Targeted Universalism: Equity 2.0

PRESENTER:
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TOPIC FOCUS: HOW DO WE ENSURE EQUAL ACCESS TO OPPORTUNITY FOR *ALL*?

Targeted Universalism

What is Targeted Universalism?

"This is an approach that supports the needs of the particular while reminding us that we are all part of the same social fabric. Targeted universalism rejects a blanket universal which is likely to be indifferent to the reality that different groups are situated differently relative to the institutions and resources of society. It also rejects the claim of formal equality that would treat all people the same as a way of denying difference."

Why Targeted Universalism

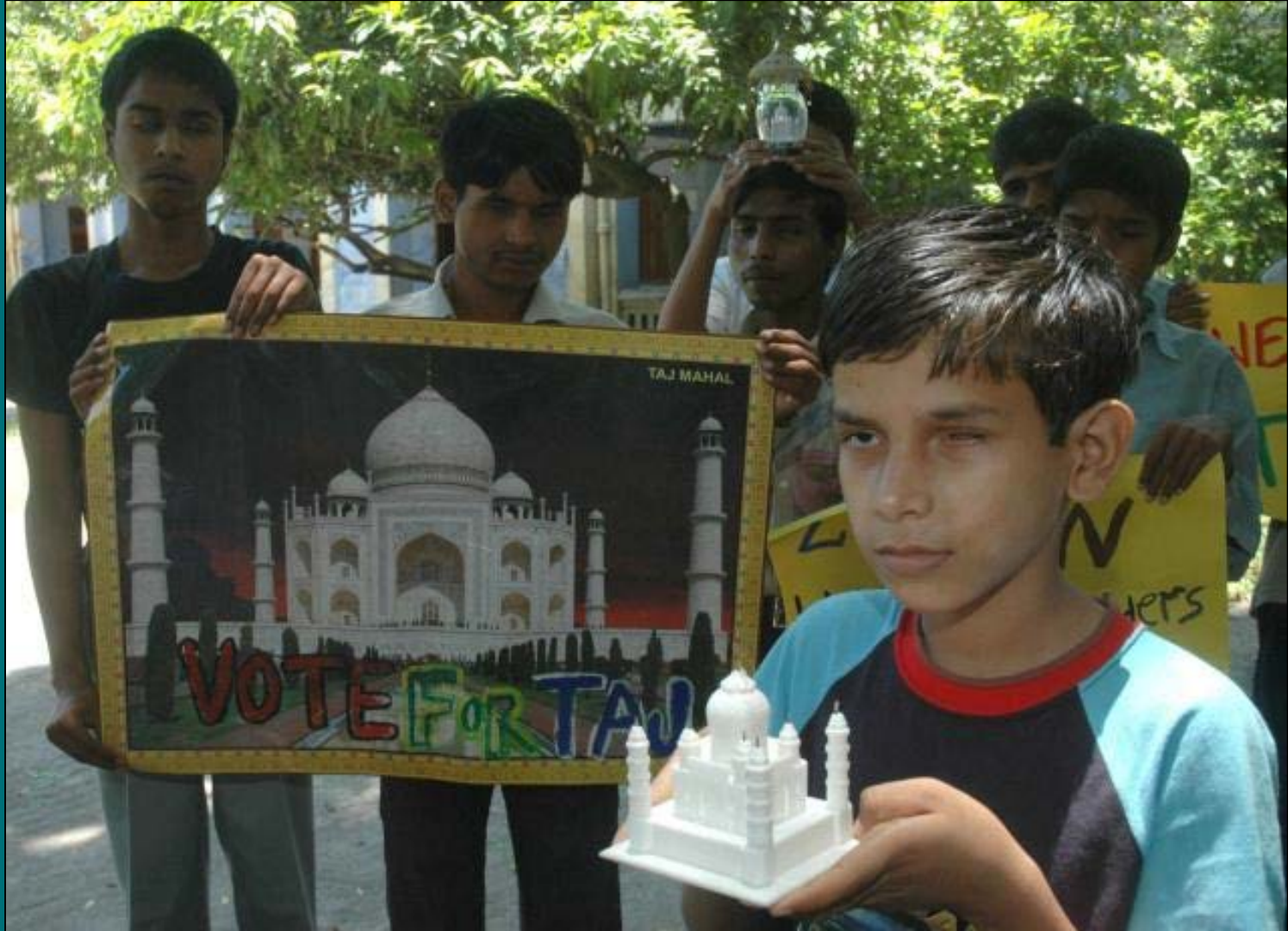Some people ride the "Up" escalator to reach opportunity.

Others have to run up the "Down" escalator to get there.
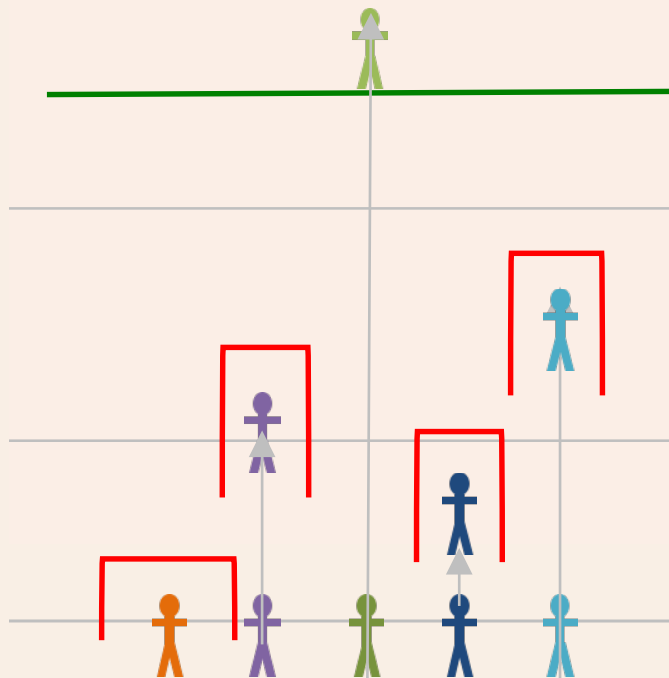
Targeted Universalism

- **Targeting within universalism** means setting universal goals and targeted means/processes

- **This approach supports the needs of the particular while reminding us that we are all part of the same social fabric**
  - Universal, yet captures how people are differently situated
  - Inclusive, yet targets those who are most marginalized
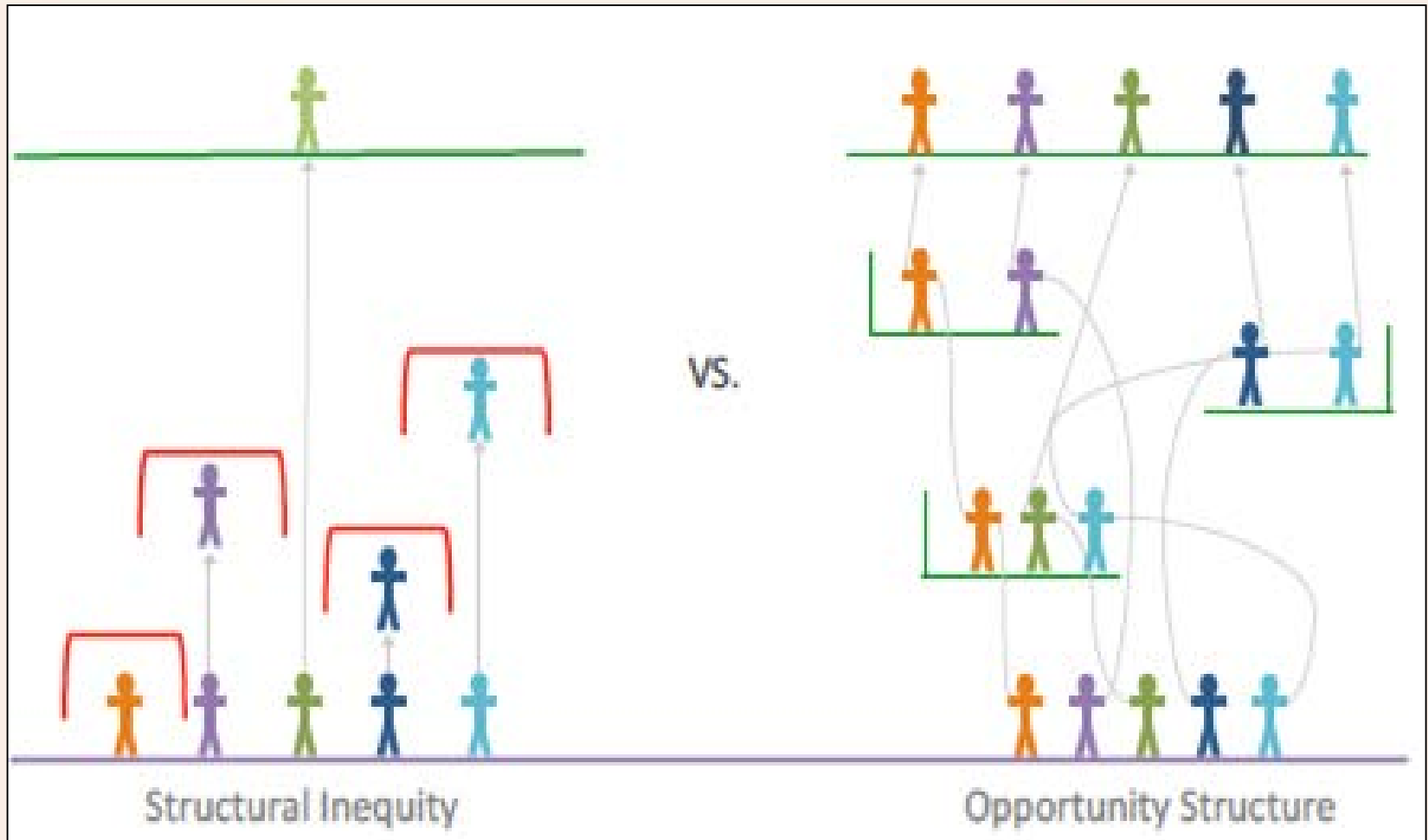
Targeted Universalism

Structural inequity & othering is created by different groups and people having different pathways with structural road blocks to reach a goal.

Targeted universalism directs attention to pathways different groups face & suggests structural changes to make those paths smoother.
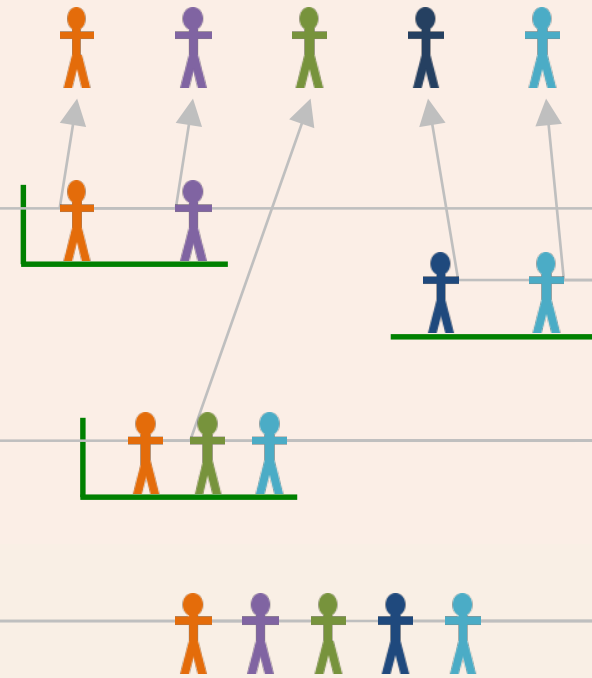
Universal Goal with Targeted Strategy

Structural Inequity vs. Opportunity Structure

Targeted Universalism: 5 Steps

1. Articulate a particular goal based upon a robust understanding and analysis of the problem at hand.
2. Assess difference of general population from universal goal.
3. Assess particular geographies and population segments divergence from goal.
4. Assess barriers to achieving the goal for each group/geography.
5. Craft targeted processes to each group to reach universal goal.

