

Belonging and targeted universalism

Meeting the problem of othering

DATE

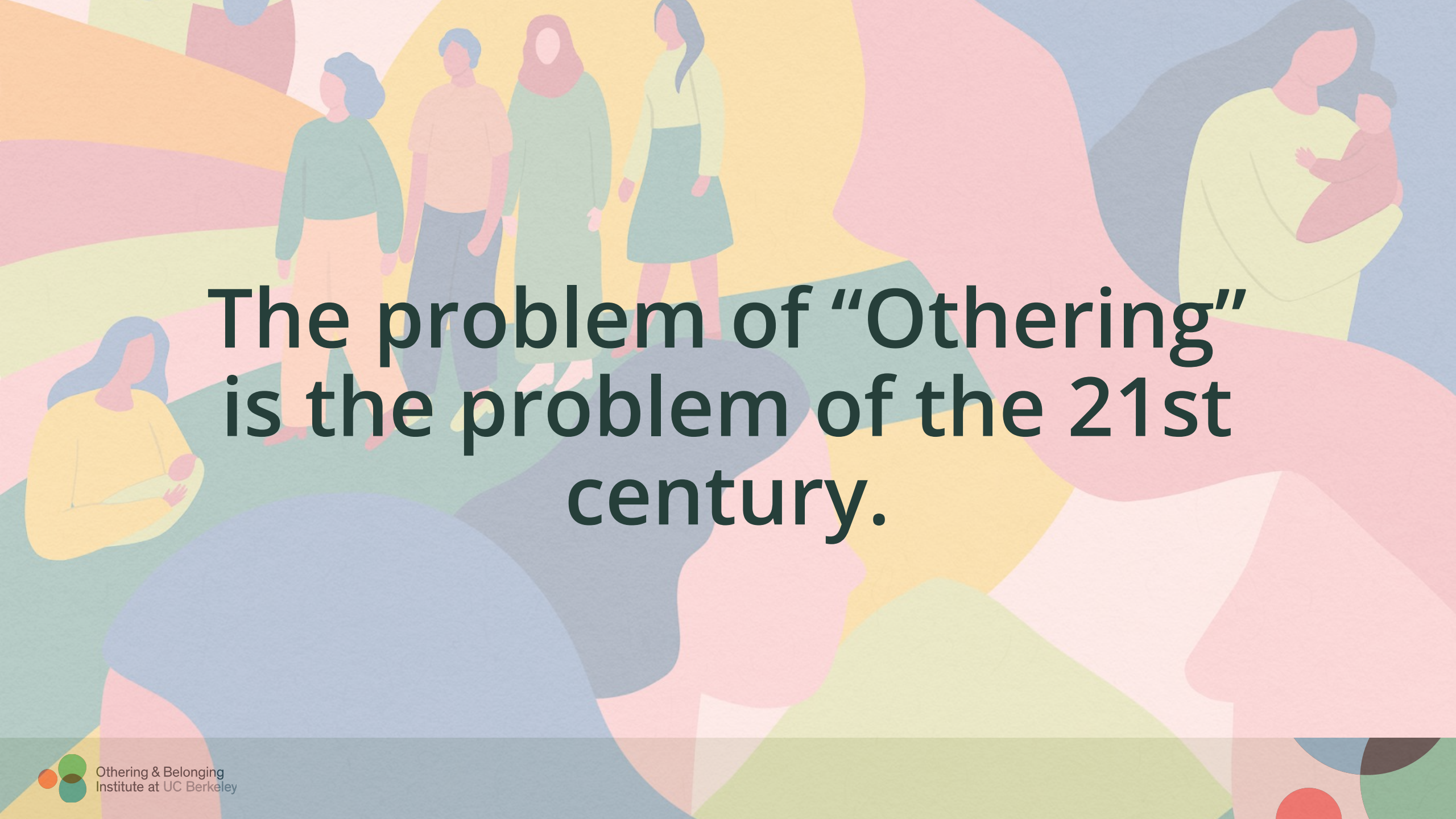
May 30, 2023

PRESENTER

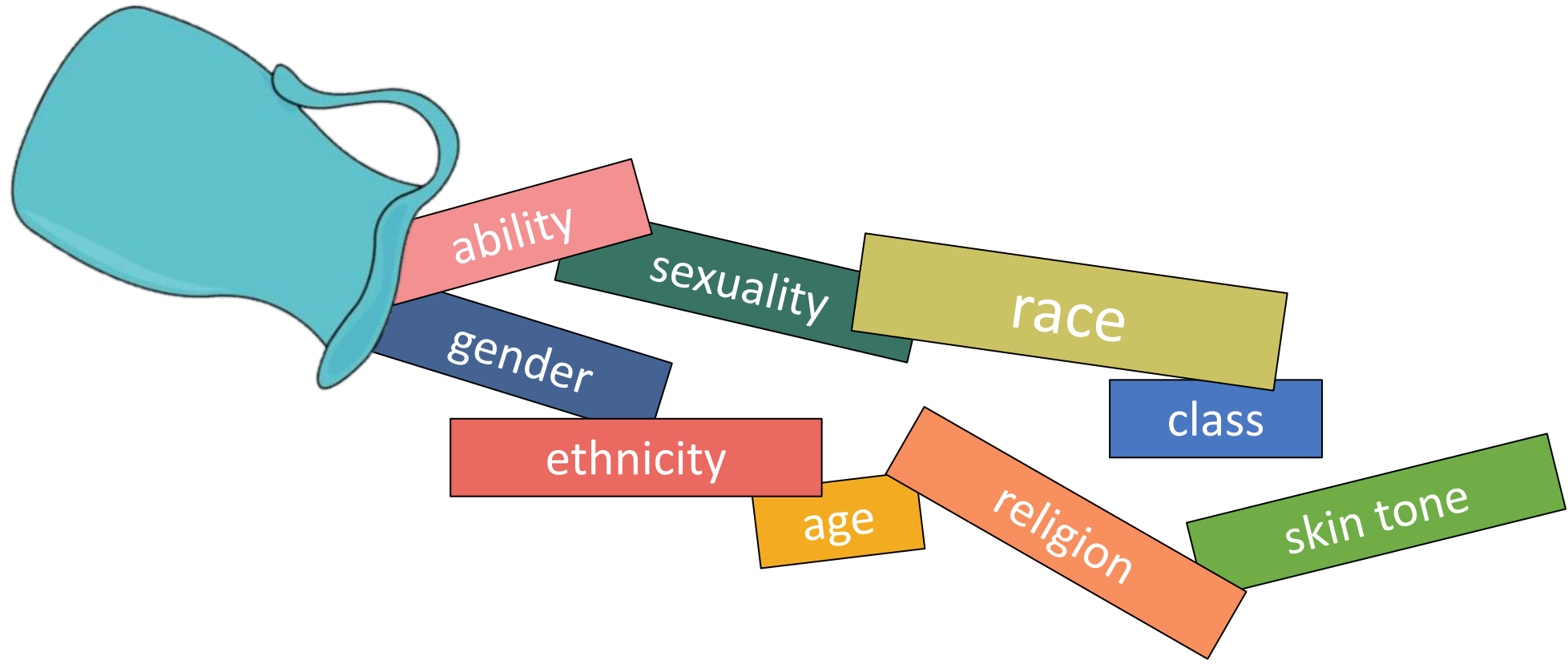
john a. powell, Director
Othering & Belonging
Institute

AUTHORIAL SUPPORT

Wendy Ake, Program Director
Clarisa Coronado & Divya Jain
Research Assistants

An illustration featuring a diverse group of people in a colorful, abstract landscape. In the center, four women are walking together, holding hands. To the right, a woman is holding a baby. In the foreground, a woman is sitting and holding a baby. The background is composed of large, overlapping, colorful shapes in shades of green, yellow, orange, pink, and blue, creating a vibrant and inclusive atmosphere.

