



# Not Business as Usual: Fostering Civic Engagement on Climate Change

**Brett Cease**

**TRACS Conference, March 6, 2017**



# Introductions



**BRETT CEASE**

UT-Dallas Doctoral Student,  
CCL Regional Coordinator for Third  
Coast

- *Who Are You?*
- *Share your campus, role, and why you're here today.*

# Workshop Goals

- Engage in a discussion of what it means to civically engage through building consensus, seeking common ground, and moving towards climate solutions in a non-partisan way.
- Sharing resources available to students, faculty, and staff for modeling civic engagement you can engage your campuses back home in.

# Today's Agenda

- Introductions
- Why Civic Engagement?
- Three Approaches:
  - *AASHE's Climate Solutions Resource*
  - *Put A Price On It & Our Climate*
  - *CCL's Background*
  - *Ways to Get Involved*
- Q&A and Resource Sharing





# What is happening in the United States

- 2,200 new degrees and certificates in sustainable development
- Using campus and community as a living lab
- Teaching students systems thinking and change implementation skills
- Applied learning as an essential component
- Professional development for educators and staff and community stakeholders: business, government, non-profits
- National networks



# Education for Solutions



- Individual change is not enough,
- Change on campus is not enough,
- Research/academic publishing is not enough,
- Climate change requires regulatory and policy changes to shift societies to less greenhouse gas emissions.
- Students and the public can/need to help.



# Don't include civic engagement? It improves learning:

From US Dept. of Education funded “Sustainability Improves Student Learning” at <http://SERC.carleton.edu/SISL>:

- Students who participate in civic engagement learn more academic content (Gallini and Moely 2003).
- Civically engaged students learn higher-order skills—including critical thinking, writing, communication, mathematics, and technology—at more advanced levels of aptitude (Cress 2004).
- Civic engagement increases students' emotional intelligence and motivates them toward conscientious community action (Bernacki and Jaeger 2008).



# Education for Solutions

- Student learning outcomes for ESD consistently include:
  - systems thinking and action,
  - change skills,
  - applied problem solving with civic engagement.
- HOW?  
Assignments and student life activities to engage students in policy changes to shift societies to a more sustainable future.



# Students and Climate Change

- **Lots of bad news!** (droughts, floods, more severe weather, sea level rise, disruption of civilization and ecosystems and food chain, species extinction, more disease)
- Students often feel:
  - **frustrated, worried and confused,**
  - **disempowered,**
  - **become early cynics.**
- Often the opportunities they see are **too limited:**
  - **individual choices** (more sustainable living) and
  - **protesting**





# **Educators asked for it:**

- We are not experts in possible solutions**
- We do not have energy expertise**
- We do not fully understand the barriers**
- We would welcome materials we can use in courses**
- “Yes, good idea to connect students to solutions for more renewable energies and energy efficiency”**
- Students responded well to the materials when we piloted them**



# Polymakers asked for it:

**We need student engagement in energy policy!** We are too busy running businesses/non-profits to do this successfully alone

- Typical comments:

*When students are describing how we are impacting their future, our fellow polymakers are more open to supporting renewable energies and energy efficiency policies*





Vision: *Sustainable development integrated into education and learning*

- Non-partisan, over 360 registered organizations
- Sector Teams are:
  - Communities
  - Business
  - Faith Based Organizations
  - Youth
  - K-12 and Teacher Education
  - International
  - **Higher Education**



Disciplinary Associations Network  
for Sustainability (DANS)

and

Higher Education Associations'  
Sustainability Consortium (HEASC)

created this initiative.

**Over sixty national higher  
education associations.**





## The Disciplinary Associations Network for Sustainability

[www.aashe.org/dans](http://www.aashe.org/dans)

- American Society for Engineering Education
  - Ecological Society of America
  - American Psychological Association
  - Sociology
  - Religion
  - Philosophy
  - Math
  - Broadcasting
  - Architecture
  - Engineering education (civil, mechanical)
  - Business
  - Literature
  - Communications
  - Ecological Economics
  - Chemistry
  - Biology
  - American Association for the Advancement of Science
  - Computer Research
  - Humanities
  - STEM disciplines
  - Political Science
  - Anthropology
- Many more associations!



New and free initiative for educators

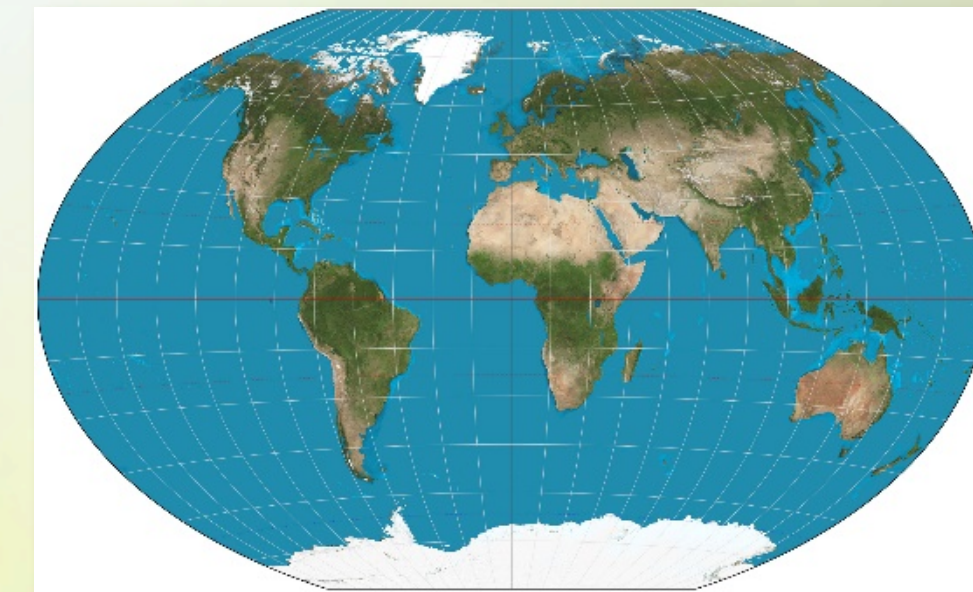
**“Beyond Doom and Gloom:  
Including Solutions to  
Climate Change.”**





# Good news:

- Easy to use
- Help students
- High priority for climate change solutions:  
**policies needed to transition to a  
clean energy future.**
- Note to international attendees (19 countries):  
welcome, use these materials, adapt them





# Components include:

## 1. Faculty/staff page,

link in chat box [www.aashe.org/ClimateSolutions/Educators](http://www.aashe.org/ClimateSolutions/Educators)

## 2. Student page,

link in chat box [www.aashe.org/ClimateSolutions](http://www.aashe.org/ClimateSolutions)

## 3. Short Video and ppt slides


## 4. Short Assignments

## 5. Key Facts on Renewable Energies

## 6. Civic engagement improves learning



# FACULTY/STAFF PAGE

Home	Events	Resources	Connect & Discuss	Join Now	About AASHE
	Beyond Doom and Gloom: Including Solutions to Climate Change				

## Beyond Doom and Gloom: Including Solutions to Climate Change

### Introduction

#### Problem:

Are you or your students worried about the impacts of climate change and not sure what to do to help create significant change? Many faculty and students recognize the importance of climate change yet don't know how to substantially reduce its damage to people and the environment.

#### Solution:

Include this [short video](#), [powerpoint slides](#) and [optional short assignments](#) in your course to help students understand how they can participate in one of the possible urgent solutions - a transition to a clean energy future. By connecting students to [opportunities to participate in creating solutions](#), frustration and worry about climate change can be shifted to increased knowledge and productive actions.

### Why Civic Engagement?

Information on civic engagement and student learning from [Sustainability Improves Student Learning](#):

- Students who participate in civic engagement learn more academic content (Gallini and Moely 2003).
- Civically engaged students learn higher-order skills—including critical thinking, writing, communication, mathematics, and technology—at more advanced levels of aptitude (Cress 2004).
- Civic engagement increases students' emotional intelligence and motivates them toward conscientious community action (Bernacki and Jaeger 2008).

