

Dear Chair Frederic, Vice-Chair Weber, and Members of the Senate Committee on Education,

I am writing to express my strong support for HB 3365.

I would like to address a point raised by Adrian Anderson from the Oregon School Board Association who testified in opposition to the bill. Mr. Anderson cited concerns about the cost of implementing climate education, referencing other states that invested between \$3 million and \$5 million for similar initiatives. While I understand these concerns, I would like to respectfully counter as to why Oregon's approach does not carry the same fiscal burden.

Since 2021, [Oregon Educators for Climate Education](#) (OECE) and our partners, [SubjectToClimate](#) have been developing comprehensive, high-quality resources that empower educators to integrate climate resilience into all subjects and grade levels. These resources are designed to support teachers in delivering meaningful, real-world learning without requiring state funding. Specifically, the [Oregon Climate Education Hub](#), **launched on August 29, 2023** and maintained by SubjectToClimate, offers free, place-based lesson plans created by educators, many from Oregon. These plans are vetted by climate scientists, aligned with Oregon State Standards, and designed to seamlessly integrate climate change education within existing curricula.

The Hub also offers professional development for teachers, primers on climate change and teaching strategies, news articles adapted for grade levels, and more. These resources complement other initiatives like the Oregon Department of Education's [Open Education Resource](#) (OER), the ODE Tribal History/Shared History program, and the [Oregon Environmental Literacy Program](#). As funding allows, we are recruiting Oregon educators to create more localized lessons that offer students a comprehensive understanding of climate change's causes, threats, adaptations, and solutions specific to their communities.

Starting in **2024**, OECE and SubjectToClimate began sponsoring and hosting the [Oregon Climate Education Thought Leaders Committee](#), a virtual community of practice that supports educators across the state in integrating climate change education into their existing teaching practices. This committee of practice is working to align climate resilience education with state agencies, non-governmental organizations (NGOs), universities, and industry leaders, including those promoting Career and Technical Education (CTE) pathways. CTE programs help students develop workforce-relevant skills while reinforcing core concepts in science, math, and the humanities through real-world applications.

Also in 2024, our partnership sponsored the virtual [Oregon Climate Educator Summit](#), bringing together teachers, students, and community partners 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. Summit participants received free resources and practical tools for integrating climate solutions into classrooms, schools, and beyond.

In 2024, OECE became a non-profit organization, and together with our partner, SubjectToClimate, we are committed to ensuring that all Oregon educators have continued access to these valuable resources, enabling 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 support this critical educational shift, which is essential to Oregon's future prosperity in the face of climate change.

Sincerely,

Darin G. Henry
Oregon Educators for Climate Education