**Workforce 3One**

**Transcript of Webinar**

**2015 YouthBuild Webinar Series**

**DOL Earth Day Webinar:**

**Protecting our Communities through Environmental Service**

**Tuesday, April 7, 2015**

*Transcript by*

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BRIAN KEATING: So welcome, everyone, to the YouthBuild webinar series, green building of valuable community service celebrating Earth Day. Again, I'm here if you need anything technically speaking. You can just type into that welcome chat or that open chat window that's going to be on your screen and let me know.

Again, last chance to go ahead and type in who you are, where you're located, name of your organization or group, and how many are joining, if you happen to be in a group. So let us know who you are, if you haven't already introduced yourself in that welcome chat. And without any further ado, I'm going to turn things over to our moderator today. That's Toni Wilson, a workforce analyst with the U.S. Department of Labor. Toni, take it away.

TONI WILSON: Thank you so much, Brian. Good afternoon, everyone. As Brian said, my name is Toni Wilson, and I'm one of the workforce analysts for the U.S. Department of Labor's YouthBuild program. I'm happy for everyone to be here today for our YouthBuild series. We're very excited. I see we have New York, North Carolina, Montana, and Virginia logging in so far, and hopefully we'll get some more. It should be a really good webinar and good discussion.

Today's learning objectives, we're going to focus on how to get started in green building. This will be a great opportunity to kind of learn for those that are trying to break into this area. We'll learn about YouthBuild's environmental community service sample. We're going to connect with some national campaigns, and we're going to share some best practices with other YouthBuild staff.

So without further ado, I'd like us to get started with a great team of presenters from past, and we're going to start out with Eva Blake. She's the lead green associate and the senior director of green initiative for YouthBuild USA Eva?

Eva Blake: Hi, everyone, and let me just start with a big hurray because it's been quite the journey over the last 10 years. We want to celebrate this year the 10-year anniversary of the YouthBuild USA green initiative. Chris Cato and I and Ted Roan – who's not presenting today but you might be familiar with him through our technical assistance in the field – we launched the initiative in 2005 with funding from The Home Depot Foundation to replicate what Ted's program, Casa Verde Builders, had been doing and has put together in a packaged and nice curriculum.

And so with that funding we put on five trainings across the country where Ted and others presented and we wrote "Shades of Green," which is the green building guide for YouthBuilders. In the same year we won support from the Barr Foundation to coordinate a green career pathway project with an organization called the Eagle Eye Institute in six YouthBuild programs in Massachusetts, which led to jobs and internships with the largest land conservation group here called The Trustees of Reservations. And it also helped to demonstrate the value of taking youth into the forest and in the outdoors to inspire environmental responsibility and to teach life sciences.

In 2009 DOL fully embraced the green initiative mission to provide opportunities for low-income youth to become environmental leaders in both their personal and professional lives by including in our TA contract green hands on training events, which were also led by Ted Roan and other construction trainers from YouthBuild programs across the country. And they also supported the digitizing of Shades of Green, which you'll see a little bit more of later in this webinar, into an interactive website.

The Department of Labor's YouthBuild Green Transformation Learning Institute was put on that fall in Seattle, Washington with corncob mugs and all. We had corncob plastic mugs, and we were celebrating big time as YouthBuild goes green. DOL has been supportive ever since with more of a focus on delivering industry recognized credentials, including HBI PACT, which went green in 2009. NCCER added your role in the green environment, and more recently we became a BPI test center for the entry level weatherization certification called Air Leakage Control and Scholar.

So from there we've basically infiltrated lots of other departments, gotten other funders and more support, and reached out to the field. We've been able to grant over $3.5 million to YouthBuild programs to support green activities, green building, green careers. We've also supported graduates with $40,000 in seed grants for starting green businesses.

We've delivered over 75 different events, including Green design charrettes, the hands on trainings and certification trainings to over 1300 staff and students. We have also certified well over 600 construction trainers in those certifications that I've previously mentioned, and those train-the-training (sic) sessions has led to thousands of students leaving YouthBuild with a certificate on their resume to help them with their career.

Taking a look at the field. Since we began collecting this data in 2009, YouthBuild programs have built or rehab over 4500 units green, some of them certified to LEED standards, some of them Energy Star homes, 2,350 of them Energy Star homes. YouthBuild programs do a lot of weatherization. 3,376 units weatherized since 2009 and 648 graduates have been reported who have been placed in green jobs. So they're doing it.

Let's take a look at some of these green homes. What do they look like? Well, this one here on the top is a green home that is tailored to suit its environment. It used locally available resources and reflects cultural values, as demonstrated by this home that was built by Taos County YouthBuild, New Mexico.

Green homes like the one in Maine, built by Learning Works there on the right, maximize the use of lumber harvested from sustainably managed forests by using advanced framing techniques that are sometimes called optimal value engineering. And here you can see dimension of lumber no larger than 2x6 using 24-inch on center framing on non-bearing walls and some finger-jointed studs.

The house at the bottom left in Fall River, Massachusetts with snow on the ground, this one was built several years ago after we did a green design charrette where students and staff of the program used the USGDC LEED checklist to learn about how to build a more green and healthy home.

In particular, they eliminated the use of woods that off gas formaldehyde and used paint that had no VOC, the volatile organic chemical which produce pollution in your home air. The Massachusetts renewable energy trust helped them to install solar water heating, which you can see there as well, and helped them to get points towards the LEED certification.

This home here on the right is a home that was built by Gulf Coast – it's called Gulf Coast YouthBuild now. It was a program that was started by YouthBuild USA after Hurricane Katrina to serve the needs in the area. That home was built using what you see down on the left, which are called structurally insulated panels. It's an innovative wall system that's more energy and material efficient. Very durable, particularly in places that are concerned about natural disaster and resiliency.

YouthBuild Boston, as you see, also uses them, and this picture you can kind of see what they look like. They're made out of – they look like an ice cream sandwich basically with oriented strand board on the outside and a foam insulation or sometimes you have insulated concrete forms where there's actually concrete in the middle of those boards. OSB board is a nice green product because it does not use new growth trees. It uses wood chips that would otherwise been wasted to put together, and they're very strong. So as an alternative to traditional plywood.

Here are two more. More recently we've teamed up with the world's largest building material supply company called Saint-Gobain Corporation, the owner of CertainTeed and Norandex and other companies, to build LEED-certified homes in Worchester, Massachusetts, Schenectady, New York, Akron, Ohio, and Philadelphia. Philadelphia and Akron's first homes got platinum, the highest level possible, and both were the first affordable LEED-certified homes in their cities. Schenectady just finished and got a gold LEED rating on a home, and we're just ecstatic about this progress that we've had here engaging the corporate sponsor as well as the students and staff and used as a learning process. So those are what some of them look like.