### Video


This short, approximately two minute video, will connect climate change to the need for cleaner energy and connect the viewer to ways to get involved in creating better clean energy policies at the state and federal level: <http://tiny.cc/EnergySolutionsVideo>

### Assignments/Toolkit



# STUDENT PAGE

Home	Events	Resources	Connect & Discuss	Join Now	About AASHE
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 [Beyond Doom and Gloom: Include Solutions to Climate Change](#)

## Beyond Doom and Gloom: Include Solutions to Climate Change

### Remove Barriers to Clean Energy Growth!

Click on the links below and sign-up to become more active in clean energy policy:

- [Wind Energy](#) - from the American Wind Energy Industry Association
- [Solar Energy](#) - expanding solar access in states across the nation
- [Beyond Natural Gas](#) - natural gas is not the solution
- [National Policy for Clean Energy](#) - bipartisan efforts
- [The Solutions Project](#) - toward 100% renewable energy

Share the video "[Climate Solutions: Civic Engagement and Energy](#)"

### Want to contact your legislators right now?

[Get their emails and phone numbers!](#)

You don't have to be an energy expert. For example, use "I CARE - I Care About Renewable Energies", originally developed at Carleton College. Just call your representatives and say to them:

"Hello, my name is \_\_\_\_\_ and I am a voter. My address is \_\_\_\_\_. I care about renewable energies and energy efficiency and want a rapid ramp up of their implementation. Please work on energy policies to make this happen. It will produce jobs, help the economy, increase health, and protect the environment. Please let me know what you do."

**Tips for contacting your legislators:**



# Clean Energy Civic Engagement

Remove Barriers to Clean Energy Growth!

[www.ClimateFixes.org](http://www.ClimateFixes.org)



[Solar  
Energy](#)



[Wind  
Energy](#)



[Beyond  
Natural Gas](#)



[National Policy  
for Clean Energy](#)

*Go to [ClimateFixes.org](http://ClimateFixes.org) for the links*

*"Beyond Doom and Gloom: Include Solutions to Climate Change" is brought to you by the  
Disciplinary Associations Network for Sustainability and the Higher Education Associations Sustainability Consortium.*



# Want to contact your legislators?

[Get their emails and phone numbers HERE!](#)

**You might use, “I CARE: I Care About Renewable Energies!”  
First used at Carleton College**

(Doesn’t even mention climate change.)

*“Hello, my name is \_\_\_\_\_ and I am a voter. My address is \_\_\_\_\_. I care about renewable energies and energy efficiency and want a rapid ramp up of their implementation. Please work on energy policies to make this happen. This will produce jobs, help the economy, increase health, and protect the environment. Let me know what you do.”*

## **Tips for contacting your legislators:**

- Emails and phone calls are best.
- Be brief. Stick to one issue per email/call.
- Introduce yourself/include your contact info
- Be polite! Anger and rudeness will not leave a favorable impression.





# Components for Faculty:

**Short Video** to share with students in class or as assignment

link: <http://tiny.cc/EnergySolutionsVideo> (in chat box)

- Motivates the students to help create solutions
- Quickly educates them and links them to opportunities
- Some phrases are designed for inclusion



# Assignments Doc

## Part I –Video and/or slides

### “Climate Solutions: Civic Engagement and Energy ”

## Part II - Engagement and Reflection Assignment

### *A quick but impactful assignment for students*

- a) Go to link (at end of video) - <http://climatefixes.org>
- b) Sign up for at least two of these organizations for energy policy info/alerts.
- c) Describe which organizations you signed up for.
- d) Explain why you chose those organizations.
- e) Specify what you hope to accomplish.

## Part III - Multiple Choice Questions









# Benefits of using these materials

- Easy to use in any course/discipline
- Connect to solutions instead of worry, despair and cynicism
- Teaches the knowledge and skills for: sustainability learning outcomes, critical thinking and skills for democracy
- Energy experts will keep materials updated

[EducatingForASustainableFuture@gmail.com](mailto:EducatingForASustainableFuture@gmail.com)

with Questions/Feedback: Debra Rowe



**WE'D ALL LIKE TO STOP CLIMATE CHANGE.  
WITH SOLAR PANELS. LED LIGHTS. HYBRID CARS. LESS RED MEAT.  
THEY'RE ALL GOOD.  
BUT THERE'S SOMETHING BETTER. MORE EFFECTIVE.  
WHAT IS IT?  
PUTTING A PRICE ON CARBON.  
IT'S THE SOLUTION TO CLIMATE CHANGE.**

[ENTER SITE](#)



# WHY DO WE NEED A PRICE ON CARBON?

It's simple. If we make carbon pollution expensive, we'll get less of it. And less carbon pollution means less climate change. Put another way, a price on carbon makes fossil fuels like coal and oil more expensive. And when that happens people switch to cheaper forms of energy like wind and solar. It's THE SOLUTION to climate change.



When companies have to pay to pollute, they create less pollution.



A price on carbon makes renewable forms of energy more affordable.



Anywhere you put a price on carbon you create jobs and generate money.



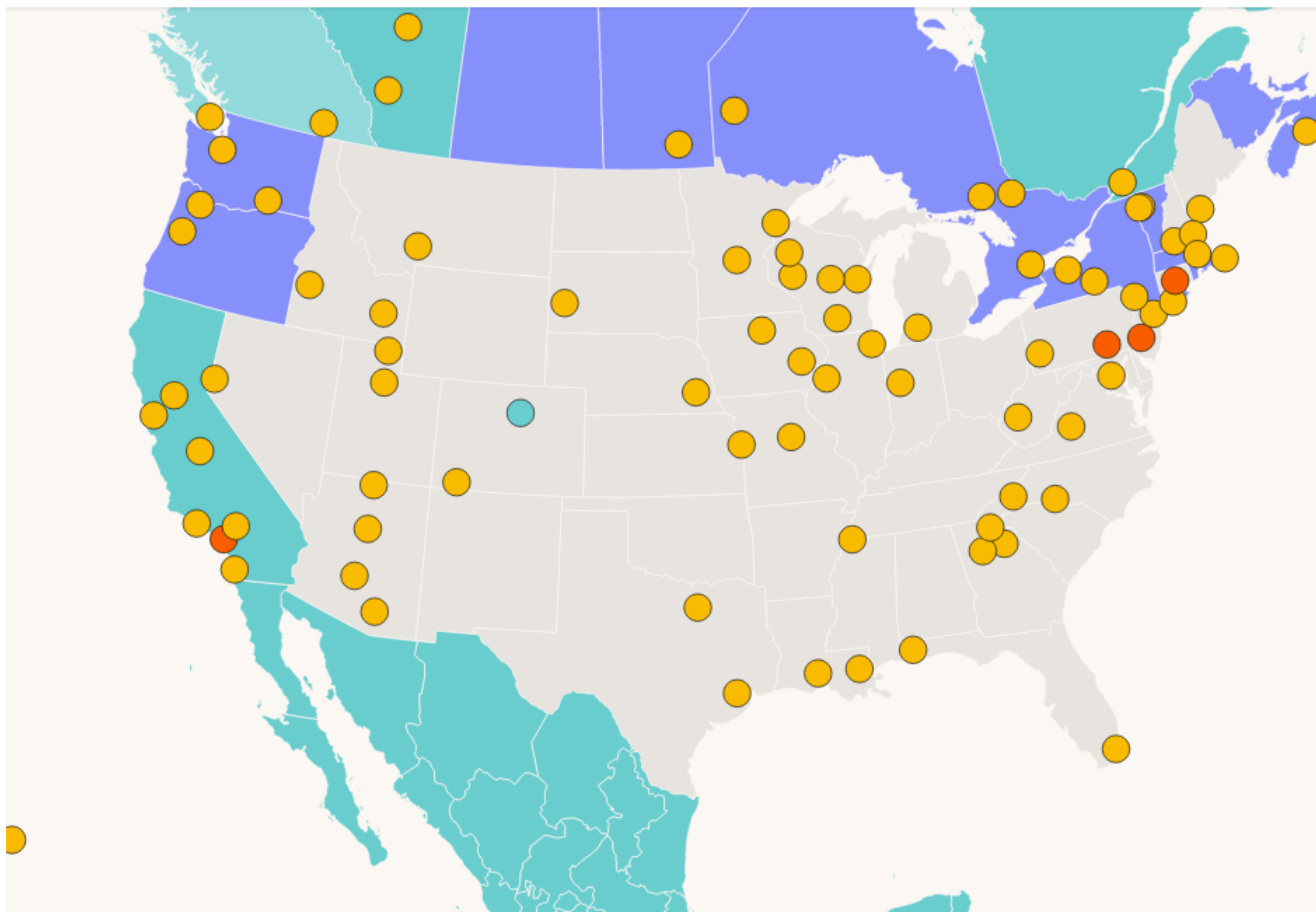
Carbon pricing is already working in many countries. [See where!](#)



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# CAMPUS SUPPORT FOR CLIMATE ACTION

