Virginia Department of Education

Individuals with Disabilities Education Act (IDEA)

Proportionate Set-Aside Guidance Document

Overview

Each local education agency (LEA) must spend a proportionate amount of its Sections 611 and 619 allocations on providing special education and related services (including direct services) to home-schooled or parentally-placed private school children with disabilities. Section 300.133 of the *Individuals with Disabilities Education Act* (IDEA) specifies a formula that an LEA is required to use to determine the proportionate amount the LEA is to make available or spend to meet the requirements of § 300.132(a).

§ 300.132 (a)
"… To the extent consistent with the number and location of children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district served by the LEA, provision is made for the participation of those children in the program assisted or carried out under Part B of the Act by providing them with special education and related services, including direct services determined in accordance with § 300.137...."

The Division of Special Education and Student Services (SESS) will continue to utilize the Web-based application to collect school divisions' proportionate share calculations for the fiscal year 2015-2016 grant period. This application will be made available through the Virginia Department of Education's (VDOE) Single Sign-On for Web Systems (SSWS) portal.

Background

This information is taken directly from the IDEA federal regulations § 300.133 and Appendix B to Part 300 – Proportionate Share Calculation. Each LEA must expend, during the grant period, on the provision of special education and related services for the parentally-placed private school children with disabilities enrolled in private elementary schools and secondary schools located in the LEA an amount that is equal to:

1. A proportionate share of the LEA's sub grant under section 611(f) of the Act for children with disabilities aged 3 through 21. This is an amount that is the same proportion of the LEA's total sub grant under section 611(f) of the Act as the number of parentally-placed private school children with disabilities aged 3 through 21 enrolled in private elementary schools and secondary schools located in the LEA is to the total number of children with disabilities enrolled in public and private elementary schools and secondary schools located in the LEA aged 3 through 21; and
2. A proportionate share of the LEA's sub grant under section 619(g) of the Act for children with disabilities aged 3 through 5. This is an amount that is the same proportion of the LEA's total sub grant under section 619(g) of the Act as the total number of parentally-placed private school children with disabilities aged 3 through 5 enrolled in private elementary schools located in the LEA is to the total number of children with disabilities enrolled in public and private elementary schools located in the LEA aged 3 through 5.
3. As described in paragraph (2) of this section, children aged 3 through 5 are considered to be parentally-placed private school children with disabilities enrolled by their parents in private, including religious, elementary schools, if they are enrolled in a private school that meets the

definition of elementary school.

4. If an LEA has not expended for equitable services all of the funds described in paragraphs 1 and 2 by the end of the fiscal year for which it was appropriated, the LEA must obligate the remaining funds for special education and related services (including direct services) to parentally-placed private school children with disabilities during the carry-over period of one additional year.
5. In calculating the proportionate amount of the IDEA Part B funds that must be expended, the LEA, after a timely and meaningful consultation with a representative, must conduct a thorough and complete child find process to determine the number of parentally-placed children with disabilities attending a private school located in the district. To determine the number of parentally-placed students with disabilities attending private schools, the LEA must conduct an annual count and ensure that the count is done on any date between October 1 and December 1, inclusive, of each year. The count must be used to determine the proportionate share the LEA must spend in providing education to students with disabilities parentally-placed in private schools in the next subsequent fiscal year.
6. State and local funds may supplement and in no case supplant the proportionate amount of federal funds required to be expended for parentally-placed students with disabilities under this part.
7. The proportionate share of IDEA funds must be determined before designating funds for any Coordinated Early Intervening Services (CEIS), as specified in section § 300.226 of the IDEA regulations.
8. Dollar amounts must be calculated for both sections 611 and 619 funds. The combined amounts for ages 3 through 5 and ages 3 through 21 represent the total amount that must be set-aside. The total required amount can be spent out of section 611 funds.

The following outlines how the proportionate share is calculated.

Number of eligible children with disabilities in public schools in the LEA	300
Number of parentally-placed eligible children with disabilities in private elementary schools and secondary schools located in the LEA	20
Total number of eligible children in the LEA	320
Federal Flow-Through Funds to the LEA	
Total Part B allocation to the LEA	$152,500
Calculating Proportionate Share:	
Total Part B allocation to the LEA	$152,500
Divided by total number of eligible children in the LEA	320
Average allocation per eligible child	$476.5625
Multiplied by the number of parentally-placed children with disabilities	20
Amount to be expended for parentally-placed children with disabilities	$9,531.25

Steps in Using the Proportionate Set-Aside (Speced-PSA) Application

General Information

The process for completing the Virginia Department of Education's (VDOE's) Proportionate Set-Aside (Speced-PSA) Web-based application is provided to guide users with entering information and to determine the proportionate share of the LEA's total Part B subgrants in providing services to home-schooled or parentally-placed private school children aged 3 through 21. The calculated amount will be the school division's basis when requesting reimbursement through the VDOE's Online Management of Education Grant Awards (OMEGA) system.