Targeted Universalism & Equity 2.0

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EQUALITY VERSUS EQUITY

In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Image credit: Family Futures

Examples of Barriers

- Children experience different levels of parental interaction based on their parents ability to take unpaid leave
- Children have different access to health care based on the their family situation
- The access to education and the quality of the education varies for children based on their socioeconomic status

Data from KIDS COUNT

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Fourth Graders Who Are Chronically Absent by Race:

Location	Race	Data Type	2005	2007	2009	2011	2013
United States	American Indian	Percent	26%	28%	25%	29%	29%
	Asian and Pacific Islander	Percent	14%	13%	11%	13%	13%
	Black or African American	Percent	22%	22%	21%	22%	22%
	Hispanic or Latino	Percent	21%	21%	21%	21%	20%
	Non-Hispanic White	Percent	19%	18%	17%	19%	19%
	Two or more races	Percent	20%	19%	18%	19%	19%
	Total	Percent	19%	19%	18%	19%	19%

Data from KIDS COUNT

Fourth Graders Who Scored Below Proficient Reading Level By Race:

Location	Race	Data Type	2007	2009	2011	2013	2015
United States	American Indian	Percent	81%	80%	81%	78%	78%
	Asian or Pacific Islander	Percent	51%	55%	51%	49%	47%
	Black or African American	Percent	84%	86%	84%	83%	82%
	Hispanic or Latino	Percent	82%	83%	82%	81%	79%
	Two or more races	Percent	63%	68%	63%	61%	62%
	White	Percent	58%	58%	58%	55%	54%

Data from KIDS COUNT

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Children In Poverty By Race And Ethnicity:

Location	Race	Data Type	2011	2012	2013	2014	2015
United States	American Indian	Number	268,000	259,000	254,000	250,000	233,000
		Percent	37%	37%	37%	36%	34%
	Asian and Pacific Islander	Number	473,000	501,000	473,000	459,000	455,000
		Percent	14%	15%	14%	13%	13%
	Black or African American	Number	4,082,000	4,093,000	4,008,000	3,933,000	3,719,000
		Percent	39%	40%	39%	38%	36%
	Hispanic or Latino	Number	5,814,000	5,832,000	5,717,000	5,659,000	5,446,000
		Percent	34%	34%	33%	32%	31%
	Non-Hispanic White	Number	5,225,000	5,206,000	5,108,000	4,854,000	4,645,000
		Percent	14%	14%	14%	13%	12%
	Two or more races	Number	976,000	979,000	977,000	978,000	941,000
		Percent	24%	24%	23%	22%	21%
	Total	Number	16,387,000	16,397,000	16,087,000	15,686,000	15,000,000
		Percent	23%	23%	22%	22%	21%

Data from KIDS COUNT

Children In Single- Parent Families By Race

Location	Race	Data Type	2010	2011	2012	2013	2014
United States	American Indian	Number	350,000	355,000	345,000	329,000	341,000
		Percent	52%	53%	53%	52%	53%
	Asian and Pacific Islander	Number	539,000	559,000	579,000	557,000	578,000
		Percent	16%	17%	17%	16%	17%
	Black or African American	Number	6,533,000	6,509,000	6,493,000	6,427,000	6,382,000
		Percent	66%	67%	67%	67%	66%
	Hispanic or Latino	Number	6,674,000	6,890,000	7,008,000	7,044,000	7,190,000
		Percent	41%	42%	42%	42%	42%
	Non-Hispanic White	Number	9,329,000	9,466,000	9,358,000	9,289,000	9,181,000
		Percent	24%	25%	25%	25%	25%
	Two or more races	Number	1,586,000	1,655,000	1,703,000	1,758,000	1,797,000
		Percent	42%	42%	43%	43%	42%
	Total	Number	24,297,000	24,718,000	24,725,000	24,647,000	24,689,000
		Percent	34%	35%	35%	35%	35%

Data from KIDS COUNT

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Children Without Health Insurance By Race And Ethnicity

Location	Race	Data Type	2011	2012	2013	2014	2015
United States	American Indian	Number	122,000	117,000	111,000	100,000	95,000
		Percent	17%	16%	16%	14%	13%
	Asian and Pacific Islander	Number	261,000	255,000	253,000	197,000	149,000
		Percent	8%	7%	7%	6%	4%
	Black or African American	Number	676,000	641,000	631,000	500,000	422,000
		Percent	6%	6%	6%	5%	4%
	Hispanic or Latino	Number	2,231,000	2,118,000	2,036,000	1,738,000	1,360,000
		Percent	13%	12%	12%	10%	8%
	Non-Hispanic White	Number	2,110,000	2,009,000	2,066,000	1,745,000	1,415,000
		Percent	5%	5%	5%	5%	4%
	Two or more races	Number	253,000	245,000	246,000	210,000	166,000
		Percent	6%	6%	6%	5%	4%

Applying Targeted Universalism in Education cont.

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FOR A FAIR AND INCLUSIVE SOCIETY

Universal goal: joyful and meaningful education for all children

Targeted Strategies

Group: middle-class children of all races

- Students ready for school and school ready for students
- **Strategy:** resources and support to cultivate, retain, and nurture good teachers and administrators

Applying Targeted Universalism in Education cont.

Universal goal: joyful and meaningful education for all children

Targeted Strategies

Group: low socio-economic status children

•**Strategy:** resources and support to cultivate, retain, and nurture good teachers and administrators

•**Provide nutritious meals, stable housing, and medical care**

Applying Targeted Universalism in Education cont.

Universal goal: joyful and meaningful education for all children

Targeted Strategies

Group: African-American children

- **Strategy:** resources and support to cultivate, retain, and nurture good teachers and administrators
- Provide Nutritious meals, stable housing, and medical care
- **Curriculum and pedagogical approaches for teachers, administrators, and students that counter unconscious impact of pervasive negative stereotypes**

Applying Targeted Universalism in Education cont.

Universal goal: joyful and meaningful education for all children

Targeted Strategies

Group: recent immigrant children

- **Strategy:** resources and support to cultivate, retain, and nurture good teachers and administrators
- Nutritious meals, stable housing, and medical care
- Curriculum and pedagogical approaches for teachers, administrators, and students that counter unconscious impact of pervasive negative stereotypes
- **English language supports, first language supports, interpretation and outreach in parent's first language**

Policies would…

1. Recognize the nature of our interconnected and relational structures within the larger, inequitable, institutional framework

2. Pay attention to **situatedness**: they account for the fact that students are situated differently in the economic and social landscape of society

   1. Difference can be internal or external system/network

3. Develop and fund a participatory/democratic planning and implement processes at the grassroots level

   - Include people of color in the process: their input is vital including identifying the universal

4. Protect the most vulnerable

Example of TU in work:

Issue

In 2013, Bill de Blasio, during his campaign for the mayor of New York promised the end of the "tale of two cities," aiming to bridge divides between "haves and have-nots".

Widening the access to pre-school education was a major component of this.

Why focus on this?

- Universal pre-K brings together children of different socioeconomic backgrounds together in the same classrooms
- Sets a basis for increased cross cultural understanding
- Diversity is a key measure of education quality

Example of TU in work:

"New York's approach is a model for how to collect and analyze data to inform practice, to bring the system to the highest quality,"

Only 2 years after New York dramatically increased the number of free preschools and targeted advertising at low socioeconomic families **65,000 new children have enrolled in preschool.**

Example of TU in work:

Historically, preschool expansion policies only providing more access for low-income children, based on the argument that these students have the most to gain from preschool.

However, the data shows a different picture. Economist Tim Bartik of the Upjohn Institute calculates substantial lifetime earnings gains from quality pre-K programs for middle-class children that are nearly as large as those for low-income children.

I

○ Some ways to further increase the diversity in this program, within a TU framework include
- ■ Subsidize transportation.
- ■ Revise enrollment priorities for district school UPK programs
- ■ Provide support to pre- k programs in poor and working- class neighborhoods to rent or renovate building space, allowing them to expand classrooms serving 4 year- olds.

Targeted universalism to **belonging:** being a part of something greater than yourself
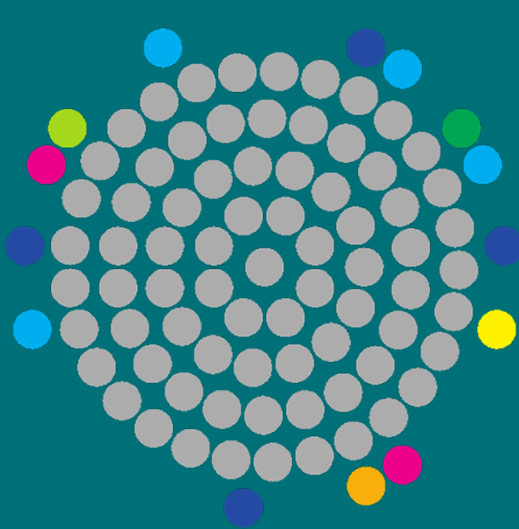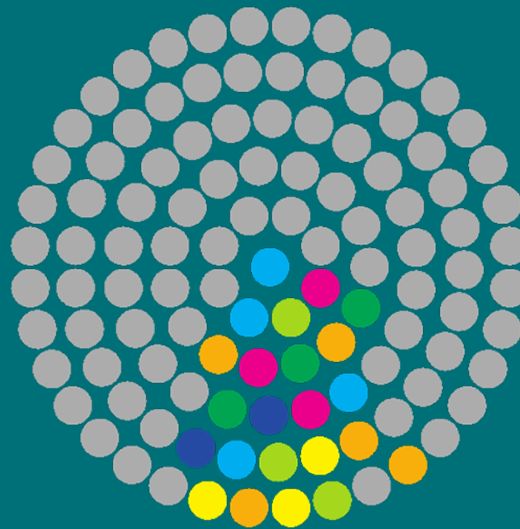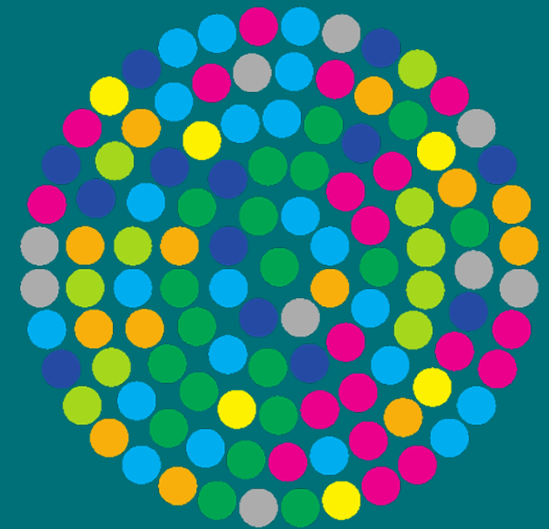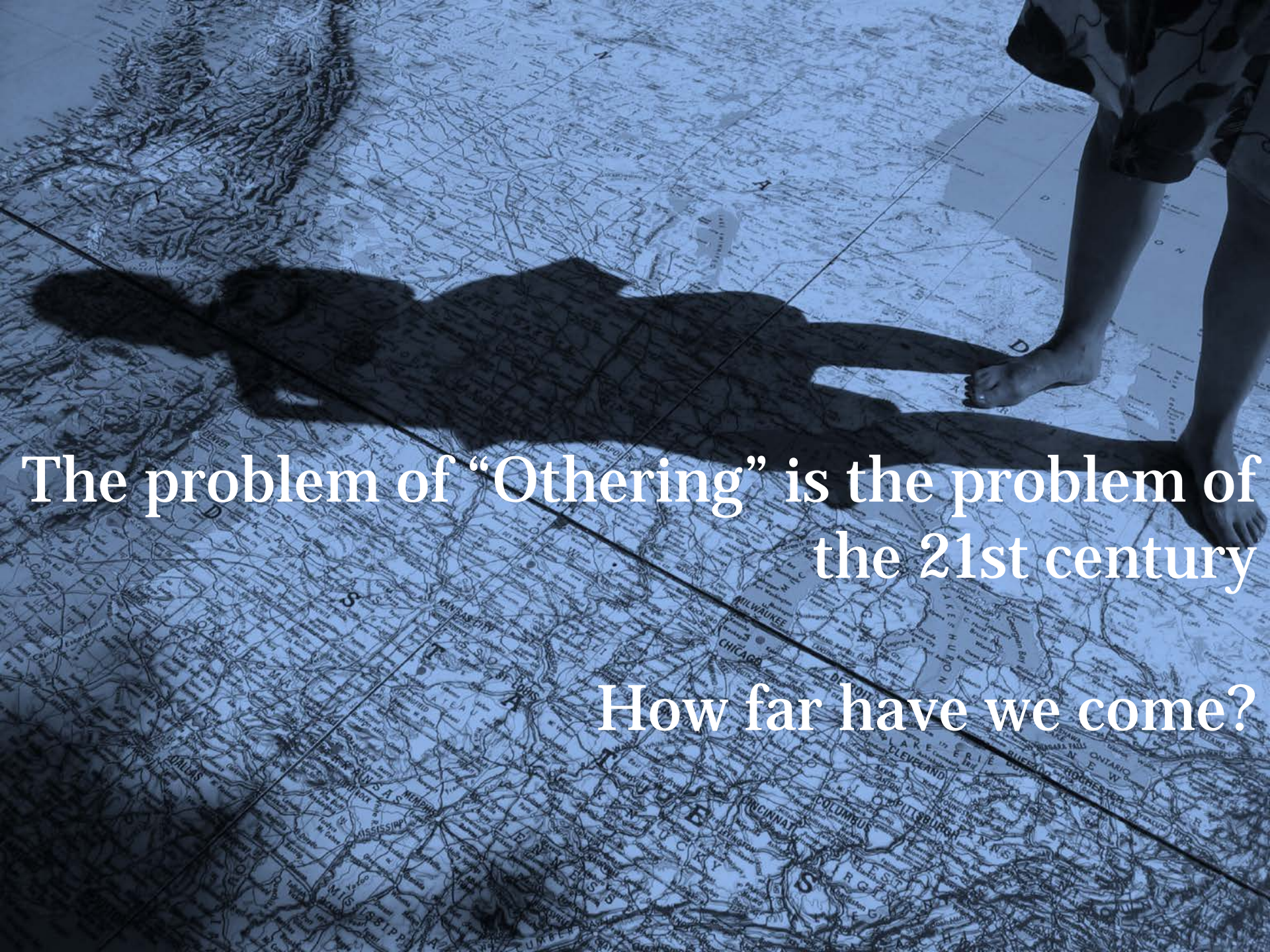

