

<TELESPAN Event Information>

<Confirmation Number: 20090108153019>

<Date and Time: 01/08/09-11:00 a.m. EDT>

<Customer Name: National Wildlife Federation DC>

<Moderator: Heather White:>

<Conference Title: NWF-Repower America with Green Education, Green Jobs, Green Schools>

<Length Of Call: 22.47 min.>

Operator: Welcome to today's National Wildlife Federation conference call hosted by Mrs. Heather White, entitled Repower America with Green Education, Green Jobs and Green Schools. During the presentation all lines will be in a listen only mode. A question and answer session will follow the presentation, and instructions for asking questions will be given at that time. Thank you for your attention. I would now like to turn the conference over to your host, Mrs. Heather White.

Heather: Thank you, and thank you for joining our call today on Repower America with Green Education, Green Schools and Green Jobs. Even though our economy is in severe crisis, we have a lot of hope, hope that we can turn this crisis into an opportunity to move forward toward a clean energy future and repower, refuel and rebuild America through green education. We also have high hopes for President Elect Obama's soon to be released economic recovery package. His team has stated energy education and infrastructure will be top priorities for the stimulus. On the campaign trail he has promoted green jobs and worker education and training. In a recent radio address he called for modernizing schools by making them more energy efficient and greener. Investing in education is essential to transforming our economy on the path to a new, clean energy future. Most people appreciate the long term benefits of investing in education, but for some education is an afterthought when thinking about job creation. The reality is that education, investing in education, creates short term jobs, and it creates a lot of them. In fact, investing in education creates 23 jobs per \$1 million in spending. Even better, our education systems are shovel ready for education projects now; therefore, we are pushing an \$11.3 billion package for green education, schools and job training in the economic recovery. This package includes support for more sustainability education in our nation's schools, community colleges and universities. We support more energy efficient green schools including a solar schools initiative that would place a solar panel on every public high school in America within five years. We also

support green job worker education and training which is a double job creator. We create training jobs as we also help train workers for green jobs in retrofitting and solar panel installation. Funding these programs will create over 250,000 new jobs over two years and a ready workforce to fill those jobs, save millions of dollars for consumers through lower energy bills and give Americans hope for the future through new education and job opportunities. Today we have four experts with us in environmental education to discuss the important role that green education, green schools and green jobs will play to repower, rebuild and rebuild—excuse me—repower, refuel and rebuild America's economy.

First we'll have Dr. Robert Pollin of the Political Economy Research Institute at the University of Massachusetts who will discuss economic benefits of educational services investments, Julian Keniry, the Senior Director of Campus and Community Leadership at the National Wildlife Federation who will discuss higher education as a gateway to the green economy, Jim Elder, Executive Director of the Campaign for Environmental Literacy who will discuss green schools and green jobs, and Judy Braus, Senior Vice President of Education and Centers at the National Audubon Society. Then I will do a quick recap, and then we'll have a question and answer period. Without further adieu, I will turn it over to Dr. Bob Pollin. Thank you.

Bob: Thank you very much, Heather. I'm just going to make a few brief points. As Heather said, investing in education, green education, is a very effective way to create jobs in this economy. This is, of course, in addition to the benefits of the, the intrinsic benefits, of the education itself. As Heather said, for a million dollars in spending in the educational services area, you create about 23 jobs which is very high, and the reason you get the high employment gains are really two-fold. Number one, when you spend in the education area, most of the money goes to hiring people as opposed to spending on equipment, on transportation or energy costs. The second component is almost all of the spending that takes place in education is done within the United States itself. That is there's a very low proportion of the spending that goes to purchase imports. Now of those 23 jobs per million, we also always have to be concerned with the quality of the jobs, how much people are paid, what their benefits are. It's also the case that spending in the education area creates very high quality jobs relative to alternatives such as spending on household consumption or spending on the military. Spending on education will generate on average, an average wage is about,

average wage and benefit is about \$74,000 which is very high. A third benefit, the, the mix of opportunities for people along gender lines, along racial lines is very broad, so that is something also that is not necessarily the case in other fields, but this is one where you have a very broad range of opportunities created.

The particular topic for today is investing in the green economy and education for the green economy, so that represents a convergence between one area of need, education, and another one, obviously transforming to a green economy. Now if we think about one aspect of the green education agenda which is job training, you also get a double benefit, because we are creating jobs to train workers, and once we've trained the workers, then they are more qualified to be integrated into the green economy. They become more qualified to do the work as Heather said of retrofitting, of the electrical work, of getting involved in creating a new green electrical grid.

Now finally with respect to education, and this is obviously very close to my own heart, because I work at an educational institution, University of Massachusetts. The educational institutions in the public sphere are in a severe crisis. I know it every day from where I sit. We're looking at massive budget cuts and layoffs at U Mass unless the stimulus program comes through and counteracts the tax revenue losses that are so seriously afflicting places like the state of Massachusetts and other states, New York, California and around the country. So the spending on education is truly shovel ready even though people here at U Mass, we don't work with shovels, but we, we are going to face severe cuts, and the kinds of programs that we're proposing for green education will enable us to stanch these losses, and will operate immediately to counteract the downturn experienced in education.

