

Part B Child Count and Educational Environment

SY 2019-20 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.

Alabama

- The State provided the following response(s) to large Year to Year change(s):
 - The change is around 1% of our total child count for early childhood.
- Alabama uses Emotional Disability as Emotional Disturbance.

Alaska

- In the SY 2019-20 school year, Alaska Reported all 5 year old children in FS089, Children with Disabilities (IDEA) Early Childhood, under the permitted value 5.
- The State provided the following response(s) to large Year to Year change(s):
 - Home: This change is attributed to a large district discovering previous errors in coding. The district has updated procedures and coding to more accurately reflect the children's early childhood environment.
 - Other Location Regular Early Childhood Program (less than 10 hours): This change is attributed to a large district in Alaska having a general increase in the number of preschool children and preschool classrooms. The increase in special education children in this environment code is a reflection of that general increase in preschool programming.
 - Services in Regular Early Childhood Program (less than 10 hours): This change is attributed to several factors that change from year to year in a large rural school district including individual schools having preschool programming that year and staffing, individual student needs, and parent and individualized education program (IEP) team input.

American Samoa

- American Samoa was not reporting school age students (ages 5 Kindergarten through age 9) with Developmental Delay; it was excluded because the state is reporting 5 year olds in FS002, Children with Disabilities (IDEA) School Age.

Arizona

- The State provided the following response(s) to large Year to Year change(s):
 - Arizona elected to adopt the new file specification (FS) requirements to include students who are ages 3 through 5 not in Kindergarten in FS089, Children with Disabilities (IDEA) Early Childhood, and ages 5 in Kindergarten through 21 in FS002, Children with Disabilities (IDEA) School Age. This would account for the significant disparities across multiple categories.
- While Arizona does not use the federally defined Deaf-Blindness disability category, it does federally report students in the Deaf-Blindness disability category by aggregating students who are reported with concurrent disability categories of Visual impairment and Hearing impairment.

Arkansas

- Children Ages 3-5 (preschool) cannot be categorized as Intellectual disability, Emotional disturbance, or Specific learning disability; therefore ages 3-5 (preschool) are not applicable. However, 5 year old children in Kindergarten can be categorized as Intellectual disability, Emotional disturbance and Specific learning disability, which is reflected in the school age data set.
- Arkansas is reporting 5-year-old Kindergarten students with the school age data, FS002.

Bureau of Indian Education

- All 5 year old children with disabilities in Kindergarten are now reported in the FS002, Children with Disabilities (IDEA) School Age. Therefore:
 - BIE is reporting more children with a developmental delay and speech or language impairment in FS002, Children with Disabilities (IDEA) School Age, and fewer in FS089, Children with Disabilities (IDEA) Early Childhood.
 - BIE is reporting fewer children with disabilities in the environment 40% -79% of the day in the FS002, Children with Disabilities (IDEA) School Age. In 70% of BIE schools in SY2019-20 children with disabilities are reported as receiving educational services in the regular education classroom more than in the previous year, thus reducing the number and percentage of students receiving services in the regular classroom between 40% and 79% of the day.
 - BIE is reporting fewer children as not English learners and as receiving services in a regular early childhood program in FS089, Children with Disabilities (IDEA) Early Childhood.
- BIE considers children turning 5 years of age by December 31st of their Kindergarten year to be school age. Consequently, BIE will serve 4 year old children, but not 3 year old children.

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.
- The State provided the following response(s) to large Year to Year change(s):
 - The SY 2019-20 data inconsistencies are due to three ongoing issues related the state's data collection system, gender identification and least restrictive environment (LRE):
 - 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 we have taken great care to map data fields, we 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. We will continue to identify and resolve these as they arise.
 - The state of California has a new gender code. X (nonbinary) gender codes were reported in the local educational agency (LEA) file but not in the gender subtotal

category. The local student information systems (SIS) use an X gender and the file specifications do not have a code for the X gender which accounts for the mismatch.