EXCLUSION   INTEGRATION   INCLUSION

The term connotes something fundamental about both how groups are **structurally positioned** within society as well as how they are **perceived and regarded**

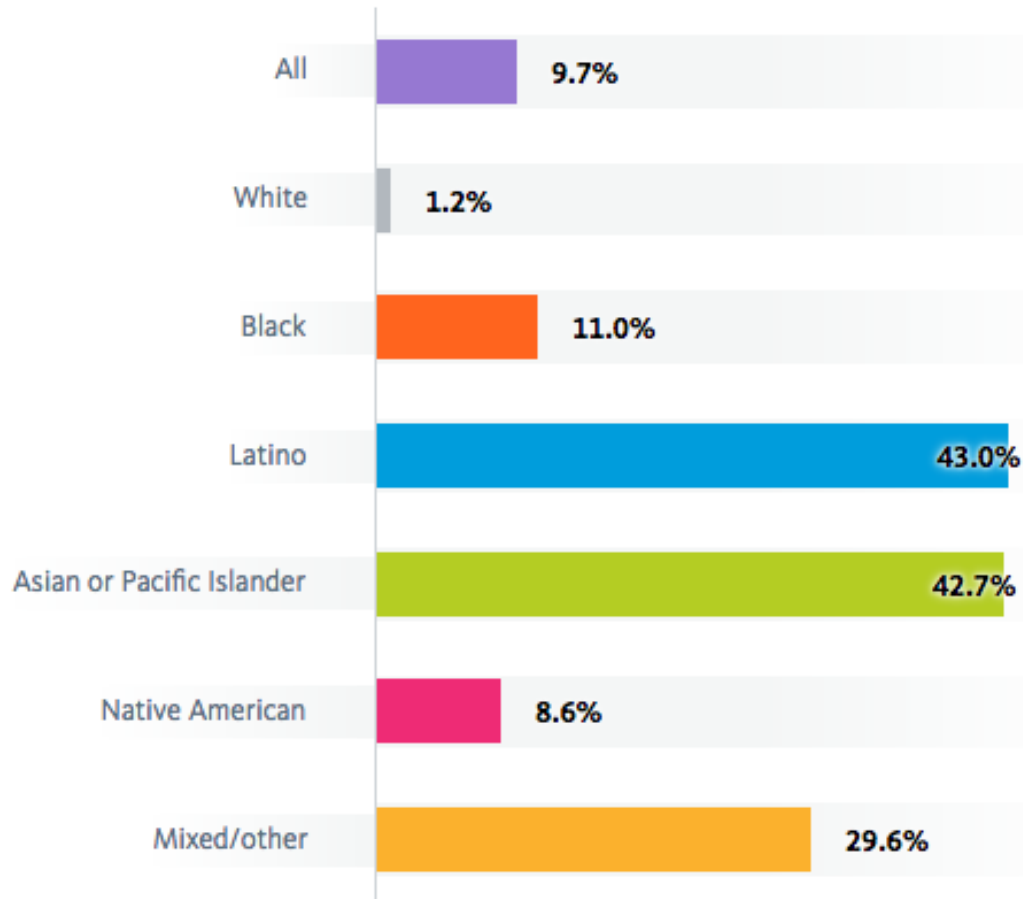# THE CIRCLE OF HUMAN CONCERN

Sexual
Minorities

Mass
Incarceration

Citizens

Children

Mothers

Undocumented
Immigration

Elderly

Muslims
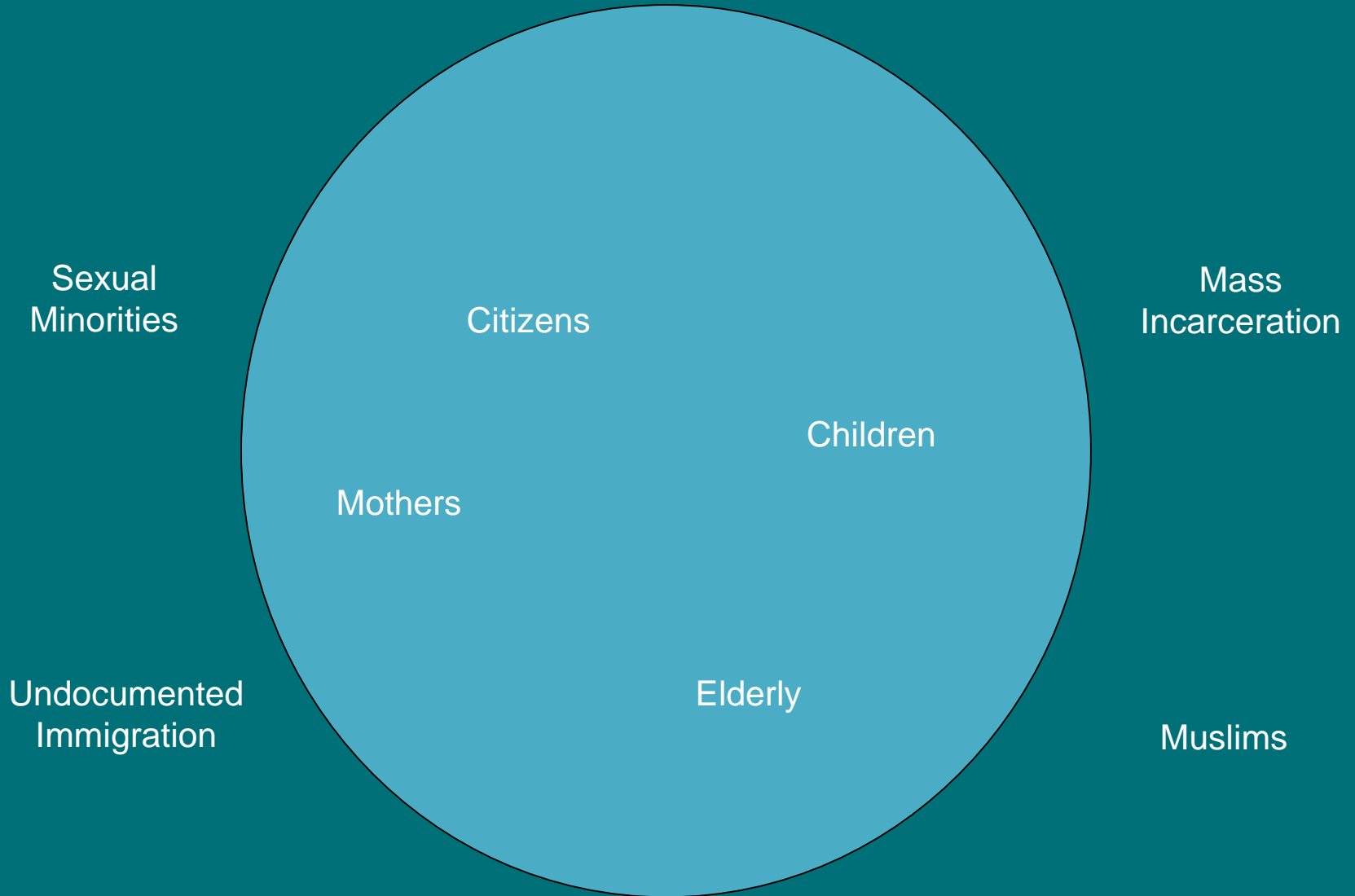
In the United States...
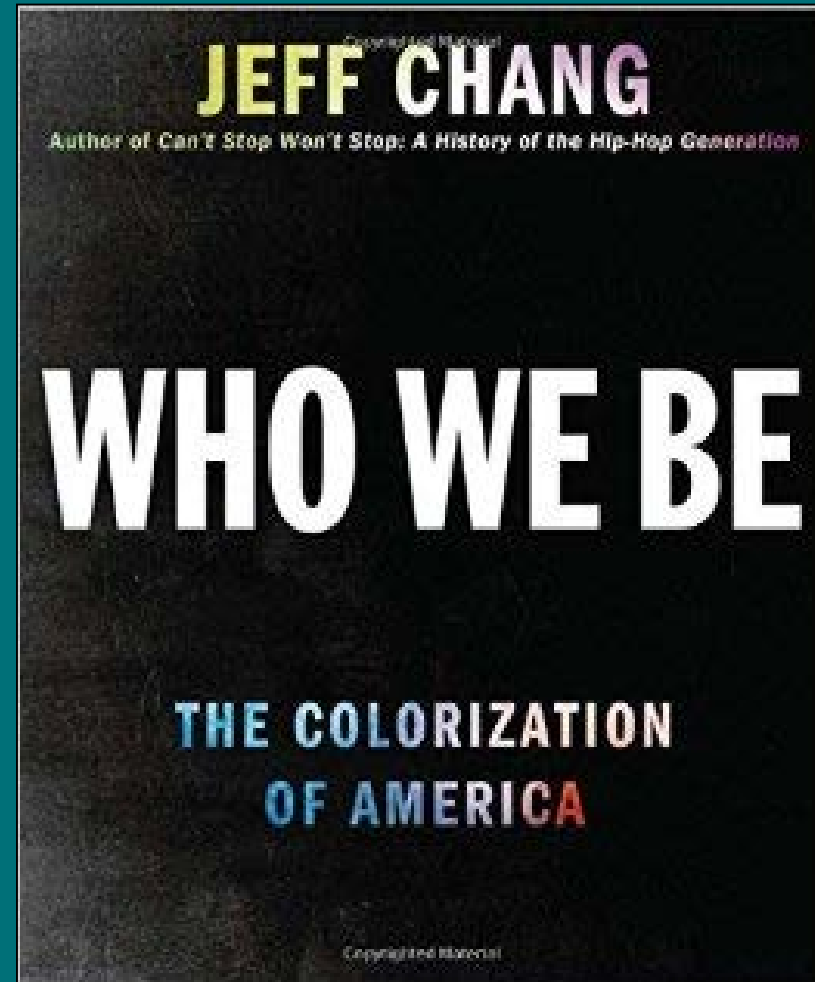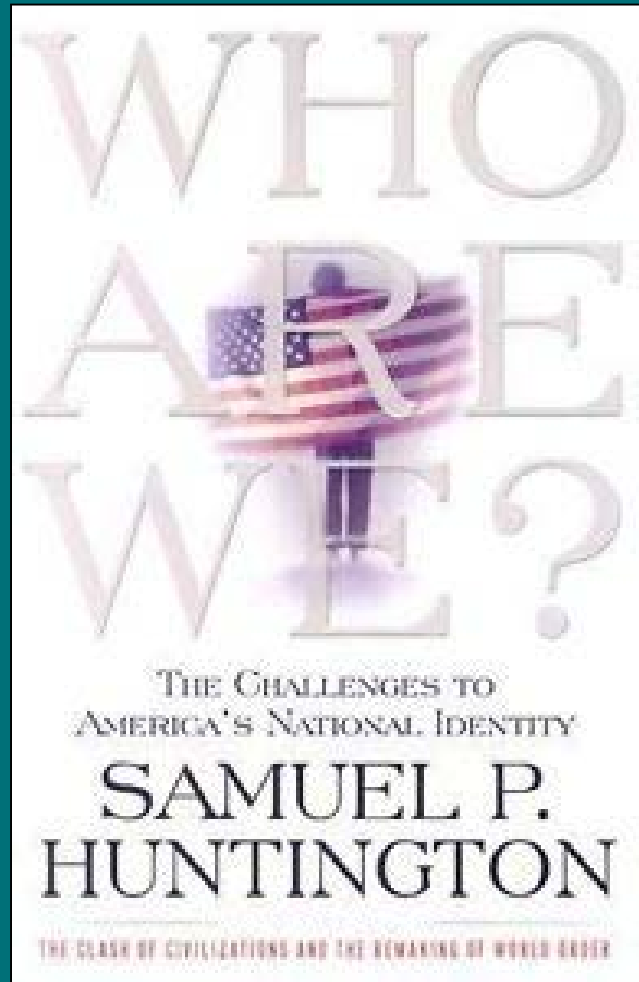
The problem of "Othering" is the problem of the 21st century

