

(a) Conducting an annual survey of State educational agencies (SEAs), local educational agencies (LEAs), and part C Lead Agencies (LAs) to determine their current progress in identifying outcomes for children with disabilities birth through five years of age and their families, and in developing performance indicators and assessment methodologies to measure the progress of children birth through five years of age and their families served under IDEA (including determining the age range of the children in accountability systems and whether or not they are aligned with other accountability systems such as Head Start, State Pre-K, and K–12 accountability systems);

(b) Evaluating State and local policies and practices to determine valid and technically adequate approaches to measuring the progress of young children with disabilities (in areas such as cognition, pre-reading and language skills, communication, social-emotional development, adaptive/self-help skills, and physical development);

(c) Conducting an annual review of State reports and parts C and B data to track the development of State parts C and B accountability systems and the status of State data systems;

(d) Synthesizing research on relevant topics such as the technical adequacy of outcome measures for young children vis-a-vis the range of disabilities defined under IDEA; the variation of eligibility criteria for services among States; the measurement of satisfaction of parents regarding children's progress; the impact of families on children's outcomes; the methods for aggregating data from child and family measures for use at the local, State, and Federal level; and procedures for data analysis and reporting;

(e) Conducting, collaborating in, or commissioning focused research studies on topics related to outcomes and measurement of the performance of programs serving young children with disabilities and their families, including work to ensure that technically adequate measures of outcomes for young children with disabilities are identified or developed; and

(f) Conducting or commissioning a synthesis of the measures and approaches to measurement used for assessment of family outcomes, including work to ensure that technically adequate measures of outcomes for families are identified or developed.

The Center's technical assistance and dissemination activities must include, but are not limited to:

(a) Preparing and disseminating reports and documents on research findings and related topics;

(b) Maintaining a world wide Web site with relevant information and documents in an accessible formats for individuals with disabilities;

(c) Conducting national and regional meetings, in collaboration with other centers such as the National Early Childhood Technical Assistance Center, the Regional Resource Centers, and the National Center for Special Education Accountability Monitoring, and the national and regional parent technical assistance centers to assist part C lead agencies, SEAs, LEAs, and local agencies in working collaboratively with stakeholders to develop accountability systems to measure the progress of children birth through five served under IDEA.

(d) Working directly with State educational agencies, local educational agencies, local agencies, and other stakeholders to develop and improve accountability systems to measure progress of children with disabilities, birth through five; and

(e) Developing and applying strategies for dissemination of information to specific audiences, including teachers, service providers, families, administrators, policymakers, and researchers. Such strategies must involve collaboration with other technical assistance providers, organizations, and researchers as described below.

The Center's collaboration and other leadership activities must include, but are not limited to:

(a) Maintaining communication and collaboration with other technical assistance providers (including the National Early Childhood Technical Assistance Center, the Regional Resource Centers, the Federal Resource Center, the National Center for Special Education Accountability Monitoring, the National Center on Educational Outcomes, Parent Training and Information Centers, and others) and organizations (including the National Association of State Directors of Special Education, the Council for Exceptional Children, the Infant and Toddler Coordinator's Association, Council of Chief State School Officers, parent and disability organizations, and others), as well as technical assistance projects funded under Office of Elementary and Secondary Education and Head Start concerning the development of outcome measures for young children with disabilities and accountability-related activities;

(b) Maintaining communication and collaboration with researchers

(including researchers funded by the Institute of Education Sciences, the National Institute of Child Health and Human Development, the National Institute of Mental Health, and Administration for Children and Families) studying outcome measures for young children, accountability systems for programs serving young children, and related topics in order to promote the use of research findings and measures;

(c) Working directly with State educational agencies, local educational agencies, local agencies, technical assistance providers, parent organizations, parent trainers, other relevant organizations, and researchers to build consensus among stakeholders on what is important to measure, how the measurement should be conducted, the importance of using outcome indicators in early intervention and preschool special education, and the selection of child outcomes and indicators and family outcomes and indicators. The strategies for developing measures should include broad stakeholder input as to what they are, and how they should be considered;

(d) Convening conferences, at the request of OSEP, on topics related to the development of outcome measures and accountability systems for young children served under IDEA; and

(e) Collaborating and coordinating with Head Start and regular early childhood programs.

The Center must also:

(a) Establish, maintain, and meet at least annually with an advisory committee consisting of representatives of State and local educational and part C lead agencies, individuals with disabilities, parents of children with disabilities, including parents of young children with disabilities, educators, service providers, professional organizations and advocacy groups, researchers, and other appropriate groups to review and advise on the Center's activities and plans. The committee membership must include individuals who are from communities representing rural, low-income, urban, and limited English proficient populations;

(b) Establish, maintain, and meet at least annually with a technical workgroup consisting of SEA, LEA, and part C LA data specialists, researchers, and other appropriate individuals to advise on the Center's technical and research activities;

(c) Fund as project assistants at least three doctoral students per year who have concentrations in relevant topics such as early childhood special education, early intervention,