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Mission Statement

The Chicano Studies Institute at UC Santa Barbara facilitates interdisciplinary and field-specific research as scholars and students from all disciplines pursue work that helps policy makers, fellow researchers, educators, service providers and the interested public better understand the most pressing issues pertaining to Chicana/o and Latina/o populations. Addressing topics such as community formation, academic achievement, health education, cultural literacy, and math/science proficiency from a variety of disciplinary perspectives, the rich collaborations at the Institute cultivate a better understanding regarding the ways that local, state-wide, national and international forces interact, often times with profound impact. Of crucial importance is the Institute’s role in training future generations of scholars equipped to tackle these fundamentally important issues.

Director’s Statement

The need for research to address the health, immigration, education, and employment issues affecting Latino communities is one of the most pressing challenges in California. According to the US Census Bureau (2011), Latinos make up 38.8 percent of the population in California compared to 16.7 percent nationwide. In California, Latino children account for more than half of all children under the age of 5 (Pew Hispanic Center, 2011). With the dramatic demographic changes that have impacted California, there is a growing need for research that fosters a better understanding of factors that contribute to well-being of the Latino population.

The CSI has a growing number of faculty affiliates and graduate students—many of whom are Latina/o—who are committed to this goal. During the 2011-2012 academic years, 13 extramural proposals were submitted totaling $461,542 and 6 grant awards were received totaling $353,846. Three of the funded awards were UC Mexus Dissertation grants ($35,827 – 2 years) submitted by 3 Graduate students (1 Anthropology and 2 from Sociology). Most noteworthy was a grant received by Professor Victor Rios from the William T. Grant Foundation for his project “Understanding Processes of Crime and Desistance Among Gang Associated Delinquent Youths” ($305,019 – 3 years). This project has followed a group of young men who have been labeled as gang members by law enforcement to understand under what conditions young people are caught up in crime and under what conditions they are able to abandon crime. A mentoring component, organized with UCSB students, has also been implemented with a control group of young men to see how much progress these young men can make with support from community members. Professor Rios has also received funding through the Santa Barbara High School Foundation ($25,000) to study the achievement/opportunity gap at Santa Barbara High School. His team of graduate and undergraduate students has observed and interviewed students and teachers for over a year and has surveyed over 1100 students and all teachers at the high school. Understanding factors that contribute to low academic achievement among Latino students is critical given findings showing that 18% of Latino students enrolled in California schools in 2011 dropped out of school compared to 9% of their European American peers.

We are enthusiastic about a new grant that I, as Director of the Chicano Studies Institute, obtained in collaboration with Professors Yukari Okamoto, Julie Bianchini, and Jin Sook Lee in the School of Education. Funded through the National Institute of Health, we received a Science Education Partnership Award in the amount of $1,200,724 which will be administered by the CSI for the next 3 years. The overall goal of the proposed study is to design and test the efficacy of a
Director’s Statement continued

preschool science curriculum for low-income English-language learning Latino children that focuses on improving their conceptual understanding of germ contagion and contamination, and food and nutrition. This study addresses the need to provide children from low-income language minority backgrounds with enriching educational experiences in the early years of their educational trajectory. Limited English-speaking Latino children from low-income backgrounds begin kindergarten at a significant disadvantage compared to European American children in multiple subject areas.

The CSI recognizes that there are a number of talented scholars at UCSB who are dedicated to the research mission of the CSI but who do not have sufficient funding to carry out their work. Each year we provide modest support to faculty conducting research on Latino issues through our annual faculty seed grant competition. During the 2011-2012 academic years, we awarded 4 seed grants in the amount of $2,000 to faculty from various disciplines: T. Afifi (Communication) examined the effects of economic uncertainty on Latino family members’ stress and depressive symptomatology; M. García (Chicano Studies) conducted oral history of Latino physicians in Santa Barbara to obtain a better understanding of what factors led to their success in the medical profession; M. Gerber (Education) investigated the effects of Spanish-speaking English learning kindergarteners’ prereading skills on their later 2nd grade fluency in reading English words; and I. Talamantez (Religious Studies) investigated cultural age milestone practices in the Apache community in New Mexico. Faculty (e.g., T. Affifi) often use these awards to gather preliminary data to enhance the quality of their proposals for extramural grant competitions.