How far have we come?

Though the face of America is changing...

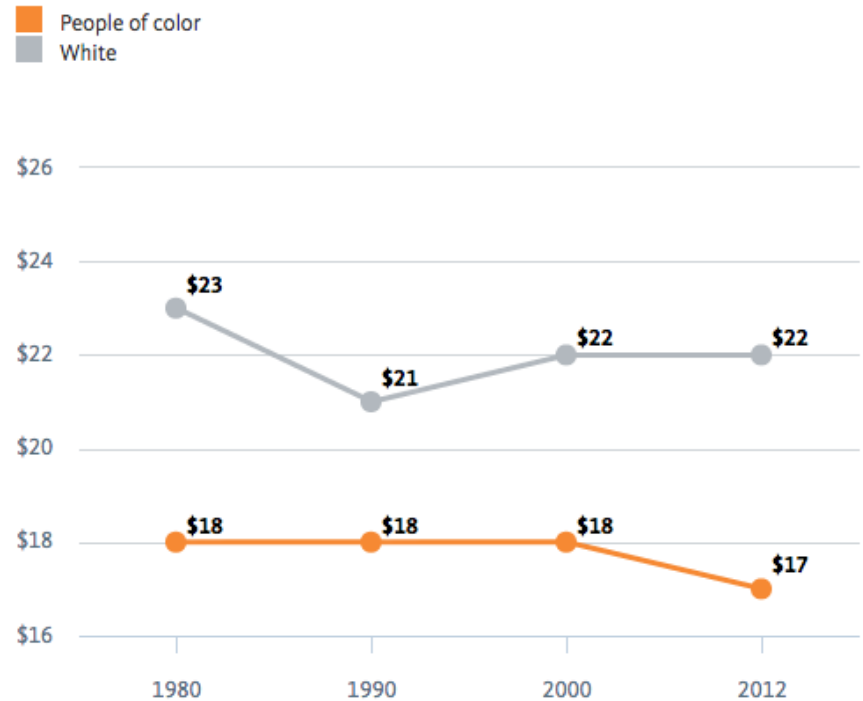Percent change in population: United States, 2000-2010

All	9.7%
White	1.2%
Black	11.0%
Latino	43.0%
Asian or Pacific Islander	42.7%
Native American	8.6%
Mixed/other	29.6%

...we still see dramatic disparities.

Earned income growth for full-time wage and salary workers: United States, 1980-2012
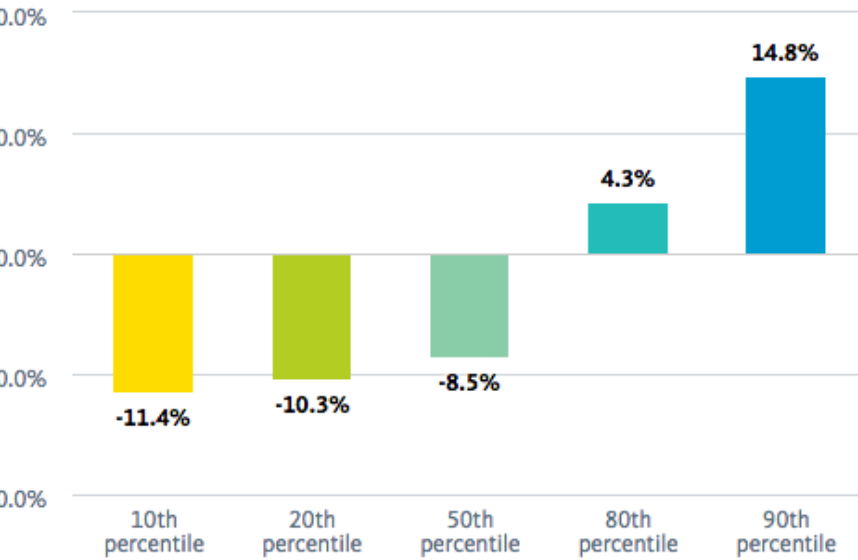
Median hourly wage by race/ethnicity: United States, 1980-2012

People of color
White

In 2016

Wealth Gaps Along Racial, Ethnic Lines Have Grown Since Great Recession Ended

Median net worth of households, in 2013 dollars

White net worth **12.9x greater**

$1,000,000

$192,500 $141,900

White

$100,000

Black

$19,200

$10,000

$11,000

Great Recession
Dec. '07-June '09

$1,000

'83 '86 '89 '92 '95 '98 '01 '04 '07 '10 '13

White net worth **10.3x greater**

$1,000,000

$192,500 $141,900

White

$100,000

$23,600

Hispanic

$10,000

$13,700

$1,000

'83 '86 '89 '92 '95 '98 '01 '04 '07 '10 '13
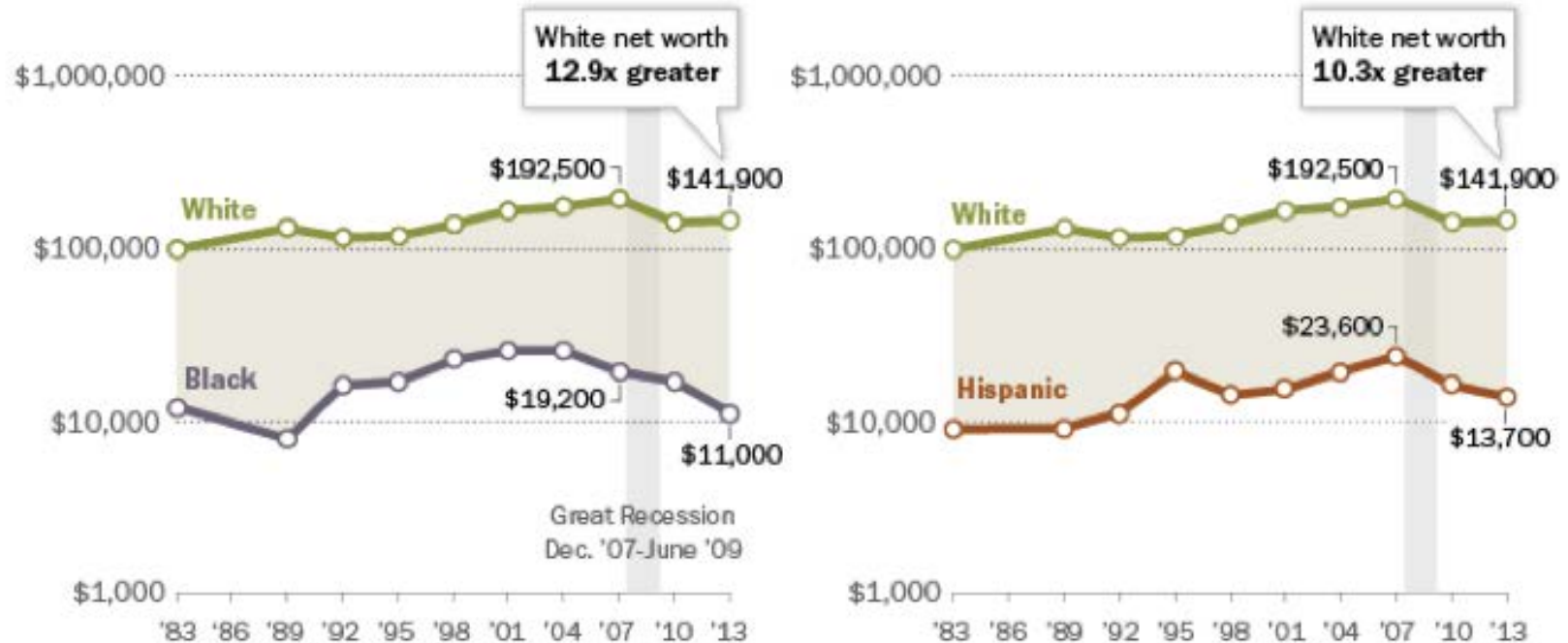
Notes: Blacks and whites include only non-Hispanics. Hispanics are of any race. Chart scale is logarithmic; each gridline is ten times greater than the gridline below it.
Source: Pew Research Center tabulations of Survey of Consumer Finances public-use data

PEW RESEARCH CENTER

In 2016...