Now I want to introduce you to the resource that started it all, "Shades of Green: A Green Building Guide for Affiliates." And if we could take a quick peak inside –

MR. KEATING: We're actually going to encourage folks to download the guide. There's a link on the slide. So we're not going to be able to –

MS. BLAKE: OK.

MR. KEATING: – show it today just to reduce the technical difficulties, but folks want to download it and just follow along, that would be great.

MS. BLAKE: OK. Well, what it includes is practical instruction and knowledge for every step of the way from preconstruction and design to foundations, floors, the building envelope, mechanical systems, finishes, and sustainable landscaping with lots of resources and good information.

It was updated into the community of practice with the support of DOL and turned into an interactive website, which will be – not currently available but it will be reintroduced on Workforce3 One soon. So you should look out for further information about this tool. It has video plans, lesson plans, tip sheets, and more, including our getting started checklist, which do not look like this photo. But I just wanted to show you this photo with all the different ways that you can go green.

We called it "Shades of Green" because you can start small. You can go big. You can do all sorts of shades in between, what suits your budget, what suits your climate. But the getting started checklist, they will help you in planning things such as hiring – tips for hiring staff, working with building partners, and accessing training and technical assistance that should help you to successfully get on your way towards adopting green building practices at your program, whether you start small or large.

And with that I'd like to turn it over to Don Pinkney, who is the director of construction and business development at YouthBuild Philadelphia Charter School, and he is with George Jenkins, who is YouthBuild Philadelphia Charter School's construction foreman and green coordinator, for them to tell you about how they got started and a little bit about what they have achieved since.

DON PINKNEY: Good afternoon, folks. How you doing today? This is Don Pinkney, YouthBuild Philadelphia, OK.

YouthBuild Philadelphia back in 2010, 2011, we kind of did a pilot program to kind of familiarize ourselves with what green build is all about. A few years ago when green technology was first talked about, the conversations were floating around and saying what is green? What does it mean to build green?

So we did a pilot program with our first renovated house in terms of trying to do green technology in it. So we did this first pilot home. What we did was familiarize ourselves with different types of green products and what the costs would be and how to install these products and the benefit of it. And we actually went from that to this particular slide that you see here now.

If I could back up this slide for just a second, the slide you see right now is the actual celebration of – like Eva mentioned earlier, with our first platinum LEED-certified home. This particular home was a three-story corner property about 3,000 square feet, and we had the operative pleasure to partner with, like Eva said earlier, one of our partners was Saint-Gobain to be able to help us with a lot of in-kind donations and really, really did a great job in terms of implementing a lot of the green products.

At the end of the day when this particular project was completed and this was completed in August of 2012 and this photo shows the ribbon cutting celebration from that.

The second slide here that you see, you see it before and after. This particular property was vacant for over 20 years in this particular block, and then you see the after photo as well. I wish the photos were just a little bit larger, but you can see the previous condition and what the present condition is as well. And we implemented a lot of the green products in there.

Like Eva said earlier, we used finger-jointed studs. The carpet that you see on the bottom right-hand slide, that carpet was actually made from recycled plastics, and that was a good product that we were able to put into this particular project as well.

So with this particular – and we had an opportunity to talk with the homeowner who actually purchased this home and spent one complete winter season in this particular project. And his heating bills turned out to be on an average of $105 a month to head this particular building. All right. And so in terms – this is 3,000 square feet of space as well. So his overall utility bill for heating and hot water was about $105 a month, which was amazing.

All right. And I ride past this particular property quite often, and I always point to folks in terms of the type of products that are inside here.

I'm going to turn it over to George a minute because George was the instructor who actually worked with the student and did a lot of the training inside the property as well. George.

GEORGE JENKINS: Good afternoon, everyone. My name is George Jenkins, and I was the construction foreman on the property. And a lot of interesting things came out of the property. It gave us the opportunity to help students in many different ways. Not only were we able to show them traditional building styles, but we were also able to introduce to them new green practices that would help them apply things to their resume to make them much more employable.

Also what we were able to do was to introduce the new green format and this green revolution that we're having to students so they could take a lot of things that they learned back to their own communities and get them involved with this green process.

To be quite blunt, some of the students have family members who never even heard about green and don't even care about green and just are mainly consumed with the everyday living, so to speak, of making a living. They never had the opportunity to even think about what green could do for you.

But by this property, we were able to introduce to the students something called the three P's, which is, obviously in this green revolution, people, planet, and profit. It gave us the opportunity to work with the students so they could be better informed people. The students applied the green practices that we showed them and worked with the materials that Saint-Gobain gave us to help better the planet.

And by this, as I said, our students made themselves more employable, which will allow them to earn profit for their families in the future. So this whole green revolution has been a great building block for me and my students to learn a lot of different things and save our planet.

MR. PINKNEY: Thank you. And on that note, I would like to turn it over to – is it our next presenter.

MR. JENKINS: Ryan.

MR. PINKNEY: Ryan.

MS. WILSON: Ryan Snow.

MR. PINKNEY: Ryan Snow.

MS. WILSON: (Inaudible) – Advancement at U.S. Green Building Council.

Ryan Snow: Excellent. Thank you, guys, so much for having me here. I get so much inspiration from what YouthBuild does around the country, and just hearing the stories again of what you guys have done always is a great way to kick this off.

My name is Ryan Snow with the U.S. Green Building Council. We're a national not for profit organization based in Washington, D.C. and work very closely with YouthBuild, particularly Eva and Chris, and many of our local chapters are connecting in with folks like YouthBuild Philly around the country.

And we have a lot of YouthBuild graduates and other folks that have joined us at our national conference every year called Green Build. So we're a big fan of YouthBuild and everything that you guys do. So appreciate the opportunity to make a little bit of an introduction of who we are.

USGBC believes that we can do better with our built environment, that we can have places where our buildings are better, our communities are better, enhance the quality of our lives really, and give people an opportunity for a better, brighter, and healthier space for their – where they live, work, learn, and play.

So we talked a lot about buildings, and the most important thing about buildings are the people that are in those buildings. So I think that's why this is such an important conversation, and we talked about the three P's before, the people, the planet, and the profit. And the people are really such an important part of this, and that's really what YouthBuild touches on in so many ways and is a big part of this.

But why do buildings themselves matter? When we look at environmental issues and social justice issues and human health issues, it can seem a little bit overwhelming at times, and it feels like to us as individuals maybe we can't do anything to address pollution or poverty or this investment, human health or inequity.

But in fact we have a lot of opportunity with the way that we design our buildings and the way that we design our communities and the way that we work within the spaces that we build around us. We can have positive impacts as well as negative impacts on people and on the planet and on our profits or the economic opportunities in our communities.