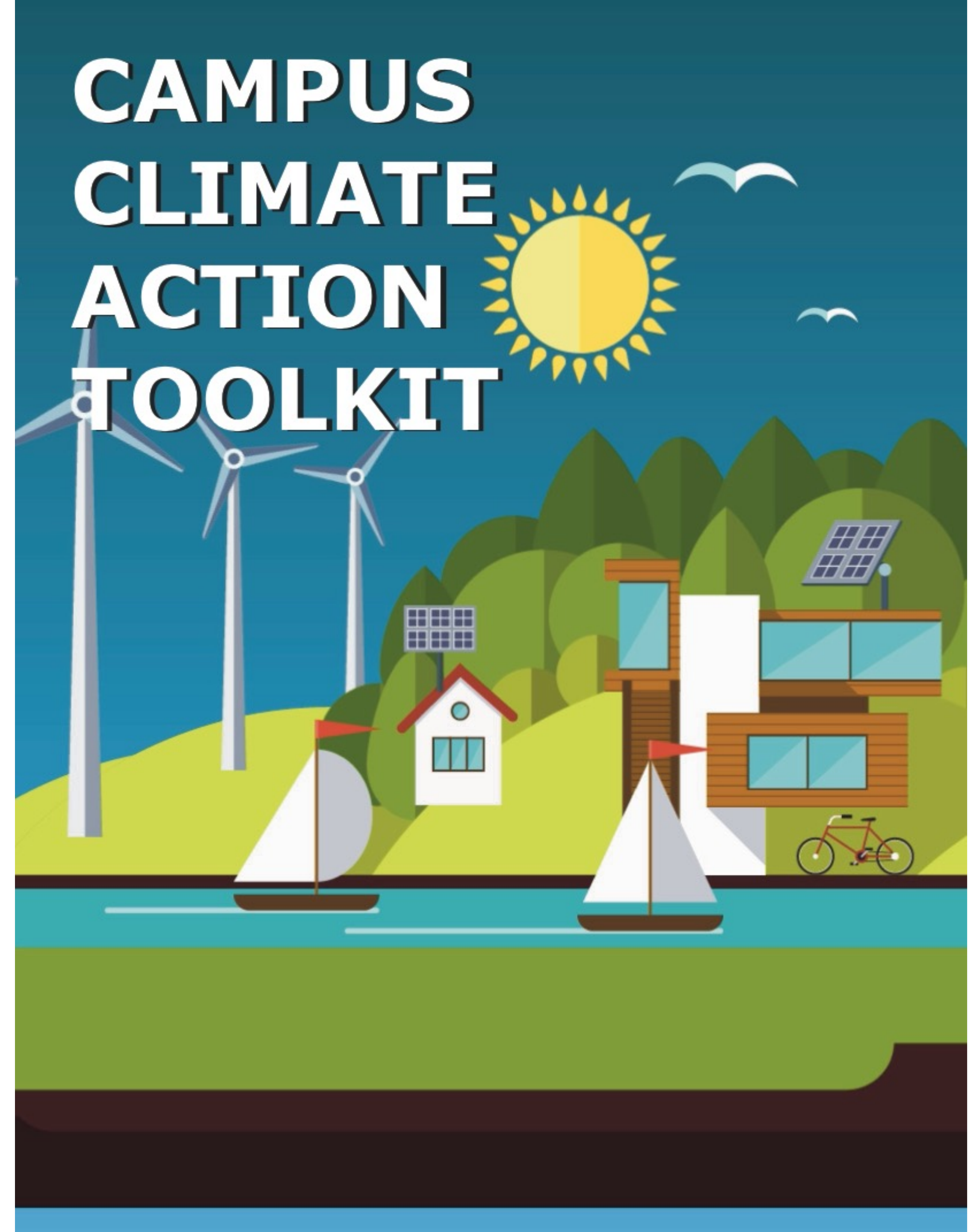
*Why support from college campuses matters*

Climate change is the biggest threat to our collective future. There are many solutions to climate change, from promoting wind and solar power to blocking pipelines. **But if you really want to address the problem, we need a price on carbon.**

The reason is simple. If you want less of something, you make it more expensive. So how can we create less pollution? Put a price on carbon. Renewable energy will flourish, dirty energy will get phased out, and the economy will benefit.

Young people will be affected the most by climate change and our voices can lead the movement to address it. **Colleges and universities are the hubs of youth activism** and have the power to drive action towards putting a price on carbon.

**Let's #PutAPriceOnIt**





# HOW TO GAIN SUPPORT

*A guide to winning an endorsement from a college president*

## Organize

Meet with members of the environmental group on your campus to present the issue and goal. Ask them and any other interested students to establish a group to run the campaign. Educate yourself and the group on what putting a price on carbon means and why university support is important.



## Petition



Collect petition signatures from students on your campus. You can make an online petition and share your petition on campus-related social media, or collect paper petitions by tabling at campus dining halls or student centers. If your campus is more environmentally conscious, consider going directly to the student government to gain support as opposed to gathering many signatures.

## Meet

If your campus has a Director of Sustainability, meet with them to present your campaign and receive feedback and support. Schedule a meeting with the president and be clear of the purpose of the meeting. Present your campaign and support you have gained and ask for an endorsement. Not every president will be able to endorse on behalf of the school, in which case ask for an individual endorsement. If supported, have the president sign a short document which can be found on our website.



## Persist



Many campus presidents will not be able to make an endorsement without support of the Board of Trustees. Don't give up! Gain more support for your campaign by reaching out to faculty and student organizations, and collecting more petition signatures. Every campus is different, and change takes time. Persistence is key.

# TOOLS FOR ACTION

## Outreach Ideas

- Organize campus events like a teach-in, a forum, or an art project
- Table to educate other students about why we need to #PutAPriceOnIt
- Use social media to spread and gain support for the campaign
- Build coalitions with existing organizations in your community

## Helpful Documents

To access templates for endorsement letters, handouts, and petitions, visit **TheClimateSolution.com**

## Remember:

The goal of the #PutAPriceOnIt campaign is to pass policy to put a price on carbon, which cannot be done through outreach and university endorsements alone. **The best way to support the campaign is to lobby your representative.**

Visit **TheClimateSolution.com** for resources and more ways to get involved.

 /PutAPriceOnIt

 @PriceOnIt

 @PutAPriceOnIt

 #PutAPriceOnIt



Group, petition, and handshake icons courtesy of Freepik.com.



# WE ARE THE GENERATIONS MOST AFFECTED BY CLIMATE CHANGE

## WE ARE THE GENERATIONS THAT **MUST ACT**

**I'M IN**

[Our Story ▾](#)[Our Policy ▾](#)[Get Involved ▾](#)[Our Blog](#)[Donate](#)

**OPPORTUNITIES  
FOR STUDENTS**



**SIGN THE  
PETITION**



**VOLUNTEER**

**PUT A PRICE ON IT**

**PRINCIPLES**

**CARBON PRICING**





## OUR CLIMATE

333 SE 2nd Ave  
Portland, OR 97214

[Contact](#)

Created with NationBuilder

## OUR STORY

[Our Story](#)  
[Mission and Vision](#)  
[What We Do](#)  
[Who We Are](#)

## OUR POLICY

[Policy](#)  
[Principles](#)

## GET INVOLVED

[Webinars](#)  
[State Campaigns](#)  
[Opportunities](#)  
[Volunteer](#)  
[Sign the Petition](#)

## OUR BLOG DONATE



  
Design by Visualize Earth







# Purpose

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Empower individuals to experience breakthroughs exercising their political power.



**Citizens' Climate Lobby**



# Purpose

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To build the  
political will for  
a livable world.



**Citizens' Climate Lobby**



A close-up portrait of an elderly man with white hair and wrinkles, looking directly at the camera. He is wearing a blue and white plaid shirt under a dark jacket. The background is blurred, showing some warm lights.

**CCL Founder**

**Marshall Saunders**

“ Ordinary people like you and me have to organize, educate ourselves, give up our hopelessness and powerlessness, and gain the skills to be effective with our government. ”



# About Us

- 1 International**  
United States, Canada, Australia, India, Germany, Sweden, Panama, etc.
- 2 Nonpartisan**  
We build relationships with everyone, even those who oppose us.
- 3 Nonprofit**  
Volunteer driven organization with 501c(3) and 501c(4) status.
- 4 Solution focus**  
We are for a solution: Carbon Fee and Dividend.
- 5 Respect, appreciation and gratitude**  
We treat everyone, even those who oppose us, with respect, appreciation and gratitude.



**Citizens' Climate Lobby**



# Getting Outside of our *comfort zones*



Comfort  
Zone



# It's about relationships

## Why Appreciation, Gratitude & Respect Matter

- Planned face to face meeting
- Changed to staff level meeting
- Showed appreciation for wetland work
- The Congressman changed his opinion of us and leaned in for more conversation.
- Be interested instead of interesting.

