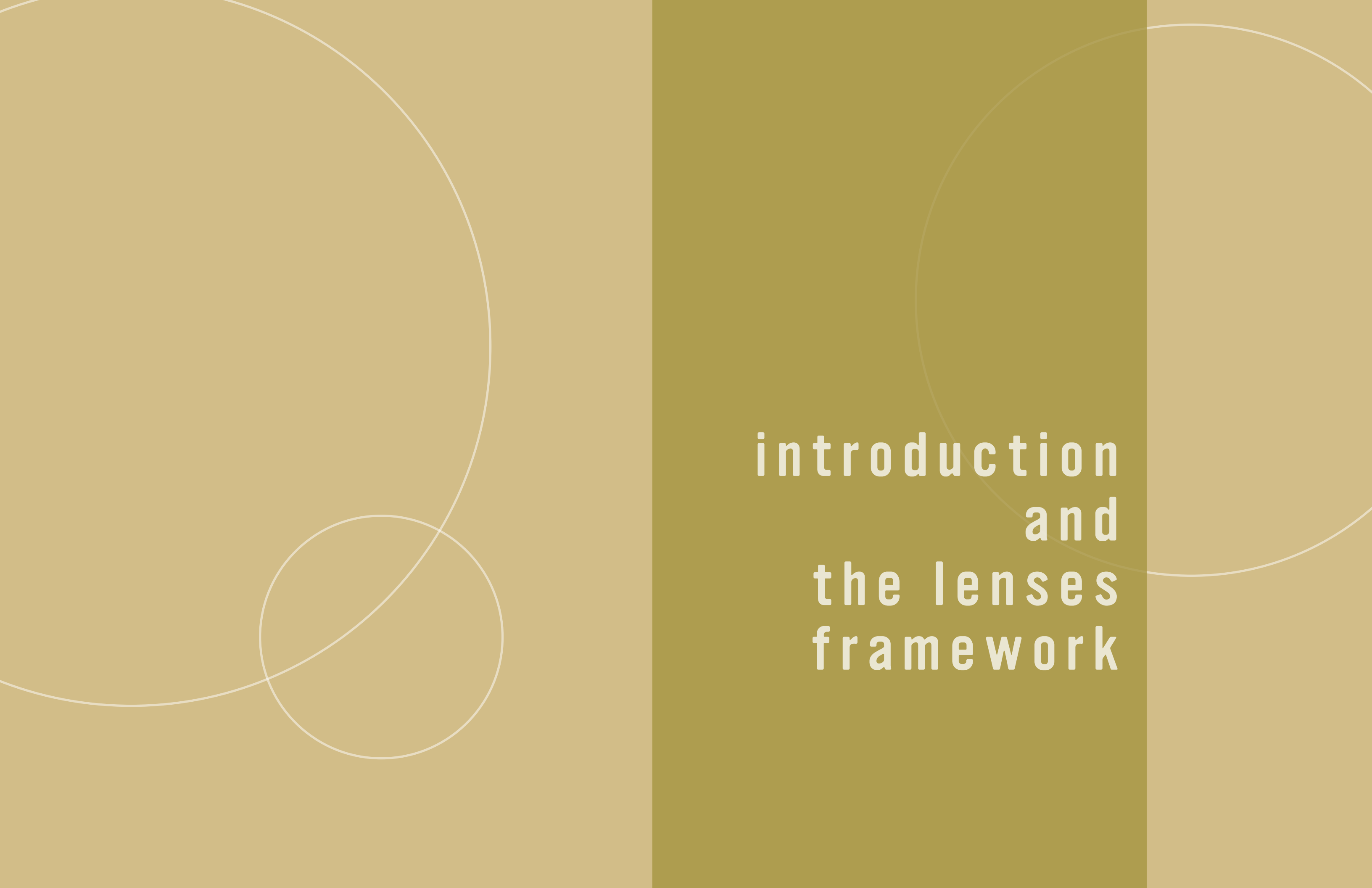


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The image features a minimalist design with a light beige background. A vertical bar of a darker, olive-green color runs through the center. On the left side, two thin white circles overlap. On the right side, a single thin white circle is partially visible. The text 'introduction and the lenses framework' is centered on the dark bar in a white, lowercase, sans-serif font.

**introduction  
and  
the lenses  
framework**

## the challenge

As we confront the challenges of the 21st century, our approach to solving complex environmental, social, and economic problems will determine our future. While commendable, most of today's sustainability efforts tend to focus on reducing negative environmental and social impacts. As a society we have an opportunity, if not a pressing need, to move beyond being "less bad" and shift our focus toward creating health and abundance.

The fundamental shift in perspective moves from doing less harm, to doing more good. Instead of primarily focusing on minimizing humans' negative impacts, we start to envision and create ways for humans to enhance and contribute to thriving, living systems across the globe. This shift in perspective is the first, and most important, step in creating a compelling vision for a future that we can all embrace and work together to achieve.

# regenerative development

## Regenerative Development

Regenerative Development is the process of cultivating the capacity and capability in people, communities, and other natural systems to renew, adapt, and thrive. It is not about maintaining what is, or restoring something to what it was. Rather, it is about creating systems and places that have the capacity to evolve toward increasing states of health and vitality. We call these Living Environments. A great example is Interface's Net-Works program, which provides economic incentives for seaside communities to remove abandoned fishing nets from ocean habitats and then uses the reclaimed materials to produce commercial carpet tiles. The Net-Works program creates local economic opportunities focused on restoring ecological health, while greatly reducing raw material needs for carpet manufacturing.

## Living Environments

Living Environments are settings that are thriving, healthy, and resilient because their ecological, social, and economic systems relate in ways that elevate individual and collective vitality.

## Regenerate ::

Restore to a better, higher state; renewal or restoration of living systems after injury or as a normal process

## Regenerative Development ::

The process of cultivating the capacity and capability in people, communities, and other natural systems to renew, adapt, and thrive

## regenerative development fulcrum

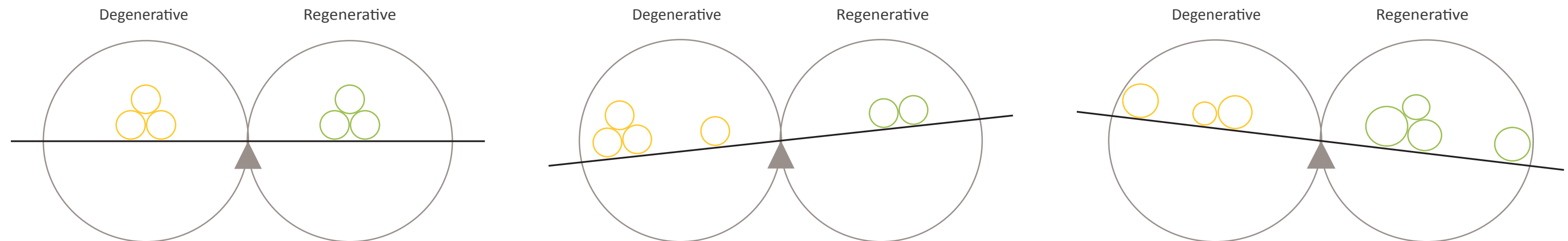
**Regenerative:** Developing the capacity to renew life, add strength or vigor; beneficial

**Degenerative:** Compromising or degrading functionality or capacity; harmful

As we start to consider the impact of our actions, the net result includes both degenerative and regenerative attributes. It's not likely that any project, company, or other endeavor is all one or the other, but it's helpful to think about the overall impacts or outcomes.

The idea can be demonstrated by the fulcrum models illustrated below. The orange and green circles represent degenerative and regenerative outcomes from an activity, process or decision, respectively. For example, if your job consistently takes more than it gives, and barely pays enough to make it worthwhile then the fulcrum is tipped to the degenerative side. Alternatively, if your job routinely nourishes your personal and professional wellbeing, then it would be tipped to the regenerative side.

Depending on the circumstances, the ability to scientifically measure outcomes on the fulcrum can be difficult to impossible. Regardless, exploring the fulcrum as a mental model is a meaningful way to understand implications of our actions, for better or worse.



## the lenses framework

The LENSES (Living Environments in Natural, Social, and Economic Systems) Framework is designed to guide teams towards regenerative development. LENSES is a structured process where facilitators guide individuals and groups in exploring and realizing the opportunities for capacity building and benefit creation. It is not a checklist or a rating system, but rather a facilitated step-by-step process and management system for regenerative development. The process is strengthened by the visual framework that leads users through systems thinking in a way that is accessible and directly applicable to a project's needs.

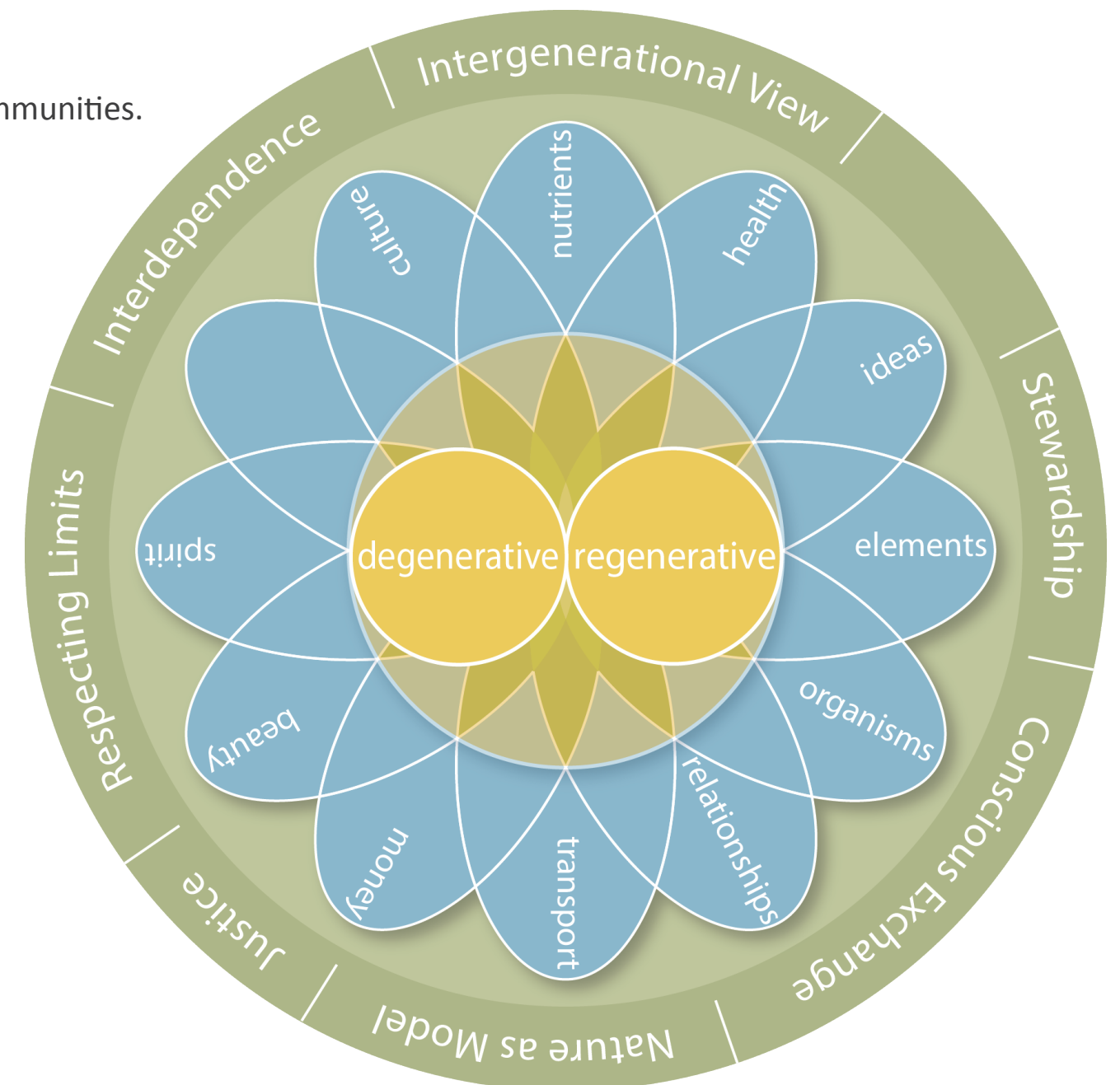
LENSES can be used at many scales – from individuals to organizations and from buildings to communities.

Application types include:

- master plans
- building projects
- business development and strategy
- special projects or initiatives

LENSES is most effective when used at the conceptual or renewal stage. Examples include:

- to design a new building
- plan or restore a neighborhood
- begin a new business
- revitalize an existing initiative
- guide a retrofit
- improve a floundering program



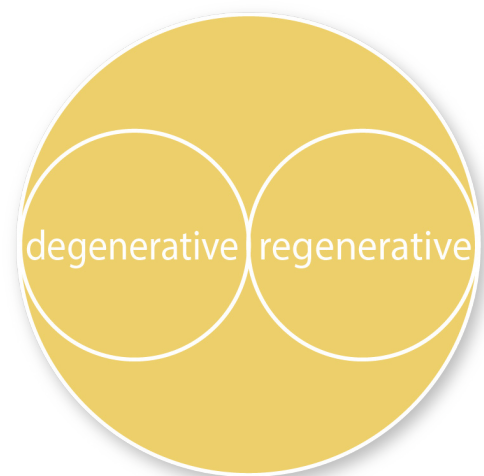
## the three lenses

The The LENSES Framework is a system made up of three interrelated lenses. Each lens has a unique function and serves as a visual aid to help ground concepts and activities. We do not assume to have included all terms that are relevant to regenerative development on the framework. Therefore, we have included a blank space on the Foundation and Flows Lens. Users are encouraged to identify unique guiding principles and flows that may not already be listed on the framework.

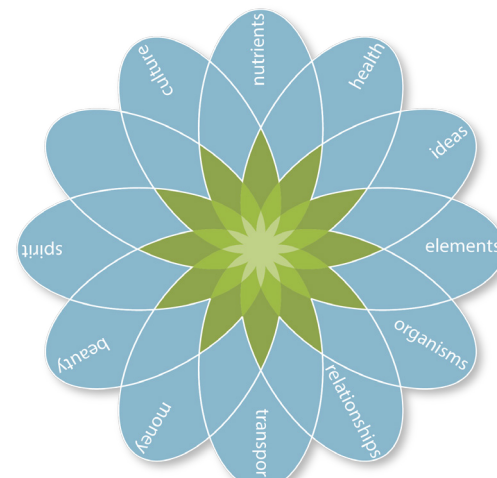
**Vitality Lens:** The Vitality Lens represents the degenerative to regenerative fulcrum model and is first used to introduce the concepts of regenerative development to users. It is used again in the process of brainstorming and identifying regenerative development opportunities, and to lay the groundwork for management and evaluation.

**Flows Lens:** The Flows Lens graphically represents interrelated aspects of a system that make up the whole. After reviewing the Vitality Lens, teams will explore how each of the twelve flows move in, through, and out of themselves, a place, or an organization. Assessing how these flows move and change over time, with a focus on key patterns and relationships, cultivates a deep understanding of context.

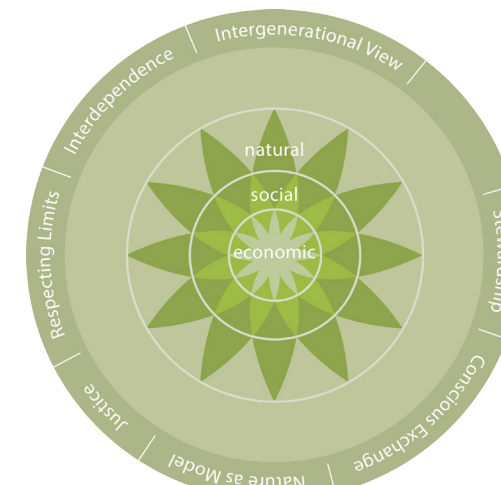
**Foundation Lens:** The Foundation Lens graphic and activities are designed to engage users in creating a shared sense of commitment. This lens is used after the introduction to the Vitality Lens and after insights are gained from the Flows Lens. Teams will explore how the guiding principles and triple bottom line depicted on the lens relate to their project or organization. The results are a unique set of values and commitments that serve as a foundation of understanding – a place to return to – for inspiration and guidance on decision making.



Vitality Lens



Flow Lens



Foundation Lens



The background features a light grey-blue gradient with several thin white circles of varying sizes overlapping each other. A solid, medium-blue vertical bar runs down the right side of the image, partially overlapping the circles.

**introduction to  
the lenses  
rubrics**

## the lenses rubrics

The LENSES Rubrics provide qualitative metrics for identifying where outcomes fall on the Regenerative Development Fulcrum. The Rubrics encourage holistic thinking and generate valuable discussions around ideas that might not otherwise be considered. The Rubrics also represent a flexible, scaled system specific enough to support validation of outcomes, yet flexible enough to support project-specific, contextually appropriate solutions. To date, the Rubrics have been used on building and organizational development projects as a supplemental tool for systems thinking, regenerative development, and in applying the LENSES Framework.

The Rubrics are composed of twelve charts, introductory material for each chart, and accompanying planning and evaluation worksheets. Each Rubric addresses one of the twelve Flows originally listed on the beta version of the LENSES Framework. CLEAR does not intend to update the metrics to match the Flows on the current Framework at this time. Instead, we have decided to publish them as is, to be used as an open source resource for anyone interested in regenerative development metrics.

The LENSES Rubrics were developed by The Institute for the Built Environment at Colorado State University. A cadre of scientists, economists, researchers, built environment professionals, community members, and even high school students volunteered hundreds of hours to assist in developing the Rubrics.