So how many people knew that we spend 90 percent of our time inside of buildings? So indoor environmental quality can be as much as 10 times worse than outdoor pollution, and the way that our buildings and communities are designed can have a major impact on public health issues such as asthma and obesity, heart disease, and a lot more.

Also, buildings account for 40 percent of primary energy use in the U.S., up to 39 percent of carbon emissions, and 40 percent of the raw materials that are used around the world go into our buildings. So buildings have a major impact on environmental human and social issues that are out there.

And so if we're addressing issues in our buildings and in our communities, we can actually – the decisions that we make in the way that they're designed, built, and operated can have major global impact, and they can also have impacts on an individual basis, as we heard from the examples before, just in reducing energy bills for people.

So you don't have to give your money to the electrical company. You can invest it in your kids. You can invest it in things that are much more closer to home and that we really want to spend our money on rather than giving it away to power a building.

So sometimes – oops. Sorry. Oh, there we go. OK. It wasn't advancing at my side. So something quick. We at the U.S. Green Building Council and the folks that we work with, we demand better places that give people these brighter, better, and healthier places to live, work, learn, and play.

We've been working for about 20 years to redefine these spaces of our built environment and create a better quality of life for not only the current generation but generations to come through efficient, healthy, and affordable homes and buildings, vibrant communities that foster connections between people and places, and then strong regional economies that are built for all people and create a high quality and livable green jobs workforce. So every one of us has an opportunity to contribute to making this a reality through our buildings and the activities that you do in them.

One of the things that Eva had mentioned is LEED for Homes. LEED is our – one of our main tools. It's a green building rating system that looks at energy. It looks at water, indoor environmental quality, where the building is located in the community, and how it is situated on the site or the landscape around the building. And then also what are the materials that are used in that building?

So we've created a rating system, and one of them is specifically for homes, and LEED has been a major platform that we've used to transform the way that buildings are designed, constructed, and operated but also the way that products that go into these buildings are manufactured. And in fact the way that we write our codes and our standards for construction has all been influenced by LEED and other leadership in green building around the country and around the world.

So we're pretty excited to show these numbers here. We have over 180,000 projects that are in the LEED system for homes, and of those over 71,000 of those homes are actually certified to the LEED for Homes standard, which is really phenomenal. So we know that around the world every single day we as an organization are certifying 1.8 million square feet of space.

So this is having a really big impact, but what's most exciting I think about LEED and particularly LEED for Homes is that 42 percent – and I've seen this. It kind of varies at different times. It's been upwards of 50 percent of the projects that are certified under LEED for Homes are affordable homes.

So with all of this activity that's happening, it really is making an impact on the affordable housing sector, which is very important because we know that the results of green buildings are reduced energy and utility costs and cleaner, healthier spaces for people. So like we talked about before, if you don't need to spend your money on your utility bills, you can reinvest those in other places. So it creates great opportunities for folks that are living in those homes to advance.

So where do you get started? YouthBuild has a ton of great resources, and a lot of the YouthBuild programs have been doing amazing work around the country. We're continuing to try to make connections between local YouthBuild programs and local USGBC chapters. There are 76 chapters located around the country.

So we want to start a conversation. We're trying to get our folks to reach out to local YouthBuild programs, and we encourage you to reach out and talk to your local USGBC chapter as well. Find out ways that we can start collaborating and advance green building within affordable housing in your local area.

With that there's a lot of educational opportunities both at the local level as well as through USGBC nationally and our work with YouthBuild. We have something called Education at USGBC, which is an online education platform to help build capacity and continue to learn about ways to actually implement green building. So building that capacity to learn more internally is really important.

Then we encourage, once this conversation is started and people are feeling competent, let's actually move it into action. USGBC and YouthBuild continue to make connections for learning opportunities and dialogue at the ground level, but we encourage all YouthBuild programs to leverage the resources that YouthBuild has at the national level to start doing green building. If you're not doing it right now, it's a great, great opportunity to make an increased impact through the projects that you're doing.

Some national programs that USGBC has and ways to get involved is our Green Apple Day of Service. We've done a lot of work with K-12 and higher education and really mobilizing people to increase the health and efficiency of the places where children learn.

And we know that there's a lot of YouthBuild programs out there that are – like YouthBuild Philly and other schools. But thinking about ways to engage with educational institutions in your neighborhoods or telling the story of what YouthBuild is doing with green to school students and different things like that are great opportunities to engage through community service on our Green Apple Day of Service. And you can learn more there at mygreenapple.org.

Another initiative that we are piloting right now at USGBC is Advance. This is really a framework to make the resources of the U.S. Green Building Council much more broadly accessible to a lot of different audiences.

As I mentioned, we focused a lot on our green building rating system, which is a leadership standard, and there's been a lot of research and development that's gone into that and a lot of expertise that's been built out in the marketplace. And so we're looking at how we can open that and make it much more accessible to meet folks where they are.

So if you're a YouthBuild program that's not currently doing green building, we're not saying yes, you must do a completely LEED-certified building, but there's a lot of small stuff that you can take to get your feet wet and get some experiences and get some successes and learn along the way.

So that's what Advance is, is trying to bring people together around the spaces that they're not only constructing but ultimately occupy. So reaching out and working locally with YouthBuild and USGBC chapter, we're looking at different ways to support the YouthBuild programs with starting green initiatives there on the ground.

Advance is really a platform for sustainability, leadership, as I mentioned, meeting you exactly where you are along that path. So just starting that dialogue, doing some basic assessment of where you are, and finding out what you need to do to get started, and then planning more comprehensively what are the goals that you want to have for a specific project? And what can you do within that project to comprehensively address green building issues?

And then focus in and start getting some successes along the way and then ultimately we're looking at methods to actually support the certification of LEED projects by bringing experts from the green building industry together with partners like YouthBuild on the ground to have a much more engaged conversation and direct support of getting those projects certified, whether it's to LEED or Energy Star or other systems that are out there.

Sort of a quick preview of some of the things that are coming down the pike on our side. On these, if you don't know how to connect with your local USGBC chapter, you can give me a shout out. There's my email address, rsnow@usgbc.org, and there's also a lot of information on our website as well.

So hopefully I didn't go too fast through these now, but I'm going to turn it over to Chris Cato to talk more about the green programs at YouthBuild.

CHRIS CATO: Thanks, Ryan. My name is Chris Cato, and I am the green initiative project manager at YouthBuild USA I've worked alongside Eva for quite some time. Really excited about everyone on the call right now and about this opportunity to talk a little bit about the lens we look through to enact a green practice.

One of the things that I – in my work I'm often at that beginning stage of helping someone consider going into a green practice or incorporating a green practice, and I often have a response of it's too much work. I'm not ready. We're not ready.

And oftentimes I respond by saying you're already doing most of what you need to do and just shifting that view of it to a different box that it's inside of you. If you are committed to building quality homes, then you're already doing 85 plus percent of what it takes to build green.