Proportionate share costs are not limited to direct services but can include consultative services, equipment or materials for eligible home-schooled or parentally-placed students with disabilities, or training for private school teachers and other private school personnel.

LEAs are prohibited from using the set-aside amount for administrative costs, the costs of child find and evaluation process of home-school or parentally-placed private school students.

Accessing and Using the Application

The application can be accessed through the VDOE's SSWS portal. If the Speced-PSA application is not available within the user's menu page, the user must contact the school division's local SSWS Administrator to obtain access rights. A log-in ID and password will be provided by the local SSWS Administrator once access right is granted. The following link can be used to access the VDOE's home page: http://www.doe.virginia.gov/index.shtml.

- To access the SSWS portal, click the "**SSWS Login**" located at the lower right side of VDOE's home page as shown in Figure 1.

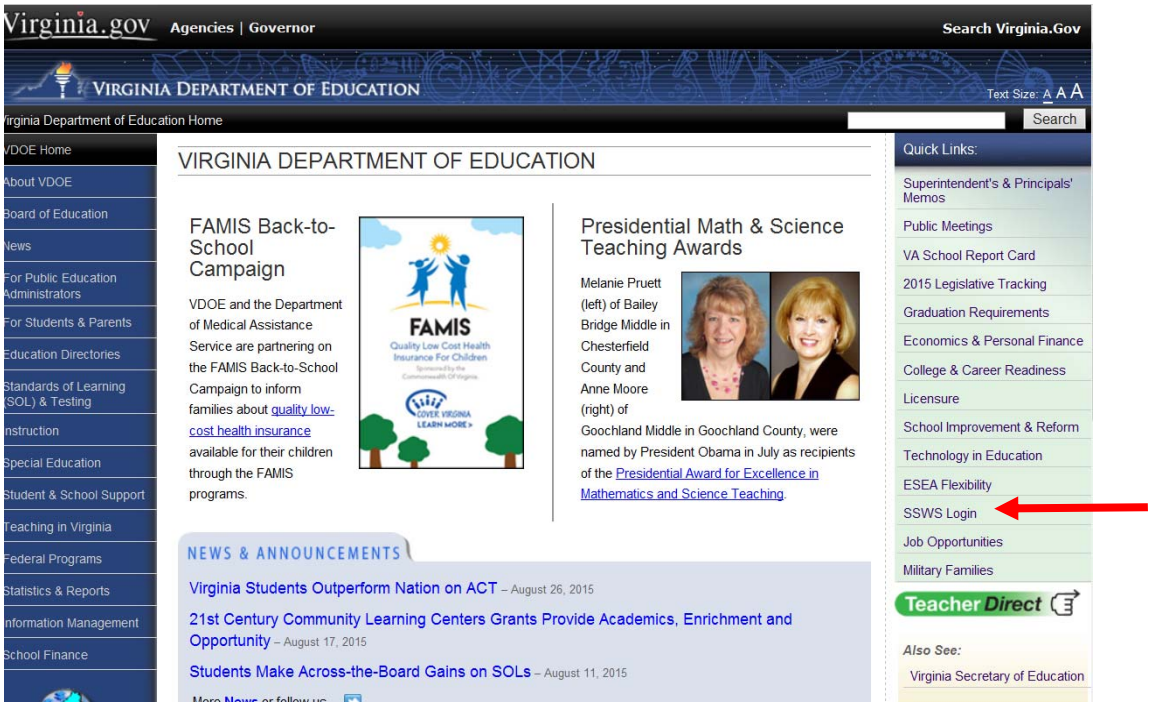

Figure -1-

- Figure 2 displays the SSWS log-in screen. The person responsible for entering the information will need a log-in ID and password to access the Web-based application. The local SSWS Administrator should be contacted to obtain the SSWS log-in ID and password.