Finally, it's not just that it would benefit educational institutions. Here at University of Massachusetts Amherst we are the biggest single employer in the region in western Massachusetts. So the crisis that we face spreads throughout the region immediately. That is also true for each and every large state institution in the country. So overall the educational investment agenda is a jobs agenda. It's a powerful jobs agenda. It's an egalitarian jobs agenda. It's something that can be made to work right away. Thanks.

Heather: Great. Now we'll turn it over to—and thank you, Bob. We will turn it over to Julian Keniry, the Senior Director at

the National Wildlife Federation for Campus and Community Leadership.

Julian: Thank you, Heather. As you said, Heather, education is tending to be overshadowed by other opportunities as we think about economic stimulus, but as Bob's research has shown, education, especially green education, is one of the best investments we can make, and in thinking about that, colleges and universities really will need to play a lead role by educating Americans for a stronger, greener economy and preparing them for greener jobs, but we're finding that most are not fulfilling this potential. We've been working with colleges and universities through our campus ecology program at National Wildlife Federation for over 20 years now, and we have released two national report cards on campus leadership for sustainability with our partner, Princeton Survey Research Associates International in August 2008 and back in 2001. Our findings covered three areas, curriculum, operations and leadership at more than 1,000 colleges and universities making these surveys the largest to date on campus sustainability practices in the United States.

We found that campuses are reducing waste and pollution in their operations; however, these issues are not making their way into the formal curriculum, and consider that students today with engineering, business, health sciences and teaching degrees are graduating with very little exposure to environmental and sustainability concepts. Imagine that. These are the professions that are vital to our nation's and our world's economic, environmental and social sustainability, and we believe that all students regardless of their major should receive this type of exposure, and yet last year very few colleges and universities, only about 4%, required all of their students to take at least one course related to environment or sustainability, and this is down from over, only 8% in 2001. Only small percentages offer interdisciplinary sustainability degrees or even the opportunity to pursue an environmental minor, and part of the reason for the lack of green education we've found through these surveys and in talking with faculty all across the country is that few faculty are offered incentives such as professional development and others that would actually help them better integrate sustainability into their courses. I mean they simply lack the resources and the funding, but we owe it to our young people to better prepare them. I mean consider the scope of the challenge they're facing. Graduates will need to ability to run businesses and schools and households that waste little to nothing, that rely

less on fossil fuels and more on clean energy and that protect and restore natural resources. This is not a business as usual scenario, and the stakes are higher for students today than for any previous generation.

So this is why we're asking in the economic stimulus plan for \$300 million for the University Sustainability Program. This would create a grant program for integrating sustainability concepts into the curricula and for helping two year community colleges and four year institutions become much more energy efficient in a way that will educate and train students in the process. Thank you, Heather.

Heather: Thank you, Julian. Now we'll hear from Jim Elder, Executive Director of the Campaign for Environmental Literacy.

Jim: Okay, so we believe that funding green education, green schools, green job training as part of the stimulus is a triple word score. First, spending on educational services as Bob has pointed out generates more jobs per dollar than probably any other spending. Second, we get badly needed improvements to school facilities, saving money over the long term, and third, we prepare the next generation for the challenges and opportunities ahead that Julian's laid out for you, and to top it all off, we get a bonus ball in that our carbon footprint goes down. So from our perspective, what could be better, and indeed, President Elect Obama did note the need to modernize schools in his radio address in December and as part of his campaign policy platform, and again, in terms of just modernizing schools we've got a chance to get another triple word score out of this. If we require that modernization to be green, one, we improve schools, two we put construction workers to work, and three, we reduce our carbon footprint, and again, another bonus ball, we send an important message to our children, because green schools serve as learning labs for students to see their environmental impact on the world.

So from the perspective of green jobs, we're seeking--sorry--from the perspective of green schools, we're seeking money through the 2007 Energy Act which created two new programs, an energy efficiency loans program and a sustainable energy grant program to ensure that colleges, universities and public K through 12 schools have the resources that they need to reduce their energy costs and lower their carbon footprint. According to Second Nature, which is a higher ed think tank, there are \$40 billion in ready to go projects for energy retrofits at colleges across the country that could create jobs, save money and reduce our

footprint, and that's just higher ed. My guess would be there would be an equal number if not more in public K through 12 schools.

