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FISCAL IMPACT REPORT

SPONSOR <u>Gonzales</u>	LAST UPDATED _____
	ORIGINAL DATE <u>3/11/25</u>
	BILL <u>Senate Memorial</u>
SHORT TITLE <u>K-12 Water Conservation Curriculum</u>	NUMBER <u>22</u>
	ANALYST <u>Mabe</u>

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT*

(dollars in thousands)

Agency/Program	FY25	FY26	FY27	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
	No fiscal impact					

Parentheses () indicate expenditure decreases.

*Amounts reflect most recent analysis of this legislation.

Relates to Senate Bill 60

Sources of Information

LFC Files

Agency Analysis was Solicited but Not Received From

Public Education Department (PED)

Office of the State Engineer (OSE)

Energy, Minerals and Natural Resources Department (EMNRD)

Because of the short timeframe between the introduction of this bill and its first hearing, LFC has yet to receive analysis from state, education, or judicial agencies. This analysis could be updated if that analysis is received.

SUMMARY

Synopsis of Senate Memorial 22

Senate Memorial 22 (SM22) requests the Public Education Department (PED) to explore the feasibility of creating a curriculum focused on water conservation and management for elementary and secondary education. Findings are due to the Legislative Education Study Committee (LESC) by December 1, 2025.

FISCAL IMPLICATIONS

Memorials do not contain an appropriation nor are enforceable as state law.

SIGNIFICANT ISSUES

The memorial stresses the importance of water resources for New Mexico's economy, agriculture, cultural heritage, and overall societal well-being. It suggests integrating water conservation lessons into multiple subjects, including math, science, and history, for the state's next generation to understand water conservation and management. The memorial tasks PED with studying the feasibility of creating such curriculum. The findings are to be published and presented to LESC by December 1, 2025.

While no U.S. states currently mandate a standalone water conservation and management curriculum in schools, several have integrated water-related topics in broader environmental and climate change education. New Jersey, Illinois, Connecticut, California, and New York have enacted legislation requiring climate change education.

New Mexico's relationship to water is uniquely shaped by ecological scarcity and rich cultural and historical significance. According to New Mexico's *50-Year Water Action Plan*, the state anticipates a 25 percent decrease in water availability over the next 50 years due to increased temperatures, declining snowpack, reduced runoff, and drought. The plan emphasizes water education as a crucial part of its conservation strategy.

Currently, the Office of the State Engineer (OSE) provides a range of water conservation and management educational materials tailored to different grade levels. Additionally, PED's STEM Ready Science Standards incorporates water-related topics, such as scarcity, usage, and pollution, across multiple grade levels.

ADMINISTRATIVE IMPLICATIONS

SM22 requires that PED take time and resources to study implementing water conservation and management curriculum and report their findings by December 1, 2025.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

SM22 relates to Senate Bill 60, which appropriates \$1.25 million to PED to pilot an environmental education program for high school students.

RM/hg/sgs