

# Written Testimony HB 985.pdf

Uploaded by: Amanda Hopkins

Position: FAV



National Association for the Advancement of Colored People  
Wicomico County NAACP Branch #7028

P. O. Box 1047 Salisbury, MD 21802 (301) -875-2623

[wcnaacp7028-branch.org](http://wcnaacp7028-branch.org)

**Chartered December 11, 1944**

**“Celebrating over 110 years of Civil Rights**

March 22, 2022

Wicomico County NAACP  
Unit 7028  
P.O. Box 1047  
Salisbury, Maryland 21802

Re: Maryland HB #985; Financial Literacy Curriculum

Wicomico County NAACP #7028 is in full support of HB #985 because many students are graduating from high school ignorant of the importance of credit, debt management, and budgeting. Because we live in a capitalist society, it is essential that all students are educated about appropriate steps to take to ensure long-term success. In addition, with rumors and projections that Social Security will not be available to millennials, it is important to be financially savvy.

This branch is aware that many, especially students, may not welcome an added requirement for those in school. However, with increasing rates of those who file bankruptcy, high interest rates for those with lower credit scores, and daily usage of credit cards to support a household, it is imperative that students are exposed to money awareness. Some may argue that financial literacy is only for the impoverished, but lack of financial literacy is still prevalent in those with higher education and income levels too. Often those in the higher brackets will carelessly spend up to their income level, without fear of the future. However, it is indeed more plausible that the less-educated and lower-income consumers are less financially literate.

Wicomico County NAACP #7028 members and its' constituents make up a significant portion of those who unfamiliar with money management. It is no secret that there is a notable disparity in financial literacy between ethnic groups. African Americans and Hispanics typically lag in understanding credit and debt management. This branch wants to do its' part in educating various communities by committing to mentoring, facilitating workshops, and educating the parents of these students through various resources. We firmly believe it takes everyone to assist families in preparing for the future and for emergencies.

Wicomico County NAACP #7028 strongly urge you to pass HB #985 this year because time is of the essence. Inflation has plagued society, gas prices are high, rent continue to increase, and interest rates are rising. Every day that we linger, another 18-year-old student enters college, accepts all credit card offers, and signs on the dotted line for student loans. The time is now to act to ensure that we are educating and empowering our students with the tools to (1) break

generational curses of families living in high debt and (2) assist students with learning how to plan for milestones such as graduating from college with the least amount of debt, purchasing a home, and putting funds into one's retirement.

For these reasons, Wicomico County NAACP #7028 ask for a favorable report on HB #985.

Sincerely,

*Amanda Hopkins*

Amanda Hopkins,

Wicomico County NAACP President

**Testimony HB 985 Senate Hearing 3-23-22 PDF.pdf**

Uploaded by: Edward S. Lee

Position: FAV

TEACH THEM TO FISH™ (TTTF), LLC.

TESTIMONY

SENATE EDUCATION HEALTH & ENVIRONMENTAL COMMITTEE

ANNAPOLIS, MARYLAND

MARCH 23rd, 2022

1:00 pm

GOOD AFTERNOON, MR. CHAIRMAN AND MEMBERS OF THE COMMITTEE.

I AM EDWARD S. LEE, A REAL ESTATE AGENT BY PROFESSION - WITH ERA MARTIN ASSOCIATES, SALISBURY MD. IN ADDITION, I AM THE FOUNDER OF TEACH THEM TO FISH™ (TTTF), LLC, FINANCIAL LITERACY HOME OWNERSHIP PROJECT.

TODAY I AM HERE REPRESENTING A COALITION OF GROUPS, ORGANIZATIONS AND CONCERNED CITIZENS THAT SUPPORT HR #985 AND THE NEED TO HAVE FINANCIAL LITERACY, GRADES K-12, MADE A REQUIREMENT FOR GRADUATION IN ALL PUBLIC SCHOOLS.

