



STATE OF HAWAII
DEPARTMENT OF EDUCATION
KA 'OIHANA HO'ONA'AUAO
P.O. BOX 2360
HONOLULU, HAWAII 96804

Date: 02/10/2026

Time: 02:15 PM

Location: 309 VIA VIDEOCONFERENCE

Committee: EDN

Department: Education

Person Testifying: Keith T. Hayashi, Superintendent of Education

Title of Bill: HB1925, RELATING TO CLIMATE EDUCATION.

Purpose of Bill: Requires the Department of Education to establish a climate literacy certificate program to provide students with an advanced understanding of climate change through academic coursework and hands-on learning.

Department's Position:

The Hawai'i State Department of Education (Department) appreciates the opportunity to testify on HB 1925 and offers comments. The Department values the Legislature's commitment to addressing climate change and agrees that students should develop the knowledge and skills needed to think critically and engage as future climate leaders.

HB 1925 proposes establishing a Climate Literacy Certificate Program for high school students that requires completion of at least two approved courses aligned with climate literacy standards and includes an experiential learning component. Establishing a statewide certificate program would require coordinated operational structures, sustained resources, professional learning, staffing, and systems necessary to support course approval, experiential learning expectations, student recognition, and ongoing program oversight.

The Department recognizes the importance of advancing climate literacy statewide; however, given the state's fiscal constraints, it is unable to support the bill at this time and respectfully requests that available funding be directed to the priorities identified in the Board-approved budget.

The Department remains committed to strengthening climate science instruction within existing resources and partnerships. Climate-related concepts are embedded throughout the Next Generation Science Standards, which guide science instruction statewide. The Department will continue supporting educators in implementing these standards and providing climate literacy opportunities for students across the state.

The Department offers these comments for consideration. Thank you for the opportunity to testify on HB 1925.



**Chair Woodson
Vice Chair La Chica
House Committee on Education**

**Tuesday, February 10, 2026
2:15 PM**

**TESTIMONY IN STRONG SUPPORT OF HB1925 RELATING TO CLIMATE
EDUCATION**

Aloha Members of the House Committee on Education,

The Hawai'i State Youth Commission was first created through Act 106 in 2018, "to advise the governor and legislature on the effects of legislative policies, needs, assessments, priorities, programs, and budgets concerning the youth of the State." The Hawai'i State Youth Commission's Environment legislative committee is in **strong support** of **HB1925**.

As the youth of Hawai'i, we are already experiencing the effects of climate change. From extreme weather events to threats to our food system and the increasing cost of living, these are indicators of an increasingly climate-affected future. However, many of our peers do not have access to education that connects these impacts to solutions and future careers in mitigation and adaptation. A climate literacy certificate would incentivize schools to offer climate-related courses and, in doing so, create a clear pathway for students interested in sustainability and resilience work - ensuring that students graduate prepared to take on green jobs. In requiring both classroom and experiential learning, HB1925 brings much-needed climate education and real-world problem-solving in our communities.

The commission views this program as an investment in the next generation of leaders who will be integral to meeting the State's goals of one hundred percent renewable electricity by 2045 and at least fifty percent below 2005 greenhouse gas emissions by 2030. When students learn climate literacy through both classes and projects, it prepares them for informed decision-making and community resilience efforts across Hawai'i.

For these reasons, the Hawai'i State Youth Commission is in strong support of HB1925 and respectfully urges the Committee to pass this measure.

Mahalo for the opportunity to testify,

The Hawai'i State Youth Commission

hawaiistateyc@gmail.com

Testimony in Support of HB1925 - Climate Education
Hearing with the House Committee on Education
Tuesday February 10, 2026

Aloha Chair Woodson, Vice Chair La Chica, and Members of the Committee,

My name is Debbie Millikan and I am writing in **strong support of HB1925**, which requires the Department of Education to establish a climate literacy certificate program.

