentration of high school graduates. Furthermore, the trend of high school graduates in black neighborhoods increased from around 20% to over 30% of the population receiving high school diplomas (including equivalencies) 2007-2011. However, Hispanic neighborhoods saw a decline in those with high school diplomas (including equivalencies) from 15% to less than approx. 9% 2007-2011.

Bachelor’s Degree (Appendix A – Chart Group 6-4)

Race does not appear to be an indicator for Bachelor’s Degrees; nevertheless, this data illustrates there is disproportionately higher percentages of whites with Bachelor’s Degrees in predominant white neighborhoods and disproportionately low percentages of blacks and Hispanics with bachelor’s degrees. In fact, it seems that as the percentage of population increases in Hispanic neighborhoods, the percentage of Hispanics with a Bachelor’s degree goes down. Moreover, while some black neighborhoods show 8-12% of the population with a Bachelor’s degree the data shows a decline in Bachelor’s degree holders 2007-2011. With the exception of one Hispanic neighborhood, the percentage of people with bachelor degrees in predominant Hispanics neighborhoods clusters around 4% but shows a downward trend 2007-2011. However, most white neighborhoods have a minimum of 25% of the

population and up to and over 40% in some neighborhoods with Bachelor's degrees. This data supports the school of thought that education contributes to the social disparities in segregated minority neighborhoods.

Unemployment (Appendix A – Chart Group 6-5)

While race does not appear to predict unemployment, the data shows unemployment is much greater in black and Hispanic neighborhoods than in white neighborhoods. However there is a small positive relation in white neighborhoods – as the percentage of population increases the percentage of unemployment decreases. Another interesting fact shown in the chart group 5 in Appendix A is black unemployment is 10% at its peak, Hispanic unemployment is just under 9% relative to the percentage of the population; And although there are more white dominant neighborhoods in Dallas County, the highest unemployment percentage in white neighborhoods is 7%. There are 25 black dominant neighborhoods and 47 white neighborhoods (almost double the number of black neighborhoods in Dallas County) but black unemployment exceeds white neighborhood unemployment by 5%. This data supports the initial assumption in this report that social disparities exist more in segregated minority neighborhoods than they do in white neighborhoods.

Median Household Income (Appendix A – Chart Group 6-6)

Median household income in blacks and Hispanic neighborhoods are significantly lower than in predominantly white neighborhoods. This might have already been an assumption however study sheds light on the quality of life gap that may be experienced in low-income neighborhoods. The highest percentage of median household income in black neighborhoods is \$60K, approx. \$45K in Hispanic neighborhoods and approx. \$250K in white neighborhoods. Race may not predict median household income but the data for Dallas County shows a significant income earning differentiation in these segregated neighborhoods. I also reviewed the average MHI for all segregated black, Hispanic, and white neighborhoods and the results are as follows:

- \$27,624 (black MHI)
- \$32,927 (Hispanic MHI)
- \$125,914 (white MHI)

This data shows median household income is disproportionately lower in segregated minority neighborhoods than in white neighborhoods.

Households Without Vehicles (Appendix A – Chart Group 6-7)

I wanted to observe this data because one school of thought for this research is social disparities are related to place or location. Assuming transportation may be correlated to income and possibly predicted by race the relationship between race and households without vehicles was tested. The results in the data reveal there is no relationship between these variables (race and households without vehicles). There is a small correlation coefficient that shows as the percentage of population in white neighborhoods increase the percentage of whites without vehicles decreases. There seems to be no relationship in black and Hispanic neighborhoods but there is still a much higher percentage of blacks and Hispanics without vehicles overall than in white neighborhoods.

Outliers Explained

Upon review of the bivariate linear regression scatter plots there were some outliers that needed further investigate and explanation. Census Tract 168.04 created an outlier where the population is 85% black and the percent of black residents with a bachelor's degree is 12%. When looking at the spatial distribution map, census tract 168.04 is south of the red circle, which identified the cluster (look for the red dot above 168.04 for details). Although this is a black neighborhood, these residents are in a suburban community. Out of all the black neighborhoods, this "tract" also has the highest median household income of \$59,676. It's pretty clear that the preconceived assumptions of what is associated to segregation is more likely to occur in segregated minority neighborhoods that are clustered, concentrated, and centralized in "hyper-segregated" areas.

Census Tract 4.06 created an outlier where the population is 83% Hispanic and the percentage of Hispanics in this one area with graduate or professional degrees is 7% as it compares to all other Hispanic neighborhoods with graduate degrees of 0-2% at the highest. The question is: what makes this area special or unique? Census tract 4.06 is clustered in close proximity to other Hispanic neighborhoods but it also borders predominantly white neighborhoods. I think this outlier supports the class and place-based association theory. The same can be said for the census tract 43 with 81% population and 7% of

the Hispanic population with a Bachelor's Degree. Tract 43 is in a cluster (circle on the map) but is in close proximity to a diverse and/or white neighborhood.

Last are the various anomalies revealed in predominantly white neighborhoods. There appears to be the norm rather than an extreme variance to the norm. There are five (5) census tracts I will discuss with outliers. Census tract 178.12 is 81% white with female heads of household at 8% - this neighborhood is in east Dallas County and outside of the white neighborhood cluster. Census tract 193.02 is 84% white with 75% of the population enrolled in school. Since school enrollment is for public school this outlier can be explained by the location. This census tract is located in the affluent community University Park. Census tract 206 is 94% white and has 2% of grandparents who are responsible for their grandchildren. This statistic is an outlier but after looking at the area on the map, there were some unique features that can explain the anomaly. The street design and the number of single-family detached homes imply large lots with large homes. In addition, the median household income of \$245,750 implies this is a very affluent area. These circumstances may indicate generationally wealthy families with generations residing within the same household. Census tract 140.02 is 100% white with 32% of the population completing high school; this area is located in west Dallas County and borders Denton County (most-likely the Richardson area) since SH 75 runs through the neighborhood. Last, census tract 136.07 is 84% white and has an unemployment level of 7%. 7% was the highest unemployment rate for all white census tracts and the area is located in north Dallas. A further investigation of the occupations of residents in this area could reveal and clarify more about this outlier.

Recap on Literature Review to Shed Light on Findings

Race

Thinking back to my race based theorist, it seems this research lends validity to the fact that race is an indicator of social disparities to a large degree and this appears to be the case regardless of the location. Even highly educated blacks (much less than Hispanics) were shown to live in much more diverse neighborhoods and in fact as numbers for degree holders or educated blacks increased, the neighborhood (or census tract) lost its homogeneity and in fact became a more diverse neighborhood – the percentage of blacks decreased. This means more educated minorities (particularly blacks) choose to live in neighborhoods that are not predominantly black. Thinking back to *White Flight Revisited*, which

investigates ethno-racial neighborhood composition which ultimately states blacks are less likely to move based on ethno-racial composition. However, Wacquant and Wilson state, “Not finishing secondary education is synonymous with economic redundancy.” (Wacquant and Wilson, 1989, pg. 130) According to Wacquant and Wilson, the finding in Dallas County black neighborhoods may be an indicator that as blacks become educated they leave “the neighborhood” or the “black community” leaving others behind thus depriving them from the experience of educated (advantaged) blacks.

Class

Douglass Massey states, “Despite the fact that a large share of African Americans continues to be segregated involuntarily on the basis of race, thinking within the policy establishment has drifted toward the view that race is declining in significance and that black poverty is largely a class-based phenomenon.” (Massey, 1994, pg. 471) The spatial distribution of black, white, and Hispanics in Dallas County as shown in Map 1 shows that these race “clusters or concentrations” as also aggregates of social class. While I agree with Douglass Massey that class is a strong implication of what is going on and it’s becoming equally significant to race, I have a hard time differentiating income and education of blacks from an investigation of class-based segregation.

Place

The evidence of disproportionate socioeconomic variables in segregated minority neighborhoods over others is profound. So what does this say about race as it relates to social disparities? Do black and Hispanics in their segregated neighborhoods experiences lower median income, higher unemployment and lower educational attainment? Yes. Are income, employment, and education all correlated to race at some degree? Yes. This research reveals a reality about Dallas County – segregated black and Hispanic neighborhoods experience disparities more than whites in that their household income is astronomically higher for whites than minorities; unemployment is much higher for minorities than for whites, and advanced post-secondary degrees are more likely to be a reality for whites than minorities.

Upon looking at the data, I noticed there were some areas that clustered, somewhere spread out but most minority neighborhoods were located or clustered in many cases. The article “The Geography of Exclusion: Race, Segregation, and Concentrated Poverty” points to the idea that races that are

segregated (minorities) often also isolate or concentrate poverty or social disparities. This association is evident in the median household income variable – it is evident in many others but this one is most significant. In black segregated neighborhoods, the highest median household income was \$60,000, Hispanics was \$45,000 in neighborhoods with the population of 80% or higher but in white neighborhoods the median household income for some isolated areas was in excess of \$250,000. The discussion of median household income is important because it is indicative of the type of housing available, where the housing will be located, and ultimately the type of neighborhood in which a family might reside. It is important to note that research suggests that social immobility and isolation is a problem and an issue in segregated minority neighborhoods. This information begs the question: if the issue is apparent why isn't it addressed. One interesting comment noted in a race-based article in the literature review is in the article "White Flight" is that whites have become more tolerant since the 1950's of other minorities. However, economic factors such as income separate people from certain types of housing, schools, and social upward mobility. Does that mean that income is a driving factor? Maybe in some cases, (although this was not tested for the purposes of this research income as a driving force or predictor was not assessed). Nevertheless, this research does give some validity to the argument that social disparities experienced in black and Hispanic neighborhoods are a result of location and circumstance. It would be interesting to ascertain what black, Hispanic, and white individuals take into consideration when choosing a place to live, work, and play. A person's home influences many aspects of one's life so it would be interesting to explore this to see if (due to comfort level) whites and minorities feels more comfortable living amongst their own race.

Education

Education was an interesting dataset to study. American Community Survey data breaks education data out several ways. For the purposes of this research, high school attainment, school enrollment, and the acquisition of high school, bachelor, or graduate degrees were all observed. Data that was too broad to test was not analyzed but provided for reference as needed. However, this research looks high school graduates, as well as those with bachelors and graduate or professional degrees. I was surprised there was not a stronger relationship between these statistics and race. However, I was not surprised there were lower degrees earned in minority neighborhoods than in white

neighborhoods. Due to this reason, statistics were higher for blacks because it incorporated equivalency program completions. For the most part, this research supports the claims of my literature review to a large degree. Ultimately, education seems to be an outcome and not necessarily a cause. However, education should not be overlooked as it relates to quality of life and future possibilities for a family or an individual to be able to change living conditions and social class as a result of many factors despite race.

Income

Clark and Ledwith's article on income and how it influences neighborhood choice really shed light on this research. There was no finding more profound than the dramatic gap between median household income for whites over black and Hispanics. Even though research suggests there are more factors taken into consideration the profound impact of income cannot be ignored.

The Black Viewpoint

William Oliver makes a powerful argument that at the end of the day, same race people groups' self-identity and socialization or a race group's ideological perspective has a profound impact on the quality of life experiences in predominant minority neighborhoods. This research does not prove or disprove this perspective but I think it makes a sound argument for areas where blacks and minorities (presumptuously disadvantaged) stay in their neighborhoods or choose to live together. There are certain cultural experiences, such as language, music and vernacular that creates a sense of community. And these cultural experiences, which may be perceived as an enriching "neighborhood experience" may be more valuable to a race groups "way of life" than living in a "more diverse" "less socially disparate" neighborhood that does not connect with the cultural soul or heart-beat that is unique to race or ethnic group.

Diversity

As I stated before, there are many neighborhoods that were diverse and balanced. The article Growing Diversity Among America's Children and Youth: Spatial and Temporal Dimensions highlights a reality that in another 30 years or so whites will be the minority and current minority groups will likely be the majority (Hispanics, Asians, and blacks). One interesting trend to watch will be to view these predominantly black, white, and Hispanic neighborhoods and assess their change every five (5) years to ascertain whether or not they are becoming more diverse, which racial demographic is changing the

fastest, and mapping the changes to show the spatial distribution changes and where migration or “out-migration” is occurring would be a fascinating study to watch transform overtime in Dallas County.

Conclusions

The idea of segregating data seems inconsequential and arbitrary. However, when data is grouped according to race and region, it tells a fascinating story about an area. I discovered there were some areas of Dallas County that I labeled as “curious tracts” that were almost evenly split 33% for blacks, whites, and Hispanics. I wanted to investigate what makes this area so well diverse – the percentage of income and education may be contributing factors to balanced and diverse neighborhoods. Further, does access to employment centers or perhaps access to roads impact segregation? Do people who work for certain industries from diverse backgrounds all live in these census tracts? Or perhaps are these census tracts close to schools, colleges, or universities that would make a difference in the make-up of the census tract. Regardless, segregation analysis coupled with spatial analysis is something that should become a practice in both an academic and professional planning world. I do not think we realize the clustering of social disparities until we see it represented spatially. Decision-makers may start to feel differently about the perception of their city or county if they knew how areas in their jurisdiction look appear to the rest of the world – which in some cases in this research is isolated, poor, and uneducated.

This research has much to say about segregation and social class, such as:

- Minority neighborhoods have much higher unemployment
- Minority neighborhoods have fewer bachelor’s degree earners than white neighborhoods
- Minority neighborhoods have disproportionately lower median household income than white neighborhoods.

Basically, social class is delineated on the basis of income and this research shows a significant differentiation between black, Hispanic, and white median household incomes. This factor (income) alone will always separate race and social class groups. Income, coupled with education will ensure areas remain segregate and experience social immobilization.

Implications for the Planning Profession

In “The Geography of Community” Professor Jerry Frug suggests planning plays a role in the outcome of segregated neighborhoods. As previously stated, Professor Frug suggests city zoning

practices strive to concentrate the “better kind” of commercial and residential uses in particular city neighborhoods. The state of Texas does not require or enforce inclusionary zoning practices; however affordable housing practices and federal mandates such as the Fair Housing Act has incentivized practices that has improved conditions considerably for minorities. However, if that is the case, why are we still discussing segregation? I think based on the research and the findings revealed in this study, there is much more than regulation and planning practices that drive segregation. One factor that cannot be legislated is human behavior and choice. As revealed in the research, income and education as it translates to class is a huge motivator for how, where, and whom among people choose to live. Drawing on collaborative public-private partnerships and leveraging resources such as low-income housing tax credits, which offers big incentives for private developers and builders to build quality housing in specified locations for low-income individuals is another way the planning profession can help address segregation.

