

110TH CONGRESS  
2D SESSION

# H. R. 5902

To enhance environmental justice education in middle and high schools that serve disadvantaged students.

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IN THE HOUSE OF REPRESENTATIVES

APRIL 24, 2008

Ms. CLARKE introduced the following bill; which was referred to the Committee on Education and Labor

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## A BILL

To enhance environmental justice education in middle and high schools that serve disadvantaged students.

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—

5 (1) the “Getting Youth Re-invested in Environ-  
6 mental Education Now Act”; or

7 (2) the “GREEN Act”.

8 **SEC. 2. FINDINGS.**

9 The Congress makes the following findings:

1           (1) Environmental justice education is essential  
2 for—

3           (A) producing students who are prepared  
4 to address not only the imminent climate  
5 change issues that effect them locally, but to be  
6 the driving force behind global environmental  
7 solutions that will be the stimulus of an emerg-  
8 ing eco-efficient economy;

9           (B) addressing the global and local envi-  
10 ronmental issues that are disproportionately af-  
11 fecting people of color; and

12           (C) fostering a critical understanding of  
13 the environment within the context of human  
14 political and social actions.

15           (2) Environmental justice education lends itself  
16 to the field of service learning with the call to move  
17 beyond the classroom and experience the earth in an  
18 experiential, embodied way which empowers students  
19 to confront global environmental justice.

20           (3) States and local educational agencies should  
21 create an integrated curriculum in which environ-  
22 mental justice education is incorporated throughout  
23 subject areas such as math, science, history, lan-  
24 guage arts, and all other core subject areas.

1           (4) Environmental justice education uses mul-  
2           tiple strategies including experiential learning, inte-  
3           grated core subject study, analytical research, and  
4           project based learning.

5 **SEC. 3. GRANTS AUTHORIZED.**

6           (a) IN GENERAL.—The Secretary of Education shall,  
7           subject to the availability of appropriations, make grants  
8           on a competitive basis under this Act to States and to  
9           local educational agencies that submit to the Secretary an  
10          application at such time and in such manner as the Sec-  
11          retary may require. The purpose of the grants is to assist  
12          eligible recipients to develop an environmental justice cur-  
13          riculum, and a co-op program, for students attending mid-  
14          dle and high schools that—

15                (1) receive funds under part A of title I of the  
16          Elementary and Secondary Education Act of 1965  
17          (29 U.S.C. 6311 et seq.); and

18                (2) are located in an urban community that  
19          may be disproportionately affected by climate  
20          change, pollution, and other environmental issues.

21          (b) CURRICULUM DEVELOPMENT.—An environ-  
22          mental justice curriculum developed with funds received  
23          under this Act shall satisfy the following objectives:

24                (1) Educating students, through experiential  
25          learning and otherwise, about topics relating to envi-

1       ronmental justice, such as air pollution, lead paint  
2       poisoning, access to organic foods, sustainable agri-  
3       culture, proximity to landfills, toxic dumping, rel-  
4       ative asthma rates, and the historical patterns of en-  
5       vironmental impacts.

6               (2) Empowering students actively to address  
7       environmental issues in their local neighborhoods  
8       while also considering global environmental prob-  
9       lems.

10              (3) Allowing students to explore careers that in-  
11       volve solving environmental problems and cultivating  
12       innovators to solve such problems.

13              (4) Enhancing life skills required for sound per-  
14       sonal decision making, participation in civic and cul-  
15       tural affairs, and economic productivity, such as  
16       problem solving, critical thinking, and good steward-  
17       ship.

18              (5) Establishing a nurturing environment that  
19       fosters democratic and socially just relationships  
20       among schools, families, and surrounding commu-  
21       nities.

22       (c) CO-OP PROGRAM DEVELOPMENT.—A co-op pro-  
23       gram developed with funds received under this Act shall  
24       satisfy the following objectives:

1           (1) Linking students with career opportunities  
2           in the environmental field by building partnerships  
3           with the public and private sector.

4           (2) Providing students with an opportunity to  
5           earn secondary school course credits or credits to-  
6           wards the jurisdiction's service learning require-  
7           ments during the summer through experiential  
8           learning such as internships and other types of field  
9           experience.

10          (3) Assisting students in building skills nec-  
11          essary for workforce success, such as development of  
12          a career path; resume, letter, and memoranda writ-  
13          ing; and job interviewing.

14          (4) Providing students with mentors recruited  
15          through the partnerships described in paragraph (1)  
16          who are equipped to assist a mentee in the skill  
17          building described in paragraph (3).

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