***OUR ONE RULE:  
Treat everyone, even  
those who disagree with  
us, with respect,  
appreciation and  
gratitude.***



# House Republicans calling for Climate Action

## H. Res 424 “Gibson Resolution”

Recognizes climate change risk  
Calls for House to create solutions  
Study and address change

- Rep. Chris Gibson (NY-19)
- Rep. Ryan Costello (PA-06)
- Rep. Carlos Curbelo (FL-26)
- Rep. Bob Dold (IL-10)
- Rep. Mike Fitzpatrick (PA-8)
- Rep. Richard Hanna (NY-22)
- Rep. Patrick Meehan (PA-7)
- Rep. David Reichert (WA-7)
- Rep. Ileana Ros-Lehtinen (FL-27)
- **Rep. Elise Stefanik (NY-21)**
- Rep. Frank LoBiondo (NJ-02)
- Rep. Tom Reed (NY-23)
- Rep. David Jolly (FL-13)
- Rep. John Katko (NY-24)
- Rep. Mark Sanford (SC-01)



# House Members calling for Climate Action

## Bipartisan Climate Solutions Caucus in the House

13 Republicans, 13 Democrats, and growing!

*What's something you appreciate about your member of Congress?*



### Republicans

Rep. Carlos Curbelo (FL)  
Rep. Ileana Ros-Lehtinen (FL)  
Rep. Patrick Meehan (PA)  
Rep. Ryan Costello (PA)  
Rep. Mark Amodei (NV)

Rep. Lee Zeldin (NY)  
Rep. Brian Fitzpatrick (PA)  
Rep. Mia Love (UT)  
Rep. Elise Stefanik (NY)  
Rep. Brian Mast (FL)

### Democrats

Rep. Ted Deutch (FL)  
Rep. Suzanne Bonamici (OR)  
Rep. Scott Peters (CA)  
Rep. John Delaney (MA)  
Rep. Alan Lowenthal (CA)  
Rep. Brendan Boyle (PA)  
Rep. Seth Moulton (MA)  
Rep. Peter Welch (VT)  
Rep. Jim Himes (CT)  
Rep. Don Beyer (VA)



# Purpose

---

To build the  
political will for  
a livable world.



**Citizens' Climate Lobby**





**E.B. White**

Author

*In a New York Times interview,  
1969, with Israel Shenker:*

“ *Every morning I awake  
torn between a desire to  
**save** the world and an  
inclination to **savor** it.  
This makes it hard to plan  
the day...*

*But if we forget to **savor**  
the world, what possible  
reason do we have for  
**saving** it? In a way, the  
**savoring** must come first.”*



# Where is your special place you savor?

## Think about this:

Identify a specific place that you care about that is threatened by climate change. *Not “the beach” and not a place that is threatened by other environmental factors (i.e. overdevelopment, toxic pollution, etc. ).*

Describe why you are concerned and why you care about it.

**Share your experience with a partner next to you.**



# Purpose

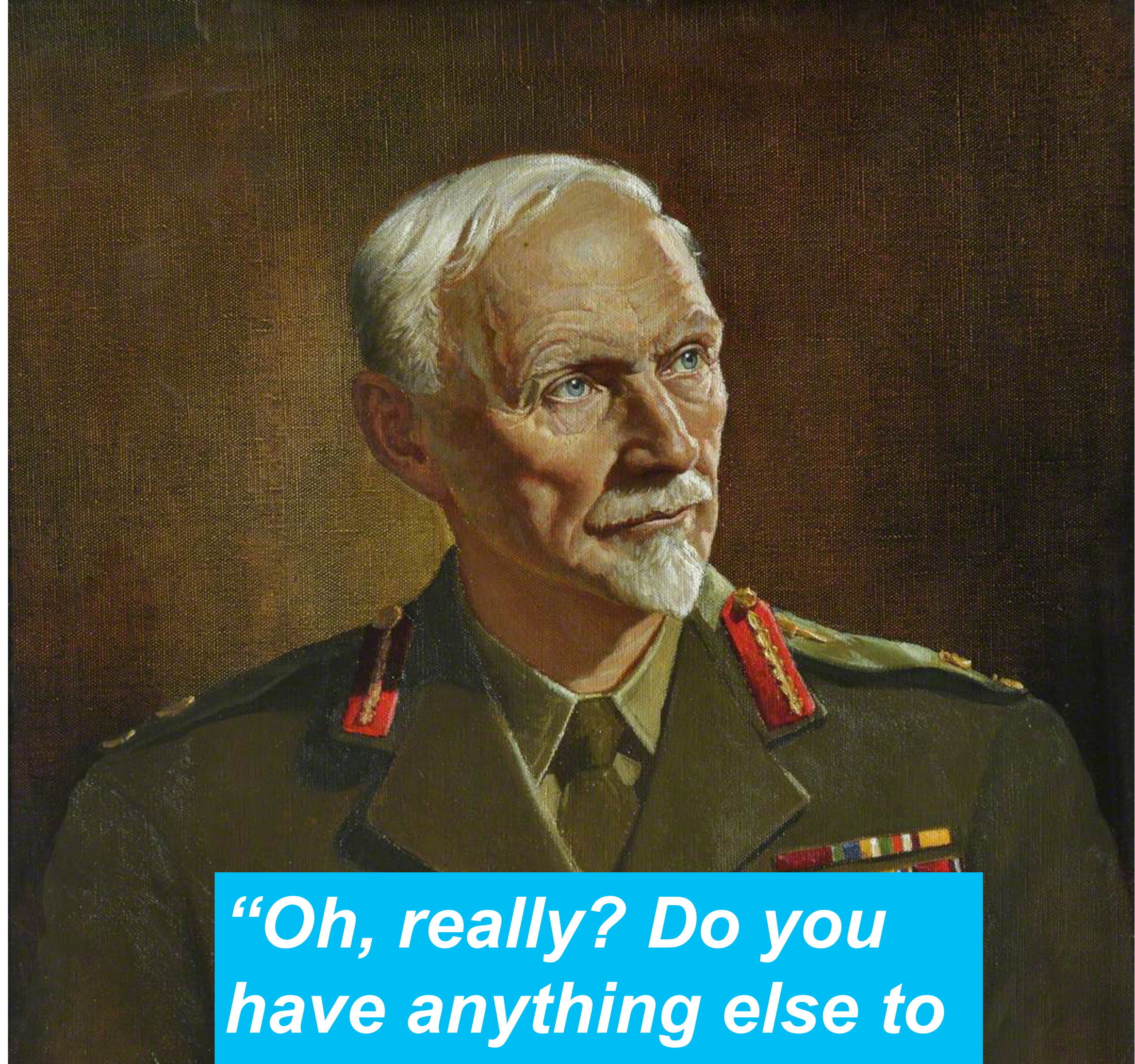
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Empower individuals to experience breakthroughs exercising their political power.

