**Part B Child Count and Educational Environment**

**SY 2020-21 Reporting Year**

This document provides information or data notes on the ways in which states collected and reported data differently from the Office of Special Education Programs (OSEP) data formats and instructions. In addition, the data notes provide explanations of substantial changes or other changes that data users may find notable or of interest in the data from the previous year.

**Alaska**

- In order to meet reporting requirements set by the Office of Special Education Programs (OSEP), Alaska moved 5 year-olds in Kindergarten from the early childhood count (FS089) to the school age count (FS002). This is the primary cause of the decrease in students reported in FS089 identified as having Autism, Developmental delays, Multiple Disabilities, Other Health Impairments, or Speech or language impairments. This is also the primary contributor to changes in both the number of students reported as English learners and in educational environment counts for early childhood.

**Arizona**

- The State provided the following response(s) to large Year to Year change(s):

* Regarding the decreases to the Hearing impairment (HI), Speech or language impairment (SLI), and Visual impairment (VI) categories, Arizona believes this trend was due to challenges with delivering virtual or hybrid instruction for these students with disabilities. Many districts and charters moved to more in-person instruction after October 1, the child count date for the school year.
* Regarding the early childhood environments, Arizona believes the trend for October 1 counts was due to regular preschool programs being closed and only special education programs continued during the COVID-19 pandemic. This caused a shift into more home placements or separate school placements, and a decrease in general providers and regular programs.

**Arkansas**

- The Arkansas State Supplemental Survey (SSS) specifically states that Developmental delay (DD) applies to only children 3-5 years-old in preschool, not 5-year-old Kindergarten children. Therefore:

* There should be no Developmental delay (DD) in the FS002 file.
* Due to the Pandemic, more 3 to 5-year-old preschool children were receiving services at home and in a clinic setting while fewer children were in day cares and preschools because many day cares and preschools were closed.
* With two thirds of the students receiving their educational services virtually, the number of students being placed as homebound decreased.

- FS089: Arkansas no longer reports 5-year-old Kindergarten students with Early childhood (EC). School districts either operate an Early childhood (EC) special education program or they have the Co-op operate the Early childhood (EC) program on their behalf. Those operated by the Co-op are reported under the Co-op not the resident district. Therefore:

* Since we no longer report 5-year-old Kindergarten students in FS089, the reporting of these districts is not applicable.
* The entire Early childhood (EC) Child Count saw a decrease as parents refused to move forward with referrals due to COVID-19.

**Bureau of Indian Education**

- The State provided the following response(s) to large Year to Year change(s):

* BIE reported more students in the hospital homebound environment in SY 2020-21 versus SY 2019-20. When analyzing the data, the BIE found that two schools reported significantly more students in hospital homebound environment because they were providing technology and virtual instruction in the student’s home due to COVID-19. These schools believed they were reporting an accurate environment. The BIE will provide training on how to code environments during unprecedented circumstances or unique situations.
* BIE reported fewer students in the Emotional disturbance (ED) category in the SY 2020-21 versus SY 2019-20. When analyzing the data, the BIE found that a number of schools reported fewer students with Emotional disturbance (ED). Overall enrollment of students with disabilities decreased in the BIE. Analysis of this data did not reveal any cause or any information that could explain the decline in enrollment of students with Emotional disturbance (ED).
* BIE reported fewer students receiving education services in the regular class, 80% or more of the day in the SY 2020-21 versus the SY 2019-20. When analyzing the data, the BIE found that schools had between fewer students receiving services in regular class during 80% or more of the day. The BIE hypothesized that two factors led to the reduction:
  + 1. Reduced enrollment
  + 2. Schools found it challenging to deliver co-teaching instruction virtually.
* BIE reported fewer English learner (EL) students with disabilities in the SY 2020-21 school year versus the SY 2019-20. When analyzing the data, the BIE determined that the overall enrollment was down especially in boarding schools and schools within the Navajo Nation placed under a strict lockdown policy by the tribe. The BIE hypothesized that many English Learner (EL) students with disabilities did not enroll to attend school virtually.

**California**

- Effective SY 2019-20, the California Department of Education collects a third gender option, 'X' Nonbinary. In files where gender is a required data element, the education unit total (EUT) and the sums of the subtotals that includes sex/gender will not match. Gender codes were reported in the local education agency (LEA) file but not in the gender subtotal category.

