

Green Sanctuary Program

#### Tracking Tool

Environmental Justice Parallels Checklist

These charts ARE NOT REQUIRED but may be used to track and record your work, and as a basis for your application / report. There are six charts, 1-4 and 4a, and 5.

# (1) Leadership Candidate Status

Choose the Mandatory and at least one leadership area below and describe concrete steps for improvement for creation of plan and/or taking charge of segments of plan.

**Choose Mandatory Analysis done and Concrete plan for improvements**

**and one other Noted below planned and noted below**

|  |  |  |
| --- | --- | --- |
| **GS team diversity**  **(other than age)** |  |  |
| **Youth and Young Adult Participation** |  |  |
| **Involving congregational leaders outside GS team** |  |  |
| **Role of partner groups** |  |  |
| **Mandatory**  **UU identity and spirituality ground and affect this work.** |  |  |

# (2) Environmental Justice Assessment Candidate Status

* **Use spaces in table to confirm action, provide basic details, and add additional space when needed.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Made a good faith attempt in all below** | **sources used outside the congregation?** | **discoveries important to your context** | **Implications for action plan** |
| analyzed environmental, economic, and environmental health effects of some of congregation’s key operations and policies |  |  |  |
| explicitly talked about the race, class, and gender aspects of the congregational impacts |  |  |  |
| learned about wealth and poverty and environmental justice conditions in your community |  |  |  |
| started local and traced out to larger impacts |  |  |  |

# (3) Justice Ministries/Partnership Assessment Candidate Status

Consider all columns below

* **Use spaces in table to confirm action, provide *basic* details. Add additional pages if not already contained in your application.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Describe process to explore congregation’s justice ministries | Discoveries? Synergies? Opportunities? | Impact of discoveries on action plan | Work done or needed in congregation to be multiculturally-equipped as partners | How UU identity and spirituality ground and affect this work. |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

# (4) The Action Plan Candidate Status

Consider issue in left column, respond in brief in right column.

Issue Response

|  |  |
| --- | --- |
| **Prior to Plan, How collaborative in congregation?** |  |
| **Prior to Plan, How collaborative in community?** |  |
| **Appropriate Integration of environmental justice in various action plans?** |  |
| **Requirements met for which category of environmental justice?** |  |
| **Collaborative leadership?** |  |
| **Addresses systemic issue or provides support? How important an issue?** |  |
| **Desired outcome, and who benefits?** |  |
| **How adequate a response to need? And appropriate for size and resources of congregation?** |  |
| **Reflects empathy and understanding of issue from perspective of people impacted?** |  |
| **Other?** |  |

# (4a) The Action Plan Candidate Status

Consider issue in left column, respond in brief in right column.

**Issue Response**

|  |  |
| --- | --- |
| **written plan** |  |
| **listening and discernment process with the entire congregation.** |  |
| **goals for each aspect of the Action Plan with some qualitative and quantitative indicators** |  |
| **describes particular processes by which feedback and discernment will happen** |  |
| **ways to process feelings and experiences as well as ethical and theological reflection** |  |
| **listening and discernment process with people and/or groups outside of the congregation with specific mutual evaluation** |  |
| **Congregational celebration of what was learned** |  |
| **Other?** |  |

(5) Categories of EJ Work Possible Candidate Status

**SPECIFIC CRITERIA RELATED TO E.J. PROJECTS BASED ON CATEGORY OF PROJECT.** ( actual projects may be a combination of categories. In this case, they must fulfill the requirements of all the relevant categories.)

|  |  |
| --- | --- |
| **1. SPECIES EQUITY** | Honoring the integrity and inherent worth of all beings, and preserving and protecting the ecosystems of which they are a part. |
| **requirements met how?** |  |
| **2. INTER-GENERATIONAL EQUITY** | Conserving, preserving, and restoring natural resources, eco-systems, and environmental “goods and services” such that future generations have as least as much access and enjoyment as we do now. |
| **requirements met how?** |  |
| **3. EQUITY AMONGST HUMANS IN BENEFITTING** | **EQUITY AMONGST HUMANS** (as individuals, communities, and nations**) IN BENEFITTING FROM** the extraction and use of natural resources, environmental “goods and services”, economic development, and in the enforcement of laws related to this. |
| **requirements met how?** |  |
| **4. EQUITY AMONGST HUMANS IN BEARING THE RISKS AND BURDENS** | **EQUITY AMONGST HUMANS** (as individuals, communities, and nations) **IN BEARING** **THE** **RISKS AND BURDENS** of natural resource depletion, pollution, and economic development and in the enforcement of laws related to this |
| **requirements met how?** |  |