As a scientist, educator, and co-founder of the Climate Future Forum, I recognize the strong desire among young people to comprehend our rapidly evolving world. While the DOE already offers courses that address climate literacy and students are actively engaged in experiential and capstone projects, a critical element is missing. We lack a formal mechanism to elevate and acknowledge student participation in climate education. Providing this recognition is the crucial first step toward ensuring that all young people have the access and opportunity to fully understand the complex scientific, political, environmental, and economic dimensions of sustainability.

HB1925 would require the Department of Education to establish a climate literacy certificate program that gives students a deeper, more meaningful understanding of climate change through both academic coursework and hands-on learning. This bill is an important investment in Hawai'i's young people and in our state's long-term climate resilience, workforce readiness, and responsibility to protect a life-sustaining climate.

To earn the certificate, students would need to:

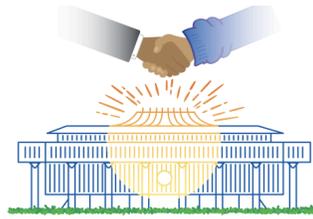
1. Take two approved courses with climate literacy standards, and
2. Complete an experiential learning project.

The Department of Education already offers courses that meet climate literacy standards which can be recognized for the certificate. However, the Department will need to identify the mechanism for ensuring successful completion of the requirements similar to the Seal of Biliteracy that was created in 2017. Furthermore, the expectation is that initial numbers of students participating will be low- when the Seal of Biliteracy was introduced in 2017, it recognized 39 students and has grown to 685 students in 2025.

Climate change is already shaping everyday life in Hawai'i. We are seeing the impacts through increasing heat, wildfire risk, sea level rise, coral bleaching, and growing threats to food, water, and housing security. Today's students are growing up in the midst of these changes, yet many do not have access to climate education that is comprehensive, locally grounded, and relevant to the realities they are living. HB1925 helps address this gap by ensuring students can graduate with a strong foundation in climate science, systems thinking, and applied problem-solving.

By establishing a climate literacy certificate program, Hawai'i has the opportunity to lead nationally in climate education while honoring its constitutional responsibility to protect both our children and the environment they depend on.

Mahalo for the opportunity to testify, Debbie Millikan, Ph.D.



CLIMATE FUTURE FORUM

Testimony in Support of HB1925 - Climate Education
Hearing with the House Committee on Education
Tuesday February 10, 2026

Aloha Chair Woodson, Vice Chair La Chica, and Members of the Committee,

My name is Janiah, I live in Waipahu and on behalf of Climate Future Forum I am writing in strong support of **HB1925**, which requires the Department of Education to establish a climate literacy certificate program.

The Climate Future Forum empowers youth (ages 14–26) to actively engage in shaping and advocating for climate policy and legislation. By bringing together youth, educators, policymakers, and nonprofits, the forum fosters meaningful dialogue on climate action priorities and provides actionable steps to address climate change in Hawai'i. Through discussions involving over 100 youth, the forum has identified key high-priority areas, including regenerative food systems, climate and the economy, clean energy and transportation, climate justice and equity, and sustainable infrastructure.

HB1925 would require the Department of Education to establish a climate literacy certificate program that gives students a deeper, more meaningful understanding of climate change through both academic coursework and hands-on learning. This bill is an important investment in Hawai'i's young people and in our state's long-term climate resilience, workforce readiness, and responsibility to protect a life-sustaining climate.

Climate change is already shaping everyday life in Hawai'i. We are seeing the impacts through increasing heat, wildfire risk, sea level rise, coral bleaching, and growing threats to food, water, and housing security. Today's students are growing up in the midst of these changes, yet many do not have access to climate education that is comprehensive, locally grounded, and relevant to the

realities they are living. HB1925 helps address this gap by ensuring students can graduate with a strong foundation in climate science, systems thinking, and applied problem-solving.