The Rubrics can be useful either in concert with the LENSES process or as a stand-alone resource. Consider reviewing them with your client, team, organization, attendees, etc. to

- establish an understanding of what characteristics and qualities define degenerative, sustaining, and regenerative
- pose thought provoking questions to spur deep inquiry and brainstorming
- guide teams in setting forward-thinking and holistic goals
- identify strategies to achieve those goals
- evaluate the impact of decisions after implementation
- acknowledge areas for improvement in existing projects, programs, or other endeavors

## the lenses rubrics continued

Each Rubric features a set of Focal Points which define various subtopics of each Flow from the LENSES Beta version. Within each Rubric, the respective Focal Points are displayed along the left-hand column. A five point scale across the top represents the classifications. These classifications range from *degenerative* on the left to *regenerative* on the right, with *sustain* in the middle, synonymous with the Vitality Lens image and regenerative development fulcrum. Each cell within a rubric includes a brief description defining the characteristics or qualities of a given Focal Point that align it with a particular classification. The example below illustrates one Focal Point from the Energy Rubric.

### Sample Focal Point from Energy Rubric

focal point	degenerative (-3)	degenerative -sustaining (-1)	sustaining (0)	sustaining -regenerative (+1)	regenerative (+3)
<b>Production, Transmission &amp; Storage</b>  The pollution created by energy use, the methods through which energy travels to the users, and the storage of produced energy.	Creates negative social and/or natural impacts including health problems, waste disposal issues and pollution; linear and centralized production; bases production on resources that cannot be easily replenished, thereby reduces total stored energy.	Reduced pollution, negative social impacts and/or transmission losses; may indirectly address energy production through purchase of Renewable Energy Credits (RECs).	Energy production is nearly free of toxins and health risks and does not create negative impact on environment; has a very low or no sum total carbon footprint; eliminates or greatly reduces transmission losses; helps to distribute power generation; begins to de-centralize energy production.	Energy production is free of toxins and health risks; mitigates any negative impacts of production; energy production is direct (on-site or very nearby), has the ability to be stored and be used at a later time; storage options are free or nearly free of toxins. .	Completely passive energy (e.g. solar or wind) and/or locally produced and used; nature serves as the primary model for energy production, transmission and storage including being free of pollution and toxins; helps to collect and store energy to make energy denser and more organized; energy production and storage sequester more pollution than they generate.

#### Focal Point ::

An area of concentrated attention

#### Degenerative ::

Compromising or degrading functionality or capacity; harmful

#### Sustain ::

To maintain or keep from failing

#### Regenerative ::

Developing the capacity to renew life, add strength or vigor; beneficial

## the lenses rubrics continued

Each Rubric contains three accompanying resources: an introduction, a Planning Worksheet, and an Evaluation Worksheet. You can apply the ready-to-use tools as they are or adapt them for your specific needs.

**Rubric Introduction:** The introduction for each Rubric includes an overview of the topic, an explanation of each Focal Point, and guiding questions to help teams explore how project decisions impact the classification of degenerative to regenerative. Reviewing the introductions before the associated Rubrics helps teams to open and expand dialogue and establish common ground.

**Planning Worksheet:** The Planning Worksheet features the regenerative characteristics of each Focal Point along the left-hand column. The Planning Worksheet facilitates brainstorming strategies for each Flow's Focal Point. The ideas and strategies generated while filling out the Planning Worksheet can be used to develop a plan for implementation. See the sample completed planning worksheet on page 12.

**Evaluation Worksheet:** After the plan has been implemented, the Evaluation Worksheet can be used to assess how effectively each strategy was applied and whether the intended goals were achieved. On the Evaluation Worksheet each classification (from degenerative to regenerative) is assigned a numeric value between -3 and 3. This provides the option to numerically measure where the outcomes fall along the scale of degenerative to regenerative. It is up to the users to decide whether they want to incorporate scores for each Flow. Keep in mind that these values are relative and that an action or outcome may fall into more than one value, depending on how you look at it. Additionally, it is important to note that these evaluations represent a point in time and can change as a team reassesses and adjusts Flows throughout the project lifecycle. See the sample completed Evaluation Worksheet on page 13.

Using the Rubrics to evaluate success is not intended to compare one project to another, nor to be validated by a third party. Rather, they are intended to empower teams to evaluate the project's existing state, acknowledge areas for improvement, and continually assess the impact of project decisions.

Interested in creating a new Rubric? Check out page 62 for templates and instructions on how to develop your own unique Rubric as well as the accompanying Planning and Evaluation Worksheets.

## sample completed planning worksheet

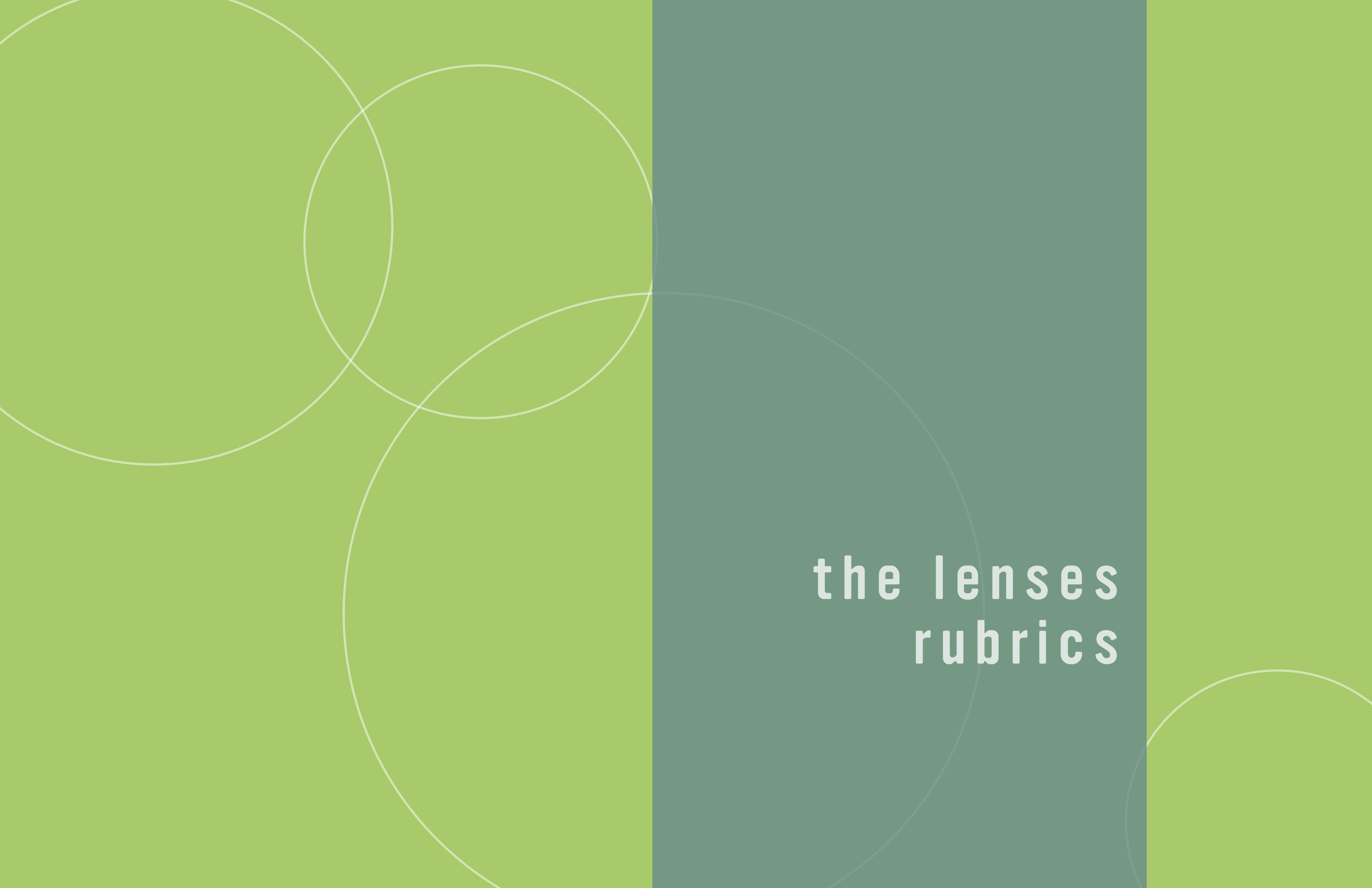
The table below is an example of a completed Planning Worksheet for a single Focal Point from the Energy Rubric.

focal point	achievement strategies	responsible parties	timeline	resources
<p>Production, Transmission &amp; Storage</p> <p>The pollution created by energy use, the methods through which energy travels to the users, and the storage of produced energy.</p> <p>A regenerative state of being for energy production, transmission, and storage:</p> <ul style="list-style-type: none"> <li>• uses completely passive energy (e.g. solar or wind) and/or locally produced energy</li> <li>• mimics nature as the primary model for energy production, transmission and storage including being free of pollution and toxins</li> <li>• helps to collect and stores energy to make energy denser and more organized; production and storage sequester more pollution than they generate</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>Incorporate passive solar and geothermal onsite systems for project.</i></li> <li>2. <i>Draw inspiration from the elephant ear plant, oriental hornet, and wallaby for efficient energy storage techniques.</i></li> <li>3. <i>Apply partnership program with energy provider.</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Mechanical Engineer</i></li> <li>2. <i>Sustainability Consultant &amp; Architect</i></li> <li>3. <i>Mechanical Engineer, Owner, &amp; Architect</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Solidift system types and specifications by mid-March</i></li> <li>2. <i>Conduct research by end of December.</i></li> <li>3. <i>Submit application by May 1st.</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Energy feasibility report and site analysis</i></li> <li>2. <i>www.asknature.org, biomimicry blog</i></li> <li>3. <i>Energy provider website</i></li> </ol>

# sample completed evaluation worksheet

The table below is an example of a completed Evaluation Worksheet for a single Focal Point from the Energy Rubric.

focal point	degenerative (-3)	degenerative - sustain (-1)	sustain (0)	sustain - regenerative (+1)	regenerative (+3)	score
<p>Production, Transmission &amp; Storage</p> <p>The pollution created by energy use, the methods through which energy travels to the users, and the storage of produced energy.</p> <p>A regenerative state of being for energy production, transmission, and storage:</p> <ul style="list-style-type: none"> <li>• uses completely passive energy (e.g. solar or wind) and/or locally produced energy</li> <li>• mimics nature as the primary model for energy production, transmission and storage including being free of pollution and toxins</li> <li>• helps to collect and stores energy to make energy denser and more organized; production and storage sequester more pollution than they generate</li> </ul>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>-1</p>
<p>why and/or how?</p> <p><i>Project was able to provide 80% of energy demand through a combination of increased wall thickness, onsite passive solar and geothermal installations, and partnership program with energy provider. As of the latest quarterly meeting, the Owner would like to explore cost benefits of further reducing energy consumption and increasing onsite system capacities to reach net zero or possible net positive status.</i></p>						

The image features a background of overlapping circles in two shades of green: a vibrant lime green and a muted teal. A solid teal vertical band runs down the right side of the page. The text is positioned within this teal band.

**the lenses  
rubrics**

# beauty

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## why consider beauty?

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Beauty inspires care, concern, and engagement. Beauty can be the difference between a user's experience being one of complacency, resignation and possibly discomfort or being one of enlightenment, joy and happiness. With beauty present, humans are more likely to be enthused. Edward O. Wilson popularized the biophilia hypothesis, one that emphasizes the connections that human beings subconsciously seek with the rest of life. Literally, the term means "the love of life or living systems." Opposed to phobias, philiias are the attractions that people have toward certain habitats, activities and objects in their natural surroundings. Related to biophilia is pulchraphila: the innate need to be surrounded by beautiful and well-designed environments with a particular connection to nature. From the Latin "pulchra" for beautiful and "philia" for love. Humans crave beauty: it motivates them.

Despite it's subjective nature, there are some generally agreed upon elements to strive for when seeking beauty. There are three Focal Points for the Beauty Flow: **Ecological Beauty**, **Era**, and **Emotion & Sensory**. **Ecological Beauty**: Study, understand, and celebrate the natural surroundings as they can deeply inform an aesthetic expression. **Era**: Consider and provide enduring expressions of the era that are not simply trendy. **Emotion & Sensory**: Explore how the emotions and senses will be affected by the potential new place or project.

## powerful questions

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- How is beauty to be embodied into the project?
- Can waste be reused in this project and celebrated beautifully?
- How can this project create enduring beauty?
- Is nature present in a meaningful way?
- Does the design express the appropriate era and does this expression endure the test of time?
- Are the intended emotions and sensations evoked?



# beauty

focal point	degenerate	-	sustain	+	regenerate
<p><b>Ecological Beauty</b></p> <p>The aesthetic expression of the web of life between all living things.</p>	<p>Design obstructs biophilia; creates an entirely synthetic environment disconnected from ecological context; prohibits ability to appreciate local ecological system.</p>	<p>Design minimally considers biophilia; attempts to integrate ecological context or scale of place.</p>	<p>Design allows for biophilia; appropriately scaled for surrounding ecological system.</p>	<p>Biophilia is considered in most aspects of design; restores impacted or degraded ecological systems to their natural balance and beauty.</p>	<p>Biophilia is intentionally incorporated throughout design; explicitly or implicitly enhances appreciation of the local ecological systems; harmoniously scaled per immediate ecological system.</p>
<p><b>Era</b></p> <p>Distinctive period of history.</p>	<p>Ignores consideration of current era; blind to the concern of future generations; serves initial purpose only; generic solutions; premature replacement occurs.</p>	<p>Only attempts trendy and temporarily satisfying solutions; decisions made with only limited exploration falling back on status quo or habitual solutions; outdated quickly.</p>	<p>Aesthetic solutions are beyond simple decoration or fashion and are not simply nostalgic; enduring; recognizes the needs and limits of future society; promotes an investment in longevity.</p>	<p>Encourages adaptability to alternate uses; benefits future generations of use; solutions create authentic sentimentality; honors the spirit of the time.</p>	<p>Creates great meaning; instills a desire to promote the project's endurance; produces a timeless appreciation; encourages respect for the era of a project's birth as well as the project itself.</p>
<p><b>Emotion &amp; Sensory</b></p> <p>Heighten feeling; relating to sensation.</p>	<p>Causes fear, repulsion or general discomfort; breaks down the spirit of the occupants; hopeless, dangerous and/or unappealing environments.</p>	<p>Evokes limited or undesirable emotions; causes boredom and complacency; limited sensorial displeasure.</p>	<p>Creates a state of contentment and peacefulness; evokes feelings of safety and satisfaction; responds to humans love for nature and order.</p>	<p>Encourages joy, energy, reflection, thought and productivity; enhances well-being.</p>	<p>Evokes delight, happiness, inspiration, deep reflection, great achievement, appreciation or serenity; generates healing and self-actualization; celebrates spirit.</p>

# beauty - planning worksheet

How to use this planning worksheet: The purpose of this worksheet is to identify project goals, specific achievement strategies, resources needed, responsible parties, and a realistic implementation timeline for relevant Focal Points. Begin by discussing the ideal regenerative state for the project or initiative using the regenerative descriptions below each Focal Point as guidelines. The associated Rubrics may also be used for reference, as desired. Next, determine specific strategies that will help your team reach its ideal regenerative state, making notes directly in the worksheet below. Identify the resources needed, individuals or groups that should be engaged for each achievement strategy, and a reasonable timeline for implementing each strategy. Use the outcomes of this worksheet to develop an implementation plan for your project or initiative.

focal point	achievement strategies	resources needed	responsible parties	timeline
<p><b>Ecological Beauty</b>                      The aesthetic expression of the web of life between all living things  <i>A desired outcome for ecological beauty:</i></p> <ul style="list-style-type: none"> <li>• Biophilia is intentionally incorporated throughout design</li> <li>• Explicitly or implicitly enhances appreciation of the local ecological systems</li> <li>• Harmoniously scaled per immediate ecological system</li> </ul>				
<p><b>Era</b>                      Distinctive period of history  <i>A desired outcome for era within beauty:</i></p> <ul style="list-style-type: none"> <li>• Creates great meaning</li> <li>• Instills a desire to promote the project's endurance</li> <li>• Produces a timeless appreciation</li> <li>• Encourages respect for the era of a project's birth as well as the project itself</li> </ul>				
<p><b>Emotion &amp; Sensory</b>                      Heighten feeling; relating to sensation  <i>A desired outcome for emotional and sensory beauty:</i></p> <ul style="list-style-type: none"> <li>• Evokes delight, happiness, inspiration, deep reflection, great achievement, appreciation or serenity</li> <li>• Generates healing and self-actualization</li> <li>• Celebrates spirit</li> </ul>				

# beauty - evaluation worksheet

How to use this evaluation worksheet: The purpose of this worksheet is to evaluate a project or initiative's success in meeting its goals, as originally determined using the Planning Worksheet. Completing this worksheet is also intended to identify project achievements, challenges, and lessons learned to help inform continual improvement. Begin by assessing where the project or initiative currently falls on the scale of degenerative to regenerative for each relevant Focal Point. You may find that more than one classification is applicable, which can be noted by checking more than one box. Discuss why and/or how the project is meeting the selected classification(s), making notes directly within the worksheet below. The associated Rubric and Planning Worksheet may be used for reference, as desired. Use the process and outcomes of completing this worksheet to determine additional opportunities for improvement.

focal point	degenerative (-3)	degenerative -sustaining (-1)	sustaining (0)	sustaining -regenerative (+1)	regenerative (+3)	score
<b>Ecological Beauty</b> The aesthetic expression of the web of life between all living things <i>A desired outcome for ecological beauty:</i> <ul style="list-style-type: none"> <li>• Biophilia is intentionally incorporated throughout design</li> <li>• Explicitly or implicitly enhances appreciation of the local ecological systems</li> <li>• Harmoniously scaled per immediate ecological system</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Why and/or how?					
<b>Era</b> Distinctive period of history <i>A desired outcome for era within beauty:</i> <ul style="list-style-type: none"> <li>• Creates great meaning</li> <li>• Instills a desire to promote the project's endurance</li> <li>• Produces a timeless appreciation</li> <li>• Encourages respect for the era of a project's birth as well as the project itself</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Why and/or how?					
<b>Emotion &amp; Sensory</b> Heighten feeling; relating to sensation <i>A desired outcome for emotional and sensory beauty:</i> <ul style="list-style-type: none"> <li>• Evokes delight, happiness, inspiration, deep reflection, great achievement, appreciation or serenity</li> <li>• Generates healing and self-actualization</li> <li>• Celebrates spirit</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>total beauty flow score</b>						

## community

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### why consider community?