- Although we are aware that we must include age five and non-kindergarten in this file, some of the local educational agencies (LEAs) have not followed suit. For instance, not all LRE had values for ages 6 to census age. We also included the five year olds with kindergarten children. We are now deriving race ethnicity from the student enrollment system. We identified 50,064 students without LRE. These students will not have an LRE value but they are still age 5 kindergarten. The students must still be reported in the grand total and will not have an LRE. Five year olds used were previously reported in FS089, Children with Disabilities (IDEA) Early Childhood. Students age 5 and in not in kindergarten reported at the local level and included in file specification FS089 may not have been reported locally in the correct program setting because they have already transitioned to their school age.

- English learners (EL) data was previously collected by the California Special Education Management Information System (CASEMIS) but the California Longitudinal Pupil Achievement Data System (CALPADS) does not collect EL data in the same way. The CASEMIS to CALPADS transition required new fields and file structures to accommodate the new report due date in October which affects local planning. Many of the data fields are now derived and EL is derived from our EL program. To be an EL, students must be assessed and three years olds were not required to test. There were large increases for the NON value because children ages 3-5 were not tested. Since we no longer have a fedset preschool setting, we used the program setting field to determine the educational environment. This led to a large number of students whose educational environment indicator was missing. We expected some data quality transition issues and will continue to properly identify and report these students.

- California does not use the Developmental Delay category.

Colorado

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

- Increase of students who were Parentally placed in private schools: Parents had moved students to 90 different private schools within Colorado at the time of the 2019 child count, as compared to 78 the year before. There were a total of 25 local educational agencies (LEAs) who saw students placed in private schools across Colorado in 2019. The average increase across these LEAs was 3.16 students. LEAs that saw placements the previous year saw an average increase of 1.65 students. This may indicate an increase in the availability of private schools, an increase in family's ability to afford private schools, or an increased capacity for private schools to address the needs of students with disabilities (as supported by conversations with parents).
- Decrease of students in Residential Facility: One LEA incorrectly reported students under Residential Facility instead of Separate School in 2018 and corrected in 2019, which caused a decrease in the count of students in Residential Facility in 2019. Despite this, the trend is still significant. Between the SY 2017-18 and December 2019, 8 facility schools have closed that

totaled about 130 seats. This loss of facilities has significantly impacted the number of students placed in residential facilities in the State of Colorado.

- Decrease in Services in Regular Early Childhood Program (less than 10 hours): The decrease in Regular Early Childhood Program (less than 10 hours) correlates with an increase in regular Early Childhood Program (at least 10 hours). Colorado has recently implemented paid all-day Kindergarten which has allowed a number of school districts to increase funding for early childhood programs. For example, one school district moved all pre-school programs to full day, eliminating programs that are less than 10 hours.
- Increase in early childhood Autism: The increase in Early Childhood Autism may be due to improvements in early identification across the state, especially in large-sized local educational agencies (LEAs).

Connecticut

- Connecticut is reporting the educational environments of 5-year-olds in Kindergarten in FS002, Children with Disabilities (IDEA) School Age for the SY 2019-20.

- Developmental delay is not an allowable category in Connecticut for any child over the age of 5. No children were reported in this age/disability category.

- 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 file specifications (FS) which allowed for reporting of 5 year olds in Kindergarten in FS002, Children with Disabilities (IDEA) School Age, rather than in FS089, Children with Disabilities (IDEA) Early Childhood. These changes cause decreases in the 3-5 counts and increases in the 6-21 year old counts due to the removal of Kindergarten five year olds from one file and inclusion in the 6-21 year old file.

