

114TH CONGRESS
1ST SESSION

H. R. 1961

To authorize the National Oceanic and Atmospheric Administration to establish a Climate Change Education Program.

IN THE HOUSE OF REPRESENTATIVES

APRIL 22, 2015

Mr. HONDA (for himself, Mr. LOWENTHAL, Ms. NORTON, Mr. CARTWRIGHT, Ms. CLARK of Massachusetts, and Ms. LOFGREN) introduced the following bill; which was referred to the Committee on Energy and Commerce, and in addition to the Committee on Education and the Workforce, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned

A BILL

To authorize the National Oceanic and Atmospheric Administration to establish a Climate Change Education Program.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Climate Change Edu-
5 cation Act”.

6 **SEC. 2. FINDINGS.**

7 Congress finds that—

1 (1) the evidence for human-induced climate
2 change is overwhelming and undeniable;

3 (2) the United States is the second highest
4 emitter of carbon dioxide and other greenhouse
5 gases in the world;

6 (3) atmospheric carbon can be significantly re-
7 duced through conservation, by shifting to renewable
8 energy sources such as solar, wind, tidal, and geo-
9 thermal, and by increasing the efficiency of build-
10 ings, including domiciles, and transportation;

11 (4) providing clear information about climate
12 change, in a variety of forms, can remove the fear
13 and the sense of helplessness, and encourage individ-
14 uals and communities to take action;

15 (5) implementation of measures that promote
16 energy efficiency, conservation, and renewable en-
17 ergy will greatly reduce human impact on the envi-
18 ronment; and

19 (6) informing people of new technologies and
20 programs as they become available will ensure max-
21 imum understanding and maximum impact of those
22 measures.

23 **SEC. 3. DEFINITION.**

24 In this Act, the term “climate change education”
25 means informal and formal interdisciplinary learning at

1 all age levels about climate change and its effects on envi-
2 ronmental, energy, social, and economic systems.

3 **SEC. 4. CLIMATE CHANGE EDUCATION PROGRAM.**

4 The National Oceanic and Atmospheric Administra-
5 tion shall establish a Climate Change Education Program
6 to—

7 (1) broaden the understanding of human in-
8 duced climate change, possible long-term and short-
9 term consequences, and potential solutions;

10 (2) apply the latest scientific and technological
11 discoveries to provide formal and informal learning
12 opportunities to people of all ages, including those of
13 diverse cultural and linguistic backgrounds;

14 (3) emphasize actionable information to help
15 people understand and to promote implementation of
16 new technologies, programs, and incentives related
17 to energy conservation, renewable energy, and green-
18 house gas reduction; and

19 (4) inform the public of impacts to human
20 health and safety as a result of climate change.

21 **SEC. 5. PROGRAM ELEMENTS.**

22 The Climate Change Education Program shall in-
23 clude—

24 (1) a national information campaign to dissemi-
25 nate information on and promote implementation of

1 the new technologies, programs, and incentives de-
2 scribed in section 4(3); and

3 (2) the grant program described in section 6.

4 **SEC. 6. GRANT PROGRAM.**

5 The National Oceanic and Atmospheric Administra-
6 tion shall establish a program to make grants—

7 (1) to support national public education, out-
8 reach, and communication programs to engage sub-
9 stantial numbers of the public in understanding cli-
10 mate change while developing educated and empow-
11 ered consumers, investors, and citizens;

12 (2) to encourage and support statewide plans
13 and programs for climate change education, includ-
14 ing relevant teacher training and professional devel-
15 opment, STEM (science, technology, engineering,
16 and mathematics) education, and multidisciplinary
17 studies to ensure that students graduate from high
18 school climate literate, with a particular focus on
19 programs that advance widespread State and local
20 educational agency adoption of climate change edu-
21 cation, including funding for State education agen-
22 cies to—

23 (A) integrate key principles of climate
24 change education into existing K–12 State aca-
25 demic content standards, student academic

1 achievement standards, or State curriculum
2 frameworks;

3 (B) create model State climate change cur-
4 ricula; or

5 (C) create State green school building
6 standards or policies;

7 (3) to improve the quality of and access to
8 higher education in green collar industries and green
9 economy-related fields such as green business, tech-
10 nology, engineering, policy studies, and sustainability
11 science, with a particular focus on programs that ad-
12 dress restructuring institutional incentives and re-
13 ducing institutional barriers to widespread faculty
14 adoption of interdisciplinary teaching of climate
15 change education;

16 (4) for institutions of higher education to en-
17 gage teams of faculty and students to develop ap-
18 plied climate research and deliver to local commu-
19 nities direct services on climate mitigation and adap-
20 tation issues impacting such communities, with a
21 priority on distressed communities; and

22 (5) for projects that build capacity for climate
23 adaptation at the State and national level includ-
24 ing—

25 (A) career education;

1 (B) expanding green collar workforce
2 training;

3 (C) secondary school preparation or work-
4 based experiences in green collar fields; and

5 (D) continuing education needed for prac-
6 ticing professionals for green economy-related
7 fields.

8 **SEC. 7. REPORT TO CONGRESS.**

9 Not later than 1 year after the date of enactment
10 of this Act, and annually thereafter, the National Oceanic
11 and Atmospheric Administration shall transmit to Con-
12 gress a report that evaluates the scientific merits, edu-
13 cational effectiveness, and broader impacts of activities
14 under this Act.

15 **SEC. 8. AUTHORIZATION OF APPROPRIATIONS.**

16 There are authorized to be appropriated to the Na-
17 tional Oceanic and Atmospheric Administration
18 \$20,000,000 for each of fiscal years 2016 through 2020
19 for carrying out this Act.

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