Perceptions of how blacks are treated in the U.S. vary widely by race

% saying blacks are treated less fairly than whites in the country
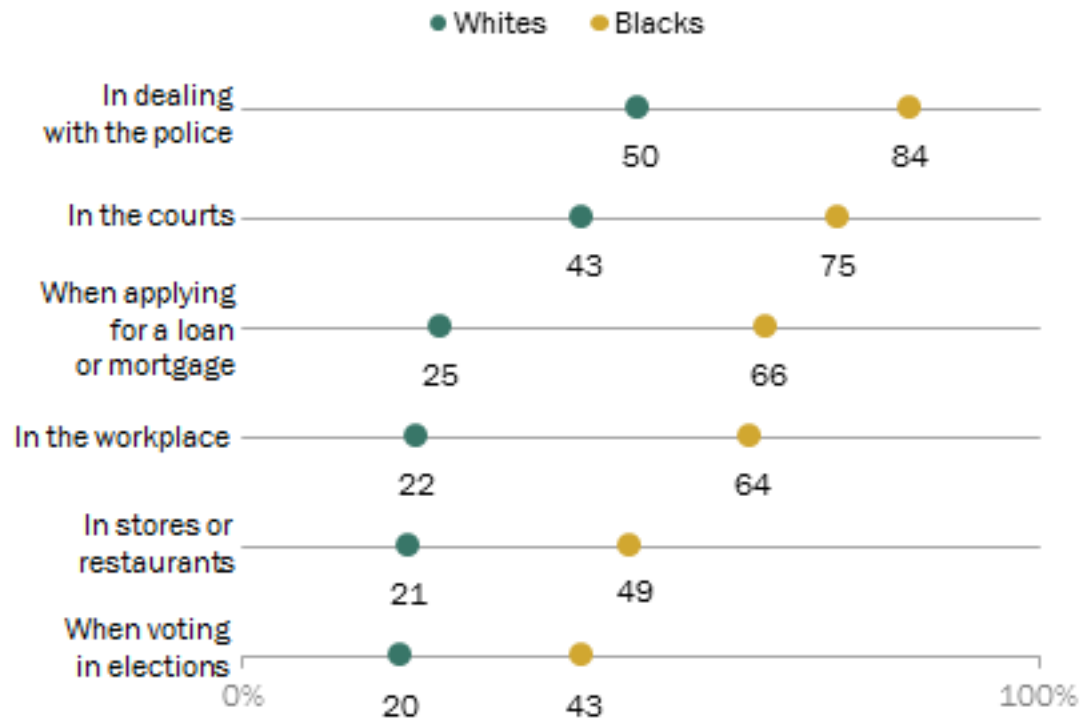
● Whites ● Blacks

	Whites	Blacks
In dealing with the police	50	84
In the courts	43	75
When applying for a loan or mortgage	25	66
In the workplace	22	64
In stores or restaurants	21	49
When voting in elections	20	43

Note: Whites and blacks include only non-Hispanics.
Source: Survey of U.S. adults conducted Feb. 29-May 8, 2016. Q19F2a-f.
"On Views of Race and Inequality, Blacks and Whites are Worlds Apart"

PEW RESEARCH CENTER

In 2016...

About a third of white Americans say Obama has made race relations worse

Views of Obama's handling of race relations
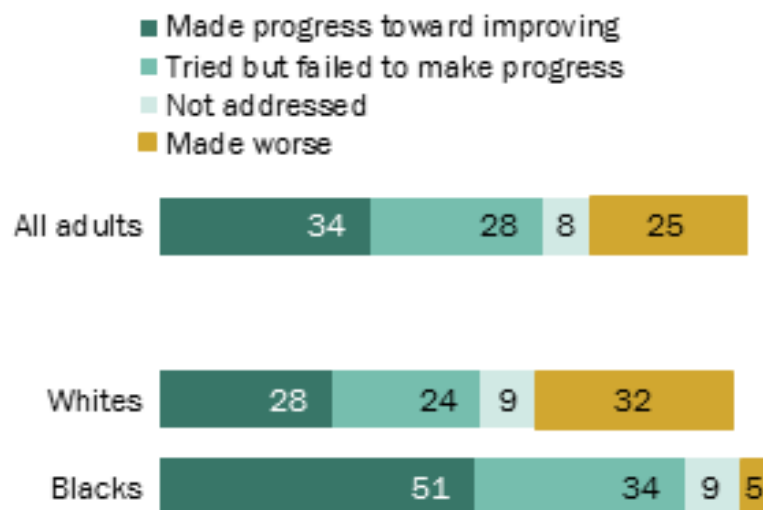
- Made progress toward improving
- Tried but failed to make progress
- Not addressed
- Made worse

	Made progress	Tried but failed	Not addressed	Made worse
All adults	34	28	8	25
Whites	28	24	9	32
Blacks	51	34	9	5

Note: "All adults" includes adults of all races. Whites and blacks include only non-Hispanics. "Don't know/Refused" responses not shown.
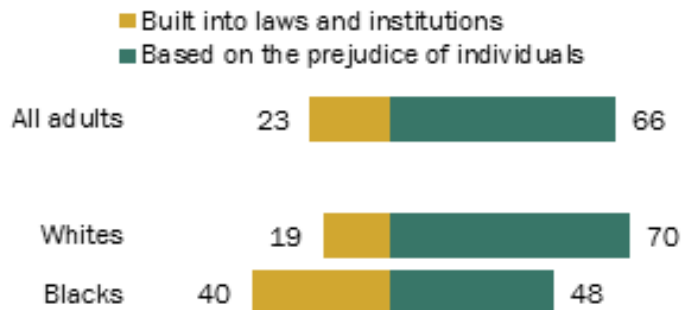Source: Survey of U.S. adults conducted Feb. 29-May 8, 2016. Q23. "On Views of Race and Inequality, Blacks and Whites are Worlds Apart"

PEW RESEARCH CENTER

Roughly six-in-ten white Republicans say too much attention is paid to race these days

% saying there is _____ attention paid to race and racial issues in the U.S. today
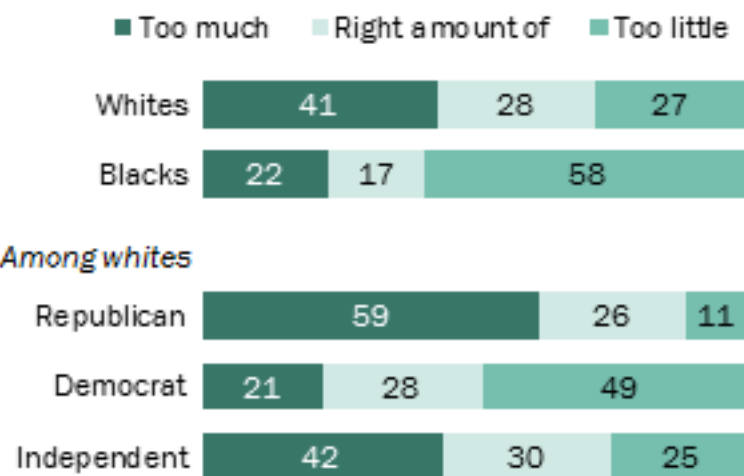
- Too much
- Right amount of
- Too little

	Too much	Right amount of	Too little
Whites	41	28	27
Blacks	22	17	58

Among whites

	Too much	Right amount of	Too little
Republican	59	26	11
Democrat	21	28	49
Independent	42	30	25

Note: Whites and blacks include only non-Hispanics. "Don't know/Refused" responses not shown.
Source: Survey of U.S. adults conducted Feb. 29-May 8, 2016. Q16. "On Views of Race and Inequality, Blacks and Whites are Worlds Apart"

PEW RESEARCH CENTER

Blacks are about twice as likely as whites to point to discrimination as a major reason that some blacks have a harder time getting ahead

% saying each of these is a major reason that blacks in the U.S. may have a harder time getting ahead than whites
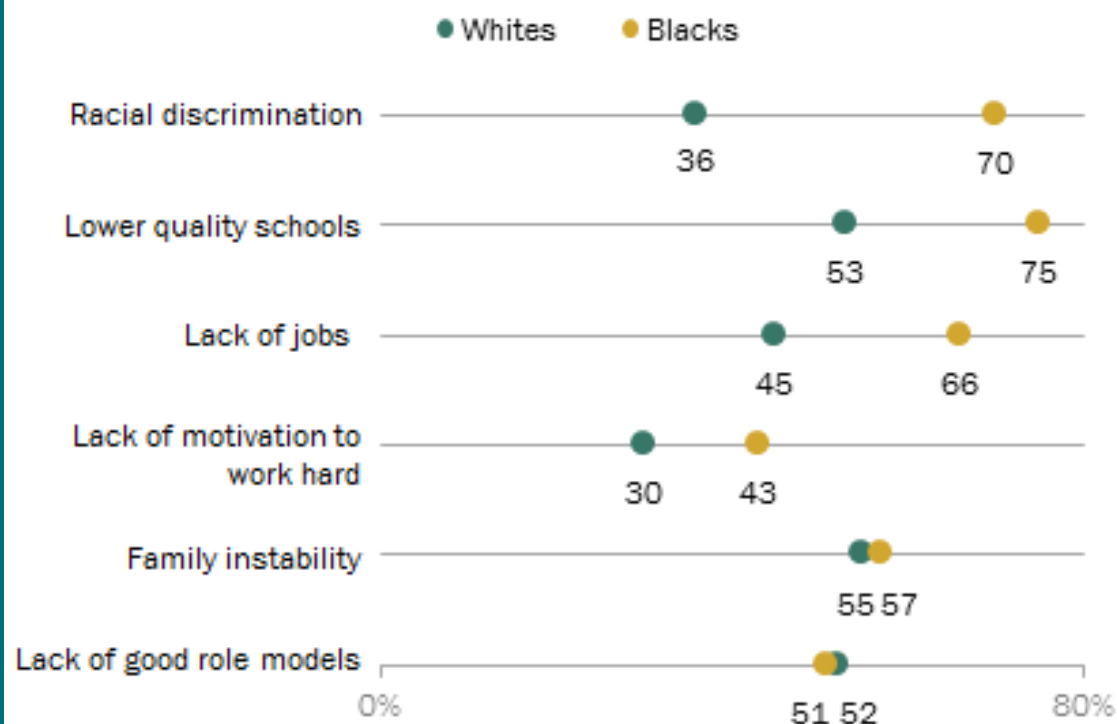
● Whites   ● Blacks

Reason	Whites	Blacks
Racial discrimination	36	70
Lower quality schools	53	75
Lack of jobs	45	66
Lack of motivation to work hard	30	43
Family instability	55	57
Lack of good role models	51	52

0%   80%

In 2016, race still matters.

More see individual, rather than institutional, racism as a bigger problem

% saying discrimination _____ is the bigger problem when it comes to discrimination against black people in the U.S. today

- Built into laws and institutions
- Based on the prejudice of individuals

	Built into laws and institutions	Based on the prejudice of individuals
All adults	23	66
Whites	19	70
Blacks	40	48

Note: "All adults" includes adults of all races. Whites and blacks include only non-Hispanics. Voluntary responses of "Both," "Neither/There is no discrimination" and "Don't know/Refused" not shown.
Source: Survey of U.S. adults conducted Feb. 29-May 8, 2016. Q42. "On Views of Race and Inequality, Blacks and Whites are Worlds Apart"

PEW RESEARCH CENTER

About half of blacks say they've been treated like they were suspicious or not smart

% saying each of the following happened to them in the past 12 months because of their race or ethnicity
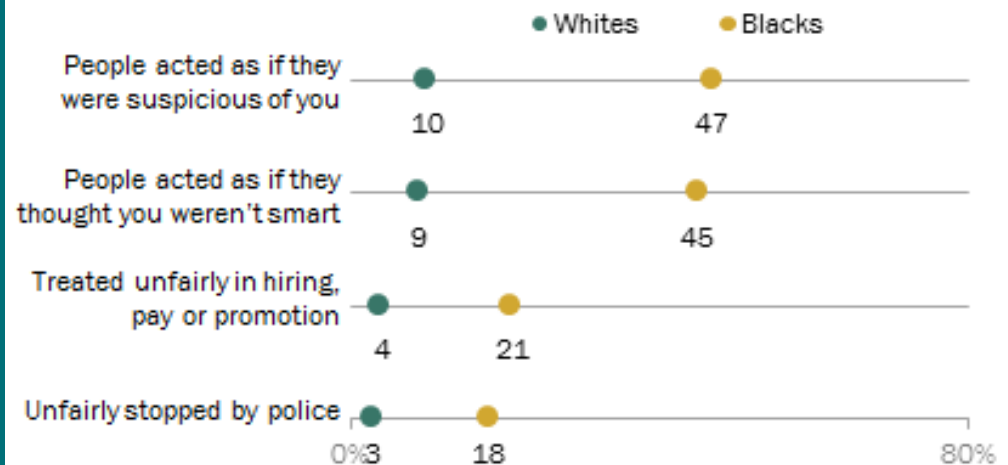
- Whites
- Blacks

	Whites	Blacks
People acted as if they were suspicious of you	10	47
People acted as if they thought you weren't smart	9	45
Treated unfairly in hiring, pay or promotion	4	21
Unfairly stopped by police	3	18

0%   80%

Note: Whites and blacks include only non-Hispanics.
Source: Survey of U.S. adults conducted Feb. 29-May 8, 2016. Q43a-d. "On Views of Race and Inequality, Blacks and Whites are Worlds Apart"

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What are the structures that affect our lives?