So for green jobs, since our nation's community colleges are front and center in job training, we're therefore supporting funding for the Green Jobs Act and the Workforce Investment Act to support worker education and retraining for green jobs, and these are jobs like manufacturing and installation jobs for alternative energy, energy retrofit work, even teaching environmental education. Recognizing all of this, the 600 member, 600 institutional members of the American College and University Presidents Climate Commitment, along with many members of the Green Group which are the nation's largest environmental organizations as well as a dozen educational, national educational organizations, and those groups include Earth Day Network, the National Association of Biology Teachers, the National Science Teachers Association, the North American Association of Environmental Education and of course the National Wildlife Federation and the National Audubon Society, have all called for major investments in green schools, green jobs and green education, the essential elements of an economic stimulus. Back to you, Heather.

Heather: Great, thank you, Jim. Now we'll turn it over to Judy Braus, Senior Vice President of Education and Centers of the National Audubon Society.

Judy: Thanks, Heather. It's great to have this opportunity to highlight the importance of green education and moving our country forward, and actually, as everyone has said, addressing multiple goals of increasing job opportunities, greening the country and building the capacity of individuals to really understand environmental issues and at the same time give back to the community. We believe that a critical component of the president's plan needs to focus on increasing support for service learning which focuses on supporting local communities, learning in the process of supporting those communities and providing support to individuals who need the work. We're specifically hoping to see more collaboration between the Corporation for National and Community Service including Americorp [typist's spelling] and Learn and Serve with agencies and non-profits working on green initiatives. We think there's a huge opportunity there.

We're specifically seeking support for initiatives such as the National Park Service Corp that would provide support to our

national parks and help connect displaced workers with jobs on our public land. They would be doing ecosystem restoration and maintenance of park buildings and other activities that would help the parks and provide work for themselves. There's a huge backlog on park projects, and it would help our economy and help our parks which, as everyone knows, are in dire need of support. Estimates that 10,000 jobs could be created in the first year and potentially expand to 20,000 jobs in the next five years which would cost about \$200 million annually.

We're also seeking support for a new clean energy corp which is very exciting. This would help support displaced workers in low income neighborhoods to help citizens conduct energy audits, help weatherize their houses and do other minor repairs that would reduce energy use across the country. This would help our efforts to fight global warming. It would also provide job and learning opportunities and really help build that sense of community which is so important. It could also include support to non-profit organizations that have similar needs for retrofitting education centers and other buildings. The idea is that weatherizing homes and other buildings could really pay for themselves through energy savings by helping unemployed construction workers and others get back into the workforce and really understand the environmental impact of what we do in terms of heating our homes and saving energy.

We also support increased funding to the Corporation for National Community Service to assist specifically with ongoing initiatives that help train workers, support green service learning activities and provide support that will help non-profits across the country which, like everyone else, are struggling so much during this economy, support to hire more people for green education while, as everybody has said on this call, really have huge impacts in communities across the country. Investing \$1 billion in corp jobs would create over 60,000 jobs, and this project appeared in the Obama, Biden campaign documents, and we're really sensing that there's a real interest in corp projects in the economic stimulus plan, and it also supports the Serve America Act which was a senate bill that President Elect Obama co-sponsored with a number of others including Senator Hillary Clinton and John McCain. So there are many, many opportunities for new green job opportunities including hiring educators that are trained as Jim said in environmental education and that understand the environment from preschool education to universities to job training and vocational schools. It's really critical that we have an informed constituency and that we support efforts that create

jobs, help the environment and support society. We see education as being a terrific investment over the long term and the short term. We not only—it would create immediate job opportunities, but we're encouraging a give back to society initiative and building capacity that will help us reduce energy use, protect our parks and schools and promote green service, and we'll be pushing all these ideas forward in congress as the stimulus takes shape. Thanks so much, Heather.

Heather: Great, thank you, Judy, and that was a terrific recap. As you can tell, there's a lot of excitement and a lot of hope. Even though we face this severe economic crisis, we think that green education, green jobs and green schools are very important components to get our economy back on track and to rebuild, refuel and repower America. With that, I would like to open it up to questions.

Operator: Thank you, Miss White. At this time we'll begin the question and answer session. To ask a question, press zero followed by a one on your touch tone phone. Questions will be answered in the order they are received. Again, if you have a question, press zero followed by a one now. Please hold for a moment while our system compiles your responses. Miss White, it appears we have no questions at this time.

Heather: Great, well, thank you very much. We appreciate everyone who joined us today. If you have any questions, please contact Aileo Weinmann, our Communications Manager at the National Wildlife Federation. His number is 202-797-6801. His contact information via email is weinmanna@nwf.org. We are also posting all of the materials that we've mentioned, the fact sheet, our press release, the president's commitment on—excuse me—the Association of Colleges and Universities Commitment on Climate Change and, as well as Dr. Pollin's testimony before the House Education and Labor Committee. That will all be available on our website, www.nwf.org/news, so please feel free to go there if you need additional resources. Thank you everyone. All of our participants, thank you for calling in, and we look forward to pushing this agenda further as we hear more details on the economic recovery package.

Male: Thank you.

Female: Thanks.

Operator: Thank you all for your attention. This concludes today's conference call. All participants may now disconnect.