The proposed climate literacy certificate emphasizes both academic rigor and experiential learning. This balance matters. Climate literacy is not just about understanding scientific facts; it is about helping students make sense of the world around them, analyze real-world impacts, evaluate possible solutions, and see themselves as informed participants in their communities. Hands-on learning can also strengthen student engagement, support career exploration, and build a sense of agency at a time when many young people are already experiencing the harms of climate change firsthand.

Climate education is also an issue of equity. Climate impacts disproportionately affect students in low-income communities, Native Hawaiian communities, and communities already facing environmental and health inequities. Ensuring all students have access to high-quality climate education helps make sure those most impacted by climate change are also empowered to lead and benefit from climate solutions.

By establishing a climate literacy certificate program, Hawai'i has the opportunity to lead nationally in climate education while honoring its constitutional responsibility to protect both our children and the environment they depend on.

Thank you very much for your support of youth engagement in climate policy. Mahalo for the opportunity to testify.

Aloha,
Janiah Yaho

Youth Leader, Hawai'i Climate Future Forum



**Testimony in Support of HB1925
Hearing on February 10, 2026 at 2:15pm
House Committee on Education**

Aloha Chair Woodson, Vice Chair La Chica, and Members of the Education Committee,

My name is Doorae Shin, and I am submitting this testimony on behalf of Our Children's Trust in strong support of HB1925, Relating to Climate Education. Our Children's Trust, in partnership with Earthjustice, represents the thirteen youth plaintiffs who achieved the groundbreaking settlement agreement in *Navahine v. HDOT*, which requires the agency to achieve zero emissions in ground, marine and inter-island air transportation no later than 2045.

HB1925 would require the Department of Education to establish a climate literacy certificate program that provides students with an advanced understanding of climate change through academic coursework and hands-on learning. This bill represents a critical investment in Hawai'i's youth and in the state's long-term climate resilience, workforce readiness, and the State's constitutional obligations to protect a life-sustaining climate.

Climate change is already shaping nearly every aspect of life in Hawai'i, from extreme heat and wildfire risk to sea level rise, coral bleaching, and threats to food, water, and housing security. Today's students are growing up in a rapidly changing climate, yet many lack access to comprehensive, locally relevant climate education that equips them to understand these challenges and participate in solutions. HB1925 directly addresses this gap by ensuring students can graduate with a strong foundation in climate science, systems thinking, and applied problem-solving.

The proposed climate literacy certificate program emphasizes both academic rigor and experiential learning. This approach is essential to supporting young people growing up experiencing the devastating harms of climate change. Climate literacy is not just about understanding scientific concepts. It is about empowering students to analyze real-world impacts, evaluate solutions, and engage thoughtfully in civic and workforce pathways related to climate, energy, public health, education, and community resilience. Hands-on learning opportunities can also strengthen student engagement, career exploration, and a sense of agency in addressing climate challenges that affect their own communities.

HB1925 is also aligned with Hawai'i's broader legal and policy responsibilities. In 2022, the thirteen youth plaintiffs we represent filed *Navahine v. Hawai'i Department of Transportation*, asserting their constitutional rights to a life-sustaining climate system. The resulting settlement requires state agencies to take meaningful action to reduce greenhouse gas emissions and protect the public trust for present and future generations. While much attention is rightly placed on infrastructure and emissions reductions, education is a foundational component of long-term climate solutions, with HDOT agreeing to create the Youth Council to help it implement the terms of the settlement. Preparing

students with climate literacy ensures that future decision-makers, workers, and community leaders are equipped to carry this responsibility forward.

Importantly, climate education supports equity and fairness. Climate impacts disproportionately affect children in low-income communities, Native Hawaiian communities, and communities already burdened by environmental and health inequities. Providing all students with access to high-quality climate education helps ensure that those most impacted by climate change are also empowered to lead and benefit from climate solutions.

By establishing a climate literacy program, Hawai‘i can become a national leader in climate education while honoring its responsibility to protect both children and the environment they depend on, as contemplated by the state constitution. For these reasons, Our Children’s Trust strongly urges your support for HB1925.