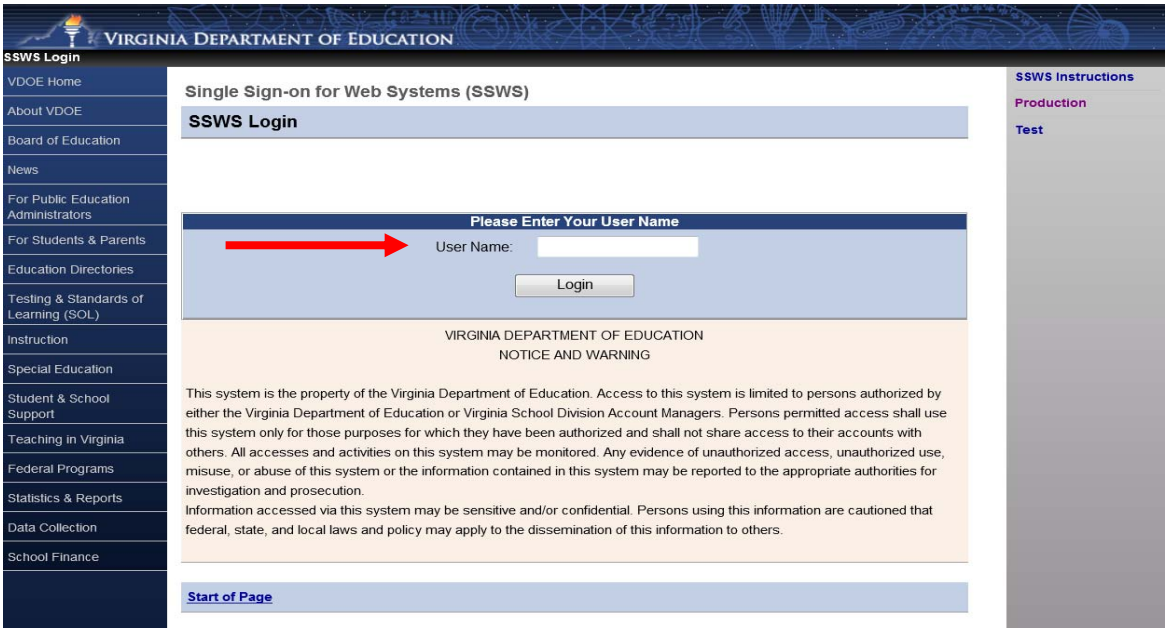

Figure -2-

- Figure 3 displays the password screen. The user must have the SSWS log-in ID and password to access the Web-based application.

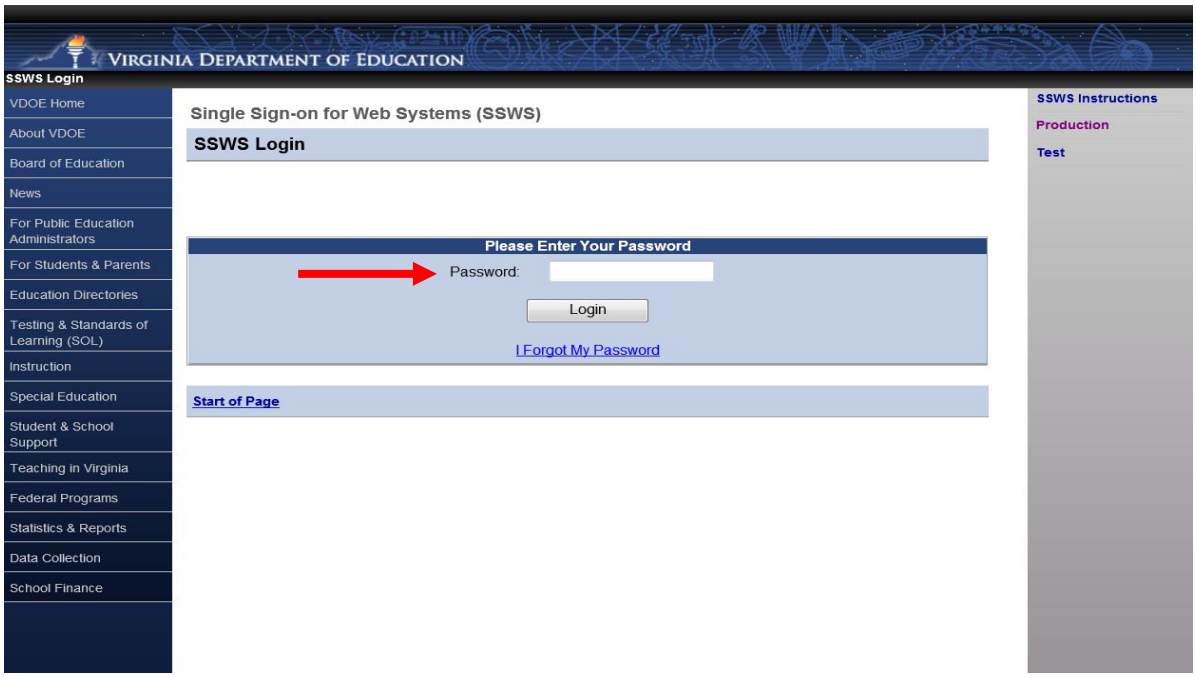

Figure -3-

- After a successful log-in, the application menu will display as shown in Figure 4. Select "**Special Education Proportionate Set-Aside (Speced-PSA)**" from among the applications listed in the user's menu. If it is not available in the user's menu, contact your local SSWS Administrator to obtain full access rights.