Delaware

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

- Delaware saw another steady increase in the number of young children identified under the Autism classification from SY 2018-19 to SY 2019-20. Along with previous years initiatives to identify children at a younger age, Delaware now has an Act Early Ambassador who is promoting Know the Signs Act Early across the state. Coupled with that is the increased capacity within our Part C program to conduct evaluations for Autism as another collaborative effort with the local educational agencies (LEAs) birth mandate regulations. Finally, Delaware has launched a statewide childfind initiative by making the Ages and Stages Questionnaire available to all parents of children 0-5 who would like a screening. These increased child find efforts are leading to the increase in the numbers of children being identified at a much younger age in Delaware.
- The Delaware Department of Education (DDOE) continues to provide technical assistance to the local educational agencies (LEAs) regarding the least restrictive environment (LRE) requirements of IDEA. This data shows an increase of children being served in Service Provider Locations over last year, which continues to show that districts capacity to serve the increased number of children is stretched. Recruitment and retention of a sufficient number of Speech Language

Pathologists who can serve children within the EC settings remains problematic. In order to provide the required individualized education program (IEP) services, more children received services in a central location.

- More children than last year received the majority of their services in some other location, such as outside of the classroom. This could be attributed to children on the Autism spectrum that need more focused ABA services for example. Local educational agencies (LEAs) receive continue to receive guidance from the DDOE regarding the IDEA requirement for serving children in the LRE and that the LEAs need to increase opportunities for identified children to be served within the regular EC classroom environment, where the intervention is embedded within the daily classroom routine or provided within the context of the classroom.

- Given that districts continue to be stretched to capacity to serve all identified children, some local educational agencies (LEAs) are having children share slots in their district preschools and attending less than 10 hours, in order to assure the provision of their required individualized education program (IEP) services first and foremost versus offering a preschool classroom for all five days per week akin to what is offered in the K-12 system. Lack of funding for preschool continues to perpetuate these challenges. As was also stated above, services outside of the classroom could be attributed to children with more intense needs such as those on the Autism spectrum that need more focused ABA services for example.

- Correctional facilities permit ages 12 to 21 years of age.

District of Columbia

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

- Year-over-year changes are a result of an increasing proportion of students identified as English learners and a focus on early identification in DC.

Georgia

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

- Georgia elected to report 5 year olds in Kindergarten in FS002, Children with Disabilities (IDEA) School Age, and to report 5 year olds not in FS089, Children with Disabilities (IDEA) Early Childhood. As a result, there was a decrease in the number of children reported in FS089 for all disabilities, environments, and English learner status.

- Georgia does not have a multiple disabilities eligibility category.

Guam

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

- Due to the small population of special education students on Guam, any increase or decrease in reporting numbers from one year to the next will result in higher percentages of differences. The decrease in the Home setting is directly related to the increase in the Separate Class setting. The increase of children in the Separate Class setting is due to a classification change of the Preschool program, for children who are in the home, but receive some services in a Separate Preschool Classroom.

Hawaii

- Students that are 5-years-old are reported only in FS089, Children with Disabilities (IDEA) Early Childhood, using permitted value "5."

Idaho

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

- School age Correctional Facilities: Based on state training Idaho local educational agencies (LEAs) have improved coding regarding students placed in detention facilities.
- School age Residential Facilities: Idaho continues to research this increase and will provide local educational agencies (LEAs) with training around data collection and coding to further ensure that LEAs report appropriate least restrictive environment (LRE) codes.
- Early childhood Separate School: Idaho does not have state-funded preschool for all. As a result, local educational agencies (LEAs) frequently provide services in a separate class. As the population of early childhood students increases some LEAs have exceeded available capacity within their existing elementary and moved the early childhood program to a different building, resulting in coding the environment as a separate school.
- Autism: Idaho is seeing an increase in the count of students being identified for Autism at younger ages. Improved medical screening has resulted in an increase in medical diagnosis at younger ages.

- For SY 2019-20, Idaho will report students age 5 enrolled in kindergarten under early childhood environment codes.

Illinois

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

- The reported number of 3-5 year old students identified with Intellectual disabilities decreased in SY 2019-20. The top four local educational agencies (LEAs) (in terms of the number of students identified with Intellectual disability) had Developmental delay identification increase, while the identification of Intellectual disabilities decreased. Also observed statewide, the Developmental delay count increased more than the decrease of the Intellectual disabilities count.