**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

**Belonging is about
co-creating and
co-owning structures
to belong.**



A framework for belonging

| | Low Belongingness | High Belongingness |
|----------------------|--|---|
| Uniqueness is valued | Differentiation <i>I am different</i> <i>I am uncomfortable</i> | Deep Belonging <i>I belong</i> <i>I can be myself</i> |
| Sameness is valued | Exclusion <i>I am different</i> <i>I am uncomfortable</i> | Assimilation <i>I can fit in</i> <i>I have to be guarded</i> |



**We are the fragmented
environment.**

**The leader must attend to the
environment.**

Narratives of Othering and Belonging



Breaking: When a group turns inwards and explicitly pushes away from other groups who are seen as dangerous or a threat



Bonding: Connecting to people like you in some important way



Bridging: Ties to people who are unlike you in some important way; stories, structure contact

Bridging happens not only between individuals, but between groups and institutions as well



- Bridging expands the circle of human concern, build a more inclusive “we”
- Bridging is not same-ing
- Bridging engages power
- It contains multitudes
 - Short vs long
 - Weak vs strong
 - Transactional vs transformational
 - Across elevations

How do we bridge in a fragmented environment?

- Fragmentation is the dissolution over time of audience news exposure, public affairs knowledge, and political beliefs into smaller units in a society.
- Polarization can be thought of, in part, as a specific form of fragmentation.



Structures do work: Power and position matter

Not only are people situated differently with regard to institutions, people are situated differently with regard to infrastructure



People are impacted by the relationships between institutions and systems

...but people also impact these relationships and can change the structure of the system.

We are situated based on:

- **Race**
 - E.g. poor Blacks and poor whites are not situated the same in the affordable housing context, because poor Blacks face additional discrimination
- **Ability status**
 - E.g. students of color with disabilities are situated differently than students of color without disabilities in the context of criminalization of school discipline
- **Geography**
 - E.g. a middle-income person living in a poor neighborhood is situated differently than a middle-income person living in a middle-income neighborhood
- **And many other factors**

Equity backlash

Opinion: Ben Carson: Moving our focus from equality to equity won't defeat racism. It's another kind of racism.

OPINION | COMMENTARY

'Equity' Is a Mandate to Discriminate

The new buzzword tries to hide the aim of throwing out the American principle of equality under the law.

By Charles Lipson
March 4, 2021 6:41 pm ET

CULTURE

How Equity Will Destroy America

Equity and equal opportunity are fundamentally incompatible.

Seattle Public Schools promises to be "laser-focused" on student achievement in 2022-2023 – so long as the student is black.

"The district is hyper-focused on race, an approach that started in 2019. SPS intentionally separates students by race, adopting a philosophy of "targeted universalism," which [argues](#) that if you treat everyone equally, it might deepen inequality between groups. The district's new [\\$1.14 billion budget](#), introduced last week and up for a vote on July 6, is built to bolster its three race-based goals. Each one is centered around black boys. ..."

Disparities & equity can be a breaking framework

- **Can Cause or Deepen Breaking**

Competition for resources, especially if exclusively focused on marginalized group, deepen cleavages that inhibit movement building

- **Can obscure meaningful change**

Cracked containers

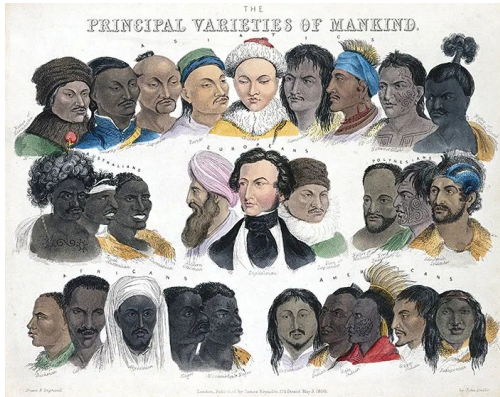
- When there's a crack in the container—when the context in which we live is broken—everyone feels othered and our solutions need to be more radical.
- Leaders can help create a container where we all belong.



Differentiating approaches

Disparities, equity, and TU (Equity 2.0)

A Progression in How We Address Structural Inequality



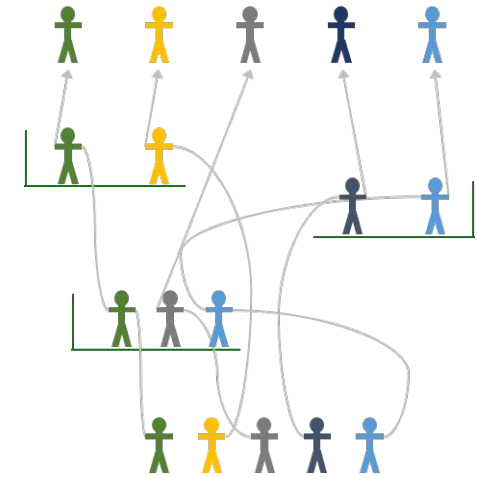
Extreme Inequality



Equality



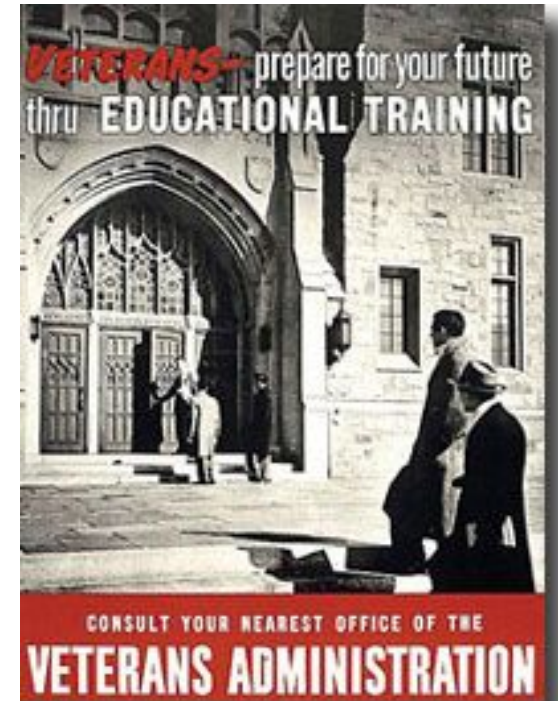
Equity



**Targeted
Universalism and
Belonging (Equity 2.0)**

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
- 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.



Universal Approaches

Political durability

- Government 'not siding' with one group over another
 - 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



Targeted Universalism

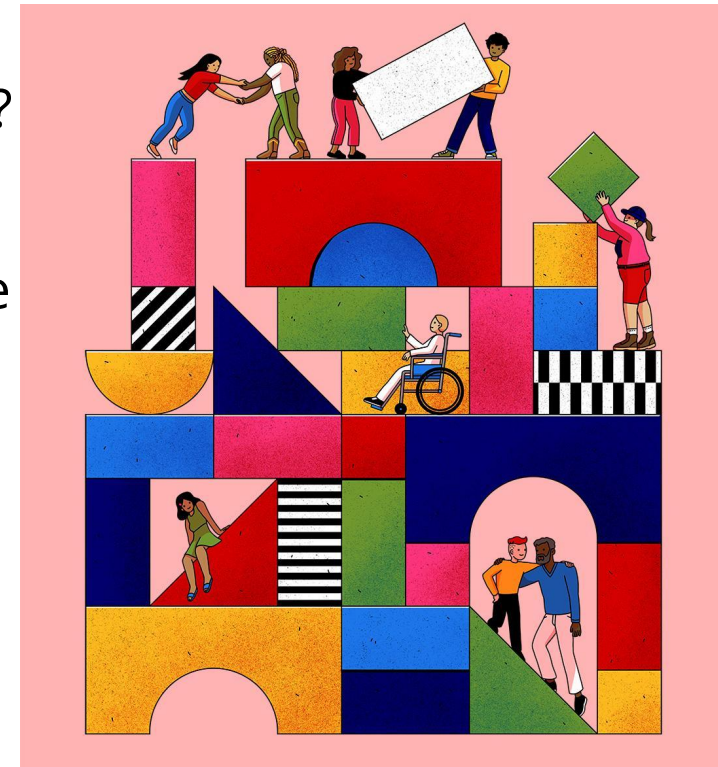
TU is an approach that supports the **needs of the particular(s)** while reminding us that we are all **part of the same social fabric**.

- How does TU respond to the particular(s) suffering of groups?
- Does TU diminish the role of particular groups?