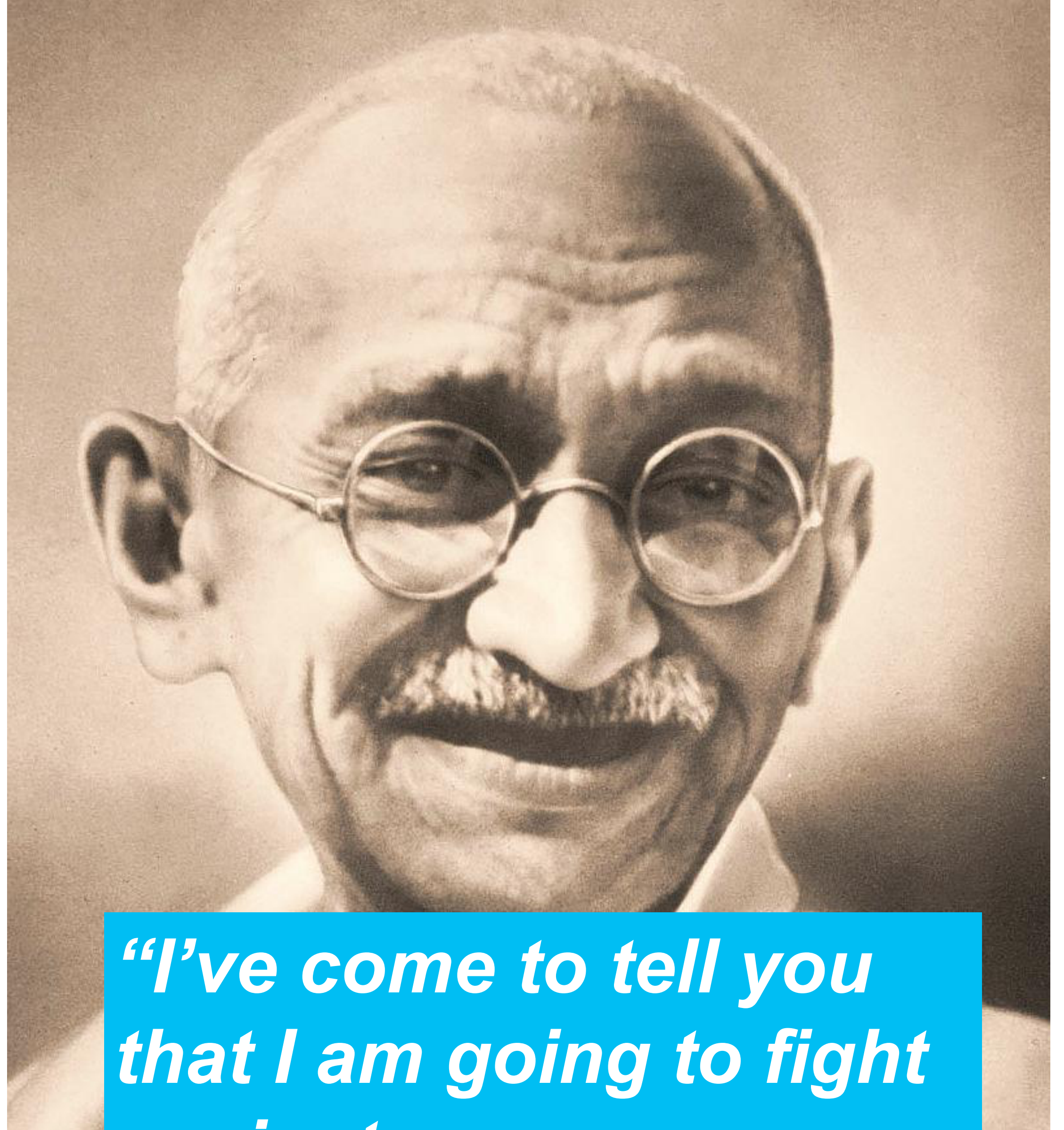


**Citizens' Climate Lobby**





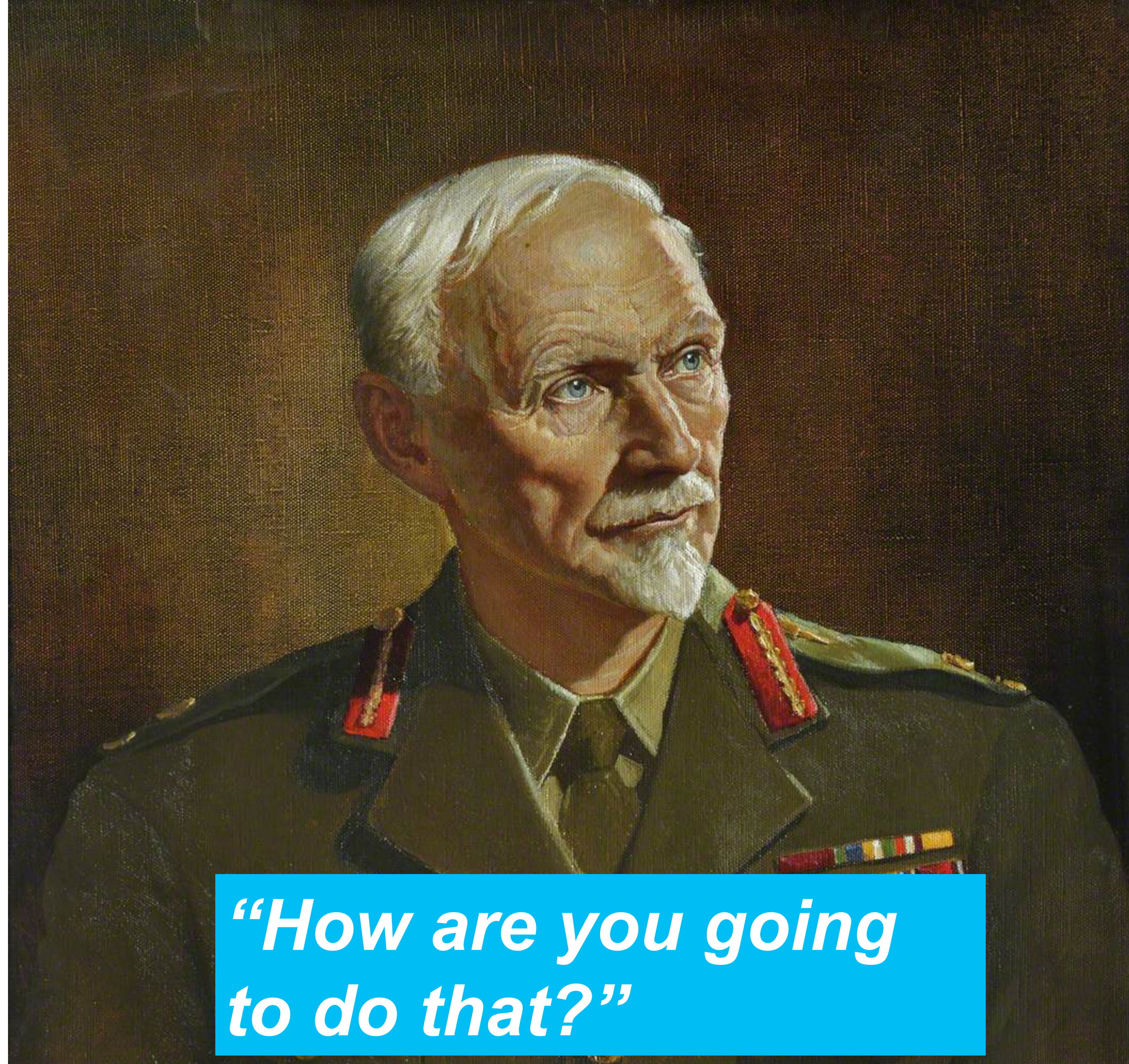
***“Oh, really? Do you have anything else to tell me?”***



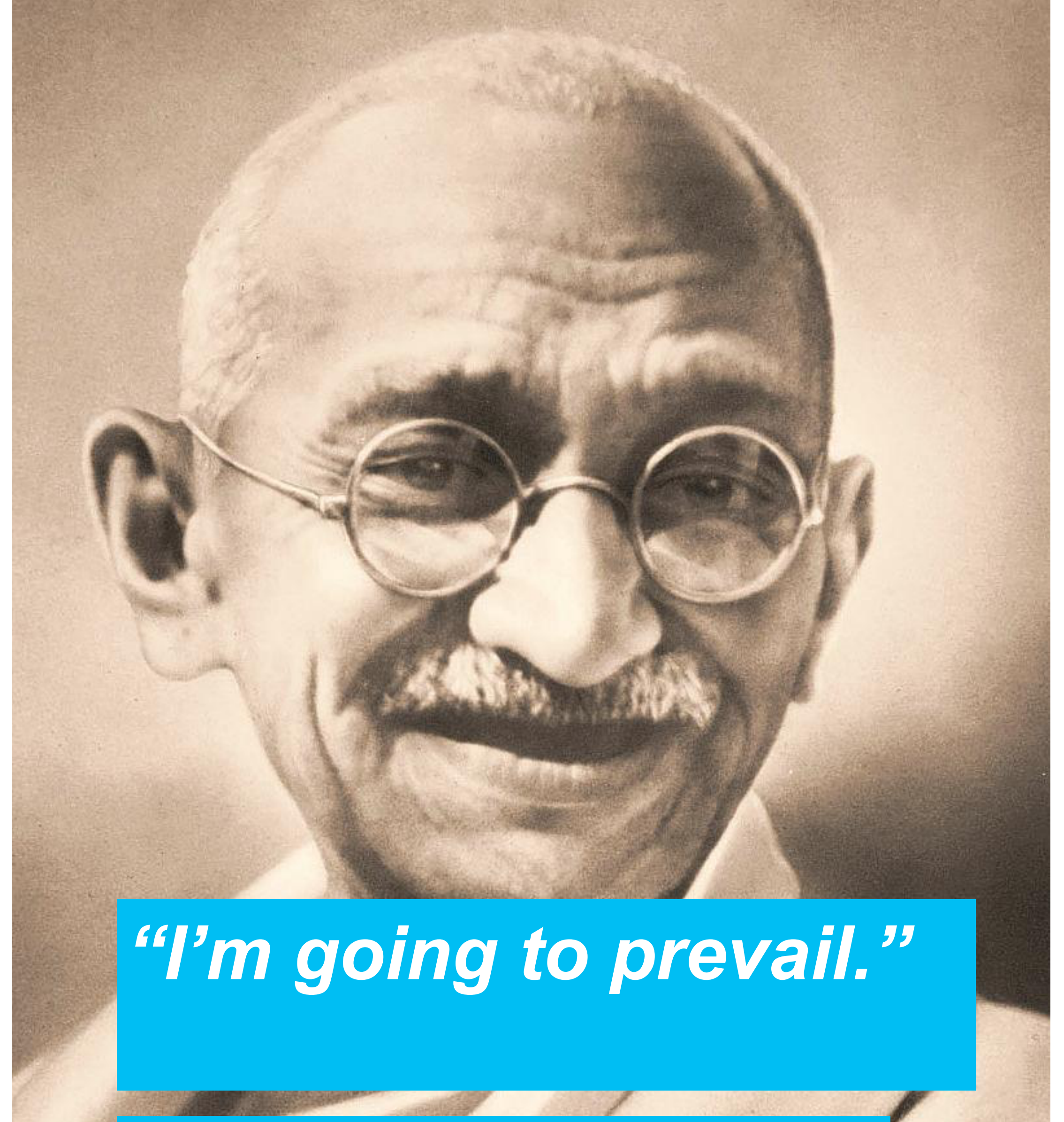
***“I’ve come to tell you that I am going to fight against your government.”***

