

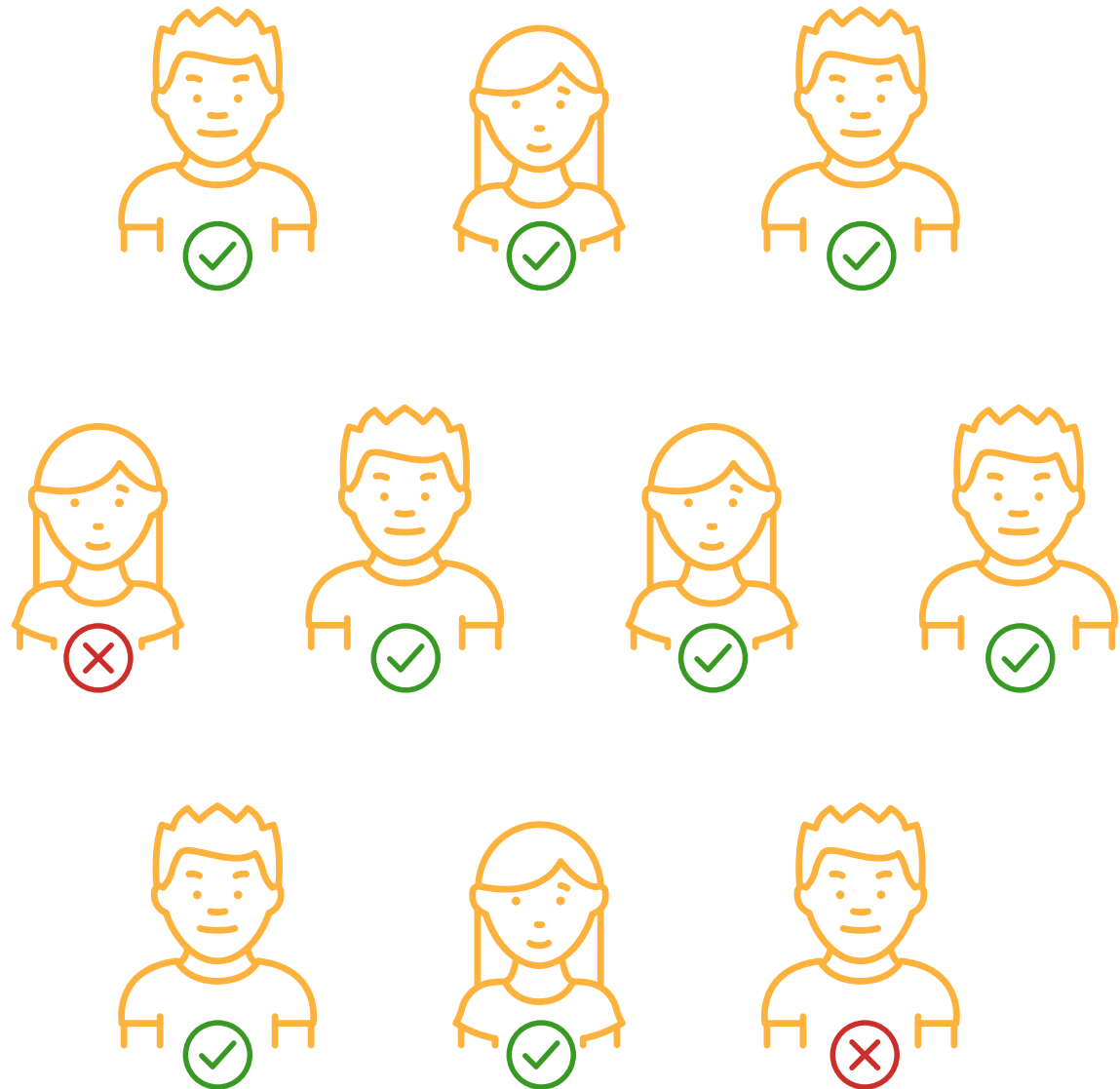


Part Two: Practice Equity Daily > 5. Design programs & policies that are targeted & universal.

APPLYING TARGETED UNIVERSALISM⁵⁴

Consider this example as a process for targeted universalism. First, set a universal goal—for example 100 percent proficiency in eighth grade math. Second, measure how the overall population fares relative to the universal goal. In this example we might discover that only 80 percent of eighth graders are proficient in eighth grade math. Third, measure the performance of population segments relative to the universal goal. So although 80 percent of all eighth graders are proficient, we might find that only 70 percent of Latinos are proficient. Fourth, understand how structures and other factors support or impede group progress toward the universal goal. For our Latino students, classroom instruction materials and lessons designed for English speakers may impede learning including math proficiency. Finally, implement targeted strategies so that each group can achieve the universal goal based upon their needs and circumstances. This may take the form of ESL-specific math tutoring for our Latino students while another group may require a completely different strategy to achieve the same universal goal. Targeted universalism rejects a blanket universal, which may be indifferent to the reality that different groups are situated differently relative to the institution and resources.

For a detailed guidance on how to apply targeted universalism to policy and programming, see ["Targeted Universalism: Policy & Practice,"](#) john a. powell, Stephen Menendian, Wendy Ake, Haas Institute for a Fair and Inclusive Society at UC Berkeley.



⁵⁴This tool is an excerpt from "Targeted Universalism: Policy & Practice," john a. powell, Stephen Menendian, Wendy Ake, Haas Institute for a Fair and Inclusive Society at UC Berkeley. Permission to reprint pending.