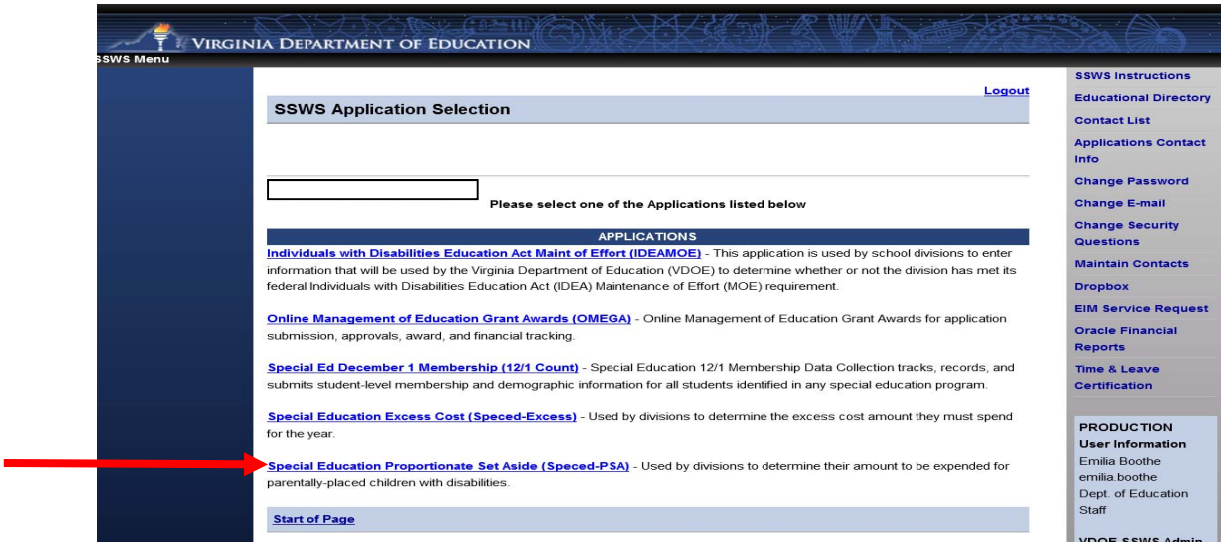

Figure -4-

- Figure 5 displays the screen after the Speced-PSA application is clicked. The collection window must be open for the current fiscal year in order for the information to be saved and processed. **If the collection window is closed, this can be used as a calculator only.** There are two (2) available options on the upper right side of the page for the user to select.

  Worksheet – Selecting this option will display the screen where users can enter the information to determine the division's proportionate share. Line details are described in subsequent pages.

  Reports – Selecting this option will display the screen where the Verification Report can be viewed or printed. This report can only be generated after the worksheet is completed and submitted. Details of this menu are described in subsequent pages.

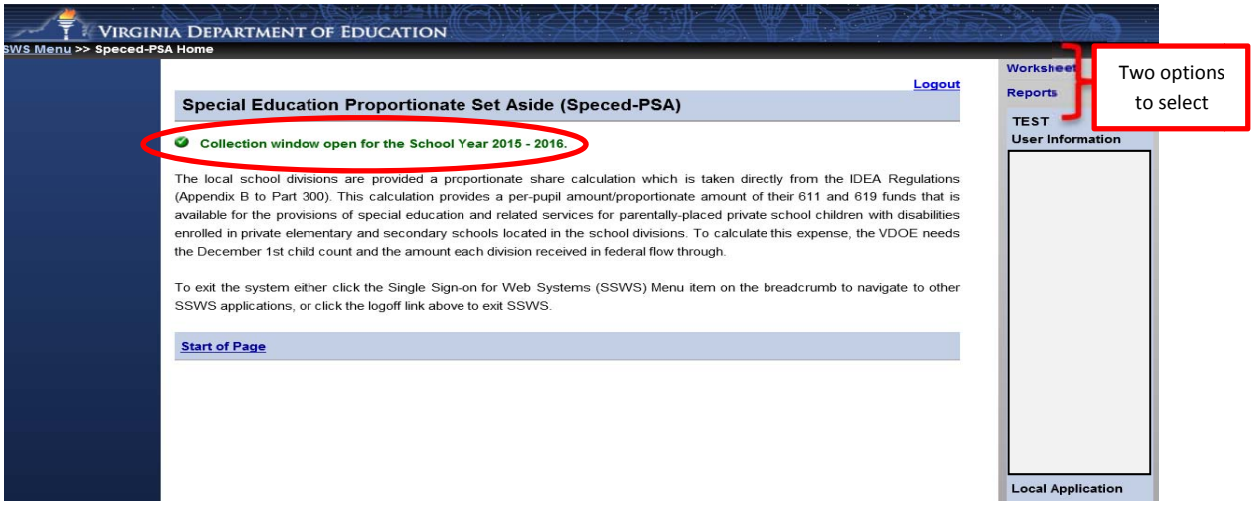

Figure -5-

- Figure 6 displays after selecting the "**Worksheet**" option from the menu on the upper right side of the screen. This is the screen where data are entered to calculate the division's proportionate share. The worksheet is composed of lines 1 to 7 but only lines 3 and 5 are open for entries. All other lines are auto-generated and auto-calculated. The user should use the "**tab**" key after each entry to proceed to the next field. Also, refrain from using the "**back**" button when navigating the application as it will cause the application to function incorrectly. Instead, use the options available on the top of the screen. The print screen in Figure 6 displays "0" in Line 3 and Line 5. The division must edit this information to include the number of home-schooled or parentally placed students previously receiving services but have left the division and the total Part B allocations (611 & 619). See instructions and illustrations starting at page 7.