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

It also **rejects the claim of formal equality** that would treat all people the same as a way of denying difference.

We are situated differently and this experience **centers TU structural analysis & defining the problem**.



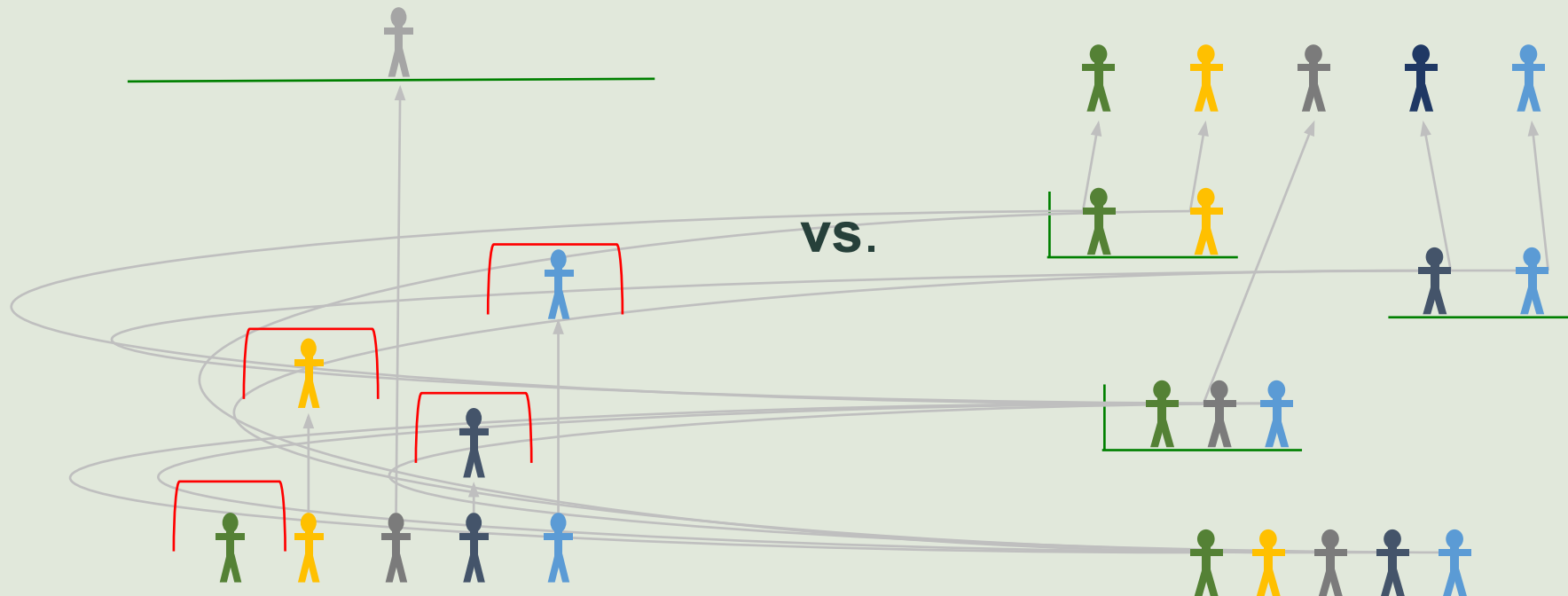


Components of TU

The TU Framework

Structural inequity produces consistently different outcomes for different communities

Targeted universalism responds with universal goals and targeted solutions



Targeted Universalism Steps

| | |
|----|---|
| 1. | Co-create a universal goal |
| 2. | Assess the general population performance relative to the universal goal; situatedness |
| 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. Engaging bridging as a tool for implementation. |

Step 1: Co-create a Universal Goal

- When working any specific issue, there is **usually an implicit equity goal**.
- To make the TU framework applicable, **it's important to make the goal explicit**.
- If something is a problem, then it's usually because it diverges from our aspirations.
- **The heart of this step is to establish a universal goal in relation to the societal problem, the goal should be co-created.**

Qualities of universal goals

- A universal goal should reflect collective aspiration or broad need.
- A universal goal is one that everyone has yet to reach.
- What is meant by “universal” must be worked out in relation to the problem or need.
- Universal goals help assess progress and evaluate success
- Universal goals may have geographic or jurisdictional limits.

Universal Goals Case Study: 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. |

Addressing power in TU

- Consider:
 - 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?



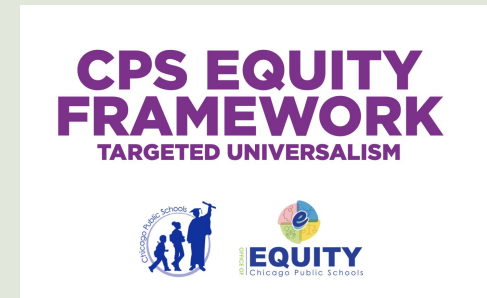
Step 2: Assess the general population performance relative to the universal goal

- Identify the **difference between the universal goal and overall performance.**
- Understand **how well the overall population fares** relative to the universal goal.
- General performance measure **does not become the baseline** for a TU framework.
- Assessment of general population **provides a context to understand the problem.**
- Forms the **foundation for the development of targeted strategies.**
- Data will be monitored over time to **assess the effectiveness** of a targeted strategy.

Step 3: Identify groups that are performing differently with respect to the goal and the overall population

- Conduct a more **granular assessment of how various subgroups perform relative to the goal.**
- Disaggregating **might say more about the structure** and how opportunity is distributed than the nature of the group.
- If we disaggregating data further we can **begin to see that groups have different needs to reaching the universal goal.**
- Not to identify disparities between subgroups, but to **identify distance from the universal goal.**
- Geography matters, particular **places may also be identified as constituent groups** by themselves in terms of the universal goal.

TU is Equity 2.0: Chicago Public Schools Office of Equity (CPS) as an example of ongoing assessment of outcomes



- 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?



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.

TARGETED UNIVERSALISM TOOL:

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? |
| <input type="text"/> | <input type="text"/> |

Review School Reports

| | |
|--|--|
| What are essential areas of critical need? | What does the student experience look like at your school? |
| <input type="text"/> | <input type="text"/> |

Part 1 GOAL SETTING + PURPOSE STATEMENT

| | |
|---|--|
| SET AN UNIVERSAL GOAL <input type="text"/> I want to achieve this goal by _____ (date) | WHY IS THIS GOAL IMPORTANT? <input type="text"/> |
|---|--|

Aim for an ambitious goal knowing that student needs vary, and student groups furthest 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.

Step 4: Identify structures and systems that impede moving toward the goal.

- We must **understand the structure that shape the outcomes for each group.**
- **Investigation of the problem and the circumstances** that confront each group or impede achievement.
- This analysis **directly shapes and informs the strategies** that will emerge in the final step.
- Assess **lack of supports** that might also form an impediment to the universal goal.
- Use a **mixed-methods analysis** including quantitative demographics and qualitative sources.

Step 5: Design and implement targeted strategies for each group to reach the universal goal.

- Create and implement specific strategies that **build new structures of belonging** and/or avoid existing structural barriers
- Be aware that **different implementation strategies may be required** for different groups and/or institutions or systems you are targeting.
 - Different groups need different support. Some groups also need more help because groups are situated differently with respect to the goal.
- Implementation strategies derived in this step of the targeted universalism framework are **outcome oriented or evaluated for success.**

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.”

Student Outcomes Focused Governance Goals



Goal 1

Early Literacy

70% of Black boys will achieve proficiency or higher on the 3rd grade Smarter Balanced Assessment by June 2024.



Goal 2

Mathematics

45% of Black boys will achieve proficiency or higher on the 7th grade Smarter Balanced Assessment by June 2024.



Goal 3

College and Career Readiness

62% of Black male teens in each graduating class will graduate on-time and successfully complete at least one advanced course by June 2024.

Progress Monitoring



Goal 1 Early Literacy: Interim metrics indicate results are unlikely to be delivered without significant changes.

[Show data dashboard](#)

Progress Monitoring



Goal 2 Mathematics: Interim metrics indicate results are unlikely to be delivered without significant changes.

[Show data dashboard](#)

Progress Monitoring



Goal 3 College and Career Readiness: Interim metrics indicate conflicting evidence regarding whether results will be delivered.

