UPSTREAM:
Measure the impact of decisions that affect communities most burdened by inequities. Create strategies to decrease negative impact. Improve decision-making structures towards being more inclusive of community voice.

MIDSTREAM: Improve safety and create a culturally responsive school environment. Build school-to-work strategies. (Social determinants of health)

DOWNSTREAM: Increase access to health and educational services for Latino youth.

Adapted from BARHII website: www.barhii.org

Socio-Ecological Model

UPSTREAM

Social Factors

SOCIAL INEQUALITIES
Race/ethnicity
Class
Gender
Immigration status

INSTITUTIONAL POWER
Corporations & other businesses
Gov’t agencies
Schools
Churches

NEIGHBORHOOD CONDITIONS
Physical environment
Land use
Transportation
Housing
Residential segregation
Social environment
Experience of class
Experience of racism
Experience of gender
Cultural assimilation/isolation
Population histories

DOWNSTREAM

Health Status

RISK BEHAVIORS
Smoking
Nutrition
Physical activity
Violence

DISEASE & INJURY
Infectious disease
Chronic disease
Injury (intentional & unintentional)

MORTALITY
Infant mortality
Life expectancy

HEALTHCARE

HEALTH EDUCATION

Your Example

Socio-Ecological Model

UPSTREAM

Social Factors

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Gender
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DOWNSTREAM

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DISEASE & INJURY
Infectious disease
Chronic disease
Injury (intentional & unintentional)

MORTALITY
Infant mortality
Life expectancy

HEALTH EDUCATION

HEALTH EDUCATION

Input your indicators here

Source:
Equity and Empowerment Lens (Racial Justice Focus), pg 57.
www.multco.us/diversity-equity

Office of Diversity and Equity
www.multco.us/diversity-equity
RELATIONAL WORLDVIEW

CONTEXT

MIND

SPIRIT

BODY

Source:
Equity and Empowerment Lens (Racial Justice Focus), pg 71.
www.multco.us/diversity-equity

Office of Diversity and Equity
www.multco.us/diversity-equity
Equity and Empowerment Lens Questions

Basic Intro Questions
1. Describe the policy/decision/program/practice/etc. used for this Lens application.
   a. Are social justice and racial justice clearly stated in the vision, mission, and goals?
   b. Who does this intend to serve, and who is actually served?
   c. How is this funded, and what are the limitations?

2. What data or evidence guides the policy/decision/program/practice/etc.?
   (See Evaluation Summary chapter, p. 51)
   a. How does your organization currently utilize existing data to inform your practice?
   b. How does your organization make data available for employees and community members to easily access and understand?

Connection to People
3. Describe the groups that will be most affected by and concerned with this policy/decision/program/practice/etc.?

4. What are the benefits and burdens that communities experience with the policy/decision/program/practice/etc.?
   a. What factors may be producing and perpetuating these positive and negative effects on communities?

Connection to Place
5. There are three main areas of sustainability and equity (environmental, economic, and social justice). What impacts do communities of color, immigrants, and refugees experience in these areas?

6. How are public resources and investments distributed geographically (such as funding, housing, education, transportation)?
   a. What trends do you see in how resources are flowing in and out of certain areas?

Connection to Process and Power
7. What barriers do you and your staff encounter in making changes directly related to equity and racial justice? (i.e., obligational, political, institutional racism, emotional, legal, proigrammatic, managerial, financial, internal biases)

8. How does your organization engage the community in planning, decision-making, and evaluation?
   a. What policies, processes and social relationships meaningfully and intentionally include communities most affected by inequities?
   b. What policies, processes and social relationships contribute to the exclusion of communities most affected by inequities?
   b.i. For policies and processes that exclude, what actions or strategies could build inclusion?

9. How does the policy, decision, program, practice build community capacity and power in communities most affected by inequities?

Source:
*Equity and Empowerment Lens (Racial Justice Focus)*, pg 28.
www.multco.us/diversity-equity
ISSUE/DECISION - 4 P’S

PEOPLE

Who is positively and negatively affected (by this issue) and how?

How are people differently situated in terms of the barriers they experience?

Consider physical, spiritual, emotional and contextual affects.

PLACE

What kind of positive “place” are we creating?

What kind of negative “place” are we creating?

How are public resources and investments distributed geographically?

How are you considering environmental impacts as well as environmental justice?

PROCESS

How are we meaningfully including or excluding people (communities of color) who are affected?

What policies, processes and social relationships contribute to the exclusion of communities most affected by inequities?

Are there empowering processes at every human touchpoint?

POWER

What are the barriers to doing equity and racial justice work?

What are the benefits and burdens that communities experience with this (issue)?

Who is accountable?