Mahalo for the opportunity to submit this testimony and for your leadership in advancing climate education for Hawai‘i’s students.

Mahalo,

A handwritten signature in black ink, appearing to read "Doorae Shin". The signature is fluid and cursive, with a long horizontal stroke at the end.

Doorae Shin
Our Children’s Trust

HB-1925

Submitted on: 2/9/2026 6:58:00 PM

Testimony for EDN on 2/10/2026 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
Ynez Valerie Gaborno	Individual	Support	In Person

Comments:

Hello my name is Ynez Gaborno, and I am a junior at Waipahu High School. I am testifying in support of HB1925 on behalf of the Climate Future Forum.

I am lucky to have been given the opportunity to receive sustainability and climate education through the Future Farmers of America Organization and through the Sustainability Program at Punahou school. The information I have gathered has helped me shape my goals and aspirations for our future and I am proud that I can include sustainability in them.

I have heard of the hopes and dreams of my peers who have been unable to receive the same level of sustainable and climate education as I have. I know wholeheartedly that their passions will only grow stronger with the backing of proper climate education.

For these reasons, I am in strong support of HB1925.

Date: February 8, 2026
Re: **STRONG SUPPORT for HB1925** RELATING TO CLIMATE EDUCATION
Hearing Date: February 10, 2026 @ 2:15 PM

Testimony in Support of HB1925 - Climate Education
Hearing with the House Committee on Education
Tuesday February 10, 2026

Aloha Chair Woodson, Vice Chair La Chica, and Members of the Committee,

As someone who works with youth in the area of climate advocacy, I'm writing in **strong support of HB1925**, which requires the Department of Education to establish a climate literacy certificate program.

As an economist, mentor, and co-founder of the Climate Future Forum, I see the need for youth to have the opportunity to develop greater skills and knowledge to better advocate for their future. They possess the passion and desire to effect change and understand their world. But they often lack the background so that their effectiveness matches their passion.

While the DOE already offers courses that address climate literacy and students are actively engaged in experiential and capstone projects, a critical element is missing. We lack a formal mechanism to elevate and acknowledge student participation in climate education. Providing this recognition is the crucial first step toward ensuring that all young people have the access and opportunity to fully understand the complex scientific, political, environmental, and economic dimensions of sustainability.

HB1925 would require the Department of Education to establish a climate literacy certificate program that gives students a deeper, more meaningful understanding of climate change through both academic coursework and hands-on learning. Thus, allowing them to be more effective advocates for their future.

Climate change is already shaping everyday life in Hawai'i. We are seeing the impacts through increasing heat, wildfire risk, sea level rise, coral bleaching, and growing threats to food, water, and housing security. Today's students are growing up in the midst of these changes, yet many do not have access to climate education that is comprehensive, locally grounded, and relevant to the realities they are living. HB1925 helps address this gap by ensuring students can graduate with a strong foundation in climate science, systems thinking, and applied problem-solving.

By establishing a climate literacy certificate program, Hawai'i has the opportunity to lead nationally in climate education while honoring its constitutional responsibility to protect both our children and the environment on which they depend.

Mahalo nui loa,



Paul Bernstein, PhD
Honolulu



HOUSE BILL 1925, RELATING TO CLIMATE EDUCATION

FEBRUARY 10, 2026 · EDN HEARING

POSITION: Support.

RATIONALE: The Democratic Party of Hawai'i Education Caucus **supports** HB 1925, relating to climate education, which requires the Department of Education to establish a climate literacy certificate program to provide students with an advanced understanding of climate change through academic coursework and hands-on learning.

As Hawai'i confronts rapidly intensifying climate impacts—including sea-level rise, ocean warming and acidification, extreme rainfall events, drought, and coral reef decline—educating our students about climate science, mitigation strategies, adaptation responses, and resilience planning is essential to protect our communities, environment, and economy. Climate change education is not solely about imparting scientific knowledge. It is a critical component of empowering young people to understand, anticipate, and act upon one of the defining challenges of our time. The National Oceanic and Atmospheric Administration (NOAA) has developed a program that emphasizes that climate literacy enables individuals to “understand your influence on climate and climate’s influence on you and society,” recognizing that education is foundational to informed decision-making and civic engagement.