- Either the reporting local education agency (LEA) did not submit any student counts, or the local education agency (LEA) did submit student counts but the accountable district is different. Most of the local education agencies (LEAs) are charter schools and their reporting local education agency (LEA) is different from the district of accountability. The students are reported by the special education district of accountability. In addition, some of these charter schools are independently reporting charters, and are not designated as local education agencies (LEAs) for special education purposes. The students are therefore reported under their authorizing district. California uses the authorizing district whereas FS052 uses the reporting local education agency (LEA).

- California is now deriving race ethnicity from the student enrollment system. These students will not have a least restrictive environment (LRE) value, but they are still age 5 and in Kindergarten. The students must still be reported in the grand total and will not have a least restrictive environment (LRE) value. The five-year-olds were previously reported in FS089. Students aged 5 and not in Kindergarten reported at the local level and included in FS089 may not have been reported locally in the correct program setting because they have already transitioned to their school age. In summary, the state level counts include non-permitted values however there are students reported including gender X (binary), educational environments and English learner (EL) values.

- The SY 2020-21 data inconsistencies are due to three ongoing issues related the state’s data collection system, gender identification and least restrictive environment (LRE). The improvement here will be progressive and not immediate. Data collection has transitioned from the California Special Education Management Information System (CASEMIS), a static executable, to the web-based California Longitudinal Pupil Achievement Data System (CALPADS). While the State has taken great care to map data fields, they continue to find isolated incidents that require long-term and innovative solutions. The reporting date is a key issue, and it was moved from December 1 to the first Wednesday in October which affected the age calculation. California will continue to identify and resolve these incidents as they arise.

**Colorado**

- The State provided the following response(s) to large Year to Year change(s):

* Increase in Developmental delay (DD) – An addition of the 5-year-old kindergarteners to the school age count starting in Child Count 2020 increased the number of children identified with developmental delay in the school age count significantly.
* Decrease in Correctional Facilities - An implementation of the State Senate Bill, which established a detention cap, has been reducing the number of youths in correctional facilities steadily for the last few years. In addition:
  + Given the COVID19 pandemic, there was an executive order to reduce populations within youth corrections as much as possible while maintaining safety as a priority. A process was quickly put into place to determine which committed youth would be released in both detention and committed facilities, hence that reduced the count even more. These initiatives applied to all students with or without disabilities.
  + The number of intakes decreased due to the change of protocol per COVID. For example, the facilities had to face with not being able to bring in an outside educational psychologist to conduct assessments.
* Increase in Homebound/Hospital - Vulnerable students with disabilities (e.g., medically fragile) had parents who opted into the Homebound/Remote offering. These are students for whom neither the full-day in-person option was safe, nor the virtual learning was appropriate.
* Decrease in Residential Facility - A handful of residential facilities closed between the 2019 and 2020 Child Counts, some temporarily due to the COVID-19 pandemic. In addition, some facilities have reduced their capacity of beds due to funding and currently pending legislation.
* The significant decrease for many of the early-childhood counts were due to two reasons:
* The 2020 Child Count was the first time Colorado excluded 5-year-old kindergarteners from the early-childhood count.
* The COVID-19 pandemic not only reduced the number of enrollments in Colorado public schools, but it also reduced the number of enrollment of students with disabilities. The enrollment reduction was especially significant among early childhood grades, specifically among 3-and 4-year-old children with disabilities whose counts were reduced between the 2019 and 2020 child count.

**Connecticut**

- The State provided the following response(s) to large Year to Year change(s):

* All year-to-year changes were due to changes to the files spec (FS) which allowed for reporting of 5-year-olds in Kindergarten in the FS002 rather than in the FS089. These changes caused decreases in the 3-5 counts and increases in the 6 to 21-year-olds counts due to the removal of Kindergarten 5-year-olds from one file and inclusion in the 6 to 21-year-olds file.
* Counts were reported for Developmental delay (DD), for ages 6, 7, 8 and 9 but this category/age combination was not reported on the EMAPS IDEA State Supplemental Survey (SSS).
* One local education agency (LEA) reported that many parents chose to not send their child to Pre-Kindergarten (both initial enrollments and re-enrollments) during the pandemic. Families were informed that they can re-enroll at any time. The local education agency (LEA) expects an increase for Fall 2021.

**Delaware**

- Due to federal FS089 rule changes, this charter school has five-year-olds in Kindergarten that were not counted in FS089 in 2021. These students are now counted in FS002.