Final Recommendations

The recommendations for this research are based on three primary premises: awareness, ongoing research and analysis, and social engagement.

Awareness

It would be beneficial for Dallas County and the localities within Dallas County to receive an executive summary of this research containing and overview of relevant literature on the subject matter, as well as the analysis method, findings, conclusions and recommendations for this research. Creating a level of awareness may inform and enlighten decision-makers in a way that may motivate efforts to improve conditions in segregated neighborhoods. Awareness may also motivate collaborative efforts for social services, educational institutions, faith-based groups, the business community and government entities to work together to bring about effective change in segregated areas experiencing social disparities. This research can be used as a guide to identify areas and disparities that need to be addressed. Every area has unique circumstances and needs but this research – when placed in the right hands – could lead to positive change.

Furthermore, creating awareness with decision-makers could also lead to opportunities to leverage resources. For example, an article published on April 12, 2013 by the American Planning Association highlighted President Obama’s proposed “promise zones” Choice Neighborhoods program

expansion. This article states, “the ‘Promise Zones’ initiative will target an array of resources across a broad range of agencies on designated high-poverty neighborhoods...Building on the success of the Strong Cities, Strong Communities program, Promise Zones will provide 20 communities with assistance to help localities coordinate and leverage federal, state, and local resources, maximizing the impacts of federal funding.” (Tess Hembree, Policy Manager, Advocacy Associates – APA) This is a current example of how this research could be target-marketed into low-income segregated neighborhoods to help improve conditions. Another feature of the ‘Promise Zones’ program is that it *promises* to strive to tear down derelict properties and fill in mixed-income development. The suggestion of mixed income development supports the idea that social accessibility or desegregation can help improve an area as well as the quality of life for the lower income individuals in the area. Social disparities are likely to be much less in environments with individuals with higher educational attainment and higher income.

Ongoing Research and Analysis

The findings in this research reveal a great deal about Dallas County but there is much more of the story that has not been told. Furthermore, conducting a multivariate regression analysis might show a much greater correlation than the bivariate analysis. Additionally, this research proved how preconceived notions can be wrong and being uninformed and uneducated often leads to dissension in communities, workplaces and classrooms. More importantly, ongoing research of Dallas County will lend a trend analysis to show how segregated neighborhoods in Dallas County are changing over time. If the UTA research institute is willing to support this research, I would be willing to continue the analysis. It’s a valuable contribution to the DFW region and a testament to the quality of work and the investment in research that UTA provides to the community it serves.

Social Engagement

If a summary of this work is provided to the United Negro College Fund (UNCF) and to the League of United Latin American Citizens (LULAC) the impacts could be astounding. I have worked with these organizations in my physical and social neighborhood revitalization efforts as a professional community services planner for the City of Plano and I know they are always seeking to identify areas of a community that need support to improve quality of life. Both of these organizations strive to improve the social, economic, and housing conditions as well as the influence of blacks and Hispanics in the

community. As a result, if these organizations targeted their efforts in areas where there are significant social disparities in Dallas County, we could see change and could also analyze the impacts of using research to identify a problem or concern and the outcomes or changes if and when resources are targeted to a specific area to address specific needs over a period of time.

Combined, awareness, ongoing research analysis, and social engagement are recommendations that will continue to give back to the community.

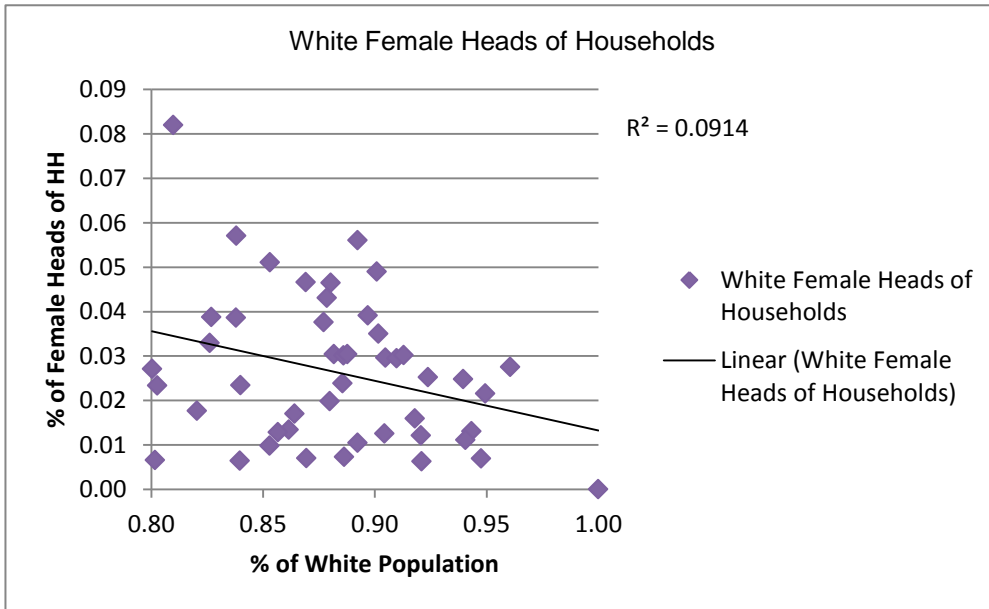
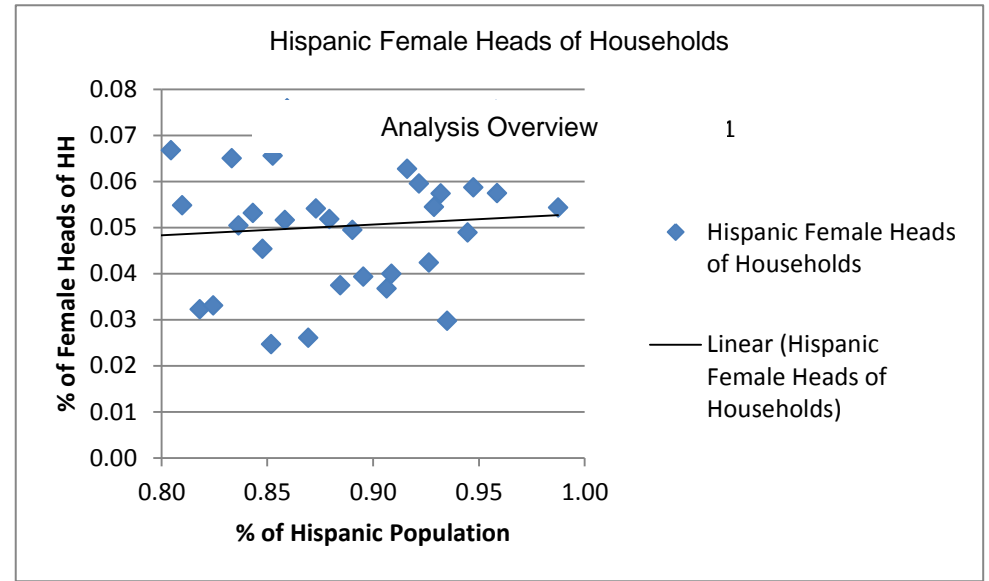
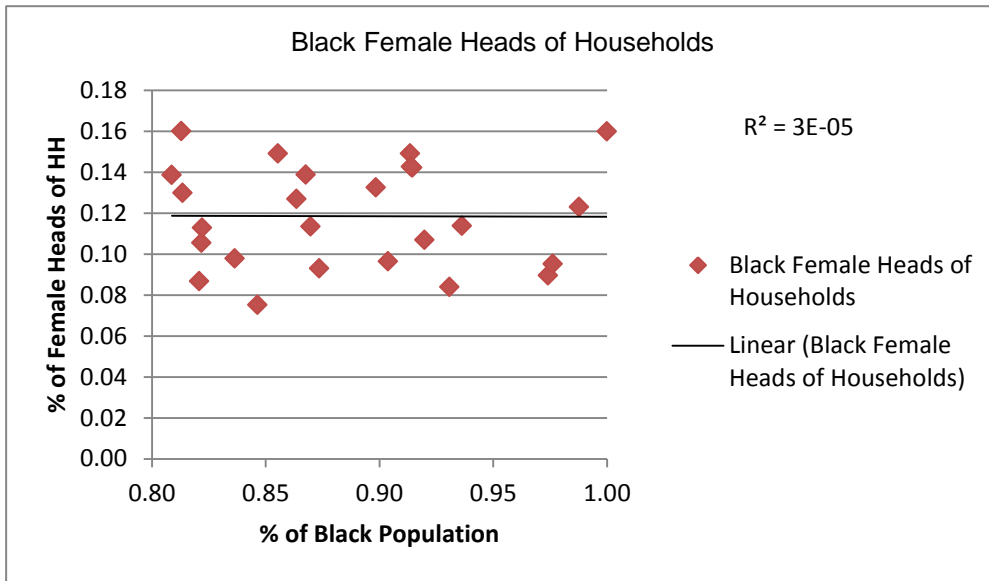
Closing Thoughts

I came into this research with many wide-eyed recommendations about how to fix things and how to partner to solve problems, and how to use homogeneity as strength instead of seeing it as a weakness. While I still hold to this optimistic perspective, I think it is wise and fair to state this is not unheard of; in fact, I am sure decision-makers think of this every day. Nevertheless, the goal of an academic using fact to dispel fiction and get to the heart of the matter should always be focused on seeking the truth in any matter and trying to understand what is actually taking place to ultimately contribute a sound recommendation to the communities we serve.

Appendix A

Data Analysis: Scatter Plots

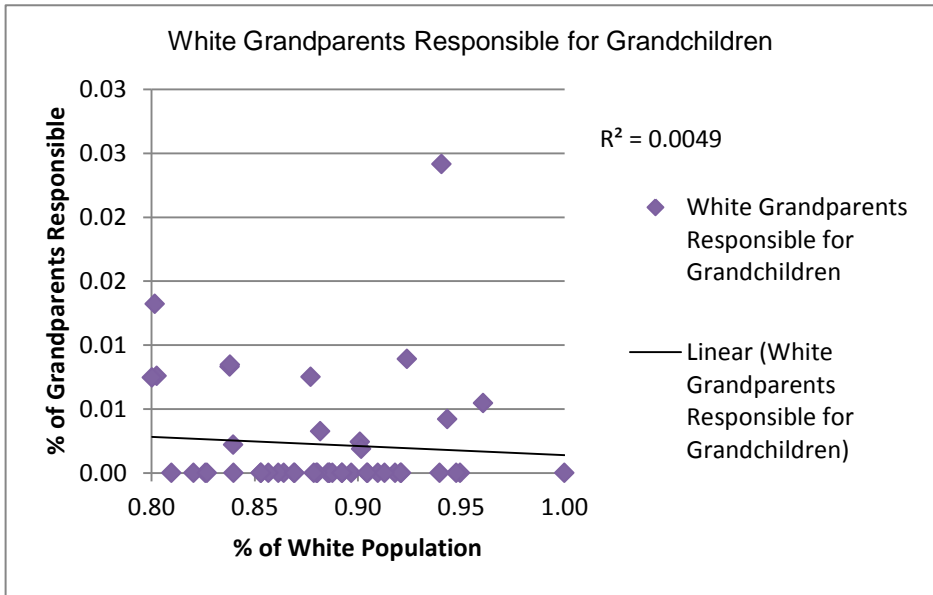
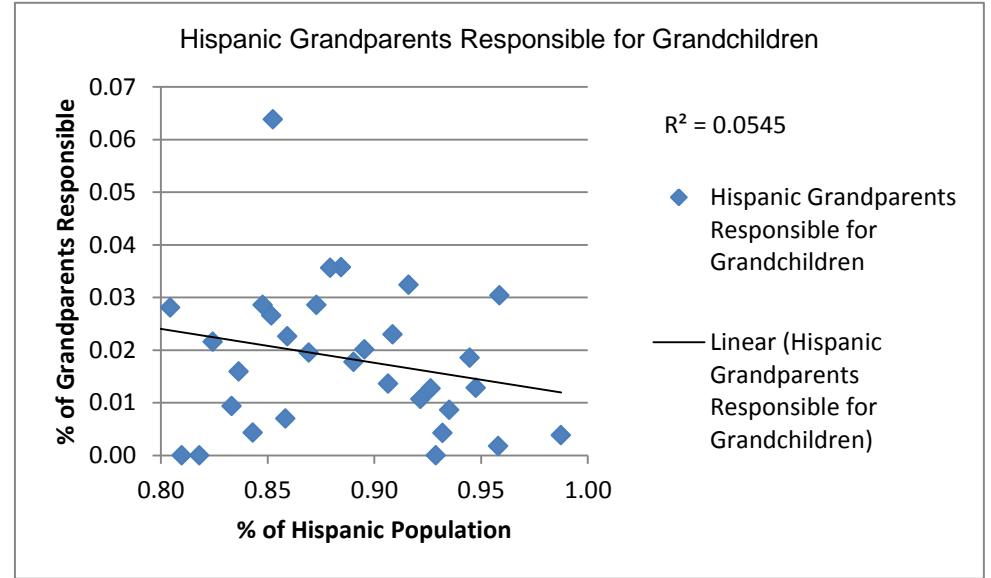
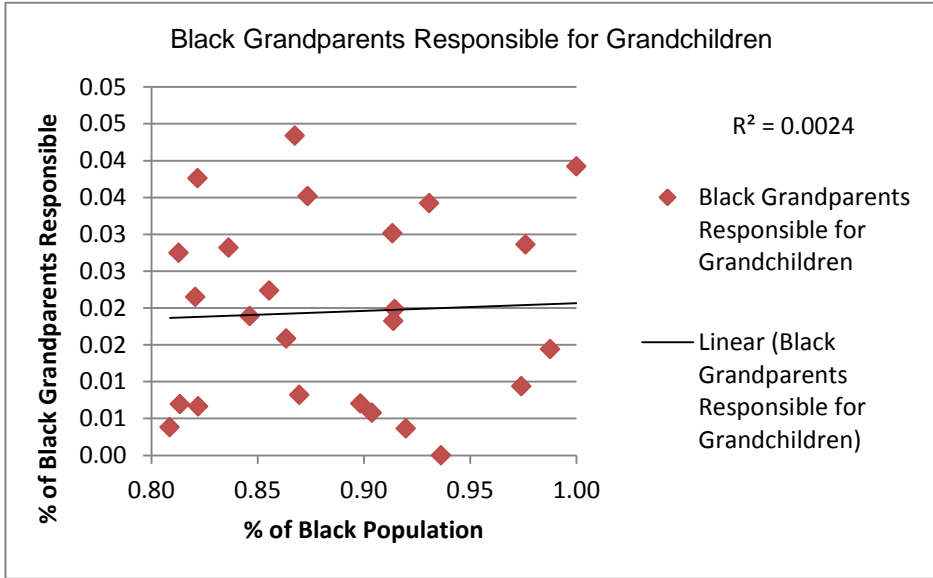
ACS 2007-2011 Social Characteristic Data
 Female Head of Household (No Husband Present) (Chart Group 1)



Analysis Overview

The percentage of population for blacks and Hispanics appears to have no relationship to Female Heads of Households. However, while the data show there is a significantly greater amount of female heads of households in black and Hispanic households than in white households, race does not appear to be a predictor of females who will be the head of the households without a husband present. While the scatter plot lends to this assumption, there is no strong relationship indicating race will predict this variable (female head of household).