And I really – I think it's important for us to recognize that we possess most of what it takes to enact a green practice. It's just a few disciplines, some materials, and approaches that we add to it that help us operate on that higher level.

And I want to talk about the YouthBuild model is typically presented in these five basic components, construction, education, counseling, graduate services all linked in with leadership development. If I had another bubble to put in there, I would have it laying on top of environmental responsibility. And it's important to recognize it's not too difficult to incorporate a green practice into each of these components.

In construction, for instance, if you're building homes or if you're in construction, it's always helpful to conduct a design charrette. It's a great education opportunity. It's a great way to bring your partners together, and it also helps you revisit the basic steps of quality construction. In doing that, you can engage sustainability professionals such as through your local USGBC council chapter.

That's where you'll find incredible resource, if you're looking for sustainability professionals. Use green products and vendors whenever possible throughout your program. And then reuse, repurpose site materials. There are great examples of that throughout the YouthBuild network, and whenever you build a home and in the process of building, just by virtue of doing it, you're providing education to the community and allowing everyone to know that that's what's going on.

Education. Incorporate a curriculum that promotes environmental awareness. Hands on project based learning curriculum is also not too complicated to do. If you don't know how to do it yourself, reaching out to your local partners. And again, I'll point to your local USGBC chapter or call us at YouthBuild USA if you'd like some curriculum ideas and guidance. We're more than available to assist you.

Counseling. Take your young people outdoors. Get outdoors yourself. Spend time outdoors. I often regard the outdoors as that silent player, as that additional instructor, as that other environment that you cannot create. The outdoors plays a huge role. Maximize it, and again, there are examples of what we've done that we've found to be really successful.

And within the YouthBuild network there are tons of examples of successful ways of incorporating the outdoors. Counseling is one of the ways that I would promote giving that many people or developing coping mechanisms. Time and exposure outdoors is another one of those helpful tools.

Graduate resources are – one of the things we often recognize that in some cases in a YouthBuild program, they say this – there's no jobs; there's no opportunity. And one of the things that we've learned is that the innovative programs have just created them. They said, let's start a business.

Let's get you into being an entrepreneur using this green wave. Let's ride the green wave, and instead of following it, you're on top of it. And also building partnerships with the employers that are looking for people with exposure, whether they're pursuing a career in the trades or not, anyone with experience in environmental responsibility, energy efficiency, green building adds weight to their portfolio, their resume, and their marketability.

And throughout the YouthBuild network we're constantly providing access to workshops and learning opportunities for our graduate community, and on a local level we suggest that you do that as well. And these are things that you can partner with as well. You don't have to cook them all up yourself.

And leadership. That's the piece we like to link it all in, and it's engage in service projects. Be visible in the community. Develop relationships with your key players and legislators throughout the community so that they can get on board. Oftentimes you'll have a legislator who is not aware. The YouthBuild program in some cases brings them on board.

A perfect example, Eva presented a slide of the home completed in Akron. The mayor came out at that ribbon cutting. He was very impressed with the house, and he on that spot committed to building green from that point going forward. So not only doing a good job but celebrating it and engaging everyone else can help get everyone on board.

So that's one of the ways of demonstrating leadership. And there are other partners to the link too such as trees are a community resource. The Arbor Day Foundation, if you're thinking about different ways, you don't have to create them. There's a lot already happening out there. You can google Earth Day service projects or – and I'm delighted to speak about the Earth Day network as our next presenter.

And without too much time I want to get – hand it over to Johanna Bozuwa, who's the associate director of education at the Earth Day Network.

JOHANNA BOZUWA: Hi, everyone. I'm really excited to be here. I love hearing all of these stories and different ways to get engaged. And so since it's coming up so close to Earth Day and we're talking about green buildings and community service for celebrating Earth Day, I thought first and foremost I would give you a little bit of context as to what Earth Day is and why it's so important.

So the first Earth Day was held on April 22nd in 1970 in a call for really a cleaner and a healthier world. About 20 million Americans took the streets and organized protest against the rampant pollution that – and truly deteriorating environment. But the first Earth Day really achieved a rare political alignment as well as social alignment and showed that we had common values and that it was in the best interest of each of us to hold ourselves accountable to the environment.

And Earth Day was actually very crucial in passing the Endangered Species Act, Clean Water Act, and Clean Air Act. And so now have to keep this tradition going and uphold it in a modern setting. And in doing that it means bringing citizens together and inspiring young people to really help out. And I think YouthBuild's green initiatives are just a model example of making a difference in their community.

Now, in 2015 we're at our 45th anniversary, and Earth Day is celebrated in 192 countries by over one billion people, which makes it the largest civic observance in the world. This collective action continues to be an important tool to engage the public and really grow the green economy.

And in order to continue our mission at Earth Day Network to educate youth about climate change and environmental solutions, we are happy to present Climate Education Week, which will be hosted April 18th through 25th. This is a week for us to focus on and highlight youth's role in climate change and the solution thereof. And so we are hoping that Climate Education Week will activate over 100,000 education institutions in the United States under our banner of, "It's our turn to lead."

The real goal of Climate Education Week is to ensure that every student in the U.S. is becoming a climate literate young adult and they're equipped with the skills necessary to make informed decisions. And they're also prepared to take climate action now, and they can be climate leaders.

YouthBuild has obviously tapped into the environmental leadership of their students and not only providing low income communities with affordable housing. They're building them with mindful and sustainable practices, and these service learning opportunities seem as if they help YouthBuild graduates become really environmentally literate citizens.

And so the Climate Education Week, EDN has developed an online tool kit to engage students and educators. The tool kit provides educators with everything they need to deliver lessons and service learning projects related to climate during education week. That's everything from calculating your carbon footprint to energy audits to some really cool assemblies that can be put on.

We think that it will help students become environmentally conscious young adults and invest in a clean future. There is an entire day specifically related to green jobs and the green economy, and we absolutely think that anyone – this is a great tool for anyone to take a look at. So feel free to check it out.

We believe that students are critical players in the environmental future of our planet, and we want to give this generation the tools they need. And so we have our billion acts of green program, and this is what we call a global referendum on the environment. It's a great way for different organizations and individuals to track and record what they have done for the environment.

And we really encourage all – anyone who takes action on Earth Day to record that act of green. There are so many ways to get involved, and I think that YouthBuild people have an incredible opportunity and have – and if you have a particular Earth Day project or program, please let us know. This program, "Billion Acts of Green," was launched on the 40th anniversary of Earth Day, and in 2012 we reached one billion acts of green and now we are moving on to two billion acts of green by Paris with the hopefully binding climate treaty.

And one thing I wanted to mention as well, Chris Cato referenced incorporating legislators, incorporating people in your local government, and that is something we believe is incredibly important as well at Earth Day Network. So I also encourage you.

