# **HOUSE BILL 1242**

(8lr2477)

**ENROLLED BILL** 

-Ways and Means/Education, Health, and Environmental Affairs-

## Introduced by **Delegates Stein, Bronrott, Burns, Cardin, Healey, Lafferty, Morhaim, Olszewski, Schuler, and Weir** <u>Weir, Hixson, Bartlett, Doory,</u> <u>Elmore, Frick, Howard, Ivey, Jennings, Kaiser, Krebs, Murphy, Rice,</u> <u>Ross, Serafini, Stukes, and Walker</u>

Read and Examined by Proofreaders:

Proofreader
Proofreader
Sealed with the Great Seal and presented to the Governor, for his approval thi
day of at o'clock,M
Speaker

CHAPTER \_\_\_\_\_

# 1 AN ACT concerning

# 2 Task Force to Study How to Improve Financial Literacy in the State

3 FOR the purpose of creating a Task Force to Study How to Improve Financial Literacy 4 in the State; providing for the composition, co-chairs, and staffing of the Task Force; providing that a member of the Task Force may not receive compensation  $\mathbf{5}$ 6 but may be reimbursed for certain expenses; requiring the Task Force to study 7 the ability of certain consumers to understand certain financial concepts and 8 the problems created for certain consumers by a lack of financial literacy or knowledge; requiring the Task Force to make certain recommendations; 9 10 requiring the Task Force to report certain findings and recommendations to the 11 Governor and to the General Assembly; providing for the termination of this

#### EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.

<u>Underlining</u> indicates amendments to bill.

Strike out indicates matter stricken from the bill by amendment or deleted from the law by amendment.

Italics indicate opposite chamber / conference committee amendments.



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$egin{array}{c} 1 \ 2 \end{array}$	Act; and generally relating to the Task Force to Study How to Improve Financial Literacy in the State.						
$3 \\ 4$	SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That:						
$5\\6$	(a) There is a Task Force to Study How to Improve Financial Literacy in the State.						
7	(b) The Task Force consists of the following members:						
8 9	(1) three two members of the Senate of Maryland, appointed by the President of the Senate;						
10 11	(2) three two members of the House of Delegates, appointed by the Speaker of the House;						
$\begin{array}{c} 12 \\ 13 \end{array}$	(3) the State Superintendent of Schools, or the Superintendent's designee;						
$\begin{array}{c} 14 \\ 15 \end{array}$	(4) <u>the Secretary of Housing and Community Development, or the</u> <u>Secretary's designee;</u>						
$\begin{array}{c} 16 \\ 17 \end{array}$	(5) <u>the Chief of the Consumer Protection Division of the Office of the</u> <u>Attorney General, or the Chief's designee;</u>						
18 19	(6) <u>the Commissioner of Financial Regulation in the Department of</u> Labor, Licensing, and Regulation, or the Commissioner's designee;						
$\begin{array}{c} 20\\ 21 \end{array}$	(4) $(7)$ the following members, appointed jointly by the President of the Senate and the Speaker of the House:						
$22 \\ 23 \\ 24$	(i) <del>one representative</del> <u>two representatives</u> of the Maryland State Teachers Association <u>, one of whom teaches a course involving principles of</u> <u>financial literacy</u> ;						
25	(ii) one representative of the American Federation of Teachers;						
$\begin{array}{c} 26 \\ 27 \end{array}$	(ii) (iii) one representative from the consumer credit counseling industry; and						
28 29	$\frac{(iii)}{(iv)}$ two representatives from a community development corporation or a community-focused nonprofit organization; and						
30	(5) (8) the following members, appointed by the Governor:						

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$rac{1}{2}$	Education;	(i)	one	represer	itative	of	the	Maryland	State	Board	of
$\frac{3}{4}$	Education;	(ii)	one	represent	cative o	of th	e Ma	ryland Co	uncil on	Econor	nic
5	(iii) one representative of a State-chartered community bank;										
6		(iv)	one	represent	ative of	'a St	ate-c	hartered cr	edit uni	on;	
7 8	bank that has a bi	(v) ranch i		-	ative o	fat	federa	al–chartere	d bank	or savii	ngs
9 10	headquartered in	(vi) Maryla		-	tative	of a	a fec	leral–charto	ered cr	edit un	ion
$\begin{array}{c} 11 \\ 12 \end{array}$	Association of Mor	(vii) rtgage			-			ker holdir ity".	ng the	Maryla	and
$\begin{array}{c} 13\\14\end{array}$	(c) (1) appointed from th							esignate or	ne of th	e memb	ers
$\begin{array}{c} 15\\ 16\end{array}$	(2) appointed from th		-					esignate on	e of the	e memb	ers
17 18	(d) The E Force.	Depart	ment	of Legisl	ative S	ervic	es sh	all provide	staff fo	or the Ta	ask
19	(e) A me	mber o	of the	Task Forc	e:						
20	(1)	may	not re	ceive com	pensati	on a	s a m	ember of th	e Task l	Force; bu	ıt
$\begin{array}{c} 21 \\ 22 \end{array}$	(2) State Travel Regu							xpenses ur t.	nder the	e Standa	ard
23	(f) The 7	Fask F	orce s	hall:							
$\begin{array}{c} 24 \\ 25 \end{array}$	( <u>1)</u> basic financial con		<u>the</u>	<u>current</u> a	ability o	<u>of hi</u>	<u>gh s</u>	<u>chool stude</u>	nts to 1	understa	<u>ind</u>
26 27	(2) Maryland's public			<u>he curren</u>	<u>it provi</u>	sion	<u>of fi</u>	<u>nancial lit</u>	eracy ed	lucation	<u>in</u>
28 29	(3) and secondary edu			utility of	financia	<u>al lit</u>	eracy	education	<u>as part</u>	of prima	<u>ary</u>

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$egin{array}{c} 1 \ 2 \end{array}$	(1) $(4)$ study the current ability of consumers over the age of 21 who have achieved a high school diploma to understand basic financial concepts;								
3 4	(2) (5) study the problems created for the average consumer by a lack of financial literacy or knowledge, including an inability to:								
5	(i) determine how to set financial goals;								
6	(ii) establish basic household budgets;								
7 8	(iii) locate the best–priced financial services products relative to current economic situations;								
9 10	$(\mathrm{iv})$ understand how credit can improve or impede progress toward financial goals; and								
11	(v) evaluate offers for products; and								
12	(3) (6) make recommendations regarding:								
$\begin{array}{c} 13\\14\end{array}$	(i) how to address the problems identified under $\frac{1}{1}$ paragraph (2) <u>item (5) of this subsection</u> ; and								
15 16	(ii) the <u>utility</u> <u>benefits and drawbacks</u> of requiring financial literacy education as part of primary and secondary education.								
17 18 19	(g) On or before December 1, 2008, the Task Force shall report to the Governor and, in accordance with § 2–1246 of the State Government Article, the General Assembly regarding its findings and recommendations.								
$20 \\ 21 \\ 22 \\ 23$	SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 2008. It shall remain effective for a period of 1 year and, at the end of June 30, 2009, with no further action required by the General Assembly, this Act shall be abrogated and of no further force and effect.								