FIRST, I WOULD LIKE TO ACKNOWLEDGE A MEMBER OF OUR COALITION THAT COULD NOT BE HERE TO SUPPORT HR 985 TODAY. THAT PERSON IS DR. KASHI KHAZEH, PROFESSOR OF ECONOMIC AND FINANCE, SALISBURY UNIVERSITY. DR. KASHI SUCCEEDED IN LEADING AN 8 YEAR EFFORT, AT SALISBURY UNIVERSITY, TO MAKE FINANCIAL LITERACY A REQUIREMENT FOR FRESHMAN STUDENTS. DR. KASHI FOUND THAT STUDENTS TAKING HIS COURSES LACKED THE NECESSARY FINANCIAL LITERACY KNOWLEDGE AND SKILLS TO MATRICULATE UPON ENROLLMENT. NOW ALL INCOMING FRESHMEN ENTERING THE UNIVERSITY, BEGINNING IN 2024, WILL BE REQUIRED TO TAKE FINANCIAL LITERACY IN THEIR FRESHMAN YEAR OF COLLEGE. THE UNIVERSITY MADE ITS DECISION BASED UPON RESEARCH AND DATA.

DR. KASHI ASKED ME TO CONVEY TO THE COMMITTEE THAT IF HE CAN BE OF SUPPORT TO THE COMMITTEE REGARDING THIS MATTER. HE IS WILLING TO DO SO.

HOUSE BILL #985 PROVIDES A PATH TO ACHIEVING THE

AMERICAN DREAM OF WEALTH AND HOMEOWNERSHIP.  
WHEN I BECAME A REAL ESTATE AGENT, OVER 13 YEARS AGO, I  
REALIZED THAT THERE WAS A NEW FORM OF RED LINING IN  
THE HOUSING INDUSTRY.  
IT'S CALLED "POOR CREDIT".

LARGE NUMBERS OF FIRST TIME HOMEBUYERS AND,  
IN PARTICULAR, PEOPLE OF COLOR, WERE AND STILL ARE,  
UNABLE TO PURCHASE HOMES BECAUSE OF POOR CREDIT.

I FOUND THAT WHILE THESE PERSONS HAD STEADY JOBS AND  
WORKED HARD, THEY WERE STILL UNABLE TO QUALIFY FOR A  
MORTGAGE, AND ARE THUS UNABLE TO FULFILL THEIR  
AMERICAN DREAM.

TEACH THEM TO FISH (TTTF)<sup>™</sup> , WAS FOUNDED TO HELP  
INDIVIDUALS DESIRING TO RESOLVE THEIR CREDIT ISSUES SO  
THAT THEY COULD PURCHASE THEIR OWN PROPERTY.

WE ASSEMBLED INDUSTRY PROFESSIONALS FROM WITH-IN THE  
HOUSING INDUSTRY AS INSTRUCTORS AND COUNCILORS.

UTILIZING FREDDIE MAC'S CREDITSMART® AS OUR TEXT, WE DEVELOPED A FREE EIGHT WEEK TRAINING COURSE.

TEACH THEM TO FISH™ HAS SUCCESSFULLY USED THREE PRIMARY TEXTS IN CREATING THE SYLLABUS FOR THE COURSE:

1. THE RICHEST MAN IN BABYLON, GEORGE S. CLASON
2. FINANCIAL PEACE REVISITED, DAVE RAMSEY
3. CREDITSMART®, FREDDIE MAC

HOWEVER, THE FINANCIAL LITERACY CURRICULUM THAT IS BEING TAUGHT BY TEACH THEM TO FISH AND SIMILAR HOUSING ORGANIZATIONS ARE ONLY PATCH WORK. THE REQUIRED VALUES AND SKILLS FOR FINANCIAL LITERACY COMPREHENSION SHOULD BE SUPPORTED FROM THE HOME; AND DEVELOPED IN THE PUBLIC SCHOOL SYSTEM THROUGHOUT A STUDENT'S FORMATIVE YEARS.

YES, THERE IS PLENTY OF ROOM FOR BLAME TO GO AROUND.

NEVERTHELESS, TODAY'S STUDENT POPULATION - ARE TOMORROW'S HOMEBUYERS AND PURCHASERS OF GOODS



AND SERVICES.

FAILURE TO PROVIDE STUDENTS TODAY WITH THE PROPER FINANCIAL LITERACY EDUCATION THAT IS REQUIRED WILL RELEGATE THEM TO A LIFE OF MEDIOCRITY AS IT RELATES TO THE QUALITY OF THEIR LIVES, WHERE THEY LIVE, AND WHERE THEIR CHILDREN GO TO SCHOOL.

MR. CHAIRMAN, IT IS FOR THESE REASON I ASK FOR A FAVORABLE REPORT ON HB 985.

THANK YOU FOR ALLOWING ME THE PRIVILEGE OF SHARING OUR THOUGHTS WITH YOU AND THE COMMITTEE.

EDWARD S. LEE, FOUNDER

TEACH THEM TO FISH™ (TTTF), LLC.

[EDWARDLEEREALESTATE@VERIZON.NET](mailto:EDWARDLEEREALESTATE@VERIZON.NET)

443-783-1623

TTTFDELMARVA.COM



**hb0869F.pdf**

Uploaded by: Rory Murray

Position: FAV

# HOUSE BILL 869

M3

2lr1149  
CF 2lr3189

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By: **Delegates Gilchrist, Foley, D. Jones, Lehman, J. Lewis, Ruth, Stein, and P. Young**

Introduced and read first time: February 7, 2022

Assigned to: Environment and Transportation

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## A BILL ENTITLED

1 AN ACT concerning

2 **Wetlands and Waterways Program – Authorizations for Ecological Restoration**  
3 **Projects**

4 FOR the purpose of requiring the Department of the Environment to establish a certain  
5 process for reviewing and evaluating applications for wetlands and waterways  
6 authorizations for ecological restoration projects on or before a certain date; and  
7 generally relating to wetlands and waterways authorizations for ecological  
8 restoration projects.

9 BY adding to

10 Article – Environment

11 Section 5–203.2

12 Annotated Code of Maryland

13 (2013 Replacement Volume and 2021 Supplement)

14 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,  
15 That the Laws of Maryland read as follows:

16 **Article – Environment**

17 **5–203.2.**

18 **(A) ON OR BEFORE OCTOBER 1, 2023, THE DEPARTMENT SHALL ESTABLISH**  
19 **A PROCESS FOR REVIEWING AND EVALUATING APPLICATIONS FOR WETLANDS AND**  
20 **WATERWAYS AUTHORIZATIONS FOR ECOLOGICAL RESTORATION PROJECTS.**

21 **(B) THE PROCESS REQUIRED UNDER SUBSECTION (A) OF THIS SECTION,**  
22 **SHALL:**

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EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



1           **(1) BE SEPARATE AND DISTINCT FROM THE PROCESS FOR REVIEWING**  
2 **AND EVALUATING APPLICATIONS FOR WETLANDS AND WATERWAYS**  
3 **AUTHORIZATIONS FOR DEVELOPMENT PROJECTS;**

4           **(2) (I) BE BASED ON THE BEST AVAILABLE SCIENCE; AND**

5                       **(II) BE UPDATED ACCORDINGLY AS THE BEST AVAILABLE**  
6 **SCIENCE EVOLVES;**

7           **(3) REQUIRE APPLICATIONS TO BE REVIEWED BY INDIVIDUALS WITH**  
8 **EXPERTISE IN ECOLOGICAL RESTORATION PROJECTS, INCLUDING TRAINING ON:**

9                       **(I) THE BEST AVAILABLE SCIENCE, TECHNOLOGY, AND**  
10 **PRACTICES APPLICABLE TO ECOLOGICAL RESTORATION PROJECTS; AND**

11                      **(II) THE DIFFERENCES BETWEEN DEVELOPMENT PROJECTS**  
12 **AND ECOLOGICAL RESTORATION PROJECTS;**

13           **(4) ESTABLISH REVIEW CRITERIA THAT ARE SPECIFICALLY**  
14 **TAILORED TO RESTORATION;**

15           **(5) REQUIRE APPLICATIONS TO BE REVIEWED IN A MANNER THAT**  
16 **WEIGHS THE BENEFITS OF A RESTORED ECOSYSTEM OVER THE BENEFITS OF AN**  
17 **INDIVIDUAL WETLAND OR WATERWAY;**

18           **(6) IF APPROPRIATE, WAIVE ANY REQUIREMENT TO MINIMIZE**  
19 **ALTERATION, IMPAIRMENT, OR DISTURBANCE OF A WETLAND OR WATERWAY IF AN**  
20 **ALTERATION, IMPAIRMENT, OR DISTURBANCE OF THE WETLAND OR WATERWAY IS**  
21 **NECESSARY FOR THE VIABILITY OF THE PROJECT; AND**

22           **(7) PROVIDE A METHOD FOR EXPEDITING REVIEW OF WETLANDS AND**  
23 **WATERWAYS AUTHORIZATIONS FOR ECOLOGICAL RESTORATION PROJECTS FOR THE**  
24 **PURPOSES OF:**