As part our mission, the CSI continues to support the training of the next cadre of uniquely qualified researchers who are committed to the goal of advancing the field. During the 2011-2012 academic year, we awarded 25 grants ($1,000 - $2,000 each) to graduate students in need of funds to conduct dissertation and MA thesis projects. The students came from various disciplines across campus—Anthropology, Black Studies, Chicano Studies, Counseling/Clinical Psychology, Education, Linguistics, Religious Studies, and Sociology. Their research has implications for a variety of issues affecting the Latino population, for example, gender and household economic strategies; the consequences of mass incarceration in the prison system; higher educational attainment of Chicano and Tribal women; spiritual belonging and citizenship in the US; gentrification in downtown Los Angeles; Chicano feminist consciousness and activism; the role of law enforcement and community policing in Latino neighborhoods; and everyday challenges in the lives of Mexican origin campesino families. Many of our recipients report that the funds they received from the CSI played a key role in helping them complete their projects in a timely manner.
**Other Projects and Activities**

The CSI also sponsored or co-sponsored a wide variety of conferences and events during the academic year.

- A conference on the Emerging Historiography of the Chicano Movement, February 17-18, 2012 held at McCune Conference Room and featured keynote speakers Professor Jorge Mariscal, UC San Diego and Sal Castro. Lead organizer – Professor Mario García


continued on page 4
· The Semillas Conference which brings more than 100 potential community college transfer students to UCSB annually to exchange ideas and information regarding Latinos, higher education, and self-empowerment. The event regularly draws students from East LA Community College, Ventura Community College, and Oxnard Community College. Lead organizer – Professor Tara Yosso.

· El Teatro Campesino works with UCSB students to create “actos” that address issues of concern to “at risk” youth in Santa Barbara/Ventura counties. Students write, act, choreograph, design and stage the productions. For example, one acto focused on dating violence, a pressing health concern for young Latina adolescents. Students performed the actos in local high schools and organizations including Los Prietos Boy’s Camp, La Casa de la Raza, and El Puente Alternative School. Lead organizer—Professor Carlos Morton.

Of particular interest and highlighting the new initiatives being undertaken by the CSI is the Memorandum of Understanding signed between Director Laura Romo and Professor Eric Hilgendorf, the Dean of Law School from the University of Wuerzburg, Germany. It is an MOU that agrees to undertake scholarly activities that are of mutual interest to both the CSI and the University of Wuerzburg. A conference on the History of Slavery in the Americas is being planned at the University of Wuerzburg in Germany which some faculty from UCSB are planning to attend.

In conclusion, the accomplishments described here were made possible because the CSI has been generously supported by both the Office of Research and the Executive Vice Chancellor’s Office. All of us affiliated with the CSI deeply appreciate the commitments made to the unit, especially the resources enabling the CSI’s faculty seed awards, and the graduate student awards. One of our goals for the coming year is foster interdisciplinary collaborations to increase the number of faculty applying for extramural grants. Addressing the health, immigration, education, and employment issues through “community-based” research has become increasingly central to the field. Funding and mentoring graduate and undergraduate students who have the cultural and linguistic competencies to conduct research in Latino communities will continue to be among our highest priorities.
Michael Witherell
Vice Chancellor
Office of Research

Laura Romo
Director
Chicano Studies Institute

Advisory Committee (2011/12)

Maria Herrera-Sobek, Committee Chair,
Chicana and Chicano Studies

Rudy Busto
Religious Studies

Mario Garcia
Chicana and Chicano Studies

Patricia Marin
Gevirtz Graduate School of Education

Victor Rios,
Sociology

Denise Segura,
Sociology

Chicano Studies Institute 2011-2012

Chicano Studies Institute Staff

Theresa Peña, Business Officer

Jázmin Gómez, Financial & Publications Assistant
### CSI Grant (Seed) Funding Awards

#### 2011/12 CSI FACULTY AWARDS
- Tamara Afifi, Professor (Communications)
- Mario T. Garcia, Professor (Chicana & Chicano Studies)
- Michael Gerber, Professor (Gevirtz Grad School of Education)
- Carlos Morton, Professor (Theatre/Dance)
- Ines Talamantez, Assoc Professor (Religious Studies)