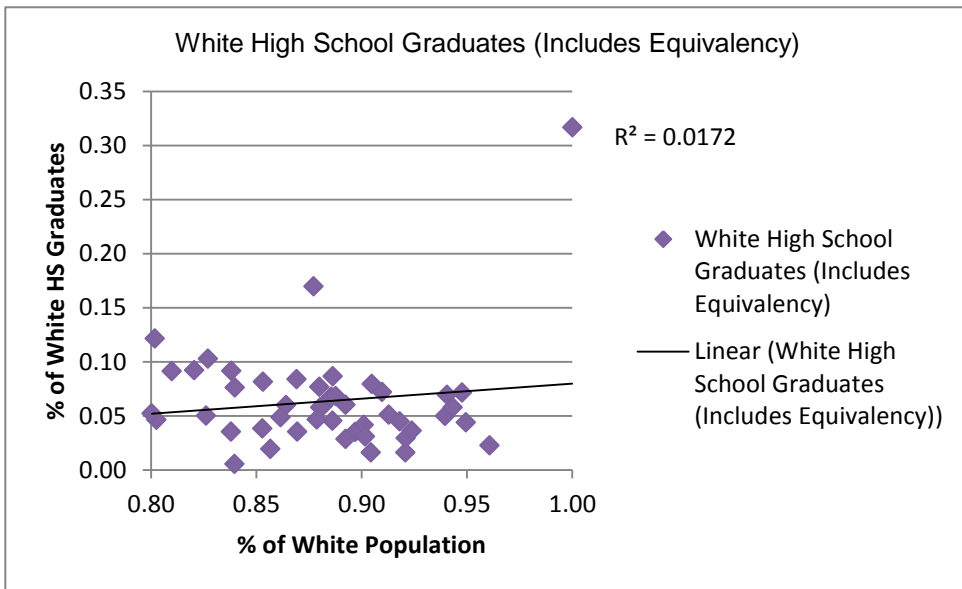
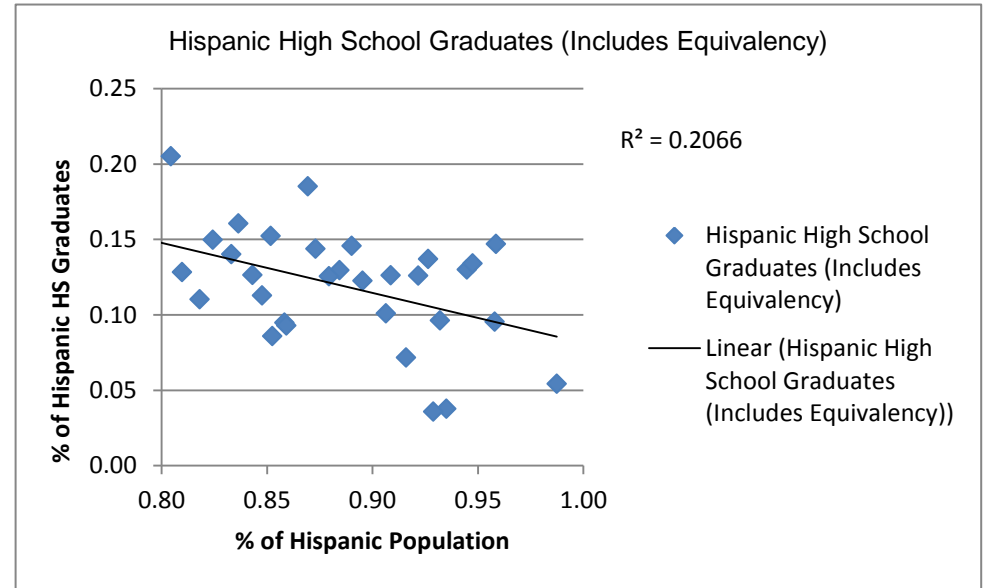
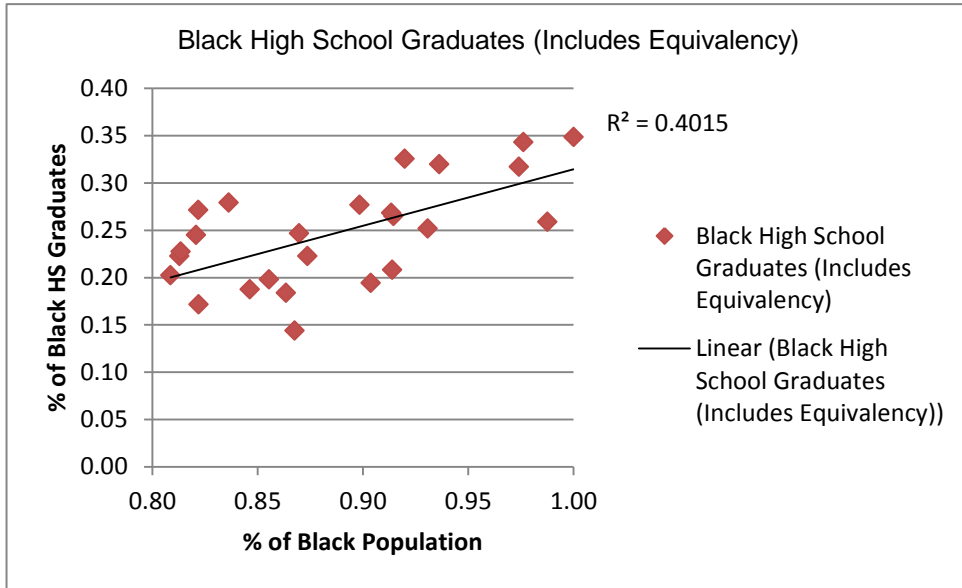
ACS 2007-2011 Social Characteristic Data
Grandparents Responsible for Their Grandchildren (Chart Group 2)



Analysis Overview

I chose to look at the "Grandparents Responsible for Grandchildren" data set because I made an assumption that since there was such a strong relationship between race and female heads of household this data set would too show a strong relationship. However, to my surprise there is little to no relationship for any race.

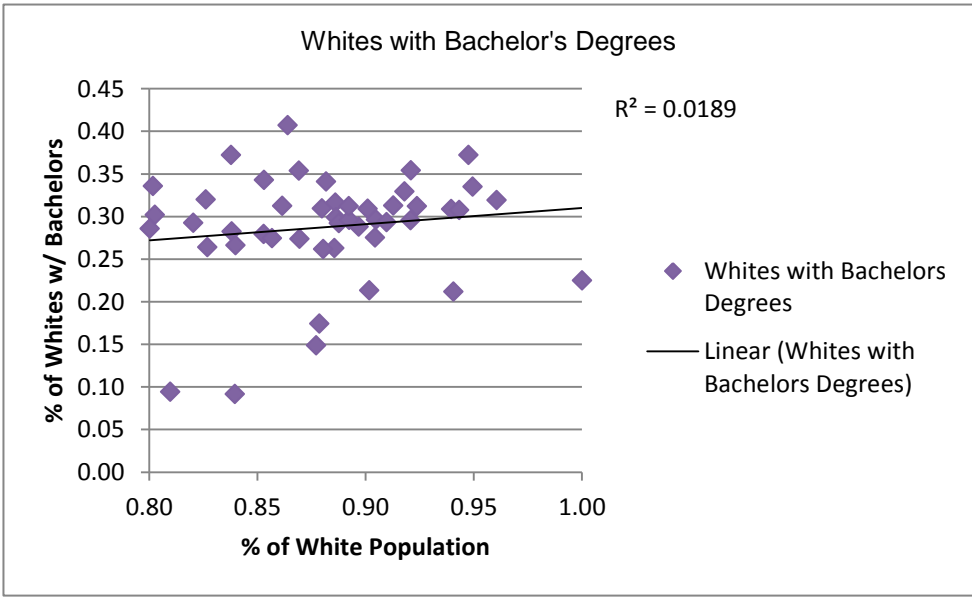
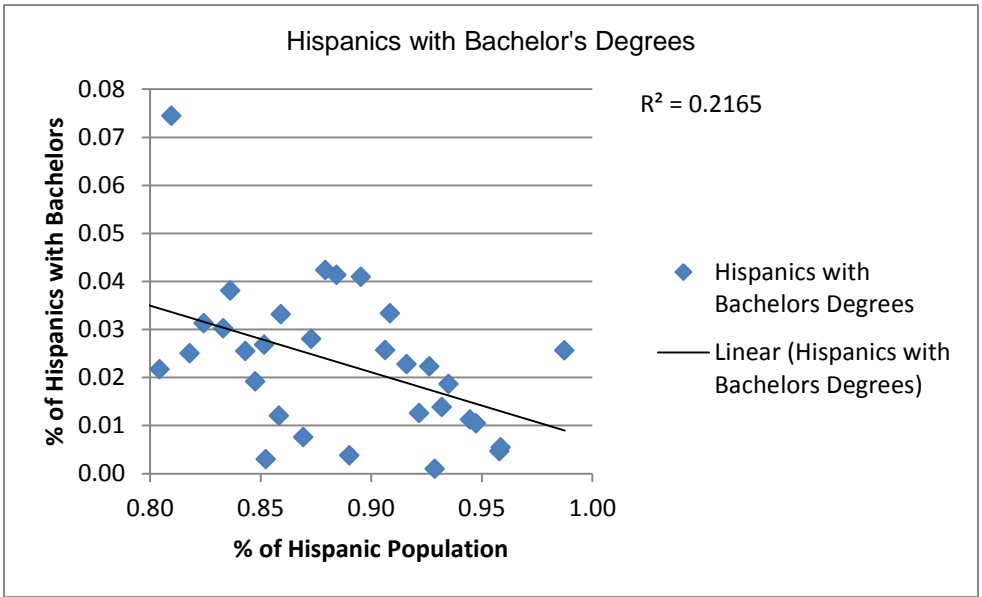
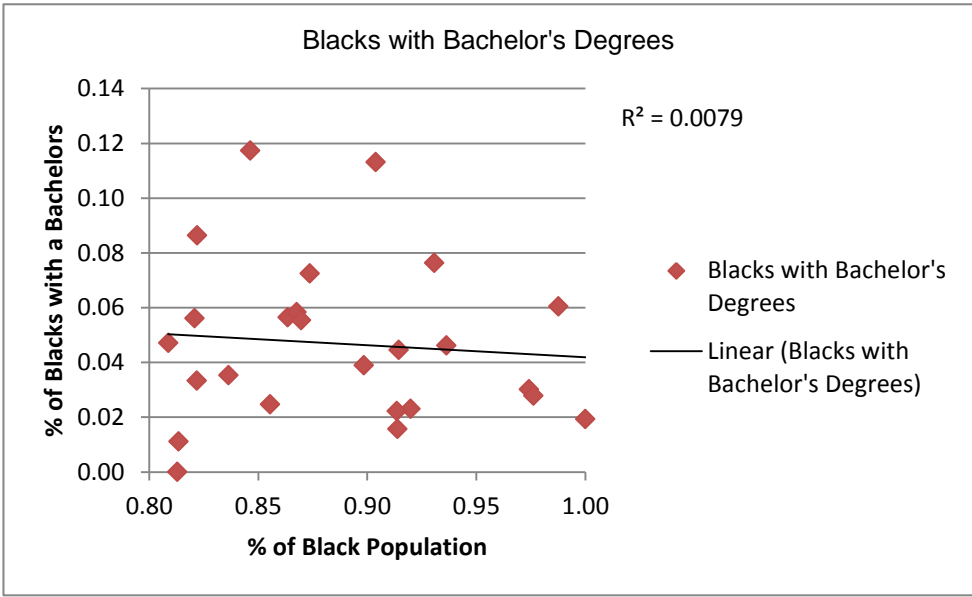
ACS 2007-2011 Social Characteristic Data
High School Graduates (Chart Group 3)



Analysis Overview

Race appears to have a small correlation to the percentage of HS graduates. .04 indicates a small positive relationship and .2 likewise is an even smaller relationship. However, more interesting is that while there appears to be a wider distribution in black and Hispanic neighborhoods, white neighborhoods have very little correlation but a much high concentration of HS graduates. I think it is fair to assume that the increase in the % of population in black neighborhoods related to an increase in the % of HS graduates because equivalency completion is a part of the statistics.

