

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

I am writing in strong support of HB 3365.

[Oregon Educators for Climate Education](#), (OECE) and our partners SubjectToClimate have developed a robust set of resources to help teachers integrate climate resilience education into all grade levels and subjects. These free, high-quality supports empower educators with the tools they need to engage students in meaningful, real-world learning.

To support Oregon classroom teachers across all grade levels and subjects, Oregon Educators for Climate Education partnered with SubjectToClimate to create the [Oregon Climate Change Education Hub](#), which launched on August 29, 2023. **The Hub**, produced and maintained by SubjectToClimate, provides free, place-based lesson plans, many of which are created by Oregon educators. All lesson plans are vetted by climate scientists, aligned to Oregon State Standards, and designed to integrate climate change education within existing curricula. **The Hub also offers Oregon-centric professional learning opportunities**, primers on climate change and pedagogical strategies for teachers, news articles for students that can be differentiated by reading level, **and more**. These resources directly complement other initiatives and sites such as the [OER](#), the [ODE Tribal History/Shared History](#), and the [Environmental Literacy Program](#) resources. As funding allows, we are initiating processes to recruit Oregon educators to create place-based lessons that give students a holistic understanding of causes, threats, adaptations and solutions unique to their communities and regions.

Sponsored and hosted by SubjectToClimate and teachers from OECE, the [Oregon Climate Education Thought Leaders Committee](#) is a community of practice working to support all Oregon educators of all grade levels and subjects to integrate climate change education into their existing lessons and teaching practices. **The Thought Leaders Committee plays a key role in aligning climate resilience education with, state agencies, non-governmental organizations (NGOs), universities, and industry leaders promoting Career and Technical Education (CTE) pathways that equip students with workforce-relevant skills while reinforcing essential concepts in science, math, and the humanities through real-world applications.**

At the 2024 virtual [Oregon Climate Educator Summit](#), teachers, students, and community partners from across the state came together to address local climate challenges, explore interdisciplinary teaching strategies, expand CTE and career-connected learning, and

develop hopeful, solution-oriented approaches for Oregon's future. Participants received free resources and practical tools for integrating climate solutions into classrooms, schools, and beyond.

OECE became a non-profit in 2024 and with our partners SubjectToClimate, also a non-profit, we plan to ensure that all Oregon educators continue to have access to these invaluable resources, empowering them to deliver engaging, standards-aligned lessons that prepare students for the challenges and opportunities of the future.

I urge you to vote yes on HB 3365 to enhance this educational shift that is crucial to Oregon's future prosperity in the face of our changing climate.

**Sincerely,**

Darin G. Henry  
Oregon Educators for Climate Education