- Regarding the SEA (Illinois) SY 2019-20 school year Child Count EDFacts files:

- FS002, Children with Disabilities (IDEA) School Age, contains students ages 6-21.
- FS089, Children with Disabilities (IDEA) Early Childhood, contains all 5-year-old students (ages 3-5).

Iowa

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

- Iowa is noncategorical and does not collect disability category data. Disability categories were not reported, thus the 100% decrease in each category.

- Professional development of the State Personnel Development Grant has positively influenced the provision of services to children in general education settings (early childhood) instead of separate classes. Iowa attributes the increase in early childhood Home settings to an increase of students being provided services in their home in one local educational agency (LEA). Iowa attributes the decrease in English learner (LEP) students with an individualized education program (IEP) to an overall decrease in the number of LEP students with an IEP in the state.
- Iowa is using the allowed transition year (SY 2019-20) to continue reporting all 5 year-olds, both in kindergarten and in preschool, in FS089, Children with Disabilities (IDEA) Early Childhood. As required, Iowa will begin reporting 5 year-olds in Kindergarten in FS002, Children with Disabilities (IDEA) School Age, with the SY 2020-21 reporting year.

Kansas

- Kansas reported the educational environments of 5-year-olds in Kindergarten in FS002, Children with Disabilities (IDEA) School Age.
- The State provided the following response(s) to large Year to Year change(s):
- Kansas confirms the following are a result of moving the 5-year old Kindergarten population to FS002, Children with Disabilities (IDEA) School Age:
 - Increase of School age count for Developmental Delay
 - Decrease of Early Childhood counts for disability categories: Autism, Developmental Delay, Other Health Impairments, Speech or language Impairment
 - Decrease of Early Childhood counts for Educational Environment Categories: 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)
 - Decrease of Early Childhood counts for Educational Environment Categories: English learner and non-English learner

Kentucky

- Kentucky regulations define 2 levels of Intellectual Disabilities and combine the counts from these two disabilities as Intellectual Disabilities for its report to the U.S. Department of Education.

Maine

- The State provided the following response(s) to large Year to Year change(s):
- The shift of 5 year-old kindergarten students from FS089, Children with Disabilities (IDEA) Early Childhood to FS002, Children with Disabilities (IDEA) School Age, have created year to year changes noted in the Year to Year report.
- Beginning with the SY 2019-20 Part B Child Count, the environments listed for ages 6 through 21 are also applicable for 5-year-olds in Kindergarten and the environments listed for ages 3-5 are not applicable to 5-year-olds in Kindergarten.

Maryland

- Other Health Impairment is a valid disability category in Maryland. However, there are years when zero students with orthopedic impairment are removed from school for disciplinary purposes. In these cases, the auto-generated reports do not zero-fill these spaces. The resulting blank spaces make it appear as though Orthopedic Impairment is not a valid disability category in Maryland. Consequently, this section of the State Supplemental Survey (SSS-IDEA) and the Child Count data appear to be in conflict. This is not the case; it can be remedied by replacing the blank spaces with zeros.

Massachusetts

- Due to Massachusetts accepting non-binary as a gender selection / totals and sub-totals for categories that report gender may be different.

Michigan

- Michigan will implement the reporting of 5 year olds in Kindergarten in FS002, Children with Disabilities (IDEA) School Age, instead of FS089, Children with Disabilities (IDEA) Early Childhood, in SY 2020-21.
- Early childhood developmental delay means a child through 7 years of age whose primary delay cannot be differentiated through existing criteria within and who manifests a delay in 1 or more areas of development equal to or greater than 1/2 of the expected development.
- The State provided the following response(s) to large Year to Year change(s):
 - These changes are from the data collected for 5-year olds. Michigan allowed districts to submit 5-year olds in kindergarten in the school age collection. Michigan is working on clear guidance to districts on all codes associated with 5-year old's participating in kindergarten and those in early childhood programs.

