

<p style="text-align: center;">LINC Goal 1</p> <p style="text-align: center;">Policies and mechanisms that strengthen the learning continuum through cross-sector communication</p>	<p style="text-align: center;">LINC Goal 2</p> <p style="text-align: center;">Expanded leadership preparation and professional development programs that support the learning continuum.</p>	<p style="text-align: center;">LINC Goal 3</p> <p style="text-align: center;">A statewide data infrastructure that supports data collection and analysis of student development across the continuum from preschool (i.e., care and education programs prior to kindergarten) through higher education.</p>
<p><u>Recommendation 1.1</u> The State should develop a standing joint sub-committee of the P-20 task force and Early Learning Council to serve as a statewide “bridge” mechanism for policy and curriculum alignment, leadership, preparation, professional development, and communication across early care/education and K-12 education.</p> <p><u>Recommendation 1.2</u> The Illinois State Board of Education and the Illinois Department of Human Services should encourage cross-divisional coordination and alignment between staff in early childhood and other education/service units, including high level policy meetings.</p> <p><u>Recommendation 1.3</u> The revised Illinois School Leader Standards should include knowledge and competencies related to understanding and supporting lifespan learning starting at birth.</p> <p><u>Recommendation 1.4</u> The Illinois Early Learning Standards and Illinois Learning Standards (K-12) should be clearly connected so that educators can see and understand learning expectations for students across the education continuum.</p>	<p><u>Recommendation 2.1</u> The Illinois State Board of Education should broaden its principal endorsement to PreK-12.</p> <p><u>Recommendation 2.2</u> The Illinois State Board of Education and Illinois Board of Higher Education should expand criteria for principal preparation programs to include early learning content and practice.</p> <p><u>Recommendation 2.3</u> State regulatory agencies should require preparation programs for early childhood directors and school administrators to include coursework regarding culturally and linguistically diverse children and families.</p> <p><u>Recommendation 2.4</u> Oversight and funding agencies such (e.g., Illinois State Board of Education, Department of Human Services) should create incentives for providers to offer professional development for early childhood and K-12 leaders that includes learning theories and developmentally appropriate practices from birth through adulthood.</p>	<p><u>Recommendation 3.1</u> Build on the current work at the state level to interconnect teacher, student, and school data to inform state policy, leader and teacher preparation programs, professional development programs, and local programs and policies.</p> <p><u>Recommendation 3.2</u> Data should be stored and accessible on a user-friendly on-line shared network, encouraging appropriate data use with a minimal expenditure of additional time.</p> <p><u>Recommendation 3.3</u> The data infrastructure should make data analysis accessible and understandable for educational leaders and teachers so they can assess and make improvements to their curricula, instruction and services. State education agencies should make public reports on the data and/or an intermediary organization should be allowed access to the data to be able to analyze and publish data reports that are accessible to schools and early care and education providers.</p>