The Story of Gandhi & G





***“How are you going to do that?”***

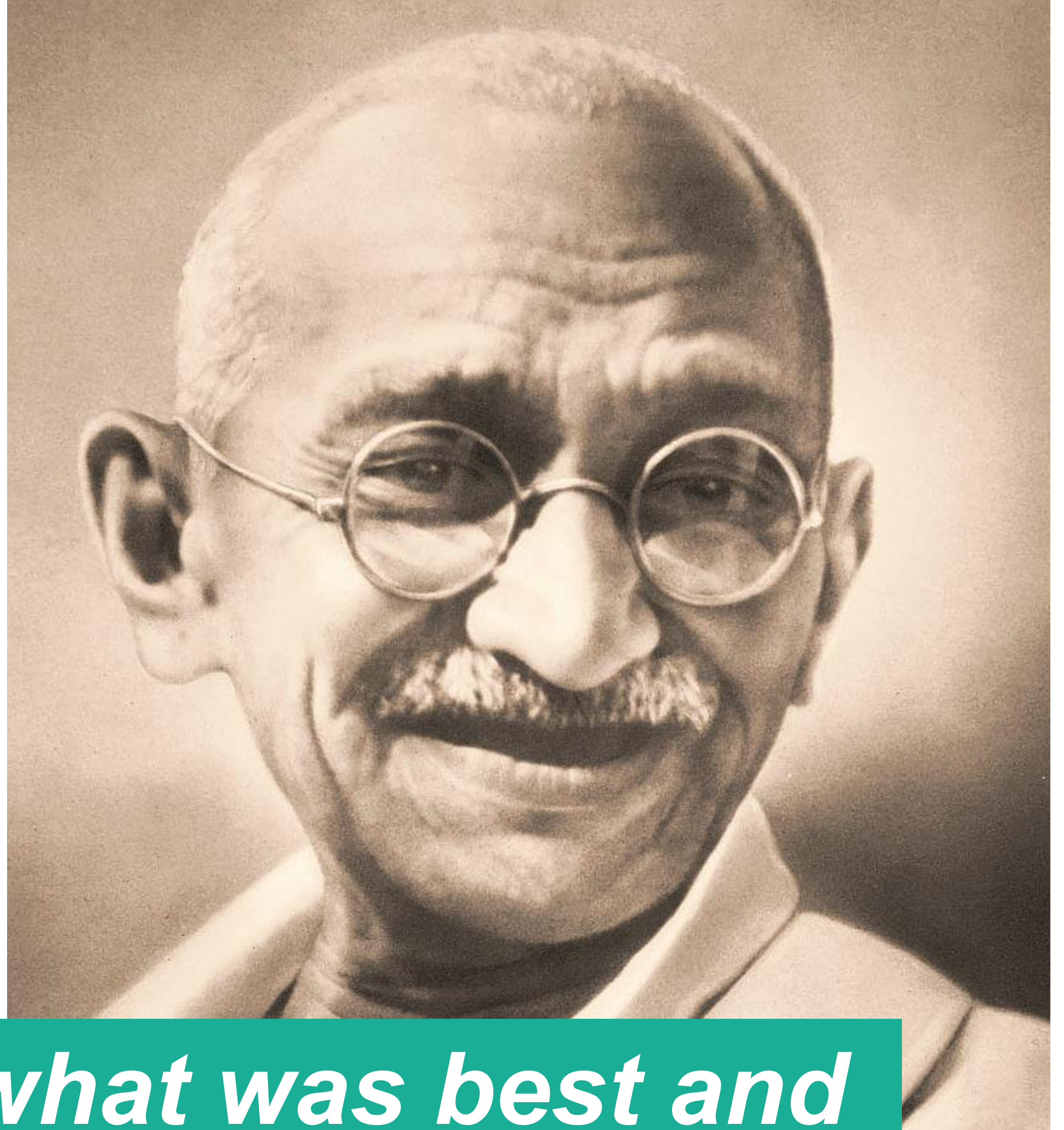


***“I’m going to prevail.”***

***“With your help.”***

## The Story of Gandhi & General Jan Smuts





***“He appealed to what was best and most noble in me.”***



# When have you experienced a *breakthrough*?

**Think about this:**

Identify a time when you have been empowered through the action of others to experience **a personal or political breakthrough.**

**Share your experience with a partner next to you.**



# Power vs. Force

*“When you reach out to another person through the **energy or creativity** within you, and the other person responds, you are **exercising power**.*



*When you make somebody else do something **against their will**, to me that is not power at all, that is **force**, and force to me is a **negation of power**.”*



50 –Charles Reich, Power & Law





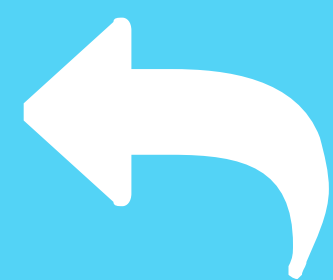
**Dr. Katharine Hayhoe**

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*“I don’t believe in climate change. Belief doesn’t come into it; scientific verification does. Gravity doesn’t care whether you believe in it or not, but if you step off a cliff, you’re going to go down.”*

**CCL Advisory Board**





# James Hansen

Climate Scientist

“ ...the backbone of a solution to the climate problem is a flat carbon emissions price... This carbon price must rise continually at a rate that is economically sound. The funds must be distributed back to the citizens not to special interests. ”

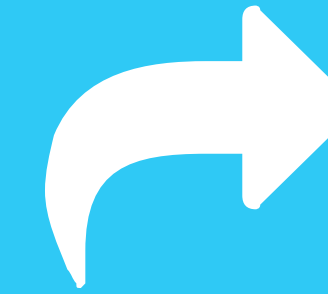
A photograph of James Hansen, a climate scientist, speaking at a microphone. He is wearing a brown bucket hat, a blue cable-knit sweater, and a colorful plaid scarf. He is also wearing brown leather gloves and holding a black coffee cup. The background is slightly blurred, showing an outdoor setting with a black banner that has white text, including "WW" and "KE".

CCL Advisory Board





# CCL Advisory Board



## George Shultz

Treasury Secretary, Secretary of State

“ We argue for revenue neutrality on the grounds that this tax should be exclusively for the purpose of leveling the playing field, not for financing some other government programs or for expanding the government sector. ”



# Our Legislative Solution



# CCL is Solution Focused

## A CARBON FEE & DIVIDEND - The best **first step**

1

Place a fee on fossil fuels at the source (mine, well or port).

2

Return all of the revenue to households equally.

3

A border adjustment on goods imported from or exported to countries without an equivalent price on carbon.





