Othering & Belonging
Institute at UC Berkeley

Defending Diversity, Equity, Inclusion, and Access through Belonging
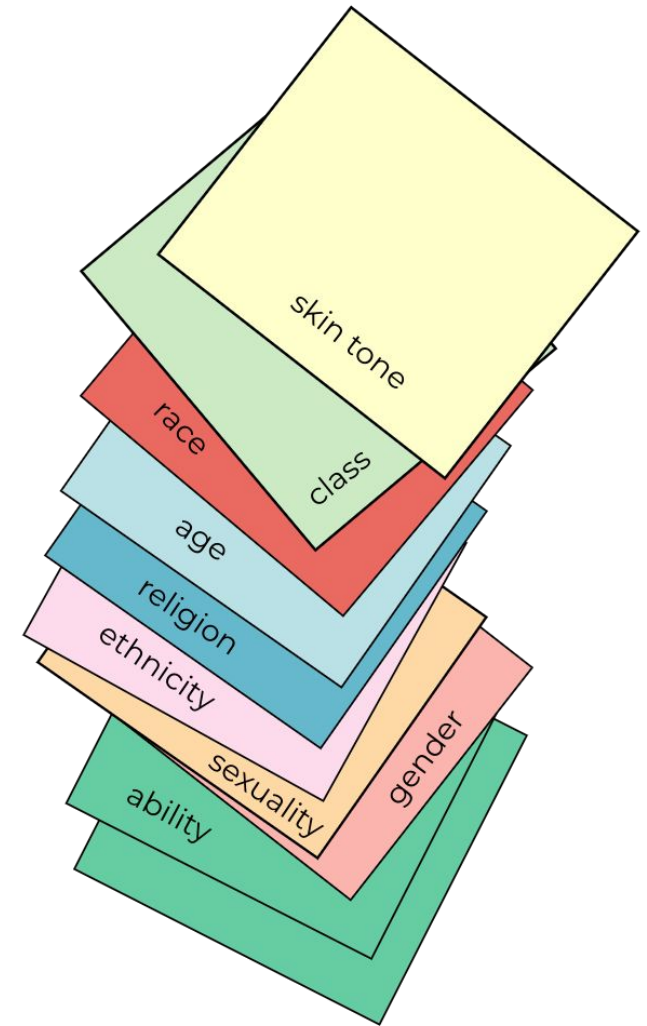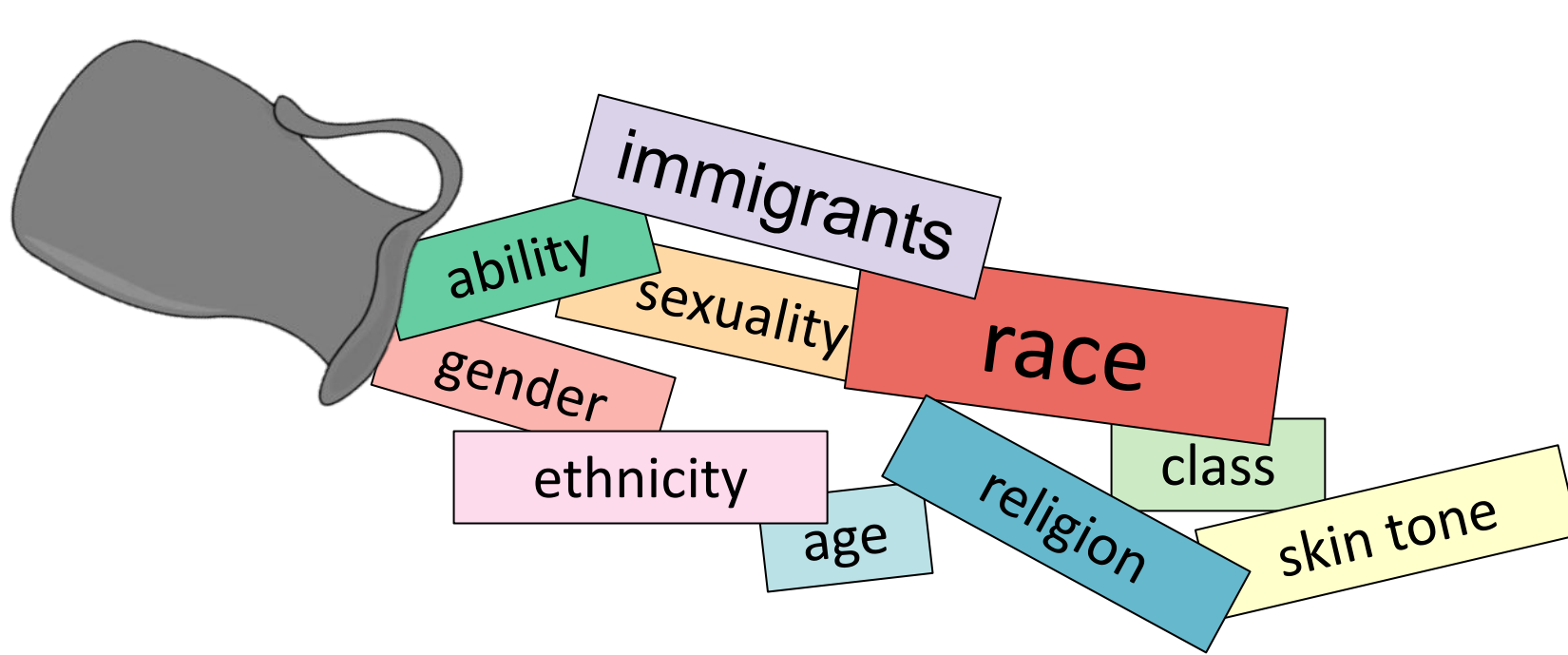
DATE
June 20, 2024

PRESENTER
john a. powell, Director
Othering & Belonging
Institute

AUTHORIAL SUPPORT
Clarisa Coronado
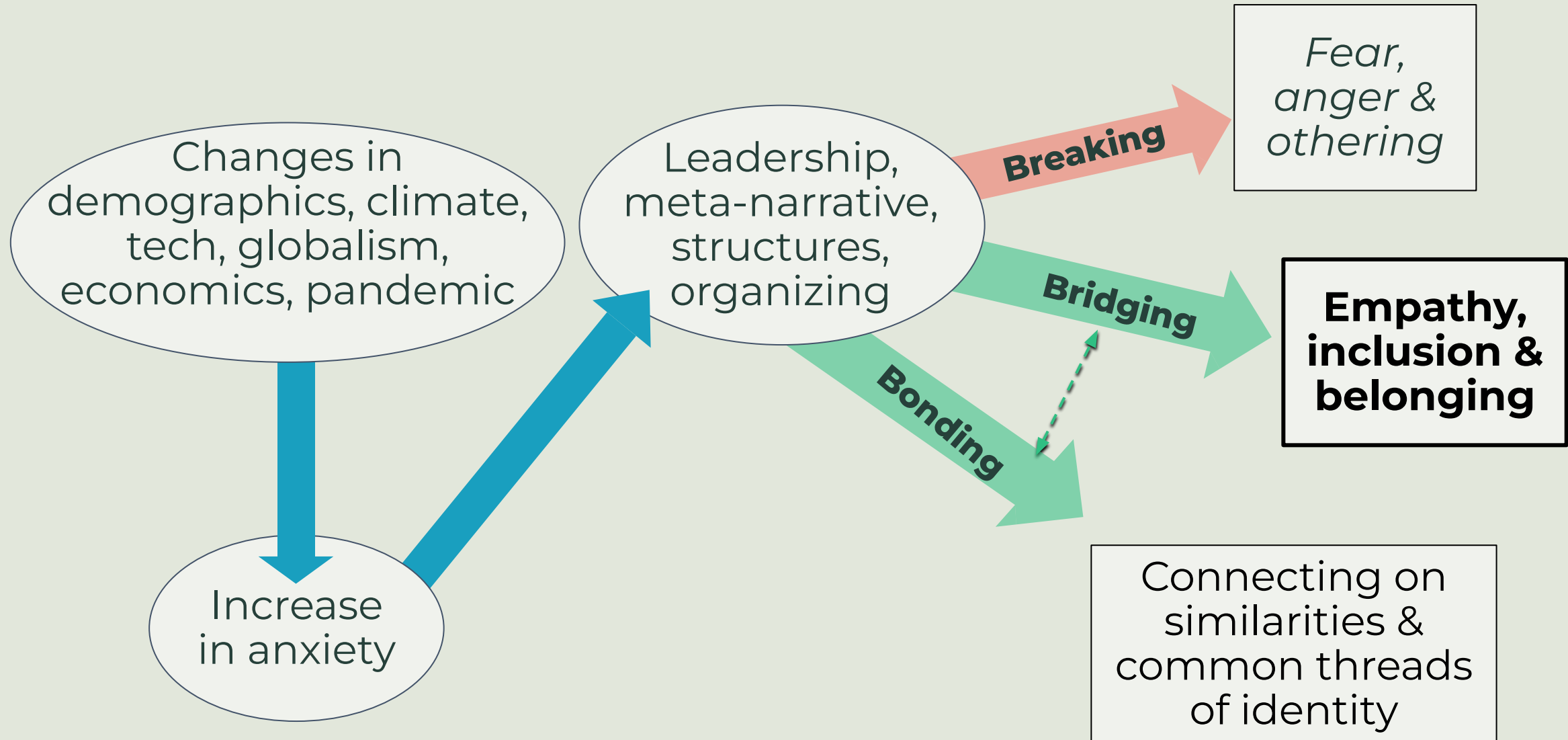Ashley Gallegos
Shadrick Small

The problem of "Othering" is the problem of the 21st century.

Othering is a generalized set of common processes that engender marginality and group-based inequality across any of the full range of human differences.
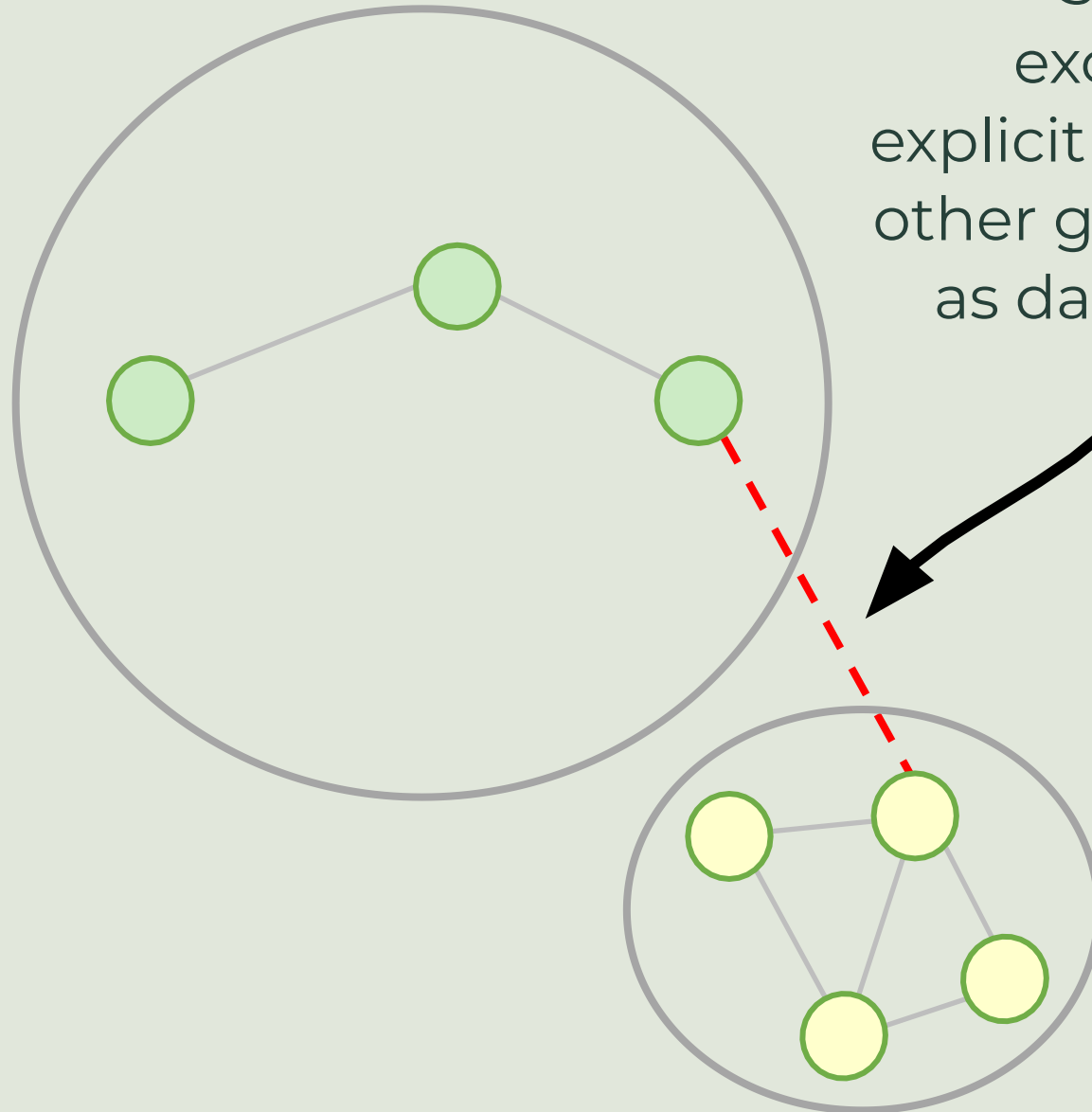
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Rapid Change Produces Collective Anxiety