#### 2011/12 CSI GRADUATE AWARDS
- Eddy F Alvarez (Chicana & Chicano Studies)
- Lynnette Arnold (Linguistics)
- Natalie Avalos-Cisneros (Religious Studies)
- Janett Barragan Miranda (Chicana & Chicano Studies)
- Magali Bravo (Gevirtz Grad School of Education)
- Pati A. Cabrera (Counseling, Clinical, and School Psychology/Counseling Emphasis)
- Janette Diaz (Sociology)
- Diana Dyste Anzures (Anthropology)
- Jerry Flores (Sociology)
- Daisy A. Gonzáles (Sociology)
- Amber González (Chicana and Chicano Studies)
- Melissa Guzman (Sociology)
- Jasmin D Llamas (Counseling, Clinical, Counseling)
- Monica Lomeli (Sociology)
- Patrick Lopez-Aguado (Sociology)
- Rolando R Longoria (Religious Studies)
- Maritza Maksimow (Anthropology)
- Rebeca Mireles-Rios (Gevirtz Grad School of Education)
- Veronica Montes (Sociology)
- Nida Rinthapol (Gevirtz Grad School of Education)
- Adrianna Santos (Chicana and Chicano Studies)
- Rachel R Sarabia (Sociology)
- Adrianna Simone (Chicana and Chicano Studies)
- Angel Valdivia (Sociology/Black Studies)

#### 2011/12 CONFERENCE AWARDS
- Mario Garcia (Chicana & Chicano Studies)
- Jonathan D. Gomez (Sociology)
- Samuel G. Prieto (Sociology)

### Research Summaries & Awards

**Aldana, Gerardo**, Faculty Outreach Grant - Chancellor’s Outreach Advisory Board - *Calpulli Ce Akatl: Culturally Relevant and Experiential Pedagogy Based Stem Outreach in an on-line Instructional Environment*, 5/2010 - 6/30/2012 - $8,505.

Construction and local implementation of a web site dedicated to culturally relevant Science, Technology, Engineering, and Mathematics (STEM) outreach activities. The web site will provide an On-line Instructional (OI) environment for the implementation into educational settings of learning modules that combine Mesoamerican cultural activities with modern science and math curricula.

**Carrasco, Thomas**, Graduate Student - Chicana and Chicano Studies, UC Mexus Dissertation Research Grant - George Lipsitz, Faculty Advisor - *Oppositional Performance: A Social-Historical Analysis of the Avante-Garde Comedy Troupe Chicano Secret Service*, 7/1/2010 - 6/30/2012, $11,759

As racially aggrieved populations have little in formal political resources, cultural practices become important sites of mobilization and contestation against the abuses of social power that affect their communities. During the political insurgencies of working class people of color in the 1960s, the emergence of a Chicano/a theater movement developed at least 17 theater groups in California that unfortunately came to an end by the 1990s. While much scholarship has interrogated the history of Latina/o and Chicana/o theatre and cultural production in general, little has been done to understand how avant-garde performance troupes organized culture and created social criticism during the moment of radical institutional changes in the late 80s and early 90s. Simultaneously groups like Culture Clash, Chicano Secret Service, Guillermo Gomez Peña, and El Vez emerged during this moment of neoliberal transformation to fill the institutional void left by an earlier generation of Chicana/o cultural producers. Taking this history as a point of departure, I am developing a social, historical, political analysis of the cultural practices, productions and critiques of this new performance bloc.
Specifically, at the height of neoconservative-neoliberal ascendency, three Chicano student activists established Chicano Secret Service (C/S/S) at UC Berkeley in 1988. C/S/S is a comedy troupe that employed performance, satire, rasquachismo and new media to produce alternative spaces of cultural and political criticism.

**Fuentes, Francisco**, Graduate Student - Chicana and Chicano Studies, UC Mexus Dissertation Research Grant - Ralph Armbruster, Faculty Advisor – *Christian Youth Culture and Chicano Communities at the San Diego - Tijuana Border, 7/1/2010 to 6/30/2012, $11,650.*

The purpose of the current qualitative study is to explore the ways in which young evangelicos of Mexican-origin understand and practice their religious and racial identities, while contending with the reality of rising social polarization along the U.S. - Mexico Boarder. Emphasis is given to the impact on race relations by religion in non-religious spaces.

**Gomez, Jonathan D.**, Graduate Student - Sociology, UC Mexus, George Lipsitz, Faculty Advisor - *El Puente Poetry Workshop, 7/1/2011 - 10/31/2012, $3000.*

The El Puente Poetry Workshop, seeks to expose the youth of Santa Barbara to creative avenues of expression, and work toward the creation of a university-working class community bridge. My research experience on expressive culture and community organizing experience with art and space will bring together students from the University of California at Santa Barbara to link Latina/o high school students at the El Puente Community Schools of Santa Barbara (EPCS) with resources for higher learning and creative means of self-expression.