- Students age 5 are correctly reported as not included in the age range for students in correctional facilities in the Delaware EMAPS IDEA State Supplemental Survey (SSS). No students were counted in this category in the FS002 data submission. The age group of 5 in correctional facilities should have been a missing category in the file submission. This age group became relevant in the FS002 file submission for SY 2020-21 because of the change where 5-year-olds in Kindergarten are now counted in this file submission.

- The State provided the following response(s) to large Year to Year change(s):

* This percent decrease difference seen in this district's DG613 count from SY 2020-21 was a result of the new file guidelines in FS089 indicating that any 5-year-old in Kindergarten is now counted in FS002.
* An increase in the developmental delay category of students in the FS002 file - School Age. This was due to the file specification (FS) change where 5-year-old students in Kindergarten are now counted in the school age file FS002, rather than FS089.
* The decrease in the correctional facilities count was due to the pandemic where these students opted to work virtually from home in their Free Appropriate Public Education (FAPE) district.

**District of Columbia**

- The data in the various categories saw shifts due to 5-year-olds in Kindergarten being removed from the FS089 and added to the FS002.

**Federated States of Micronesia**

- The State provided the following response(s) to large Year to Year change(s):

* The decrease in FSM's child count data is due to the change in Office of Special Education Programs’ (OSEP's) reporting requirement to include children age 5 in Kindergarten in the school age (FS002) data file report.

**Florida**

- Ages 6, 7, 8 and 9 are not applicable for development delay (DD).

**Georgia**

- Georgia’s FS002 report includes several students in the developmental delay (DD) category who are beyond the developmental delay (DD) allowable age range (i.e., over age 9). Local education agencies (LEAs) have been unable to evaluate these students due to COVID-19. Students were unable to be safely evaluated prior to their 10th birthday and/or parents would not present them for evaluation due to COVID-19 concerns. Local education agencies (LEAs) within the state of Georgia are now working with intensive diligence to evaluate students included in the FS002 who were outside the designated age range for developmental delay (DD) on the Federal Child Count.

- The State provided the following response(s) to large Year to Year change(s):

* There are two Environment areas, Correctional Facilities and Parentally placed in private schools, in which the number of students with disabilities (CWD) dramatically increased in the SY 2020-21 Child Count (FS002). The reason for the increase in the Environments is a change in capturing both elements. The Correctional Facilities Environment increased because greater stringency and error checking mechanisms were placed on the collection of the element. Specifically, students enrolled in a Correctional Facility were unable to be reported in any other setting. Prior to this change, students with disabilities (CWD) in the Correctional Facilities setting were sometimes placed in a different setting (i.e., Separate School) based upon errors in data submission by the Correctional Facilities. Additionally:
  + The Department of Corrections has attained a new Student Information System (SIS) which enhances the accuracy of reporting.
  + Parentally placed in private school had a significant increase due to an added auditing mechanism included in the collection of the data. Students who exited a local education agency (LEA) and enrolled in a private school were required to be coded as such by the local education agency (LEA) from which they exited. In addition, these students were also captured as being served on a Services Plan or No Services (if the student's services were not a part of the proportionate share services agreement with the local education agency (LEA) and private school).
* There are three environment areas in FS089 (Home, Other Location Regular Early Childhood Program at least 10 hours, and Services in Regular Early Childhood Program at least 10 hours) that showed large changes. Young children served in the Home Environment showed as increase. The data reported reflect an increase in the number of families choosing to have young children served at home due to COVID-19 concerns for the SY 2020-21. The Other Location Regular Early Childhood Program (at least 10 hours) and Services in Regular Early Childhood Program (at least 10 hours) showed a significant decrease. The decreases reflect the impact of the inclusion of Kindergarten students in the School Age FS002 file and their removal from FS089. Overall enrollment in Early Childhood FS089 showed a marked decline in SY 2020-21 as a reflection of the change. General school enrollment in Early Childhood (EC) settings was also adversely impacted in the state of Georgia due to COVID-19, which exacerbated the decreases.
* There was also a significant decrease in the number of children in the Hearing Impairment (HI) disability category in the FS089 file. Decreases in SY 2020-21 were also a result of the inclusion of Kindergarten students in the FS002 file and their removal from FS089. Another variable impacting the decrease in enrollment is the classification of many students under a different primary area. Finally, COVID-19 also adversely impacted enrollment.