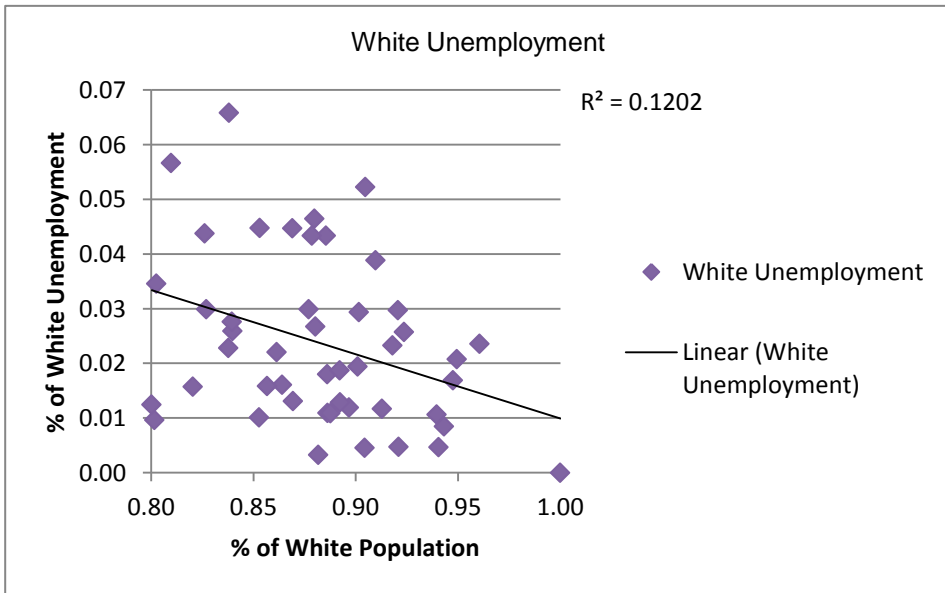
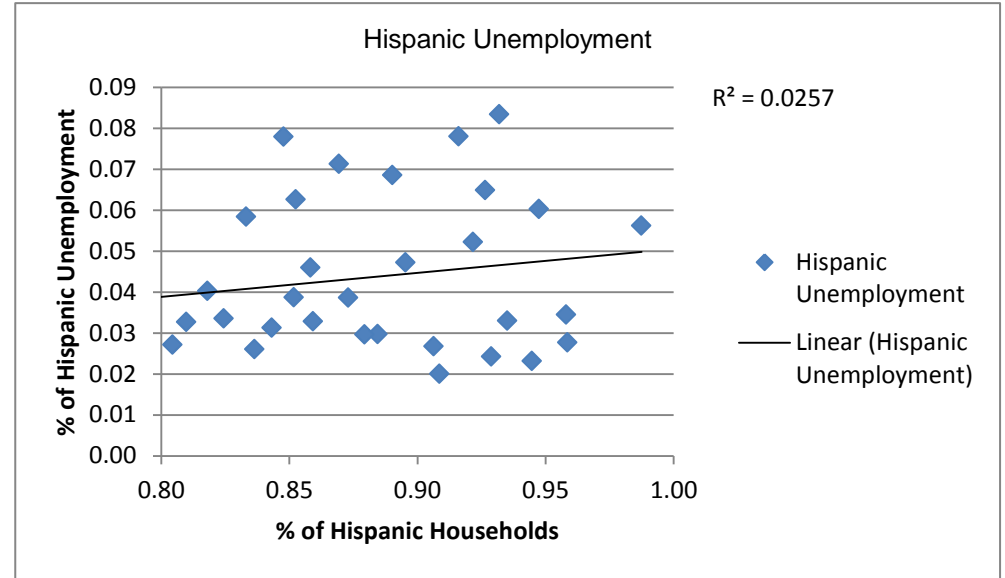
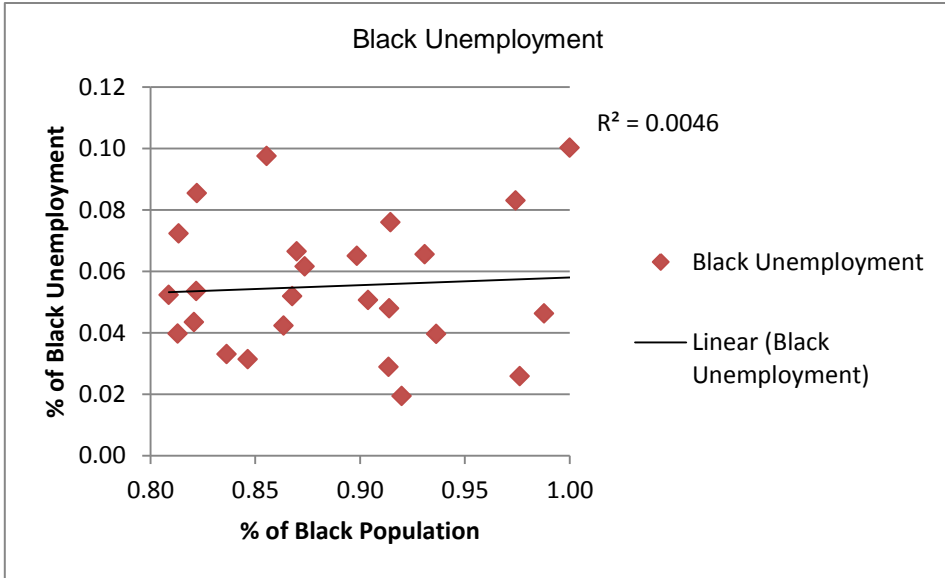
ACS 2007-2011 Social Characteristic Data
Bachelor's Degree (Chart Group 4)



Analysis Overview

Race does not appear to be an indicator for Bachelor's Degrees; nevertheless, this data illustrates there is disproportionately higher percentages of whites with Bachelor's Degrees in predominant white neighborhoods and disproportionately low percentages of blacks and Hispanics with Bachelor's Degrees. In fact, it seems that as the % of population increases in Hispanic neighborhoods, the percentage of Hispanics with Bachelor's Degrees goes down.

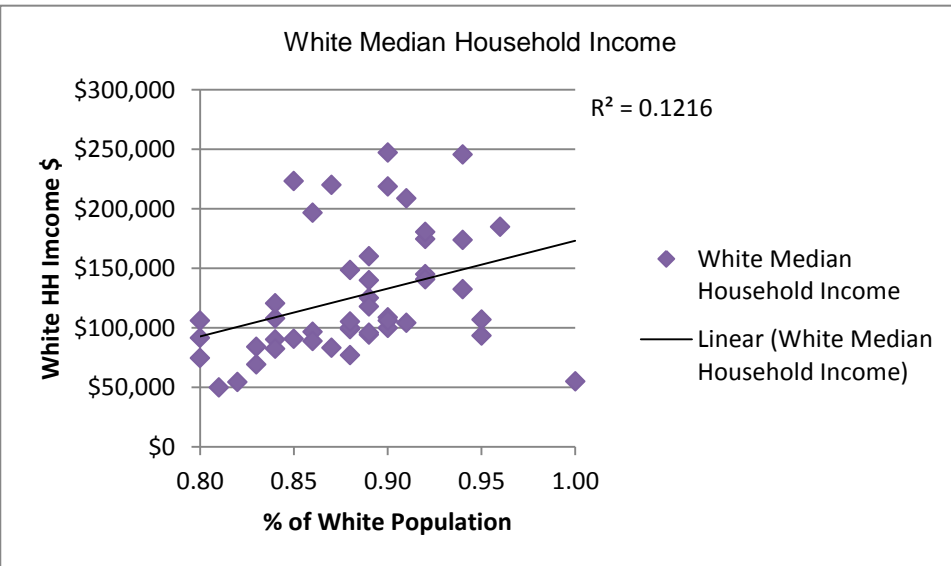
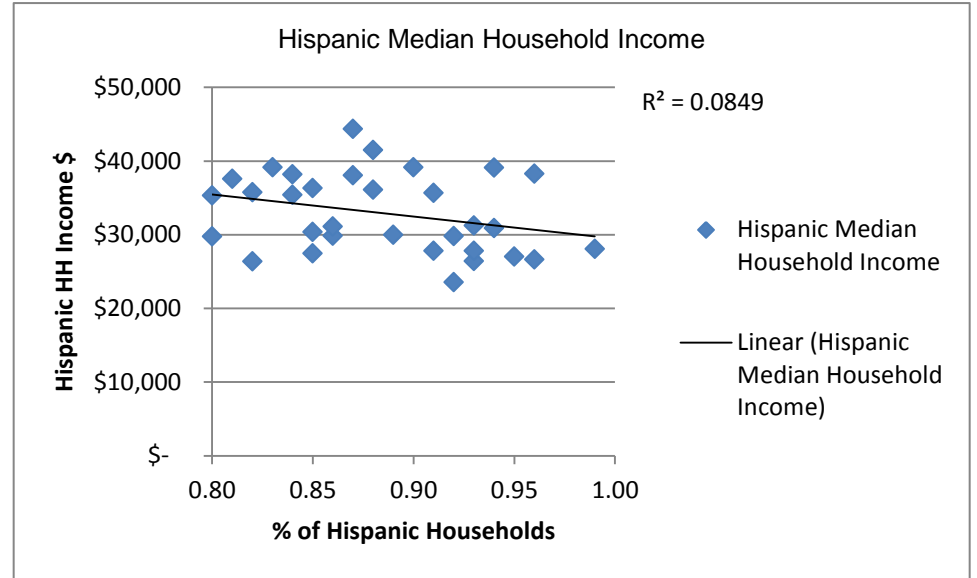
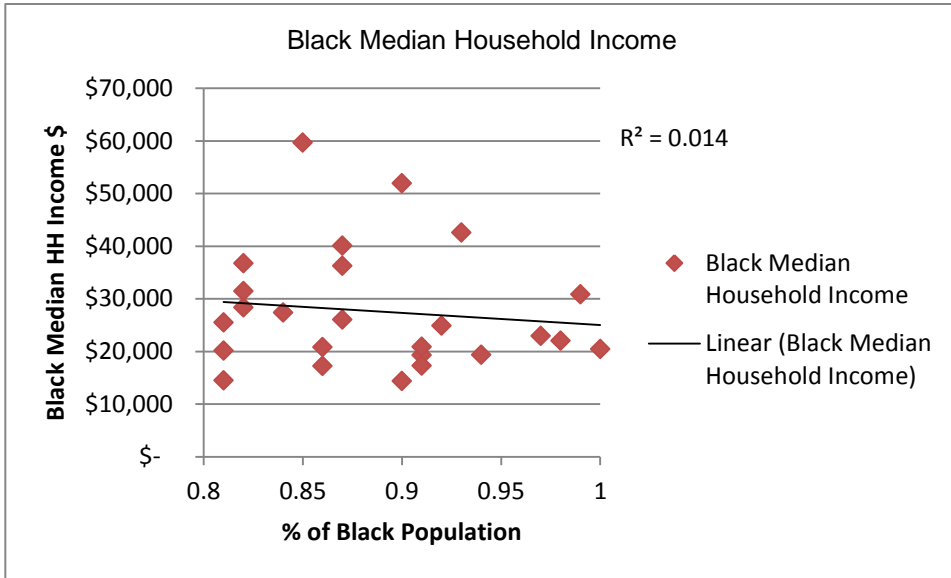
ACS 2007-2011 Economic Characteristic Data
 Employment Status: Unemployment (Chart Group 5)



Analysis Overview

While race does not appear to predict unemployment, the data shows unemployment is much greater in black and Hispanic neighborhoods than in white neighborhoods. However there is a small positive relation in white neighborhoods – as the % of population increases the % of unemployment decreases. Another interesting fact shown in these charts is black unemployment is 10% at its peak, Hispanic employment is just under 9% relative to the % of population, and although there are more white dominant neighborhoods in Dallas, County, the highest unemployment % in these neighborhoods is 7%. There are 25 black dominant neighborhoods and 47 (almost double) the number of white neighborhoods in Dallas County but black unemployment exceeds white neighborhood unemployment by 5%.