Students equipped with climate understanding are better prepared to participate in solutions that reduce greenhouse gas emissions and increase community resilience. According to research

published by the Intergovernmental Panel on Climate Change (IPCC), climate mitigation and adaptation successes require broad social engagement, informed policy choices, and a workforce capable of contributing to sustainable technologies. When students learn about the causes and consequences, of climate change, they can contribute as informed citizens and future innovators who will shape Hawai'i's climate future.

Integration of climate education also strengthens Hawai'i's resilience and disaster preparedness. Pacific island states and territories are on the frontlines of climate impacts. Hawai'i's communities have experienced more frequent extreme weather, coastal inundation, and shifts in agricultural viability. Teaching students how climate systems operate and how communities can adapt gives them not only content knowledge, but also the ability to participate in community planning, resource management, and locally rooted climate solutions.

Additionally, climate change education supports equity and justice. National research indicates that communities of color and low-income populations disproportionately bear the brunt of climate impacts, including heat stress, flooding, and environmental health risks. By integrating climate education across curricula, Hawai'i can help ensure that all students, and especially those from vulnerable communities, understand how climate effects intersect with health, economics, and social systems, and how climate actions can promote equity rather than exacerbate disparities.

Finally, climate literacy yields measurable academic benefits. Studies show that curricula incorporating real-world issues like climate change enhance student engagement, critical thinking, interdisciplinary learning, and problem solving, all skills aligned with Hawai'i's academic standards and preparing students for careers in sustainable industries. Integrating climate content across subjects connects classroom learning to local contexts and lived experiences. By doing so, this measure advances climate preparedness, builds capacity for future employment in the green economy, and fosters communities where young people—our future scientists, policymakers, entrepreneurs, and civic leaders—understand both the urgency of the climate emergency and the pathways to effective solutions.

Contact: educationcaucusdph@gmail.com · 808-679-7454



To: The House Committee on Education (EDN)
From: Sherry Pollack, Co-Founder, 350Hawaii.org
Date: Tuesday, February 10, 2026, 2:15pm

In support of HB1925

Aloha Chair Woodson, Vice Chair La Chica, and members of the EDN Committee,

I am Co-Founder of the Hawaii chapter of 350.org, the largest international organization dedicated to fighting climate change. 350Hawaii.org **supports HB1925** that would establish a climate literacy certificate program to provide students with an advanced understanding of climate change through academic coursework and hands—on learning.

Young people across the globe are concerned about climate breakdown. A [Lancet study](#) surveying 10,000 young people ages 16 to 25 in 10 countries found that more than half felt sadness, anxiety, anger, and guilt about climate change. They are seeing the impacts of a warming world in the news and in their own communities. Many feel helpless and powerless.

The younger generation recognizes that climate change is going to shape their futures—where they live, the work they will do, and their quality of life. They need climate education in order to develop green skills, adapt to the harsh reality of a warming world, and understand how to combat climate change. But they need to learn the basics of climate change before they can do anything about it.

While much of the focus on combating climate change has been on policy, technological innovation, and adult behavior, an often overlooked yet crucial part of the solution lies in education. HB1925 addresses this gap.

Mahalo for the opportunity to testify on this important legislation.

Sherry Pollack
Co-Founder, 350Hawaii.org

My name is Rachel Alonzo and I am a senior at Mililani High School testifying in support of House Bill 1925. As someone who is born and raised in Hawaii, I understand that the threats that climate change imposes on our home are severe. I believe that it is extremely important that all students who attend school in Hawaii should have the opportunity to earn a seal of climate literacy and learn more about how climate change directly impacts us as an island. After having taken AP environmental science in my senior year, I have had the special opportunity to go on field trips in which we plant trees, take data, and participate in activities that actively work to better the environment and protect our home. It has allowed me to grow a special understanding and connection to my home that I did not have before.

