

January 24, 2022

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Budget Highlights

On Wednesday, January 19, Governor Hogan released his State Budget for fiscal year (FY) 2023, including all state operating funding for public education programs in the 2022-2023 school year. The State Budget is introduced as Senate Bill 290 and House Bill 300, and while both chambers begin immediately to work on the budget through subcommittee hearings, the Senate and House alternate years in taking the lead, and in 2022 it's [Senate Bill 290](#) that will move through the legislative process.

When the Governor releases his State Budget, the Department of Budget and Management (DBM) issues [budget highlights](#) for key policy areas as well as a [budget book](#) detailing agency and program funding allocations.

The Governor’s Budget Highlights for Public Education

Historic Funding for K-12

- The FY 23 budget provides \$8.15 billion for K-12 education and \$1.0 billion for school construction.
- Record funding for the 8th year in a row.
- Since FY 2015, per pupil funding has increased from \$7,198 to \$9,081, an increase of 26.2%
- The FY 23 budget does the following:
 - Fully funds every mandate;
 - Increases direct aid by \$610.9 million, or 5.7%.
 - For the 7th consecutive year the budget provides additional funding over the mandates, this totals \$722.8 million since the start of the Hogan Administration.
 - Fully funds the last year of the “Hogan Lockbox”.

K-12 Education continued

- Additional funding above the mandates includes, \$57.3 million in compensatory education and \$94.6 million in enhanced prekindergarten enrollment funding.
- \$49.9 million more supplemental instruction over FY 22 bringing the total amount spent to \$138.9 million since FY 20.
- Funding for low-income students grows by \$80.6 million.
- \$50 million is provided in FY 22 for stabilization grants to childcare centers.

Legislative Committee

2022 Meeting Calendar

- January 10, 2022
* (January 12, 2022 - Session convened)
- February 7, 2022
- February 28, 2022
 - MABE Virtual Legislative Briefing TBA
- March 14, 2022
- March 28, 2022
* (April 11, 2022 - Session adjourns)
- April 25, 2022

MABE's [Legislative Committee](#) meetings are held virtually by Zoom on Monday mornings, 10:00 to 12:00, unless otherwise indicated. Meeting agendas and materials are posted on the [MABE website](#).

(Source: [Budget Overview Presentation](#))

For MABE, a top legislative priority is to **Support full State funding for Maryland’s outstanding public schools**. MABE supports annual state and local education budgets commensurate with the full costs of implementing new and enhanced statutory and regulatory requirements and expectations. Specifically, MABE advocates for sustained increases in state and local funding in FY 2023 and beyond to support the Blueprint for Maryland’s Future law, to fulfill Maryland’s constitutional duty to adopt a school funding system that ensures equity and excellence in every school.

In 2022, MABE is also supporting increased State funding to support school system responses to the pandemic to address teaching and learning, school health services, student and staff behavioral health, labor shortages and supply chain issues. MABE also opposes efforts to reduce state funding or shift funding obligations from the State to local governments.

MABE’s preliminary review of the Governor’s Budget focused on whether it includes a hold harmless provision to alleviate funding reductions based on declining student enrollment as schools continue to grapple with COVID pandemic. Similarly, MABE is focused on whether the proposed budget includes all of the requisite funding to support the launch and sustained funding and implementation of the Blueprint for Maryland’s Future Act. MABE greatly appreciates the Governor’s recognition of the need for a hold harmless provision specifically designed to address the reduction in enrollment of students eligible for free and reduced-price meals. This provision will ensure adequate funding for school systems under the compensatory education program, which is pivotal to providing resources for economically disadvantaged students and school communities. These and other education budget issues were addressed in more detail in the fiscal briefing on January 24, described below.

School Construction Funding

The Governor has also released his Capital Budget, including funding for major school construction and renovation programs, as well as broadband expansion. The Capital Budget has been introduced as [Senate Bill 291](#).