[Show data dashboard](#)

Step 6: Develop messaging and stories that support strategies.

A technically correct strategy is necessary, but not sufficient to create belonging.

- The **way we work** for a change is important
- The **way we talk** about a change is important

“Doing” targeted universalism is one way we can **create new narratives**.

- TU is not best used as a way to garner support for traditional strategies that are designed to serve a specific group of individuals
- Even if guardrails limit the capacity to substantially reorient or redesign a project, the **method and style of running that project can shift its nature from one of breaking to bridging**.
- “We are focusing right now on directing these resources to this specific group of people. But we’re making changes that are on the pathway of taking on this shared challenge.”

Our work tells stories. Which ones?

Stories communicate belonging or othering; bridging or breaking.

If we want to talk about things in a new way, we have to change practices.

Targeted strategies—targeting structures—are changing practices.

We need **new stories** that come from **new projects** and **implementing them in new ways**.



The background features a light green area in the top right corner, with several overlapping circles in various shades of red and pink. The text is centered horizontally and vertically.

Welcoming community questions!

Appendix

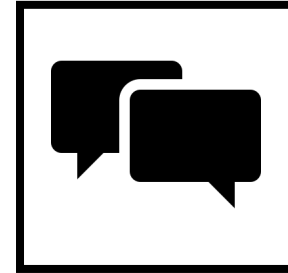
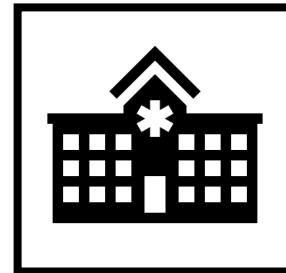
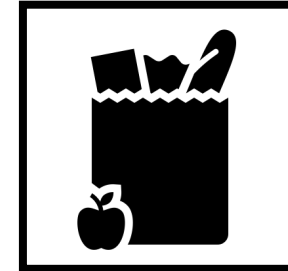
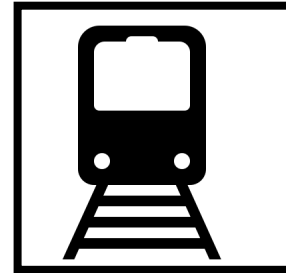
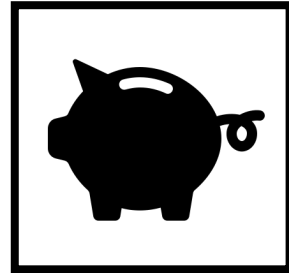


San Diego County

*Growing local emerging work
Community Schools*

Structures limit and enhance opportunity

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



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

Four Pillars of Community Schools

1

Expanded & Enriched Learning Time & Opportunities:

After-school, weekend, and summer programs



2

Integrated Student Supports:

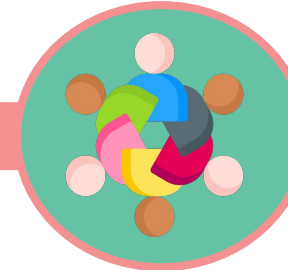
Mental/physical health supports and social services



3

Collaborative Leadership and Practices:

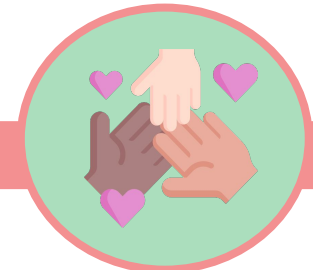
A culture of professional learning, trust, and continuous improvement



4

Active Family and Community Engagement:

Parents/caregivers in the school as partners, leaders, and learners



Community schools strategies

State Board of Education Approves \$58 Million in Contracts to Create Statewide Community School Support System, part of a \$4 billion California Community Schools Partnership Program

San Diego County's Department of Education approved contract

Nov 2, 2022 [CA Department of Education Press Release](#)

U.S. Department of Education Announces \$63 Million to Expand Community Schools and Increase Social, Emotional, Mental Health, and Academic Support for Students, Educators, and Families

JANUARY 18, 2023, [US Department of Education Press Release](#)

San Diego Unified School District Community Schools

What is a Community School?

In San Diego Unified, Community Schools represent the whole-child, whole-school evidence-based model for achieving equitable outcomes for school improvement.

San Diego Unified has developed a Community School Cohort model that will include new cohorts on an annual basis. Using a sustainable onboarding plan will allow new Community Schools to receive focused supports to ensure practices and structures are aligned; necessary resources are provided to schools; and school teams have full support.

Current Cohorts:

- ALBA Community Day
- Bell Middle
- Burbank Elementary
- Cherokee Point Elementary
- Chollas/Mead Elementary
- Crawford High
- Fay Elementary
- Hancock Elementary
- Hoover High
- Lafayette Elementary
- Lincoln High
- Millennial Tech Middle
- Morse High
- Mountain View
- Sherman Elementary

First 5 San Diego



HEALTH

- Provides healthy developmental and dental services to children ages 0 through 5 and their families.

LEARN WELL INITIATIVE

- Engages providers to support children 0-5 in programs that promote healthy eating and active living through the "HEAL Program."
- Supports caregivers working with children 0-5 with financial stipends for their participation in San Diego Quality Preschool Initiative (SDQPI).
- Supports the infrastructure of early childcare education throughout San Diego by providing vision and financial assistance to enrich quality programming.

FIRST 5 FIRST STEPS

- Strengthens child and family relationships by providing support, education, and guidance through home visits to expectant parents and parents of newborns.
- Utilizes evidence-based programs that help promote positive parent-child interactions and build family self sufficiency.

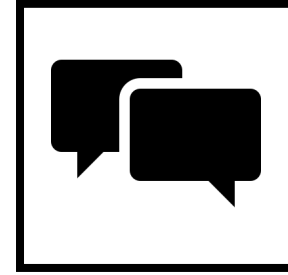
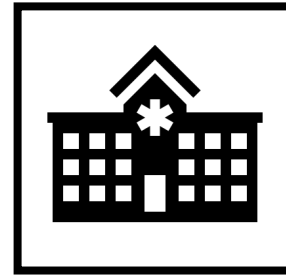
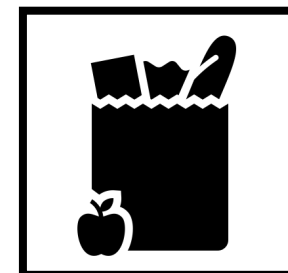
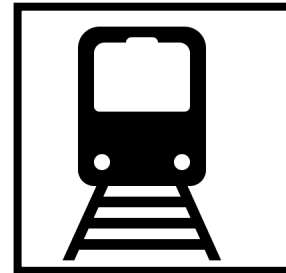
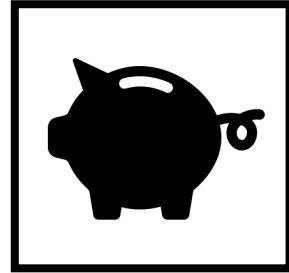
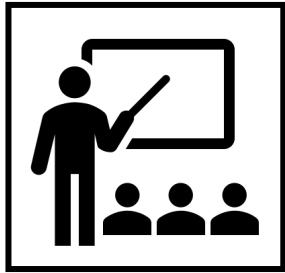


San Diego County

*Core community concern:
Housing*

Structures limit and enhance opportunity

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



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

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.

Opportunity Mapping



- Opportunity structures are the webs of influence beyond our individual control that enhance and constrain our ability to succeed and excel
- Life changes are shaped by opportunity structures, and those structures are just as important, if not more so, than the choices that individuals make

Opportunity is...

Racialized

- In 1960, African-American families in poverty were 3.8 times more likely to be concentrated in high-poverty neighborhoods than poor whites.
- In 2000, they were 7.3 times more likely.