As such, the positive experience I have had in AP environmental science working with teachers who care and learn about topics that are very useful to the future of Hawaii have led me to want that for other students as well. As residents of a place as beautiful as Hawaii, I believe that we have a particular obligation to want to protect it from severe damage. It only takes learning a few more facts about the subject to be able to spark significant change. The more that we empower our students to care, the more activism stops becoming a rarity, but rather, a fundamental value to our everyday lives.

HB-1925

Submitted on: 2/8/2026 10:00:18 PM

Testimony for EDN on 2/10/2026 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
Adora Cobb	Individual	Support	Written Testimony Only

Comments:

I am a high school senior living in Hawai'i, & climate change affects my life in real ways. I often find myself working in lo'i patches where the water conditions, amount of rainfall, & soil conditions matter every single day. When the weather changes or the rainfall becomes too unpredictable, it directly impacts the plants & the health of the land. Climate change is not just something we learn about in textbooks. It affects our food systems, environment, & our future. This bill would help students better understand climate change in a way that connects it to what we actually experience here in Hawai'i, especially since our islands are more vulnerable to rising sea levels & extreme weather.

I believe that this bill should be passed because it gives students the opportunity to learn about climate change through hands-on projects & activities rather than through textbooks & lectures. Many students, myself included, learn best by actually doing & not just listening to someone talk about it. This experimental learning & help make climate change feel real to the students. Programs like this can prepare students to think critically about how their choices affect the environment & their community. By supporting climate literacy, the legislature is investing in the next generations of leaders who will actually care about 'āina & protect Hawai'i's future. Passing this bill will help students gain the knowledge they need to mālama 'āina & build a more sustainable future for our islands.

HB-1925

Submitted on: 2/9/2026 9:59:08 AM

Testimony for EDN on 2/10/2026 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
Mia Bautista	Individual	Support	Written Testimony Only

Comments:

Personally as a student in Hawai`i, I could tell you more about the complexities of calculus over something as catastrophic as climate change. Not to say I haven't learned anything about climate change at all at school. I've done minor research projects on climate change in my middle and high school career, coming to the conclusion every time that it's horrible for our environment and to do something about it. But after every A grade slapped on afterwards, it becomes a second thought. There's nothing gained from a research project in English nobody, not even I, would want to do. Further yet, the only science class I know of that actually touches up on climate change and its devastating effects on the world is hidden behind the AP curriculum. What about the others who don't have the money to take it? What about others who believe they don't have the smarts for it?

Why isn't an educational program for this topic more accessible?

To have a program that gives students like me a chance at shattering the surface layer of climate change would not only bring more awareness, but bring more students to the table. Hands on activities would engage students in the activities, give them something more to remember rather than a tacky research project. A curriculum that dives deeper than the message "climate change is bad" would help give those who want more answers the questions they need to dig deeper. With this bill, I'm sure that there's a chance to break the right iceberg in the educational scene. We wouldn't be breaking the icebergs melting because of climate change, but the ice fogging our current generations of students from truly learning more about a relevant real world topic.

HB-1925

Submitted on: 2/9/2026 1:56:03 PM

Testimony for EDN on 2/10/2026 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
Gina Kim	Individual	Support	Written Testimony Only

Comments:

Thank you for the opportunity to testify in support of HB1925, a crucial bill that seeks to make climate education for the next generation significantly more accessible and impactful.

As a high school freshman who only came to Hawaii last August, this bill is deeply personal to me in that I have firsthand experienced how big of an impact accessibility and outreach are in leading to awareness and ultimately action.