The proposed investment in public school facilities features a balanced commitment to funding the Capital Improvement Program (CIP) with a combination of bond financing and cash, and to the Built to Learn Act’s revenue bond financed program. The Governor exceeds the mandated amounts of \$40 million for both the Healthy School Facility Fund and the Supplemental Fund, which is for systems with high enrollment growth and large numbers of relocatable classrooms.

| SCHOOL CONSTRUCTION FUNDING | |
|--|----------------|
| FY 2023 | |
| \$ millions | |
| GO Bonds/General Funds | |
| Public School Construction Program | 285.0 |
| Supplemental Capital Grant Program | 95.4 |
| Health School Facility Fund | 50.0 |
| School Construction Revolving Loan Fund | 40.0 |
| Aging Schools Program | 6.1 |
| Nonpublic Aging Schools | 3.5 |
| Subtotal GO Bonds + General Funds | 480.0 |
| Revenue Bonds - Built to Learn Fund | 480.0 |
| TOTAL State Funds | 960.0 |
| Federal Funds - Health School Facility Fund | 40.0 |
| Total School Construction Funding | 1,000.0 |

(Source: [Budget Highlights](#))

MABE’s adopted legislative priority is in strong **Support for increased State funding for school construction and renovation projects**. MABE supports annual state and local budgets commensurate with the capital and operating costs of designing, building, renovating, operating, and maintaining high quality learning environments for each student in our 1,400 public schools. MABE advocates for increases in state and local funding in FY 2023 capital and operating budgets to support the locally prioritized school facility needs of all 24 school systems.

In addition, MABE’s priorities include support for a state funding level of at least \$400 million for school construction and renovation projects for FY 2023 to provide the State’s share of approved projects to

build, renovate, and improve schools. MABE strongly supports continued funding and implementation of the Built to Learn Act and its \$2 billion school construction program financed through the Maryland Stadium Authority. And MABE urges continued State investments in systemic projects to improve the health and safety of school facilities.

MABE greatly appreciates the Governor's proposed capital and operating budget investments in school facilities. Advocacy efforts will continue to focus on sufficiently investing in both the traditional CIP, which remains far below the \$400 million mark, and other targeted programs.

The Annual DLS Budget and Fiscal Briefing

On Monday, January 24, following the Governor's release of his State Budget and supporting documents, the House Appropriations and Senate Budget and Taxation Committees held a joint hearing at which the Department of Legislative Services (DLS) presented its analysis of the Governor's proposed operating and capital budgets.

The [DLS Fiscal Briefing](#) features detailed staff presentations and analysis of the following:

- The Governor's Fiscal 2023 Plan
- Economic and Revenue Outlook
- Operating Budget
- Personnel
- State Aid to Local Governments
- Transportation
- Capital Budget

David Romans opened the briefing by describing this as the best of times in the fiscal world and that the Governor is proposing three things not often seen in tandem: Tax relief, substantial spending increases, and substantial savings. He then outlined the proposals to phase out the income tax on retirement income and other tax relief provisions; and the amassing of a \$3.6 billion reserve fund. Mr. Romans noted that the tax relief is expected to reduce general fund revenues by \$224 million in fiscal 2023 and \$942 million by fiscal 2027, negatively impacting the ability to implement the Blueprint.

Key DLS Findings Related to PreK-12 Funding and Blueprint

- The Department of Legislative Services (DLS) finds K-12 education costs required under current law will exceed the level forecast by the Administration. Adjusting the Administration forecast to reflect DLS estimates of education aid results in a structural budget deficit in fiscal 2027 after accounting for the proposed revenue reductions. The Administration has rebuffed requests to share the assumptions underlying its K-12 education forecast.
- The structural gap forecast for fiscal 2027 will likely worsen in fiscal 2028 when the tax relief proposals are fully phased in and the Blueprint Fund requires a larger general fund supplement than projected in fiscal 2027. DLS will develop a fiscal 2028 forecast in the coming weeks.
- Underfunding of Kirwan. The allowance does not fund the Education Effort Adjustment component of Kirwan that was expected to provide about \$125.5 million in grants to Baltimore City (\$99.0 million) and Prince George's County (\$26.5 million) in fiscal 2023. The Governor also failed to include \$14.2 million in the budget for eight other Blueprint Programs.

