

HB 3365 -2, -4 STAFF MEASURE SUMMARY

House Committee On Education

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Sub-Referral To: Joint Committee On Ways and Means

Meeting Dates: 3/12, 4/7

WHAT THE MEASURE DOES:

The measure requires academic content standards to include an interdisciplinary approach to sustainability and climate change across all subjects. It establishes sixteen specific outcomes related to sustainability and climate change that academic content standards must be designed to achieve. The measure applies to content standard revisions that take place after January 1, 2026.

Fiscal impact: May have fiscal impact, but no statement yet issued

Revenue impact: May have revenue impact, but no statement yet issued

ISSUES DISCUSSED:

- Need for interdisciplinary approach
- Youth perspectives on climate change
- Current standards

EFFECT OF AMENDMENT:

-2 The amendment replaces the measure. The amendment requires academic content standards to include an interdisciplinary approach to sustainability and climate change across all subjects. It establishes four specific outcomes related to sustainability and climate change that academic content standards must be designed to achieve. The measure applies to content standard revisions that take place after January 1, 2026.

-4 The amendment replaces the measure. It requires the State Board of Education to ensure that academic content standards for core subjects include sufficient instruction on the causes and effects of climate change and strategies for responding. The amendment applies the new requirement to reviews and revisions of content standards that take place after the measure's effective date.

BACKGROUND:

In 2022, at least 11 states introduced bills on climate change instruction, including California, Connecticut, Hawaii, Iowa, Maine, Massachusetts, Minnesota, New York, Rhode Island, Virginia, and Wisconsin. Connecticut law currently requires the Connecticut State Board of Education to make curriculum materials available on a variety of subject matters, including climate change curricula consistent with Next Generation Science Standards.

Connecticut's [House Bill 5285 \(2022\)](#) would have required, rather than just permitted, schools to include the climate change curriculum provided by the Connecticut State Board of Education in their program of instruction.

In Maine, [House Paper 1409 \(2022\)](#) would have established a pilot program to provide grants for educators to receive professional development on climate science, and for the development of interdisciplinary climate education courses. In Rhode Island, [House Bill 7275 \(2022\)](#) would have required the Rhode Island Department of Education to develop a set of environmental, climate, and sustainability principles and concepts to be integrated into science, civics, and social studies courses for kindergarten through grade 12. In Wisconsin, [Senate Bill 761 \(2021\)](#) would have permitted the state superintendent of public instruction to adopt model academic standards related to climate change, and to provide grants and resources to school districts for climate change instruction. However, none of this legislation was enacted.

In 2023, the Oregon Senate considered [Senate Bill 854](#), which would have required school districts to develop and implement a climate change instructional program by the 2026-2027 school year, and would have required the Oregon Department of Education to develop a model plan, content standards, and resources for implementing those programs. The bill would have withheld Student Investment Account distributions from school districts that fail to develop and implement such a program.