# Our Approach



# Lobbying Lever

## Examples of what citizens can do

1. Help support your liaison
2. Meet with Congress.
3. Be a subject matter expert.

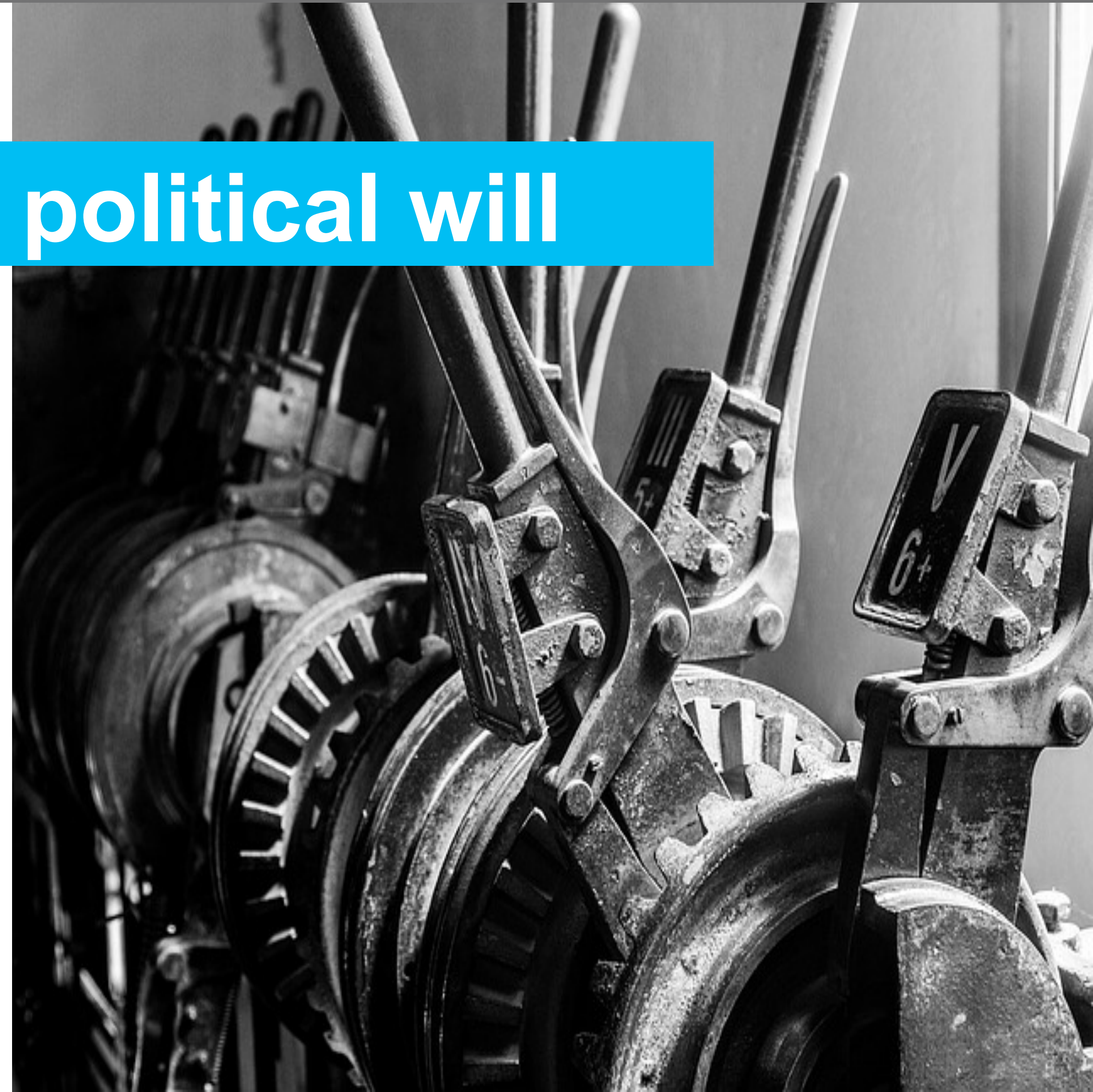




# Levers of Political Will

## How citizens build political will

1. Lobbying
2. Media relations
3. Grassroots outreach
4. Grasstops outreach
5. Chapter development





# Media Lever

## Example actions

1. Be the point person for a media outlet.
2. Write letters and op-eds.
3. Meet with an editorial board.
4. Radio and TV interviews.





# Grassroots Outreach Lever

## Recruitment and education

1. Tabling.
2. Public speaking.
3. Organize events.





# Grasstops Outreach Lever

## Partnerships and support

1. Identify community leaders.
2. Seek endorsements.
3. Educate leaders.



# Chapter Development Lever

## Growth and managing

1. Organize monthly meetings.
2. Chapter communications.
3. Mentor new volunteers.





**Inclusive Messaging:**  
***INCLUDES the audience in your vision***



*Re: "2016 hottest year on record -- Temperatures blow by previous record 3 years in a row, scientists say," Thursday news story.*

*NASA and the National Oceanic and Atmospheric Administration report that 2016 shattered the temperature record for the third year in a row. Americans are noticing: They are increasingly sure global warming is happening and view it as a threat, but they are pessimistic about Congress' willingness to address it, according to a report of post-election polling released by the Yale Program on Climate Change Communication.*

*Fortunately, some Republican members of Congress understand that their party's victory was not a mandate to ignore the problem. Three Republicans -- Rep. Brian Fitzpatrick, R-Penn., Rep. Elise Stefanik, R-N.Y., and Rep. Mia Love, R-Utah -- have just joined the Climate Solutions Caucus, a bipartisan group that is studying options for policy responses.*

*The caucus, created last session by Rep. Carlos Curbelo, R-Fla., and Rep. Ted Deutch, D-Fla., now stands at 18 members, nine each of Republicans and Democrats. This group is a model of bipartisan cooperation, and I look forward to seeing a representative from Texas get on board.*

*This is what functional representative democracy looks like, and it deserves the support of the new president and congressional leaders.*

**Ann Drumm, Dallas, TX**



# Inclusive Statement

## You Say:

We need to provide energy to the world while managing climate change risk. Many of our integrated O&G majors have been calling for a simple, predictable, market-based policy to provide them the certainty they need to produce energy while reducing emissions as cost-effectively as possible.

## They Hear:

- “Energy is important.”
- “Climate change is a risk to be managed.” The O&G industry does risk management every day and no alarmism or hyperbole present.
- “Integrated O&G majors agree.” This introduces significant validators (ExxonMobil, Shell, BP, Chevron).
- “Market-based, reduce emissions, and certainty.”

***Set the stage***



# How to approach Climate and Economic Risk

## Climate change **risk**



With **300M+ people** in America and a society built on the **assumption of a stable climate**, a climate that is now **changing more rapidly than ever stresses the ability of people to adapt.**

## Economic **risk**



In responding to the **climate risk**, we've seen a mix of **subsidies, mandates, and regulatory approaches** attempting to solve this problem which **stresses the ability of our businesses to adapt.**



# Summary

- Respect the importance **energy** and **the industry** for the economy and the role it plays in the life of the audience
- Focus on **reducing emissions**, not **eliminating O&G**
- Provide a **pathway** for how the **audience can participate** in a low-carbon future
- Emphasize that while this transition needs to happen, CF&D will provide a transparent framework that will allow it to **happen over decades** (so as to not immediately jeopardize the audience's livelihood)
- Avoid non-core issues that **distract** or **subtly place blame**







# Look around you today.. who isn't here?

- Talk with others and share with them what you know and have learned

**1****2**

## ▶ Exercise your political power!

- Write & call your Member of Congress frequently
- Continue to engage them on this essential issue and encourage others to do the same

# WHAT CAN I DO?





3



## Join Citizens' Climate Lobby

- We have tens of thousands of volunteers and hundreds of chapters
- Complete Volunteer Opportunity sheet
- **Explore CCL Community:**
- [community.citizensclimatelobby.org/register](https://community.citizensclimatelobby.org/register)






## Welcome to Citizens' Climate University

Citizens' Climate University (CCU), provides volunteers with live webinars (most Thursday nights at 8 pm ET) and on-demand training on topics related to creating the political will for a livable world. Encompassing online content, webinars, podcasts, instructor-led training and related resources, CCU allows volunteers to create a personalized learning experience and to proceed at their pace.

Recent Webinars & Schedule

 [Subscribe to training reminders](#)

 [Instructions for joining a lesson](#)

New Volunteer Training

Carbon Fee and Dividend Training

Lobbying Training

Media Training

Grassroots Outreach Training

Grasstops Outreach Training

Group Leader Training

Climate Science Training

## Carbon Fee and Dividend Training

- [Fee and Dividend 101: The Basics](#)
- [Fee and Dividend 201: Specifics, Framing the Policy, Household Budgets](#)
- [Fee and Dividend 301: Efficient Reversal of External Costs](#)
- [Making the Dividend Work](#)
- [Border Tax Adjustments 101](#)
- [Border Tax Adjustments 201](#)
- [REMI: Presenting & Explaining the Study](#)
- [The Household Impact Study](#) – review of CCE/CCL commissioned working paper that



# Where Do We Go From Here?

**CCL USA's national conference (June 11-13, 2017 in D.C.).**  
Featuring Dr. Anthony Leiserowitz as keynote speaker, educational workshops, and culminates in meetings with almost every member of Congress or their staff (last year over 500 of the 535).







**Whatever you can do or dream you can, begin it.  
Boldness has genius, power and magic in it!**



# Hidden Costs = Market Failure

If the market price for any product doesn't include its real costs, economists call that a “market failure.”

**How do you correct a market failure?**



# Correcting the Market Failure

## **Fours Basic Options:**

1. Regulation.
2. Cap and Trade.
3. Carbon Tax.
4. Carbon Fee and Dividend.



# Carbon Fee and Dividend

## The best **first step**

1

Place a fee on fossil fuels at the source (mine, well or port) starting at \$15 per ton of CO2 emissions and raise it \$10 per ton annually for the next decade.

2

Return all of the revenue to households equally.

3

A border adjustment on goods imported from or exported to countries without an equivalent price on carbon.



