

Dear Chair Neron, Vice Chairs Dobson and McIntire, and Members of the Committee,

I am writing to express my strong support for House Bill 3365. This initiative is both timely and essential, as it aligns with successful educational models in other states and prepares our students to navigate and address the pressing challenges of climate change.

[New Jersey's public education system is ranked one of if not the absolute best in the nation.](#) And in 2020, New Jersey became the first state to fully integrate climate change education across all nine K-12 standards, ensuring that the next generation of leaders is prepared to tackle environmental challenges, seize emerging opportunities, and support professional growth. This pioneering move fosters a generation equipped to innovate for a sustainable future. **The state proudly asserts that “[we can ensure that our students are equipped with the knowledge and resources needed to combat the climate crisis and dominate the green economy, no matter what career they choose.](#)”**

[Washington](#) has been, and continues to be, a national leader in K-12 climate education. The ClimeTime grant program, launched in 2018, is the first-of-its-kind state-funded climate education grant program and has been nationally recognized. In 2022, Washington became the first state to support climate integration across disciplines by creating a dedicated climate education position within its state education agency. The Washington State Office of Superintendent of Public Instruction supports two main legislative commitments to climate education: integrating climate concepts across disciplines and funding the ClimeTime initiative.

The California Department of Education, supports the implementation of the EP&Cs, environmental education and environmental literacy (including [climate change](#)) in (K-12) schools, through their [California Regional Environmental Education Community Program](#) that provides access to resources and grant opportunities both internal and external to CDE.

California has also demonstrated leadership in climate education. The state's **[Environmental Principles and Concepts \(EP&Cs\)](#)** framework explores the interactions and interdependence of human societies and natural systems. Rather than being memorized, these principles serve as “big ideas” that inform standards-based instruction and fuel student inquiry. The California Department of Education (CDE) actively supports the implementation of the EP&Cs, environmental education, and environmental literacy—including [climate change](#)—through the **[California Regional Environmental Education Community Program](#)**. This program provides access to instructional resources and grant opportunities to support schools in their climate education efforts.

By adopting HB 3365, Oregon would join these trailblazing states in equipping our students with the knowledge and skills necessary to confront climate challenges. **A comprehensive climate education will empower students to innovate in areas such as energy independence, food security, water conservation, and societal resilience. Moreover, integrating climate education fosters confidence, self-determination, and hope—ensuring that our future leaders are prepared to build a thriving, sustainable society.**

In conclusion, I urge the Committee to support HB 3365, recognizing that Oregon is not alone in this endeavor. By aligning with successful models from other states, we can ensure that our educational system prepares students to face future challenges with resilience and ingenuity.

Thank you for your time and consideration.

Sincerely,

Darin G. Henry
Oregon Educators for Climate Education