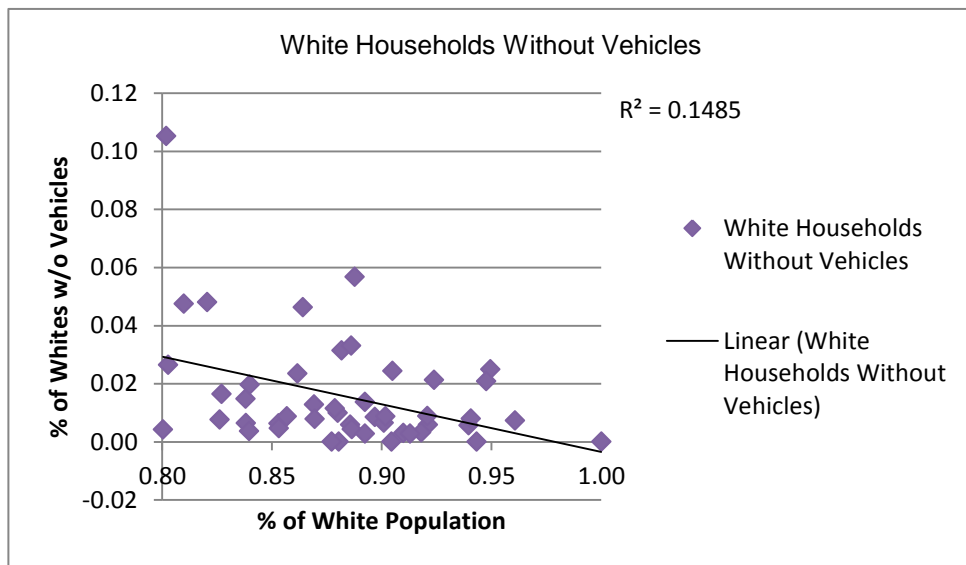
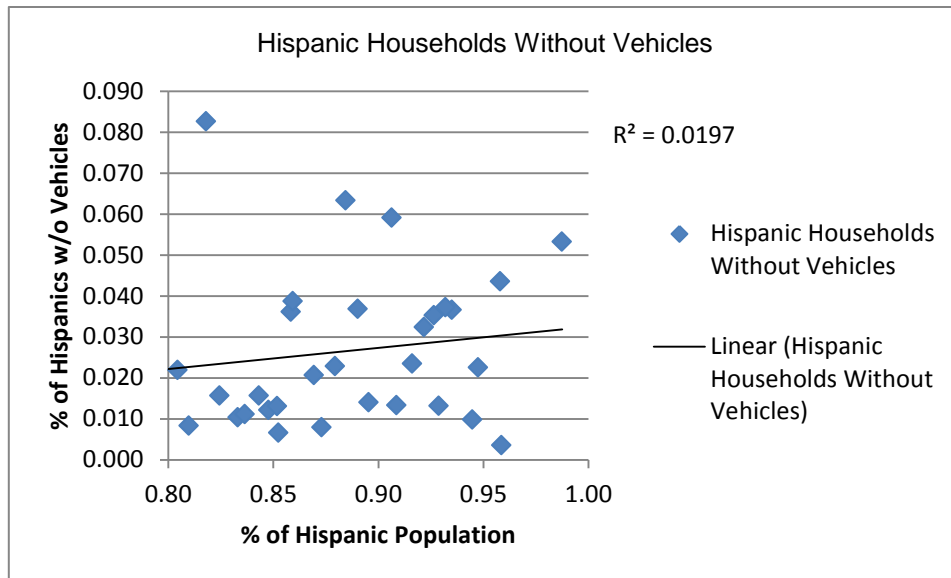
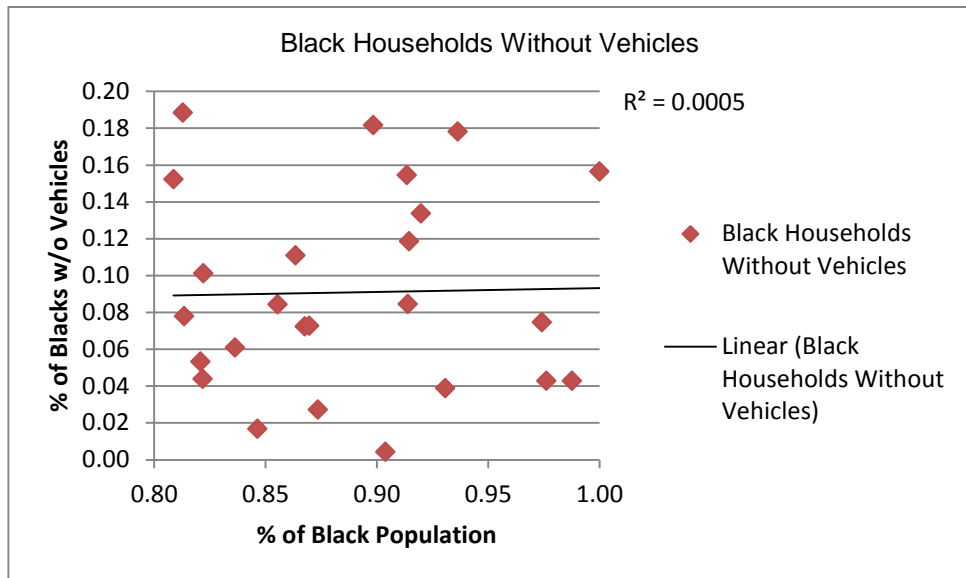
ACS 2007-2011 Economic Characteristic Data
 Median Household Income (Chart Group 6)



Analysis Overview

Median household income in blacks and Hispanic neighborhoods are significantly lower than in predominantly white neighborhoods. This might have already been an assumption however; this data sheds light on the quality of life gap that may be experienced in low-income neighborhoods. The highest % of MHI in black neighborhoods is \$60K, approx. \$45K in Hispanic neighborhoods and approx. \$250K in white neighborhoods. Race may not predict MHI but the data for Dallas County shows a significant income earning differentiation in these segregated neighborhoods.

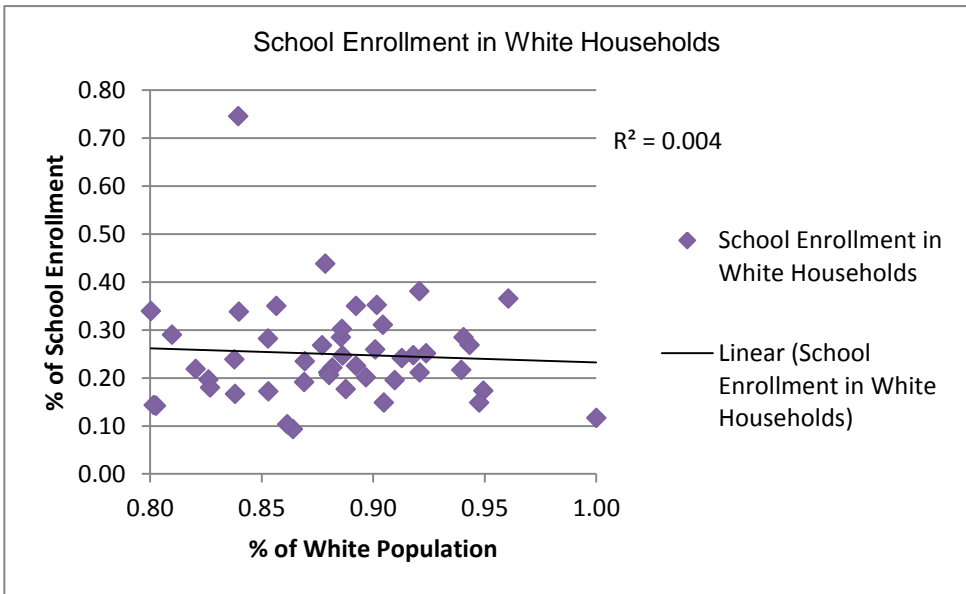
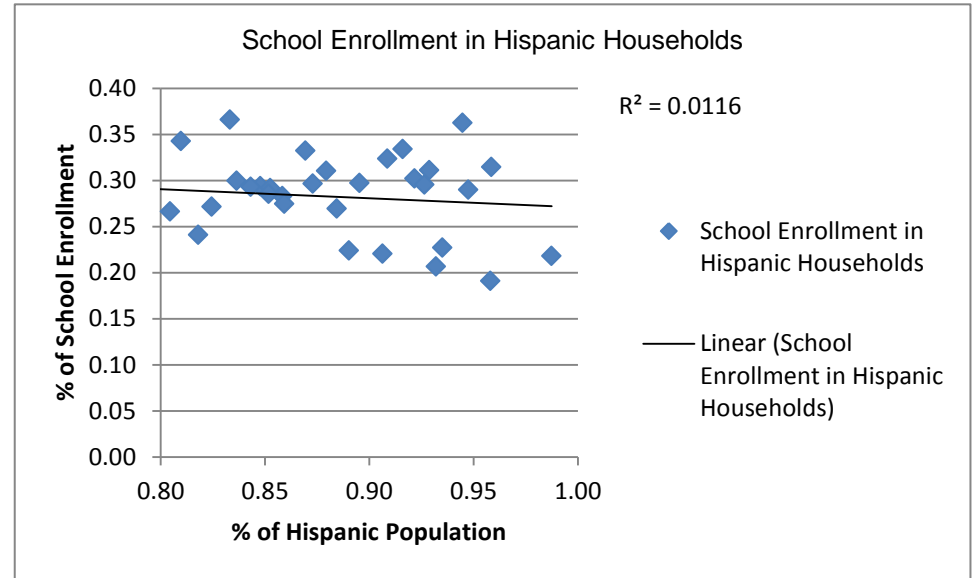
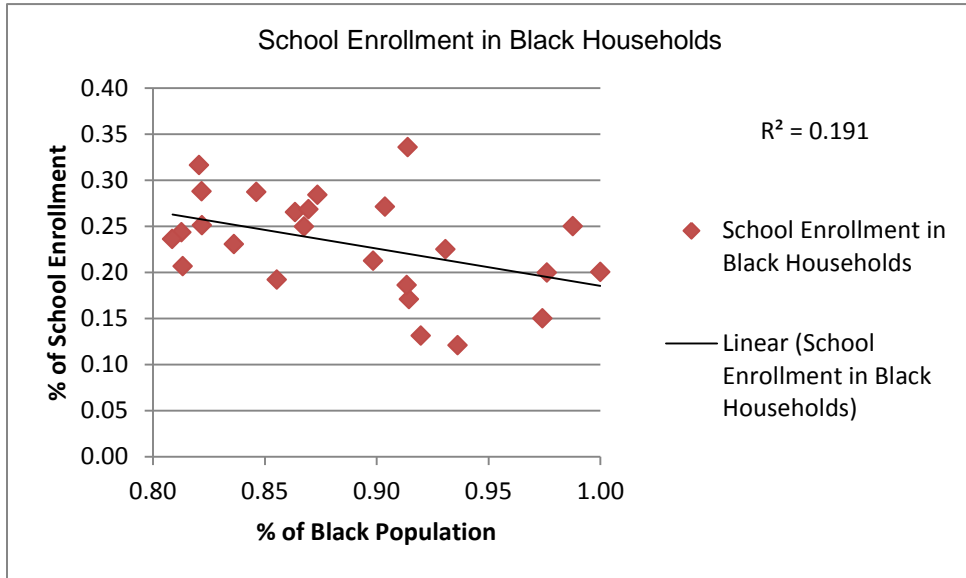
ACS 2007-2011 Housing Characteristic Data
Households with No Vehicles Available (Chart Group 7)



Analysis Overview

I wanted to observe this data because I assumed transportation was related to income and possibly predicted by race. However, this data shows that is not the case. There is a small relationship that shows as the % of population in white neighborhoods increase the % of whites without vehicles decreases. While there is only a small positive correlation, it does exist. There seems to be no relationship in black and Hispanic neighborhoods but there is still a much higher % of blacks and Hispanics without vehicles overall than in white neighborhoods.

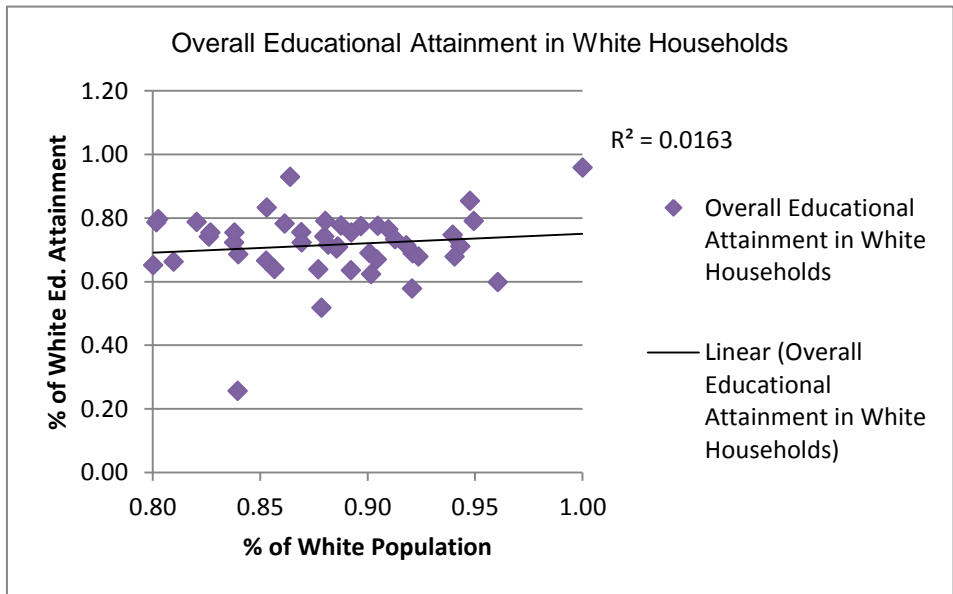
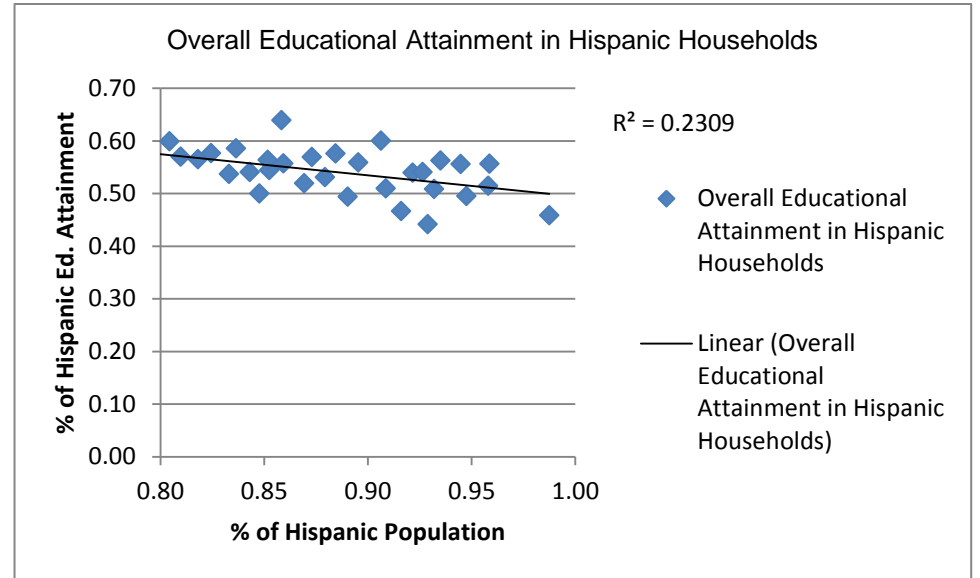
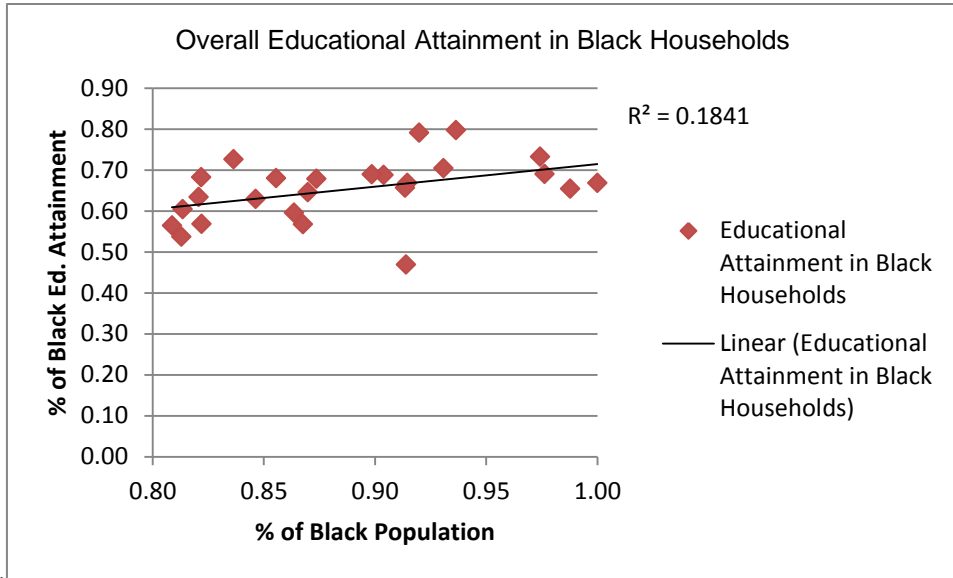
ACS 2007-2011 Housing Characteristic Data
 School Enrollment (Chart Group 8)



Analysis Overview

School enrollment statistics appears to be for public schools only, which explains the higher enrollment percentages in more black and Hispanic neighborhoods over the white neighborhoods. It would be interesting to assess performance statistics in these schools to further analyze quality of life indicators for these segregated neighborhoods. It is also important to note the trend line in white neighborhoods denotes a level of stability in school enrollment 2007-2011. Whereas there is a slight decline in Hispanic enrollment and a significant decline in black school enrollment.