**Guam**

- The State provided the following response(s) to large Year to Year change(s):

* Due to the small population of special education students in Guam, any increase or decrease in reporting numbers from one year to the next will result in higher percentages of differences and therefore require a date note to be submitted. The decrease in all three areas is directly related to Guam moving all children ages 3 to 5 who are in Kindergarten to the FS002 file, which resulted in less students reported in FS089. It was required this year to report all children ages 3 to 5 who are in Kindergarten in FS002.

- Guam Department of Education (DOE) is a unitary school system. It is both a state education agency (SEA) and a local education agency (LEA).

**Hawaii**

- For SY 2020-21, the Hawaii Department of Education (HIDOE) submitted the unduplicated number of children with disabilities who are receiving services and are ages 5 (in Kindergarten) through 21. This data contains changes from SY 2019-20 as the Hawaii Department of Education (HIDOE) reported the unduplicated number of children with disabilities who were receiving services and were ages 6-21.

**Idaho**

- As part of Idaho's work with its local education agency (LEA) around significant disproportionality in the category of separate schools or residential facilities, Idaho sees a reduction in the number of students placed in this environment. In the last year, Idaho also trained on appropriate environment coding.

- The State provided the following response(s) to large Year to Year change(s):

* -The majority of the count difference reflects change due to students aged five enrolled in Kindergarten moving from reporting in FS089 to FS002. Overall, for ages 3-21, this category decreased. The overall decrease is attributed to students shifting from local education agencies (LEAs) to Homeschool as part of family responses to COVID-19.
* Three factors are attributed to have impacted the count differences for one particular local education agency (LEA):
  + The first factor is the shift in reporting of students age five enrolled in Kindergarten from FS089 to FS002.
  + The second contributing factor is attributed to COVID-19. Idaho saw a substantial increase in the number of students with disabilities in grade-level Pre-Kindergarten, shifting from local education agency (LEA) to Homeschool as part of a family response to the COVID-19 pandemic. Local education agency (LEA) counts were also impacted by a previously local education agency (LEA) authorized charter becoming a local education agency (LEA) with its own child count.
  + The third factor is that school-age students with disabilities also showed high transfer rates to existing virtual and brick and mortar charter schools that offered smaller classroom sizes or were more experienced operating in a virtual format.

**Illinois**

- SY 2020-21 was impacted by COVID-19 with remote learning and a reduction in Early Childhood (EC) enrollments. Additionally, this is the first school year including 5-year-old kindergarteners in student counts.

**Iowa**

- The State provided the following response(s) to large Year to Year change(s):

* The year-to-year change is due to the move of 5-year-old kindergarteners to school age.

**Kansas**

- The State provided the following response(s) to large Year to Year change(s):

* Upon investigation, Kansas had an increase in the number of Psychiatric Treatment facilities open state-wide. The number of placements by social services, juvenile justice, and parents increased in SY 2020-21. Kansas saw an increase in short term placements in these facilities on the count date, resulting in an increase in the number of students counting in the Homebound / Hospital category.
* Kansas confirms the decrease Other Health Impairments (OHI) students is representative of the overall state-wide decrease of preschool students served in FY2021.
* Kansas confirms this increase of Preschool students served at home and at service provider locations is a result of placement changes taken in response to COVID-19.
* Upon investigation, Kansas found that parents state-wide were hesitant to allow their child to participate in early childhood programs in response to COVID-19.

**Kentucky**

- The State provided the following response(s) to large Year to Year change(s):

* In FS002, Kentucky showed a marked increase of students in the disability category of Developmental delay (DD). This is due to the fact that many of these students (5-year-olds in Kindergarten) were previously included in the FS089 but will now be included in the FS002 file per ED*Facts* file specifications.
* Kentucky showed an increase is in the area of students who were Parentally placed in private school. This is because many parents decided during the pandemic that their children would attend private school but still receive special education services within the public school.
* Kentucky showed a decrease of students in Correctional Facilities. The State believes that this is also due to the pandemic and students having less opportunities to be incarcerated, and the state wishing to reduce the populations in residential facilities due to the spread of COVID-19.
* This local education agency (LEA) saw a decrease in the FS089 file for two reasons. 1) Per the ED*Facts* File Specifications (FS), the 5-year-olds in Kindergarten that were previously reported in the FS089 file are now reported in the FS002 file 2) Parents chose to not enroll their students in Preschool during the SY 2020-21 due to fears of COVID-19 and closures of in-person instruction.