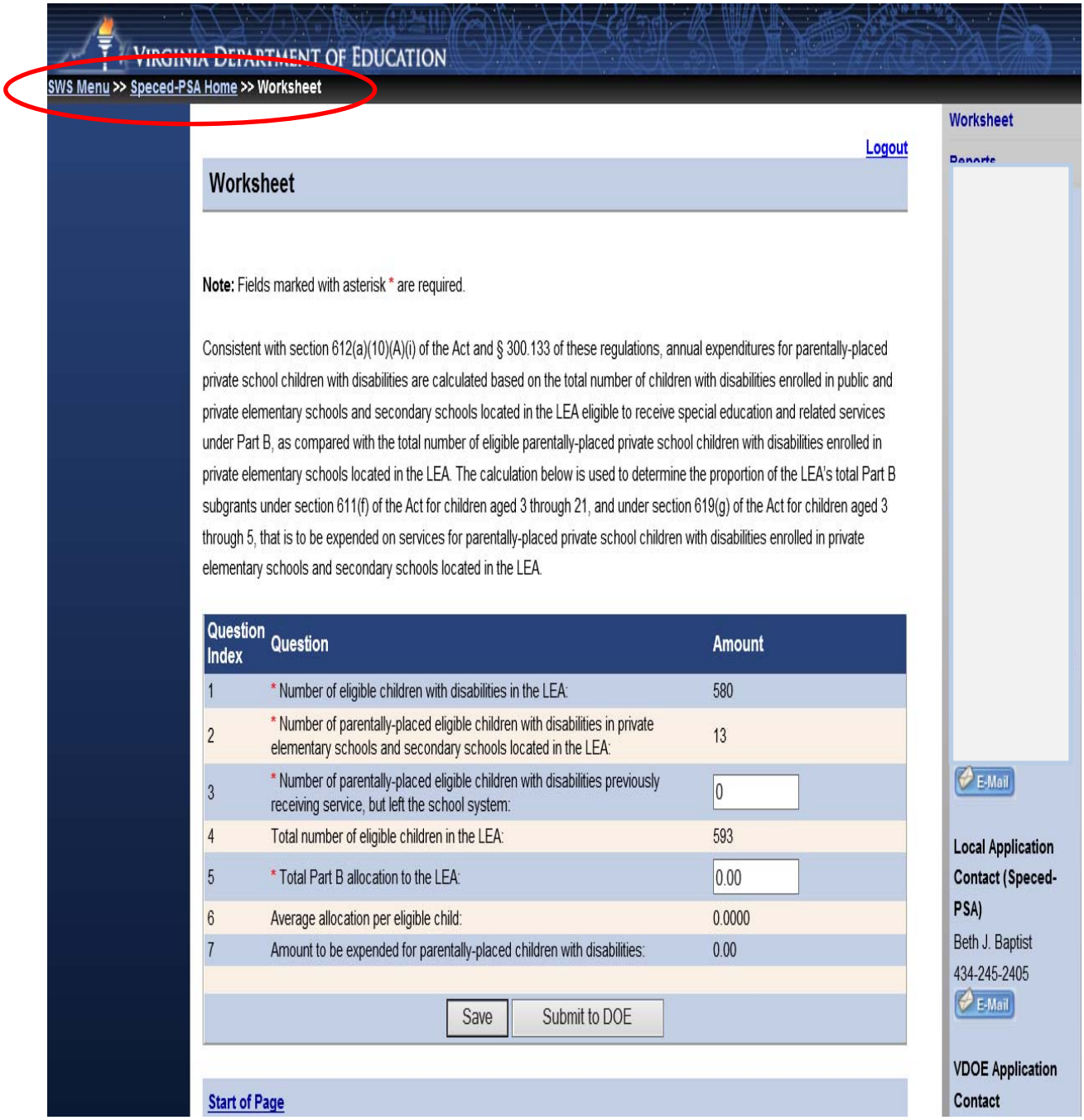

Figure -6-

The following example is for illustration purposes only:

There are 580 eligible children with disabilities enrolled in the LEA, 13 are eligible parentally-placed private school children with disabilities enrolled in private elementary schools and secondary schools located in the LEA and 4 are eligible parentally-placed previously receiving service but have left the division. The total number of eligible public and private school children with disabilities is 597 (**note: proportionate share for parentally-placed private school children is based on total children eligible, not children served**). The number of eligible parentally-placed private school children with disabilities (17) divided by the total number of eligible public and private school children with disabilities (597) indicates that 2.85 percent of the LEA's sub-grant must be set aside for the group of eligible parentally-placed children with disabilities enrolled in private elementary schools and secondary schools located in the LEA. The LEA receives $1,180,603.00 in Federal flow-through funds. Therefore, the LEA must set aside $33,618.51 of special education or related services funds to the group of parentally-placed private school children with disabilities enrolled in private elementary schools and secondary schools located in the LEA.