Changes in demographics, climate, tech, globalism, economics, pandemic

Increase in anxiety

Leadership, meta-narrative, structures, organizing

Breaking → *Fear, anger & othering*

Bridging → **Empathy, inclusion & belonging**

Bonding → Connecting on similarities & common threads of identity

Examples of breaking

White Nationalism

Conflict Entrepreneurs

https://www.alfihri.org/post/how-are-conflict-and-peace-related

Examples of bonding

Family
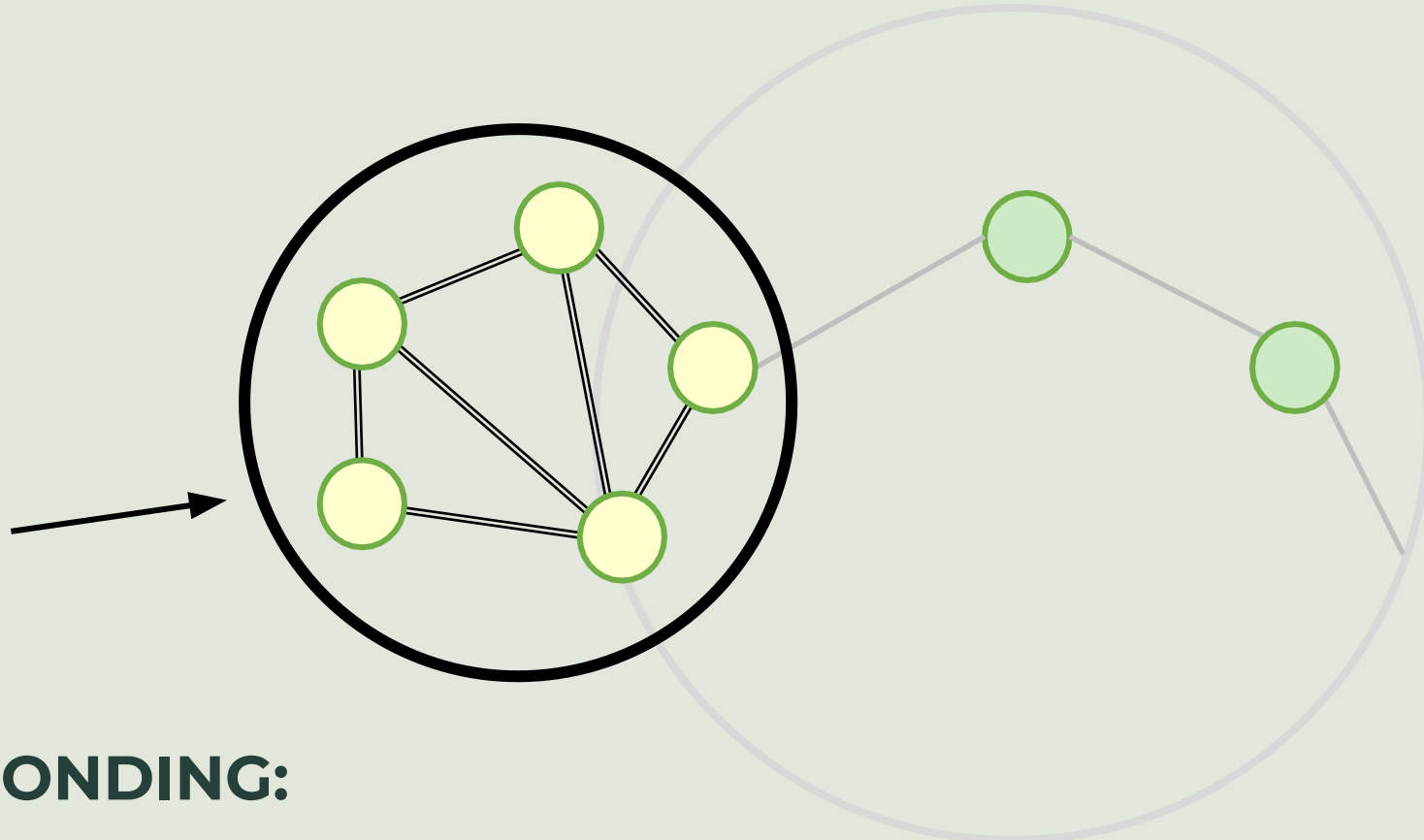
Neighborhoods

BONDING:

Social ties that link people together with others who are primarily like them along some key dimension. These are genuinely easier to build than bridging social capital.
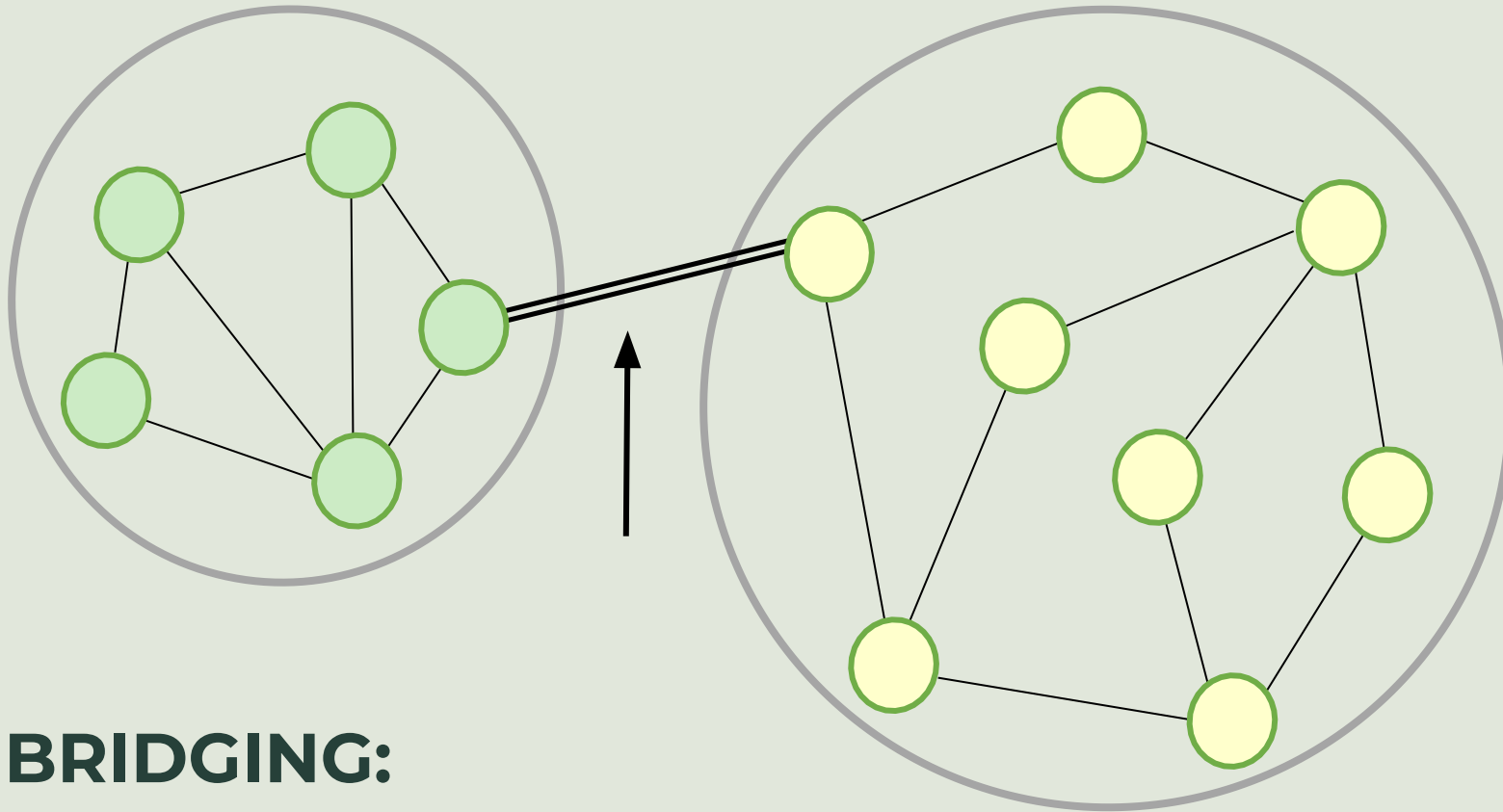
Examples of bridging

LGBT Movement

Community vigil in New Zealand (2019)

BRIDGING:

Social ties that link people together with others across a cleavage that typically divides society; bridging expands the circle of human concern to build a more inclusive "we"

How do we bridge in a fragmented environment?

The solution to othering is <u>bridging,</u> not more othering.

While many groups may view "breaking" as a way of protecting themselves from external forces who seek to blame, injure, or divide, this response harms movements' ability to build power. As we know, there is power in diversity, numbers, and transformation—all of which require cross-group engagement, not merely in-group bonding.

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Countering Authoritarianism: Forging a Progressive Response to Fragmentation john a. powell and Sara Grossman March 16, 2023

Breaking and Bridging

There are **short bridges** and **long bridges.**

Some bridges require more effort to build and maintain.

Others are a short distance.