Mr. Romans described the specific Blueprint-related items not included in the Governor’s Budget. He noted that the Attorney General’s office has been asked to answer the question of whether this funding, especially the effort adjustment, is mandated and therefore required to be included in the proposed budget.

| Unfunded Blueprint Programs (\$ in Millions) | |
|---|----------------|
| <u>Program</u> | <u>Amount</u> |
| Effort Adjustment | \$125.5 |
| Blueprint Training for Leaders and Teachers | 7.2 |
| State Model Curriculum and Instructional Materials | 2.7 |
| Expert Review Teams | 1.3 |
| National Board Certification Support | 1.0 |
| Career and Technical Education Committee and Skills Board | 0.8 |
| Behavioral Health Training | 0.7 |
| College and Career Readiness Equating Study | 0.5 |
| Total | \$139.7 |

The DLS fiscal briefing highlighted several key questions for the legislature, including:

- Consideration of the Governor’s tax relief proposals.
- The appropriate level of cash reserves to maintain. (Noting that the Governor’s Rainy Day Fund balance far exceeds the Spending Affordability Committee target of 9% of general fund revenues.)
- Developing clear criteria for withdrawing funds from the Rainy Day Fund.
- Underfunding of Kirwan and long-term sustainability of the Blueprint Fund.
- Capital funding for legislative priorities. (Noting that the Governor’s budget reserves \$50 million of GO bonds for allocation by the General Assembly, far short of the Spending Affordability target of \$300 million.)
- How to spend new federal infrastructure funding. (Noting that the Governor’s allowance does not contain any of the federal funding from the Infrastructure Investment and Jobs Act, which is expected to send over \$3 billion of enhanced funding to the State over the next five years.)

Later in the DLS briefing, Hiram Burch presented a very detailed analysis of State Aid to Local Governments including public schools. He also noted the Governor’s proposal to significantly increase police aid. Mr. Burch described the impact of the Governor’s veto of the Blueprint and planned FY 2022 funding increases not being provided. He emphasized the Governor’s funding of a sizable hold harmless provision for compensatory education to alleviate the impact of declines in enrollment of free and reduced meal eligible students (an average decrease of 13%). He contrasted this with the 11% increase in English learner enrollment and resulting funding increases being experienced across the state.

DLS Fiscal Briefing: [Meeting Materials](#) & [Video](#)

Legislative Leadership Meeting Highlights

MABE leaders, including the chair and vice chair of the Legislative Committee and the executive committee of the Board of Directors, have been meeting with key legislative leaders to discuss MABE's 2022 legislative priorities and the pending education budget and policy issues.

On Wednesday, January 19, MABE met with Delegate Vanessa Atterbeary, Chair of the Ways and Means Committee in the House of Delegates. After discussing concerns over the implementation of expanded Pre-K in public schools and equity in salary increases for paraprofessionals, Chair Atterbeary explained that she had been in recent discussions with her delegation regarding these same concerns, and stated that she is planning to resolve these issues over the course of the Session. Chair Atterbeary mentioned her interest in holding conversations with Montessori schools to bring them on board in helping with the Pre-K expansion, as well as working with MSEA to provide funding for paraprofessionals to be included in the career pay ladder established by the Blueprint for Maryland's Future Act. Chair Atterbeary expressed her excitement in learning the ropes of the Ways and Means Committee in her first Session as Chairwoman, and she stated that she looks forward to working with MABE in implementing the Blueprint and equitably funding public education.

On Thursday, January 20, MABE's Leadership Committee met with Delegate Maggie McIntosh, Chair of the Appropriations Committee in the House. The discussion was heavily centered around Governor Hogan's release of the operating budget for fiscal 2023, which fails to allot \$125 million in expected funding for implementation of the Blueprint for Maryland's Future Act. Chair McIntosh expressed her concerns about any portions of the Blueprint that are unfunded, including portions underfunding the local governments in Baltimore City and Prince George's County.

MABE also met with Ross Seidman and Jody Sprinkle, Chief of Staff and Policy Advisor for Senate President Bill Ferguson. President Ferguson's staff discussed the highly anticipated release of funding for the staff positions critical to the operation of the Accountability and Implementation Board (AIB) responsible for crafting the state implementation plan for launching the Blueprint. Both parties stated that they looked forward to working with MABE over the course of Session and hoped to leave a line of communication open to sort out any issues that arise.