**Guzman, Melissa**, Graduate Student, UC Mexus - Dissertation Research Grant - Denise Segura, Faculty Advisor - *Marking Spiritual Homes, Belonging, and Boundaries: Mexican Pentecostals and Spiritual Citizenship, 1/1/2012 - 12/31/2013, $12,000.*

Project examines how contemporary Pentecostal communities are important spaces for defining forms of citizenship and belonging that extend beyond a narrow focus on legal status or participation in political elections. Early Latina/o Pentecostal denominations in the U.S. became a refuge against the racism plaguing Anglo-dominated Catholic churches, Protestant congregations, and the broader Pentecostal movement. Today the number of Latina/o immigrants who arrive to the U.S. as Pentecostal is small when compared to those who convert in the U.S., suggesting that something about the migration experience makes becoming involved in Pentecostal communities appealing. By comparing the lives of Mexican immigrants in two cities with different migratory histories, this study explores how people use Pentecostalism to imagine social, physical, and spiritual homes in which they can belong to an form meaningful identities.

**Hurtado, Aida**, Professor Chicana & Chicano Studies & Figueroa, Teresa, Lecturer, Chicana & Chicano Studies - MILPA (Mexican Immigrant Labor and Producer’s Association), 1/1/2012-12/01/2012, $10,000

The goal of this grant is to organize an Association of small scale producers and Mexican workers that we call MILPA, in Santa Maria, California. The purpose of MILPA was to form an organization that could change the strong dependency that small producers had from the huge corporations, some of them transnational, that dominate the agricultural production chain.

**Lopez-Aguado, Patrick**, Graduate Student - Sociology, UC Mexus Dissertation Research Grant - Victor Rios, Faculty Advisor - *Affiliation, Identity and Criminalization: Tracing the Cultural Links between the Prison and High-Incarceration Chicano/a Communities, 1/1/2012-12/31/2013, $12,000.*

This project examines how mass incarceration, and its collateral consequences, influence the lived realities of criminalized youth in California’s Mexican and Chicano/a communities. By conducting a multi-site urban ethnography, I explore how the concentration of these consequences in a poor
investigates whether or not these agricultural firms are able to stabilize the labor force, are successful in reproducing a future labor force, and whether or not each strategy of organization is sustainable for both the growers and the farm worker households. Examining the everyday life experience of Mexican-origin campesino households articulated and/or integrated into each of these systems. Together this data will provide documentation of the everyday struggles, losses and triumphs of Mexican-origin labor-power at its conjuncture with capitalist agricultural modes of production in Washington State.


Objectives for this three-year field study are to make contributions to social science’s understanding of the relationship between youth settings and gang related crime. This project will advance current theory on the processes in which gang associated youths become involved in crime and the conditions in which they abandon crime. I will accomplish the research objectives by studying neighborhood effects among a group of delinquent, gang-associated youths. The central questions in this study are, Under what conditions do delinquent gang associated youths commit crime? And under what conditions do they desist from committing crime?

The study of neighborhood effects attempts to uncover how individuals experience local setting processes and how these shape individual action and perception. One central question in the study of youth settings is, who has the power to determine what cultural frames are appropriate for garnering resources? By studying the quality of interactions between youths and authority figures I seek to examine the expectations that authority figures and youths have of each other and to analyze the processes by which these expectations effect educational, labor market, health, and discipline and incarceration outcomes.
Romo, Rebecca, Graduate Student - Sociology - UC Mexus - Denise Segura, Faculty Advisor - Between Black and Brown: Blaxican Identity in the United States, 7/1/2010 - 6/30/2012, $12,000.

Inspired by the changing face of the racial demographics and the increase of self-identifying multiracial people, this dissertation research focuses on the racial and ethnic identity of the offspring of Black-Chicana/o unions. My dissertation is based on in-depth interviews and focus groups with 40 multiracial “Blaxican” individuals. This study historically grounds the unique position of Blaxicans as “dual-minority” multiracials within a racial order established through the legacies of conquest, slavery, colonization and mestizaje. Several factors contribute to Blaxican identity formations including: socialization, school experiences, peer groups, and neighborhood context; phenotype; Spanish language proficiency; and “Black-Brown” divisions that exist in their communities of origin and in the media.