So happy Earth Day. I'm so happy that I had the opportunity to speak with you all today. Thank you.

MR. KEATING: All right. Great. Now, we're going to actually do a collaborative session. So we're going to invite you to go ahead and open your phone line. We'll tell you how to do that in a moment.

So we're going to have an open discussion with the facilitators that you've heard from so far as well as your peers, and we're going to give you the opportunity to unmute your line. So just a heads up about that. Please go ahead and be courteous. Unmute your line if you'd like to participate, but then we invite you to go ahead and remute when you're not speaking just so we're not having extraneous noise, that sort of thing. So we'll give you instructions on that in a second.

Toni, anything you want to say before we go ahead and move on to the discussion portion?

MS. WILSON: While we're pulling that up, I did want to note, because I know there was a lot of great resources that are here, that DOL is in the process of having a new CoP on workforce DPS. Right now our tentative date for that to go live is the end of May.

So as you can see, we made sure you had files to share and links, and then all this information will also be on that new website, which we'll make sure everybody on this webinar gets that when that comes out. And as always, this webinar will be archived and sent out. So it will be a great thing to share on Earth Day and as you're doing your green work.

MR. KEATING: Great. Great. And like Toni mentioned, we do have the handouts that are available for today in that file share window that's on your screen. So we'll be switching the screen around here in a second but that is available here today within the webinar room and also there's a link where you can download those as well.

So thanks, everyone. Go ahead and make yourself – those resources available to you, and again, we'll continue to update you about what's available and when. The recording for today's event and the transcript for that will be available in about two business days as well.

All right. Let's see. So I think I'm going to be turning things over to Eva, and thanks, Lisa, for posting that link to the existing community of practice. That's where the resources are available temporarily. So thanks for that link as well.

I'm going to go ahead and move us over now to the breakout session. So we're going to go ahead and I'll bring up those resources again for you here in this collaborative portion. But again, just a reminder that we are asking you to go ahead and participate.

Now, we do have some space that we can take notes on what you say today and also we've got a chat window now that's on the right-hand side of your screen. So you can always type into that chat as well, just like several of you introduced yourselves earlier in the breakout – I mean in the webinar.

But we've got a couple of open-ended questions, and again, we do encourage you to unmute your line, if you'd like to do that. And the way to do that is to press \*6 on your telephone keypad. So \*6 will unmute your line, and \*6, we invite you to press it again to remute. So you can toggle that on and off as needed. So we encourage you to control your own phone line. But again, \*6 unmutes your lines, and then \*6 again will remute your line. So I encourage you to do that.

Eva and Chris have welcomed you to that breakout chat there. So you can type right into that chat window as well, if you'd like to type into the chat instead. But we do encourage you to chime in over the phone if you have something to add at any point during this collaborative piece.

So to go ahead and facilitate that collaborative piece, I'm going to turn things over to Eva Blake. Eva, take it away.

MS. BLAKE: Why, thank you. And at this time we wanted to open the floor to ask Don and George a few questions and then also give you all a chance to answer the questions for yourself. We did want to give you a chance to hear more from Don and George as your fellow YouthBuild practitioners of green building.

We also have Ted Roan on the line, who is our director of green construction here at YouthBuild USA, and so if we could just try and get a nice healthy conversation going, please don't be shy. Any question is a good question, and let's see how it goes.

Q: Hi, Eva. This is Howard Smith. How are you doing?

MS. BLAKE: Hi, Howard. How are you?

Q: Real good. Hey. I have a – we live out here in Luckton [ph]. We're more in the rural type area, and our YouthBuild program doesn't have a lot of the opportunities of the big cities. We're more in a small community. So we don't have the opportunities with the contractors in our area to do a lot of green building.

They do a little bit of it but not very much, though I think there's only been a couple in the last two years that have been LEED-certified. There's been a couple commercial buildings, but the person that certifies them is way up in Tyler. So it's a little more difficult in our area to get a green or a LEED-certified home in this area. But they do build somewhat green. There's been a few that have built some with some ICF blocks, and they used – (inaudible) – mills, but it's not a whole lot in this area for them to have that experience unless we create it ourselves.

Presenter: So, Howard, did you have a question? Is there anything in particular you'd like to reach into this group for in regards to guidance?

Q: Yes. How would you go about helping the community understand in our rural area how important the green is to kind of get it going in this area more?

Presenter: Excellent. So what I think would be ideal is George Jenkins and Don Pinkney, they've gone through this process. We're going to ask them a couple of questions. I'm hoping that some of their responses are good information for you, and then once we go through those questions, if there's still information you'd like to gather, we'll come back on the other side. How's that sound?

Q: That sounds great. Thank you.

MS. WILSON: Although I just have two quick comments. I'm sorry, Don and George, before you answer the first question but for you, Howard, which is that I'm not sure if you're connected with the tribal and rural initiative here at YouthBuild USA, but they have been supported by the USDA to help bring training and education to YouthBuild programs around green building, energy efficient building. There might be something there for you to look into.

Also there are plenty of rural programs, such as the one in Sow, West Virginia where I've been that consistently builds at least Energy Star homes at the bear minimum. And so I would just encourage you that a LEED certification is one thing, but the most important thing is that the house is built as green as your means can take it. And so to learn those things that cost little or nothing that are just basically changes in technique would be where you would want to start.

As far as getting the community involved and educated, I would suggest having an open house where YouthBuild Justice out here in Cambridge did one where they made little tags, a little green leaf with a little tag next to it that they stuck up all around this – these were actually apartments in a public Housing Authority that they had rehabbed, but they put them all around the house in strategic places where they could teach about the paint they used, the carpet that they didn't use, and et cetera.

And Philly did the same thing, and so that's a really excellent way to get people up close and personal with the green building so that they can really be demystified in the sense that it's not a strange animal, to Chris' point. And it can also be a fun event where the students can take people on tours and really just raise that awareness of what it means to be a green home, that it has a lot to do with human health as well, which is a big selling point to a lot of folks.

So with that I'd like to ask Don and/or George to sort of comment on what the value of this green practice that your program has been, despite its challenges.

MR. JENKINS: Oh, thank you, Toni. I think being the construction foreman on a project, that you are pretty much in the ballpark with what I will point out to our listener. One of the opportunities that our students really were able to achieve and I was able to get them impacted on was just basic building science and getting them involved in science and other things about the property are things that you could do without having to tap into partnerships or really worry about other outside green components.

For example, when we – and this gives you – being in a rural area really gives you a good opportunity. For example, if you simply get the students to – first, just to give you an example – to understand the way the building is built means a great deal, for instance, how the sun comes up in the east and how it sets.