On Monday morning, January 24, MABE's Leadership Committee met with Abby Snyder, Chief of Staff for Cheryl Kagan, Vice Chair of the Education, Health, and Environmental Affairs Committee in the Senate. MABE's team discussed their focus on various initiatives brought forth by members of the legislature and expressed concerns that these well-meaning initiatives come with a cost that denies the State the ability to invest more funds into the classroom learning experience. MABE's Leadership Committee also focused on concerns surrounding the Blueprint for Maryland's Future Act, specifically in regard to implementation timelines, financial constraints, and deployment issues. Michelle Corkadel discussed the effects of the COVID-19 pandemic on opportunities to partner with private providers to meet the goals of Pre-Kindergarten expansion, while Tammy Fraley discussed the continuing struggles of providing broadband access for virtual learning to students in western Maryland and the Eastern Shore. Snyder was very receptive to MABE's concerns and stated that Senator Kagan looked forward to staying engaged as school systems launch Blueprint implementation strategies and confront other challenges.

On Monday afternoon, MABE's Leadership Committee met with Adrienne Jones, Speaker of the House, as well as Jeremy Baker, Sarita Williams, and Matt Jackson. MABE's Leadership team highlighted the need for full funding of the operating budget, including school renovations, construction, and systemics.

John Woolums emphasized the need for local board governance and expressed concerns of many school districts who are facing “sticker shock” over the local share price of the Blueprint implementation. He emphasized the need for the training and professional development needed to launch the Blueprint on schedule and thanked the Speaker for her cooperation thus far in working through the Blueprint. Michelle Corkadel spoke to the concerns of implementing universal Pre-Kindergarten, highlighting the fact that out of the 150 Pre-K facilities Anne Arundel County School System is looking to partner with, only one has the bandwidth to partner with AACPS immediately. Corkadel stated that staffing shortages and COVID-19 concerns will continue to affect the implementation of the Blueprint, and she recognized the need to partner with the state to help avoid diminishing the success of the Blueprint. Karen Yoho gave insight in the logistics of collective bargaining units in Maryland, stating that in Frederick County, “Me Too” clauses are causing bargaining budgets to be higher than ever. Woolums followed up by speaking about equity issues regarding non-certificated staff, such as bus drivers and maintenance workers, and emphasized the need to continue shining a spotlight on education support staff who play critical roles in support of teaching and learning in the classroom. In response to the Speaker’s question about the lack of funding for behavioral health training that was specified by the Blueprint, Corkadel said that she is anticipating a decrease in per pupil ratios to support staff, and that grants are needed to invest in increased trauma informed care for students and staff. Speaker Jones says that she is working to address funding issues for Blueprint initiatives that were not included in the budget, and that she looks forward to keeping an open line of communication with MABE to ensure the success of all Maryland students.

Bill Hearing Highlights

MABE recently offered oral testimony on the following bills:

HB 84: Education – Crimes on School Grounds – Application

Synopsis: Establishes that specified prohibitions against disruptive, violent, or threatening behavior on the grounds of institutions of elementary, secondary, or higher education or at school-sponsored events do not apply to (1) students attending a school where the offense occurs; (2) students on exclusionary discipline from the school; or (3) a student attending another institution who is participating in a sporting event or other extracurricular event sponsored by the school where the offense occurs. As a result, those students are not subject to the criminal penalties in current law that apply to the prohibited offenses.

Hearing Summary: The Ways and Means Committee heard testimony regarding this bill on January 20th, 2022. Delegate Sheila Ruth, lead sponsor on the bill, explained that the criminal prohibitions in the Maryland Education Code are harmful to students, and that they should not serve as tools for behavior modification. Delegate Ruth pointed out that this provision is often discriminatory in use, noting that in 2019 82% of students charged under this statute were students of color. MABE offered written testimony in support of this bill’s initiative to revise the provisions of the Maryland Education Article, which inappropriately criminalizes certain student behavior on school premises. MABE emphasized that this bill would retain the prohibition against disruptive conduct by non-students on school grounds, and that students remain subject to criminal laws more appropriately contained in the Criminal Law statute than in the Education code.

HB 118: Public Schools - Student Attendance - Excused Absences for Mental Health Needs

Synopsis: Establishes that a student's absence due to mental health needs is a lawful absence from public school attendance. A local board of education must excuse an absence due to a student's mental health needs, provided that a student who is a minor has permission from their parent or guardian for the absence. A local board may not require a note from a physician to excuse such an absence. A student who is absent due to mental health needs must meet with a school mental health specialist within an appropriate period of time after returning to school, as determined by the local board, to discuss the student's mental health needs that caused the absence.

