LINC CHARGE: To develop and implement policies and practices that address the missing links in creating a learning continuum to support the whole child from birth to beyond and the role that early childhood and K-12 school leaders play in their efforts to collaborate with families, support agencies, and community and state stakeholders to provide high quality learning and developmental opportunities for children.

Leadership to Integrate the Learning Continuum (LINC) Recommendations

PART I: RECOMMENDATIONS

	Agree	Disagree
Goal 1: The learning continuum should be bridged at the state level by policies and mechanisms for cross-sector communication and collaboration among service agencies, early childhood representatives, and K-12 education.	**16**	**0**
Goal One - Recommendation One: The Governor should appoint additional early care and education representatives to the P-20 Council to better represent the diversity of providers.	16	1
Goal One - Recommendation Two: The Governor should develop a standing committee of the P-20 task force that will serve as a statewide P-3 mechanism to work on alignment, leadership, preparation, training, and communication.	17	1
Goal One - Recommendation Three: The Illinois State Board of Education should encourage cross-divisional coordination and alignment between staff in early childhood and K-12 units, including at high level policy meetings	17	0
Goal One - Recommendation Four: The revised Illinois School Leader Standards should include knowledge and competencies related to understanding and supporting lifespan learning from birth through adulthood.	16	2
Goal One - Recommendation Five: The Illinois Early Learning Standards and Illinois Learning Standards (for K-12) should be merged into one cohesive document so that educators can see learning expectations for students across the continuum. The Learning Standards should also incorporate quality indicators from Quality Counts, the Quality Rating System, and Preschool for All.	14	2

LINC CHARGE: To develop and implement policies and practices that address the missing links in creating a learning continuum to support the whole child from birth to beyond and the role that early childhood and K-12 school leaders play in their efforts to collaborate with families, support agencies, and community and state stakeholders to provide high quality learning and developmental opportunities for children.

	Agree	Disagree
Goal Two: Early childhood director and school principal preparation programs should be revised to prepare early childhood and K-12 leaders who understand the dynamics of the different sectors and how to integrate the two into a seamless learning continuum.	**14**	**0**
Goal Two - Recommendation One: The Illinois State Board of Education should disaggregate its Type 75 administrative certificate to separate endorsements for leadership at the Pre-K-elementary, middle school, and high school levels. If the ISBE cannot create a certificate with multiple endorsement levels, then the State Board should adopt a P-12 principal endorsement (rather than a K-12 endorsement).	**14**	**4**
Goal Two - Recommendation Two: Preparation coursework should align with the differentiated endorsements.	**15**	**1**
Goal Two - Recommendation Three: Revised principal preparation criteria for approval should require university preparation programs to integrate additional course content into appropriate courses, including: • developmentally appropriate practices and curricula across the lifespan • information about the Illinois Early Learning Standards in relation to the Illinois Learning Standards • team-building and collaboration with early learning organizations	**19**	**0**
Goal Two - Recommendation Four: Revised principal preparation criteria for approval should require programs to include internship or practicum experiences at all levels of education – secondary, elementary, and early learning to allow for a big picture view that opens up understanding of the learning continuum.	**16**	**1**

Goal Two - Recommendation Five: Principal preparation programs should hire at least one faculty member or instructor with teaching and/or leadership experience in early childhood settings.	**15**	**4**
Goal Two - Recommendation Six: Principal preparation programs should include early care and education providers as part of their partner network (e.g., serving on the preparation program's advisory board). Similarly, early childhood preparation programs should include K-12 school representatives as part of their partner network.	**17**	**0**
Goal Two - Recommendation Seven: The Department of Children and Family Services should require that all early childhood center directors hold at least the Level I Illinois Directors Credential.	**11**	**1**
Goal Two - Recommendation Eight: The Illinois State Board of Education should phase in requiring Type 04 early childhood certification for teachers in Pre-K-3rd grade classrooms.	**13**	**3**
Goal Two - Recommendation Nine: The Illinois State Board of Education should expand the special education credential to cover P-12. (Currently, it is a K-12 certificate, which creates a shortage of special needs teachers for early childhood education.)	**16**	**0**

Goal Three: Incentives should be provided to professional development providers to offer professional development for early childhood and K-12 leaders that provides "lifespan" learning theories and developmentally appropriate practices from birth through adulthood.	Strongly 12	Disagree 0
Goal Three - Recommendation One: Illinois Administrator Academy courses should offer school leaders practice-based opportunities to observe and participate in early care and education programs. Professional development opportunities for early childhood leaders and teachers should also include practice-based K-12 learning opportunities.	6	12
Goal Three - Recommendation Two: The Illinois State Board of Education (for school leaders) and the Department of Children and Family Services (for early childhood directors) should be more directive in the types of courses that school leaders and early childhood directors are required to take in order to maintain their certifications. At least one of these courses should be on teaching and learning concepts of lifespan learning.	5	6
Goal Three - Recommendation Three: Regional or local professional development providers (e.g., Regional Offices of Education, INCCRRA, school districts, professional organizations) should offer more opportunities to educational stakeholders and providers in the community to participate in the team-based professional development offered to educational leaders and teachers across the continuum (e.g., a community in-service day).	3	13