An illustration of the above example is shown in Figure 7 and the details of questions 1 to 7 are described accordingly.

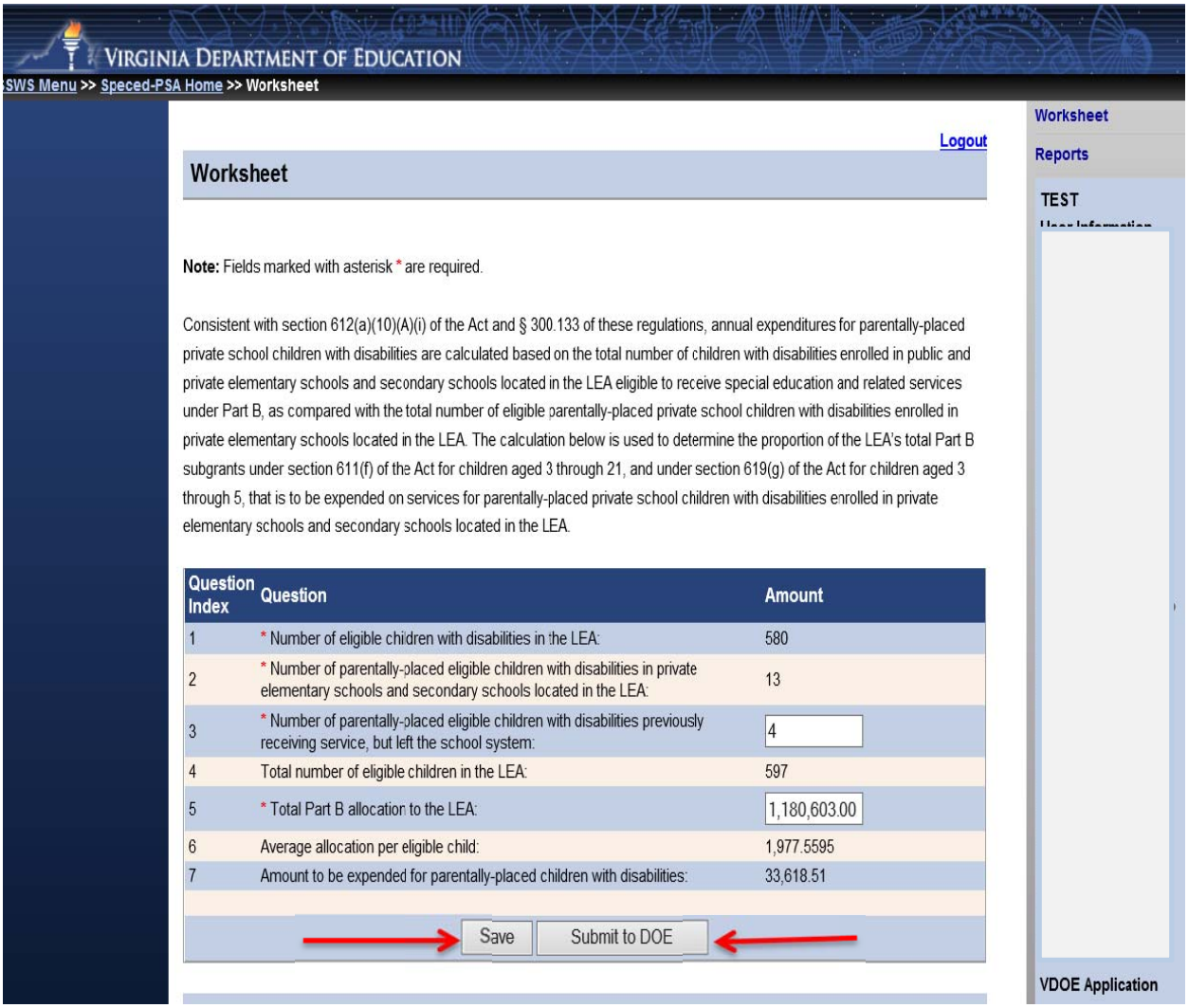

Figure -7-

- **Line 1** – The number of eligible students will be automatically populated from the system using the auto-generated December 1 child count submission when the collection window is open. In the example at Figure 7, line 1 indicates 580 students**.** This number excludes private school and home-schooled children eligible and served**.** Eligible students are students who have been evaluated and determined eligible for special education and related services by the division. Served students are students who are receiving special education and related services within the division. **Note: The number of eligible students cannot be changed since it is auto generated from the division's December 1, 2014 child count submission, duly certified by the division's superintendent and reported to the U.S. Department of Education (USED).** The number can only be entered when the collection window is closed and the division is using the worksheet as a calculator.