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There are several characteristics that make up a community such as language, traditions, beliefs, power structures, art, ideas, people, culture, character, social norms, and attitudes. Community members are inevitably related to or impacted by a project and therefore should be represented during the entire life cycle of the project, from conceptualization to design to operations. Empowering a community is an important and active process that can adapt to the uncertainties of the project and honors the local culture. All too often, projects commence with the goals and aspirations as determined by a select few. However, rarely does the consequences of a project affect only those few, but rather tends to affect the surrounding local, regional and even global community.

Community, in the context of LENSES, is recognized through a process built on relationships and understanding. The three Focal Points for the Community Flow provide a process for sensitively understanding and responding to a place, while serving and honoring the people that give it character. **Defining Community:** Identify the stakeholders, scale and scope of those affected by the project.

**Community Engagement:** Create communal ownership and responsibility for the project by actively engaging and informing community members in a manner in which they feel safe and represented. **Honor & Opportunity:** Understanding and honoring local culture, and creating opportunities through an inclusive decision making process.

### powerful questions

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- How will you ensure that the community has a voice throughout the life cycle of a project?
- How will this project promote a thriving community?
- How does understanding the community expand opportunities no matter what the situation?
- How can participation of all concerned entities influence agendas, motivations, and definitions of success?
- How can the team provide tangible reasons for people to care about a project succeeding?
- How can people's lives become richer due to this project?

# community

focal point	degenerate	-	sustain	+	regenerate
<p><b>Defining Community</b></p> <p>Identifying stakeholders and community impacts.</p>	<p>No attempt to identify stakeholders and/or stakeholders are ignored; accepts pre-defined groups and pre-existing boundaries; no recognition of the scope and scale of impact to those being affected by the project; does not consider impacts of adding or removing services.</p>	<p>Minimal effort to identify key stakeholders; Self-selected participation; insignificant amount of research conducted on project's impact to surrounding community.</p>	<p>Key project team members and some community members are identified as stakeholders; existing and future community (e.g. aging community) is defined; minimal effort conducted to recognize project's impact on local social structures, economic situation, and environmental conditions.</p>	<p>Stakeholders include a diverse representation of community members; consideration for who and what is directly and indirectly affected serves as decision-making factor.</p>	<p>Stakeholders are intentionally chosen based on an accurate representation of the community; results in opportunities for those typically excluded from decision-making process; In-depth research on project's impact to natural, social, and economic systems serves as decision-making factor.</p>
<p><b>Community Engagement</b></p> <p>Create communal ownership and responsibility for the project by actively engaging and informing community members in a manner in which they feel safe and represented.</p>	<p>Community intentionally or unintentionally ignored in decision making process; does not inform stakeholders of process or decisions; community does not feel represented due to discrimination, isolation, and lack of involvement.</p>	<p>Assumptions made to compensate for a minimal community engagement process; engagement only accessible to small, select groups; minimal outreach to inform stakeholders of process or decisions; artificial creation of safety and tolerance for community input.</p>	<p>Conventional public engagement processes (formal and legislated); Moderate amount of community participation and empowerment; Some effort made to inform stakeholders of process and decisions; limited or conventional populations feel safe in participating in the process; authoritative figures ask limited questions with limited sharing and listening.</p>	<p>Intentional and comprehensive community engagement process; diverse stakeholder representation; continual outreach to inform stakeholders of process and decisions; relationships are built between project team and community members; accessible and responsive avenues for community input.</p>	<p>Authentically seeks engagement and accurate community representation; creates opportunities for expanding representation and methods for involvement; continually informs and educates stakeholders using an established common vocabulary; actively creates safe and genuine avenues for stakeholder input; honors input with deep listening and responsive decision-making.</p>
<p><b>Honor &amp; Opportunity</b></p> <p>Understanding and honoring local culture, and creating opportunities through an inclusive decision making process.</p>	<p>Intentionally ignores local knowledge, resources, and cultural characteristics; violates or disrespects cultural values; Top down decision-making; decisions result in reduced opportunities for community members; implements one-time use functions; inflexible plans.</p>	<p>Unintentionally disregards local knowledge, resources, and cultural characteristics; makes assumptions about cultural values; top-down decision making; decisions driven by convenience and short-term needs; political will and business interests drive decisions over community voice; adapts only to keep things as they are.</p>	<p>Recognition of local knowledge, resources, and cultural characteristics; generic approach to honoring local community; decisions preserve options and opportunities; responds to change with new opportunities; mostly top-down decision making.</p>	<p>Promotes understanding, appreciation, and expression of local culture; implements measures to account for future growth and generations; adaptive design; resource sharing; bi-directional decision-making between project team and community members; increased opportunities for community members.</p>	<p>Celebrates and authentically incorporates local knowledge, resources, and cultural characteristics; iterative decision making model; seeks informed responses to grass-roots needs; shared understanding, pride, accountability, ownership, involvement, and responsibility among community members; provides and inspires opportunities for education and employment of community members.</p>

# community - planning worksheet

How to use this planning worksheet: The purpose of this worksheet is to identify project goals, specific achievement strategies, resources needed, responsible parties, and a realistic implementation timeline for relevant Focal Points. Begin by discussing the ideal regenerative state for the project or initiative using the regenerative descriptions below each Focal Point as guidelines. The associated Rubrics may also be used for reference, as desired. Next, determine specific strategies that will help your team reach its ideal regenerative state, making notes directly in the worksheet below. Identify the resources needed, individuals or groups that should be engaged for each achievement strategy, and a reasonable timeline for implementing each strategy. Use the outcomes of this worksheet to develop an implementation plan for your project or initiative.

focal point	achievement strategies	resources needed	responsible parties	timeline
<p><b>Defining Community</b> Identifying stakeholders and community impacts. <i>A desired outcome for defining community:</i></p> <ul style="list-style-type: none"> <li>• Intentionally chooses stakeholders for accurate community representation</li> <li>• Results in opportunities for those typically excluded from decision-making process</li> <li>• Uses in-depth research on a project's impact to natural, social, and economic systems as a decision-making factor</li> </ul>				
<p><b>Community Engagement</b> Create communal ownership and responsibility for the project by actively engaging and informing community members in a manner in which they feel safe and represented. <i>A desired outcome for community engagement:</i></p> <ul style="list-style-type: none"> <li>• Authentically seeks engagement &amp; accurate community representation</li> <li>• Creates opportunities for expanding representation and methods for involvement</li> <li>• Continually informs and educates stakeholders using an established common vocabulary</li> <li>• Actively creates safe and genuine avenues for stakeholder input</li> <li>• Honors input with deep listening and responsive decision-making</li> </ul>				
<p><b>Honor and Opportunity</b> Understanding and honoring local culture, and creating opportunities through an inclusive decision making process <i>A desired outcome for cultural honor and opportunity:</i></p> <ul style="list-style-type: none"> <li>• Celebrates and authentically incorporates local knowledge, resources, and cultural characteristics</li> <li>• Uses an iterative decision making model</li> <li>• Seeks informed responses to grass-roots needs</li> <li>• Results in shared understanding, pride, accountability, ownership, involvement, and responsibility among community members</li> <li>• Provides and inspires opportunities for education and employment of community members</li> </ul>				

# community - evaluation worksheet

How to use this evaluation worksheet: The purpose of this worksheet is to evaluate a project or initiative's success in meeting its goals, as originally determined using the Planning Worksheet. Completing this worksheet is also intended to identify project achievements, challenges, and lessons learned to help inform continual improvement. Begin by assessing where the project or initiative currently falls on the scale of degenerative to regenerative for each relevant Focal Point. You may find that more than one classification is applicable, which can be noted by checking more than one box. Discuss why and/or how the project is meeting the selected classification(s), making notes directly within the worksheet below. The associated Rubric and Planning Worksheet may be used for reference, as desired. Use the process and outcomes of completing this worksheet to determine additional opportunities for improvement.

focal point	degenerative (-3)	degenerative -sustaining (-1)	sustaining (0)	sustaining -regenerative (+1)	regenerative (+3)	score
<b>Defining Community</b> Identifying stakeholders and community impacts. <i>A desired outcome for defining community:</i> <ul style="list-style-type: none"> <li>Intentionally chooses stakeholder for accurately community representations</li> <li>Results in opportunities for those typically excluded from decision-making process</li> <li>Uses in-depth research on a project's impact to natural, social, and economic systems as a decision-making factor</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Community Engagement</b> Create communal ownership and responsibility for the project by actively engaging and informing community members in a manner in which they feel safe and represented. <i>A desired outcome for community engagement:</i> <ul style="list-style-type: none"> <li>Authentically seeks engagement &amp; accurate community representation</li> <li>Creates opportunities for expanding representation and methods for involvement</li> <li>Continually informs and educates stakeholders using an established common vocabulary</li> <li>Actively creates safe and genuine avenues for stakeholder input</li> <li>Honors input with deep listening and responsive decision-making</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Honor and Opportunity</b> Understanding and honoring local culture, and creating opportunities through an inclusive decision making process <i>A desired outcome for cultural honor and opportunity:</i> <ul style="list-style-type: none"> <li>Celebrates and authentically incorporates local knowledge, resources, and cultural characteristics</li> <li>Uses an iterative decision making model</li> <li>Seeks informed responses to grass-roots needs</li> <li>Results in shared understanding, pride, accountability, ownership, involvement, and responsibility among community members</li> <li>Provides and inspires opportunities for education and employment of community members</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>total beauty flow score</b>						

# ecosystems

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## why consider ecosystems?

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Ecosystems provide many life-sustaining services, including nutrient cycling, climate stability, and waste absorption. Without these services, the earth system would not function properly and humans would not survive. The topic of ecosystems is a booming area of research with multiple contributors, ideas, and theories. Within this diverse field, ecologists are identifying and describing the benefits that ecosystem services provide and economists are determining ways to value ecosystem services, while still others are measuring the impacts of development on ecosystem services and tracking them over time. All of these efforts stem from the recognition that ecosystems are essential, but often taken for granted. In any project, at any scale, ecosystems should be an explicit consideration. If certain ecosystems cannot be preserved, then the project should seek, at a minimum, to provide a similar level of those services. In some cases, it is likely that protecting, maintaining, and/or restoring nature's way of providing ecosystem services will be more cost effective and efficient than engineered solutions.

The LENSES Ecosystems Rubric includes four Focal Points to consider.

**Compatibility:** Rather than struggle against the natural ecosystems, work to collaborate with them. **Productivity:** Contribute to the already present ecosystem services. **Diversity:** Maintain the natural diversity of all living things. **Adaptability:** Contribute to the resilience of nature and preserve the ability to adapt to change.

## powerful questions

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- What role do the ecosystems play in society and the economy?
- What benefits does the project receive from ecosystem services?
- What ecosystem services does the project provide?
- What are the possible unintended consequences of the project within the ecosystem and its upstream and downstream neighbors?
- How will the project reinforce relationships of systems within an ecosystem to support one another?
- How will the project affect the capacity for natural capital stocks to be renewed and to produce ecosystem services?
- How will the project affect the genetic and/or ecological variation over time and or space?
- How will the project affect the ability to withstand or recover from internally or externally imposed changes or stresses?



# ecosystems

focal point	degenerate	-	sustain	+	regenerate
<p><b>Compatibility</b></p> <p>The reinforcing relationships of plants, animals, and human communities within an ecosystem to support one another.</p>	<p>Creates conflict between communities within the ecosystem; increases competition for limited resources; significantly degrades systems within the ecosystem or within upstream and/or downstream communities.</p>	<p>Jeopardizes the interconnectedness and interdependence of systems; results in a decline of ecosystem function; causes detrimental impacts to upstream or downstream communities.</p>	<p>Communities positively support one another within the ecosystem; results in no degradation of upstream or downstream communities.</p>	<p>Enhances the interconnectedness and interdependence of systems, allowing the ecosystem to thrive; contributes to the restoration of upstream or downstream communities.</p>	<p>Plant, animal, and human communities within the ecosystem renew and revitalize their own sources of energy, as well as the life supporting capacity of upstream and downstream communities.</p>
<p><b>Productivity</b></p> <p>The capacity for natural capital stocks to be renewed and to produce ecosystem services.</p>	<p>Destroys natural capital stocks, completely stopping regenerative capacity; degrades the health of society and productivity of the economy; places great stress on both human and manufactured capital to compensate for natural capital losses; results in doubtful future provision of ecosystem services.</p>	<p>Degrades natural capital stocks and reduces the capacity to regenerate and produce ecosystem services; results in negative impacts on the health of society and the productivity of the economy; makes inefficient use of human and manufactured capital; uncertain future provision of ecosystem services.</p>	<p>Meets minimum requirements to regenerate and produce ecosystem services; maintains sufficient stocks for a healthy society and productive economy; balances production from natural capital with the use of human and manufactured capital; positive indications of the future provision of ecosystem services.</p>	<p>Removes threats to natural capital stocks; ensures regenerative and productive capacity of these stocks; promotes a healthy society and a productive economic system; future provision of ecosystem services is certain.</p>	<p>Actively promotes and manages natural capital stocks; enhances regenerative capacity and productivity of ecosystem services; enhanced flows of ecosystem services are catalysts for a healthy society and productive economic system; guaranteed future provision of ecosystem services.</p>
<p><b>Diversity</b></p> <p>The genetic and/or ecological variations in species, populations, communities or ecosystems that occur over time and/or space.</p>	<p>Ignores and/or significantly damages the existing diversity; degrades ecosystem structure and function in the near future.</p>	<p>Minimally recognizes and maintains the existing diversity; value of diversity not understood and/or not considered in decision making process.</p>	<p>Preserves existing diversity; recognizes additional ecosystem components that should be incorporated to maintain existing diversity.</p>	<p>Restores diversity to reflect natural ecosystems; adopts preventative measures to ensure diversity is maintained; increases the diversity of nearby stressed ecosystems.</p>	<p>Creates ecosystems that bring new life and vitality to area; diverse ecosystems serve as a fundamental component of project; serves as an important regional center of diversity and resilience; positively impacts surrounding social, economic, and natural systems.</p>
<p><b>Adaptability</b></p> <p>The ability of a species, population, community and/or ecosystem to withstand and recover from internally or externally imposed changes or stresses.</p>	<p>Reduces ecological resilience and redundancy in time and/or space, making ecosystems highly vulnerable to environmental stresses; degrades very easily and cannot tolerate any harvest of natural resources because they lack the capacity to be renewed.</p>	<p>Limits ecological resilience or redundancy in time and/or space, making ecosystems able to adjust to only a limited number of environmental changes; tolerates a very limited harvest of natural resources due to reduced resiliency.</p>	<p>Maintains ecological resilience and redundancy, making ecosystems able to adjust to many internally or externally imposed environmental changes; allows the sustainable harvest of renewable natural resources.</p>	<p>Improves ecological resilience or redundancy, making ecosystems able to adjust to most environmental changes; supports the sustainable harvest of a variety of renewable resources; serves, on a limited basis, as a support system for nearby stressed ecosystems.</p>	<p>Creates abundant ecological resilience and redundancy in time and space, allowing ecosystems to adjust to many environmental changes; serves as regional genetic and/or ecological reservoir to replenish nearby stressed ecosystems.</p>

# ecosystems - planning worksheet

How to use this planning worksheet: The purpose of this worksheet is to identify project goals, specific achievement strategies, resources needed, responsible parties, and a realistic implementation timeline for relevant Focal Points. Begin by discussing the ideal regenerative state for the project or initiative using the regenerative descriptions below each Focal Point as guidelines. The associated Rubrics may also be used for reference, as desired. Next, determine specific strategies that will help your team reach its ideal regenerative state, making notes directly in the worksheet below. Identify the resources needed, individuals or groups that should be engaged for each achievement strategy, and a reasonable timeline for implementing each strategy. Use the outcomes of this worksheet to develop an implementation plan for your project or initiative.

focal point	achievement strategies	resources needed	responsible parties	timeline
<p><b>Compatibility</b> The reinforcing relationships of plant, animal, and human communities within an ecosystem to support one another <i>A desired outcome for ecosystem compatibility:</i></p> <ul style="list-style-type: none"> <li>Plant, animal, and human communities within the ecosystem renew and revitalize their own sources of energy, as well as the life supporting capacity of upstream and downstream communities</li> </ul>				
<p><b>Productivity</b> The capacity for natural capital stocks to be renewed and to produce ecosystem services <i>A desired outcome for ecosystem productivity:</i></p> <ul style="list-style-type: none"> <li>Actively promotes and manages natural capital stocks</li> <li>Enhances regenerative capacity and productivity of ecosystem services</li> <li>Catalyzes a healthy society and productive economic system through enhanced flows of ecosystem services</li> <li>Guarantees future provision of ecosystem services</li> </ul>				
<p><b>Diversity</b> The genetic and/or ecological variations in species, populations, communities or ecosystems that occur over time and/or space <i>A desired outcome for ecosystem diversity:</i></p> <ul style="list-style-type: none"> <li>Creates ecosystems that bring new life and vitality to an area</li> <li>Ensures that diverse ecosystems serve as a fundamental component of a project</li> <li>Serves as an important regional center of diversity and resilience</li> <li>Positively impacts surrounding social, economic, and natural systems</li> </ul>				
<p><b>Adaptability</b> The ability of a species, population, community and/or ecosystem to withstand and recover from internally or externally imposed changes or stresses <i>A desired outcome for ecosystem adaptability:</i></p> <ul style="list-style-type: none"> <li>Creates abundant ecological resilience and redundancy in time and space, allowing ecosystems to adjust to many environmental changes</li> <li>Serves as regional genetic and/or ecological reservoir to replenish stressed ecosystems</li> </ul>				

# ecosystems - evaluation worksheet

How to use this evaluation worksheet: The purpose of this worksheet is to evaluate a project or initiative's success in meeting its goals, as originally determined using the Planning Worksheet. Completing this worksheet is also intended to identify project achievements, challenges, and lessons learned to help inform continual improvement. Begin by assessing where the project or initiative currently falls on the scale of degenerative to regenerative for each relevant Focal Point. You may find that more than one classification is applicable, which can be noted by checking more than one box. Discuss why and/or how the project is meeting the selected classification(s), making notes directly within the worksheet below. The associated Rubric and Planning Worksheet may be used for reference, as desired. Use the process and outcomes of completing this worksheet to determine additional opportunities for improvement.

focal point	degenerative (-3)	degenerative -sustaining (-1)	sustaining (0)	sustaining -regenerative (+1)	regenerative (+3)	score
<b>Compatibility</b> The reinforcing relationships of plant, animal, and human communities within an ecosystem to support one another <i>A desired outcome for ecosystem compatibility:</i> <ul style="list-style-type: none"> <li>Plant, animal, and human communities within the ecosystem renew and revitalize their own sources of energy, as well as the life supporting capacity of upstream and downstream communities</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Productivity</b> The capacity for natural capital stocks to be renewed and to produce ecosystem services <i>A desired outcome for ecosystem productivity:</i> <ul style="list-style-type: none"> <li>Actively promotes and manages natural capital stocks</li> <li>Enhances regenerative capacity and productivity of ecosystem services</li> <li>Catalyzes a healthy society and productive economic system through enhanced flows of ecosystem services</li> <li>Guarantees future provision of ecosystem services</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Diversity</b> The genetic and/or ecological variations in species, populations, communities or ecosystems that occur over time and/or space <i>A desired outcome for ecosystem diversity:</i> <ul style="list-style-type: none"> <li>Creates ecosystems that bring new life and vitality to an area</li> <li>Ensures that diverse ecosystems serve as a fundamental component of a project</li> <li>Serves as an important regional center of diversity and resilience</li> <li>Positively impacts surrounding social, economic, and natural systems</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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<b>total beauty flow score</b>						

# education

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## why consider education?