**Maine**

- The local education agency (LEA)-level total reflects all local education agencies (LEAs) in the state but does not include students educated by Child Development Services (CDS), a quasi-state agency responsible for providing special education services for children from birth through age 5. The state-level total differs because it includes all local education agency (LEA) counts in addition to the total age 3-5-year-olds Child Development Services (CDS) count.

**Massachusetts**

**-** SY 2020-21 differences in FS002 & FS089 can be attributed to this year’s reporting requirements for 5-year-olds in Kindergarten.

**Michigan**

- The State provided the following response(s) to large Year to Year change(s):

* Residential facility and correctional facility had a large change This may be due to COVID-19.
* Michigan saw an increase in Parentally placed in private school (PPPS) and separate setting.

- SY 2020-21: A large portion of 5-year-olds were moved to the FS002 file as they are in Kindergarten. 27 categories were impacted in FS089 as a result of the new file specification:

* Female/Male, age 5 not in Kindergarten
* Disability category
* Race/Ethnicity (RE)
* Educational Environment
* English Learner (EL)
* Autism (AUT)
* Developmental delay (DD)
* Intellectual disability (ID)
* Multiple disabilities (MD)
* Orthopedic impairment (OI)
* Other health impairment (OHI)
* Speech or language impairment (SLI)
* Separate Class
* Separate School (SS)
* Service Provider Location
* Other Location Regular Early Childhood Program (at least 10 hours)
* Other Location Regular Early Childhood Program (less than 10 hours)
* Services in Regular Early Childhood Program (at least 10 hours)
* Services in Regular Early Childhood Program (less than 10 hours)
* Non-English Learner (NLEP)
* Correctional Facilities (CF)
* Residential Facility (RF)
* Hearing Impairment (HI)

**Minnesota**

- Due to the COVID-19 pandemic, Minnesota Governor Walz implemented Executive Order 20-94 allowing for students receiving services under Developmental delay (DD) to continue receiving special education and related services until age 9 or until the reevaluation to establish initial eligibility under another disability category has been completed. Current state law ends developmental delay services at age seven, but federal law, as allowed under IDEA [the Individuals with Disabilities Education Act] Part B, 34 C.F.R. Â§ 300.8(b), permits access to these services through age 9. Therefore, children up to age 9 were included in Minnesota's Developmental delay (DD) definition for this year's submission.

- Upon review of submitted data, business rules and SQL code it was discovered that Correctional Facilities was missing as an eligible Educational Environment from the SQL code for age 5 (Kindergarten) as part of the updates to include age 5 (Kindergarten) in the FS002 file.

- Upon review of submitted data and business rules it was discovered that one of Minnesota's Educational Environment for children in Pre-Kindergarten programs was missing from the business rules, accounting for the count discrepancy.

- The State provided the following response(s) to large Year to Year change(s):

* Due to the COVID-19 pandemic, Minnesota saw a drop in the number of children and youth with disabilities enrolled in special education programs, local education agency (LEA)ding to an increase in some parents choosing to enroll their children in private school programs. In addition, changes in age 5 (Kindergarten) reporting led to an increase in the number of children reported under Developmental delay (DD) for the file this year.
* Due to the COVID-19 pandemic, Minnesota saw an overall drop in the number of children with disabilities enrolled in special education programs, especially ages 0 to 5 (not Kindergarten). Decreases in Pre-Kindergarten local education agency (LEA) enrollment was especially significant for children identified for special education under the categories of Autism, Developmental delay (DD), Intellectual disability, and Speech or language impairment (SLI). Other disabilities with decreased enrollment included Emotional Disturbance, Hearing impairment (HI), Orthopedic impairment, and Other health impairment (OHI).
* The overall decrease in Pre-Kindergarten enrollment led to a lower number of children receiving services in educational environments in group settings, while there was an increase in the number of children receiving services in the home educational environment, likely due to the pandemic.

**Mississippi**

- The State provided the following response(s) to large Year to Year change(s):

* Change in count due to including 5-year-olds enrolled in Kindergarten in the Part B count (6-21 years-old)**.**

**Missouri**

- The State provided the following response(s) to large Year to Year change(s):

* Statewide Early Childhood Special Education (ECSE) counts decreased due to COVID-19, with larger than average decreases in more populated areas of the state.
* The decrease in the Correctional Facility count was due to COVID-19. There were fewer commitments to juvenile facilities and mandatory shut down of several juvenile detention facilities.
* There was an overall decrease in the Early Childhood Special Education (ECSE) child count due to COVID-19, with corresponding decreases in several educational environment categories as well as the Speech impairment (SI) category. Many of the children stopped receiving services due to the pandemic, while some shifted to receiving services in the home which caused an increase in that category.