"Bridges are made to be walked on."
- bell hooks

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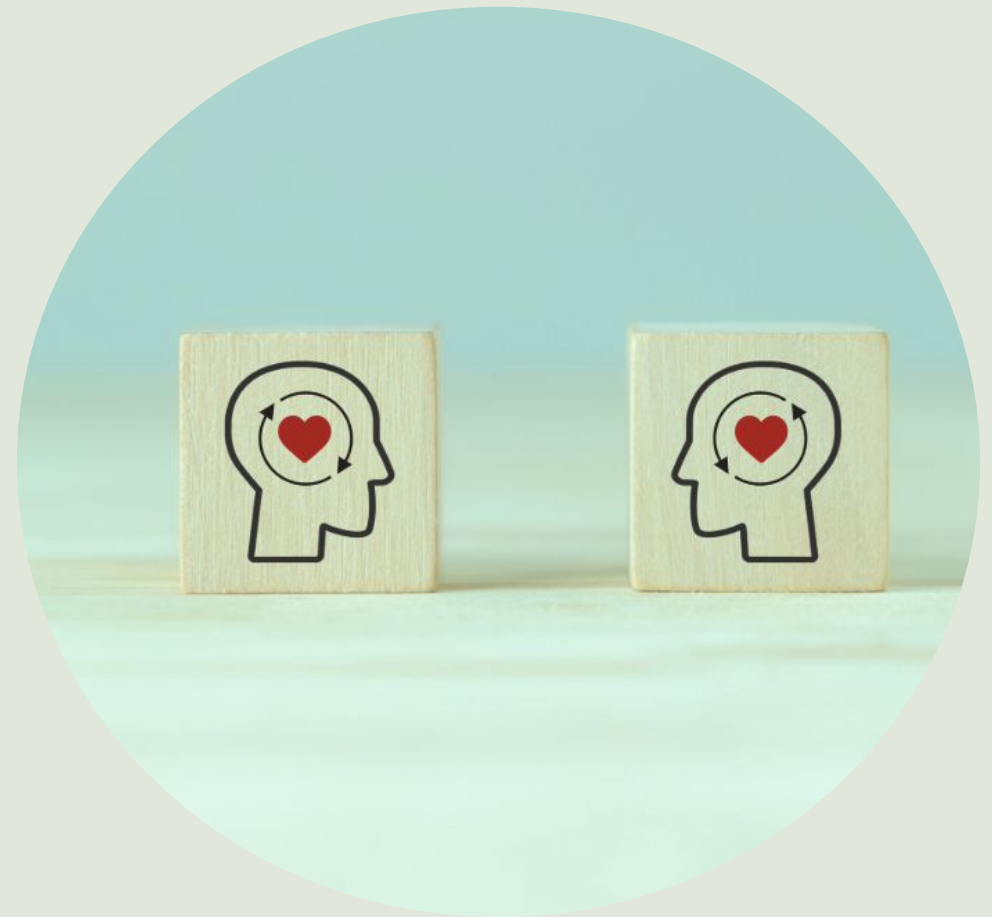Institute at UC Berkeley

Bridging / Sawubona

The heart of bridging is **empathic/compassionate** listening.

This does not mean agreeing.

But It does entail curiosity and willingness to **see other's humanity**.

What are your concerns, fears and sacred symbols?

The opposite of othering is *not* same-ing, but **belonging; sort of.**

Elements of Belonging

Inclusion
- Equity
- Absence of exclusion
- Accommodation
- Access

Connection
- Emotional / affective ties to people & places
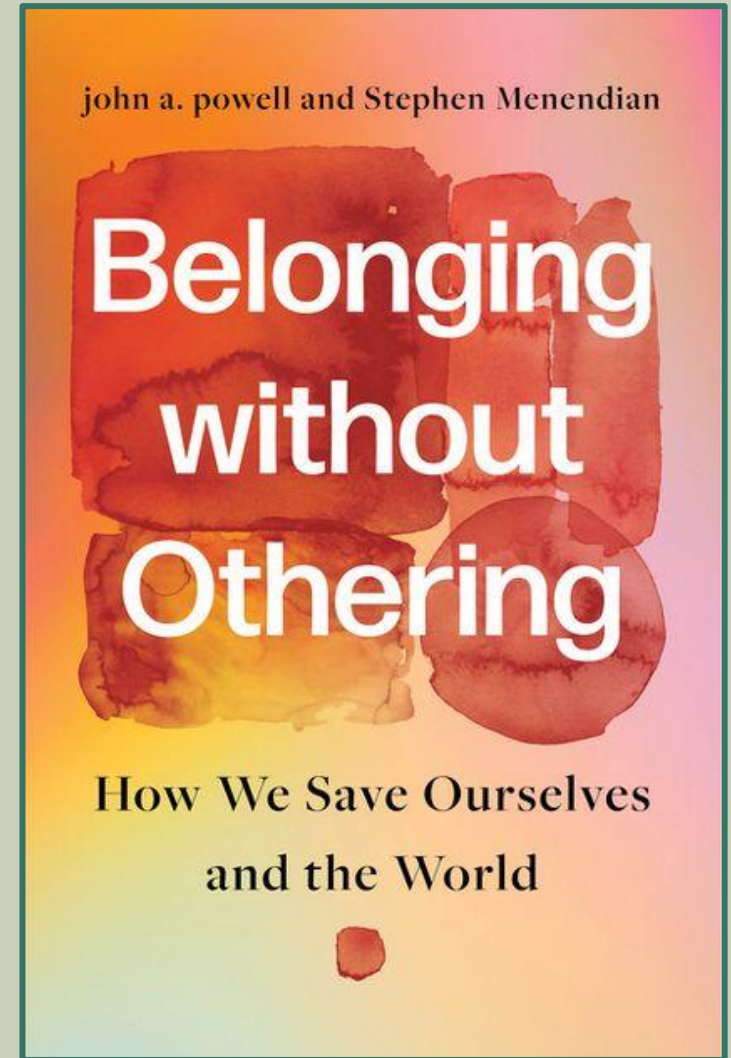- Sense of attachment, fondness, safety, or warmth

+

Recognition
- Demonstration that community or institution sees, respects & values various social identities

Agency
- Individual & collective capacity to co-create the environment and wield (shared) power

john a. powell and Stephen Menendian

Belonging without Othering

How We Save Ourselves and the World

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Othering & Belonging within Structures

We are all situated within structures, but not evenly.

These structures are not neutral and interact in ways that produce differential outcomes.

Cultural Structures

OUTCOMES

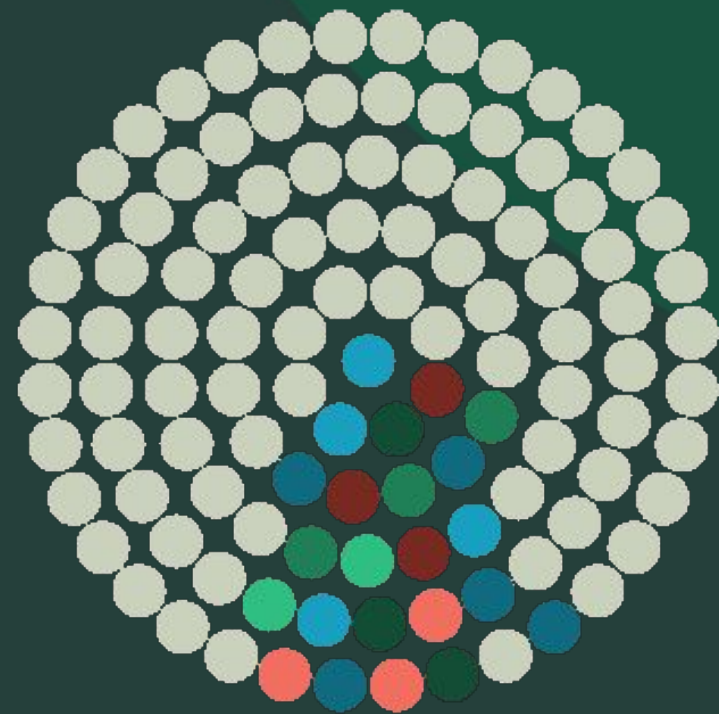**Social Structures**

Physical Structures

Structures unevenly distribute benefits and burdens to various groups.