25                      **(I) ENSURING STATE FUNDING FOR RESTORATION IS USED**  
26 **MOST EFFICIENTLY AND EFFECTIVELY; AND**

27                      **(II) AVOIDING UNNECESSARY COSTS ASSOCIATED WITH**  
28 **WETLANDS AND WATERWAYS AUTHORIZATIONS AND PROJECT CONSTRUCTION IN**  
29 **ORDER TO LOWER THE OVERALL COSTS TO THE STATE TO ACHIEVE ITS**  
30 **CHESAPEAKE BAY RESTORATION GOALS UNDER THE CHESAPEAKE BAY TOTAL**  
31 **MAXIMUM DAILY LOAD AND THE 2014 CHESAPEAKE BAY WATERSHED**  
32 **AGREEMENT.**

1           SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect  
2   October 1, 2022.

# **HB985 Financial Literacy 3.23.22.pdf**

Uploaded by: Jeanette Ortiz

Position: UNF



## HB985 EDUCATION - PUBLIC HIGH SCHOOLS - FINANCIAL LITERACY CURRICULUM

March 23, 2022

EDUCATION, HEALTH, AND ENVIRONMENTAL AFFAIRS COMMITTEE

### OPPOSE

Jeanette Ortiz, Esq., Legislative & Policy Counsel (410.703.5352)

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Anne Arundel County Public Schools (AACPS) opposes **HB985 Education - Public High Schools - Financial Literacy Curriculum and Graduation Requirement**. This bill requires the State Board of Education to develop curriculum content for a half-semester-long course in financial literacy. Each local board of education must implement the curriculum in every public high school under the board's jurisdiction, and a student must complete the course in order to graduate from a public high school.

AACPS strongly supports financial literacy and has also taken steps to ensure that all students have a strong foundation in financial education to make informed decisions and accomplish their educational goals. In 2007, we approved a one-semester Financial Literacy course for high school students as an elective. Since then, AACPS has developed additional elective courses in financial literacy. Additionally, AACPS has integrated financial literacy standards into multiple content areas, including math, social studies, family and consumer science, and language arts. As such, the current efforts by the State and local boards of education is the preferred approach rather than a State legislative mandate that such a course be a graduation requirement, which may not ensure that students are financially literate.

While this legislation is well-intentioned, AACPS opposes efforts by the General Assembly to legislate public school curriculum. The district appreciates the amendment to remove the graduation requirement from the bill but still has concerns with the curriculum mandate. The authority to establish curriculum and assessments is the domain of the Maryland State Board of Education and the local boards of education, the same entities charged with the responsibility to research, investigate, and evaluate both curriculum and assessments. This allows local boards of education to collaborate with the State and stakeholders to ensure that all students, schools, and school systems are held accountable.

Maryland has already taken proactive steps to ensure that all of our students are financially literate by implementing Personal Financial Literacy Education Standards in grades 3–12 in every public school. The State has established a Financial Literacy Education Council to support local school system implementation activities and has partnered with financial institutions and other organizations to provide ongoing professional development for teachers. In addition, public and private partnerships help fund financial literacy initiatives in local schools.

Finally, as required by the Blueprint for Maryland's Future (Blueprint), the Maryland State Department of Education (MSDE) will be conducting a comprehensive review of its educational content standards. AACPS believes that MSDE should be afforded the opportunity to conduct this review in accordance with Blueprint before the General Assembly imposes such a requirement.

Accordingly, AACPS respectfully requests an **UNFAVORABLE** committee report on HB985.



# **HB 985.Financial Literacy Graduation Requirement -**

Uploaded by: John Woolums

Position: UNF

**BILL:** House Bill 985  
**TITLE:** Education - Public High Schools - Financial Literacy Curriculum  
**DATE:** March 23, 2022  
**POSITION:** OPPOSE  
**COMMITTEE:** Education, Health, and Environmental Affairs  
**CONTACT:** John R. Woolums, Esq.

The Maryland Association of Boards of Education (MABE) opposes House Bill 985, which would require the State Board of Education to revise the content of the State standards for teaching financial literacy, and require each local board of education to implement this new curriculum through a half-credit course required to be offered in every public high school.