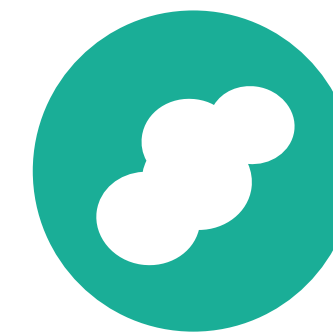


# Carbon Fee and Dividend

National and regional study from REMI



Under Carbon Fee and Dividend



**Emissions**



**Economy**



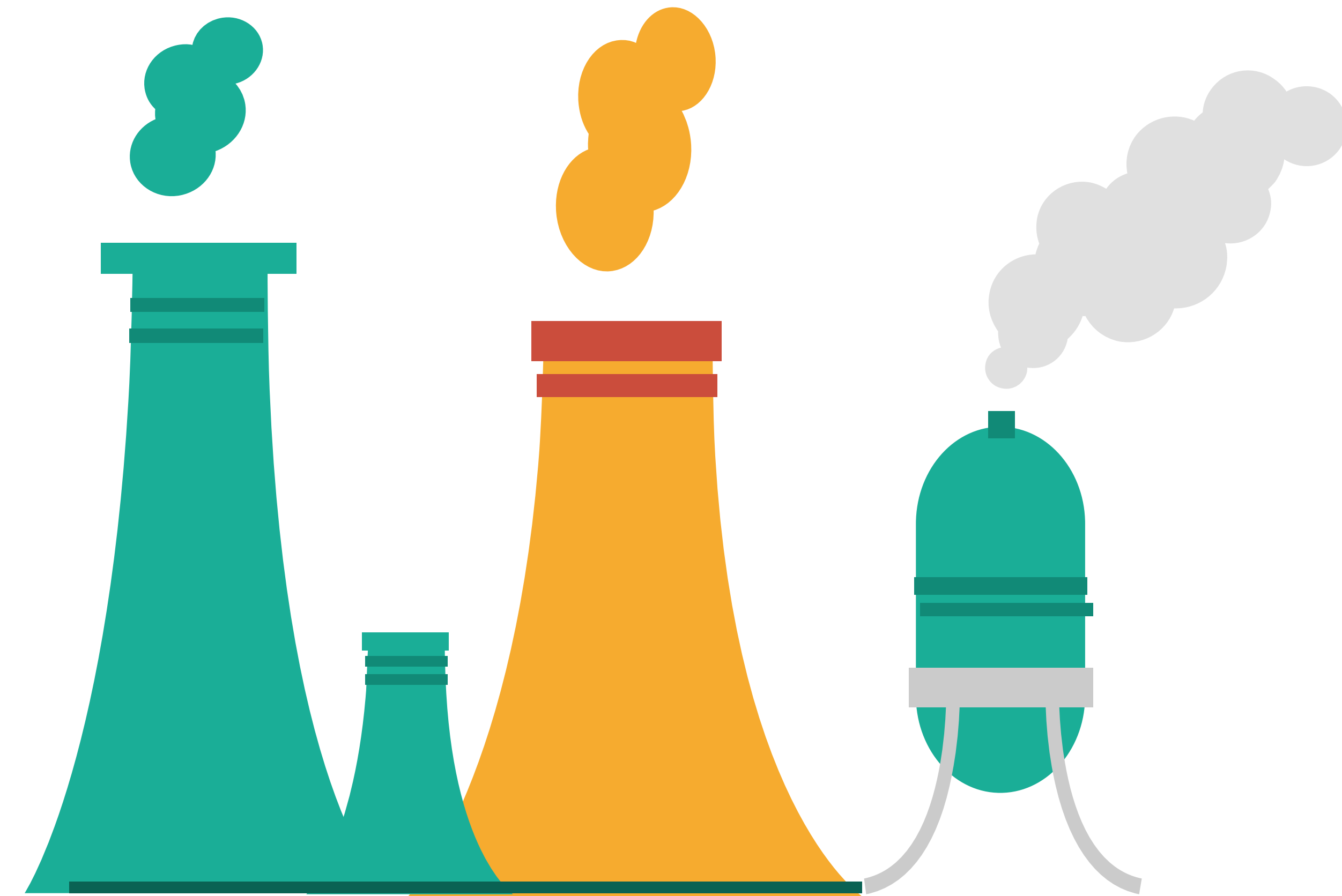
**Health**



**Incomes**



# Emissions reductions



Under Carbon Fee and Dividend

33%



**Within 10 years\***

52%



**Within 20 years\***

\*Below 1990 levels



# Jobs created



Under Carbon Fee and Dividend

**2.1M New Jobs**

**10 years**

**2.8M New Jobs**

**20 years**



# GDP Growth



Under Carbon Fee and Dividend

**\$70 - 85B/year**

Average

**\$1.375 T**

20 years



# Lives Saved

Under Carbon Fee and Dividend

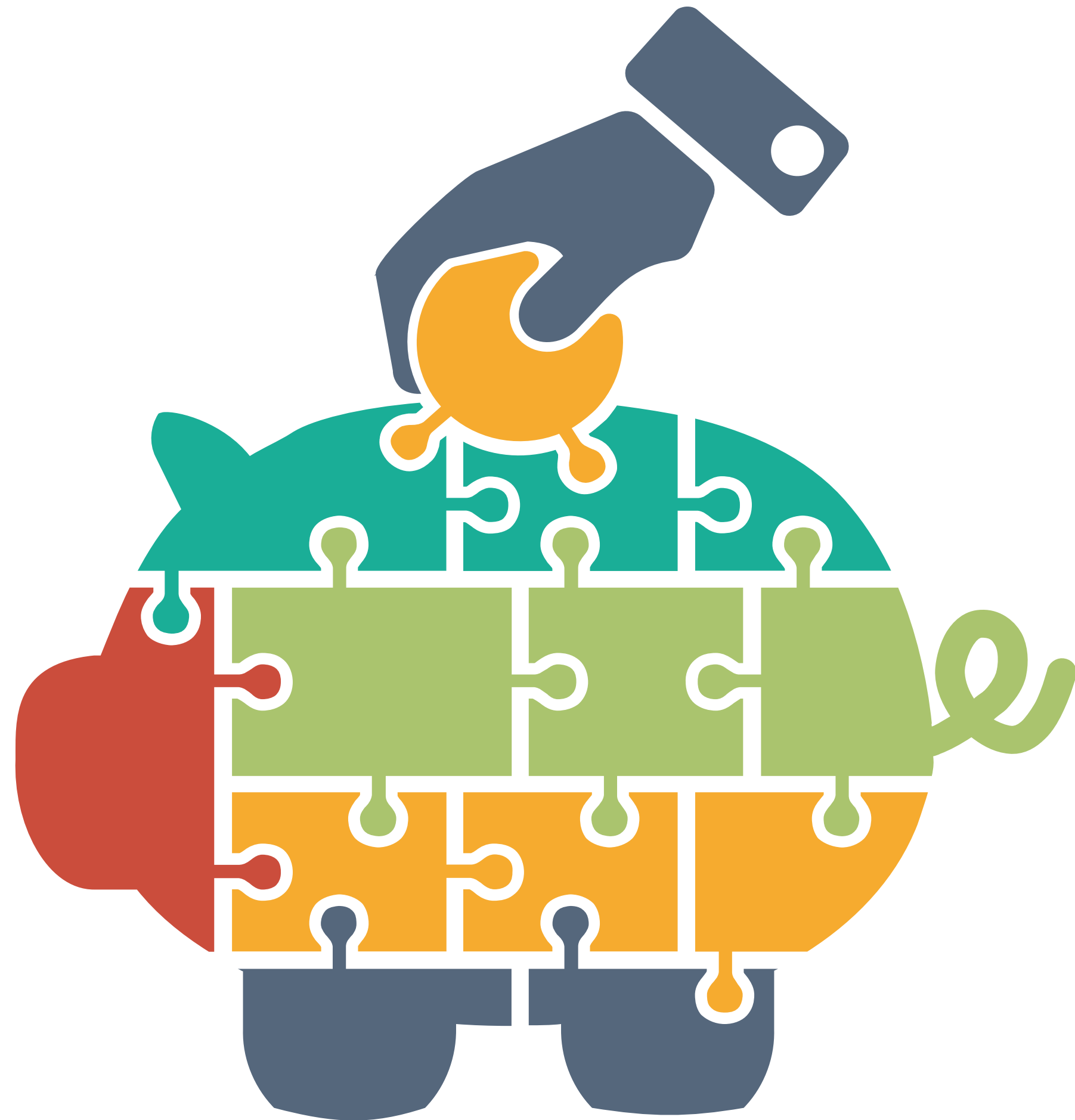
**227,000 lives**

**Over 20 years**





# Household Dividend



Under Carbon Fee and Dividend

**\$288/month\***

**10 years**

**\$396/month\***

**20 years**

\*For a family of four