Power gives us greater positive access to structures and more ability to shape structures.
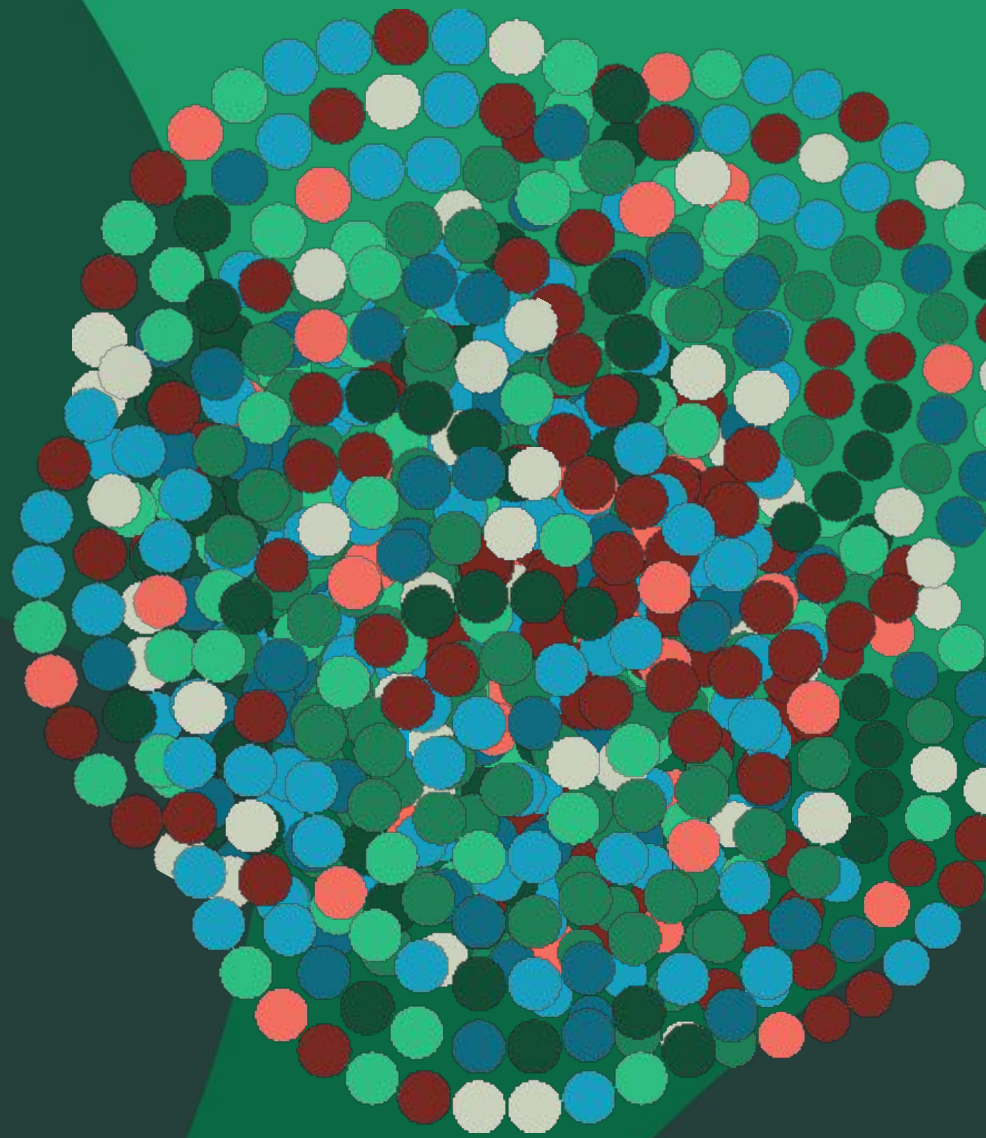
Othering & Belonging Institute at UC Berkeley
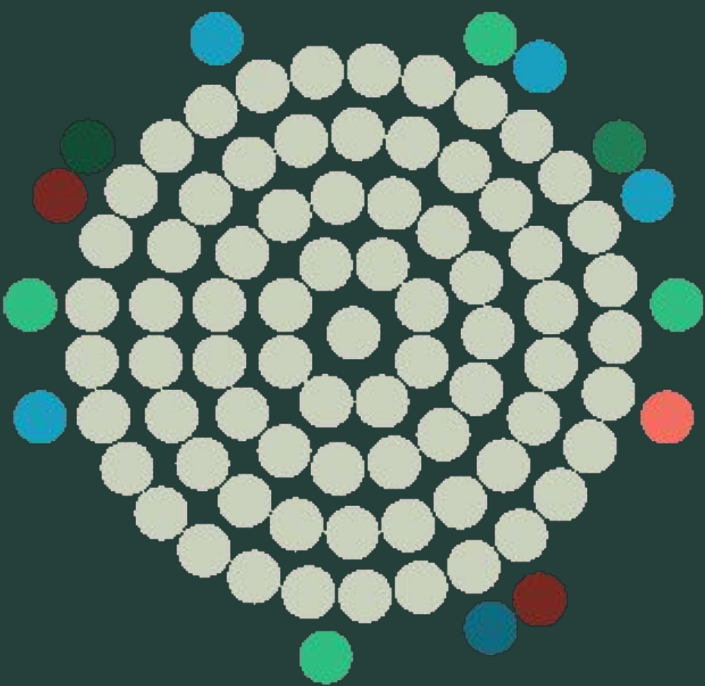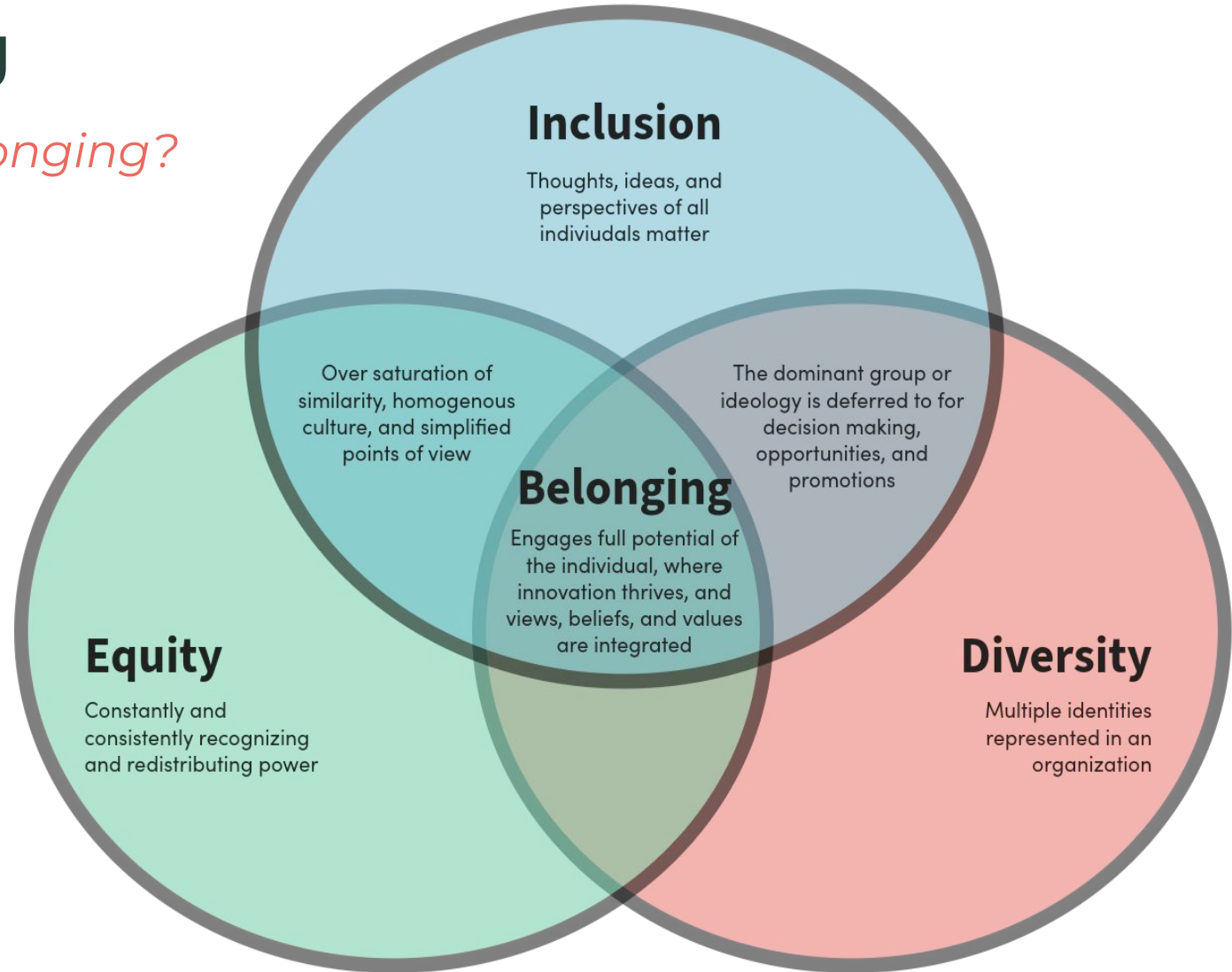
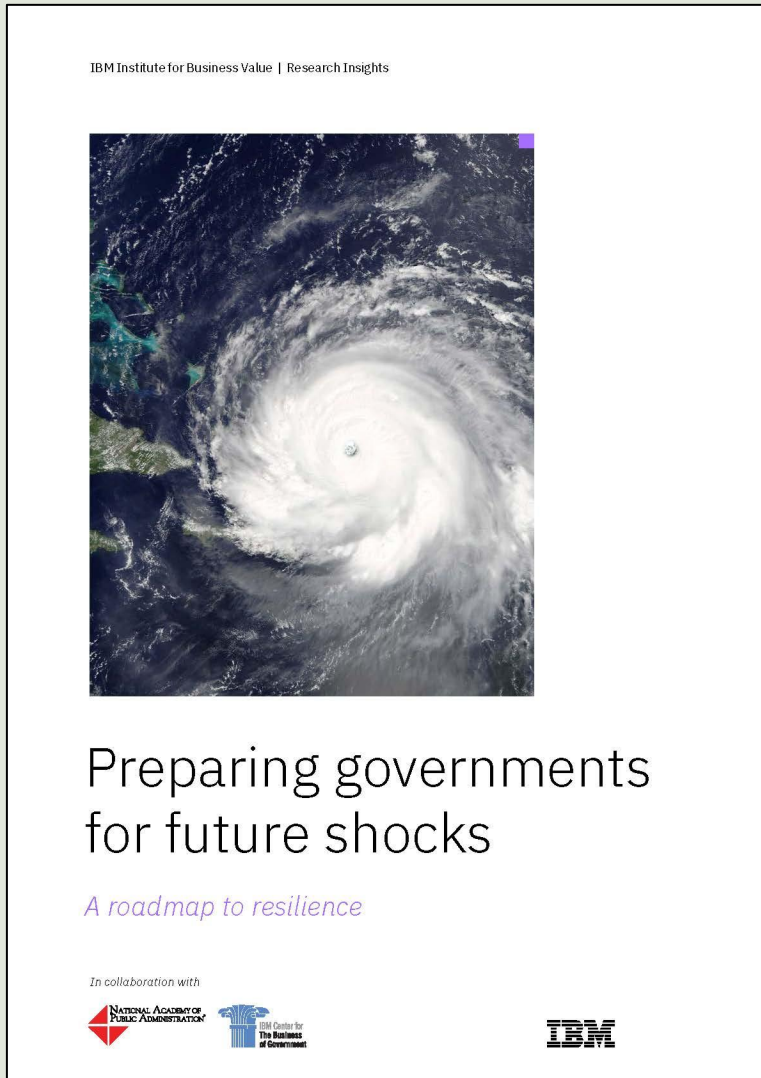**Exclusion**   **Inclusion**   **Belonging**

From Diversity, Equity, and Inclusion to Bridging and Belonging

Why move from DEI to Bridging and Belonging?

- We don't want to just welcome people into existing structures
- We want people to **co-create structures and institutions together**
- We want to build systems that are welcoming to all and that everyone has a stake in, where everyone is represented and the **work of bridging happens through co-creation**

Inclusion
Thoughts, ideas, and perspectives of all indiviudals matter

Over saturation of similarity, homogenous culture, and simplified points of view

The dominant group or ideology is deferred to for decision making, opportunities, and promotions

Belonging
Engages full potential of the individual, where innovation thrives, and views, beliefs, and values are integrated

Equity
Constantly and consistently recognizing and redistributing power

Diversity
Multiple identities represented in an organization

In Other Words: Co-creation Is Essential

Increase public participation and improve communication

Imperative 4

- "Create robust opportunities for public participation during planning, response, and recovery stages to address future shocks."
- "Ensure all members of the community are included and create opportunities for all voices to be heard and respected."
- "Carefully design communication strategies using trusted voices, storytelling, and other approaches that lead to greater public understanding and more effective actions"

IBM Institute for Business Value | Research Insights

Preparing governments for future shocks

A roadmap to resilience

In collaboration with

Othering & Belonging Institute at UC Berkeley

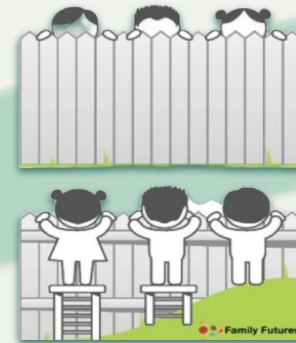**The arc of the moral universe is long, but it bends toward justice (belonging)**

–Dr. Martin Luther King Jr., "Remaining Awake Through a Great Revolution." Speech given at the National Cathedral, March 31, 1968.
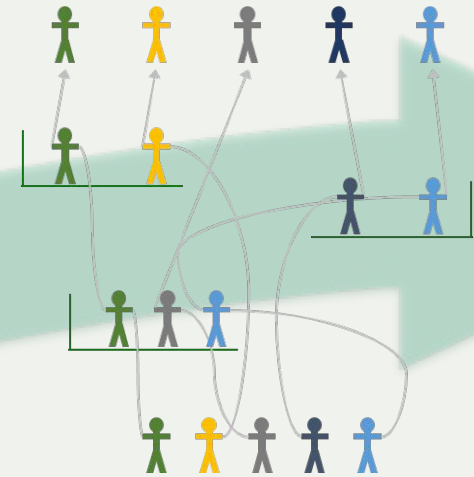
Extreme Inequality

Equality

Equity

Targeted Universalism & Belonging (Equity 2.0)

Universal Approaches

President Obama high-fives children in a pre-kindergarten classroom at College Heights early childhood learning center in Decatur, Georgia, February 14, 2013. REUTERS/Jason Reed

Government 'not siding' with one group over another
- Examples: minimum wage, universal health care

**Criticism** of unwarranted government spending
- 2013 Pres. Obama universal pre-K program, projected $12.3 billion each year

Exacerbate disparities and deepen inequality and injustice by pursuing a normative target
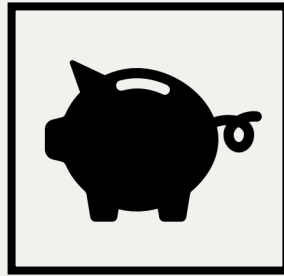- Massachusetts' 2006 statewide universal health care law
  - 95% of residents obtained health care insurance (84% national average)
  - Health care insurance provision did not translate into access to health care

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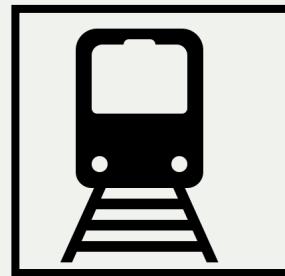# Structures limit and enhance opportunity

We can define opportunity through **access** to:
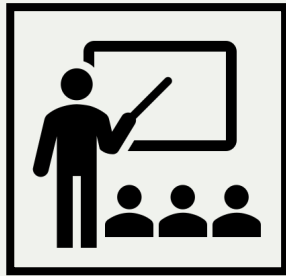
EDUCATION

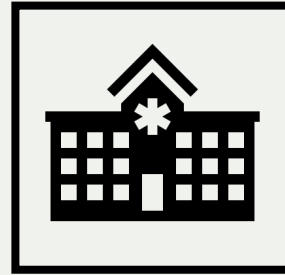**ECONOMY**

TRANSPORTATION
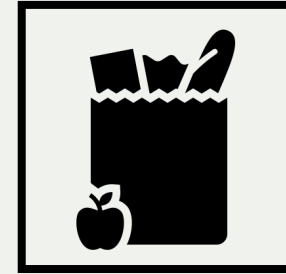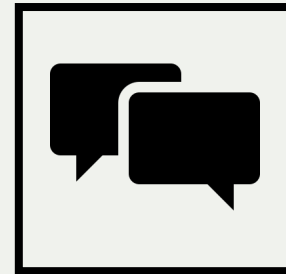
FOOD

HOUSING

JUSTICE

HEALTHCARE

COMMUNICATIONS

This is an issue of **membership** and **belonging.**

Targeted Approaches

Targeted policies are those that **extend benefits or protections to a targeted group**, and **not to individuals outside of that group**.

Examples:

- Social Security Old Age Benefits
- SNAP
- Affirmative Action
- Veterans Benefits (The GI Bill)
- Medicare/Medicaid

Advocates called for full Medicaid expansion in Mississippi at a rally at the State Capitol last month.   Rogelio V. Solis/Associated Press

Demonstrators in favor of affirmative action in Washington on Thursday. Kenny Holston/The New York Times

Targeted policies may be less expensive (consider Medicare for all v. public option), but **by targeting a particular group, these approaches are often viewed as unfairly helping one group over another, seeding hostility and resentment**.

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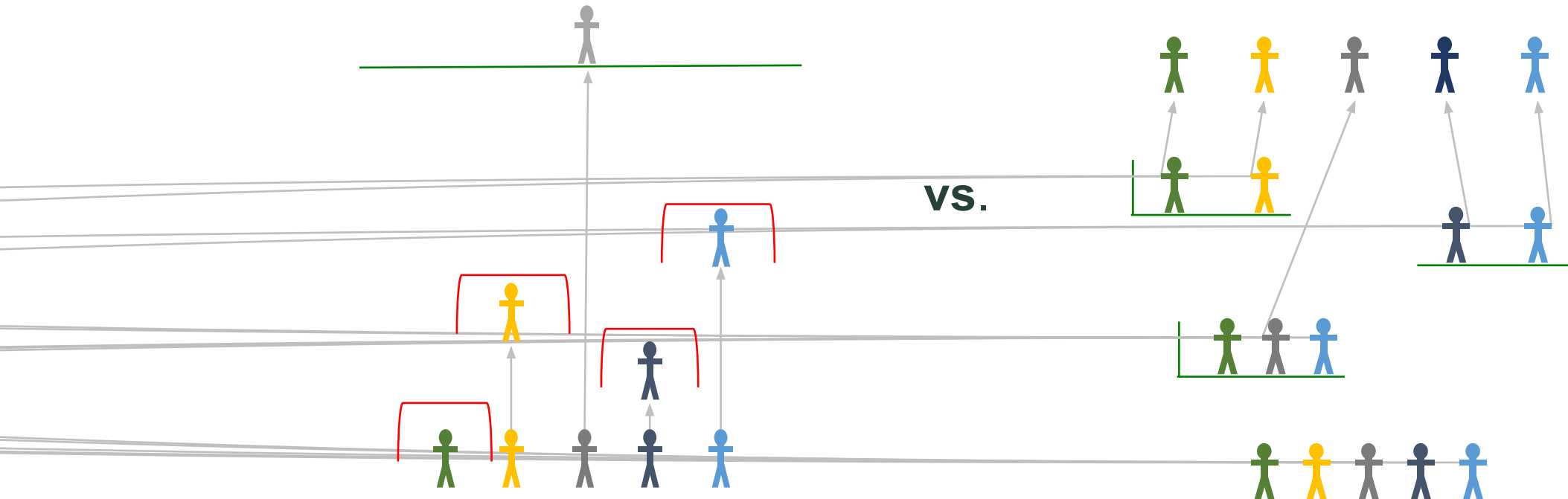
Targeted Universalism (TU)

TU is focuses on **structures** (situatedness) & **outcomes** (impacts of structural changes).

TU 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.

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The TU Framework

Structural inequity produces consistently different outcomes for different communities

Targeted universalism responds with universal goals and targeted solutions

vs.

Targeted Universalism Steps

1.	Co-create a universal goal
2.	Assess the general population performance relative to the universal goal
3.	Identify groups performing differently with respect to the goal & the overall population
4.	Assess & understand the structures that support or impede each group from achieving the universal goal
5.	Develop and implement targeted strategies so all groups reach goal
6.	Develop bridging messaging and stories that support strategies and engage bridging as a tool for implementation
7.	Evaluate progress and make adjustments

Frequently thought and sometimes asked questions

- Does T/U take the focus off of marginal communities such as blacks?

- Is T/U just a way to get around the SFFA case or to appease the right wing?

- Is T/U different from equity?

- What does co-creation mean?

Addressing power

- Who has the most power in the room?
- Who has the most space?
- Who has the most authentic voice?
- How is power being used?
- What are each parties' sacred symbols?
- Whose perspectives shape both the "problem" and the "solution"?
- How can leaders reinforce marginalized voices and ideas?
- How can we bridge and link despite power differentials?
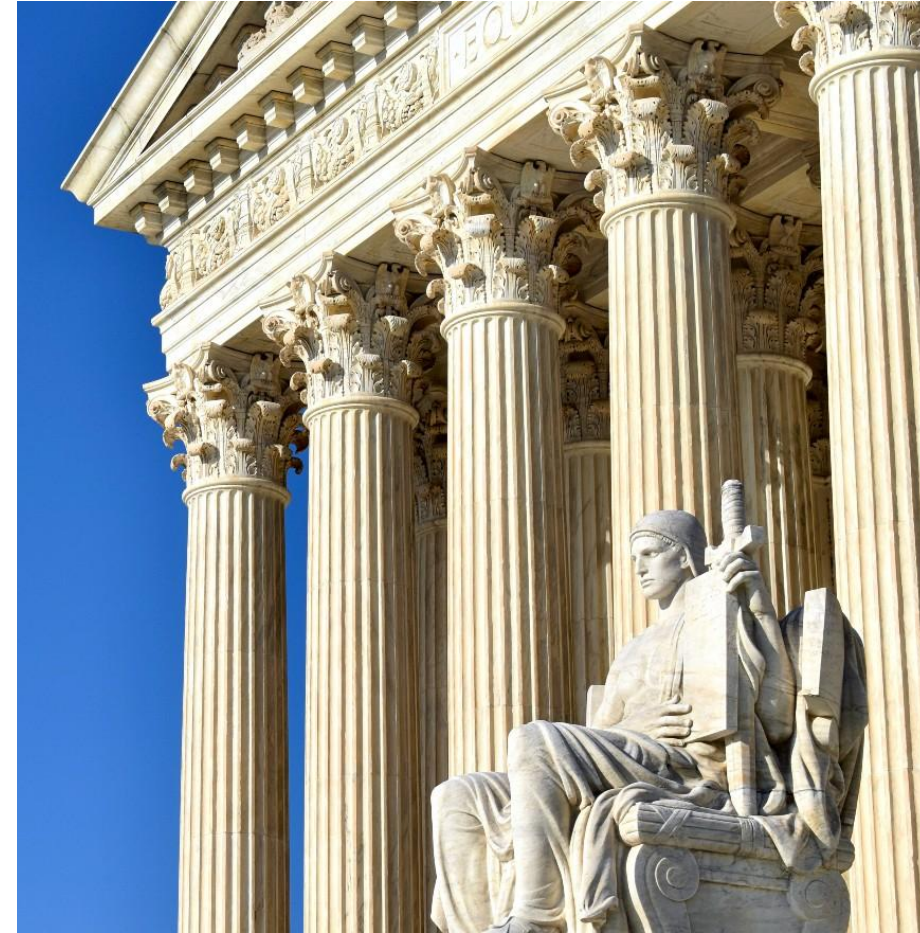
Stories and Narratives

Who's in the stories? Who is left out? Who is telling story? Who is the protagonist/villain? Who is the audience?

How do we expand our circles to include everyone in our stories and narratives?

Narratives and Goal-Setting

- Last year, OBI helped conduct a survey designed to test effective narratives (before SCOTUS ruled against affirmative action)
- Two narratives about race in college admissions were tested
    - (1) a _goal-framed_ narrative that emphasized the opportunities some schools were trying to create
    - (2) an _outcome-based_ narrative that emphasized the negative impact that an adverse SCOTUS decision would likely have on racial minorities
   - The goal-framed narrative was more effective for all groups of respondents

Narratives and Goal-Setting

Goal-framed narrative (n = 909) *136 words*	Outcome-based narrative (n = 1,043) *137 words*
A better future depends on people across walks of life respecting each other, working together, and doubling down on people's chance at a good life. It seems like all we hear about is division. But there are signs of progress. We've seen that when colleges create opportunities, students across every race, ethnicity, and income step into them - whether it's astronomy, engineering, medicine, teaching, or the arts. For example, there's been a recent growth in Black and Latino Americans majoring in fields like science and engineering. Colleges are creating new opportunities for people of all backgrounds, from students in rural areas like Appalachia to first-generation Asian Americans. No matter how the Supreme Court rules, colleges should keep this up. Let's make sure our colleges choose opportunity over exclusion and all of us over some of us.	A Supreme Court ruling against affirmative action will harm a generation of Americans. It will almost certainly mean a steep drop in the number of students of color being admitted to selective universities. That's what's already happened in states that have outlawed affirmative action. This Supreme Court ruling, made by six conservative justices, five of whom are white, will take us backward in our efforts to overcome the country's shameful legacy of racism and racial inequality. The U.S. still has a lot of inequality. Discrimination is alive and well. Wealthy and white areas are more likely to have high-quality, resourced K-12 schools - giving those students an advantage over everyone else. Rather than erase race, colleges need to level the playing field and make sure everyone has a fair shot at a quality education.

Ingredients of effective goal framing

1. An acknowledgement of where your audience is

2. An aspirational goal

3. Specific and vivid examples

4. The challenge or condition that needs to be changed

5. A call to action and/or reiteration of the goal

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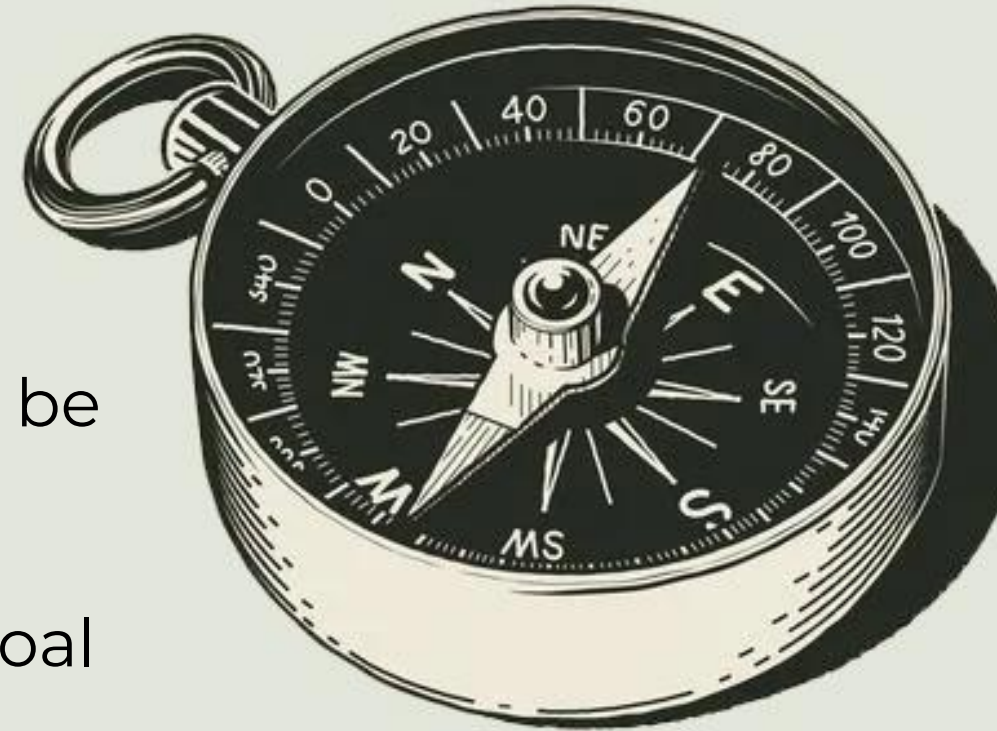
Strategic Messages

Reframe the conversation with a focus on the landscape—**the systems and conditions that support our collective well-being**. The landscape frame is supported by **values** and **principles** such as our interconnectedness, our duty to one another, and the greater good.