Missouri

- Missouri will report 5 year olds in kindergarten in FS002, Children with Disabilities (IDEA) School Age. All school-age placements are permitted for 5 year olds in Kindergarten.
- The State provided the following response(s) to large Year to Year change(s):
 - Five year olds in kindergarten were reported in the school-age data for SY 2019-20 which explains the increase in the number of children reported in the developmental delay category.
 - All decreases in early childhood data are due to reporting five year old kindergarten students in the school-age data for SY 2019-20.
 - The statewide increase in the category of Home is attributed to more local education agencies (LEAs) that reported children in the category than the prior year.

Montana

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

- All of the year to year change concerns are due to moving the 5 year olds in Kindergarten from the Children with Disabilities (IDEA) Early Childhood file, FS089, to the Children with Disabilities (IDEA) School Age file, FS002, for reporting.

- For the reporting category Age 5 in Kindergarten, all educational environment categories will be allowed.

Nevada

- For the SY 2019-20 Part B Child Count submission due on April 1, 2020, Nevada has chosen to participate in the 1-year transition period and is reporting all 5 year old children with disabilities (both in and not in Kindergarten) in ED Facts file Children with Disabilities (IDEA) Early Childhood file, FS089. Thus, the reason that Nevada did not report 5 year olds in file Children with Disabilities (IDEA) School Age, FS002, is because they were reported in FS089.

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

- The slight decrease in the number of students ages three through five identified as having multiple disabilities, and the slight increase in the number of students ages three through five identified as having other health impairment is the result of individual decisions made by eligibility teams, including parents, based upon a comprehensive evaluation of the student. Eligibility decisions are individually made in compliance with eligibility criteria established in state and federal law.
- The increase in students served in regular early childhood program (less than 10 hours) is the result of initiatives in the state to create more inclusive placement options for early childhood students with disabilities.

New Hampshire

- The educational environment Correctional Facilities for FS002, Children with Disabilities (IDEA) School Age, permits for age 10 and above. This does not include ages 6-9.

New Jersey

- Under N.J.A.C. 6A:14-3.5, Determination of eligibility for special education and related services, the definition of Preschool child with a disability corresponds to preschool handicapped and means a child between the ages of three and five experiencing developmental delay, as measured by appropriate diagnostic instruments and procedures, in one or more of the areas in (c) 10i through v below, and requires special education and related services. For this reason, 0 counts have not been included for students ages 3 and 4 in disability categories other than Developmental Delay. Such eligibility categories just do not apply. This is reflected in the EMAPS survey under the definition of Developmental Delay for ages 3 and 4.

New Mexico

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

- Counts increased because the five year olds kindergarten students were included in this count.

New York

- As reported in our State Supplemental Survey (SSS-IDEA), preschool students with disabilities are the only students that are not identified by a specific disability. They are designated as "preschool student with a disability" according to our State regulations and reported as students with a developmental delay for federal reporting.
- New York refers to Specific Learning Disability as Learning Disability. Hearing Impairment includes a discreet State category of deafness.

North Dakota

- The State provided the following response(s) to large Year to Year change(s):
 - The North Dakota Department of Public Instruction (NDDPI) attributes the decrease of children and youth who were parentally placed in private schools to the impact of the continued implementation of various initiatives, including professional development, technical assistance and support targeted at providing opportunities for more inclusive settings for all children and youth receiving services for special education within the state.
 - The North Dakota Department of Public Instruction (NDDPI) attributes the decrease of children receiving services in other location in the regular early childhood program (less than 10 hours) to the impact of the Early Childhood Education Grant Program established during the 2015 Legislative session to provide funding for public and private Early Childhood Education programs serving children eligible for free or reduced lunches. The NDDPI believes the program, since its implementation, has provided opportunities for more inclusive settings in a regular early childhood program for preschool students with disabilities as reflected in an increase in the count of children receiving services in Regular Early Childhood Program (at least 10 hours) in the current school year.
- Originally, the state was concerned about clarity/fidelity of data collected for Multiple Disabilities. Local education agencies (LEAs) are allowed to identify both a primary and secondary disability, if applicable.

