

- (ii) Two members of county boards of education;
- (iii) A representative of a nonprofit organization;
- (iv) A president of one of the institutions of higher education in the State;
- (v) A community education expert;
- (vi) Two parent representatives;
- (vii) A student representative; and
- (viii) One representative each from Anne Arundel County, Baltimore City, Baltimore County, Charles County, Montgomery County, Prince George's County, Washington County, and Wicomico County.

(c) The purposes and goals of the Task Force shall be to:

(1) Study the impact of extending the compulsory public school attendance age to 18; and

(2) Provide the General Assembly with an impact statement and recommendations, if any, for guidelines and resources needed to implement the raising of the compulsory public school attendance age to 18.

(d) The Task Force shall commence its work in November 2006.

(e) As part of its review, the Task Force shall:

(1) Gather and review data on relevant best practices related to extended learning opportunities for teens between the ages of 15 and 18, including recommendations put forth under the federal No Child Left Behind legislation (P.L. 107-110);

(2) Examine the adequacy of facilities, staffing, programming, instructional time, and resources to accommodate raising the compulsory public school attendance age to 18;

(3) Project the impact on student attendance and achievement outcomes, and assess the fiscal and social benefits to the students and to the State, of raising the compulsory public school attendance age to 18;

(4) Develop an action plan to implement, provide professional development opportunities, and foster partnerships among governmental agencies, county boards of education, and the business community to support the successful implementation of an initiative to raise the compulsory public school attendance age to 18 throughout the State;

(5) Examine the implications for raising the compulsory public school attendance age to 18 on standards-based outcomes, students with disabilities, and students with limited English proficiency; and