If you could build the property in a way where the shade is actually on the side of the yard where your family might have their deck or where they might do fun games and different things like that. In the evening instead of having the hot sun pour right down on top of you, you could actually structure the building so as the sun sets, the shade is on that particular side. These are some things that I had an opportunity to point out to some of my students that they never even thought of.

And the great thing about working with young people is when you educate them with science, they have some knowledgeable and some other clear questions to hit you with that's going to help in their development.

So the basic thing is I try and teach my students it's not how big of a property you have but how well built is that property. Another example is when we started our house over here on Green Street – no pun intended, but it was on Green Street – we actually gave the students the opportunity to design the roofing structure. And what they came up with was sort of what Ms. Blake showed in her earlier slide, the sandwich.

They took two pieces – we had – they took two pieces of ridged insulation board, put them on top of the roof, and covered that with a white cooling. And we filled all of the rafter pockets with blown in blanket insulation. That allowed us to give the roof an R-42 value, and that's something or design that the students just came up with themselves.

So like Toni was saying, try n ot to involve yourself in the extreme things, but if you concentrate on building science and your approach to the way the building is designed, then naturally you will teach the students how to be green. And you'll be able to expound on what you want to do with them in the future.

MR. PINKNEY: And if I could add a piece to that, one of the things that George does with his students here, we have the saying here, "Walls talk." And all of the – with the building science and the products that we use here, we actually displayed one of those green products on our walls and our card is here at the school as well as on the job site.

So just in terms of you get the students, you get the folks that visit the site to start talking about what those products are that they see on the wall. And another piece just in terms of a lot of the basic stuff that really doesn't cost you additional – there's not additional expenses on the site, when you're buying your roofing material, buying your windows or buying your paints or buying your lumber, there's a lot of things that you can use that's a very big difference between what's the old-school traditional build versus what products could I use for green building.

So you can actually also display the old-school products versus the new-school products that you used. And that will start generating people having conversations about what you're doing and how you're building green.

Before you know it, Chris Cato mentioned earlier, how do you build green? And Chris said, well, we're actually doing it now, because that was one of the concerns that I had in the early years in terms of it's going to make my project be one-third more expensive to build. But once I really started educating ourselves or educate ourselves about these products and what we could use, different small techniques that we could use, that makes a big difference in the houses that we build, it really wasn't a difference in cost, but it's a big difference in savings.

So just more so educating – just educating your students in terms of that get that conversation going, and then you get the buy-in from the community.

Q: Yeah. I understand all that. I really do. We do a lot of those things ourselves within our program to educate the students on the science end of it because the builders that we do our projects with like Habit for Humanities, they do some of the green building but very little of it. And we've educated them, but their finances won't let them go a lot of the different ways that we can go. But we hit all the small areas we possibly can.

We have a project that we're getting ready to do this year, solar heat, that we're building our own solar heating system so that they can see how they can build something their selves, create heat within the system of a small room or on a – just on a small area so they can see how it works. But there's different designs that you can do for classroom projects, but educating the community itself is the hardest part about this whole thing.

We're working with DB (ph) Texas Home Builder's Association, and there's a few of those members that do it but not very many. They all use some of the green building techniques but not very many of them but they at least are trying. And so we're trying to move forward in getting them to move into a more green environment, but it's very difficult in this area.

MR. JENKINS: Is it – have you had any conversation with the vendors in the area, someone that you could probably collaborate partner with to get them on board to help you?

Q: We are partners with some of the builders and – or not builders but the lumber yards in the area, and they are some of our partners. And they have got signs up all over trying to get people to move in that direction, but it's just not moving very fast. It's a slow process in our rural area.

MR. CATO: OK, Howard. We'd like to move on to our next question, but one of suggestions that I have is the design charrette that often takes place before a construction implementation phase often is an opportunity to bring your partners together and to let your partners know that YouthBuild is training young people and allowing them to learn as well. And you can present these different approaches without having to commit to them and then walk them through.

So that might be one of the things you want to do when you're with your Habitat partners to say, can we do a design charrette, discuss the design, discuss the products, materials, the application? And can we be innovative and creative?

MS. WILSON: And have someone from Energy Star or from a USGBC chapter or you mentioned there might not be a real close to you green building association.

I'd be curious to see how close the USGBC chapter is to you, but have somebody versed in it, even if it's somebody that we could connect you with by Skype or by teleconference call who would be the expert in the room that would talk to the partners so that they're not just listening to you trying to be convincing for your own reasons but hear from the outside world that the construction industry is now at least 30 percent green across the board and probably more than that in terms of the research that's out there. And it's only continuing to grow.

So it might be a little bit weak in some places, but I believe it's just going to continue to evolve in this way. And the more you can do the better, but also as much as you can. If you're doing as much as you can, then you should celebrate that too and let everybody know what you are doing.

Q: All right. Thank you.

MR. PINKNEY: If I could just add one piece to that, Chris, I would agree with that design charrette that we had here in Philadelphia. It was a huge success with all the partners, participants that was going to be building this next round of LEED platinum homes that we're doing.

We're doing two additional LEED platinum homes, and with that design charrette we have all of our partners in the room and also some future partners were in the room as well. And they worked side by side with a large group of our students to design what this house is going to look like.

So we really gave them and got the minds to thinking. So if you have that design charrette and invite folks in the room that you may want to partner with down the road to participate in a process like that, I think that could be very helpful for you. I definitely agree with Chris on that.

MS. WILSON: Yeah. And please contact us after this call, if you need assistance in planning that.

Q: All right. Thank you.

MR. JENKINS: And I must say, Chris, I know you want to move on. But real quickly, also, don't be scared to get the students involved, to get them speaking out on how important the green aspect is to them because then you lean on that national thing where adults just love to reach out and help young people who want to help themselves.

So don't slow yourself down on that aspect. Have your young people speak out on how important it is, whether you get your local news or other vendors involved. But once young people start speaking out and taking the lead, as Mr. Don said, normally people start taking in because you naturally want to help a young person who really wants to help himself.

MS. WILSON: Yeah. And back to the building science concept too is where you might tie it into your education. I don't know if you do the – it's not GED anymore but the new equivalency or diploma, but there's a lot of where you could integrate. And that would actually take us into this next question, which is how have your green practices impacted the rest of your program in any way?

And I think in a big way what I've seen at YouthBuild programs is in the classroom where there's a lot of science, math, this whole STEM education platform that's developing across the country, there's a lot of money for STEM. We are doing some work with Saint-Gobain where we're having some of their building science folks go into the classroom and do lessons.

And so those are some other ways that you can get your community folks into your YouthBuild program to talk about environmental things. Maybe not necessarily about the building but building science has so many examples and ways to figure out just a better way of building.

Presenter: And folks, please feel free to type in a response to this question, if you're not so comfortable speaking. It's very helpful for us to – for those of us who are online, we can see the dialogue, and it's helpful to be able to bounce off of that as well. So if you have anything to share, please do so. Speak up or write something.

Q: OK. Eva, can you hear me now?

MS. BLAKE: Yes.

TED ROAN: Sorry. I've been trying to input and I hate to go backward. But, Howard, just to give you a little concept on what you were asking, there is a company in – I think out of Palestine called Contec, and they were really valuable.

And when we were building homes for American Youth Works, they actually donated material. It's C-o-n-t-e-c. It's a CMU. So it's an AAC block, aerated autoclaved concrete. So that would really – I mean, for one, from your side of it, that would really help bolster your green visibility, and for them it would put their product out in the market. So you may contact them for any partnership possibilities.

Q: Thank you, Ted.

MR. ROAN: Sure.

Q: Got it.

MS. BLAKE: And just in case you want to contact Ted, he is troan@youthbuild.org. I'm not sure if he's included with the facilitators here, but he is also another resource that you can feel free to reach out to at any time. He is the director of green construction at YouthBuild USA who you just heard from. So, Don and George, do you have any reflections on how this green building stuff has impacted the rest of your program?

MR. JENKINS: Well, definitely, and I guess we could start, as you said, in the classroom. The classroom has pinpointed a tremendous opportunity for students to grow because, like what we were talking about on the last question, when you get the students involved, they just run with it.

So not only from the things that we are learning from an NCCER in the classroom but simply when we do science tests and talk about the different products that we're getting ready to install, in the classroom the students just get naturally involved for things like how old is the earth? It started 40 billion years ago. How was the earth made?

Then we talk about a lot of other things like why did Mars dry up? Why is the earth still here? And when you start talking about these natural things, the students start to thinking about their future and how they can help or better save the planet themselves.

So when you get in the classroom, you're actually able to do the science. And when a young person learns something new, they want to run out and just tell the rest of their peers. So the green track here is able to connect with the rest of the school and where they can have conversations peer to peer, and all of those conversations actually go back to the neighborhood.

Our community service is a lot better because the students understand what they're doing. No. We're not just cleaning up because there's trash on the ground. We're cleaning up because we want to save our planet, which only 6.6 percent of the water is drinkable on our planet. When you hit a student with that type of information, sometimes they never think that deeply about it.

So now they're more into their community service. They're more into helping people. And when the students are more into all of that, we can pour more information into them. So it helps our program tremendously across the board.

MR. PINKNEY: And if I could just add a piece to that. Because of the success in the first platinum certified home out in the field, and we're currently working on two more homes where we're looking to do platinum certification.

In working with our partners over the last few years, now our partners also engage with us internally here at our school where we have an assembly space that we're – that we're in the process of designing to renovate and we're looking to renovate that space green as well. So there's a lot of green technology that's going to be employed in the building of this space that we have here where our school is at as well.

So once you have a little bit success, folks kind of get a taste of that success. That momentum really gets going. And it's just like there's no stopping us now, so to speak.

MS. BLAKE: That is excellent.

MS. WILSON: This is Toni Wilson. I have just a question to follow up on that. So I was curious in addition to the young people themselves but also the staff just trying to get – having these green practices, how were you able to get your full staff on board. I know that's can always be a challenge of getting people to kind of incorporate this in the various components.

MR. PINKNEY: George will probably talk a little bit about that, but here as the staff learns about the green technology and as they walk through the buildings where the walls talk, et cetera, a lot of the things that they learn – that the students learn here in school, they talk about it out loud amongst each other and amongst the teachers.

And as the staff and the students see the success on the job site, a lot of the staff here wants to know what kind of small things can I take home and practice and implement at the house. So there's a lot of different things that George has been doing with his students to allow them to take home where they live where they can save a lot of energy and practice some of the green building there. Want to talk about that, George?

MR. JENKINS: Yeah. As the staff does come out, they learn about a lot of the green things as long – just as well as the students do. So some staff may be on a higher level as far as their job is concerned, but this new green revolution, especially here on the east coast, is new to a lot of people.

And even though the staff had probably been doing some green thing all along, when they get into the real nitty-gritty of it at the site, I guess that just compels them to be into it even more. I can only tell you if you step into my classroom and some of the things when we learn about the green products that we're using on the site like the PEX water line system, the hybrid blanket system, direct heating of your hot water tank, all of these different things to save you money, the kids not only want to save money but the staff does as well.

And a lot of times they can help just communicate these things to the students even more. But that also might go towards the people who hire staff because it seems like the people who hire our staff here, they are all very heavily engaged with the students about their success. So we have no problem whenever the staff comes out and wants to help. Everybody really gets involved in the process of the building, and they really want to help the students.

MS. BLAKE: Thank you.

MS. WILSON: Thank you guys. This is great. I'm going to move on and ask the next question which is who or what has been your greatest inspiration? And again, this is for all of you on the call in addition to Don and George from Philadelphia. So who wants to give us their greatest inspiration?

MR. ROAN: This is Ted. While you all are thinking about that, I'm going to just respond to Toni's ask a little bit about how staff get by. And this is Ted Roan, by the way. I'm sorry if I didn't announce that.

So, Toni, a lot of times that comes in and for everyone. That staff buy-in sometimes comes from the top down and sometimes goes from the bottom up, and it creates – but the important part is creating that culture in an organization and within the program.

So from leadership, if it's the ED or if it's the program manager, and that could be the green practices mean creating partnerships and receiving funding through different organizations. For the case manager, for the job placement specialist that means that there are green job pathways that students – that graduates can be placed in.

For the construction manager that may mean that it's going to be a safer, healthier, more durable environment for the people living there. They're going to save on their resources. So I think the key thing is just creating that culture no matter where it comes from and kind of having, creating that buy-in and insisting on that culture across the board with programs.

MS. BLAKE: Thanks, Ted.

Ryan Snow: This is Ryan from USGBC. To that point I just wanted to – I had mentioned Advance. One of the engagement opportunities that we've identified is a short little workshop we're calling kick start, which looks at what's the value proposition for you as an organization?

How do you translate all of this green stuff into your own language and your own values? But then also identifying those key folks who need to be supportive that you need to get on board for your green planning. How do you influence them and how do you get them to be supportive and get that full buy-in?

So that's definitely an opportunity of a way to work with your local USGBC chapter. This is something that we're rolling out right now. So this is perfect timing. I loved that that conversation came up and wanted to point it out.

MS. BLAKE: OK. We've got about 15 minutes left, and the question on the board here is who or what has been your greatest inspiration? And I will start by saying that YouthBuild students and graduates are my greatest inspiration, and the reason for that is because a lot of times I have come with preconceived notions of whether or not a YouthBuild student cares about the environment.

And I've been proved wrong time and time again, and I've also been schooled by YouthBuild graduates who know a lot more about environmental justice issues in their community than you might give them credit for. At the Greenbuild Conference this past year there was a speaker, Antwi Akom, is that his name, Ryan, from Seed Network in –

Ryan Snow: Yeah. Antwi Akom.

MS. BLAKE: And he did a talk about eco-apartheid and how that relates to communities with – particularly, he has this really cool app that the youth in his program, they can input all the different things in their community, and that produces a larger map of the community and can look at things like what he pointed out to us being the number of supermarkets versus the number of liquor stores and their locations in a community.

Food, water, air, earth, these are the topics that we're concerned with. It has to do with building, but it has to do with everything in life. And so to the same point, you can find a way to incorporate this into any aspect of your program.

Another great inspiration for me was the indigenous environmental network. I am Native American, and I learned a lot about coal, the fired power plants, nuclear power plants and all the impacts there, and that got me very inspired to learn about solar energy, clean energy which includes energy efficiency. If we could just not use it, that's the best kind of energy there is. Those are some of my inspirations. Anyone else?

MR. JENKINS: Sure. This is George from YouthBuild Philly. I think mine is kind of in line with yours as far as our students and our impact on the planet. One of the big things that inspires me is to get the students to understand their carbon footprint.

And what I mean by that is when they understand that, something we teach here with our students, you have to have balance in your life. Just like the students may like to have fun, we also tell them you have to have a proper education and you have to always be open to change and keep renewing yourself as you grow up and become an adult because that's how you keep that balance and keep yourself going.

So just getting them to understand the carbon footprint and the way a lot of different things work here, especially in our city. Because of a lot of air pollution and because of people just walking down the street because they think a street sweeper is going to sweep it up still doesn't give you the right just to throw a piece of trash in the street.

One year we had an opportunity to go to Toronto, Canada, and our students were amazed with they didn't see one piece of trash our whole tour through Canada and Toronto. So one of the big things I love and I'm inspired by is getting them to understand their carbon footprint. And one of the ways that I do that, just to give you an example, is sometimes I ask my students, what is the carbon footprint of a cheeseburger? And they look at me weird. And I ask the students, what is your favorite part of that cheeseburger? Some might say the lettuce. Some might say the cheese.

Some might say the beef, but they don't understand how important it is or all of the different processes that that piece of lettuce, that has to be cultivated. That has to be watered. That has to be shipped. OK. You have to go to your local grocery store to pick it up. You have to drive back to your house. So going through all of those different things we're able to talk about, what if you were able to walk to the store?

What if you were able to grow that lettuce on your roof instead of having a factory do it? You can point out a lot of different things to students to get them to understand their carbon footprint, will – which internally will make them want to live better, live cleaner, love their neighbor a little bit better once you start involving students in these processes.

And then the next time they see somebody throw a piece of litter on the ground, they'll either pick it up themselves or look at the people like they're crazy. So one of the things that inspires me deeply is the carbon footprint of my students and getting them to understand that.

MR. CATO: And George, you're my inspiration.

MS. BLAKE: I know. For real.

MR. CATO: I want to read what Angie wrote here, which I think is worth sharing. The transformation of our students under – "The transformation our students undergo is the most inspiring thing about our program. Seeing them rise to their full potential and becoming actively involved in the area fuels our motivation."

And I think a lot of what we're talking about is this transformative experience of – in one moment I didn't know something, and the next moment I do. And now that I know, I'm not only informed. I'm empowered, and to me that's transformative. That's inspirational because when you're empowered, you share your power. And that's the whole idea of bringing a practice of environmental responsibility into your program, it's a process of empowerment as well.

MS. BLAKE: Absolutely. I mean, how powerful is it to be able to grow your own food? There are a lot of YouthBuild programs out there, some of you on the call maybe, that have community gardens or gardens of your own at your program or in partnership with farmer's markets and things like that.

Wonderful opportunity to teach students about life in general, all sorts of life transformation that they're going through through the process of growing food and providing healthy and cheap options for their community. So I also applaud program that are involved in that activity as well.

But like he mentioned, you can grow lettuce right on your roof. How powerful is that? You don't need a car. You don't need to pay for the gas. You don't need so many things. And so it's not an extra. It's going to save you.

So I guess we'll go on to the last question. Well, we have one more question, which is what would be your main advice to others? And let's let Don and George I guess – anybody?

MR. PINKNEY: Yeah. For me here in terms of not to give up, not to feel defeated. Don't feel as though that you cannot afford to build green. As Chris Cato said earlier, you're doing it now. We're doing it now. So just be aggressive and be creative in terms of how to continue to advance the process with the limited resources that you have. And at the end of the day we will achieve that goal.

MS. BLAKE: Thank you, Don.

MR. JENKINS: Right. And I'll kind of sort of echo what Mr. Don is saying is just don't think that it is only one green template. There's not a template for green, something saying that this is the green way.

You just have to understand how to be clean, how to save, and how you want to figure out your building science and sort of apply that to whatever your mainstream thing is that you do. And then if you do that, then the natural processes of this whole green thing will kind of take over. So you just have to remember it's not a green way.

For instance, weatherization. We were always weatherizing our properties, but from getting with a partnership like Saint-Gobain, we also noticed that there's many different ways that we can do it to make it better, like using their blanket system, the hybrid insulation and all those different things I talked about the roof.

And now our students can actually install and weatherize a building better than some of our local builders, which makes them a great person to be able to hire. So those students are going to be able to go from not having a diploma to getting a diploma and now I'm getting a great job and maybe they can go to school at night to continue their education going.

So don't try to make it seem like green is one thing and you can't do it, as Mr. Don was saying. Try and figure out what you do good and how to be green within that template.

MS. BLAKE: Excellent. Wonderful. Well, thank you both again. I think at this time we're going to go back to the subconference group and close out the webinar. Maybe might need a second, but we'll hear from Toni to send us off.

MS. WILSON: Thank you so much, Eva. And thank you so much to our presenters. This was some great advice, great resources, and some great peer sharing. And this will – once again, we will take this information and it will all be shared through the archive. So we'll make sure that your peers that were not able to attend today will also be able to share in this information.

I would say one of the questions that was asked, in fact, earlier in reference to our inspiration, obviously the young people are all of our inspiration, but I would also add that the YouthBuild programs are mine. You guys have been doing a lot of great green work.

If you haven't seen the new WIOA regulations that are out right now for comment, energy and green is sprinkled throughout, and YouthBuild is leading the way in reference to some of the work in this area. And I'm sure we'll be tacked in reference to providing examples of good work that's happening. So I'm very excited about hearing some of the work that's happening now and the work that will be in the future.

So with that we've come to our time conclusion. So thank you again, everyone. If you need to contact, we have our contact information. Once again, thank you to all of our presenters, and I'm going to pass it over to Brian to close us out for the day. Have a good day, everyone.

(END)