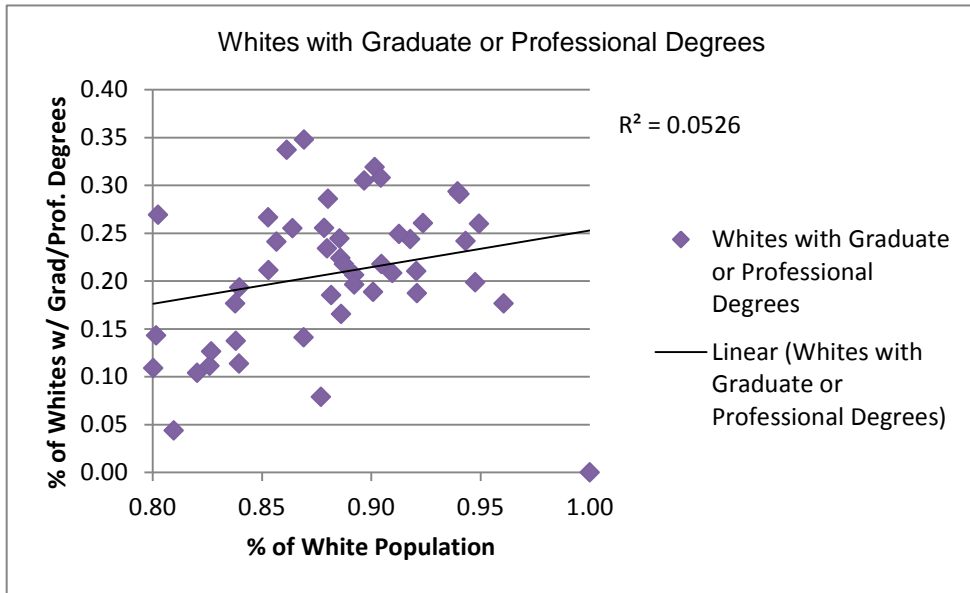
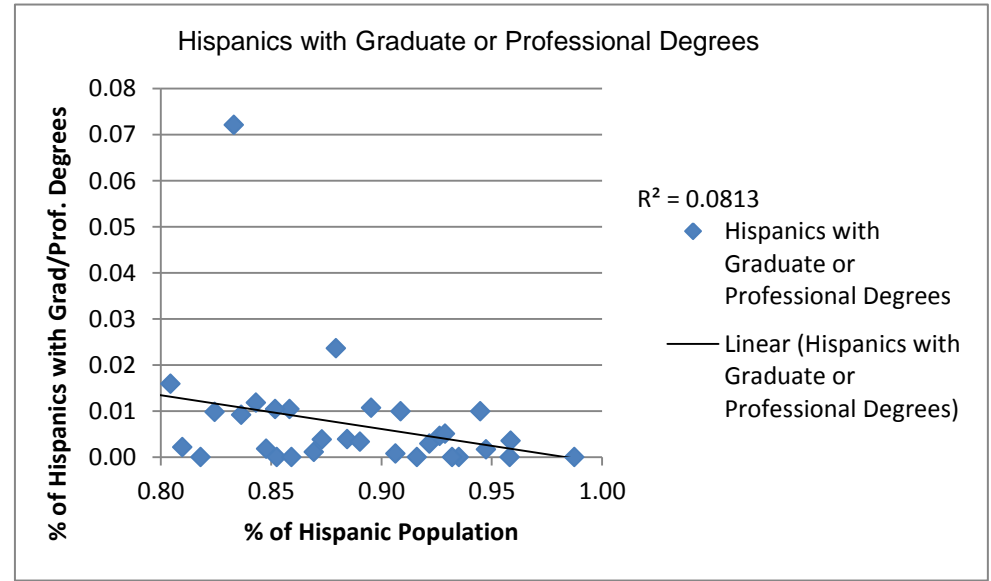
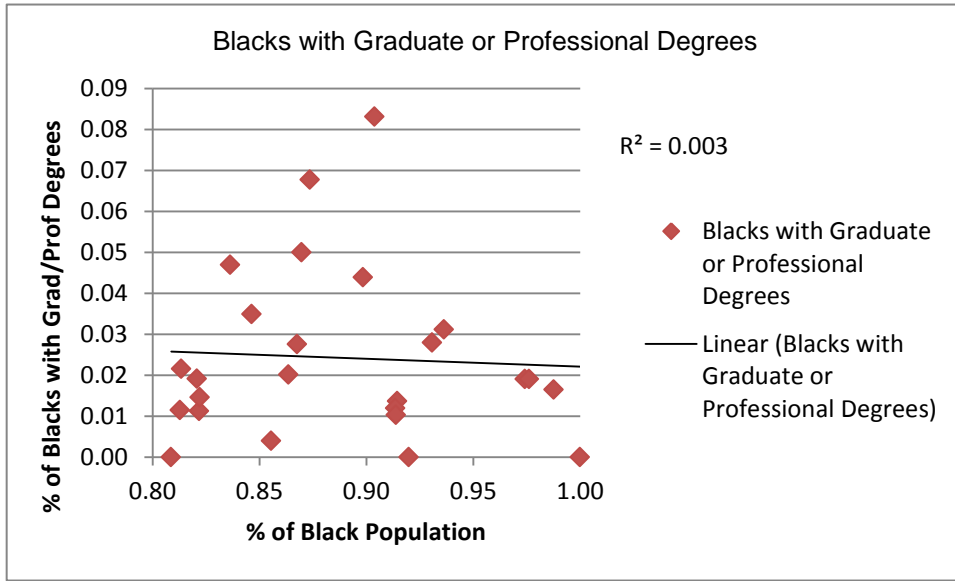
ACS 2007-2011 Housing Characteristic Data
Educational Attainment (Chart Group 9)



Analysis Overview

Educational attainment was used as a framework. Specifically, graduate, bachelors, and high school degrees/diploma statistics were used to illustrate a more accurate picture of educational attainment in these segregated neighborhoods. There is also a slight correlation between race and educational attainment in black and Hispanic households.

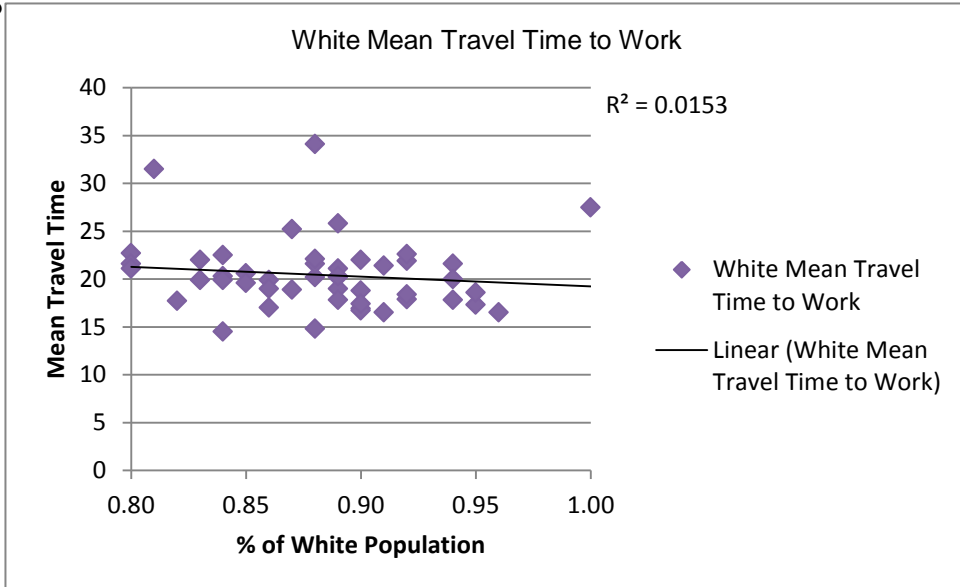
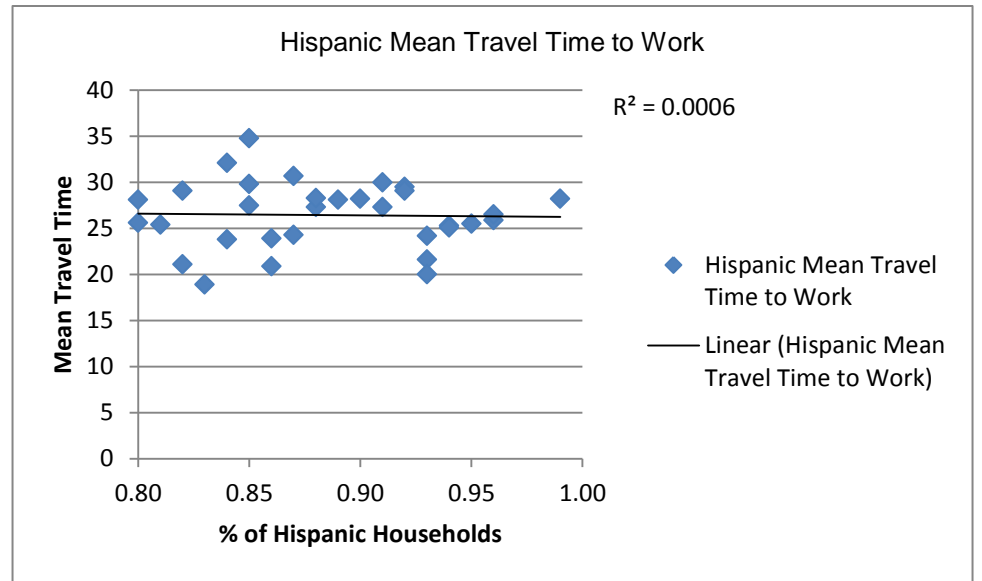
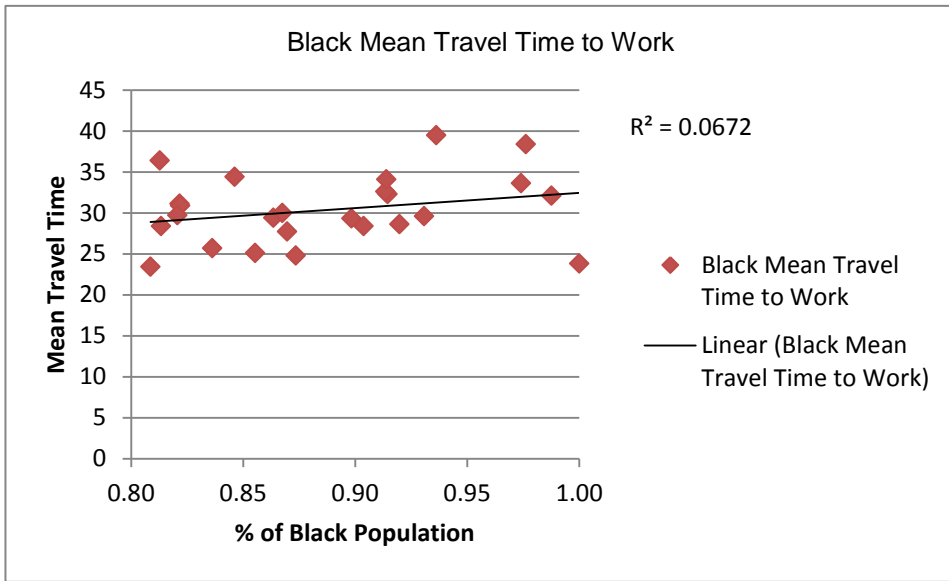
ACS 2007-2011 Social Characteristic Data
 Graduate or Professional Degrees (Chart Group 10)



Analysis Overview

As shown in these charts, white neighborhoods have as much as 40% of its population with a graduate or professional degree where black households show just above 9% of households and just above 7% of Hispanic neighborhoods possess graduate or professional degrees.