- **Line 2** – The number of home-schooled or parentally-placed eligible students will be populated from the system using the auto-generated December 1 child count. In the example at Figure 7, line 2 indicates 13 students**.** This represents the number of children with disabilities parentally-placed in private school or home schooled in the LEA after conducting a thorough and complete child-find process and ensuring that the count was performed on any date between **October 1 and December 1** of the preceding year. **Note: The number of home-schooled or parentally-placed eligible children with disabilities in private schools cannot be changed since it is auto generated from the division's December 1, 2014 child count submission, duly certified by the division's superintendent and reported to the U.S. Department of Education (USED).** The number can only be entered when the collection window is closed and the division is using the worksheet as a calculator.

- **Line 3** – Enter the number of home-schooled or parentally-placed eligible children with disabilities previously receiving service, but have left the division. The illustration above indicates 4 students in Line 3. If the LEA does not have any students with disabilities that have left the division, enter "0." However, if the division has a home-schooled or parentally-placed student identified during the child-find process as being eligible for services, but was not receiving service due to various reasons (i.e., parent has opted not to accept services), the division is required to set-aside a proportionate amount for the student for future use, if necessary. **The division should not include students that are receiving services through an Individualized Education Program (IEP)**.

- **Line 4** – Auto-generated and represents the total number of students in public and private schools and home schooled with disabilities. Based on the illustration, line 4 shows a total of 597 students (sum of lines 1, 2 and 3).

- **Line 5** – Enter the total 2015-2016 Part B allocation of the division. In the illustration above, line 5 indicates $1,180,603 as the total Part B funds received. This amount constitutes the sum of Sections 611 and 619 funds.

- **Line 6** – Auto-generated average allocation per eligible child. This amount represents the proportionate share of the division's per eligible child. In the illustration in Figure 7, line 6 shows **$**1,977.5595 (line 5 divided by line 4).

- **Line 7** – Auto-generated amount to be expended for home-schooled or parentally-placed children with disabilities. This amount represents the total amount of federal funds that must be

set-aside for home-schooled or parentally-placed children with disabilities. In the illustration above, line 7 shows a total amount of **$**33,618.91 (line 6 multiplied by the sum of lines 2 and 3). **Note: Any funds not spent or obligated by June 30, 2016, for special education and related services (including direct services), must be carried forward for one additional year (i.e., July 1, 2016 to June 30, 2017). Any unspent funds after the one year carry-over period can be used on other special education and related services.**

If the user is ready to submit the worksheet after data entered have been verified to be accurate, click the "**Submit to DOE**" button. If the user is not ready to submit, click the "**Save**" button and the worksheet will remain open for edits.

- Figure 8 displays the screen after selecting the "**Submit to DOE**" button. Once the worksheet is submitted, the collection window will automatically close and lock. If a revision is needed on the submitted worksheet, the user must contact VDOE to reopen the collection window.

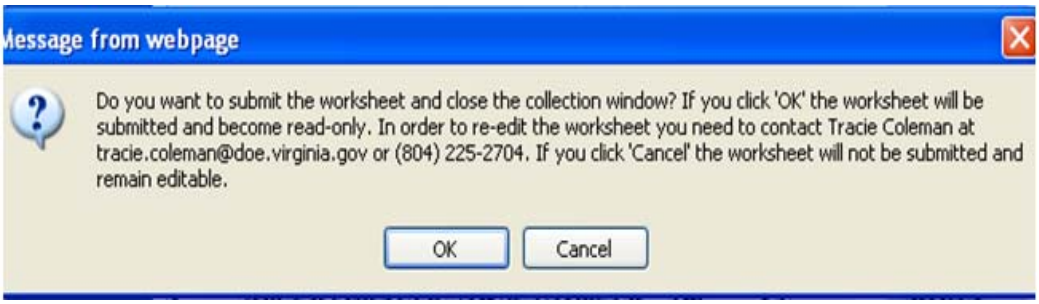

Figure -8-

- Figure 9 displays the screen after the worksheet is submitted. Click the "**View Verification Report**" button to view or print the Verification Report in PDF format (see Figure 12). **Note: The screen in Figure 9 will only display after each submission of the worksheet.**