I am an international student who came to a school in Hawaii for its beautiful nature. Accordingly, I became interested in climate advocacy and was astonished by the rich opportunities Hawaii had to offer in the climate field, especially for the younger generation, from school clubs and climate forums to internships—I have simply never seen these back in Korea. I genuinely look up to the state’s dedication in protecting the climate and being a bold leader in such policies. And with confidence, I can say that my school is extremely privileged in terms of extracurricular opportunities such as advocacy clubs and research projects.

Yet, I have also noticed a huge gap among the student body in their commitment to this issue. Some upperclassmen make the most out of these opportunities, holding internship positions in non-profits and committing themselves to numerous sustainability clubs. Meanwhile, the vast majority are rather indifferent, with little knowledge or a sense that this issue would impact just about every aspect of their future. Frankly, I cannot blame them either—being part of extracurricular clubs often entails immense time and effort that isn’t affordable for everyone with other career paths and priorities.

In addition, as much as my school is plentiful in extracurricular opportunities, looking at the course syllabus, we have surprisingly few courses related to the environment; for instance, environmental science and marine biology are peripheral semester electives practically open to juniors and seniors only. If there are few opportunities to learn and act within the school, for busy high school students with an already-packed schedule, the commitment barrier is often too high.

While passionate and young leaders do create tangible impact, the most meaningful change is only possible when the entire community, informed and caring, is involved. No matter how many bills are passed, no matter how many protests are taking place by a small group, the impact is often limited when the wider public remains oblivious.

If this gap is visible just in a well-resourced environment, it is likely it is significantly wider across the state. For those without the time, resources, and connections, learning about the environment, let alone taking action, could be a luxury. A standard program such as this very Climate Literacy Certificate would help resolve this issue in two ways: first, schools across the state has some course students can access to be informed of environmental issues, bridging the gap between schools in the amount of awareness. Second, within each school, it is more accessible to the general student body rather than just to those already interested. As I have mentioned, those already interested are likely participating in the plentiful extracurricular activities, but those who are not have few opportunities to learn within the curriculum.

This isn't to say every student must major in environmental science—rather, it is the opposite. It is that we are able to make even the general public educated and knowledgeable enough to make informed decisions and meaningful contributions to the future, even if they aren't fully committed to this specific cause.

Once again, I respect Hawaii's commitment to protecting the environment and taking bold action. But climate issues have to be seen in the long-run—those who will persist with these efforts are the broader future generation: the current students who will receive education according to what the current generation tells them is important. Passing this bill would be a proclamation to our generation that the environment indeed is an important issue to be taken care of by all students, not just by the few activists.

Thank you very much for your support of the wellbeing of the present and future generations to come. I respectfully urge the Committee to pass this bill.

Sincerely,

Gina Kim

HB-1925

Submitted on: 2/6/2026 3:46:37 PM

Testimony for EDN on 2/10/2026 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
B.A. McClintock	Individual	Support	Written Testimony Only

Comments:

Please support this important bill. Mahalo.

HB-1925

Submitted on: 2/8/2026 12:01:16 PM

Testimony for EDN on 2/10/2026 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
Peyton Bitterman	Individual	Support	Written Testimony Only

Comments:

My name is Peyton Bitterman, and I am a student writing in support of Hawaii House Bill 1925.

As a student taking environmental science, I have learned that climate change is not just a scientific issue, but one that affects economies, public health, and communities, especially in isolated states like Hawaii. Having structured opportunities to study climate systems and apply that knowledge through hands-on learning would help students understand both the causes and effects of climate change and the solutions needed to address the persisting problem.

A climate literacy certificate program would encourage deeper learning beyond standard coursework taught in schools. It would give students the chance to connect environmental concepts to real-world challenges that we face every day. Learning through direct experience, in particular, helps students develop problem-solving skills and understand how environmental science informs policy and community decisions.

HB1925 supports Hawaii’s long-term climate goals by investing in education and preparing students to be informed and capable leaders. I respectfully urge you to support this bill and strengthen climate education for future generations. We can be the catalyst for environmental action not only in our state, but in the entire United States.