MABE certainly recognizes and appreciates the amendments adopted in the House to remove the graduation requirement and to ensure alignment with the current financial literacy curriculum standards. However, MABE continues to oppose the prescriptive mandate proposed by House Bill 985 to require a separate half-credit financial literacy course. This remaining stand-alone requirement would impose the burdens of assigning instructional staff and designating classroom space; burdens avoided by the State Board's approach of requiring instruction in financial literacy that is added to, embedded within, and emphasized in existing courses

Local boards of education strongly support financial literacy instruction and believe that the State Board actions described below fulfill the General Assembly's interest in ensuring that our students are prepared to make sound financial decisions. In this context, MABE has consistently opposed legislation similar to this bill, based on our advocacy for the principle that the State Board of Education, in conjunction with local boards, should continue to be responsible for developing and implementing curriculum, assessments, and graduation requirements. But make no mistake, state and local superintendents and boards of education take very seriously the pleas from legislators, parents, and the business community for greater attention to instructing our students in financial literacy so that they are prepared to make sound financial decisions. Financial literacy is a wonderful example of how, and why, the education policy-making arena is the appropriate place for these decisions to be made and carried out.

In 2010, the State Board approved the Maryland State Curriculum for Personal Financial Literacy Education, which requires financial literacy education in elementary, middle, and high schools. Maryland's local school systems are implementing the approved state curriculum, thereby enhancing financial literacy education in accordance with the recommendations of the legislative Task Force created by the General Assembly.

MABE believes that the process undertaken is precisely the way Maryland laws and regulations are intended to govern the development and delivery of curriculum and classroom instruction. All Maryland public school students are now required to receive instruction consistent with the following requirements under COMAR 13A.04.06.01:

- Make Informed, Financially Responsible Decisions. Students shall apply financial literacy reasoning in order to make informed, financially responsible decisions;
- Relate Careers, Education and Income. Students shall relate choices regarding their education and career paths to earning potential;

- Plan and Manage Money. Students shall develop skills to plan and manage money effectively by identifying financial goals and developing spending plans;
- Manage Credit and Debt. Students shall develop skills to make informed decisions about incurring debt and maintaining credit worthiness;
- Create and Build Wealth. Students shall develop skills to plan and achieve long-term goals related to saving and investing in order to build financial security and wealth; and
- Manage Risks and Preserve Wealth. Students shall develop financial planning skills to minimize financial setbacks.

Again, local boards of education support robust and comprehensive instruction in financial literacy and believe that Maryland's public schools are achieving this objective today.

For these reasons, MABE requests an unfavorable report on House Bill 985.

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**HB0985 Howard Co BOE Testimony 032322 for EHEA - F**

Uploaded by: Staff Howard County

Position: UNF



**Board of Education of Howard County  
Testimony Submitted to the Maryland Senate,  
Education, Health, and Environmental Affairs Committee  
March 23, 2022**

**Board of Education  
of Howard County**

Vicky Cutroneo, *Chair*  
Antonia Watts, *Vice Chair*  
Christina Delmont-Small  
Yun Lu, Ph.D.  
Jennifer Swickard Mallo  
Jolene Mosley  
Chao Wu, Ph.D.  
Peter J. Banyas  
*Student Member*  
Michael J. Martirano, Ed.D.  
*Superintendent  
Secretary/Treasurer*

**HB0985: UNFAVORABLE  
Education - Public High Schools - Financial Literacy Curriculum**

The Board of Education of Howard County (the Board) opposes **HB0985 Education - Public High Schools - Financial Literacy Curriculum** as a legislative mandate on local curriculum.

HB0985 requires the State to develop curriculum content for a course in financial literacy. In particular, under amendments in the House, the course must be a half-credit long, and implemented in every high school.

Since 2011 MSDE regulations have required local school systems to implement a personal financial literacy education program of instruction for all students at the elementary, middle and high school learning levels. In the Howard County Public School System (HCPSS) at the elementary level financial literacy is incorporated in social studies, at the middle school level seventh graders take CTE Financial Literacy and eighth graders take CTE Careers as stand-alone classes for all students, and at the high school level financial literacy is incorporated in social studies.

While amendments made on the House side remove the requirement for every student to complete the course in order to graduate, the bill still dictates curriculum requirements for local school systems. As a legislative platform, the Board believes high-quality education experiences are achieved through a balance of educational practices, available resources, public input, and accountability that is informed and guided by State Board established standards and models, rather than legislative mandates.

For these reasons, we urge an UNFAVORABLE report of HB0985 from this Committee.



# **HB 985 - LOI - Education - Public High Schools - F**

Uploaded by: Yousuf Ahmad

Position: INFO