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Conventional educational models do not always prepare learners to solve the complex problems of current and future societies. The best education is continuous, ever-evolving, and adaptive. Though not every project or initiative has an implicit purpose for education, every project can and should be seen as a vehicle for education. The physical and non-physical educational environment provides a platform for self-discovery and actualization, promoting innovation and meaningful change. Our built environment, communities, and organizations teach us. We are always learning and transferring knowledge, even if inadvertently. Harnessing the power of these places to not only illustrate, but actively educate users should be a primary goal.

The Education Flow addresses four Focal Points. **Learning Space:** The physical, built environment, technology and other material elements within a space. **Information & Skills Transfer:** The content, delivery, and reception of skills and information. **Relationships:** Relationships between people, organizations, and communities. **Outcomes:** Educational outcomes such as expectations, achievements, competency, actualizations, assessment, and literacy.

## powerful questions

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- How can we ensure the advancement of regenerative practices in future generations?
- How can we share the guiding philosophy behind this project with all those affected by this project or place?
- In what ways can education increase the success and longevity of this project?
- How can the physical space, including the built environment, technology and natural environment, support educators, learners, and educational objectives?
- How can the educational objectives develop learners into informed, skillful leaders?
- How can the organizational structure, culture, and program of the place be enhanced to better ensure a climate for learning?
- How can comprehensive educational outcomes include self-discovery, world perspectives, and continued advancement of knowledge and practice?

# education

focal point	degenerate	-	sustain	+	regenerate
<p><b>Learning Space</b></p> <p>The physical, built environment, technology and other material elements within a space.</p>	<p>Inadequate and non-operational resources; poor quality space with potential health risks; inflexible space; unwelcoming and uninspiring; inappropriate use of space.</p>	<p>Insufficient and inefficient use of resources; outdated but operational resources; poor quality space yet potential for improvement; inadaptable yet usable; dull.</p>	<p>Adequate amount and quality of resources; healthy space yet not engaging; appropriate for single purpose use.</p>	<p>Up-to-date resources; ample access to resources; healthy and welcoming space; slight adaptability; appropriate for a couple of different uses.</p>	<p>Access to unlimited resources; healthy, engaging and inspiring space; interactive space that contributes to teaching; adaptable and changeable space; appropriate for a multitude of uses.</p>
<p><b>Information &amp; Skills Transfer</b></p> <p>The content, delivery, and reception of skills and information.</p>	<p>Lack of creativity; stale, unchanging information; segmented disciplines; new skills neither taught nor attained; absence of encouragement; obstinate learning; lack of engagement.</p>	<p>Restrictive parameters; discourages new ideas or concepts; resistant to change; not motivated to seek resources that facilitate change; mediocrity encouraged.</p>	<p>Integration of disciplines available if sought out; change is neither encouraged nor discouraged; information content and delivery are slow to change, yet practical; interest and exploration is present.</p>	<p>Integrated disciplines and hands-on learning; exploring various teaching methods and learning; challenging typical thought.</p>	<p>Multidisciplinary and interconnected content; continuous acceptance and exploration of new ideas; understanding and challenging paradigms; engaged in rethinking and reflective thoughts.</p>
<p><b>Relationships</b></p> <p>Relationships between people, organizations, and communities.</p>	<p>Mistrust between players creates fear that limits communication; hierarchical relationships dominate; suppression from above; disinterest in collaboration; relationships restricted by friction and latency; no values; stagnant culture.</p>	<p>Segmented trust between players; hierarchy dominates though allows some input from lower levels; minimal interest in or ability to expand collaborative relationships; Lack of support for team building, sharing of ideas and exploring new ideologies; lackluster values; outdated culture.</p>	<p>Trust between players creates opportunities for communication and learning in some contexts and within some communities; practical hierarchy with collaboration amongst players; full transparency yet to exist; positive values and culture yet no true enforcement.</p>	<p>Trust between players and communities exist in most contexts; active engagement and collaboration amongst players; partnerships between players create a transparent and effective line of communication; shift towards positive role models in leadership positions; positive values and culture are pre-valent.</p>	<p>Trust between players exists in all contexts and communities; decisions, common goals and direction are clearly understood by all players; authority is distributed to players and communities to implement plans with minimal friction or latency; an environment of collaboration, mentoring, and peer to peer learning is solidly in place; inspiring and encouraging culture and values.</p>
<p><b>Outcomes</b></p> <p>Educational outcomes such as expectations, achievements, competency, actualizations, assessment, and literacy.</p>	<p>No change in growth; no expectations; no incentive or drive to succeed; inability to think comprehensively; no problem-solving skills; focus on memorization skills and “teaching to the test”; low achievement, competency, and literacy rates.</p>	<p>Few opportunities for growth, self-discovery, problem-solving or cross-disciplinary learning; low expectations; little incentive or recognition for achievement; mandated teaching and learning processes with narrow objectives and assessments.</p>	<p>Opportunities exist for growth and self-discovery; comprehensive thinking; average expectations; recognition for achievement is given; comprehensive teaching and learning processes with more well-rounded objectives and assessments.</p>	<p>Ample opportunities for growth, integrated learning, self-discovery; learners incentivized to participate in community, service-learning, and project-based learning; high expectations and recognition for the individual; adaptive teaching and learning; constructive assessment.</p>	<p>Growth, actualization, and life-long learning; platform for self-discovery; integrated learning opportunities are abundant; learners use knowledge and experience beyond the confines of the school (home, community, etc.); Learners are inspired to use creative problem-solving skills to benefit communities and all of life; appropriate and meaningful assessment.</p>

# education - planning worksheet

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focal point	achievement strategies	resources needed	responsible parties	timeline
<p><b>Learning Space</b> The physical environment, technology &amp; other material elements within a space <i>A desired outcome for learning spaces:</i></p> <ul style="list-style-type: none"> <li>• Provides access to unlimited resources</li> <li>• Is a healthy, engaging and inspiring space</li> <li>• Includes interactive spaces that contribute to teaching</li> <li>• Is adaptable, flexible, and appropriate for a multitude of uses</li> </ul>				
<p><b>Information &amp; Skills Transfer</b> The content, delivery, and reception of information and skills <i>A desired outcome for information &amp; skills transfer:</i></p> <ul style="list-style-type: none"> <li>• Includes multidisciplinary and interconnected content</li> <li>• Promotes continuous acceptance and exploration of new ideas</li> <li>• Encourages understanding of as well as challenging of paradigms</li> <li>• Engages people in rethinking and reflective thoughts</li> </ul>				
<p><b>Relationships</b> Relationships between people, organizations, and communities <i>A desired outcome for educational relationships:</i></p> <ul style="list-style-type: none"> <li>• Results in trust between players in all contexts and communities</li> <li>• Promotes understanding of decisions, goals &amp; direction between stakeholders</li> <li>• Distributes authority to players and communities to implement plans with minimal friction</li> <li>• Is a stable environment of collaboration, mentoring, &amp; peer to peer learning</li> <li>• Includes inspiring and encouraging culture and values</li> </ul>				
<p><b>Outcomes</b> Expectations, achievements, competency, actualizations, assessment, &amp; literacy <i>A desired outcome for educational outcomes:</i></p> <ul style="list-style-type: none"> <li>• Results in growth, actualization, life-long learning, and provides a platform for self-discovery</li> <li>• Includes abundant integrated learning opportunities</li> <li>• Results in learners using knowledge and experience beyond the confines of the school (home, community, etc.)</li> <li>• Inspires learners to use creative problem-solving skills to benefit others</li> <li>• Includes appropriate and meaningful assessment</li> </ul>				

# education - evaluation worksheet

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Why and/or how?						
<b>Information &amp; Skills Transfer</b> The content, delivery, and reception of information and skills <i>A desired outcome for information &amp; skills transfer:</i> <ul style="list-style-type: none"> <li>• Includes multidisciplinary and interconnected content</li> <li>• Promotes continuous acceptance and exploration of new ideas</li> <li>• Encourages understanding of as well as challenging of paradigms</li> <li>• Engages people in rethinking and reflective thoughts</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Why and/or how?						
<b>Outcomes</b> Expectations, achievements, competency, actualizations, assessment, & literacy <i>A desired outcome for educational outcomes:</i> <ul style="list-style-type: none"> <li>• Results in growth, actualization, life-long learning, and provides a platform for self-discovery</li> <li>• Includes abundant integrated learning opportunities</li> <li>• Results in learners using knowledge and experience beyond the confines of the school (home, community, etc.)</li> <li>• Inspires learners to use creative problem-solving skills to benefit others</li> <li>• Includes appropriate and meaningful assessment</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Why and/or how?						
<b>total beauty flow score</b>						

## energy

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### why consider energy?

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Earth has an energy endowment, including past solar energy stored as fossil fuels and biomass, as well as current solar income each day. A project team is typically well-served by utilizing a system based on current solar income, or perhaps investing in converting the existing energy endowment into transformed, stored solar and other natural forms of energy. The 2nd law of thermodynamics states that matter, with the addition of energy, moves from more organized, low entropy (i.e. fossil fuels) forms to less organized, high entropy (i.e. waste heat) forms. Earth's supply of highly organized (low entropy) matter from which to release energy is finite. Conversely, new energy entering the system can create a more highly organized, stored energy form (i.e. biomass). Some current practices may aid in resolving our entropy and energy challenges, such as recycling materials, composting, "green" purchasing, and "cradle to cradle" thinking. Furthermore, it is possible to invest in increasing the energy endowment through systems that concentrate and store high entropy energy (i.e. storing wind energy as hydrogen fuel). Ideally, energy innovation will be achieved with pollution and toxin-free methods, and in ways that provide increased equity across socioeconomic groups.

The Flow of Energy can be defined in three key Focal Points. **Investment:** Invest in long-term regenerative solutions (may appear degenerative in cost but could have long term regenerative effects, for example: solar panels). **Consumption, Use, & Utilization:** Right size and/or reduce project energy needs. **Productions, Transmission, & Storage:** Investigate the pollution created by energy use and the methods through which energy travels to the users.

### powerful questions

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- How will the project account for its "net" or overall total sum energy impacts?
- Can the project create greater equality of energy access and use for diverse populations?
- What justifications are made for the energy expenditure of the project?
- How is the project contributing to the spending and/or building of the planet's energy endowment?
- What awareness and behavior is the project encouraging about energy consumption and utilization?
- How is the project taking responsibility for the direct and indirect production, transmission and storage of energy?



# energy

focal point	degenerate	-	sustain	+	regenerate
<p><b>Investment</b></p> <p>The idea that our energy endowment is equal to stored global solar energy and that we “spend” our energy</p>	<p>Spends energy endowment without reinvesting spent energy in future energy production; focuses on short-term energy needs, not on future needs and solutions; non-diversified sources; expenditures burn stored solar energy without restoring the ability to make and store more energy.</p>	<p>Uses the energy endowment more slowly, but is still degrading energy capital on an overall total basis.</p>	<p>Maintains energy endowment, but does not generate or restore energy endowment; near zero energy expenditure on a sum total basis.</p>	<p>Creates more energy than consumed over the project lifecycle; transforms natural energy (e.g. solar, wind, tidal) into stored energy to create an overall increase in stored energy endowment.</p>	<p>Takes an intergenerational view about restoring energy endowment to support future generations; invests the energy spent on a project in long-term efforts to rebuild energy endowment.</p>
<p><b>Consumption, Use &amp; Utilization</b></p> <p>Includes the concepts of energy allotment, social entitlement, behavior, education, reducing/right-sizing project scale and intensity of use.</p>	<p>Unaware of consumption of energy, including embodied energy (e.g. consumption of goods that require energy to create); reinforces a sense of energy entitlement among energy-privileged people; consumes energy unnecessarily; huge losses of entropy without capture; focuses allotment of energy on privileged populations.</p>	<p>Develops some conservation attitudes and behavior toward energy use; considers which energy expenditures are necessary and how to reduce consumption; may consider the allotment of energy among different populations.</p>	<p>Promotes the highest and best use of energy in all decision-making, resulting in deep energy efficiency and dramatic reduction of use; calculates energy impacts; systemically promotes informed use of energy; reveals issues of energy inequality and makes some efforts to address equitability.</p>	<p>Utilizes whole cost accounting to consider lifecycle impacts of energy from project start to end of life; employs systemic load reduction resulting in dramatic reduction in demand; evaluates performance based on intensity of use; balances distribution of energy resources among diverse populations.</p>	<p>Inspires a mindful relationship between people and energy; utilization deeply benefits underserved or underprivileged populations; creates a reverence for energy that results in thoughtful consumption; results in thrifty and elegant energy solutions.</p>
<p><b>Production, Transmission &amp; Storage</b></p> <p>The pollution created by energy use, the methods through which energy travels to the users, and the storage of produced energy.</p>	<p>Creates negative social and/or natural impacts including health problems, waste disposal issues and pollution; linear and centralized production; bases production on resources that cannot be easily replenished, thereby reduces total stored energy.</p>	<p>Reduced pollution, negative social impacts and/or transmission losses; may indirectly address energy production through purchase of Renewable Energy Credits (RECs).</p>	<p>Energy production is nearly free of toxins and health risks and does not create negative impact on environment; has a very low or no sum total carbon footprint; eliminates or greatly reduces transmission losses; helps to distribute power generation; begins to de-centralize energy production.</p>	<p>Energy production is free of toxins and health risks; mitigates any negative impacts of production; energy production is direct (on-site or very nearby), has the ability to be stored and be used at a later time; storage options are free or nearly free of toxins. .</p>	<p>Completely passive energy (e.g. solar or wind) and/or locally produced and used; nature serves as the primary model for energy production, transmission and storage including being free of pollution and toxins; helps to collect and store energy to make energy denser and more organized; energy production and storage sequester more pollution than they generate.</p>

# energy - planning worksheet

How to use this planning worksheet: The purpose of this worksheet is to identify project goals, specific achievement strategies, resources needed, responsible parties, and a realistic implementation timeline for relevant Focal Points. Begin by discussing the ideal regenerative state for the project or initiative using the regenerative descriptions below each Focal Point as guidelines. The associated Rubrics may also be used for reference, as desired. Next, determine specific strategies that will help your team reach its ideal regenerative state, making notes directly in the worksheet below. Identify the resources needed, individuals or groups that should be engaged for each achievement strategy, and a reasonable timeline for implementing each strategy. Use the outcomes of this worksheet to develop an implementation plan for your project or initiative.

focal point	achievement strategies	resources needed	responsible parties	timeline
<p><b>Investment</b>                      The idea that our energy endowment is equal to stored global solar energy and that we “spend” our energy  <i>A desired outcome for energy investment:</i></p> <ul style="list-style-type: none"> <li>• Takes an intergenerational view about restoring energy endowment to support future generations</li> <li>• Invests the energy spent on a project in long-term efforts to rebuild energy endowment</li> </ul>				
<p><b>Consumption, Use &amp; Utilization</b>                      Includes the concepts of energy allotment, social entitlement, behavior, education, reducing/rightsizing project scale and intensity of use  <i>A desired outcome for energy consumption, use, and utilization:</i></p> <ul style="list-style-type: none"> <li>• Inspires a mindful relationship between people and energy utilization</li> <li>• Deeply benefits underserved or underprivileged populations</li> <li>• Creates a reverence for energy that results in thoughtful consumption</li> <li>• Results in thrifty and elegant energy solutions</li> </ul>				
<p><b>Production, Transmission &amp; Storage</b>                      The pollution created by energy use, the methods through which energy travels to the users, and the storage of produced energy  <i>A desired outcome for energy production, transmission, and storage:</i></p> <ul style="list-style-type: none"> <li>• Uses completely passive energy (e.g. solar or wind) and/or locally produced energy</li> <li>• Mimics nature as the primary model for energy production, transmission and storage including being free of pollution and toxins</li> <li>• Helps to collect and store energy to make energy denser and more organized</li> <li>• Sequesters more pollution than generated through energy production and storage</li> </ul>				

# energy - evaluation worksheet

How to use this evaluation worksheet: The purpose of this worksheet is to evaluate a project or initiative's success in meeting its goals, as originally determined using the Planning Worksheet. Completing this worksheet is also intended to identify project achievements, challenges, and lessons learned to help inform continual improvement. Begin by assessing where the project or initiative currently falls on the scale of degenerative to regenerative for each relevant Focal Point. You may find that more than one classification is applicable, which can be noted by checking more than one box. Discuss why and/or how the project is meeting the selected classification(s), making notes directly within the worksheet below. The associated Rubric and Planning Worksheet may be used for reference, as desired. Use the process and outcomes of completing this worksheet to determine additional opportunities for improvement.

focal point	degenerative (-3)	degenerative -sustaining (-1)	sustaining (0)	sustaining -regenerative (+1)	regenerative (+3)	score
<b>Investment</b> The idea that our energy endowment is equal to stored global solar energy and that we “spend” our energy <i>A desired outcome for energy investment:</i> <ul style="list-style-type: none"> <li>• Takes an intergenerational view about restoring energy endowment to support future generations</li> <li>• Invests the energy spent on a project in long-term efforts to rebuild energy endowment</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Consumption, Use &amp; Utilization</b> Includes the concepts of energy allotment, social entitlement, behavior, education, reducing/rightsizing project scale and intensity of use <i>A desired outcome for energy consumption, use, and utilization:</i> <ul style="list-style-type: none"> <li>• Inspires a mindful relationship between people and energy utilization</li> <li>• Deeply benefits underserved or underprivileged populations</li> <li>• Creates a reverence for energy that results in thoughtful consumption</li> <li>• Results in thrifty and elegant energy solutions</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Production, Transmission &amp; Storage</b> The pollution created by energy use, the methods through which energy travels to the users, and the storage of produced energy <i>A desired outcome for energy production, transmission, and storage:</i> <ul style="list-style-type: none"> <li>• Uses completely passive energy (e.g. solar or wind) and/or locally produced energy</li> <li>• Mimics nature as the primary model for energy production, transmission and storage including being free of pollution and toxins</li> <li>• Helps to collect and store energy to make energy denser and more organized</li> <li>• Sequesters more pollution than generated through energy production and storage</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>total beauty flow score</b>						

## health & wellbeing

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### why consider health & wellbeing ?