Serna, Cristina, Graduate Student - Chicana and Chicano Studies - UC Mexus - Horacio Roque Ramirez, Faculty Advisory - Deconstructing the Nation: Queer and Feminist Artists in Mexican and Chicana/o Social Movements, 7/1/2010 - 6/30/2012, $12,000.

At stake in this research are questions about the role of artists in lesbian, queer and feminist struggles for self-definition and autonomy and how discourses invoked in opposition to colonialist, heteronormative, and patriarchal systems of power shift across racial, cultural, class, and national borders. This project will demonstrate the common contexts that link lesbian, queer, and feminist Mexican and Chicana/o social justice struggles across the border in addition to the distinct histories and social realities that give rise to and sustain these movements. To this end, I employ a multi-methodological, interdisciplinary approach that applies methods from Sociology, Art History, and Cultural Studies.

Principal Investigator & Co-Investigators

Aldana, Gerardo, Associate Professor, Chicana & Chicano Studies
Barvosa, Edwina, Associate Professor, Chicana & Chicano Studies
Carrasco, Thomas, Graduate Student Chicana & Chicano Studies - Faculty Advisor George Lipsitz, Professor
Fuentes, Francisco, Graduate Student, Chicana & Chicano Studies - Faculty Advisor Ralph Armbruster, Associate Professor
Garcia, Mario, Professor Chicana & Chicano Studies
Gomez, Jonathan, Graduate Student, Sociology - Faculty Advisor George Lipsitz, Professor
Gonzalez, Amber, Graduate Student Chicana & Chicano Studies - Faculty Advisor Chela Sandoval, Associate Professor
Guzman, Melissa, Graduate Student, Sociology - Faculty Advisor, Denise Segura, Professor
Hurtado, Aida, Professor Chicana & Chicano Studies
LaMon, Shelley, Graduate Student, Anthropology - Faculty Advisor Juan Vicente Palerm, Professor
Lopez-Aguado, Patrick, Graduate Student, Sociology - Faculty Advisor Victor Rios, Associate Professor
Maksimow, Maritza, Graduate Student, Anthropology - Faculty Advisor Juan Vicente Palerm, Professor
Madrigal, Tomas, Graduate Student Anthropology - Faculty Advisor Juan Vicente Palerm, Professor
Rios, Victor, Associate Professor, Sociology
Romo, Laura, Associate Professor Gevirtz Graduate School of Education
Romo, Rebecca, Graduate Student, Sociology - Faculty Advisor Denise Segura, Professor
Santos, Adrianna, Graduate Student Chicana & Chicano Studies - Faculty Advisor Maria Herrera-Sobek, Professor
Saldívar, Linda, Undergraduate Student - Faculty Advisor Carl Gutierrez-Jones, Professor
Serna, Cristina, Graduate Student, Chicana & Chicano Studies - Faculty Advisor Horacio Roque Ramirez, Assistant Professor
Format citations as standard for your discipline.

BOOKS
Ventana Abierta # 31 Pasajes
Ventana Abierta #32 Cara Al Futuro Próximo
The Art of Leo Limón Giving Voice to the Chicano Experience (Book and CD)
Mario T. Garcia., "The Chicano Movement: Perspectives from the Twenty-First Century."

JOURNAL ARTICLES
REFEREED:
Dolores Ines Casillas, http://muse.jhu.edu/journals/american_quarterly/toc/aq.63.3.html

CONTRIBUTED:

REPORTS AND REPRINTS ISSUED UNDER YOUR UNIT'S COVERS
Show author, title, press run, and production costs
(You need not include production costs on the Web
but this information is required for hard copy submitted to the Office of Research

OTHER
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<td>c. Project Scientists</td>
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<td>6. Seminars, symposia, workshops sponsored</td>
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<td>8. Number of different awarding agencies dealt with*</td>
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<td>9. Number of extramural awards administered</td>
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<td>10. Dollar value of extramural awards administered during year**</td>
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<td>11. Number of Principal Investigators***</td>
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<td>12. Dollar value of other project awards ****</td>
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* Count each agency only once (include agencies to which proposals have been submitted).
** If the award was open during the year, even if for only one month, please include in total.
*** Number of PIs, Co-PIs and Proposed PIs (count each person only once.)
**** Other projects - such as donation, presidential awards, fellowships, anything that isn't core budget, extramural, or intramural.