	Agree	Disagree
Goal Four: The state should develop 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.	**13**	**0**
Goal Four - Recommendation One: The data should connect teacher data to student data to school data. These data should be connected in a meaningful way to inform leader and teacher preparation programs, professional development programs, local programs and policies.	**15**	**0**
Goal Four - Recommendation Two: The data should be stored and accessed on a user-friendly network to share data on line, encouraging data use with a minimal expenditure of additional time.	**11**	**1**
Goal Four - Recommendation Three: The State should adopt and use a universal test of school readiness that addresses all domains of development, including cognitive, socio-emotional, and physical.	**8**	**8**
Goal Four - Recommendation Four: Make results of state and local data collected by both sectors transparent for leaders and teachers, so they can assess and make improvements to their curricula and services.	**14**	**1**

	Agree	Disagree
Goal Five: Early childhood and K-12 should collaborate to launch a statewide marketing initiative showing the positive effects of high quality early care and education programs on short- and long-term developmental, learning, and social outcomes for our children.	**11**	**3**
Goal Five - Recommendation One: Tailor one aspect of the campaign to early learning and K-12 school leaders, providing information on how a learning continuum can help them achieve their center/school's learning goals.	**18**	**1**
Goal Five - Recommendation Two: Tailor another aspect of the campaign to parents, providing information on the importance of the learning continuum and their involvement in their children's schooling from pre-school throughout their children's schooling years (e.g., IL Action for Children—parent manual). This should include education on developmental and learning milestones, how to help their children learn, and the benefits of Pre-K-3 centers as avenues to bridge the continuum.	**15**	**3**
Goal Five - Recommendation Three: Tailor a third aspect of the campaign to state policymakers, detailing the importance of an integrated state policy system to support local practices bridging the learning continuum.	**16**	**1**
Goal Five - Recommendation Four: Educate and stress the importance of the learning continuum to grant funding agencies so that grant programs and funding policies will promote the continuum rather setting up barriers to cross-sector collaborations.	**17**	**2**

LINC CHARGE: To develop and implement policies and practices that address the missing links in creating a learning continuum to support the whole child from birth to beyond and the role that early childhood and K-12 school leaders play in their efforts to collaborate with families, support agencies, and community and state stakeholders to provide high quality learning and developmental opportunities for children.

	Agree	Disagree
Goal Six: Funding should be shaped to support a seamless learning continuum approach to educating and caring for our students, in place of the current system that promotes program fragmentation.	**11**	**4**
Goal Six - Recommendation One: The state should expand funding for to expand preschool programs and Kindergarten classes to accommodate students beyond those considered to be at-risk.	**18**	**0**
Goal Six - Recommendation Two: Future infrastructure capital bills should include funds to improve and build new Pre-K facilities.	**17**	**1**
Goal Six - Recommendation Three: Policymakers should provide financial support for local community collaborations (e.g., pilot programs and early learning grants).	**16**	**1**
Goal Six - Recommendation Four: The state should fund full-day pre-school and kindergarten classes.	**11**	**2**
Goal Six - Recommendation Five: The legislature should lower the compulsory age for entering school and make Kindergarten mandatory (currently it is 7 years old) to prevent unprepared children from entering the K-12 system at a later stage of the early learning period.	**15**	**2**
Goal Six - Recommendation Six: Policymakers should create a unified funding system for early education that reflects a seamless learning continuum approach to educating and caring for our students, in place of the current system that promotes program fragmentation.	**14**	**2**

PART II: Please rate the extent to which you support the six potential goals. Under each goal is an area for you to add feedback on what you liked or disliked about the goal, as well as potential language changes to the goal statement.

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Goal One: The learning continuum should be bridged at the state level by policies and mechanisms for cross-sector communication and collaboration among service agencies, early childhood representatives, and K-12 education	10	6			

FEEDBACK:

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Goal Two: Early childhood director and school principal preparation programs should be revised to prepare early childhood and K-12 leaders who understand the dynamics of the different sectors and how to integrate the two into a seamless learning continuum.	6	8	1		

FEEDBACK:

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree

Goal Three: Incentives should be provided to professional development providers to offer professional development for early childhood and K-12 leaders that provides "lifespan" learning theories and developmentally appropriate practices from birth through adulthood.	**3**	**9**	**2**	**1**	

FEEDBACK:

	Strongly Agree	**Agree**	**Neither Agree or Disagree**	**Disagree**	**Strongly Disagree**
Goal Four: The state should develop 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.	**6**	**7**	**3**		

FEEDBACK:

	Strongly Agree	**Agree**	**Neither Agree or Disagree**	**Disagree**	**Strongly Disagree**
Goal Five: Early childhood and K-12 should collaborate to launch a statewide marketing initiative showing the positive effects of high quality early care and education programs on short- and long-term developmental, learning, and social outcomes for our children.	**4**	**7**	**3**	**1**	**1**

FEEDBACK:

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Goal Six: Funding should be shaped to support a seamless learning continuum approach to educating and caring for our students, in place of the current system that promotes program fragmentation.	**8**	**3**	**4**		**1**

FEEDBACK:

PART III: Are there any recommendations that we have not included on this survey that you think should be considered by the LINC advisory committee? If so, please list them below.

FEEDBACK: