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House Government, Labor, and Elections Committee

HB 145 – Election Law – Election Misinformation, Election Disinformation, and Deepfakes

Bill Hearing Date: February 4, 2026

Position: Favorable (Follow-Up Materials)

Dear Chair Wells, Vice Chair Kerr, and Honorable Committee Members,

Thank you for the opportunity to provide follow-up materials to my written testimony on House Bill 145. As noted in my testimony, while corrective mechanisms are important, the bill's effectiveness is strengthened when paired with proactive civic-literacy efforts that reduce susceptibility to misleading election information. Below are brief examples of educational and preventive interventions consistent with that goal.

Examples of Civic-Literacy and Anti-Misinformation Interventions

- Pre-bunking education modules used in schools and libraries that teach common misinformation techniques, such as emotional manipulation, false authority signals, and synthetic media, before individuals encounter them.
- Community myth-versus-fact workshops delivered through trusted local institutions to build resilience against misleading claims about voting processes.
- Election-process literacy micro-lessons explaining how ballots are counted, who certifies results, and how provisional ballots are handled, which helps reduce susceptibility to false claims about election administration.
- Platform-agnostic media-literacy curricula that train participants to recognize manipulative framing, selective editing, and other common features of misleading content.
- Public misinformation response playbooks that outline common misleading tactics and provide simple, accessible guidance for evaluating questionable claims.

These interventions do not require statutory prescription. They instead illustrate the types of proactive supports that can strengthen the bill's educational impact and help ensure that corrective information reaches communities most vulnerable to misleading claims.

Why Broad Civic Literacy Matters

Research indicates that vulnerability to misleading election information is not confined to any single demographic group.¹ Individuals most affected are often highly interested in political information but lack strong civic or media-literacy foundations. This profile appears across age, geography, and socioeconomic lines. Because this vulnerability is broadly distributed, effective responses must be equally broad. Population-wide literacy supports are necessary to complement HB 145's reporting portal, rather than placing responsibility on any single institution or community.

I would be glad to provide brief case summaries or additional detail if helpful to the Committee's deliberations.

Respectfully submitted,

Michael Butkiewicz

¹ Camila Mont'Alverne et al., The Electoral Misinformation Nexus: How News Consumption, Platform Use, and Trust in News Influence Belief in Electoral Misinformation, *Public Opinion Quarterly* (2024)