

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 rricula; 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.

○