



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

My name is Cynthia Branger Muñoz, and I am submitting this testimony on behalf of the Oregon Education Association (OEA), which represents over 41,000 educators and education service professionals across Oregon. Our members include teachers, education support professionals, community college faculty and staff, specialists, and other dedicated professionals who work every day to support Oregon's students and public schools. From early childhood education to higher education, OEA members are committed to ensuring all students receive a high-quality education that prepares them for the future.

OEA strongly supports HB 3365 with the -2 amendment. Climate change is one of the greatest challenges facing Oregonians today and in the future. Oregon schools play a critical role in equipping students with the knowledge and skills necessary to meet these challenges. HB 3365 expands and integrates climate resilience education across all K-12 core subject areas—including language arts, sciences, mathematics, social studies, health, physical education, and the arts. This multidisciplinary approach helps students make meaningful connections between the science of climate change and its broad impacts on communities, while also exploring local, solution-oriented strategies.

The bill establishes a clear pathway for integrating climate literacy into academic content standards, ensuring that instruction remains place-based, age-appropriate, and solutions-focused. These guidelines align with existing review and revision processes at the Oregon Department of Education and follow best practices both within Oregon and nationally.

This legislation was developed through the collaborative efforts of Oregon Educators for Climate Education (OECE), a core group of K-16 educators, with input from diverse stakeholders across the state over a two-year period.

Importantly, HB 3365-2 does not veer away from standard practice, including the purchasing of instructional materials. It follows the normal process for acquiring resources, ensuring that schools continue to use established procurement and curriculum adoption procedures.

We urge the committee to advance HB 3365-2. Thank you for your time and consideration.

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