Northern Marianas

- The State provided the following response(s) for large Year to Year change(s):
 - The increase in the number of students with whom are receiving services in Regular Early Childhood Program (attend at least 10 hours) and an increase in count difference in the number of students whom are non-English learners (NLEP) was due to the increase in student population in the 3 to 5-year-old child count.

Ohio

- SY 2019-20 is the transition year for moving to reporting 5-year-olds in Kindergarten in the FS002, Children with Disabilities (IDEA) School Age, and Ohio is a state still in transition. As such, all 5-year-olds both in Kindergarten and not in Kindergarten are being reported in the FS089, Children with Disabilities (IDEA) Early Childhood, under the existing permitted value of 5.

- The State provided the following response(s) to large Year to Year change(s):
 - The decrease in the number of children ages 3-5 reported in the category of specific learning disability is attributed to more preschool children being identified in the categories of speech or language impairment and autism.
- For FS002, Children with Disabilities (IDEA) School Age, there were five-year-old children in Kindergarten or a higher grade level who were not represented with this report, as all eligible five-year-old students continue to be represented with the FS089, Children with Disabilities (IDEA) Early Childhood, report for the 2019/2020 School Year.

Oklahoma

- All five year old children with disabilities in Oklahoma remain in FS089, Children with Disabilities (IDEA) Early Childhood, regardless of grade.

Oregon

- Oregon collects a third option for Sex/Gender, any comparison between a Category set with Sex/Gender will not total another category set. The U.S. Department of Education has given Oregon the guidance to report these students in all category sets that don't include Sex/Gender.
- The eligible ages for developmental delay were expanded from ages 3 through 5 to ages 3 through 9 for SY 2019-20.
- Youth under age 12 may be placed in a correctional facility temporarily by judicial review if no alternative is available, for runaway from another state awaiting return or youth awaiting adjudication for specific offenses/behaviors.

Pennsylvania

- Students who remain in the Early Intervention program beyond age 5 may retain Developmental Delay category until the start of the school age program. Students may not remain in Early Intervention more than one year beyond the start of school age program. A student remaining may turn 6 during that school year.

Rhode Island

- Rhode Island did not report students as Developmentally Delayed age 9.
- The State provided the following response(s) to large Year to Year change(s):
 - Students in grades Kindergarten half day or Kindergarten full day and age 5 are no longer reported in FS089, Children with Disabilities (IDEA) Early Childhood, as was done in the previous years, affecting a onetime overall decrease in most of the reporting categories.

South Carolina

- South Carolina Office of Special Education Services (OSSES) has opted to count Age 5 Kindergarten students as Early Childhood (EC Ages 3-5) for FY18. This should not impact our year to year change.

South Dakota

- South Dakota has two local education agencies (LEAs) without kids with disabilities for ages three through five, these are two small LEAs and the data provided is correct.

Tennessee

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

- Regarding the year-to-year decrease in the number of school age students receiving services in a Residential Facility, Tennessee has focused technical assistance, the State Personnel Development Grant (SPDG), and other resources on helping school teams understand least restrictive environment (LRE). The work has centered on helping schools maintain the presumptive belief that the students can and will be successful within the general education setting when provided appropriate supports, services, accommodations, and/or modifications. These efforts, while initially focusing on students with high incidence disabilities, has built capacity within our local education agencies (LEAs) to program differently for all students with disabilities (SWDs). In the past, students were quickly moved to a more restrictive environment. Now, schools are slower to move students to a setting in another location, specifically residential.