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According to the World Health Organization (WHO), “Health is a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity” (WHO, 1948). This definition is notable in that it includes factors such as psychological wellness and social integration as determinants of good health, in addition to physical health conditions. Although this definition was established over sixty years ago, it is just as relevant to life in the 21st century. Much more recently, the U.S. Department of Health and Human Services defined healthy places as “those designed and built to improve the quality of life for all people who live, work, worship, learn and play within their borders – where every person is free to make choices amid a variety of healthy, available, accessible and affordable options” (HHS, 2010). From the direct physical and psychological affects that are experienced by occupants of spaces to the local and global implications that are inherent to the components that make up those spaces, places have the capacity to both enhance and deplete health and wellbeing. The difference lies in the way places and projects are designed, built and operated from conceptualization through the end of their useful lives. Providing for conditions that promote the health and wellbeing of occupants, workers and local and global community members is an integral component of healthy spaces.

The Health and Wellbeing Rubric outlines three Focal Points. **Physical, Mental & Spiritual Balance:** Seek opportunities for relaxation, rejuvenation, culture, creative expression, interactions with nature, personal development and spiritual growth. **Equity & Inclusivity:** Ensure service integration, inclusivity and empowerment of all living things. **Healthy Lifestyles:** Provide convenient access to physical exercise, affordable and healthy food options, natural light, fresh indoor and outdoor air, and safe environments that are well maintained.

### powerful questions

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- How can this project contribute to positive environmental health conditions on a local, national and global scale?
- How can this project nurture the health, safety and wellbeing of occupants during all project phases?
- How can the project encourage or inspire occupants to achieve and maintain good physical, mental, and spiritual health and a sense of balance and wellbeing in their lives?
- Does the project honor and provide reasonable access for diverse populations?
- How can the project provide opportunities for healthy lifestyles?

# health & wellbeing

focal point	degenerate	-	sustain	+	regenerate
<p><b>Physical, Mental &amp; Spiritual Balance</b></p> <p>The opportunities for relaxation, rejuvenation, culture, creative expression, interactions with nature, personal development and spiritual growth that can create balance.</p>	<p>Prevents or destroys physical, mental and spiritual balance; inequity; lack of access to healthy options; disconnected; poor environmental health conditions.</p>	<p>Diminishes physical, mental and spiritual balance; lack of access to conditions that promote health and well-being.</p>	<p>Limited options exist to achieve physical, mental and spiritual balance and are not easily accessible for most populations.</p>	<p>Encourages or increases physical, mental and spiritual balance; multiple options that promote health and well-being.</p>	<p>Nurtures a heightened sense of physical, mental and spiritual health and well-being; equal access to options; promotes equity and inclusivity, healthy lifestyles, connectivity and environmental health and well-being.</p>
<p><b>Equity &amp; Inclusivity</b></p> <p>Ensure service integration, inclusivity and empowerment of all living things.</p>	<p>Creates disparity for current and future generations; lack of respect for cultural, intergenerational and biological diversity; denies access for all abilities and income levels; segregates populations on social, economic and environmental factors.</p>	<p>Minimally considers future generations; hinders social, economic and environmental equity; discourages equal access and diversity.</p>	<p>Acknowledges and integrates some level of social, economic and environmental equity; recognizes cultural and intergenerational diversity; provides limited opportunities for equal access and diversity.</p>	<p>Increases social, economic and environmental equity; various opportunities that encourage inclusivity and diversity across ages, cultures, income levels, religions, and backgrounds.</p>	<p>Generates and honors current and future social, economic and environmental equity and inclusivity; promotes cultural, intergenerational and biological diversity; provides abundant access for all ages, abilities and income levels.</p>
<p><b>Healthy Lifestyles</b></p> <p>Providing convenient access to physical exercise, affordable and healthy food options, natural light, fresh air, and safe environments that are well maintained.</p>	<p>Destroys or prevents opportunities to increase healthy lifestyles; lack of access to safe spaces for physical exercise, privacy, introspection and social interaction; lack of nutritious food and ability to interact with nature; perpetuates toxic health conditions for current and future generations.</p>	<p>Impedes opportunities to increase healthy lifestyles; discourages access to healthy conditions such as fresh air, clean water, natural light and nutrition; introduces toxic substances.</p>	<p>Provides exposure to opportunities that increase healthy lifestyles; promotes and provides access to healthy conditions such as fresh indoor and outdoor air, clean water, natural light and balanced nutrition; minimally toxic conditions.</p>	<p>Promotes opportunities to increase healthy lifestyles; encourages physical exercise, nutrition, interactions with nature, and spaces that support occupant needs and activities; abundance of fresh indoor and outdoor air.</p>	<p>Creates opportunities to heighten healthy lifestyles; provides safe spaces for physical exercise, privacy and introspection; provides opportunities for social interaction, fresh and nutritious food, clean water, natural light and interactions with nature; indoor and outdoor air quality results in rejuvenation.</p>

# health & wellbeing - planning worksheet

How to use this planning worksheet: The purpose of this worksheet is to identify project goals, specific achievement strategies, resources needed, responsible parties, and a realistic implementation timeline for relevant Focal Points. Begin by discussing the ideal regenerative state for the project or initiative using the regenerative descriptions below each Focal Point as guidelines. The associated Rubrics may also be used for reference, as desired. Next, determine specific strategies that will help your team reach its ideal regenerative state, making notes directly in the worksheet below. Identify the resources needed, individuals or groups that should be engaged for each achievement strategy, and a reasonable timeline for implementing each strategy. Use the outcomes of this worksheet to develop an implementation plan for your project or initiative.

focal point	achievement strategies	resources needed	responsible parties	timeline
<p><b>Physical, Mental, &amp; Spiritual Balance</b>                      The opportunities for relaxation, rejuvenation, culture, creative expression, interactions with nature, personal development and spiritual growth that can create balance  <i>A desired outcome for physical, mental, and spiritual balance:</i></p> <ul style="list-style-type: none"> <li>• Nurtures a heightened sense of physical, mental and spiritual health and wellbeing</li> <li>• Includes equal access to options</li> <li>• Promotes equity and inclusivity, healthy lifestyles, connectivity and environmental health and wellbeing</li> </ul>				
<p><b>Equity &amp; Inclusivity</b>                      Ensure service integration, inclusivity and empowerment of all living things  <i>A desired outcome for equity and inclusivity, as it relates to health and wellbeing:</i></p> <ul style="list-style-type: none"> <li>• Generates and honors current and future social, economic and environmental equity and inclusivity</li> <li>• Promotes cultural, intergenerational and biological diversity</li> <li>• Provides abundant access for all ages, abilities and income levels</li> </ul>				
<p><b>Healthy Lifestyles</b>                      Providing convenient access to physical exercise, affordable and healthy food options, natural light, fresh air, and safe environments that are well maintained  <i>A desired outcome for healthy lifestyles:</i></p> <ul style="list-style-type: none"> <li>• Creates opportunities to heighten healthy lifestyles</li> <li>• Provides safe spaces for physical exercise, privacy and introspection</li> <li>• Provides opportunities for social interaction, fresh and nutritious food, clean water, natural light and interactions with nature</li> <li>• Includes rejuvenating indoor and outdoor air quality</li> </ul>				

# health & wellbeing - evaluation worksheet

How to use this evaluation worksheet: The purpose of this worksheet is to evaluate a project or initiative's success in meeting its goals, as originally determined using the Planning Worksheet. Completing this worksheet is also intended to identify project achievements, challenges, and lessons learned to help inform continual improvement. Begin by assessing where the project or initiative currently falls on the scale of degenerative to regenerative for each relevant Focal Point. You may find that more than one classification is applicable, which can be noted by checking more than one box. Discuss why and/or how the project is meeting the selected classification(s), making notes directly within the worksheet below. The associated Rubric and Planning Worksheet may be used for reference, as desired. Use the process and outcomes of completing this worksheet to determine additional opportunities for improvement.

focal point	degenerative (-3)	degenerative -sustaining (-1)	sustaining (0)	sustaining -regenerative (+1)	regenerative (+3)	score
<p><b>Physical, Mental, &amp; Spiritual Balance</b>                      The opportunities for relaxation, rejuvenation, culture, creative expression, interactions with nature, personal development and spiritual growth that can create balance  <i>A desired outcome for physical, mental, and spiritual balance:</i></p> <ul style="list-style-type: none"> <li>• Nurtures a heightened sense of physical, mental and spiritual health and wellbeing</li> <li>• Includes equal access to options</li> <li>• Promotes equity and inclusivity, healthy lifestyles, connectivity and environmental health and wellbeing</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Why and/or how?					
<p><b>Equity &amp; Inclusivity</b>                      Ensure service integration, inclusivity and empowerment of all living things  <i>A desired outcome for equity and inclusivity, as it relates to health and wellbeing:</i></p> <ul style="list-style-type: none"> <li>• Generates and honors current and future social, economic and environmental equity and inclusivity</li> <li>• Promotes cultural, intergenerational and biological diversity</li> <li>• Provides abundant access for all ages, abilities and income levels</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Why and/or how?					
<p><b>Healthy Lifestyles</b>                      Providing convenient access to physical exercise, affordable and healthy food options, natural light, fresh air, and safe environments that are well maintained  <i>A desired outcome for healthy lifestyles:</i></p> <ul style="list-style-type: none"> <li>• Creates opportunities to heighten healthy lifestyles</li> <li>• Provides safe spaces for physical exercise, privacy and introspection</li> <li>• Provides opportunities for social interaction, fresh and nutritious food, clean water, natural light and interactions with nature</li> <li>• Includes rejuvenating indoor and outdoor air quality</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Why and/or how?					
total beauty flow score						

## land use

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### why consider land use ?

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“We could go to ecological bankruptcy if we continue to use more than what nature can regenerate.”

-- Mathis Wackernagel, co-founder Global Footprint Network

Human demand for resources is eroding the planet’s natural assets. “While much discussion of global resources over the last few decades has focused on the depletion of non-renewable resources such as minerals, ores and petroleum, it is increasingly evident that renewable resources, and the ecological services they provide, are at even greater risk. Examples include collapsing fisheries, carbon-induced climate change, stratospheric ozone depletion, species extinction, deforestation, and the loss of groundwater in much of the world. The depletion of these assets is serious since people are a part of nature, and depend on its steady supply of the basic requirements for life: food, water, energy, fiber, waste sinks, and other life-support services. The depletion is particularly serious since the human demand for these resources is still growing, thereby accelerating the liquidation of natural assets.” *As stated by Mathis Wackernagel in the paper, ‘Advancing Sustainable Resource Management, 2001’*

The Land Flow is broken up into three Focal Points addressing three basic types of land use. **Natural Land:** Preserve, protect, and regenerate ecosystems. **Productive Land:** Consider appropriate and efficient use of this ground appropriated for human needs, such as agriculture, forestry, fisheries. **Building Land:** Study the existing footprint of land development, including buildings, facilities and infrastructure and determine the acceptable project impact.

### powerful questions

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- Can human consumption be balanced with the sustainable output of natural resources within a given site boundary?
- What degree of imbalance is incurred once the project permanently alters the landscape?
- What kind of changes would be necessary to achieve a natural capital – human land use balance?
- Which of the five human life support systems (air, water, food, energy, and materials) currently exist on the site? What hazards exist?
- How many human life-support systems (agriculture, forestry, fisheries, etc.) must be provided by off-site sources?
- What is the carrying capacity of the site?



# land use

focal point	degenerate	-	sustain	+	regenerate
<p><b>Natural Land</b></p> <p>Land uses that preserve, protect, and regenerate ecosystems.</p>	<p>Not valued or respected other than for monetary value; natural light works against/degrades habitat, native species, ecosystem due to human alterations; no site assessment conducted; no ecological foot-printing assessment considered; lack of funding for maintenance programs; no value identified for environmental services..</p>	<p>Promotes and reinforces conservation practices; documents inventory of site boundaries; conducts site assessment; applies ecological foot-printing technique and notes results.</p>	<p>Prioritizes preservation practices; creates systems that pay for themselves; balances natural resource supply and sink functions; results of site assessment and ecological foot-printing lead to mitigation on/off-site.</p>	<p>Implements land protection practices; utilizes natural light to enhance habitat, native species, ecosystem; ecological foot-printing and site assessment leads to rectification of problems on/off-site</p>	<p>Restores functionality of land; utilizes natural light to restore habitat, native species, ecosystem; balances natural capital and human land use on/off-site; intrinsic value of environmental services assigned a monetary value for return on investment (ROI) calculations.</p>
<p><b>Productive Land</b></p> <p>All land uses appropriated for human needs, such as agriculture, forestry, and fisheries.</p>	<p>Intensive; chemically-driven; monoculture farming practices; no acknowledgement of waste or pollution on/off-site; produces limited varieties far from point-of-use; requires disproportionate utilization of resources for production, relative to the societal value of the end-product; unconscious consumption; supports low-diversity human diets; soil degraded; microbial communities killed.</p>	<p>Demand-driven; practices monoculture farming utilizing conservation methods; awareness of waste and pollution on/off-site; produces diversity of varieties-native and foreign, yet requires disproportionate utilization of resources relative to the societal value of the end-product.</p>	<p>Needs-based farming practices; produces diverse, native varieties for on-site occupants; mitigates waste and pollution on-site; utilizes resources on-site for production, only within the carrying capacity of the site while maintaining quality and quantity of resources; produces nutrient-rich soil; land services advance human education.</p>	<p>Needs-based farming practices; produces diverse native varieties for occupants on-site and beyond; rectifies waste and pollution on/off-site; utilizes resources on-site for production, only within the carrying capacity of the site; insures on-site ecological diversity maintenance for existing non-human species.</p>	<p>Resource balancing farming practices; produces diverse native varieties; eliminates waste and pollution on/off-site; utilizes resources on-site for production, only within the carrying capacity of the site while enhancing quality and quantity of resources; ensures on-site ecological diversity restoration to support and sustain all native, non-human species; humans learn from land services continually; soil produced and microbial communities thrive.</p>
<p><b>Building Land</b></p> <p>Actual development of land, including building, facilities and infrastructure.</p>	<p>Uncontrolled production; discharges pollutant and waste release on/off-site; homogenous; horizontal development; maximize traditional, impervious, mono-use infrastructure; no consideration of microclimate or energy sources; no consideration of human-produced heat or land temperature increase; lack of local influence in development; destroys historical aspects of site.</p>	<p>Awareness for production; discharges pollutant and waste release on/off-site; minimizes sprawl; encourages multi-use development; incorporates impervious, multi-use, mass-transit infrastructure; awareness of microclimate, energy sources, and land temperature increase.</p>	<p>Mitigates production's release of pollutants and waste on/off-site; heterogeneous, vertical and low-impact development; multi-use, long-lasting and non-traditional infrastructure; mitigates microclimate; mitigates land temperature increase; produces nutrient-rich soil; preserves historical aspects; acknowledges carrying capacity to reduce congestion.</p>	<p>Rectifies and/or repurposes production's pollutant and waste release on/off site; low/no waste; maintains microclimate; maintains land temperature.</p>	<p>Eliminates production's pollutant and waste release on/off site; maximizes reuse; smart-growth; restores microclimate; restores temperature of land; showcases historical aspects; empowers local culture with development decisions; diverse decision makers.</p>