**Montana**

- The State provided the following response(s) to large Year to Year change(s):

* Montana deals with very small N sizes, so small changes result in big differences.
* Due to COVID-19, Montana had an overall decrease in its education count (EC) numbers
* Montana increased the age of eligibility for Developmental delay (DD) in July 2019. This resulted in a large increase of students who did not need to be reevaluated when turning 6 through the SY 2019-20, and a large increase in the number of Developmental delay (DD) students reported on the SY 2020-21 Child Count
* One of the 4 residential facilities in the state closed during the SY 2019-20. This resulted in fewer students in residential facilities for SY 2020-21.

**Nebraska**

- The State provided the following response(s) to large Year to Year change(s):

* A large shift occurred from five-year-old kindergarteners transitioning into School Age FS002 from Early Childhood FS089. This accounts for an increase in various verification categories including Autism, Developmental delay (DD), and Hearing impairment (HI).
* An increase in Homebound/Hospital students as well as Parentally placed in private schools (PPPS) that was a direct result of COVID-19 and a shift of students from the school setting. This also explains the flagged decrease in students inside the regular classroom 40%-79% of the day.
* For SY 2020-21, a year-to-year flag was present due to children shifting to home settings due to COVID-19, reducing the number of children in a separate class while increasing the number of children moving to the Home setting.
* A decrease in Other health impairment (OHI) students can be accounted for due to COVID-19. Often the Other health impairment (OHI) verification appears in preschool and some of these students were not identified due to not starting their preschool program during the SY 2020-21 or delayed identifications after returning to classrooms from the second semester of SY 2019-20 consisting of remote education.
* A decrease in autism in early childhood, Developmental delay (DD), Hearing impairment (HI), Other health impairment (OHI) (in addition to the above explanation), and each of the educational environments for early childhood are the result of shifting five-year old students in Kindergarten to the school aged setting codes. This also accounts for the corresponding increases in Data Group (DG) 74 (FS002).

**Nevada**

**-** Students who do not identify as either male or female cannot be included in counts where sex is a required category but are included in all student counts where sex is not a required category.

- The State provided the following response(s) to large Year to Year change(s):

* For the 2020 Child Count, Nevada for the first time included five-year-old students with Developmental delays (DD) who were enrolled in Kindergarten in the school-age count, which explains the increase over the 2019 child count. The increase of students placed in correctional facilities appears to be an anomaly, and Nevada will monitor this placement category to determine whether a trend becomes apparent. The increase in students parentally placed in private schools is the result of COVID-19 challenges faced by students and families.
* The increase in enrollment in the State Sponsored Charter School Authority reflects the choice many parents made to enroll their children in public charter schools during the COVID-19 pandemic.
* FS089:The decreases at the state education agency (SEA) and local education agency (LEA) levels in enrollment for children with disabilities ages 3-5 in most disability categories reflects both the challenges faced by families during the COVID-19 pandemic and the fact that compulsory attendance is not required in Nevada until age 7. When the child count is lower, placement counts in various categories are also lower.

**Oklahoma**

- Because of the COVID-19 pandemic, more parents placed their children in private schools, while fewer children were placed in residential facilities.

- Because of the COVID-19 pandemic, thousands fewer children entered public early childhood programs in Oklahoma. The State expects the numbers to return to or exceed historic levels in SY 2021-22.

**Oregon**

- The State provided the following response(s) to large Year to Year change(s):