Further, as part of the work on reducing participation in the alternate assessment, the department has provided increased guidance and support to teachers supporting students with the most complex needs including cognitive disabilities and limited communication skills. Policy has been developed to add the alternate academic diploma, which will count within the graduation rate, and is intended for students participating in the alternate assessment. This policy provides an incentive for school leadership to support students with complex needs by having them actively participating in grade-level instruction. As a result, schools are now more frequently participating in trainings on instructional practices for students with complex needs and how to determine LRE for those students. All of this is increasing school capacity to support students who would previously have required residential placement and to provide services within a less restrictive, general education setting.

Finally, in support of the work on LRE, the department has also focused on the provision of technical assistance and training for supporting students with significant behaviors. This covers the legal mandates of manifestation, restraint, and isolation as well as programming supports including functional behavior assessment (FBA) and behavior intervention plan (BIP).

- The state has four contracts, one for autism supports and three for multi-tiered systems of support (MTSS) including student-specific Tier III support and training. These contracts work collaboratively to empower schools to better understand assessment, reinforcement, behavior intervention, progress monitoring, scaffolding skills, and specific strategies for student with the most significant behavior. As school teams increase in proactive planning to support students' non-academic needs, as well as strategies to support students whose behavior escalates, the need for residential placement decreases.
- The primary reason for the year-to-year increase in the number of children receiving Services in Regular Early Childhood Program (at least 10 hours) is that there has been significant attention

across Tennessee to ensure that children are in their least restrictive environment (LRE). This attention has included special initiatives for select districts as well as required trainings and action plans for all districts that did not meet the Indicator 6 state target. As a part of this work, Tennessee has also focused its training and technical assistance support to promote the provision of related services, especially speech-language services, within the classroom setting. This has resulted in districts increasingly shifting to an integrated service delivery model.

- Another factor in the data shift related to children receiving Services in Regular Early Childhood Program (at least 10 hours) is the notable overall change in n-size for FS089, Children with Disabilities (IDEA) Early Childhood. There was an increase of total students from SY 2018-19 to SY 2019-20, and a significant portion of this increase was three-year-olds. As a result, Tennessee has focused training and technical assistance on serving three-year-olds within regular education settings as appropriate, which is contributing to the change in TN's data.
- The reduction in the number of children receiving services in Separate Schools ties closely to the information noted above. Tennessee's focus on ensuring that the regular education setting is the first consideration for placements, including for three-year-olds, led to a reduction in the number of children being served elsewhere.

Texas

- The state does not collect data on developmental delay.
- The state will be reporting the educational environments of 5-year-olds in Kindergarten in FS002, Children with Disabilities (IDEA) School Age for SY 2019-20.

Utah

- The State provided the following response(s) to large Year to Year change(s):
 - Due to the change of 5 year old kindergarten students to 6-21 this was an expected change.

Vermont

- For SY 2019-20, Vermont will be reporting all 5-year-olds in FS089, Children with Disabilities (IDEA) Early Childhood.

Virgin Islands

- The State provided the following response(s) to large Year to Year change(s):
 - The decrease in children ages 3-5 for the December 1, 2019 Child Count Data (SY 2019-20) in FS089, Children with Disabilities (IDEA) Early Childhood, when compared to the December 1, 2018, Child Count (SY 2018-19), can be attributed to the U.S. Virgin Islands reporting children who are 5 years old and in kindergarten in EDFacts FS002, Children with Disabilities (IDEA) School Age, for all school-aged children with disabilities (ages 6-21) as opposed to EDFacts FS089 as in the past. The U.S. Virgin Islands forgoes the one (1) year transition period.

Virginia

- Virginia will be reporting with the original way for SY 2019-20; with all age 5 being reported in FS089, Children with Disabilities (IDEA) Early Childhood. Will report the new way next year.
- The State provided the following response(s) to large Year to Year change(s):
 - Virginia experienced an increase in educational environment for children attending a regular early childhood program more than 10 hours per week. Virginia experienced a decline in those children attending a regular early childhood program less than 10 hours per week. The two nearly offset each other. This is positive news, as more children were in the regular early childhood environment more hours per week.
 - In the previous year, while the numbers were correct, the State Operated Programs inadvertently placed their data under the wrong facility when reporting. Professional Development and training has since occurred.
- In Virginia, developmental delay disability category is for children with disabilities ages 2-6.

