

**Leadership to Integrate the Early Learning Continuum (LINC)  
Advisory Committee  
Project Protocol**

Responsibilities of Members

Distinct responsibilities come with being a member of the Continuum Committee. Members of the Continuum Committee accept the responsibility to act in the best interests of designing effective strategies to align the early learning and early education systems. While individual commitments, initiatives and activities of separate associations and institutions are an essential part of our total educational environment, representative participation of these constituencies in the Continuum Committee will ensure that the whole is greater than the sum of the parts.

Committee members are asked to:

- Think broadly and objectively. Enter the work of the Continuum Committee without preformed opinions, and objectively review, analyze and discuss continuum and leadership issues from a comprehensive perspective.
- Place goals of the Continuum Committee before individual goals. Put the goals of improving the continuum of early childhood and early learning, and preparing early childhood and K-12 administrators with the skills and behaviors to effectively support this alignment before personal/institutional/agency agendas.
- Continuously consider our common goal. How can we assure that all early childhood and K-12 school leaders have the skills and behaviors to support high quality pre-K programs aligned with high-quality learning experiences in the early elementary years?