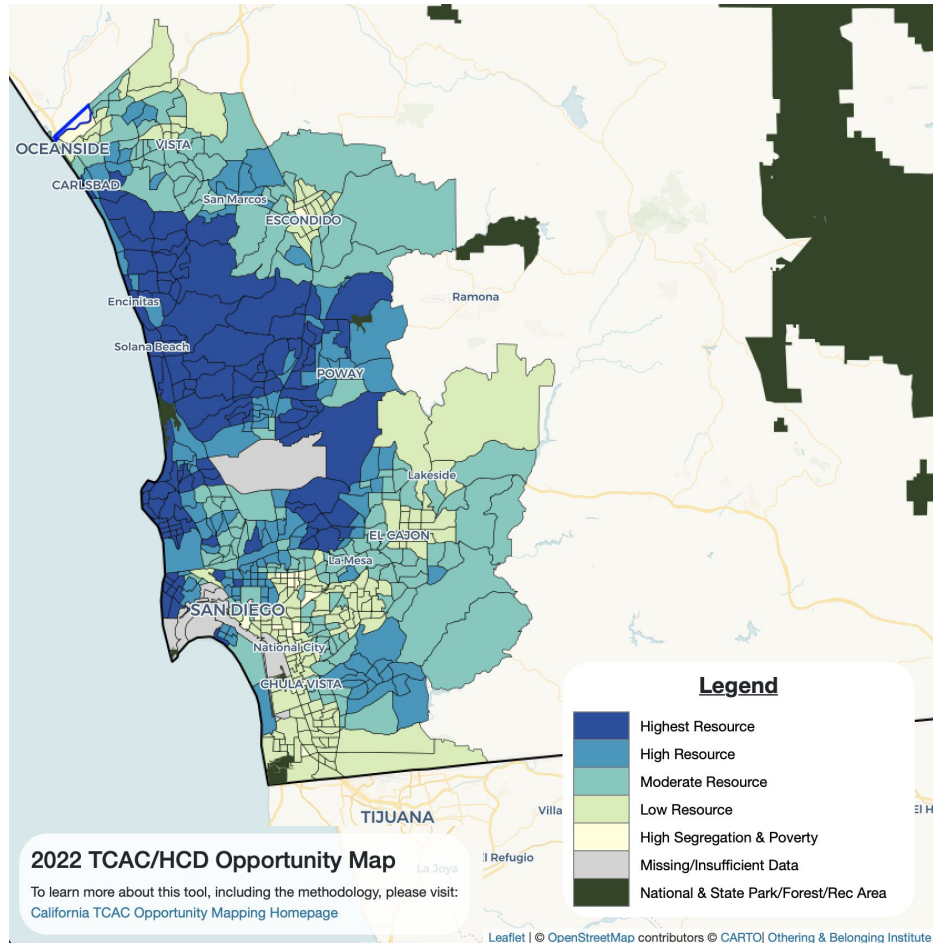
Spatialized

- Marginalized people of color and the very poor have been spatially isolated from opportunity via reservations, Jim Crow, Appalachian mountains, ghettos, barrios, and the culture of incarceration.

Globalized

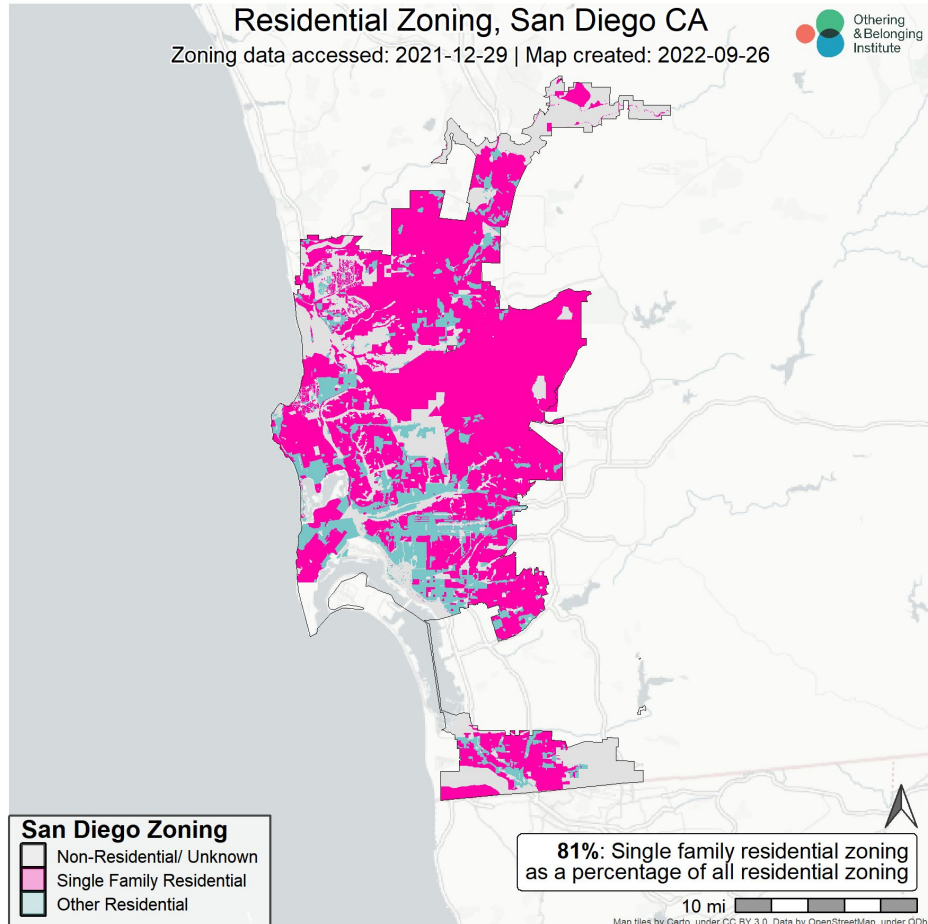
- Economic globalization
- Climate change
- The Credit and Foreclosure crisis

Opportunity Mapping in San Diego County



The maps measure the level of opportunity of a region, broken down by census tract, by **considering levels of poverty or wealth, and degree of segregation**. The hope is that by using opportunity maps, the **state will allocate low-income housing construction funds for areas with higher resources**, which would result in both racial integration of neighborhoods, and offer new economic opportunities to low-income people.

Housing and Zoning in San Diego County



This regional report only encompasses San Diego County, but it includes **18 incorporated municipalities** and unincorporated areas. With over **3 million residents**, it is California's **second most populous county**, and the **fifth largest in the United States**. It includes small affluent suburbs, diverse beachside communities, cozy exurban communities, several military communities, including a major naval base, and a large major urban city. Ten out of the 18 jurisdictions within the county are beachside communities, and more are adjacent.