Washington

- Washington gathers F, M, and X in our student-level data collection - we were provided guidance to exclude X in any Category Sets involving Sex, but to include those student counts in any other Category Sets and Totals.
- One local education agency (LEA) was flagged due to an increase in students over a 5-year period. After a phone call with the LEA Special Education Director the data increase was determined to be an increased effort by the LEA in the area of Child Find. This was attributed to the hiring of a full-time school psychologist in the LEA for the first time. There was also an increased number of students transferring into the area than in previous years.
- The State provided the following response(s) to large Year to Year change(s):
 - The number of students identified in multiple disabilities in FS089, Children with Disabilities (IDEA) Early Childhood, increased from year to year.

West Virginia

- West Virginia will report 5-year-old kindergarten students in FS002, Children with Disabilities (IDEA) School Age, for SY 2020-21. All 5-year-olds were reported under FS089, Children with Disabilities (IDEA) Early Childhood, for SY 2019-20.
- West Virginia's age for Developmental Delay is 3-5, as indicated in the State Supplemental Survey (SSS-IDEA).
- The State provided the following response(s) to large Year to Year change(s):
 - The Year to Year change can be directly related to the statewide training that the West Virginia Department of Education, Office of Special Education and the Early & Elementary Learning, has been conducting to encourage service providers to serve Prekindergarten students in the regular education environment instead of environments outside of the classroom when appropriate. In prior years, many service providers opted to serve Prekindergarten students less often in the regular education environment for the less than 10 hours least restrictive environment (LRE). Also, there has been additional on-line individualized education program (IEP) training regarding accuracy of data for preschool environments.

- West Virginia does not utilize the multiple disabilities category.

Wisconsin

- For SY 2019-20, Wisconsin is reporting all 5-year-olds, both in and not in Kindergarten, in FS089, Children with Disabilities (IDEA) Early Childhood, with a permitted age value of 5.

- The WISE data collection, which includes the October 1 Child Count, does accept a student record with a missing disability category. The Wisconsin Department of Public Instruction, however, continues to refine business rules with data checks that alert districts to check and correct their data. In addition, the Department meets monthly with the student information system vendors in the state to refine their processes related to data quality. The Department has also added an additional targeted data quality outreach effort by partnering with regional Cooperative Education Service Agency staff throughout the state to provide technical assistance and oversight to districts to further reduce data discrepancies.

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

- The year-to-year change is specific to a decrease in the number of students identified with an educational environment of correctional facilities. As this educational environment pertains to a specific population of students, year-to-year changes are expected. The state Department of Corrections reported the largest decrease in the number of students reported with an educational environment of correctional facilities. The Wisconsin Department of Public Instruction is engaged in ongoing conversations with the Department of Corrections specific to data collection and accuracy.

- Multiple Disabilities - For students who meet eligibility criteria for more than one disability category, local education agencies (LEAs) identify a reporting disability for the student which is used for Child Count purposes.

- Wisconsin Chapter PI 11.36(11)(a) was amended as of July 1, 2015 to expand the age range for developmental delay through age 9.

- Placement in a correctional facility is limited to children ages 10 and older.

Wyoming

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

- The differences noted in certain SEA disability categories are due to the change in reporting of 5 year olds in kindergarten. Wyoming elected to choose the voluntary option of reporting 5 year old students in kindergarten in FS002, Children with Disabilities (IDEA) School Age. This is a first and thus a difference from SY 2018-19 to SY 2019-20 shows up and is flagged.

- Wyoming has chosen to modify the name of one category, we use cognitive disability instead of intellectual disability.