Hearing Summary: The Ways and Means Committee heard testimony regarding this bill on January 20th, 2022. MABE offered written testimony in support of this bill, recognizing the need for limited school absences for mental, emotion, and behavioral health issues. MABE requested an amendment clarifying that excused absences should be of limited duration and administered in the context of local school system policies, as well as an amendment removing the requirement that a student meet with school personnel following an absence for mental health reasons. These amendments align with MABE's position on protecting local governance regarding student health and services policies, while also prioritizing responsiveness to the mental health needs of students.

HB 136: Education - Public and Nonpublic Schools - Seizure Action Plans (Brynleigh's Act)

Synopsis: Requiring, beginning in the 2023-2024 school year, local boards of education to take specified steps regarding the health care needs of students with a seizure disorder, including requiring each public school to have at least two school personnel trained in seizure disorders, as specified. Each public school must provide specified staff training every two years. The parent or guardian of a student diagnosed with a seizure disorder must collaborate with school personnel to create a seizure action plan and provide medication and authorization, as specified. A nonpublic school may require trained personnel.

Hearing Summary: The Ways and Means Committee heard testimony regarding this bill on January 20th, 2022. Delegate Ken Kerr, sponsor of the bill, highlighted the minimal effect this bill poses on local school systems, also noting the significant overall impact on student well-being. MABE testified in support of this bill's goal to ensure that the school health needs of student with seizure disorders are met through administration of seizure action plans. However, MABE offered an amendment to remove any language that would require school nurses to train and certify non-medical personnel to administer first aid and emergency medication, citing liability and implementation issues. Vice-Chair Washington and Delegate Ebersole raised concerns as to the possibility of non-compliance if schools cannot find two staff persons who volunteer to receive training, as well as the lack of compensation for the professional development required by this bill. Delegate Kerr stated that he was looking forward to working with MABE and other entities to resolve any concerns.

SB 40: Interagency Commission on School Construction – Systemic Renovation Projects – Eligibility

Synopsis: Requiring the Interagency Commission on School Construction (IAC) to consider systemic renovation projects as eligible for funding under the Built to Learn Act, regardless of the cost of the project.

Hearing Summary: The Budget and Taxation Committee heard testimony regarding this bill on January 19th, 2022. MABE testified in support of this bill, citing the need for robust funding sources for new school construction and major renovations among all 24 local school systems. MABE noted that the \$4 million cap on bundling systemic projects has been a concern for quite some time, and that equity issues arise when rural schools apply for projects that are small in scale, but that are important to quality of learning environments. Senator Rosapepe inquired as to the argument against reducing the \$4 million cap, to which Senator Hester, sponsor of the bill, responded that some entities believe that the cap gives smaller school systems the option to bundle multiple systemic projects into one request. However, Senator Hester raised concerns that smaller school systems often apply for projects that total less than \$500,000, and that too many projects would have to be bundled to meet the threshold. Senator Hester suggested that sometimes “theory and practice don’t merge,” and that this bill is essential to ensure equity among all 24 local school systems.

SB 124: Public Schools – Grant Program to Reduce and Compost School Waste

Synopsis: Establishes the Grant Program to Reduce and Compost School Waste. The Maryland Association for Environmental and Outdoor Education (MAEOE) must review grant applications and select recipients to be awarded grants by the Maryland State Department of Education (MSDE), which administers the program. The Governor must include in the annual budget bill an appropriation of at least \$500,000 for the program. MSDE and MAEOE may retain a portion of this appropriation to cover administrative costs of the program

Hearing Summary: The Education, Health, and Environmental Affairs Committee heard testimony regarding this bill on January 19th, 2022. Senator Hettleman, sponsor of the bill, testified alongside two students from Montgomery County Public Schools in quantifying this bill’s impact on food waste and food recovery in public schools. Senator Hettleman stated that this grant program could fund between 175-200 schools in the 2022-2023 school year and would eliminate 11 million pounds of school waste per school year. In response to Senator Carozza’s question about current operating compost programs, Senator Hettleman stated that most of the existing programs are ad hoc, and that further grant funding would encourage expanded programs and less food waste. MABE testified in support of the objectives and grant funding provided by this bill and requested an amendment that clarified the local school system’s ability to apply for the grant program, as opposed to individual schools. This amendment would ensure that schools, students, and staff participating in this innovative grant program are doing so in accordance with local school system policies and procedures.