Championing public health amid legal and legislative threats: Framing and language recommendations

Message Development

Components of a message

Problem — *what's wrong?*

Values — *why does it matter?*

Solution — *who should do what and by when?*

Health care for immigrants example

Despite our unique walks of life, the string that holds us together is the ability to care and love. There are hundreds of undocumented parents entering hospitals with their chronically ill children dealing with the stress of paying for debt. This stops families from pursuing holistic and quality care as giant medical bills begin to build. Our proposal to fund the medical bills of undocumented families will guarantee healthier communities and generations. It takes one heart at a time to join the cause and completely transform the lives of our children!

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Adapted from: https://www.bmsg.org/resources/framing-101/

Support for DEIA initiatives is fragile

Views of DEI in the workplace vary along demographic and partisan lines

% of employed adults saying that in general, focusing on increasing diversity, equity and inclusion at work is mainly …

	A bad thing	A good thing	Neither good nor bad
All workers	16	56	28
Men	23	50	27
Women	9	61	30
White	21	47	31
Black	1	78	20
Hispanic	9	65	25
Asian*	10	72	18
Ages 18-29	8	68	24
30-49	16	56	28
50-64	22	46	32
65+	12	52	35
Rep/Lean Rep	30	30	39
Dem/Lean Dem	4	78	18
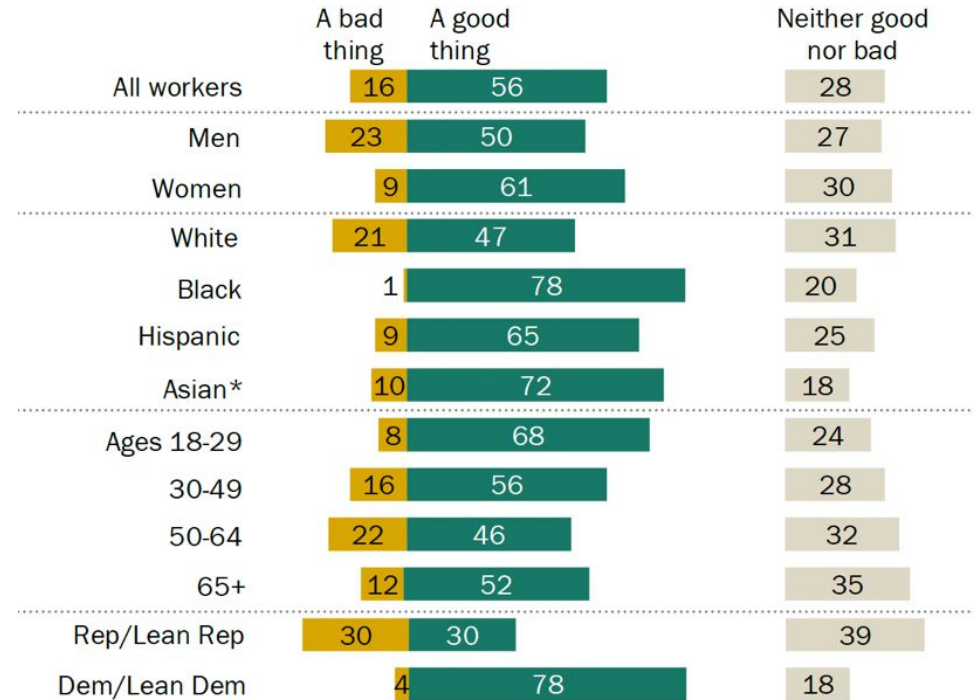
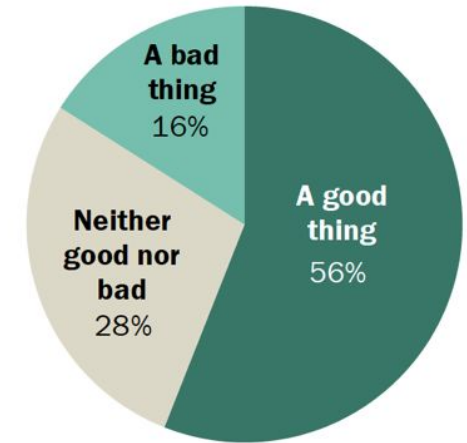*Estimates for Asian adults are representative of English speakers only.
Note: Based on workers who are not self-employed and work at a company or organization with 10 or more people. Share of respondents who didn't offer an answer not shown. White, Black and Asian adults include those who report being only one race and are not Hispanic. Hispanics are of any race.
Source: Survey of U.S. workers conducted Feb. 6-12, 2023.
"Diversity, Equity and Inclusion in the Workplace"

PEW RESEARCH CENTER

## Views on racial discrimination differ by race, ethnicity and political party

% of U.S. adults saying when it comes to racial discrimination, the bigger problem for the country today is …

- ■ People NOT seeing racial discrimination where it really _does_ exist
- ■ People seeing racial discrimination where it really does _not_ exist

	People seeing racial discrimination where it really does not exist	People NOT seeing racial discrimination where it really does exist
All adults	45	53
White	54	45
Black	11	88
Hispanic	40	58
Asian*	33	66
Rep/Lean Rep	74	26
Dem/Lean Dem	19	80
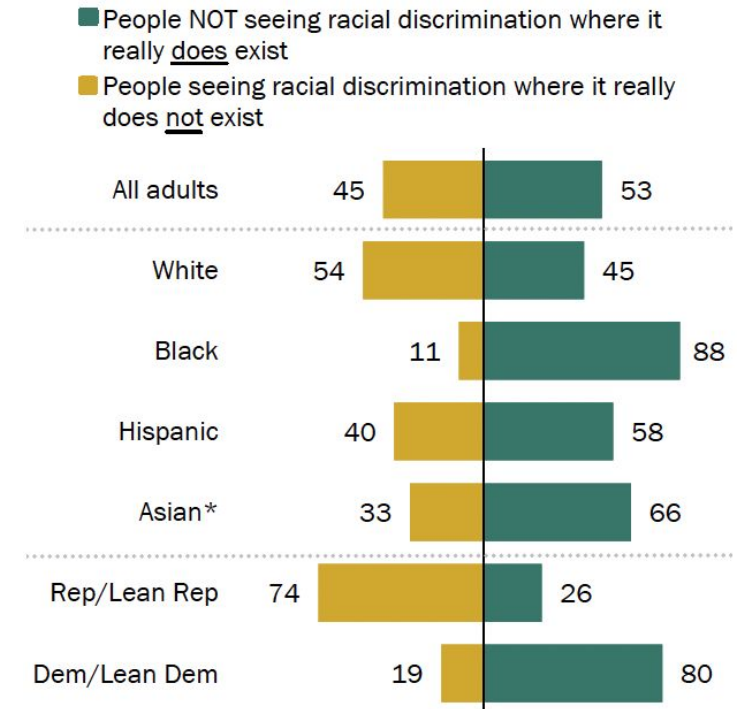
* Estimates for Asian adults are representative of English speakers only.
Note: White, Black and Asian adults include those who report being only one race and are not Hispanic. Hispanics are of any race. Share of respondents who didn't offer an answer are not shown.
Source: Survey of U.S. adults conducted April 10-16, 2023.

PEW RESEARCH CENTER

Othering & Belonging Institute at UC Berkeley

Support for DEIA initiatives is greater than we might assume

Half of workers place great value in working somewhere that's accessible to those with physical disabilities

% of employed adults saying that regardless of how accessible the place where they work is, it is ____ to them personally to work at a place that is accessible for people with physical disabilities

	Extremely/ Very important	Somewhat important	Not too/ Not at all important
All employed	50	29	21
Men	41	31	28
Women	58	28	14
White	48	29	22
Black	62	24	13
Hispanic	51	27	21
Asian*	43	36	21

*Estimates for Asian adults are representative of English speakers only.
Note: Based on workers who are not self-employed and work at a company or organization with 10 or more people. Share of respondents who didn't offer an answer not shown.
Source: Survey of U.S. workers conducted Feb. 6-12, 2023. "Diversity, Equity and Inclusion in the Workplace"

PEW RESEARCH CENTER

A majority of workers say focusing on DEI at work is a good thing

% of employed adults saying that in general, focusing on increasing diversity, equity and inclusion at work is mainly ...

- A bad thing 16%
- Neither good nor bad 28%
- A good thing 56%

Note: Based on workers who are not self-employed and work at a company or organization with 10 or more people. Share of respondents who didn't offer an answer (<0.5%) not shown.
Source: Survey of U.S. workers conducted Feb. 6-12, 2023. "Diversity, Equity and Inclusion in the Workplace"

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Other ways of indexing inequality

- Enrollment at a community college (or other institution that is more likely to enroll economically or educationally disadvantaged students)
- Financial means and socioeconomic status
- Neighborhood and/or high school

- Membership in a Tribal Nation
- Family background (incl. parental education level)
- Experiences of adversity, incl. discrimination
- Participation in service or community organizations
- Multilingualism

Ways of indexing inequity beyond identity

- Enrollment at a community college
- Financial means and SES
- Neighborhood and/or high school
- Membership in a Tribal Nation
- Family background
- Experience of adversity (e.g., discrimination)
- Participation in service or community organizations
- Multilingualism
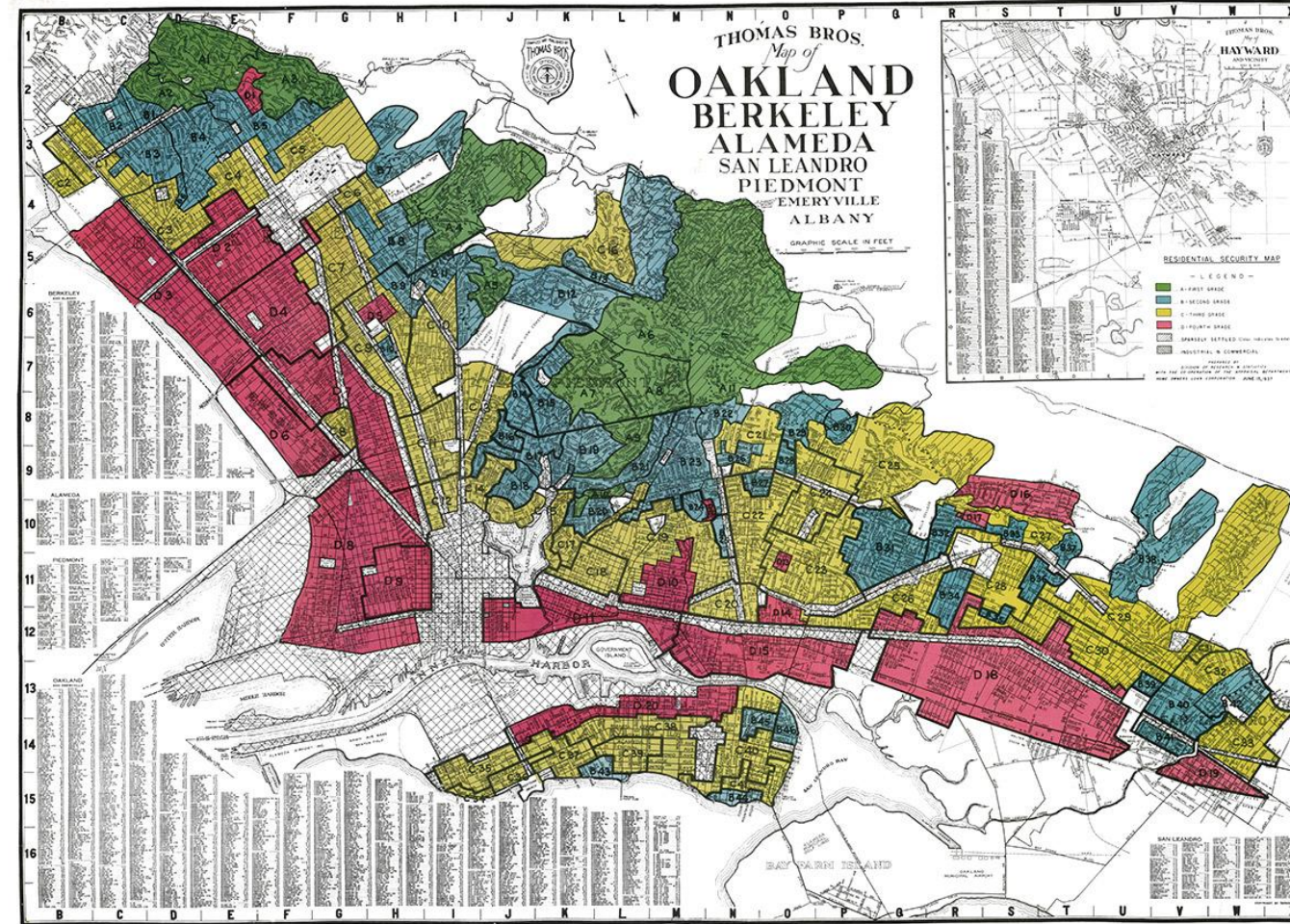
A 1937 map showing "Residential Security Grades". These maps are where the term 'redlining' originates.