# land use - planning worksheet

How to use this planning worksheet: The purpose of this worksheet is to identify project goals, specific achievement strategies, resources needed, responsible parties, and a realistic implementation timeline for relevant Focal Points. Begin by discussing the ideal regenerative state for the project or initiative using the regenerative descriptions below each Focal Point as guidelines. The associated Rubrics may also be used for reference, as desired. Next, determine specific strategies that will help your team reach its ideal regenerative state, making notes directly in the worksheet below. Identify the resources needed, individuals or groups that should be engaged for each achievement strategy, and a reasonable timeline for implementing each strategy. Use the outcomes of this worksheet to develop an implementation plan for your project or initiative.

focal point	achievement strategies	resources needed	responsible parties	timeline
<p><b>Natural Land</b> Land uses that preserve, protect, and regenerate ecosystems <i>A desired outcome for natural land:</i></p> <ul style="list-style-type: none"> <li>• Implements restoration practices</li> <li>• Restores functionality of land</li> <li>• Utilizes natural light to restore habitat, native species, and ecosystems</li> <li>• Balances natural capital and human land use on/off-site</li> <li>• Assigns an intrinsic monetary value of environmental services for return on investment (ROI) calculations</li> </ul>				
<p><b>Productive Land</b> All land uses appropriated for human needs, such as agriculture, forestry, and fisheries <i>A desired outcome for productive land:</i></p> <ul style="list-style-type: none"> <li>• Utilizes farming practices that balance our resources</li> <li>• Produces diverse native varieties</li> <li>• Eliminates waste and pollution on/off-site</li> <li>• Utilizes resources on-site for production, only within the carrying capacity of the site, while enhancing quality and quantity of resources</li> <li>• Ensures on-site ecological diversity restoration to support and sustain all native, non-human species</li> <li>• Allows humans to continually learn from land services</li> <li>• Results in thriving soil production and microbial communities</li> </ul>				
<p><b>Building Land</b> Actual development of land, including buildings, facilities and infrastructure <i>A desired outcome for building land:</i></p> <ul style="list-style-type: none"> <li>• Eliminates pollutants from production and waste release on/off site</li> <li>• Maximizes reuse</li> <li>• Incorporates the principles of smart-growth</li> <li>• Restores microclimates</li> <li>• Restores the temperature of the land</li> <li>• Showcases historical aspects</li> <li>• Empowers local culture with development decisions</li> <li>• Engages diverse decision makers</li> </ul>				

# land use - evaluation worksheet

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focal point	degenerative (-3)	degenerative -sustaining (-1)	sustaining (0)	sustaining -regenerative (+1)	regenerative (+3)	score
<p><b>Natural Land</b> Land uses that preserve, protect, and regenerate ecosystems <i>A desired outcome for natural land:</i></p> <ul style="list-style-type: none"> <li>• Implements restoration practices</li> <li>• Restores functionality of land</li> <li>• Utilizes natural light to restore habitat, native species, and ecosystems</li> <li>• Balances natural capital and human land use on/off-site</li> <li>• Assigns an intrinsic monetary value of environmental services for return on investment (ROI) calculations</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Why and/or how?					
<p><b>Productive Land</b> All land uses appropriated for human needs, such as agriculture, forestry, and fisheries <i>A desired outcome for productive land:</i></p> <ul style="list-style-type: none"> <li>• Utilizes farming practices that balance our resources</li> <li>• Produces diverse native varieties</li> <li>• Eliminates waste and pollution on/off-site</li> <li>• Utilizes resources on-site for production, only within the carrying capacity of the site, while enhancing quality and quantity of resources</li> <li>• Ensures on-site ecological diversity restoration to support and sustain all native, non-human species</li> <li>• Allows humans to continually learn from land services</li> <li>• Results in thriving soil production and microbial communities</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Why and/or how?					
<p><b>Building Land</b> Actual development of land, including buildings, facilities and infrastructure <i>A desired outcome for building land:</i></p> <ul style="list-style-type: none"> <li>• Eliminates pollutants from production and waste release on/off site</li> <li>• Maximizes reuse</li> <li>• Incorporates the principles of smart-growth</li> <li>• Restores microclimates</li> <li>• Restores the temperature of the land</li> <li>• Showcases historical aspects</li> <li>• Empowers local culture with development decisions</li> <li>• Engages diverse decision makers</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Why and/or how?					
<p><b>total beauty flow score</b></p>						

## materials

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### why consider materials ?

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It is crucial that care be given to every material selected in a project to assure that each has a positive environmental, economic and social impact. Issues to consider in this Flow include: the resources used in the creation, transportation and installation; the selection and treatment of employees from the fabrication stage to the installation; the affects on the stakeholders; the durability, including the choice of biodegradable materials and end-of-present-use considerations.

The materials Flow is comprised of four Focal Points to consider in making decisions surrounding materials. **Elegant Simplicity:** Consider whether a material can be eliminated or reduced through a simpler means and yet still achieve an effective outcome. **Health & Well Being:** Select materials based on the positive and negative impacts they have on all who will be exposed to them and maintain the goal of supporting health, comfort, beauty and social responsibility. **Environment:** Eliminate the use of limited resources, utilize low impact production and delivery processes, and nurture natural habitats. **Region:** Give thought to the ecological, economical, and social aspects and appropriateness of a place.

### powerful questions

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- What materials can this project effectively do without?
- How are materials intentionally selected?
- Is there a simpler, less consumptive, effective solution?
- What are the potential human health impacts?
- What are the potential environmental impacts?
- Can place be honored with the material and product choices?

# materials

focal point	degenerate	-	sustain	+	regenerate
<p><b>Elegant Simplicity</b></p> <p>The principle that no more causes or forces are used beyond being effective.</p>	<p>No consideration of quantity, quality, durability or appropriateness; extravagant, wasteful or trendy solutions; results in premature failure or replacement; exploitative.</p>	<p>Limited consideration is given to reuse and reduction of materials as well as the appropriateness; wasteful and lack of care; appropriate selections ruled out due to extra effort involved.</p>	<p>Selects only materials that are needed or make significant positive contributions; materials are used in appropriate quantity, quality and character; durable and stand the test of time.</p>	<p>Through creative exploration, discovers solutions that eliminate or reduce the need for some materials; considers reusing existing materials first; durable and stand the test of time.</p>	<p>Inspires solutions that creatively eliminate or dramatically reduce the use of materials; elegantly simple answers unearthed; extensive and inclusive processes used for all selections; promotes complete biodegradation or direct rejuvenation of ecosystems.</p>
<p><b>Health &amp; Well Being</b></p> <p>The use of a holistic research and selection process to support health, comfort, beauty and social responsibility.</p>	<p>Intentional or inadvertent disregard for the tangible/intangible negative effects on a place; generic design with lack of concern for aesthetics; exploitation of people with a primary focus on profit.</p>	<p>Lack of knowledge of material production processes, composition, and associated impacts on health, safety and well-being; conventional design with minimal attention given to aesthetics and social responsibility.</p>	<p>Full understanding and use of third party product verifications; avoids toxic chemicals and materials; balances sustainability with timeless design; connects to nature; fair labor practices.</p>	<p>Enhances place; restores the health of people; uses materials and systems that embody full life-cycle assessment with transparency of benefits/risks; uplifting design that connects with nature; fosters participation of diverse stakeholders; decreases social inequalities.</p>	<p>Stimulates well-being and encourages health through material selection; nurtures happiness; inspirational aesthetics celebrating beauty with a deep connection to nature; creates social equity throughout project design and implementation.</p>
<p><b>Environment</b></p> <p>Material selection that eliminates use of limited resources, utilizes low impact production and delivery processes, and matures natural habits.</p>	<p>Oblivious to the degradation of environment; intentional or inadvertent exploitation of natural habitats; excessive use of fossil fuel based energy; indiscriminate use of limited resources.</p>	<p>Cognizance of the detrimental impacts of all inputs and outputs related to energy, limited resources, and native habitats; only activates standard compliant methods and selections from planning to completion.</p>	<p>Exceeds compliance-driven inclusiveness to consider some environmental aspects of the product and related processes; initiates steps for material selection process that considers life-cycle analysis and cradle-to-cradle thinking.</p>	<p>Stimulates restorative results inclusive to all processes in material creation, selection, distribution, and installation; assists in restoring resources and habitat to levels that existed before adverse human impacts; utilizes renewable energy.</p>	<p>All-encompassing approach to material selection; completely eliminates materials and related processes that contribute to environmental degradation, including the use of limited natural resources; creates no waste; stimulates healthy, thriving natural habitats.</p>
<p><b>Region</b></p> <p>Consideration of place.</p>	<p>Intentional or inadvertent disregard for local needs and resources; no community involvement or opportunities; disconnected resource providers; careless importation; disregards ecological, social, and cultural context.</p>	<p>Limited response to community identified interests and needs; provides some opportunities within the locale; some regard for utilizing locally available resources; limited or "token" response to context, local history, culture, and natural systems.</p>	<p>Utilizes people and resources from the local community; assists in gaining broader community support; decisions assist in filling gaps in the local or regional economy; responds to community input, context, local history, culture, and natural systems.</p>	<p>Supports and values locally based businesses, talent and resources; inspires new local economic enterprises; minimizes importation; supports long-term economic, ecological and social viability; invokes previously nonexistent community partnerships; preserves heritage and cultural authenticity.</p>	<p>Fosters regional resources creating local jobs and opportunities; prompts regional self-sufficiency and long-term economic health; nourishes and self-sustains previously nonexistent community partnerships; deep inclusion and expression of context and culture; fosters dignified solutions promoting sense of place.</p>

# materials - planning worksheet

How to use this planning worksheet: The purpose of this worksheet is to identify project goals, specific achievement strategies, resources needed, responsible parties, and a realistic implementation timeline for relevant Focal Points. Begin by discussing the ideal regenerative state for the project or initiative using the regenerative descriptions below each Focal Point as guidelines. The associated Rubrics may also be used for reference, as desired. Next, determine specific strategies that will help your team reach its ideal regenerative state, making notes directly in the worksheet below. Identify the resources needed, individuals or groups that should be engaged for each achievement strategy, and a reasonable timeline for implementing each strategy. Use the outcomes of this worksheet to develop an implementation plan for your project or initiative.

focal point	achievement strategies	resources needed	responsible parties	timeline
<p><b>Elegant Simplicity</b> The principle that no more causes or forces are used beyond being effective <i>A desired outcome for the elegant simplicity of materials:</i></p> <ul style="list-style-type: none"> <li>• Inspires solutions that creatively eliminate or dramatically reduce the use of materials</li> <li>• Elegant simple answers are unearthed</li> <li>• Extensive and inclusive processes used for all selections</li> <li>• Promotes biodegradation or direct rejuvenation of ecosystems</li> </ul>				
<p><b>Health + Wellbeing</b> The use of a holistic research and selection process to support health, comfort, beauty and social responsibility <i>A desired outcome for material health + wellbeing:</i></p> <ul style="list-style-type: none"> <li>• Stimulates well-being and encourages health through material selection</li> <li>• Nurtures happiness</li> <li>• Inspirational aesthetics celebrating beauty + deep connection to nature</li> <li>• Creates social equity throughout project design and implementation</li> </ul>				
<p><b>Environment</b> Material selection that eliminates use of limited resources, utilizes low impact production and delivery processes, and nurtures natural habitats <i>A desired outcome for materials and the environment:</i></p> <ul style="list-style-type: none"> <li>• All-encompassing approach to material selection</li> <li>• Completely eliminates materials and related processes that contribute to environmental degradation, including the use of limited natural resources</li> <li>• Creates no waste and stimulates healthy, thriving natural habitats</li> </ul>				
<p><b>Region</b> Consideration of place <i>A desired outcome for region and materials:</i></p> <ul style="list-style-type: none"> <li>• Fosters regional resources creating local jobs and opportunities</li> <li>• Prompts regional self-sufficiency and long-term economic health</li> <li>• Nourishes and self-sustains previously nonexistent community partnerships</li> <li>• Deep inclusion and expression of context and culture</li> <li>• Fosters dignified solutions promoting sense of place</li> </ul>				

# materials - evaluation worksheet

How to use this evaluation worksheet: The purpose of this worksheet is to evaluate a project or initiative's success in meeting its goals, as originally determined using the Planning Worksheet. Completing this worksheet is also intended to identify project achievements, challenges, and lessons learned to help inform continual improvement. Begin by assessing where the project or initiative currently falls on the scale of degenerative to regenerative for each relevant Focal Point. You may find that more than one classification is applicable, which can be noted by checking more than one box. Discuss why and/or how the project is meeting the selected classification(s), making notes directly within the worksheet below. The associated Rubric and Planning Worksheet may be used for reference, as desired. Use the process and outcomes of completing this worksheet to determine additional opportunities for improvement.

focal point	degenerative (-3)	degenerative -sustaining (-1)	sustaining (0)	sustaining -regenerative (+1)	regenerative (+3)	score
<p><b>Elegant Simplicity</b> The principle that no more causes or forces are used beyond being effective <i>A desired outcome for the elegant simplicity of materials:</i></p> <ul style="list-style-type: none"> <li>• Inspires solutions that creatively eliminate or dramatically reduce the use of materials</li> <li>• Elegant simple answers are unearthed</li> <li>• Extensive and inclusive processes used for all selections</li> <li>• Promotes biodegradation or direct rejuvenation of ecosystems</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Why and/or how?						
<p><b>Health + Wellbeing</b> The use of a holistic research and selection process to support health, comfort, beauty and social responsibility <i>A desired outcome for material health + wellbeing:</i></p> <ul style="list-style-type: none"> <li>• Stimulates well-being and encourages health through material selection</li> <li>• Nurtures happiness</li> <li>• Inspirational aesthetics celebrating beauty + deep connection to nature</li> <li>• Creates social equity throughout project design and implementation</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Why and/or how?						
<p><b>Environment</b> Material selection that eliminates use of limited resources, utilizes low impact production and delivery processes, and nurtures natural habitats <i>A desired outcome for materials and the environment:</i></p> <ul style="list-style-type: none"> <li>• All-encompassing approach to material selection</li> <li>• Completely eliminates materials and related processes that contribute to environmental degradation, including the use of limited natural resources</li> <li>• Creates no waste and stimulates healthy, thriving natural habitats</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Why and/or how?						
<p><b>Region</b> Consideration of place <i>A desired outcome for region and materials:</i></p> <ul style="list-style-type: none"> <li>• Fosters regional resources creating local jobs and opportunities</li> <li>• Prompts regional self-sufficiency and long-term economic health</li> <li>• Nourishes and self-sustains previously nonexistent community partnerships</li> <li>• Deep inclusion and expression of context and culture</li> <li>• Fosters dignified solutions promoting sense of place</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Why and/or how?						
<b>total beauty flow score</b>						

## money

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### why consider money ?

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Funding for a project is vital for without it, the project will not happen. The source of the funds and the decisions that are made about allocation direct the project towards an end that may reflect ideals of creativity and equity. Communities can be both positively and negatively affected not only by a project's financial flow, but also by the process through which financial flow decisions are made. Money is an essential nutrient of the project; it is an important contributor to the rate of growth and the health of the entire project. It is important to plan and apply financial resources thoughtfully and with awareness of the consequences of the growth of the project. Conscious choices about money can positively affect all other aspects of the project.

This Flow considers four Focal Points. **Source of Funds:** Determine where the money comes from and whether the timing of the profits could compromise the project success. **Use of Funds:** Use funds in a way that optimizes the local geographic, historical and biological settings of the project. **Risk:** Creative solutions and a generational view of risk allow funding streams to be directed in an equitable and innovative way. **Inclusivity:** Create partnerships within the community in order to flourish as an added benefit of the funding stream.

### powerful questions

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- Why does this project exist?
- What is the highest and best use of financial resources?
- Does the financing reflect the values and goals of the project?
- Are the financial sources partners in the project vision?
- How does the team assess a source of funding?
- What is the greatest benefit that can be created from the funds?
- How is risk measured? Who or what is included/excluded in the assessment of risk?
- Who will benefit from the project and for how long?