These structures are connected

They affect our identities and the world around us

Understanding Ourselves within Structures

We are all situated
within structures
but not evenly
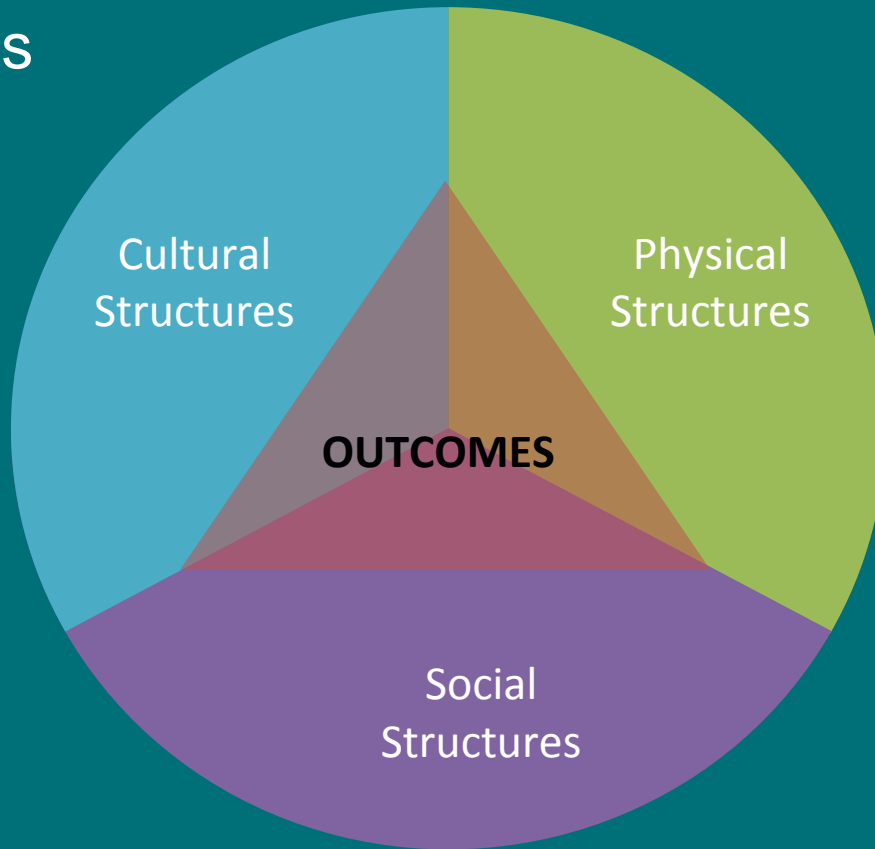
These structures interact
in ways that produce a differential in outcomes

- We live in structures and structures live in us.
  - Environment/neighborhood matters.
  - Children in different neighborhood will be expose to different allostatic load.

- How do we become aware of this?
  - With data and mapping.

TU and Structures:

- It is important that we focus on changing the structure that people are within, not the people within the structures.

TU and Structures:

Racial and ethnic minorities have health that is worse overall than the health of White Americans.

Health disparities may stem from:

- Environmental Stress and Neighborhood Stressors
- Socioeconomic, Daily and Family Stress
- Perceived Discrimination

This has an impact on life expectancy.

Dramatic difference in life expectancy:
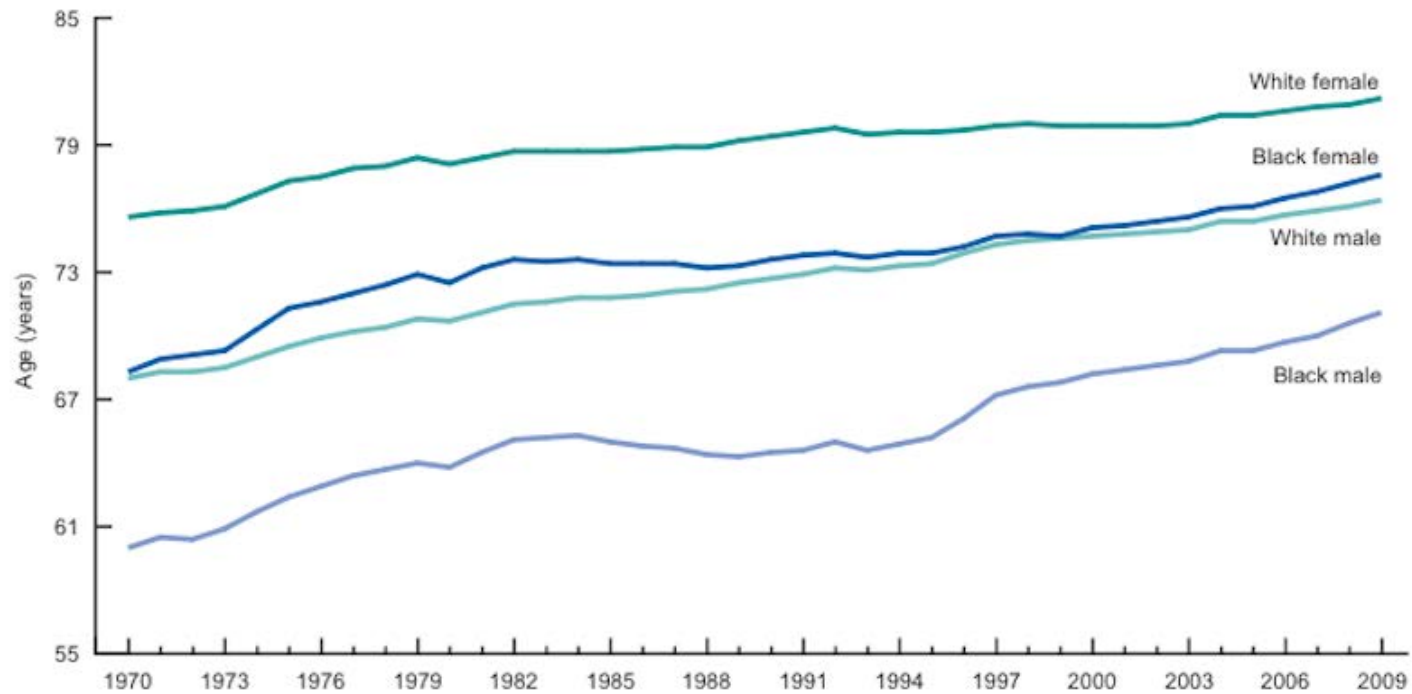
Saskia Sassen's *Expulsions* (2014)

"Inequality, if it keeps growing, can at some point be more accurately described as a type of expulsion. For those at the bottom or in the poor middle, this means expulsion from a life space; among those at the top; this appears to have meant exiting from the responsibilities of membership in society via self-removal, extreme concentration of the wealth available in a society, and no inclination to redistribute that wealth."

Expulsions & Domains of Space

Public	Private
Non-public/non-private	Corporate

Addressing the Misalignment of Power

- The issue isn't public/private, but public/corporate
- Expansion of corporate prerogative
- Corporate space diminishes public & private space
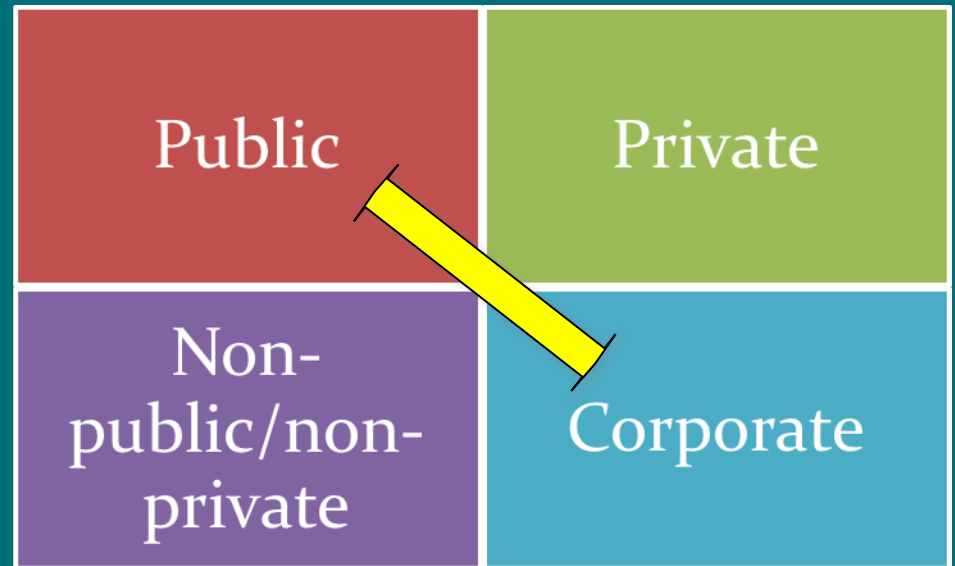
Domains of Space: Characteristics

Public	Private	Corporate
- Communal space - Limited Privacy - Everyone is permitted - Rules and regulations	- Individual space - Maximum privacy - Ultimate freedom - Minimal government regulation - Minimal surveillance	- Not your space - No public space - Definitely not private space - No freedom - It is neither private nor public space

Non-public/non-private space

- This space is misleading for individuals who enjoyed neither public rights nor private freedom
- Today: immigrants, incarcerated, disabled, and other marginalized racial subjects

Public	Private
Non-public/non-private	Corporate
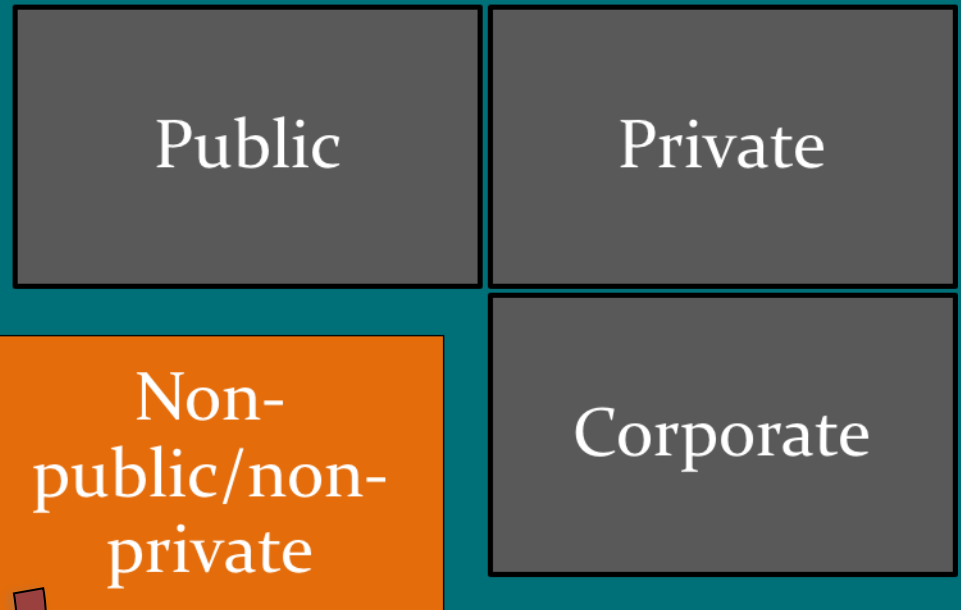
Historicizing non-public/non-private space

from the past…

to the present

Slaves

- *Dred Scott vs. Sandford* (1857)