Adapted from August 2023 Dept. of Justice / Dept. of Education memo

Join Our Newsletter!

Keep up with important news, updates on our work at OBI, and upcoming events.

https://belonging.berkeley.edu/#email-signup-modal

Scan to sign up!
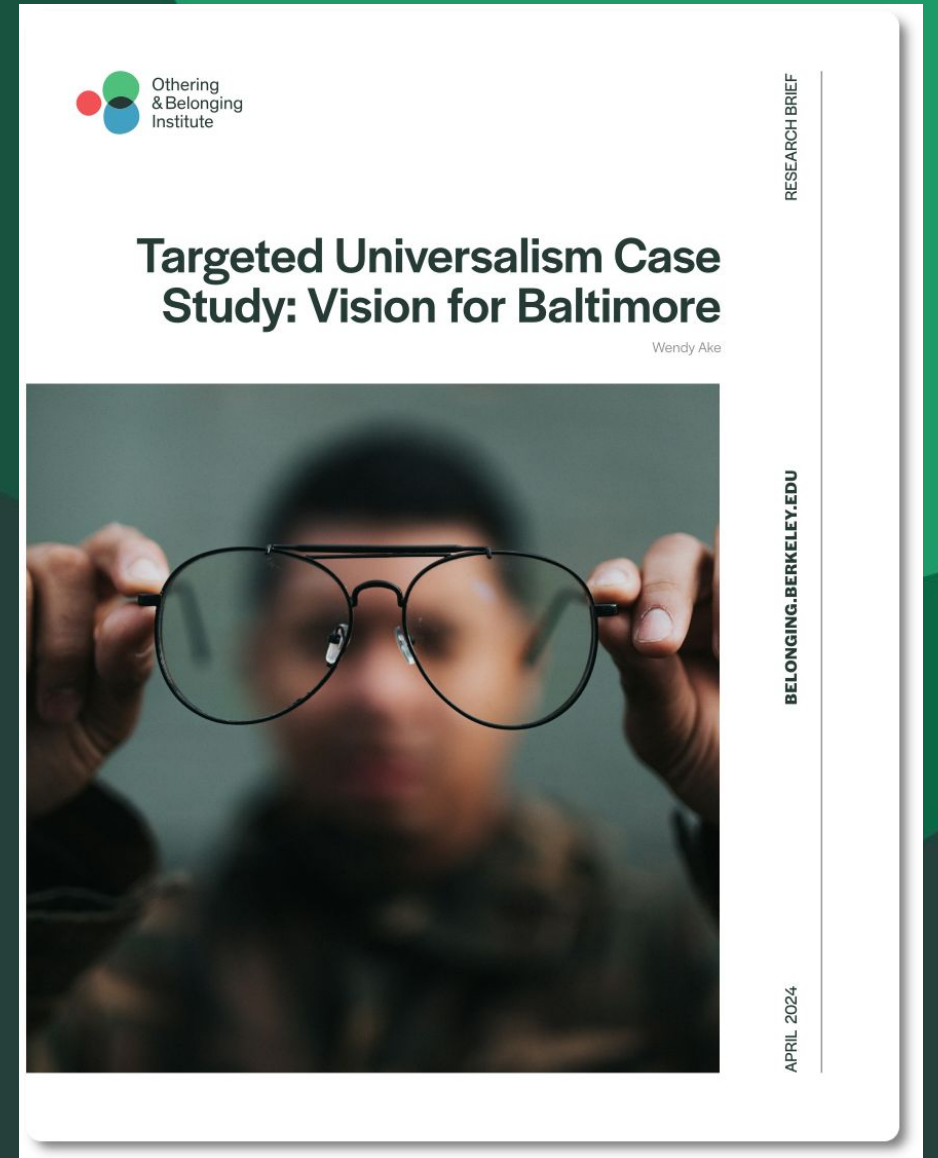
Belonging Without Othering

by john a. powell and Stephen Menendian

Scan here to learn more!

https://www.sup.org/books/title/?id=37657

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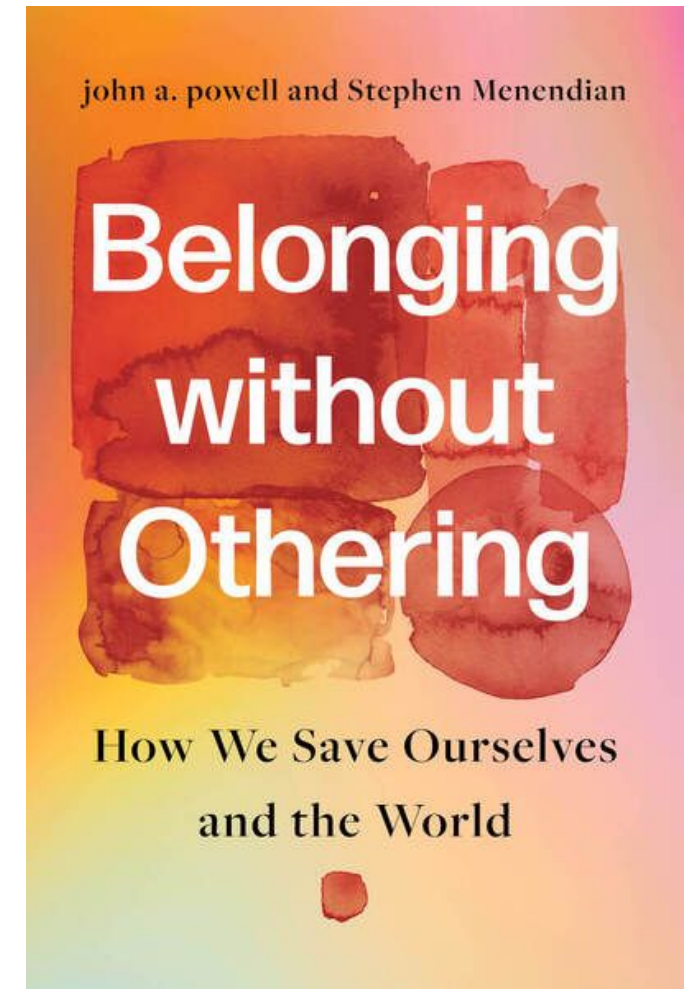
Upcoming Book Dec 2024

The Power of Bridging: How to Build a World Where We All Belong by john a. powell

Scan here to read more!

bit.ly/3V1Stnu

john a. powell

With Rachelle Galloway-Popotas

The **Power** of **Bridging**

how to build a world where we all belong

Othering & Belonging Institute at UC Berkeley

Appendix

Targeted Universalism Bibliography

PUBLICATION BY **WENDY AKE** | UPDATED: OCTOBER 12, 2023

Primary Sources —

Journals, articles, and essays
Public interviews, talks, and videos

Popular Media

Proportionate Universalism, Targeting Within Universalism

Business

Community organizing and engagement

COVID

The framework of targeted universalism has been a compelling framework for work in many different contexts. The sources referenced in this bibliography reflect this diversity of uses and application areas. Targeted universalism is a framework that focuses on policy and program design. The resources are almost all applied research and examples of implementation reflecting the principal focus of targeted universalism.

The first section lists primary resources. These are resources written by key figures developing the framework as defined by the Othering & Belonging Institute–most notably john a. powell. This section includes his 2009 foundational text detailing the concept consistent with current writing at the Institute. The following sections include publications that have drawn on the framework in some way. This reflects a diverse sample of different shades of application and conceptions of targeted universalism. It both provides instruction on the framework and how the framework contributes to efforts to expand the realization of equity and social justice.

This reflects a review of publication databases and other searches. The resources will be updated on an ongoing basis. We welcome submission of additional resources for consideration to include; please contact wendy_ake@berkeley.edu with responses.

https://belonging.berkeley.edu/targeted-universalism-bibliography

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Case Studies

Chicago Public Schools

Chicago Public Schools

THEORY OF ACTION

TARGETED UNIVERSALISM TARGETED UNIVERSALISM TARGETED UNIVERSALISM

LIBERATORY THINKING

INCLUSIVE PARTNERSHIPS

SHIFTS IN PRACTICE
EQUITABLE OUTCOMES
CHANGE IDEAS

RESOURCE EQUITY

FAIR POLICIES & SYSTEMS

If we believe that all students—no matter their race* or background—can reach the same ambitious goals through targeted approaches (Targeted Universalism), then we must critically examine and improve our mindsets, relationships, resource allocations, and policies (known as the four dimensions) to shift our practices to get equitable outcomes for all students.

TARGETED UNIVERSALISM TOOL[02]

Part 0 INTRODUCTION

What: Targeted Universalism is an approach to equity work that recognizes groups of people who have differing needs and require specific supports to reach the same goal

Why: The purpose of this summative tool is to set goals, identify needs, and create plans for student groups unique to your setting- classroom, school, program, or event.

Who: This tool has multiple users: teachers, school teams, school leaders, community-based organizations, etc.

When: The Targeted Universalism Tool supports school planning at multiple levels. Teachers can use the tool to plan for instructional strategies for small groups. Content teams can use the tool to design curriculum and plan for use of instructional time. School leaders can use the tool to design and advocate for programs needed to accelerate learning.

Pre-work: Brainstorm

What is essential for everyone to know?	What does student success look like?

Review School Reports

What are essential areas of critical need?	What does the student experience look like at your school?

Part 1 GOAL SETTING + PURPOSE STATEMENT

SET AN UNIVERSAL GOAL	WHY IS THIS GOAL IMPORTANT?
I want to achieve this goal by _____ (date)	

Aim for an ambitious goal knowing that student needs vary, and student groups farthest from the goal may need more access, intervention, or opportunity.
- Review student data
- Select the same goal for all students to meet (vision portal goals).

Set a purpose for your work:
- Think of outcomes & possibilities when all students achieve the goal.
- Write a 1-2 sentence statement
- Share, validate, & refine with school community (cps.edu/equity/Documents/equity-tools.pdf).