# money

focal point	degenerate	-	sustain	+	regenerate
<p><b>Source of Funds</b></p> <p>The origin of the money.</p>	<p>Highly leveraged, speculative, and lacks capital investments; poses high risk of declining revenues and obsolescence; benefits a select few; drives financial gain out of the community.</p>	<p>Provides short-term economic benefit within the community; maintains status quo of existing flow and distribution of financial resources in community.</p>	<p>Minimum leverage with adequate equity investments; paid in full; encourages long-term retention of assets; funding sources support social and environmental efforts within the community; balance of local and external funds and returns.</p>	<p>Creates new local economic enterprises based on ecological sustainability and social equity; inspires long-term investment; stabilizes property values.</p>	<p>Expands benefits of project to historically disadvantaged and marginalized populations; secured through socially responsible sources; profits reinvested to stimulate healthy community.</p>
<p><b>Use of Funds</b></p> <p>How the money will be utilized.</p>	<p>Little regard for local needs and existing resources; uses people and natural resources with a primary focus on profit; creates negative economic consequences on neighbors, disadvantaged populations and long term regional well-being; causes involuntary displacement of people and/or businesses.</p>	<p>Moderate assessment of local needs, resources, existing infrastructure, and surrounding community; primarily generic project design with moderate adaptation to local cultural and natural environments; little or no exploration of new partnerships within the community.</p>	<p>Fills a legitimate gap in the local or regional economy; gains broad community support; employs local people at a living wage under fair labor practices; emerging businesses and marginalized populations given new opportunities for employment.</p>	<p>Strengthens local community; provides much needed products or services; supports locally-based businesses, talent, materials and resources throughout the lifecycle of the project; supports long-term economic, ecological and social viability; preserves heritage and cultural authenticity.</p>	<p>A deep exploration of context, local resources and partnership opportunities that results in a positive multiplier effect for bridging social divides, ecological damage and false wealth; builds shared access to wealth and opportunity for disadvantaged populations.</p>
<p><b>Risk</b></p> <p>The chance of something going wrong.</p>	<p>Rejects the concepts of social and environmental risks; does not take into consideration long-term consequences or externalities; creativity not explored.</p>	<p>Creativity is limited to conventional practices; opportunities to engage diverse interests not taken; driven by complying with codes &amp; laws disproportionate between those who are burdened and those who benefit.</p>	<p>Empowers team to take risks, which results in creative solutions; acknowledgment that risk is shared by all; efforts made to eliminate negative impacts and share positive impacts.</p>	<p>Inspires responsible innovation and creative solutions; reduces short- and long-term risks in economic, social and environmental areas.</p>	<p>Demonstrates equitable and intergenerational view of risk; substantially reverses social, economic and environmental risk for present and future generations; creates shared accountability and shared rewards.</p>
<p><b>Inclusivity</b></p> <p>Including many things; nondiscriminatory.</p>	<p>Exclusive decision-making managed by a select few; involves least possible number of stakeholders with little or no community involvement; disregards ecological, social, and cultural context.</p>	<p>Limited exploration of context and local resources including people, history, materials, and natural systems; responds to community-identified interests; provides some benefit to the community; creates communities for some, but at the expense of others.</p>	<p>Engagement with community members appropriate; listens to and responds to community input; considers the biological implications.</p>	<p>Fosters participation of diverse stakeholders by including people traditionally marginalized who have a lack of power and influence; values people's input and participation; espouses cultural sensitivity, trust-building and examines social privilege; supports biological communities.</p>	<p>Development for the community; invokes previously nonexistent community partnerships; creates opportunities to benefit underserved populations; embraces and restores biological communities and functionality.</p>

# money - planning worksheet

How to use this planning worksheet: The purpose of this worksheet is to identify project goals, specific achievement strategies, resources needed, responsible parties, and a realistic implementation timeline for relevant Focal Points. Begin by discussing the ideal regenerative state for the project or initiative using the regenerative descriptions below each Focal Point as guidelines. The associated Rubrics may also be used for reference, as desired. Next, determine specific strategies that will help your team reach its ideal regenerative state, making notes directly in the worksheet below. Identify the resources needed, individuals or groups that should be engaged for each achievement strategy, and a reasonable timeline for implementing each strategy. Use the outcomes of this worksheet to develop an implementation plan for your project or initiative.

focal point	achievement strategies	resources needed	responsible parties	timeline
<p>Source of Funds The origin of the money <i>A desired outcome for source of funds:</i></p> <ul style="list-style-type: none"> <li>• Expands benefits of the project to historically disadvantaged and marginalized populations</li> <li>• Is secured through socially responsible sources</li> <li>• Reinvests profits to stimulate healthy community</li> </ul>				
<p>Use of Funds How the money will be utilized <i>A desired outcome for use of funds:</i></p> <ul style="list-style-type: none"> <li>• Includes a deep exploration of context, local resources and partnership opportunities that results in a positive multiplier effect for bridging social divides, ecological damage and false wealth</li> <li>• Builds shared access to wealth and opportunity for disadvantaged populations</li> </ul>				
<p>Risk The chance of something going wrong <i>A desired outcome for monetary risk:</i></p> <ul style="list-style-type: none"> <li>• Demonstrates an equitable and intergenerational view of risk</li> <li>• Substantially reverses social, economic and environmental risk for present and future generations</li> <li>• Creates shared accountability and shared rewards</li> </ul>				
<p>Inclusivity Including many things; nondiscriminatory <i>A desired outcome for monetary inclusivity:</i></p> <ul style="list-style-type: none"> <li>• Results in development for the community</li> <li>• Invokes previously nonexistent community partnerships</li> <li>• Creates opportunities to benefit underserved populations</li> <li>• Embraces and restores biological communities and functionality</li> </ul>				

# money - evaluation worksheet

How to use this evaluation worksheet: The purpose of this worksheet is to evaluate a project or initiative's success in meeting its goals, as originally determined using the Planning Worksheet. Completing this worksheet is also intended to identify project achievements, challenges, and lessons learned to help inform continual improvement. Begin by assessing where the project or initiative currently falls on the scale of degenerative to regenerative for each relevant Focal Point. You may find that more than one classification is applicable, which can be noted by checking more than one box. Discuss why and/or how the project is meeting the selected classification(s), making notes directly within the worksheet below. The associated Rubric and Planning Worksheet may be used for reference, as desired. Use the process and outcomes of completing this worksheet to determine additional opportunities for improvement.

focal point	degenerative (-3)	degenerative -sustaining (-1)	sustaining (0)	sustaining -regenerative (+1)	regenerative (+3)	score
<b>Source of Funds</b> The origin of the money <i>A desired outcome for source of funds:</i> <ul style="list-style-type: none"> <li>Expands benefits of the project to historically disadvantaged and marginalized populations</li> <li>Is secured through socially responsible sources</li> <li>Reinvests profits to stimulate healthy community</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Why and/or how?					
<b>Use of Funds</b> How the money will be utilized <i>A desired outcome for use of funds:</i> <ul style="list-style-type: none"> <li>Includes a deep exploration of context, local resources and partnership opportunities that results in a positive multiplier effect for bridging social divides, ecological damage and false wealth</li> <li>Builds shared access to wealth and opportunity for disadvantaged populations</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Why and/or how?					
<b>Risk</b> The chance of something going wrong <i>A desired outcome for monetary risk:</i> <ul style="list-style-type: none"> <li>Demonstrates an equitable and intergenerational view of risk</li> <li>Substantially reverses social, economic and environmental risk for present and future generations</li> <li>Creates shared accountability and shared rewards</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Why and/or how?					
total beauty flow score						

# transportation

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## why consider transportation ?

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Transportation, the movement of people, goods and services, is an essential component of any environment. Transportation builds and links communities, joins people and places, connects origins to destinations, and encompasses various modes. It is comprised of networks of which individual and whole-system functionality is imperative. Decisions surrounding transportation must consider topics such as impacts, resilience, diversity, efficiency, renewal and mitigation. There is a need to understand this inter-connectedness and allow it to inform decision-making processes in order to transform an environment into one that aligns transportation activities with our social, natural, and economic processes.

The Transportation Flow has five Focal Points. **Impacts:** The powerful influence of effect based on impacts from fuel choice, emissions, health, noise, safety, wildlife, equity, etc. **Choices:** Diversity and quality of various methods of transportation. **Asset Resilience:** The ability to bounce back; to be flexible. **Community Connections:** The manner in which a community is linked. **Context Sensitivity:** The relationship between transportation solutions and the surrounding area.

## powerful questions

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- How can the will of society transform to create beneficial transportation systems?
- What are some tradeoffs associated with making changes and balancing different viewpoints and usage rates (per type of transportation system)?
- What are the direct and indirect impacts of the transportation system – both good and bad? What are the mitigation strategies?
- What are the social and cultural drivers behind transportation choices (individual, public, muscle, equity) that lead to desirable, convenient and appealing transport trade-offs?
- How can the project support an adaptable, responsible and sustainable system that includes an awareness of public choices?
- What can be done to build and link communities with the transportation system, including connecting them to basic amenities (e.g. high quality food, employment opportunities, and cultural resources)?

# transportation

focal point	degenerate	-	sustain	+	regenerate
<p><b>Impacts</b></p> <p>The powerful influence of effect based on impacts from fuel choice, emissions, health, noise, safety, wildlife, equity, etc.</p>	<p>Disregards and/or ignores the impacts of transportation systems; reinforces separation of populations; private or exclusive options for the privileged; services difficult to access by muscle-powered and public transit.</p>	<p>Disregards and/or ignores the impacts of transportation systems; reinforces separation of populations; private or exclusive options for the privileged; services difficult to access by muscle-powered and public transit.</p>	<p>Full assessment of all direct and indirect transportation impacts for people, materials and services; considers impacts as decision-making tool; mitigates most or all negative impacts; improves safety and quality of travel.</p>	<p>Accounts for and mitigates direct and indirect negative short- and long-term impacts; improves existing conditions; prioritizes clean, non-polluting, non-toxic, and renewable fuel sources.</p>	<p>Accounts for immediate, future, direct, indirect, negative and positive impacts; promotes a pollution-free standard of living; implements clean, non-polluting, non-toxic, and renewable fuel sources.</p>
<p><b>Choices</b></p> <p>Diversity and quality of various methods of transportation.</p>	<p>Choice functionally limited to single occupancy and/or fossil-fuel based transportation; public and muscle-powered forms of transport not practical and/or safe; access to services limited to individuals with personal motorized vehicles.</p>	<p>Includes multi-modal transportation choices; provides some ability to use public and muscle-powered transit; located such that transport of goods may be achieved via rail; access to services available to individuals with and without personal motorized vehicles.</p>	<p>Desirable, convenient, and appealing public and muscle-powered transport; existing transport system used more efficiently; serves the full population equally with an emphasis on promoting beneficial choices.</p>	<p>Provides options for efficient transportation of goods and services where they previously did not exist; increases transportation options for project uses and/or community, especially for people who did not previously have transportation choices.</p>	<p>Provides attractive, accessible and safe transportation choices to all populations, including previously underserved communities; transportation choices serve a diversity of functions over distance, ability, cost and time; creates or strengthens local and regional partnerships to ensure the transportation network provides equitable options.</p>
<p><b>Asset Resilience</b></p> <p>The ability to bounce back; to be flexible.</p>	<p>Ignores future fuel price increases and long term population dynamics; hidden subsidies for fuel and transport; lack of accountability creates economic and social vulnerability; outdated/inefficient transportation infrastructure creates potentially dangerous conditions.</p>	<p>Builds in adaptability to rising fuel prices and possible shortages; systems exist to ensure understanding and responsibility; users are educated on the full costs of transportation infrastructure and maintenance; decisions informed by costs and impacts.</p>	<p>Creates stability for maintaining community connectivity and commerce in a changing transportation landscape; plans for declining fossil fuel supply; users pay full cost based on mode choice or there is equity of association and disassociation of costs between choices.</p>	<p>Full cost of transportation and all associated impacts (positive or negative) are visible and understandable; transportation infrastructure designed to fix outdated/ineffective transportation infrastructure.</p>	<p>Rebuilds dangerous and outdated transportation infrastructure to be diverse and resilient; creates economic and social safety through diverse, accessible and renewable transportation assets; creates consistent funding sources that account for the full life cycle cost of transportation needs.</p>
<p><b>Community Connections</b></p> <p>The manner in which a community is linked.</p>	<p>Creates dangerous and loud transportation corridors that are unsafe for travelers; creates social and economic isolation and discourages community interactions; does not consider broad community transportation needs and focuses only on project specific needs.</p>	<p>Creates efficient connections between local and/or regional communities for multiple modes of transportation.</p>	<p>Provides connectivity between population centers, neighborhoods, activity centers, and downtowns; creates efficient, safe and easily accessible transportation for local and inter-community transit.</p>	<p>Promotes use of community gathering places and community services; improves a degraded (e.g. noisy, dangerous) transportation corridor by making it safe and appealing; creates connectivity between employment opportunities and diverse workforce populations.</p>	<p>Results in well-utilized community gathering places and accessible employment opportunities, particularly for previously separated populations and isolated areas; promotes a sense of community through inviting transportation corridors; intercommunity transportation is safe, efficient, and appealing.</p>

# transportation

## Context Sensitivity

The relationship between transportation solutions and the surrounding area.

Creates unsafe, undesirable, unwanted, or unwarranted travel conditions; speed limit, traffic flow, types of transit, and ease of use creates conditions opposing to the surrounding environment.

Compromises made in design, management, and function of transportation systems; provides an adequate relationship between the transportation services and other human activities; neutralizes some, but not all, adverse effects on transportation modes on surrounding local.

Accommodates speed limit and traffic flow for diversity of modes; ease of use or service design and amenities create conditions harmonious to the environment and its purposes; maximizes safety for all species and society; eliminates undesirable, unwanted or unwarranted circumstances of modes functioning conflict in an environment; maximizes both access and mobility consistent with human environment.

Promotes speed limit, traffic flow for all modes; facility or service design and amenities create conditions that improve the environment and its purpose (context) and support natural systems; maximizes both access and mobility within the natural and social/human environment.

Promotes speed limits and traffic flows that are safe and contextually-based; facility or service design and amenities create conditions that benefit the existing natural environments, social networks, and economic amenities; solutions create convenient access and efficient mobility within surrounding areas.

# transportation - planning worksheet

How to use this planning worksheet: The purpose of this worksheet is to identify project goals, specific achievement strategies, resources needed, responsible parties, and a realistic implementation timeline for relevant Focal Points. Begin by discussing the ideal regenerative state for the project or initiative using the regenerative descriptions below each Focal Point as guidelines. The associated Rubrics may also be used for reference, as desired. Next, determine specific strategies that will help your team reach its ideal regenerative state, making notes directly in the worksheet below. Identify the resources needed, individuals or groups that should be engaged for each achievement strategy, and a reasonable timeline for implementing each strategy. Use the outcomes of this worksheet to develop an implementation plan for your project or initiative.

focal point	achievement strategies	resources needed	responsible parties	timeline
<p><b>Impacts</b> The powerful influence of effect based on impacts from fuel choice, emissions, health, noise, safety, wildlife, equity, etc. <i>A desired outcome for transportation impacts:</i></p> <ul style="list-style-type: none"> <li>• Accounts for immediate, future, direct, indirect, negative and positive impacts</li> <li>• Promotes a pollution-free standard of living</li> <li>• Implements clean, non-polluting, non-toxic, and renewable fuel sources</li> </ul>				
<p><b>Choices</b> Diversity and quality of various methods of transportation <i>A desired outcome for transportation choices:</i></p> <ul style="list-style-type: none"> <li>• Provides attractive, accessible and safe transportation choices to all populations, including previously underserved communities</li> <li>• Serves a diversity of functions over distance, ability, cost and time</li> <li>• Creates or strengthens local and regional partnerships to ensure the transportation network provides equitable options</li> </ul>				
<p><b>Asset Resilience</b> The ability to bounce back; to be flexible <i>A desired outcome for transportation asset resilience:</i></p> <ul style="list-style-type: none"> <li>• Rebuilds dangerous and outdated transportation infrastructure to be diverse and resilient</li> <li>• Creates economic and social safety through diverse, accessible and renewable transportation assets</li> <li>• Creates consistent funding sources that account for the full life cycle cost of transportation needs</li> </ul>				

focal point	achievement strategies	resources needed	responsible parties	timeline
<p>Community Connections</p> <p>The manner in which a community is linked</p> <p><i>A desired outcome for community connections through transportation:</i></p> <ul style="list-style-type: none"> <li>• Results in well-utilized community gathering places and accessible employment opportunities, particularly for previously separated populations and isolated areas</li> <li>• Promotes a sense of community through inviting transportation corridors</li> <li>• Includes safe, efficient, and appealing intercommunity transportation</li> </ul>				
<p>Context Sensitivity</p> <p>The relationship between transportation solutions and the surrounding area</p> <p><i>A desired outcome for context sensitivity in transportation:</i></p> <ul style="list-style-type: none"> <li>• Promotes speed limits and traffic flows that are safe and contextually-based</li> <li>• Includes facility or service design and amenities that create beneficial conditions for the existing natural environments, social networks, and economic amenities</li> <li>• Integrates solutions that create convenient access and efficient mobility within surrounding areas</li> </ul>				



# transportation - evaluation worksheet

How to use this evaluation worksheet: The purpose of this worksheet is to evaluate a project or initiative's success in meeting its goals, as originally determined using the Planning Worksheet. Completing this worksheet is also intended to identify project achievements, challenges, and lessons learned to help inform continual improvement. Begin by assessing where the project or initiative currently falls on the scale of degenerative to regenerative for each relevant Focal Point. You may find that more than one classification is applicable, which can be noted by checking more than one box. Discuss why and/or how the project is meeting the selected classification(s), making notes directly within the worksheet below. The associated Rubric and Planning Worksheet may be used for reference, as desired. Use the process and outcomes of completing this worksheet to determine additional opportunities for improvement.

focal point	degenerative (-3)	degenerative -sustaining (-1)	sustaining (0)	sustaining -regenerative (+1)	regenerative (+3)	score
<b>Impacts</b> The powerful influence of effect based on impacts from fuel choice, emissions, health, noise, safety, wildlife, equity, etc. <i>A desired outcome for transportation impacts:</i> <ul style="list-style-type: none"> <li>• Accounts for immediate, future, direct, indirect, negative and positive impacts</li> <li>• Promotes a pollution-free standard of living</li> <li>• Implements clean, non-polluting, non-toxic, and renewable fuel sources</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Why and/or how?						
<b>Choices</b> Diversity and quality of various methods of transportation <i>A desired outcome for transportation choices:</i> <ul style="list-style-type: none"> <li>• Provides attractive, accessible and safe transportation choices to all populations, including previously underserved communities</li> <li>• Serves a diversity of functions over distance, ability, cost and time</li> <li>• Creates or strengthens local and regional partnerships to ensure the transportation network provides equitable options</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Why and/or how?						
<b>Asset Resilience</b> The ability to bounce back; to be flexible <i>A desired outcome for transportation asset resilience:</i> <ul style="list-style-type: none"> <li>• Rebuilds dangerous and outdated transportation infrastructure to be diverse and resilient</li> <li>• Creates economic and social safety through diverse, accessible and renewable transportation assets</li> <li>• Creates consistent funding sources that account for the full life cycle cost of transportation needs</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Why and/or how?						
<b>Community Connections</b> The manner in which a community is linked <i>A desired outcome for community connections through transportation:</i> <ul style="list-style-type: none"> <li>• Results in well-utilized community gathering places and accessible employment opportunities, particularly for previously separated populations and isolated areas</li> <li>• Promotes a sense of community through inviting transportation corridors</li> <li>• Includes safe, efficient, and appealing intercommunity transportation</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Why and/or how?						
<b>total beauty flow score</b>						

# transportation - evaluation worksheet

focal point	degenerative (-3)	degenerative -sustaining (-1)	sustaining (0)	sustaining -regenerative (+1)	regenerative (+3)	score
<p>Context Sensitivity</p> <p>The relationship between transportation solutions and the surrounding area</p> <p><i>A desired outcome for context sensitivity in transportation:</i></p> <ul style="list-style-type: none"> <li>• Promotes speed limits and traffic flows that are safe and contextually-based</li> <li>• Includes facility or service design and amenities that create beneficial conditions for the existing natural environments, social networks, and economic amenities</li> <li>• Integrates solutions that create convenient access and efficient mobility within surrounding areas</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
total beauty flow score	<p>Why and/or how?</p>					

## water

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### why consider water ?