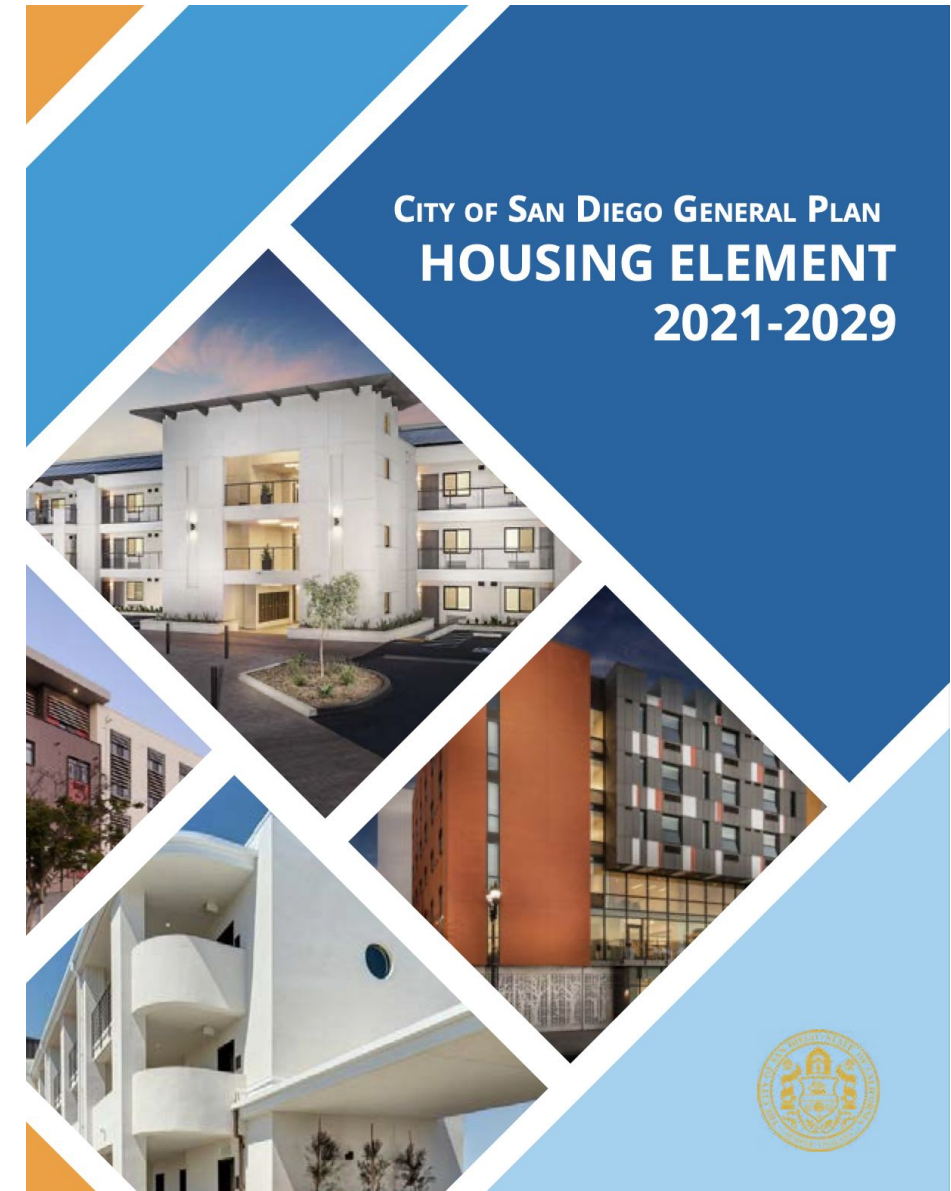
Consistent with the findings of our previous two regional investigations, we find that **single-family-only zoning is predominant within the San Diego region**, especially within residential areas. Specifically, we find that **75.66 percent of residential land in the region is exclusively reserved for single-family housing** (see Figure 2 below), and that **39.72 percent of all land is zoned as such**. The percentage of single-family zoning is, perhaps surprisingly, much greater in unincorporated areas than within incorporated areas (92.17 percent versus 74.74 percent, respectively).

San Diego Housing Element

The Housing Element is mandated by the California Dept. of Housing and Community Development, and requires cities to adopt a housing plan to meet community needs.

FINDINGS

- San Diego needed to generate 88,000 new housing units between 2010-2020, but only constructed around 45,000
- The San Diego Regional Economic Development Corporation estimates that 57% of renters and 34% of homeowners are cost burdened
- According to 2010 census data, San Diego is the 12th most segregated city in America for Hispanic and White residents
- In 2019, more than 5,000 people were experiencing homelessness in San Diego



San Diego Housing Element

Within the Housing Element, there are programs & activities designed to promote equitable development, including:

- Incentivizing infrastructure building in historically underserved communities
- Reducing barriers to housing for justice system involved communities
- Preserving rental units at affordable levels, and Rental assistance programs (housing choice vouchers, etc.)
- Affirmatively furthering fair housing
- Eviction Task Force, and Foreclosure prevention programs
- Farmworker and senior housing
- Assistance to low income first-time homebuyers, communities of color, and those living in underserved communities
- Retaining publicly owned affordable housing, and using project-based section 8 vouchers towards at-risk affordable housing developments

Father Joe's Villages

Founded in 1950, Father Joe's Villages (501(c)3) hopes to prevent & end homelessness in San Diego

VALUES

COMPASSION

RESPECT

EMPATHY

EMPOWERMENT

DIGNITY

PILLARS OF CARE

MEETING BASIC NEEDS

Housing
Meals
Day Center

INVESTING IN CHILDREN

Therapeutic Childcare
Services for Families

MAKING HEALTH A PRIORITY

Medical Care
Dental Care
Behavioral Health Care

STRENGTHENING SELF-SUFFICIENCY

Employment
Education
Vocational Training
Chaplaincy

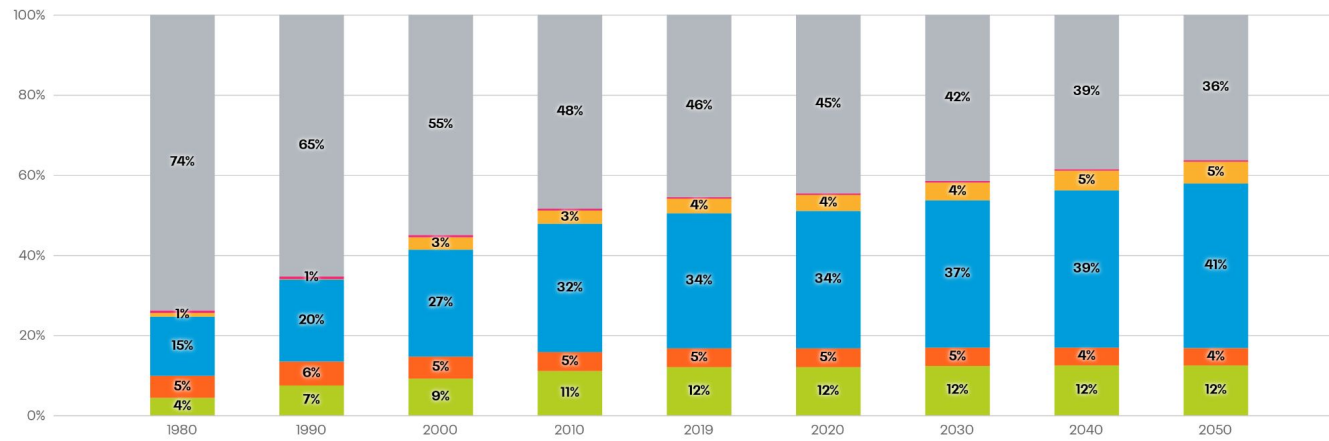


Additional Information: San Diego County

Data on San Diego County (San Diego Metro Area)

Race/ethnicity: San Diego, CA; 1980-2050

Asian or Pacific Islander Black Latino Mixed/other Native American White



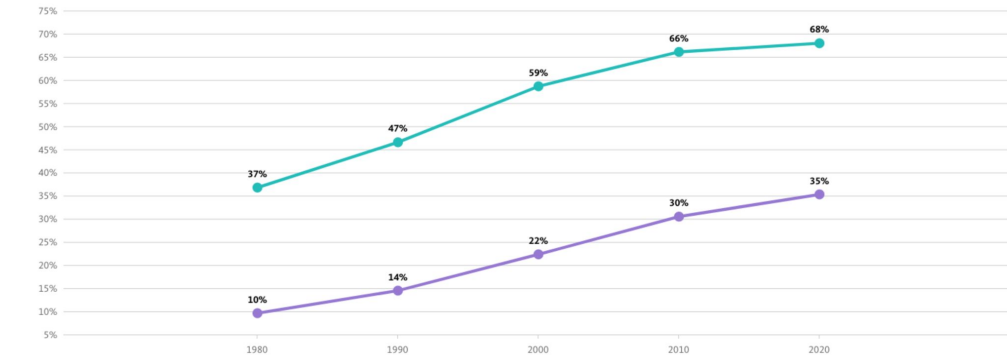
Data source: U.S. Census Bureau; Woods & Poole Economics, Inc. | National Equity Atlas

Racial generation gap San Diego, CA

Percent people of color by age group: San Diego, CA; 1980-2020

Percent of seniors who are people of color Percent of youth who are people of color

SELECT BREAKDOWN

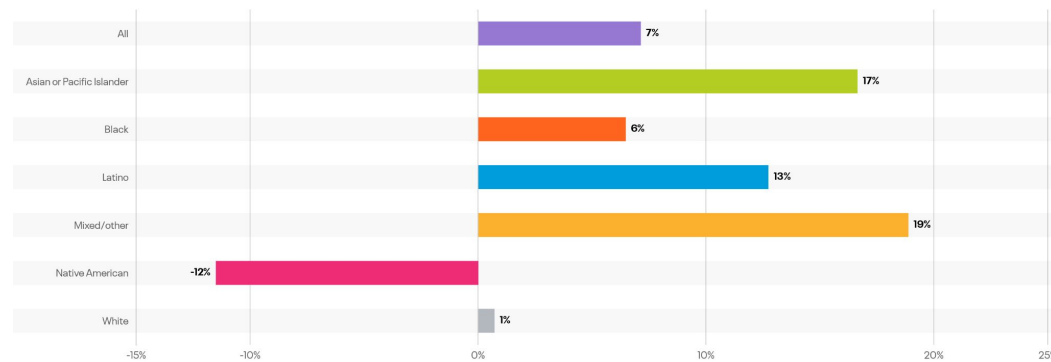


WHAT IT SHOWS WHY IT MATTERS TOUR

Powered by the National Equity Atlas

Data source: U.S. Census Bureau | National Equity Atlas

Percent change in population by race/ethnicity: San Diego, CA; Year: 2010-2019



Data source: U.S. Census Bureau; Woods & Poole Economics, Inc. | National Equity Atlas

Transborder Metropolis



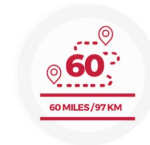
40% of the total population residing in communities along the U.S.-Mexico border.



