

# **EXHIBIT E**

## **OUTLINE OF TODAY'S WORK**

- The Working Group members in attendance will be participate in one of the following groups: Educators, Parents and Other Community Member or Policy Makers.
- Each group will discuss the legislative expectations of its group to determine the following to consider prioritizing, editing, eliminating, adding to those expectations as appropriate. To expedite reference to your group's assignment, you may use the summary sheet, which includes page and line numbers. ***This item is open to discussion before group work begins.***
- Report specific group work to entire working group for discussion/feedback.
- If times allows, engage in discussion about workable frameworks for recognition.
- Determine next steps.

# **WHOLE CHILD WHOLE COMMUNITY**

## **(Summary of Legislation)**

### **PURPOSE OF WCWC INITIATIVE: (p. 2, lines 10-29)**

1. Track how well comprehensive needs of children are being met birth through postsecondary/career.
2. Provide a picture of children's well being beyond test scores, school/district labels, graduation rates, and other stand-alone descriptions.
3. Evaluate relationship of the whole community's socioeconomic condition to successful development of whole children.
4. Create (suggest) pathways and opportunities to for systemic cooperation, collaboration, etc. to out-of-school needs that influence teacher and learning.
5. Recommend to legislature process and procedures for recognition of exemplary WCWC successes (p. 4, lines 33-5) by November 1, 2014 (p. 12, line 23+).

### **SPECIFIC CHARGE TO WORKING GROUP: (page, 2 lines 31-6)**

Create a framework for recognizing community and state efforts to ensure needs of whole child are met through focusing on work of the following:

- Educators
- Parents and other community members
- Policymakers, elected and appointed

Each of the three groups will be highlighted according to their efforts in the following areas:

**I. HEALTHY OPTIONS**

- A. Educators (p. 5, line 13+)
- B. Parents and Other Community Members (p. 5, line 34+)
- C. Policy Makers (p. 6, line 17+)

**II. SAFETY**

- A. Educators (p.6, line 33)
- B. Parents and Other Community Members (p. 7, line 16+)
- C. Policy Makers (p.7, line 33+)

**III. ACTIVE ENGAGEMENT**

- A. Educators (p. 8, line 13+)
- B. Parents and Other Community Members (p. 8, line 32+)
- C. Policy Makers (p. 8, line 13+)

**IV. ADULT SUPPORT**

- A. Educators (p. 9, line 27+)
- B. Parents and Other Community Members (p. 10, line 7+)
- C. Policy Makers (p. 10, line 20+)

**V. INTELLECTUALLY STIMULATING ENVIRONMENT**

- A. Educators (p. 11, line 27+)
- B. Parents and Other Community Members (p. 11, line 27+)
- C. Policy Makers (p. 4, line 12+)