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*“There is a water crisis today. But the crisis is not about having too little water to satisfy our needs. It is a crisis of managing water so badly that billions of people - and the environment - suffer badly.” World Water Vision Report*

Water is a necessary constituent of all living matter and a unique characteristic of our planet. It is understood that freshwater resources are limited and need to be protected both in terms of quantity and quality. Currently, water consumption rates per capita continue to increase at a rate 2-3 times that of population growth due to changes in lifestyles. Additionally, over 2.5 billion people lack access to adequate drinking water. Simply put, water resources are becoming increasingly scarce. Furthermore, urbanization and industrialization have seriously deteriorated the quality of rivers, lakes, and aquifers. Water pollution and scarcity threatens the ability of all ecosystems to play their vital regulatory role and impacts all living beings that depend on them. Water scarcity further heightens tensions between different users and political boundaries where collaboration and strong agreements do not exist.

This Flow covers water issues comprehensively through four Focal Points. **Water Quantity:** Address the amount of water needed and used by the project. **Water Quality:** Implement systems that protect the quality of water that flows in, through, and out of the project. **Design for Place:** Integrate systems and connect across boundaries, scales, and people. **Water Security, Accessibility, & Purpose:** Ensure that water is available and secure for all living beings in the present and in the future, base water use parameters on regional accessibility, and consider multiple and diverse purposes.

### powerful questions

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- What is the water relationship with surrounding natural and social systems?
- What is an appropriate water consumption pattern per capita? How does the project affect local hydrology?
- Is the water flowing out of your system higher quality than the inflow to that system?
- What is the accurate cost of water related to development?
- Is there direct connection to the water systems resulting in a sense of responsibility for the vitality of the water? Are all stakeholders impacted by your decisions on board with your solutions?
- Do your decisions degrade the security of water? Do they degrade the surrounding ecosystem at all?

# water

focal point	degenerate	-	sustain	+	regenerate
<p><b>Water Quantity</b></p> <p>Amount of water used.</p>	<p>Indiscriminate use of potable water; no effort to quantify water use; lack of demonstrated understanding and attention to the natural hydrologic cycle.</p>	<p>Reduces water consumption with water efficient fixtures, though still using potable water for non-potable uses (e.g. toilet flushing, irrigation, etc.); basis of decisions limited to the project site; does not consider embodied water; no effort to quantify water use.</p>	<p>Aims to balance inflow and outflow of water to project site; evaluates embodied water to a limited extent; measures water consumption but data does not inform decisions; no potable water used for non-potable use; water used efficiently; cascading uses in order to use reclaimed water appropriately; appropriate landscaping and efficient irrigation systems.</p>	<p>Water used is equal to water naturally available; decisions made based on embodied water throughout project; recorded consumption patterns are displayed publicly and used to inform and educate occupants; runoff and effluence are consistent in volume and cyclical (annual, seasonal, diurnal) rate to the natural system.</p>	<p>Aquifer is replenished; full accounting of embodied water in all aspects of project, guiding decision making; publicly displayed systems for tracking and predicting water consumption; conservation and efficiency is the equal concern of owners and occupants; regarded as a precious resource and use is limited; honors seasonal variability that characterize natural precipitation patterns.</p>
<p><b>Water Quality</b></p> <p>Impact and degradation of water that flows through the project.</p>	<p>No regard to quality of outflow water; degrades quality of water; denies responsibility to improve cleanliness; poor water quality for sewer and stormwater discharge.</p>	<p>Maintains quality only to regulatory requirements.</p>	<p>Net zero effect on water quality; water is treated to quality level of water flowing in; no initiative taken to improve quality.</p>	<p>Aims to improve quality of water on outflow; considers improving quality of water beyond the scope of the project.</p>	<p>Restores water quality to optimal levels despite condition of water before use on/by a project.</p>
<p><b>Design for Place</b></p> <p>Design for integration of systems and connection across boundaries, scales and people</p>	<p>Explicit disconnection between the users and the natural environment; diminishes natural replenishment of water cycle and natural water storage; disregards natural boundaries; perpetuates human-centric culture and does not consider other living organisms.</p>	<p>Attempts minor and insignificant connection to natural water cycle; connection not inspiring or lasting; disregards scale or context of place; no concern for social or environmental costs.</p>	<p>Considers status of aquifer as decision making tool; cultivates connection to water cycle through education and public exposure of water systems and relationships to natural water cycle; diverse stakeholders engaged to map varying interests for water use; allocation of water crosses boundaries.</p>	<p>Water use scaled per ecological context upstream and downstream from immediate project boundary; coordinated development that implements water management at the transboundary, river basin level; engages a range of stakeholders ensuring that costs and benefits are shared and damaging conflict avoided.</p>	<p>Utilizes a cooperative process to actively cultivate connection and integration to natural water cycle; decisions based on robust dialogue, a variety of scales, and consultation with experts; fosters a living resonance and spirit; water systems exposed for educational opportunities; incorporates all costs – environmental, social, and economic.</p>
<p><b>Water Security, Accessibility &amp; Purpose</b></p> <p>Current and future is available and secure for all living things.</p>	<p>Disrupts and degrades water security; accessibility distorted across demographics; major populations do not have reliable access while others have unrestricted access; ignores regional characteristics of water availability; imports water and/ or exports from/to other regions outside of water cycle.</p>	<p>Ignores or disregards issues of water security and accessibility; recreational opportunities are inconvenient; does not limit or change activities based on regional characteristics; notes water security as a necessary consideration but many sources insecure.</p>	<p>Managed on a net-zero basis; additional allocations of water only made available through system efficiencies or reallocation of use; identifies and maintains recreational opportunities; considers carefully the purposes of water; use prioritized for health of the living systems and living beings in the region.</p>	<p>Regionally sensitive management present; hydrologic cycle is resilient and water surplus exists; promotes recreational opportunities with emphasis on preservation of access and security for all.</p>	<p>Respects and honors water as a right to life; a diverse set of measures supply, store and treat water; diverse recreational options available and contribute to overall access and security; close monitoring for safety and long-term security; restores water availability by promoting ecological balance.</p>

# water - planning worksheet

How to use this planning worksheet: The purpose of this worksheet is to identify project goals, specific achievement strategies, resources needed, responsible parties, and a realistic implementation timeline for relevant Focal Points. Begin by discussing the ideal regenerative state for the project or initiative using the regenerative descriptions below each Focal Point as guidelines. The associated Rubrics may also be used for reference, as desired. Next, determine specific strategies that will help your team reach its ideal regenerative state, making notes directly in the worksheet below. Identify the resources needed, individuals or groups that should be engaged for each achievement strategy, and a reasonable timeline for implementing each strategy. Use the outcomes of this worksheet to develop an implementation plan for your project or initiative.

focal point	achievement strategies	resources needed	responsible parties	timeline
<p>Water Quantity Amount of water used <i>A desired outcome for water quantity:</i></p> <ul style="list-style-type: none"> <li>• Replenishes aquifers</li> <li>• Accounts for embodied water in all aspects of project, guiding decision making</li> <li>• Publicly displays systems for tracking and predicting water consumption</li> <li>• Holds conservation + efficiency of equal concern to owners + occupants</li> <li>• Limits its use and regards water as a precious resource</li> <li>• Honors seasonal variability that characterize precipitation patterns</li> </ul>				
<p>Water Quality Impact and degradation of water that flows in, through, and out of a project <i>A desired outcome for water quality:</i></p> <ul style="list-style-type: none"> <li>• Restores water quality to optimal levels despite condition of water before use on/by a project</li> </ul>				
<p>Design for Place Design to integrate systems and connect across boundaries, scales and people <i>A desired outcome for water designed for place:</i></p> <ul style="list-style-type: none"> <li>• Utilizes a cooperative process to actively cultivate connection and integration to natural water cycle</li> <li>• Bases decisions on robust dialogue, scales, and consultation with experts</li> <li>• Fosters a living resonance and spirit</li> <li>• Exposes water systems for educational opportunities</li> <li>• Incorporates all costs – environmental, social, and economic</li> </ul>				
<p>Water Security, Accessibility, and Purposes Current and future use is available and secure for all living things. <i>A desired outcome for water security, accessibility, and purposes:</i></p> <ul style="list-style-type: none"> <li>• Respects and honors water as a right to life</li> <li>• Uses a diverse set of measures to supply, store and treat water</li> <li>• Includes diverse recreational options + contributes to access + security</li> <li>• Is closely monitored for safety and long-term security</li> <li>• Restores water availability by promoting ecological balance</li> </ul>				

# water - evaluation worksheet

How to use this evaluation worksheet: The purpose of this worksheet is to evaluate a project or initiative's success in meeting its goals, as originally determined using the Planning Worksheet. Completing this worksheet is also intended to identify project achievements, challenges, and lessons learned to help inform continual improvement. Begin by assessing where the project or initiative currently falls on the scale of degenerative to regenerative for each relevant Focal Point. You may find that more than one classification is applicable, which can be noted by checking more than one box. Discuss why and/or how the project is meeting the selected classification(s), making notes directly within the worksheet below. The associated Rubric and Planning Worksheet may be used for reference, as desired. Use the process and outcomes of completing this worksheet to determine additional opportunities for improvement.

focal point	degenerative (-3)	degenerative -sustaining (-1)	sustaining (0)	sustaining -regenerative (+1)	regenerative (+3)	score
<p><b>Water Quantity</b> Amount of water used <i>A desired outcome for water quantity:</i></p> <ul style="list-style-type: none"> <li>• Replenishes aquifers</li> <li>• Accounts for embodied water in all aspects of project, guiding decision making</li> <li>• Publicly displays systems for tracking and predicting water consumption</li> <li>• Holds conservation + efficiency of equal concern to owners + occupants</li> <li>• Limits its use and regards water as a precious resource</li> <li>• Honors seasonal variability that characterize precipitation patterns</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Why and/or how?					
<p><b>Water Quality</b> Impact and degradation of water that flows in, through, and out of a project <i>A desired outcome for water quality:</i></p> <ul style="list-style-type: none"> <li>• Restores water quality to optimal levels despite condition of water before use on/by a project</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Why and/or how?					
<p><b>Design for Place</b> Design to integrate systems and connect across boundaries, scales and people <i>A desired outcome for water designed for place:</i></p> <ul style="list-style-type: none"> <li>• Utilizes a cooperative process to actively cultivate connection and integration to natural water cycle</li> <li>• Bases decisions on robust dialogue, scales, and consultation with experts</li> <li>• Fosters a living resonance and spirit</li> <li>• Exposes water systems for educational opportunities</li> <li>• Incorporates all costs – environmental, social, and economic</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Why and/or how?					
<p><b>Water Security, Accessibility, and Purposes</b> Current and future use is available and secure for all living things. <i>A desired outcome for water security, accessibility, and purposes:</i></p> <ul style="list-style-type: none"> <li>• Respects and honors water as a right to life</li> <li>• Uses a diverse set of measures to supply, store and treat water</li> <li>• Includes diverse recreational options + contributes to access + security</li> <li>• Is closely monitored for safety and long-term security</li> <li>• Restores water availability by promoting ecological balance</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Why and/or how?					
<p><b>total beauty flow score</b></p>						

## blank

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### why a blank flow ?

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The Blank Flow represents the multitude of other potential Flows that could be included. The process of creating a new Flow is a way to invoke ideas and identify unique qualities of the project. It allows users to modify and create elements that are important to them and their particular project that are not necessarily represented otherwise. The process of developing and defining what it means to degenerate, sustain, and regenerate can be very revealing and rewarding as well as challenging. This section is designed to guide users in the practice of creating their own Flow Front Matter and Rubric.

### powerful questions

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- Given what is included in the Flows Lens, what elements are missing, special or underrepresented?
- What is the meaning or potential that is represented in a blank space?
- Does the project have distinctive issues that deserve a Flow?

# blank

focal point	degenerate	-	sustain	+	regenerate
Focal Point Name Brief description	Short description of actions or decisions that worsen, harm, or decrease the value of the Focal Point.	Short description of actions or decisions that are in between a degenerative and sustaining state of being.	Short description of actions or decisions that maintain the Focal Point, keep it from failing, and/or result in a neutral state.	Short description of actions or decisions that are in between a sustaining and regenerative state of being.	Short description of actions or decisions that benefit, bring new life to, or increase the value of the Focal Point.

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Focal Point Name

Brief description

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Focal Point Name

Brief description

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Focal Point Name

Brief description



# blank - planning worksheet

How to use this planning worksheet: The purpose of this worksheet is to identify project goals, specific achievement strategies, resources needed, responsible parties, and a realistic implementation timeline for a Flow. Begin by brainstorming the ideal beneficial state for the project or initiative. It may be helpful to develop specific activities, narratives, or desired outcomes that describe the ideal state. Determine key ideas and themes from the list of activities, recording the most relevant themes as Focal Points below. Insert a brief definition or description of each Focal Point, and list the activities or desired outcomes that were brainstormed earlier. Next, determine specific strategies that will help your team reach its ideal state, making notes directly in the worksheet below. Identify resources needed, individuals or groups that should be engaged for each achievement strategy, and a reasonable timeline for implementing each strategy. Use the outcomes of this worksheet to develop an implementation plan for your project or initiative.

focal point	achievement strategies	resources needed	responsible parties	timeline
Insert Focal Point #1 Insert brief definition/description of Focal Point <i>A desired outcome for insert name of Focal Point #1:</i> <ul style="list-style-type: none"> <li>• List each regenerative statement for this Focal Point</li> <li>•</li> </ul>				
Insert Focal Point #1 Insert brief definition/description of Focal Point <i>A desired outcome for insert name of Focal Point #1:</i> <ul style="list-style-type: none"> <li>• List each regenerative statement for this Focal Point</li> <li>•</li> </ul>				
Insert Focal Point #1 Insert brief definition/description of Focal Point <i>A desired outcome for insert name of Focal Point #1:</i> <ul style="list-style-type: none"> <li>• List each regenerative statement for this Focal Point</li> <li>•</li> </ul>				
Insert Focal Point #1 Insert brief definition/description of Focal Point <i>A desired outcome for insert name of Focal Point #1:</i> <ul style="list-style-type: none"> <li>• List each regenerative statement for this Focal Point</li> <li>•</li> </ul>				

# blank - evaluation worksheet

How to use this evaluation worksheet: The purpose of this worksheet is to evaluate a project or initiative's success in meeting its goals, as originally determined using the Planning Worksheet. Completing this worksheet is also intended to identify project achievements, challenges, and lessons learned to help inform continual improvement. Begin by filling in the Focal Points and associated definitions from the Flow's Planning Worksheet. Next, assess where the project or initiative currently falls on the scale of degenerative to regenerative for each relevant Focal Point. You may find that more than one classification is applicable, which can be noted by checking more than one box. Discuss why and/or how the project is meeting the selected classification(s), making notes directly within the worksheet below. Use the process and outcomes of completing this worksheet to determine additional opportunities for improvement.

focal point	degenerative (-3)	degenerative -sustaining (-1)	sustaining (0)	sustaining -regenerative (+1)	regenerative (+3)	score
Insert Focal Point #1 Insert brief definition/description of Focal Point <i>A desired outcome for insert name of Focal Point #1:</i> <ul style="list-style-type: none"> <li>List each regenerative statement for this Focal Point</li> <li></li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Why and/or how?					
Insert Focal Point #2 Insert brief definition/description of Focal Point <i>A desired outcome for insert name of Focal Point #2:</i> <ul style="list-style-type: none"> <li>List each regenerative statement for this Focal Point</li> <li></li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Why and/or how?					
Insert Focal Point #3 Insert brief definition/description of Focal Point <i>A desired outcome for insert name of Focal Point #3:</i> <ul style="list-style-type: none"> <li>List each regenerative statement for this Focal Point</li> <li></li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
total beauty flow score						

## future direction

CLEAR has partnered with UpRiver to embark on the next phase of the LENSES Rubrics. UpRiver LLC provides holistic human capital development through personalized and professional education, training, and guidance. UpRiver is using the LENSES Framework to guide their clients in personal and professional growth. As such, UpRiver will use the existing relevant rubrics as well as develop new rubrics specific to human capital development. Check out CLEAR's website ([www.clearabundance.org](http://www.clearabundance.org)) and UpRiver's website (<http://upriverjourney.com/>) for updates on this new development. We would love to hear from you about how you have used the Rubrics, what has worked, and what has been challenging. Help us continue to move forward by sharing your Rubrics experiences with us at [info@clearabundance.org](mailto:info@clearabundance.org).

# contact us

Living Environments in Natural, Social, and Economic Systems (LENSES) is a celebration of life. A celebration created by people like you for people like you who are seeking a new way to create a better world. Like the regeneration movement, LENSES is evolving. We're committed to continued development of LENSES to increase its value to professionals like you.

For additional information about the Center for Living Environments and Regeneration or the LENSES Framework, please visit <http://clearabundance.org>. There you can also find information on requesting a speaker, personal coaching & development, and upcoming LENSES facilitator training.

Should you have questions, comments, or feedback, please share them with us at [info@clearabundance.org](mailto:info@clearabundance.org).

The logo for 'clear' is displayed in a light green circle. The word 'clear' is written in a lowercase, sans-serif font. A small green leaf icon is positioned above the letter 'a'.