There are more than 106 million individual crossings. 48 million cars and trucks cross each year.



Almost \$45 billion in trade crosses annually through the Tecate and Otay Mesa ports of entry.



Sixty miles (97 km) in length.



Three public U.S. ports of entry: San Ysidro, Otay Mesa, and Tecate.



Four Mexican ports of entry: El Chaparral, San Ysidro, Otay Mesa, and Tecate.



A private pedestrian border crossing at the CBX Cross Border Xpress terminal in San Diego providing access to Tijuana International Airport.



Trucks cross at Otay Mesa and Tecate and trains through a special gate at San Ysidro.



6% trade growth in 2017.



The Mexican cargo port at Otay Mesa is the most modern in Mexico.



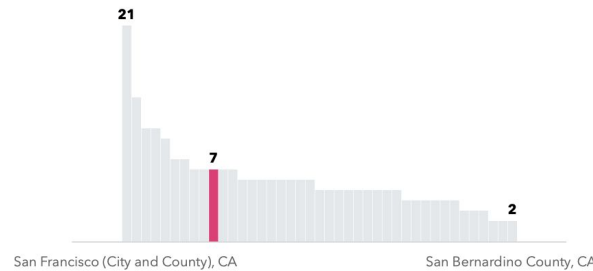
The San Ysidro and El Chaparral ports of entry jointly constitute the world's busiest land border crossing.

Access to services is a critical component in creating welcoming communities.

A local infrastructure of immigrant-serving organizations can indicate a welcoming place for immigrants, as restrictive federal policies create challenges for immigrants to live, work, and contribute to civic life. Supporting and increasing the capacity of immigrant-serving organizations that provide essential services and social support to immigrants at the local level is important in creating welcoming communities.

In 2019 in San Diego County, there were around 7 immigrant-serving organizations per 10,000 non-citizen immigrants.

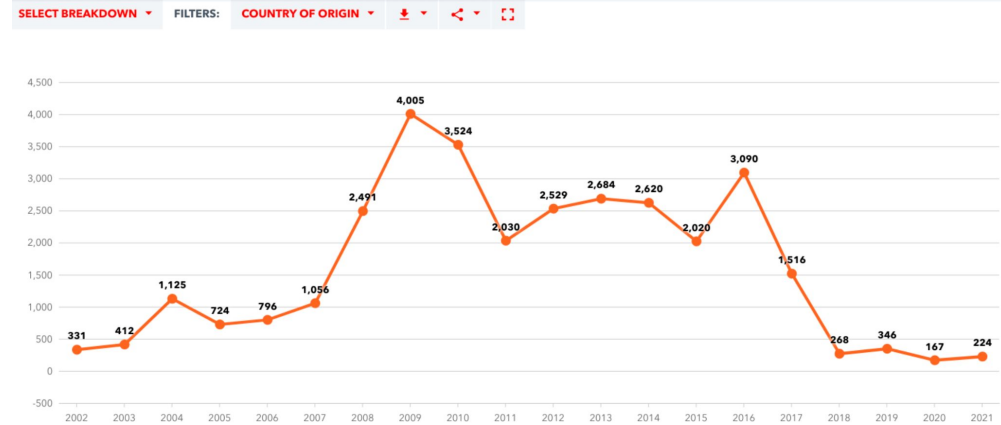
Immigrant serving organizations per 10,000 non-citizen immigrants, ranked: San Diego County; 2019



Data source: GuideStar | California Immigrant Data Portal

Refugee Arrivals San Diego County

Number of refugee arrivals: San Diego County; Country of origin: All; 2002-2021



WHAT IT SHOWS WHY IT MATTERS TOUR

Data source: Refugee Processing Center | California Immigrant Data Portal

Transborder Dynamics (climate, other)

- The U.S. Environmental Protection Agency (EPA) and Mexico's Ministry of the Environment and Natural Resources (SEMARNAT) have collaborated to design a binational a 5-year program called Border 2025.
- The program addresses the environmental and public health risks border communities face through 4 strategic goals:
 - a. Reduce Air Pollution
 - b. Improve Water Quality
 - c. Promote Sustainable Materials and Waste Management, and Clean Sites
 - d. Improve Joint Preparedness for and Response to Hazardous Environmental Emergencies



Anchor Institutions: consider adding if needed

Note: include economic job centers, research 1 universities, major hospitals, etc.

R1 Universities:

- UC San Diego

R2 Universities:

- San Diego State University
- University of San Diego

Major hospitals:

