

SECTION 2. 3, AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 1999 and shall be applicable to all taxable years beginning after December 31, ~~1998~~ 1999.

Approved May 27, 1999.

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**CHAPTER 585**

**(Senate Bill 632)**

AN ACT concerning

**Education - Maryland After-School Opportunity Act**

FOR the purpose of providing for the Maryland After-School Opportunity Act; creating the Maryland After-School Opportunity Fund Program; requiring the Governor to include certain amounts in the annual State budget for the Fund Program *for a certain fiscal year*; requiring the Department of Human Resources to administer the Fund; establishing a certain Advisory Board and a certain Executive Committee in the Program; requiring the Executive Committee to adopt certain regulations and standards governing the Maryland After-School Opportunity Fund Program, make grants from the Fund to certain applicants, prepare certain comprehensive plans, and submit certain reports under certain circumstances; requiring the Executive Committee to use certain criteria in selecting grant recipients under the Program; and generally relating to the establishment of the Maryland After-School Opportunity Act and the creation of the Maryland After-School Opportunity Fund Program to assist parents in providing after-school care for children in the State.

BY adding to

Article 41 - Governor - Executive and Administrative Departments  
Section 6-801 through 6-807, inclusive, to be under the new subtitle "Subtitle 8.  
Maryland After-School Opportunity Fund Program"  
Annotated Code of Maryland  
(1997 Replacement Volume and 1998 Supplement)

Preamble

WHEREAS, Maryland has the opportunity to rise to the forefront of the nation by fully investing in a well designed system of after-school opportunities for its youth; and

WHEREAS, All children in the State should have the opportunity to engage in productive, supervised activity when not in school; and

WHEREAS, Eighty percent of school children across the nation need nonparental supervision because their parents work and at least one-third of these students are left unsupervised; and