* The decrease in counts is COVID-19 related. On the December 1 count date, the governor’s executive order precluded in-person instruction as schools were closed and operating virtually.
* The most impacted by COVID-19 were the largest local education agencies (LEAs) in Oregon. These and other local education agencies (LEAs) reported that many parents opted to withdraw their children from school to home school with no special education services provided until in-person instruction commenced. The Oregon Department of Education anticipates counts will increase when school starts in the Fall as all local education agencies (LEAs) across the state are expected to resume in-person instruction.
* The increase in counts under Developmental delay (DD) was due to the expansion of the eligibility criteria in Oregon from ages 3 to 5 to ages 3 to 9.
* Decrease in Homebound/Hospital:The decrease in counts in this category were Homebound placements as Hospital counts increased. Local education agencies (LEAs) reported that Homebound placements decreased due to an increase in available options to provide services in virtual classroom settings.
* Increase in Parentally placed in private schools (PPPS): The increase in counts in this category was due to parents opting to homeschool with special education services provided. Counts in traditional parent placed private schools decreased from the prior year as many were closed to in-person instruction due to COVID-19.
* The count of English learners (EL) was under-reported in the prior year due to a systems issue experienced by multiple large and medium size district submitters using the same application. These districts reported as Non-English Learner, rather than English learner. Oregon put procedures in place to ensure data are accurately submitted by all submitters.
* Correctional Facilities: Ages 5 (Kindergarten) through 11 have been included in Oregon’s file for many years as zeros for most years. As noted in the EMAPS IDEA State Supplemental Survey (SSS), youth under age 12 may be placed in a correctional facility temporarily by judicial review if there is no alternative available (ORS 419C.133), for runaway from another state awaiting return (ORS 419C.156), or youth awaiting adjudication for specific offenses/behaviors (ORS 419C.145). However, students under age 12 are rarely placed in Correctional Facilities so Oregon resubmitted the SY 2020-21 file with these rows removed since this rarely happens. In future submissions, should this exception occur, Oregon will include a data note explaining why these ages are reported.
* Decrease in disability categories (Autism, Orthopedic impairment (OI), Speech or language impairment (SLI)). Fewer students were referred for evaluation due to COVID-19. It is also thought that required in-person evaluations for new referrals were hindered or slowed due to the governor’s executive order precluding in-person contact. It was noted that counts for all high incidence disability categories declined. Also, counts for these disability categories, as well as other disability categories, were impacted by the parents opting to withdraw their children from school to home school with no special education services provided until in-person instruction commenced. The Oregon Department of Education anticipates counts will increase when school starts in the fall as all local education agencies (LEAs) across the state are expected to resume in-person instruction.
* Increase in Home Placements and decrease in Other Locations Regular Early Childhood Program (at least 10 hours or less than 10 hours) and Services in Regular Early Childhood Placements (at least 10 hours or less than 10 hours): Schools were closed to in-person instruction and operating virtually. This increased services provided in the Home which in turn decreased services provided in Other Locations Regular Early Childhood Programs and Services in Regular Early Childhood Programs.

**Rhode Island**

- The pandemic had an impact on the number of students who attended Preschool between the ages of 3-5.

**South Carolina**

- Due to difficulties in transitioning data reporting for 5-year-olds, some students were categorized with invalid educational environments.

**South Dakota**

- The State’s definition of Developmental delay (DD) for children with disabilities only includes students ages three to five. This year the State had a group of students above this age range identified with Developmental delay (DD). Due to out-of-state transfers and the COVID-19 pandemic, these students were receiving comparable services until eligibility determinations could be made.

**Tennessee**

- The State provided the following response(s) to large Year to Year change(s):

* SY 2020-21 FS002 Data: Tennessee was flagged for a year-to-year increase in both the count of school-age students with a developmental delay and the count of school aged students Parentally placed in private schools (PPPS). These increases are related to the change in the FS002 file specifications to include five-year-olds in Kindergarten. Local education agencies (LEAs) saw an increase in their Parentally placed in private school (PPPS) counts from SY 2019-20 to SY 2020-21.
* Tennessee also had a year-to-year decrease in the count of school-age students placed in correctional facilities. This is an environment category that historically has lower counts and is prone to fluctuation from year-to-year. The SY 2020-21 count appears to align with the counts from SY 2017-18 and SY 2018-19, which suggests that the SY 2019-20 counts may have been an anomaly. There are have been no pervasive changes in protocols or requirements for placements in correctional facilities.
* SY 2020-21 FS089 Data: Tennessee experienced a year-to-year decrease in each of the following areas: count of early childhood students with Autism, Developmental delay, Hearing impairment, Intellectual disability, Multiple disabilities, Orthopedic impairment, Other health impairment, and Speech or language impairment; count of early childhood students receiving services in a separate class, separate school, service provider location, other location regular early childhood program (at least 10 hours), other location regular early childhood program (less than 10 hours), regular early childhood program (at least 10 hours), regular early childhood program (at least 10 hours); and count of early childhood students designated as English learner and Non-English learner. These decreases are related to the change in the FS089 file specifications to only include early childhood students ages 3 to 5 (not in Kindergarten). Five-year-olds in Kindergarten now appear in FS002 instead of FS089, which caused the total count in the FS089 state education agency (SEA) file to decrease from SY 2019-20 to SY 2020-21. Further, a total of twenty local education agencies (LEAs) were flagged for large decreases in their year-to-year data group (DG)613 counts, which can also be attributed to the aforementioned change in the FS089 file specifications.