Summative tool is to set goals, identify needs, and create plans for student groups unique to your setting- classroom, school, program, or event.

> Once we know how students are situated in relation to our universal goal, we can think about how to move forward. In order to move forward, we need to apply an equity lens that helps us understand what is necessary to advance equity.

What are the current graduation rates for each student group? (considering intersectionalities of race and gender)

What are the factors internal and external to the school that affect the experiences of different groups?

What are the neighborhood assets and challenges where students live and how might those affect their experiences inside or outside of school?

What are the different conditions and resources necessary for each student group to thrive?

What policies benefit or burden each student group?

King County, WA

Implementing Targeted Universalism

Case Study: King County, WA

PUBLICATION | DECEMBER 10, 2020 | BY **WENDY AKE** & TRACY LAM-HINE

Implementing Targeted Universalism | Othering & Belonging Institute

Universal Goals: King County, WA

Child & youth development	Provide access for all parents to the resources needed to raise healthy, happy children. Ensure that all children remain connected to their families and communities as they grow older, have plenty of opportunities for development, and are staying healthy and avoiding risky behaviors.
Economic development & jobs	Ensure that all people are prepared to participate in the workforce. Create economic (employment and contracting) opportunities that are accessible to all groups, pay family support wages, and have upward mobility. Foster a welcoming environment for all kinds of businesses, not just large corporations.
Environment & climate	Include the perspective and participation of all residents in decisions relating to climate/environment/sustainability governance. Enhance climate resiliency for all groups, not just those that are well-resourced.
Housing	Finance, build, and ensure access for all people to quality housing that is strategically located, and [ensure that] that nobody is at risk of experiencing homelessness.

Vision for Baltimore

Targeted Universalism Case Study: Vision for Baltimore

Targeted Universalism Case Study: Vision for Baltimore | Othering & Belonging Institute

Vision for Baltimore (V4B) is a targeted strategy that helped students who were not getting vision screening and the follow-up care they needed. At the same time, the program helped students who were failed by existing systems, as the resources were made available to everyone and ended up serving even more students.

Seattle Public Schools

Seattle Public Schools Strategic Plan

Mission: Seattle Public Schools (SPS) is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.

Universal goal: Every Seattle Public Schools' student receives a high-quality, world- class education and graduates prepared for college, career, and community.

Targeted strategy: SPS is focused on African American boys and teens meeting academic goals, which will result in greater academic success for all students.

"We believe that an intentional focus on African American males will ultimately benefit every student. We will refine our systems and structures that will ultimately be used to better meet the needs of students throughout SPS. We will also learn how to develop and provide differentiated efforts to meet the needs of specific populations, allowing us to better serve the needs of additional student populations."

WORKING TOWARD OUR GOAL

To help meet our goal of all third graders being strong readers, Seattle Public Schools is focusing efforts on reaching students furthest away from educational justice, beginning with African American boys.

Work Completed so far

- **Launched Seattle Super Readers** in 2019 and sent home more than 30,000 books to our students in 13 priority schools

- **Professional development for educators** in our 13 priority schools around literacy, writing and the science of reading, with a racial equity lens

- **We took inventory of existing space** for preschool, looking for capacity to expand early learning opportunities

- **Shift to focus on remote learning needs** in spring 2020, getting laptops, wifi hotspots and books to students, with a focus on those furthest from educational justice

How we measure progress

+ Proficiency rates on the Smarter Balanced Assessments for third grade reading over the next five years

= Continued hours of professional development

+ Addition of preschool opportunities at our schools

Help Me Grow

Help Me Grow (HMG): A Model of Targeted Universalism to Advance Equity and Promote the Well-Being of All Children

Using targeted universalism as its strategy to pursue equity for families with young children, HMG aims to realize a universal goal:

All families with young children have easy and quick access to the resources and services they want and need in order to best support their children's development, health, and well-being.

HMG provides all families with a comprehensive, cross-sector, integrated early childhood system that connects together all service professionals, child health providers, and families in order to advance developmental promotion, early detection, referral, linkage, and follow-up.

HMG is accessible to all families within a community or state and also designs and implements specific approaches that work best to engage, partner with, and serve the distinct and unique families that live in a particular community or state

Applying Targeted Universalism to Early Childhood: The Help Me Grow Model

If we aim to provide **all families** with:

An early childhood systems model that **engages, partners with, and serves families through implementing and measuring specific approaches targeted to a particular community or state;**

A comprehensive, cross-sector, integrated early childhood system that connects all service professionals, child health providers and families; and

Free, quick and easy access to this system within a community or state;

The HMG System Model uses a targeted universalism approach.
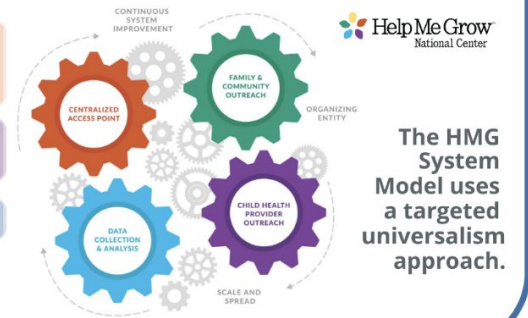
...then we:

Create a broad coalition of partners committed to a universal goal and leveraging data to continually identifying which groups are not getting the resources they need and why

Advance universal prevention and minimize gaps in developmental promotion, early detection, referral, linkage, and follow-up

Establish universal access with targeted outreach to create equal opportunity for underserved, disenfranchised populations

Systems designed in accordance with the values of families

Creates a partnership with families to ensure connection to valuable services

...so that **all children** attain positive health and developmental outcomes.

HMG: A Model of Targeted Universalism to Advance Equity and Promote the Well-Being of All Children
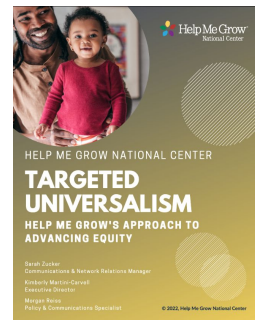
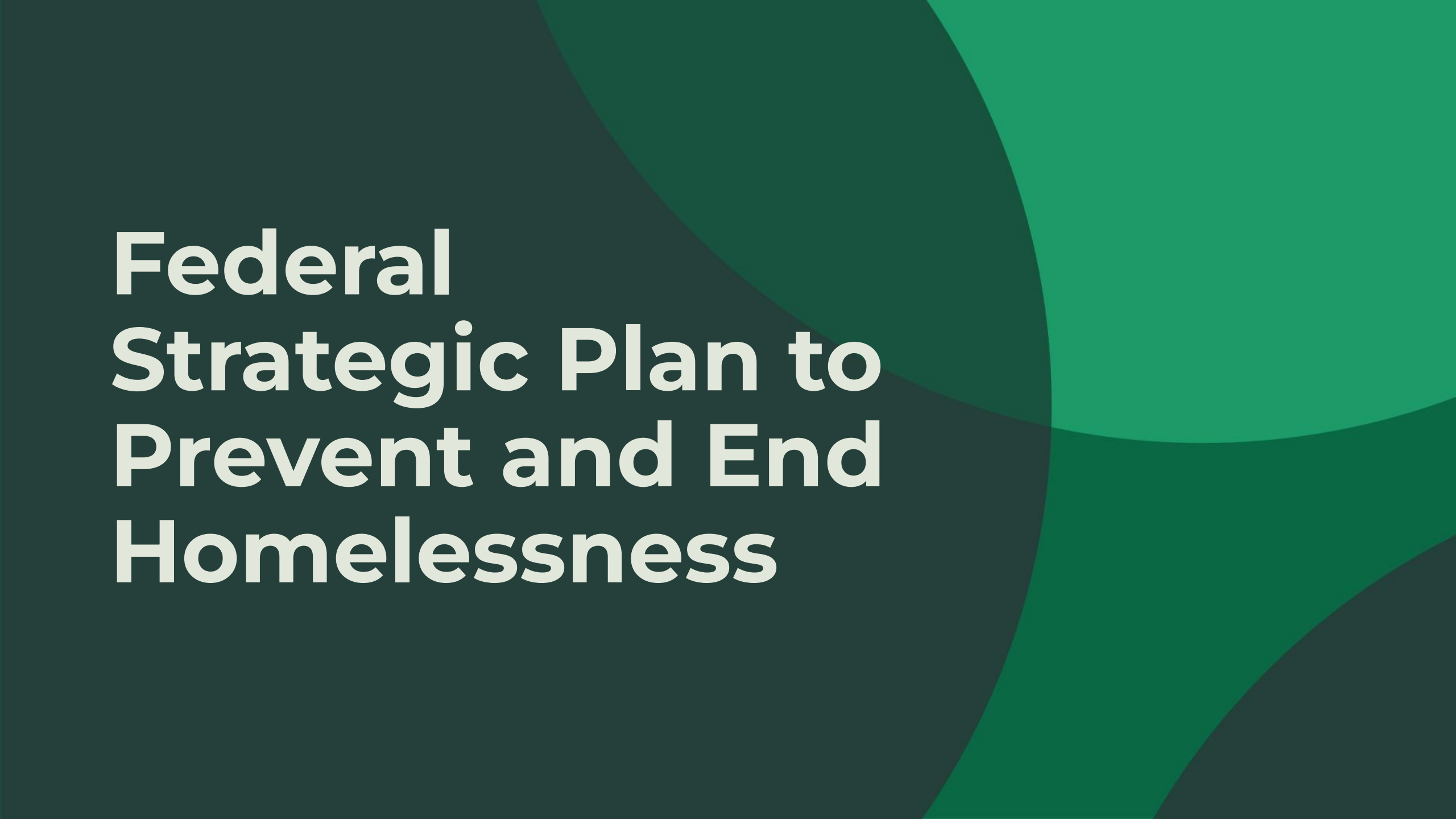**Barriers HMG attempts to address:**

- Existing programs in health, early care and education, economic assistance, and family services are rarely integrated.
- Accessibility often depends on location, and many have strict eligibility criteria such as income, location, diagnosis, or cost.
- Historical, institutionalized, and structural racism has been evidenced to deter families of color from seeking services.
- Early childhood policies and processes are highly fragmented and difficult to navigate, with confusing points of entry that are particularly problematic for those experiencing adversities such as poverty, systemic racism, cultural disenfranchisement, geographic isolation, and violence.

How HMG addresses barriers:

HMG is an evidence-based model that effectively promotes early childhood system-building efforts. Making sure the unique needs of different groups of children are met requires a systemic approach to organizing the currently fractured landscape of services. Rather than being a stand-alone program, it builds on existing programs to ensure seamless, coordinated services for families with young children.

HMG ensures that

1. families have professional support in accessing services easily and quickly (Centralized Access Point)
2. the community understands and promotes child development (Family & Community Outreach)
3. child health professionals are supported in their efforts to monitor children's development and help families get connected to supports that they want and need (Child Health Care Provider Outreach)
4. data are being used to constantly improve systems of care for families (Data Collection & Analysis)

Source: https://socialinnovationsjournal.com/index.php/sij/article/view/6595/5444

Federal Strategic Plan to Prevent and End Homelessness

The Federal Strategic Plan to Prevent and End Homelessness

Biden Administration Calls for 25% Cut in Homelessness by 2025

The Biden administration's new strategic plan to address homelessness includes a focus on equity and a promise to help cities build more housing.

As the strategies outlined in this plan are implemented, USICH will work with a broad range of stakeholders to adopt a "targeted universalism"[35] framework that promotes a universal reduction goal with targeted and tailored solutions based on the structures, cultures, and geographies of certain groups to help them overcome unique barriers. USICH recognizes that tailored solutions are needed for specific populations and geographic areas and that individuals and families experiencing multiple barriers often require special consideration and resources. USICH also recognizes that the federal government will need to rely on those most impacted by the policies and strategies promoted in this plan to design the tailored actions and guidance.