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## FISCAL IMPACT REPORT

**ORIGINAL DATE**  
**LAST UPDATED** 2/5/08      **HB** 559

**SPONSOR** Garcia, T. A.

**SHORT TITLE** Taos Water Conservation Education      **SB** \_\_\_\_\_

**ANALYST** Cox

### APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY08	FY09		
	\$40.0	Recurring	General Fund

(Parenthesis ( ) Indicate Expenditure Decreases)

### SOURCES OF INFORMATION

LFC Files

#### Responses Received From

Public Education Department - PED

### SUMMARY

#### Synopsis of Bill

House Bill 559 appropriates forty thousand dollars (\$40,000) from the General Fund to Public Education Department for the purpose of supporting water conservation education in the Taos public schools.

### FISCAL IMPLICATIONS

The PED would have to research available providers and staff would be required to develop a contract for this initiative. Time required for writing, approving, and finalizing a contract totals 60 hours for one Ed Admin A equivalent @ \$25.50 plus benefits (\$1,989); 20 hours for one Exec Sec & Adm Asst A @ \$16.89 plus benefits (\$439.14); and 10 hours for Financial Spec @ \$15.11 plus benefits (\$196.43) to set up accounts and process documentation. Total cost: \$2,624.57.

The appropriation of forty thousand dollars (\$40,000) contained in this bill is a recurring expense to the General Fund. Any unexpended or unencumbered balance remaining at the end of Fiscal Year 2009 shall revert to the General Fund.

**SIGNIFICANT ISSUES**

There are several different entities which offer water conservation education programs to youth throughout New Mexico. Each of them emphasizes the importance of building a strong connection between children, their natural environment, and their cultural heritage (e.g., Amigos Bravos, 2008; Rivers and Birds, 2008).

Water conservation education projects can align with NM Science Content Standards, Benchmarks, and Performance Standards, especially those that address the “complex relationships between living things and their environment” (NM State Department of Education, 2003).

In a 2003 position paper, the National Science Teachers Association (NSTA) expressed strong support for inclusion of environmental education in the school curriculum because “student knowledge of environmental concepts establishes a foundation for their future understandings and actions as citizens.” NSTA further states, “Environmental education programs should foster observation, investigation, experimentation, and innovation...and encourage active learning” (NSTA, 2003).

**DUPLICATE RELATIONSHIP**

This Memorial duplicates HB 513

PRC/mt