SB162: Public Schools – Cyber Safety Guide and Training Course – Development, Implementation, and Reporting

Synopsis: Requiring the Maryland State Department of Education (MSDE), the Behavioral Health Administration within the Maryland Department of Health, the Maryland Center for School Safety (center), and the Department of Information Technology, by July 1, 2023, to jointly develop and publish a cyber safety guide and self-guided training course for specified students, parents, and employees to be implemented in public schools beginning in the 2023-2024 school year. The guide must be posted on the websites of MSDE and the center and distributed to each local board of education. The course must be updated annually, available on MSDE’s website, and meet other specifications. Each year MSDE must compile data on the number of staff and students who have received certification or credit

for completing the course. By July 1, 2023, specified agencies must report on the development of the guide and training course.

Hearing Summary: The Education, Health, and Environmental Affairs Committee heard testimony regarding this bill on January 19th, 2022. Senator Hester, sponsor of the bill, stated that the bill would increase child safety by providing local boards of education with resources they could use to combat issues such as cyberbullying and cybersecurity. MABE testified in support of the cybersecurity resources and professional development provided by this bill, but offered a technical amendment that would allow for discretionary use of the material as opposed to mandated provisions. MABE voiced support for this bill’s intent to provide tools in the toolbox for educators in encouraging cyber-safety, and stated that they were very excited about MSDE’s possible involvement in developing the program. In response to Senator Simonaire’s questions about implementation, Senator Hester stated that she is working with her team to determine how content standards would be implemented and distributed to all boards of education, and that more of those detail would be flushed out as Session progresses.

Upcoming Hearings and Briefings

On January 27 at 11:00 a.m. MABE will join PSSAM, the Center for School Safety, and others for a “Briefing on the Role of School Resource Officers and School Security Employees in Public Schools.” The briefing will be live-streamed on the [General Assembly website through YouTube](#).

Upcoming Bill Hearings:

| | | | | | |
|-----------------------|-------------------------------|---|--|---------------------------|---|
| Support w/ Amendment | <u>HB0150 (SB0124)</u> | Public Schools - Grant Program to Reduce and Compost School Waste | <u>Delegate Charkoudian</u> | Hearing 1/27 at 1:00 p.m. | <u>Ways and Means</u> 1/27/2022 - 1:00 p.m. |
| Support w/ Amendments | <u>HB0154 (SB0095)</u> | Public Schools - Anaphylactic Food Allergies - Guidelines and Requirements | <u>Delegate Palakovich Carr</u> | Hearing 1/27 at 1:00 p.m. | <u>Ways and Means</u> 1/27/2022 - 1:00 p.m. |
| Oppose | <u>HB0194</u> | Education - Family Life and Human Sexuality Curriculum - Sexting | <u>Delegate Shetty</u> | Hearing 1/27 at 1:00 p.m. | <u>Ways and Means</u> 1/27/2022 - 1:00 p.m. |
| Oppose | <u>HB0196</u> | Public Schools and County Boards of Education - Publication of School Library Catalogs | <u>Delegate Thiam</u> | Hearing 1/27 at 1:00 p.m. | <u>Ways and Means</u> 1/27/2022 - 1:00 p.m. |
| Oppose | <u>HB0200</u> | Education - Public Middle and High Schools - Financial Literacy Curriculum and Graduation Requirement | <u>Delegate Amprey</u> | Hearing 1/27 at 1:00 p.m. | <u>Ways and Means</u> 1/27/2022 - 1:00 p.m. |

| | | | | | |
|--------|----------------------|---|-----------------------------|---------------------------|---|
| Oppose | <u>HB0146</u> | Education – Reportable Offenses and Student Discipline – Alterations | <u>Delegate Moon</u> | Hearing 2/03 at 1:00 p.m. | <u>Ways and Means</u> 2/03/2022 - 1:00 p.m. |
|--------|----------------------|---|-----------------------------|---------------------------|---|

Bill Report

A [Bill Report](#) and [Hearing Schedule](#) (updated January 21, 2022) containing MABE’s positions and the status of all the bills we are tracking is available on the MABE website and updated weekly during Session.

Advocacy Resources

- [MABE’s Annapolis Advocacy Center](#)
- [MABE’s State Board Advocacy Center](#)
- [MABE’s Federal Advocacy Center](#)

For more information, contact John R. Woolums, Esq., MABE’s Director of Governmental Relations, at jwoolums@mabe.org or 410-841-5414.

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