Immigrants

- Arizona SB 1070
- Immigration Reform Bill
- *Melenderes vs. Arpaio* (2013)

Incarcerated/formerly incarcerated

Historicizing non-public/non-private space

1851

2010

# Historic lineage of "spatial racism"
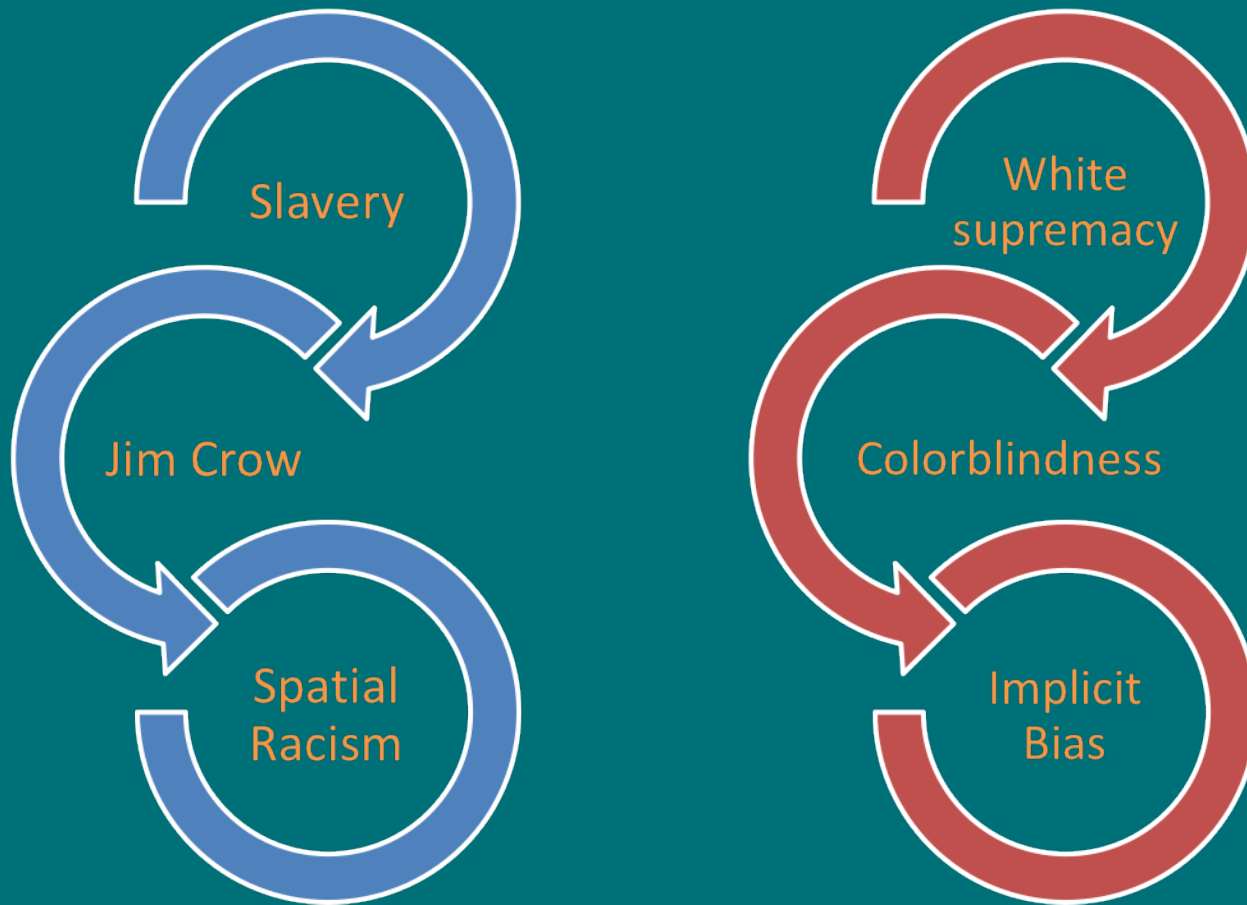
Implicit bias defined

Implicit bias refers to the brain's automatic, instant association of stereotypes or attitudes toward particular groups, without our conscious awareness.

III. Race in America: Implicit Bias & Othering

By any common definition, Trump's statements and policies are racist. Yet we are researchers on implicit bias—largely unconscious, mostly automatic social biases that can affect people's behavior even when they intend to treat others fairly regardless of their social group identity. Our concern with implicit bias might seem like a relic of a bygone, pre-Trump era, in which explicit bigotry was on the wane, at least in mainstream political speech.
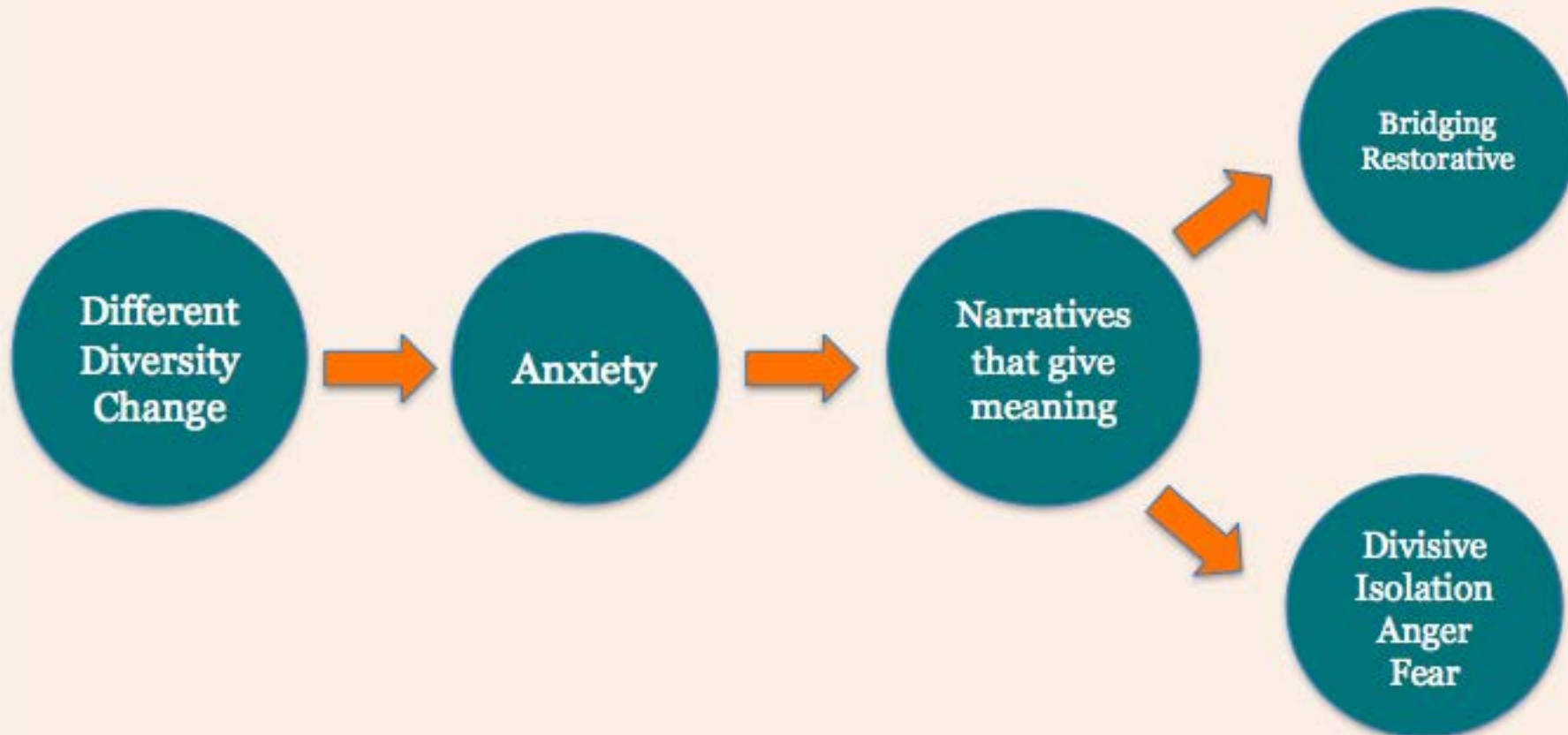
Does implicit bias have anything to add to our understanding of our current political moment? Our answer, you won't be surprised to hear, is yes.