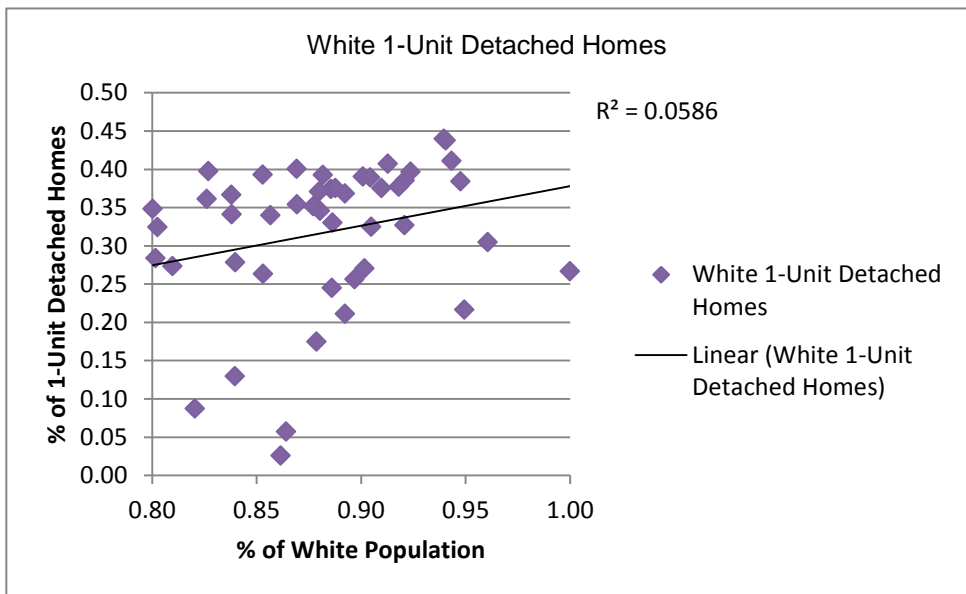
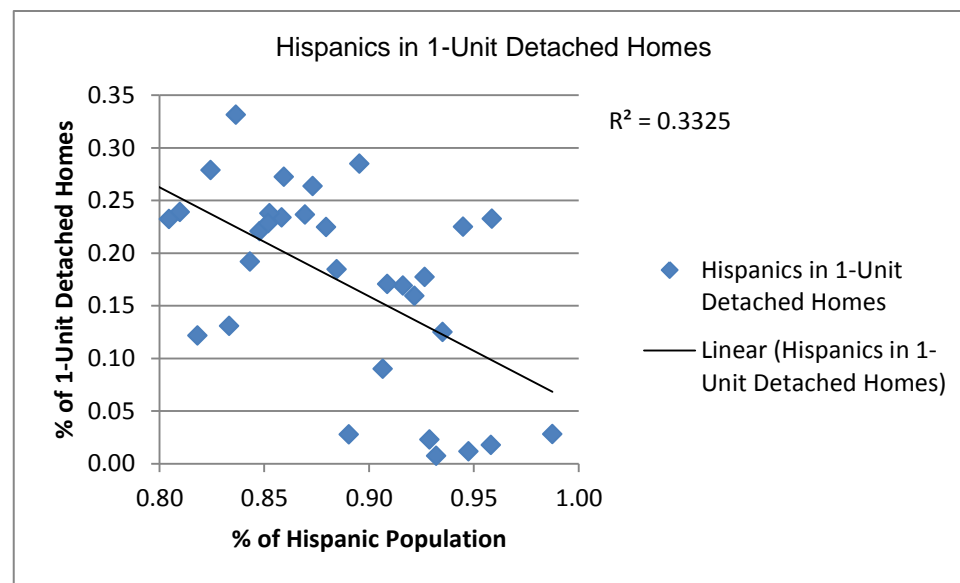
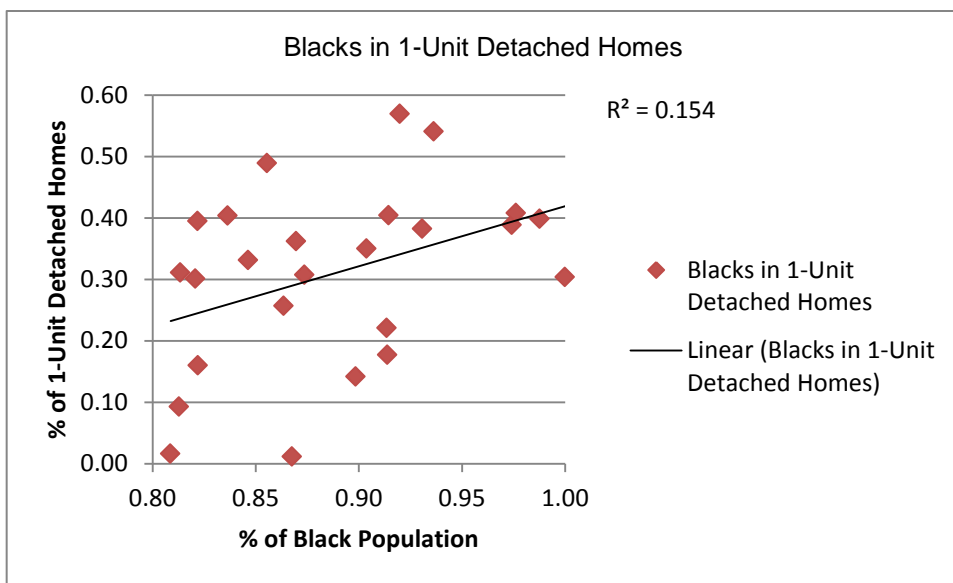
ACS 2007-2011 Economic Characteristic Data
 Mean Travel Time (Chart Group 11)



Analysis Overview

This research contains the mean travel time to work to try to provide supporting evidence as to whether or not place or location is a correlating factor with race and could be attributed to social disparities via a lack of access to employment, etc. This analysis provides no support of this claim or assumption. However, this data could be beneficial if there was an effort to discover the mode of transportation used predominantly in these households.

ACS 2007-2011 Housing Characteristic Data
1-Unit Detached Homes (Chart Group 12)

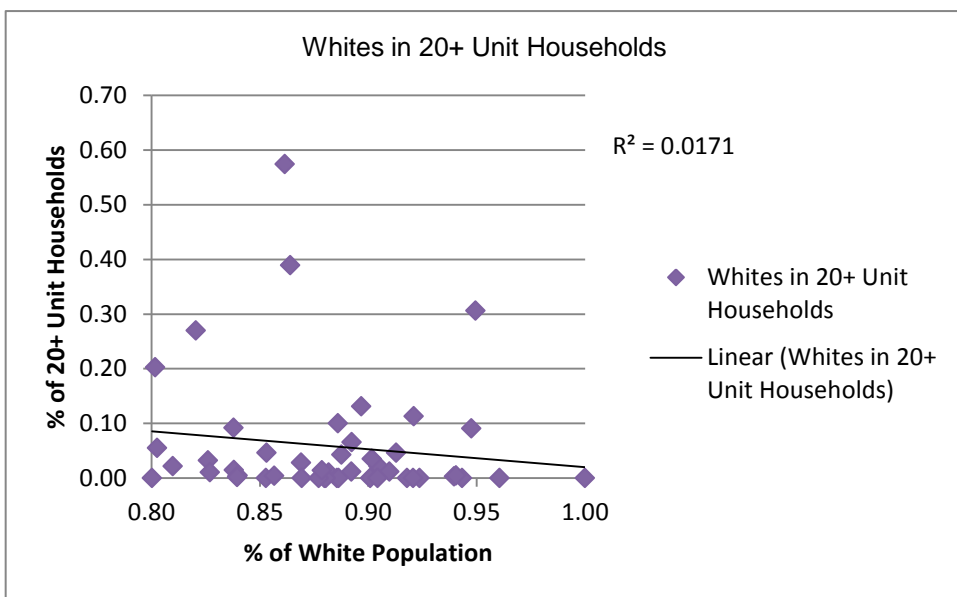
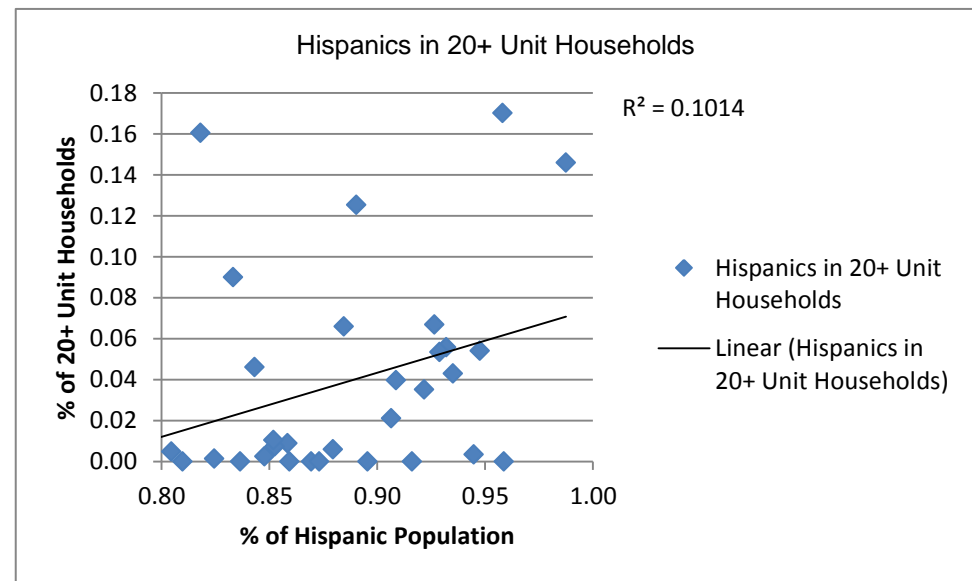
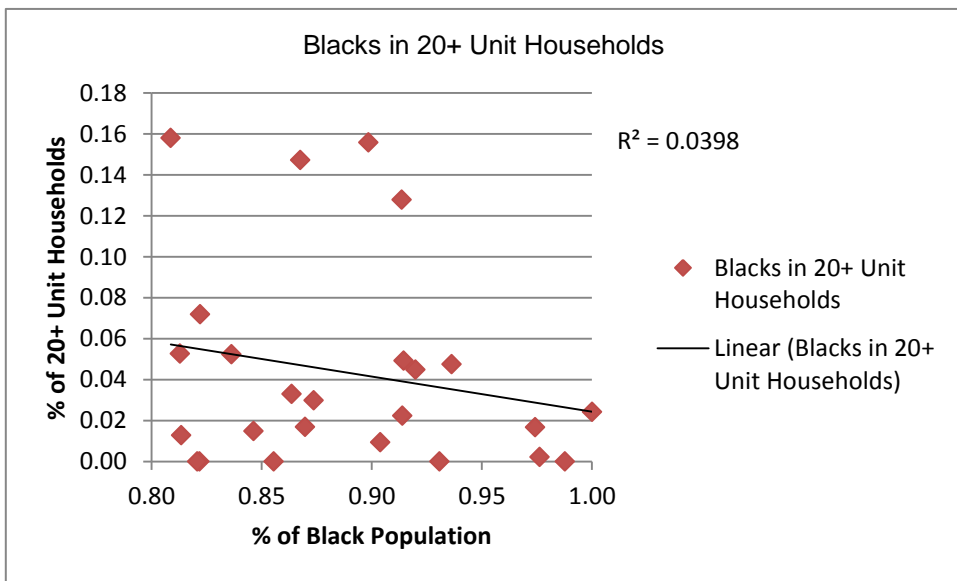


Analysis Overview

1-Unit Detached Homes were assessed to try to ascertain the percentage of households in segregated neighborhoods were multi-family or single-family. This data is interesting for two primary reasons: 1) The upward trend in black and white neighborhoods and the significant decline in Hispanic neighborhoods; and 2) Black households have a higher percentage of single family detached units. However, I am sure this can be explained by density (more homes, much smaller and much more affordable) in black neighborhoods than in white neighborhoods.

ACS 2007-2011 Housing Characteristic Data
20+ Unit Households (Chart Group 13)

54

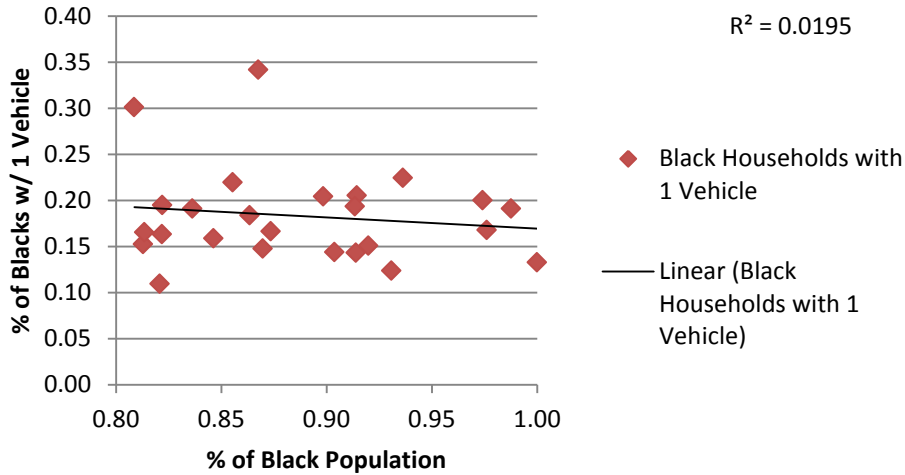


Analysis Overview

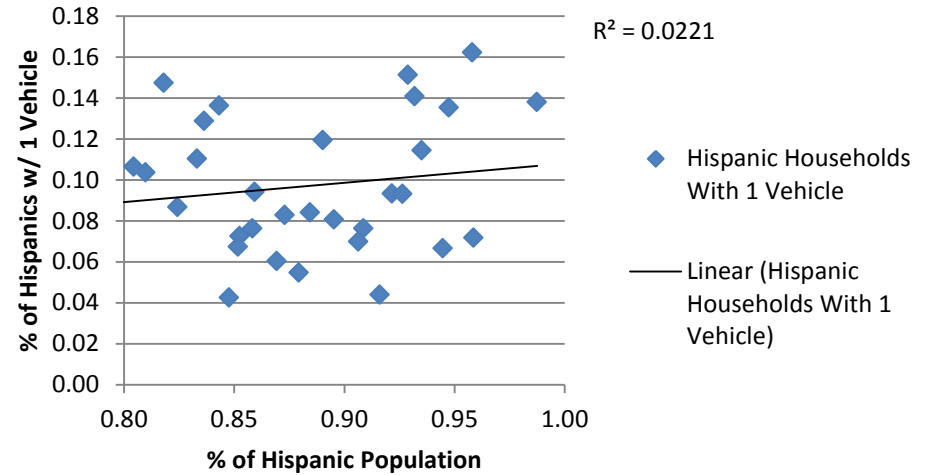
This data shows there is consistency in black and Hispanic neighborhoods where at least 16% of the population in both groups lives in multi-family housing and while there are spikes in some areas where as much as 60% of white populations live in multi-family housing, just white households are at or below 10% of the population that live in multi-family housing. Additionally, from 2007-2011 blacks and whites show a decline in multi-family living but Hispanic households show an increase.