Thank you for your time and consideration.

HB-1925

Submitted on: 2/8/2026 12:01:46 PM

Testimony for EDN on 2/10/2026 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
reynaldo a mozo	Individual	Support	Written Testimony Only

Comments:

Aloha,

I would like to express my support and urge yours for this bill and its benefits to our youth and the honua. Climate literacy and its understanding its affects both economically and social will empower our youth to understand and make informed decisions in their engagement if they choose towards the future of Hawaii and beyond.

Mahalo for your consideration,

R Allen Mozo

HB-1925

Submitted on: 2/8/2026 4:54:09 PM

Testimony for EDN on 2/10/2026 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
Ruta Jordans	Individual	Support	Written Testimony Only

Comments:

Strongly support

HB-1925

Submitted on: 2/9/2026 12:14:51 AM

Testimony for EDN on 2/10/2026 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
An Vo	Individual	Support	Written Testimony Only

Comments:

Aloha,

My name is An and I'm a college public health student on O'ahu. I support HB1925.

I learned about anthropocene only when I reached sophomore year of college. However, I should've learned about this current issue years ago, even starting from elementary school, so that I can grow up to care for the earth rather than only caring for myself. I grew up thinking everything is okay, but I wish I had a future where I could be more involved in current events starting from public schools. This bill would require schools to learn about climate change in order to graduate, and I believe that knowledge is valuable for students to start participating in decisions that impact our public health.

Please support HB1925.

Mahalo,
An
Honolulu

HB-1925

Submitted on: 2/9/2026 8:39:12 AM

Testimony for EDN on 2/10/2026 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
David Ball	Individual	Support	Written Testimony Only

Comments:

Dear Chair Woodson and Vice-Chair La Chica,

I am writing in strong support of HB1925, which would provide needed resources to ensure robust climate education statewide. As an educator myself, I know how quality instruction can serve as a cornerstone for Hawaii's future, especially in a world in which we will be among the most affected by a changing climate. Giving students knowledge and resources is an essential first step toward our resiliency as an 'ohana in the face of a rapidly changing world. Thank you for your time, consideration, and support of this vital legislation.

With aloha,

David Ball

Waialae-Kahala

HB-1925

Submitted on: 2/9/2026 6:56:22 PM

Testimony for EDN on 2/10/2026 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
Jayzen Garcia	Individual	Support	Written Testimony Only

Comments:

Aloha, my name is Jayzen Garcia a student writing in strong support of Hawai'i House Bill 1925.

As a member of FFA an organization that strives for agriculture and the fundamentals of sustainability I think it's important that people like me are recognized for their knowledge and work in climate literacy. In school, the environment is often overlooked as the problems are only seen rarely or on social media. Having these certifications could inspire my peers in being more educated on climate change and how to mitigate the detrimental effects.

Passing this bill would be the right step in creating a more sustainable future where we wouldn't have to worry for the generations to come.

Please support HB1925!

HB-1925

Submitted on: 2/9/2026 9:29:34 PM

Testimony for EDN on 2/10/2026 2:15:00 PM

Submitted By	Organization	Testifier Position	Testify
Christian Kaakua	Individual	Support	Written Testimony Only

Comments:

My name is Christian, and I am a high school student from Oahu, testifying in support of HB1925, advocating that the Department of Education should establish a climate literacy certificate program to provide students with an advanced understanding of climate change through academic coursework and hands-on learning.

Climate change is one of the forefront issues impacting not only the world, but Hawaii, especially. And the keiki, like myself, are the ones who are going to be inheriting a world with climate change. Through HB1925, our state can work to ensure the students of Hawaii are best equipped to be changemakers in society and fight to fix the climate crisis. Being a small island chain in the middle of the Pacific, Hawaii is uniquely vulnerable to the effects of climate change, so our State should work to invest in our collective future: the keiki.

For these reasons, this bill, HB1925, ought to be passed.

Thank you for your consideration.