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## FISCAL IMPACT REPORT

**SPONSOR** Fajardo **ORIGINAL DATE** 1/21/16  
**LAST UPDATED** 2/02/16 **HJM** 3/aHGEIC/aHFI#1

**SHORT TITLE** Environmental Education Week **SB** \_\_\_\_\_

**ANALYST** Liu

### ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY16	FY17	FY18	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
<b>Total</b>		\$70.0 - \$80.0	\$0.0	\$70.0-\$80.0	Nonrecurring	Other State Funds

(Parenthesis ( ) Indicate Expenditure Decreases)

Duplicates SJM 4

### SOURCES OF INFORMATION

LFC Files

#### Responses Received From

- Department of Game and Fish (DGF)
- Children, Youth and Families Department (CYFD)
- Energy, Minerals and Natural Resources Department (EMNRD)
- Public Education Department (PED)

### SUMMARY

#### Synopsis of HFI#1 Amendment

The House Floor amendment to House Joint Memorial 3:

- strikes the House Government, Elections & Indian Affairs amendment;
- adds the New Mexico Department of Agriculture as another lead agency for the feasibility study;
- adds the Department of Environment, Department of Cultural Affairs, and the cooperative extension service of New Mexico State University as cooperating agencies for the feasibility study;
- strikes the resolution requesting the Public Education Department to provide a link on its website to the New Mexico environmental literacy plan as a resource for teachers; and
- adds the New Mexico Department of Agriculture, Department of Environment, Department of Cultural Affairs, and the cooperative extension service of New Mexico State University as recipients for copies of the memorial.

Synopsis of HGEIC Amendment

The House Government, Elections & Indian Affairs amendment to House Joint Memorial 3 adds the Office of Cultural Affairs to work in cooperation with the Department of Game and Fish to study the feasibility of creating an environmental education grant program.

Synopsis of Original Bill

House Joint Memorial 3 requests the Governor’s Office declare a week in April “Environmental Education Week” to encourage outdoor learning experiences and environmental education programming at schools for one hour that week. HJM 3 also requests DGF to lead a study involving the State Parks division of EMNRD, State Land Office, Department of Health, PED, and CYFD on the feasibility of creating an environmental education grant program to increase environmental education opportunities for New Mexico students. Additionally, the joint memorial asks PED to provide a link on its website to the New Mexico environmental literacy plan as a resource for teachers.

**FISCAL IMPLICATIONS**

According to DGF, a declaration of an "Environmental Education Week" would not have any significant fiscal implications to DGF, a feasibility study focused on creating an environmental education grant program would result in expenditure for the department and collaborating agencies. Based on cost estimates of similar studies, about \$70 thousand to \$80 thousand would be needed to appropriately complete an environmental education grant program feasibility study.

**SIGNIFICANT ISSUES**

PED provided the following:

HJM 3 states that environmental education provides an effective means to teach common core state standards (CCSS) and next generation science standards (NGSS); and increases student achievement in all subjects; and provides a theme for interdisciplinary project-based learning.

HJM 3 requests the declaration of an Environmental Education Week” where K–12 teachers will spend an hour/day to teach students outdoors during that week.

- Friday April 22, 2016, is Earth Day and most schools have environment-related activities to coincide.

HJM 3 resolves that PED provide a link on its website to the NM ELP as a resource for teachers.

- PED cannot provide the link without proper vetting and ensuring that the ELP aligns with current adopted standards and assessments or with sections as mentioned above that extend beyond the purview of the PED functions.
- The New Mexico ELP is posted on the North American Association for Environmental Education website, <http://eeanm.org/programs/environmental-literacy-planning/>.

According to the North American Association for Environmental Education 2014 Status Report, 13 states have adopted and implemented ELPs, four states have adopted but not implemented ELPs, and four states have not developed an ELP.

([www.naee.org](http://www.naee.org))

## **PERFORMANCE IMPLICATIONS**

DGF provided the following:

DGF would be able to utilize programs already developed by the department. Currently, DGF provides a number of programs for youth focused on conservation including: Trout in the Classroom, National Archery in the Schools, Hunter Education, Aquatic Resource Education, Wildlife Conservation Education, and several other outdoor, skills-based education programs.

EMNRD provided the following:

State Parks is already implementing an environmental education program through park-based activities, the Outdoor Classroom Program, and the Kids ‘n Parks transportation grant program. HJM 3 could enhance the current Kids ‘n Parks transportation grant program, which is targeted strictly for State Parks, and provide opportunities for other agencies to participate.

## **ADMINISTRATIVE IMPLICATIONS**

Conducting such a study would require staff members of the participating agencies to collaborate with other agencies and with stakeholders, research and gather data, and draft the feasibility study document. Alternatively, the agencies could hire a third party consultant to produce the feasibility study if the expertise or resources are not available in-house; however, without additional funding to the departments, existing resources must be reallocated to accomplish this task.

## **DUPLICATION**

This joint memorial duplicates SJM 4.

## **OTHER SUBSTANTIVE ISSUES**

PED provided the following:

PED has reviewed the 2015 New Mexico Environmental Literacy Plan (ELP), and has the following concerns:

- ELP states “it must be adopted by the PED with adequate funding to support the goals and objectives of the plan” (ELP, 2015, pg 2).
- No specific alignment to CCSS is noted however ELP states “it is imperative that environmental topics are woven into CCSS instead of being an added-on component.” Page 4 of the ELP provides ideas to incorporate CCSS, but no specifics are expressed.

- Currently, the NGSS are not adopted for New Mexico students—the New Mexico Science Standards are still in place and are assessed in grades 4, 7, and 11 through the New Mexico Standards Based Assessment. The ELP lists an outline of NGSS components on page 5.
- Goal 7: Implementation of the ELP states “PED will identify key staff for implementation of the ELP, provides input for ELP updates and participate in exploring legislative options for effectively incorporating ELP in public education” (pg. 19(b)).
- DGF has activities and curriculum that have aligned CCSS noted in the guides. The PED has provided guidance on CCSS in the creation of the curriculum.

SL/jle/al