- UC San Diego Health
- Scripps
- Sharp
- Kaiser

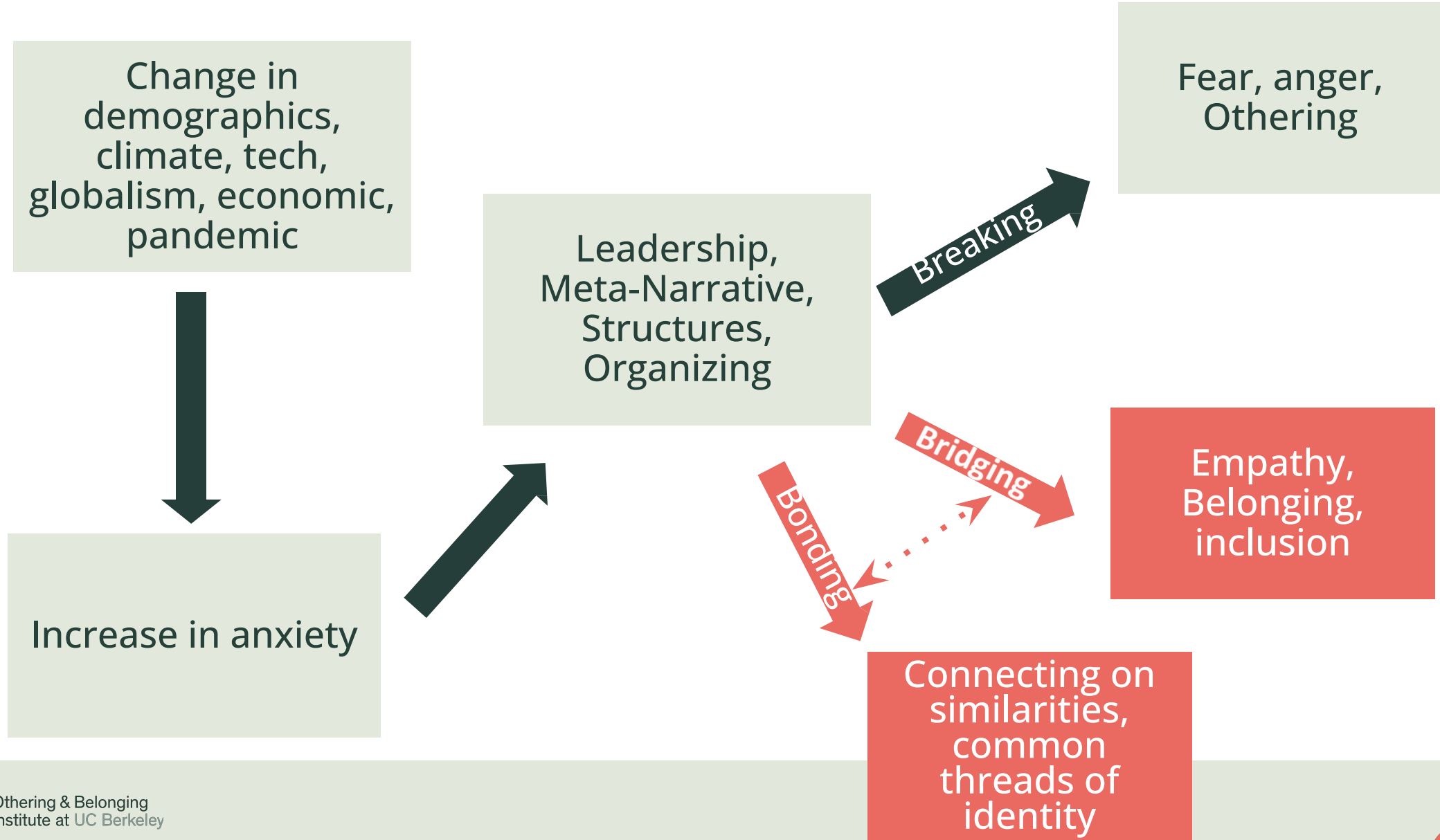
Appendix

The background features a solid light red color. On the right side, there are two overlapping circles. The top circle is a lighter shade of red and is partially cut off by the top edge of the frame. The bottom circle is a darker shade of red and is also partially cut off by the bottom edge. The area where the two circles overlap is a darker red. In the top right corner, there is a small, light green rectangular area.

| Example | Targeted Universalism Description |
|---|---|
| CUNY Score | Strengths and limitations of comparing dominant groups and disparities focused on closing gaps. |
| King County Determinants of Equity | Similarities and differences between theory of change and TU alongside determinants of equity. |
| Prosper Portland | Measurements and monitoring equity indicators overtime as it relates to outcomes-oriented approach in TU. |
| County of San Diego: Housing | Structural and systems change in the use of equity indicators to improve strategies within a TU framework. |
| GARE Getting to Results | Community participation in defining disaggregated outcomes as a measurement of outcome-based equity. |
| Seattle's Pedestrian Master Plan | Importance of structural changes in the use of geography and place-based data to create and prioritize a set of strategies within TU. |



Situated in anxiety and polarization



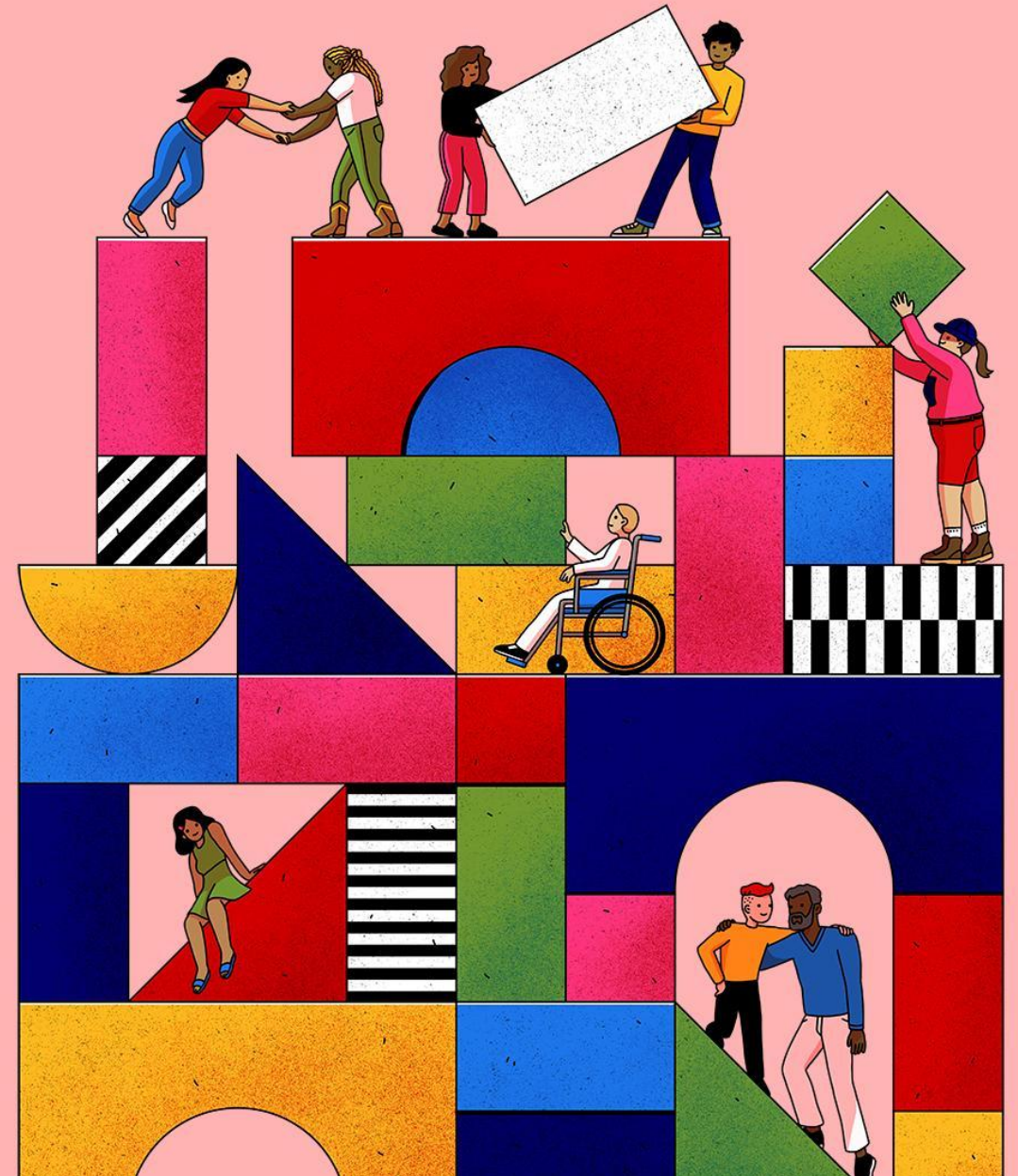


https://www.youtube.com/watch?v=PGcbFj4J_gc

Deep belonging

Belonging connotes something fundamental about how groups are structurally positioned within society as well as how they are perceived and regarded. There's an **affective** component.

Belonging is more than joining a club – it is about co-creating and co-owning structures to belong.



Power impacts bridging

- Bridging work must consider power differentials and the structural conditions within which bridging happens
- Those with more power should carry more of the weight of bridging, and yet the less powerful are often called upon
- Leaders can help redistribute power to foster belonging

Transformation from within

- You will not be able to contribute to the charge toward a society of belonging if your organization does not reflect this vision of society internally.
 - Do you have a diverse staff?
 - Is your working environment top down or is it collaborative?
 - Is everyone's input and perspective valued?
- Each sector has a responsibility to think before acting.
- This type of cognizance requires thinking about structures and culture
- What are your stories?



Targeted Universalism designs structures of belonging and tracking progress

The **universal goal sets an aspiration** from which “everyone” stands to benefit

The **strategies in TU are targeted**—not universal—and they are targeted to structures.

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

We are all positioned within some of the same institution, systems, and structures. (For example, think of the institution of family, educational and employment systems, health systems, and institutions of government)

Yet we **experience structures and systems in profoundly different ways** based on a variety of factors. We are situated differently and this experience **centers TU structural analysis & defining the problem.**



We in the developed world are like homeowners who inherited a house on a piece of land that is beautiful on the outside, but whose soil is unstable loam and rock, heaving and contracting over generations ... And, yes. Not one of us was here when this house was built. Our immediate ancestors may have had nothing to do with it, but here we are, the current occupants of a property with stress cracks and bowed walls and fissures built into the foundation. We are the heirs to whatever is right or wrong with it. We did not erect the uneven pillars or joists, but they are ours to deal with now.

Isabel Wilkerson, *Caste*