**Utah**

- Utah's total and subtotals are off by a couple of counts due to having students who are unidentified in the sex category.

- The State provided the following response(s) to large Year to Year change(s):

* The State believes year-to-year decreases are due to COVID-19.

**Vermont**

- The State provided the following response(s) to large Year to Year change(s):

* Due to a change in Office of Special Education Programs (OSEP) requirements, children aged 5 and enrolled in Kindergarten were reported in the FS002 file for the first time in SY 2020-21. The increase in students with Developmental delay (DD) came directly from students who would otherwise have been reported in FS089.
* FS089: There were large year-to-year changes in the following categories: Autism (AUT), Developmental delay (DD), and Speech or language impairment (SLI); the environments of Receiving Services in the Home, Receiving Services at the Service Provider Location, Services in a Regular Early Childhood Program 10 Hours or More and Less than 10 Hours, Enrolled in Regular Early Childhood Program 10 Hours or More and Receiving Services Elsewhere; and Non-English learners.
* Vermont notes that for SY 2020-21, enrollment in the state educational system for children under 6 dropped. This can be attributed to the State of Emergency wrought by the COVID-19 pandemic, as children under 6 are not legally compelled to participate in public education in Vermont. Many families chose instead to delay educational enrollment and/or forgo contact with providers of special education services. These families chose not to receive services at the time of Vermont’s December 2020 Child Count. Additionally, due to a change in Office of Special Education Programs (OSEP) requirements, Vermont reported children aged 5 and enrolled in Kindergarten in the FS002 file. Especially for the Autism and Developmental delay (DD) categories, many of the decreases in FS089 translated directly into increases in FS002.

**Virginia**

- The State provided the following response(s) to large Year to Year change(s):

* Statewide counts decreased due to COVID-19, with larger than average decreases in more populated areas of the state.

- Virginia collects for non-binary students in the sex category.

**Washington**

- The following options are valid values Washington state collects for gender: F, M, and X in the State’s student-level data collection per Washington Administrative Code 246-490-075.

- The State provided the following response(s) to large Year to Year change(s):

* Many districts reported an overall lower enrollment this year due to the COVID-19 pandemic. This was evidenced by Washington statewide enrollment for both students with and without disabilities also being lower than projected. Washington also saw changes (both increases and decreases) within several environment categories. This change is due to a state-funded initiative focusing on inclusionary practices along with technical assistance on the definitions and calculations in reporting the Least restrictive environment (LRE) and the federal change of students who are 5 years old and in grade level Kindergarten being reported in FS002 and no longer in FS089.

**West Virginia**

- All five-year-old students were reported under FS089 for SY 2019-20. West Virginia began reporting five-year-old Kindergarten students under FS002 for SY 2020-21.

- A combination of the addition of five-year-old Kindergarten students for SY 2020-21 and the impact of the COVID-19 pandemic both contributed to changes in school age child count variations between SY 2019-20 and SY 2020-21.

**Wisconsin**

- The Wisconsin Department of Public Instruction (WDPI) has chosen to submit all students who are eligible to be reported in the Child Count files (FS002/FS089) regardless of whether a required demographic was missing for a few or all students in a given educational unit (local education agency (LEA) or school). As such, some category set totals will not equal the Educational Unit Total (EUT) and other local education agencies (LEAs) have MISSING reported for a given demographic. WDPI will continue to work with local education agencies (LEAs) prior to the statewide data snapshot to ensure that the data is as complete as possible.

- The State provided the following response(s) to large Year to Year change(s):

* The increase in the number of students identified with a disability category of Developmental delay (DD) or Speech and language impairment (SLI) can be attributed to the change in the federal reporting requirements to include children age 5 in Kindergarten in the school age count (FS002 & FS089).
* The increase in the number of students with an educational environment of homebound/hospital and parentally placed in private schools can be attributed to concerns related to the COVID-19 pandemic.
* The decrease in the number of students with an educational environment of correctional facility can be attributed to a decrease in the number of students receiving special education services reported by the Department of Corrections.
* The changes in educational environment reporting can be attributed to the change in the federal reporting requirement to exclude children age 5 in Kindergarten in the early childhood count (FS089) and the delivery of special education services through virtual instruction due to the COVID-19 pandemic.