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State of Minnesota

HOUSE OF REPRESENTATIVES

NINETY-FOURTH SESSION

H. F. No. 3557

02/23/2026 Authored by Kraft, Pursell and Jordan
The bill was read for the first time and referred to the Committee on Education Policy

1.1 A bill for an act
1.2 relating to education; establishing a climate literacy seal; requiring a report;
1.3 proposing coding for new law in Minnesota Statutes, chapter 120B.

1.4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.5 Section 1. 120B.092 CLIMATE LITERACY SEAL.

1.6 Subdivision 1. Definitions. (a) For purposes of this section, the following terms have
1.7 the meanings given.

1.8 (b) "Climate literacy" means an understanding of the essential principles of the earth's
1.9 climate system, assessing scientifically credible climate information, learning to communicate
1.10 about the climate in a meaningful manner, and making informed and responsible decisions
1.11 regarding actions that may affect the climate.

1.12 (c) "Climate literacy experiential learning provider" means a provider that facilitates a
1.13 student's final project. A provider may include a school district, charter school, or cooperative
1.14 unit under section 123A.24, subdivision 2; school organization or club; or local media outlet,
1.15 business, nonprofit organization, or industry focused on green skills or technical green skills.

1.16 (d) "Climate literacy final experiential learning project" or "final project" means a student
1.17 project that focuses on the effects of climate change in the student's local community and
1.18 that the student successfully completes as part of the requirements necessary to receive a
1.19 seal of climate literacy.

1.20 (e) "Green jobs" means occupations or employment positions that reduce harmful effects
1.21 on the climate; adapt processes to minimize their effect on the climate; recognize and mitigate
1.22 the disproportionate social effects of climate change; support the social economic, social,

2.1 and environmental sustainability of communities; or contribute to the well-being and
 2.2 resilience of present and future generations.

2.3 (f) "Green skills" means the knowledge, abilities, values, and attitudes to live in, develop,
 2.4 and support a sustainable and resource-efficient society.

2.5 (g) "Participating school" means a school district, charter school, or cooperative unit
 2.6 under section 123A.24, subdivision 2, that grants a seal of climate literacy to a student who
 2.7 demonstrates mastery in climate literacy in accordance with this section.

2.8 (h) "Technical green skills" means skills that fulfill the requirements of green jobs and
 2.9 support the transition to a low-carbon sustainable economy.

2.10 Subd. 2. **Climate literacy seal established.** A voluntary climate literacy seal is
 2.11 established to recognize graduating high school students in any school district, charter
 2.12 school, or cooperative unit under section 123A.24, subdivision 2, who demonstrate mastery
 2.13 in climate literacy disciplines and attain green skills or technical green skills by successfully
 2.14 completing the requirements under this section. The purpose of the climate literacy seal is
 2.15 to give a student personal agency to understand or adapt to the effects of climate change.
 2.16 Participation for a school district, charter school, or cooperative unit to offer a climate
 2.17 literacy seal is voluntary. A participating school must notate the appropriate seal on the
 2.18 transcript of each high school student who meets the requirements of this section and may
 2.19 affix the seal to the student's diploma. A participating school must not charge the high school
 2.20 student a fee for this seal.

2.21 Subd. 3. **Student requirements.** (a) To obtain a climate literacy seal, a student must:

2.22 (1) meet the minimum high school graduation requirements under this chapter and all
 2.23 other locally adopted graduation requirements;

2.24 (2) successfully complete at least two approved courses in the area of climate literacy;
 2.25 and

2.26 (3) obtain approval for a climate literacy final experiential learning project proposal in
 2.27 accordance with the participating school's procedures and successfully complete the final
 2.28 project.

2.29 (b) A student who wishes to obtain a climate literacy seal must notify the participating
 2.30 school in accordance with school procedures for awarding a climate literacy seal and seek
 2.31 approval for the student's final experiential learning project proposal.

2.32 (c) The final experiential learning project proposal may include but is not limited to:

3.1 (1) a capstone project centered on the student's community and the community's effect
 3.2 on climate change;

3.3 (2) a field experience or practicum related to the approved coursework;

3.4 (3) an internship, externship, or employment with a climate literacy experiential learning
 3.5 provider;

3.6 (4) one or more community projects with a climate literacy experiential learning provider;

3.7 (5) hands-on laboratory experiments;

3.8 (6) original artwork or writing; or

3.9 (7) student-designed and student-led programming that has an effect on the student's
 3.10 community and other students.

3.11 (d) To successfully complete the final project, a student must demonstrate an academic
 3.12 understanding of climate literacy through the practical application of climate literacy
 3.13 principles that address local climate issues in the student's community. The student must
 3.14 present the final project to an individual or group identified and selected by the climate
 3.15 literacy experiential learning provider or participating school.

3.16 Subd. 4. **Workforce.** A participating school may collaborate with local businesses,
 3.17 nonprofit organizations, and industry leaders identified by the participating school within
 3.18 the surrounding community who are interested in climate literacy and building a workforce
 3.19 with technical green skills.

3.20 Subd. 5. **School requirements.** (a) A school district, charter school, or cooperative unit
 3.21 under section 123A.24, subdivision 2, must determine prior to the beginning of each school
 3.22 year whether it will offer the climate literacy seal.

3.23 (b) A participating school must annually provide students enrolled in grades six through
 3.24 12 and their legal guardians with information about the literacy seal, including the
 3.25 requirements for obtaining a climate literacy seal and a list of approved courses in the area
 3.26 of climate literacy. Approved courses may include but are not limited to:

3.27 (1) high school courses or qualified advanced placement courses that cover physical
 3.28 science, life science, or earth science; and

3.29 (2) courses provided under section 124D.09, career and technical education courses, or
 3.30 school courses that integrate the climate literacy principles.

3.31 (c) A participating school must either evaluate for approval a student's final project
 3.32 proposal or authorize a climate literacy experiential learning provider to facilitate, support,

4.1 and evaluate for approval a student's final project proposal before the student begins the
4.2 final project.

4.3 (d) By July 1, 2027, and by July 1 each year thereafter, each participating school must
4.4 collect data on climate literacy seal participation, including:

4.5 (1) each school site where an enrolled student was awarded a climate literacy seal;

4.6 (2) the number of students who received a climate literacy seal;

4.7 (3) the types of final experiential learning projects students completed;

4.8 (4) the names of the climate literacy experiential learning providers that approved,
4.9 supported, and facilitated students' projects;

4.10 (5) a list of academic courses students completed to earn the climate literacy seal; and

4.11 (6) other relevant information related to the climate literacy seal requested by the
4.12 commissioner.

4.13 (e) A participating school must submit an annual report to the commissioner of education
4.14 in the form and manner determined by the commissioner, including the data collected under
4.15 this subdivision. The report is due by October 1, 2027, and by October 1 of each year
4.16 thereafter.

4.17 Subd. 6. **Department of Education; report.** By January 15, 2028, and by January 15
4.18 each year thereafter, the commissioner must submit a report to the legislative committees
4.19 with jurisdiction over kindergarten through grade 12 education evaluating and summarizing
4.20 the data submitted by participating schools under subdivision 5. The commissioner may
4.21 collaborate with a nonprofit organization that works with schools, industry leaders, and
4.22 institutions of higher education that support students' climate literacy to evaluate the data
4.23 and prepare the report.

4.24 **EFFECTIVE DATE.** This section is effective the day following final enactment.