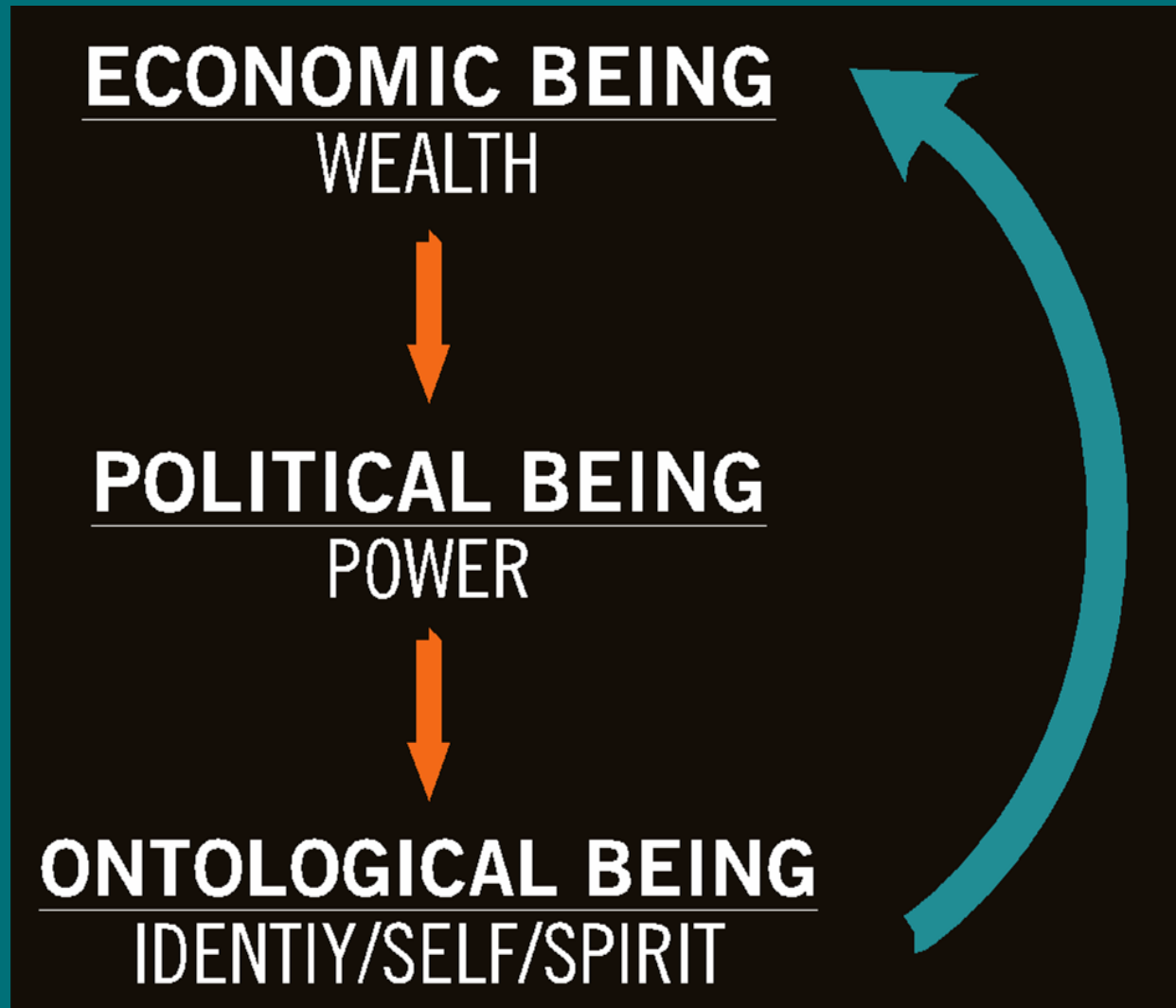**— Jennifer Saul & Michael Brownstein (April 18, 2016)**
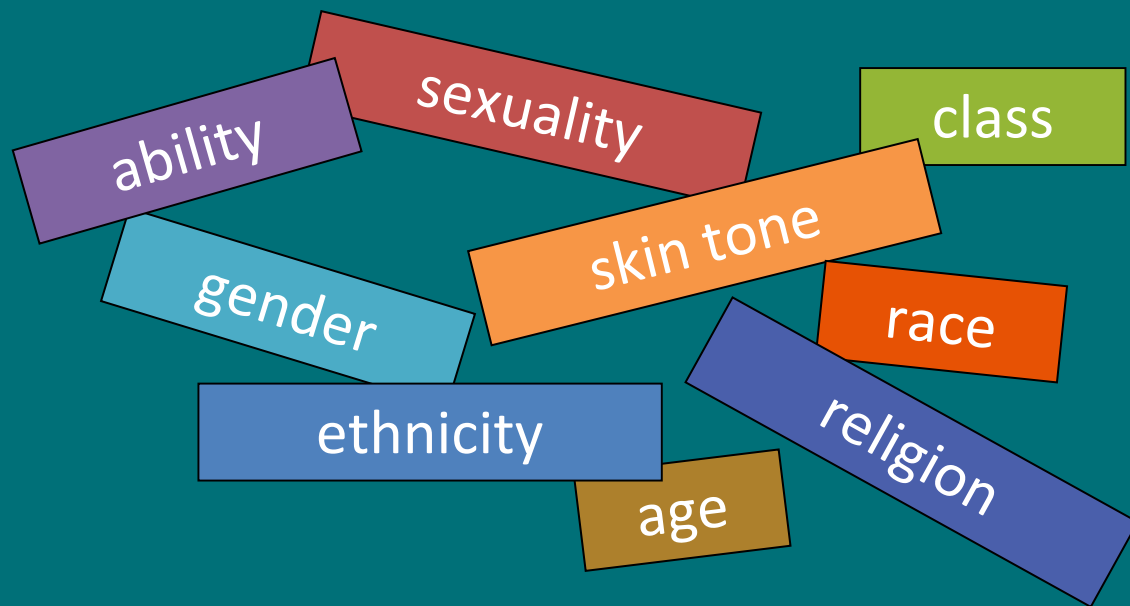
Othering is a set of common processes that engender marginality and persistent inequality across any of the full range of human differences.

Othering & Political Polarization

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Different Diversity Change → Anxiety → Narratives that give meaning → Bridging Restorative

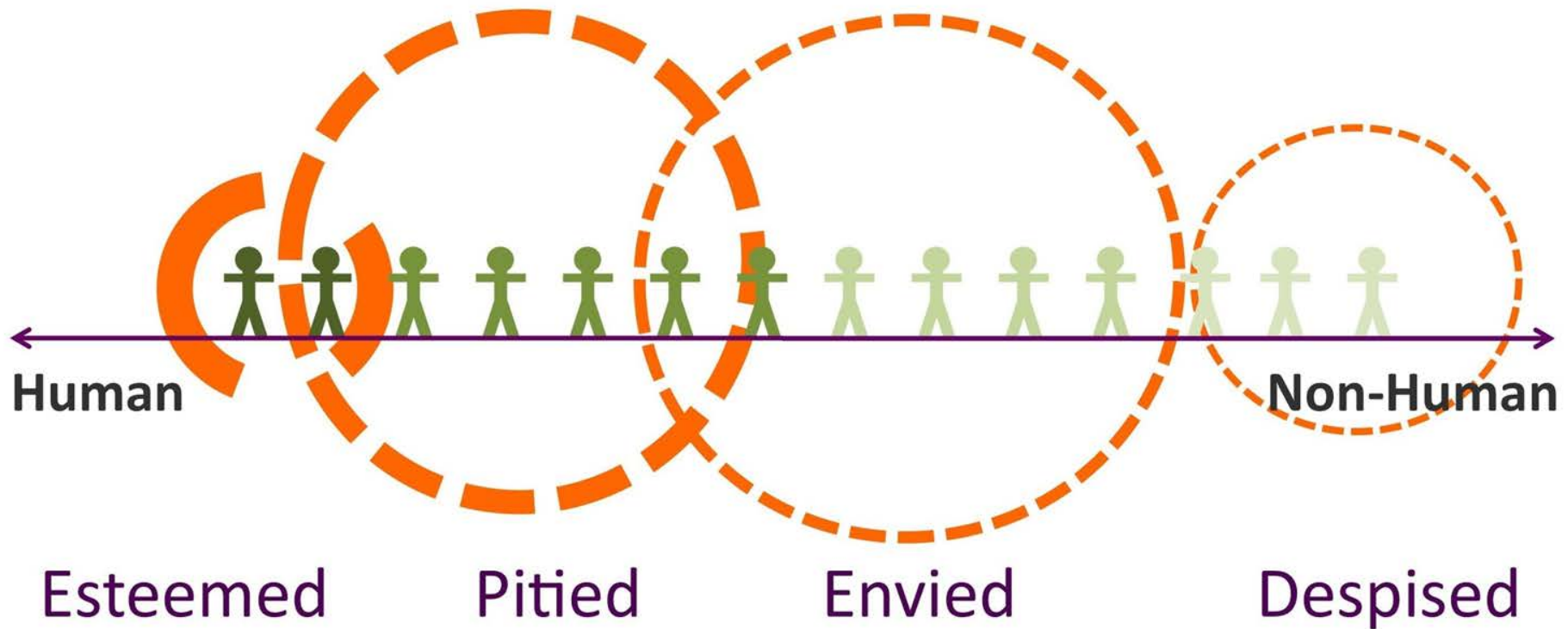Narratives that give meaning → Divisive Isolation Anger Fear

Othering & Political Polarization

Dominant hierarchy of organizing our sense of self:
What happens when the hierarchy is reversed?

In-Group members: "more human"

Human   Non-Human

Esteemed   Pitied   Envied   Despised

Douglas Massey. Categorically Unequal: The American Stratification System. NY: Russell Sage Foundation 2007

Examples of Inclusion & Belonging in U.S. Law

- **African Americans**. 13th Amendment Bans Slavery (1865),14th Amendment grants Full Citizenship (1868), 15th Amendment Grants the Right to Vote Regardless of Race (1870), Brown v. Board of Education (1954), Loving v. Virginia (1967), Affirmative Action (1978 and beyond)
- **Women**. 19th Amendment Grants Women the Right to Vote (1920)
- **Persons with Disabilities**. Americans with Disabilities Act bans discrimination against individuals with disabilities in all areas of public life (1990)
- **LGBTQ**. Obergefell v. Hodges (2015).

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We still live in structures and environments of hostility & coded messages

Ben Carson

Syrian refugees as "rabid dogs"

Donald Trump

There is a lot…

Structural racialization limits opportunity

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We can define opportunity through **access** to…
But even more importantly through membership and belonging

education

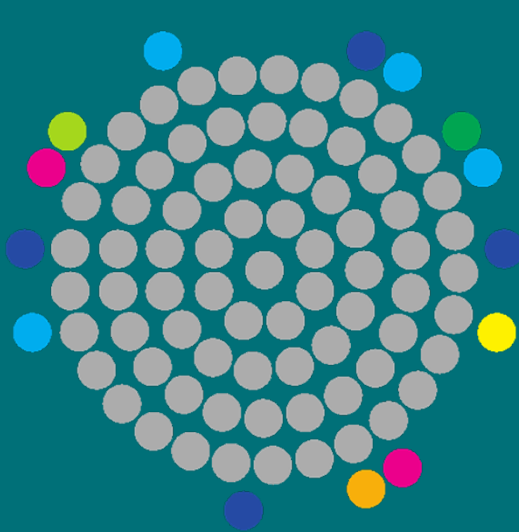economic

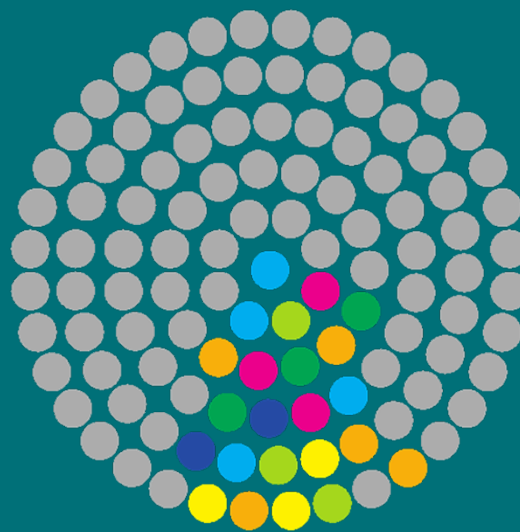transportation

food

housing

justice

healthcare

communications

SPATIAL, RACIAL, AND OPPORTUNITY SEGREGATION IMPACT A NUMBER OF LIFE OPPORTUNITIES

Neighborhood Segregation

- Health
- School segregation
- Educational achievement
- Exposure to crime; arrest
- Transportation limitations and other inequitable public services
- Job segregation
- Racial stigma and other psychological issues
- Community power and individual assets
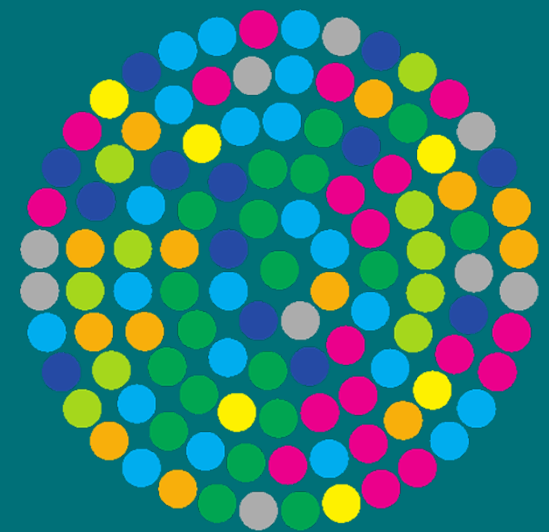
On the other hand, **belonging** is to be a part of something greater than yourself

EXCLUSION   INTEGRATION   INCLUSION

The term connotes something fundamental about both how groups are **structurally positioned** within society as well as how they are **perceived and regarded**

What about the soil underneath & the air all around?

Social Determinants of belonging

Violence and disorder

Physical hazards

Concentrated poverty

Air and water quality

School quality

Exposure to toxins

Housing quality

Neighborhood blight

Segregation

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http://www.iupress.indiana.edu/catalog/806639

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