ACS 2007-2011 Housing Characteristic Data
Households With 1 Vehicle (Chart Group 14)

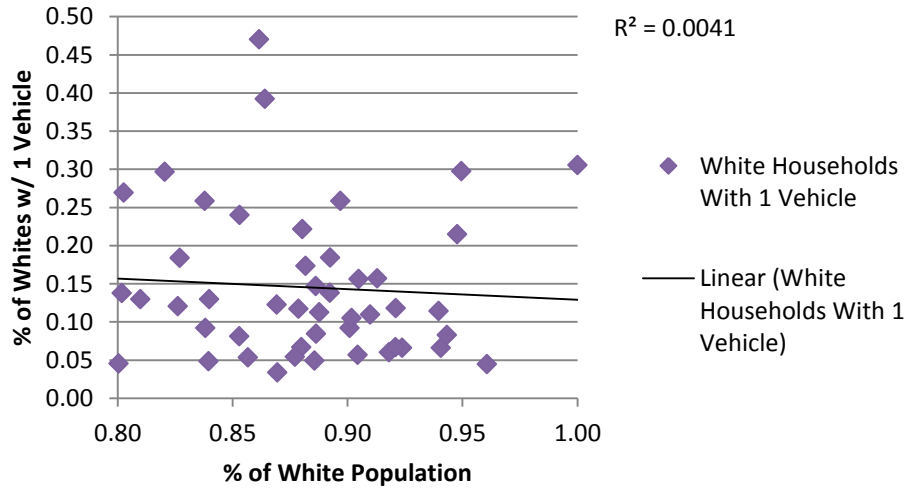
Black Households with 1 Vehicle



Hispanic Households With 1 Vehicle



White Households With 1 Vehicle



Analysis Overview

This data shows blacks and whites general have 35% or more of their households have at least 1 vehicle. However, Hispanic households with 1 vehicle do not exceed 17%. Again, this data was reviewed because there was an anticipation this might provide some insight into the location or place based theory that location plays a part in social disparities. While that might still be the case to a certain extent, this data does very little to support this claim.

Appendix B
Tables for Reference

Table 9 Black Census Tracts (Neighborhoods) in Dallas County – (Population 80% or more Black)

	CENSUS TRACTS	POPULATION	RACE				DOMINANT RACE OF TRACT			
	DALLAS COUNTY		White Alone	Black or African American Alone	OTHER (RACES COMPRESSED)	Hispanic or Latino (of any race)	% WHITE	% BLACK	% OTHER	% HISPANIC
1	Census Tract 27.02	1461	25	1336	0	100	2%	91%	0%	7%
2	Census Tract 37	3515	81	3424	5	5	2%	97%	0%	0%
3	Census Tract 38	1538	9	1440	10	79	1%	94%	1%	5%
4	Census Tract 39.01	1606	0	1606	0	0	0%	100%	0%	0%
5	Census Tract 39.02	1743	7	1491	26	219	0%	86%	1%	13%
6	Census Tract 40	823	62	757	0	4	8%	92%	0%	0%
7	Census Tract 59.01	5077	21	4172	21	863	0%	82%	0%	17%
8	Census Tract 86.04	2693	50	2189	29	425	2%	81%	1%	16%
9	Census Tract 87.01	3971	156	3429	78	308	4%	86%	2%	8%
10	Census Tract 87.04	3017	90	2756	0	171	3%	91%	0%	6%
11	Census Tract 88.01	2236	27	1870	0	339	1%	84%	0%	15%
12	Census Tract 88.02	5462	11	4443	8	1000	0%	81%	0%	18%
13	Census Tract 109.02	6023	638	4951	95	339	11%	82%	2%	6%
14	Census Tract 109.04	3156	22	2738	68	328	1%	87%	2%	10%
15	Census Tract 110.01	6477	311	5658	132	376	5%	87%	2%	6%
16	Census Tract 111.01	4147	193	3748	125	81	5%	90%	3%	2%
17	Census Tract 111.04	3815	118	3131	10	556	3%	82%	0%	15%
18	Census Tract 112	5232	153	4550	14	515	3%	87%	0%	10%
19	Census Tract 113	5113	149	4759	54	151	3%	93%	1%	3%
20	Census Tract 114.01	5422	92	4955	32	343	2%	91%	1%	6%
21	Census Tract 166.07	2885	101	2333	130	321	4%	81%	5%	11%
22	Census Tract 167.01	5342	44	5276	12	10	1%	99%	0%	0%
23	Census Tract 168.04	6981	376	5908	66	631	5%	85%	1%	9%
24	Census Tract 202	3562	62	3477	19	4	2%	98%	1%	0%
25	Census Tract 203	2412	171	2167	22	52	7%	90%	1%	2%
		253,932	13,761	87,504	3,123	149,544				

Source: Census Bureau – American Community Survey Data

Table 10 Hispanic Census Tracts (Neighborhoods) in Dallas County – (Population 80% or more Hispanic)

	CENSUS TRACTS	POPULATION	RACE				DOMINANT RACE OF TRACT			
	DALLAS COUNTY	TOTAL POPULATION	White Alone	Black or African American Alone	OTHER (RACES COMPRESSED)	Hispanic or Latino (of any race)	% WHITE	% BLACK	% OTHER	% HISPANIC
1	Census Tract 4.06	7348	496	14	716	6122	7%	0%	10%	83%
2	Census Tract 12.04	3026	210	0	44	2772	7%	0%	1%	92%
3	Census Tract 24	3155	251	136	60	2708	8%	4%	2%	86%
4	Census Tract 43	2297	127	301	9	1860	6%	13%	0%	81%
5	Census Tract 47	3890	259	94	11	3526	7%	2%	0%	91%
6	Census Tract 48	2788	117	36	28	2607	4%	1%	1%	94%
7	Census Tract 50	4137	173	279	26	3659	4%	7%	1%	88%
8	Census Tract 51	2963	512	90	0	2361	17%	3%	0%	80%
9	Census Tract 52	5166	561	0	62	4543	11%	0%	1%	88%
10	Census Tract 53	7199	710	9	34	6446	10%	0%	0%	90%
11	Census Tract 63.02	4145	515	143	20	3467	12%	3%	0%	84%
12	Census Tract 64.01	2764	316	0	45	2403	11%	0%	2%	87%
13	Census Tract 64.02	5874	447	0	13	5414	8%	0%	0%	92%
14	Census Tract 65.01	6047	155	61	118	5713	3%	1%	2%	94%
15	Census Tract 65.02	3677	417	44	6	3210	11%	1%	0%	87%
16	Census Tract 67	7739	697	5	5	7032	9%	0%	0%	91%
17	Census Tract 69	3474	393	219	20	2842	11%	6%	1%	82%
18	Census Tract 72.01	9505	249	732	62	8462	3%	8%	1%	89%
19	Census Tract 72.02	7969	13	113	208	7635	0%	1%	3%	96%
20	Census Tract 84	9163	1070	485	54	7554	12%	5%	1%	82%
21	Census Tract 93.01	5530	339	397	106	4688	6%	7%	2%	85%
22	Census Tract 93.03	4712	82	613	0	4017	2%	13%	0%	85%
23	Census Tract 96.10	5191	95	175	83	4838	2%	3%	2%	93%
24	Census Tract 98.02	6131	239	82	130	5680	4%	1%	2%	93%
25	Census Tract 98.04	7865	184	212	17	7452	2%	3%	0%	95%
26	Census Tract 101.02	3227	187	229	38	2773	6%	7%	1%	86%
27	Census Tract 106.01	6213	167	32	58	5956	3%	1%	1%	96%
28	Census Tract 107.01	4157	442	122	88	3505	11%	3%	2%	84%
29	Census Tract 137.13	1981	71	9	61	1840	4%	0%	3%	93%
30	Census Tract 156	5017	806	166	9	4036	16%	3%	0%	80%
31	Census Tract 192.12	3663	0	46	0	3617	0%	1%	0%	99%
32	Census Tract 199	4210	492	96	36	3586	12%	2%	1%	85%
		253,932	13,761	87,504	3,123	149,544				

Source: Census Bureau – American Community Survey Data

Table 11 White Census Tracts (Neighborhoods) in Dallas County – (Population 80% or more White)

DALLAS COUNTY		POPULATION	RACE				DOMINANT RACE OF TRACT			
CENSUS TRACTS	TOTAL POPULATION	White Alone	Black or African American Alone	OTHER (RACES COMPRESSED)	Hispanic or Latino (of any race)	% WHITE	% BLACK	% OTHER	% HISPANIC	
1	Census Tract 1	3725	3121	188	171	245	84%	5%	5%	7%
2	Census Tract 2.01	3060	2698	0	170	192	88%	0%	6%	6%
3	Census Tract 2.02	3556	2854	52	220	430	80%	1%	6%	12%
4	Census Tract 6.06	3111	2688	45	226	152	86%	1%	7%	5%
5	Census Tract 10.01	1664	1334	0	63	267	80%	0%	4%	16%
6	Census Tract 17.03	2678	2307	78	93	200	86%	3%	3%	7%
7	Census Tract 71.01	1764	1582	0	97	85	90%	0%	5%	5%
8	Census Tract 73.01	1897	1747	2	42	106	92%	0%	2%	6%
9	Census Tract 76.01	2053	1818	27	30	178	89%	1%	1%	9%
10	Census Tract 76.04	3167	2701	5	326	135	85%	0%	10%	4%
11	Census Tract 76.05	1722	1558	38	84	42	90%	2%	5%	2%
12	Census Tract 77	4866	4620	3	188	55	95%	0%	4%	1%
13	Census Tract 78.01	2308	2187	2	36	83	95%	0%	2%	4%
14	Census Tract 78.12	3133	2876	34	57	166	92%	1%	2%	5%
15	Census Tract 78.24	1615	1421	104	31	59	88%	6%	2%	4%
16	Census Tract 79.03	1852	1530	55	35	232	83%	3%	2%	13%
17	Census Tract 79.06	2387	2115	20	105	147	89%	1%	4%	6%
18	Census Tract 80	5841	5488	13	156	184	94%	0%	3%	3%
19	Census Tract 96.09	3024	2680	37	15	292	89%	1%	0%	10%
20	Census Tract 130.04	5617	4986	191	95	345	89%	3%	2%	6%
21	Census Tract 130.05	3667	3187	32	103	345	87%	1%	3%	9%
22	Census Tract 131.01	2489	2221	0	154	114	89%	0%	6%	5%
23	Census Tract 131.02	1571	1383	13	12	163	88%	1%	1%	10%
24	Census Tract 131.04	1019	836	0	53	130	82%	0%	5%	13%
25	Census Tract 133	2289	1990	38	0	261	87%	2%	0%	11%
26	Census Tract 134	2019	1865	11	95	48	92%	1%	5%	2%
27	Census Tract 135	2651	2271	49	244	87	86%	2%	9%	3%
28	Census Tract 136.05	5017	4564	147	193	113	91%	3%	4%	2%
29	Census Tract 136.07	3310	2774	90	90	356	84%	3%	3%	11%
30	Census Tract 136.08	2607	2459	0	77	71	94%	0%	3%	3%
31	Census Tract 136.11	2368	2020	68	124	156	85%	3%	5%	7%
32	Census Tract 136.18	2391	2008	45	231	107	84%	2%	10%	4%
DALLAS COUNTY		POPULATION	RACE				DOMINANT RACE OF TRACT			
CENSUS TRACTS	TOTAL POPULATION	White Alone	Black or African American Alone	OTHER (RACES COMPRESSED)	Hispanic or Latino (of any race)	% WHITE	% BLACK	% OTHER	% HISPANIC	

33	Census Tract 140.02	360	360	0	0	0	100%	0%	0%	0%
34	Census Tract 141.19	4016	3214	31	523	248	80%	1%	13%	6%
35	Census Tract 178.12	2171	1758	238	71	104	81%	11%	3%	5%
36	Census Tract 181.34	5052	4431	123	84	414	88%	2%	2%	8%
37	Census Tract 192.03	3582	2962	64	110	446	83%	2%	3%	12%
38	Census Tract 192.10	3714	3346	0	218	150	90%	0%	6%	4%
39	Census Tract 193.01	2724	2508	0	28	188	92%	0%	1%	7%
40	Census Tract 193.02	5428	4557	191	255	425	84%	4%	5%	8%
41	Census Tract 194	4011	3524	21	321	145	88%	1%	8%	4%
42	Census Tract 195.01	6578	6319	12	228	19	96%	0%	3%	0%
43	Census Tract 195.02	4335	3868	18	316	133	89%	0%	7%	3%
44	Census Tract 196	2654	2393	0	88	173	90%	0%	3%	7%
45	Census Tract 197	1987	1797	0	33	157	90%	0%	2%	8%
46	Census Tract 198	3936	3593	0	80	263	91%	0%	2%	7%
47	Census Tract 206	2152	2024	3	57	68	94%	0%	3%	3%
		143,138	126,543	2,088	6,028	8,479				

Source: Census Bureau – American Community Survey Data

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Biographical Information

In 2004 Monique received a B.A. in Political Science from Texas Tech University and subsequently received a Master of Public Administration degree also from Texas Tech University in 2006. After working as a professional planner in the Dallas-Fort Worth area, Monique enrolled in the City and Regional Planning Program in 2010. Half-way through the planning degree course work, Monique became a dual degree student pursuing a dual degree in Planning and Civil Engineering. Upon completion of this thesis, Monique will receive a Master of City and Regional Planning degree (May 2013 graduation expected). Ms. Coleman will work towards completion of the Civil Engineering portion of the dual degree program. Since enrollment in the School of Urban and Public Affairs, Ms. Coleman has conducted research on economic and community development topics, specifically focusing on manufacturing occupation changes and emergence locally and in other regions of the country. Monique's general research interests include social issues in minority communities as well drivers for economic change in communities (trend analysis studies). Currently, Monique is a Planner II for a city in the Midwest region of Texas. Monique plans to continue her career in the planning profession and (with her Public Administration background coupled with her planning education and experience) possibly transition into local government management.