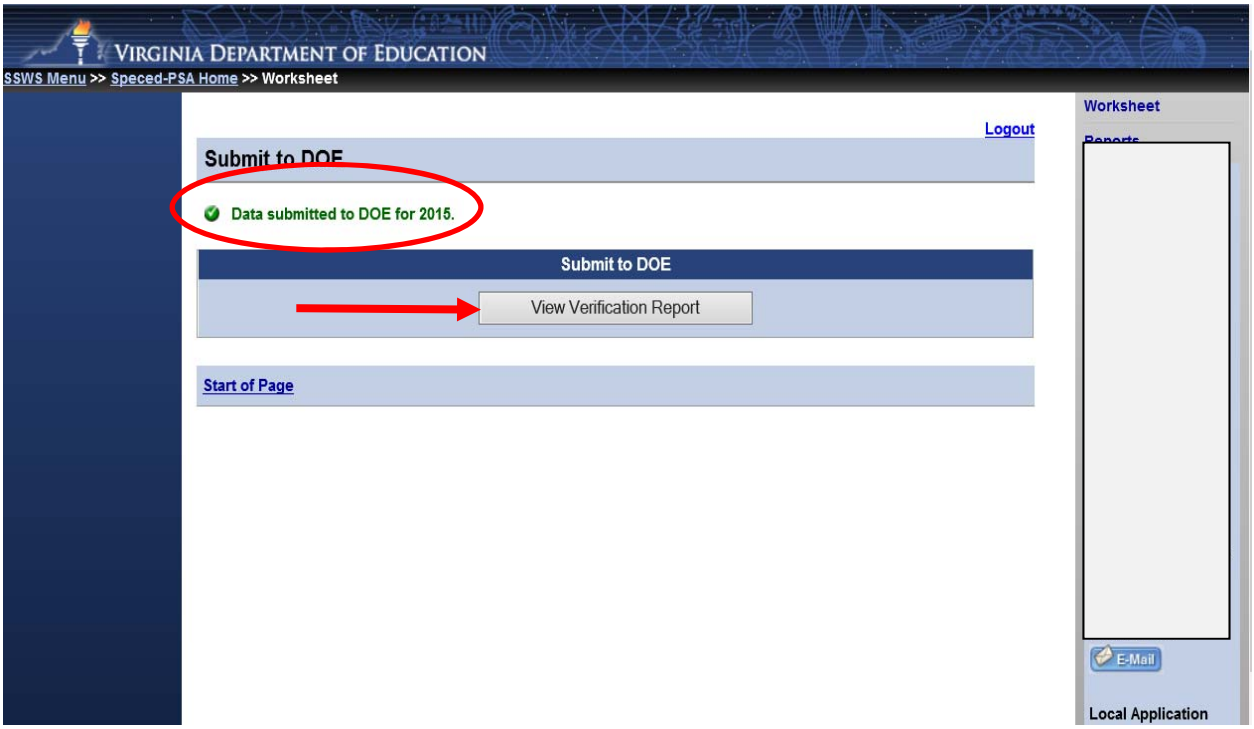

Figure -9-

- To generate the verification report after logging out of SSWS, the user will have to log-in to SSWS to access the Speced-PSA application. Figure 10 illustrates the screen after the user had gained access to the application and after selecting the "**Repor**t" option located at the upper right side of the screen.

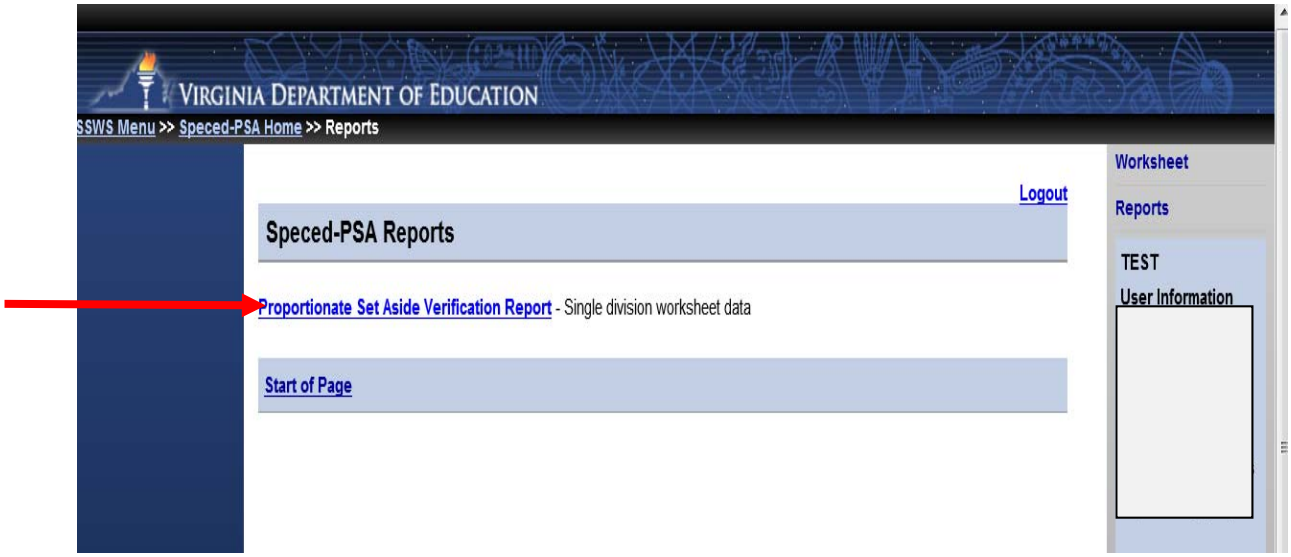

Figure -10-

- Figure 11 displays the report parameter screen after the "**Proportionate Set Aside Verification Report**" is clicked. Select the applicable school year (i.e., 2015-16) in the drop-down menu and click "**View Report**."

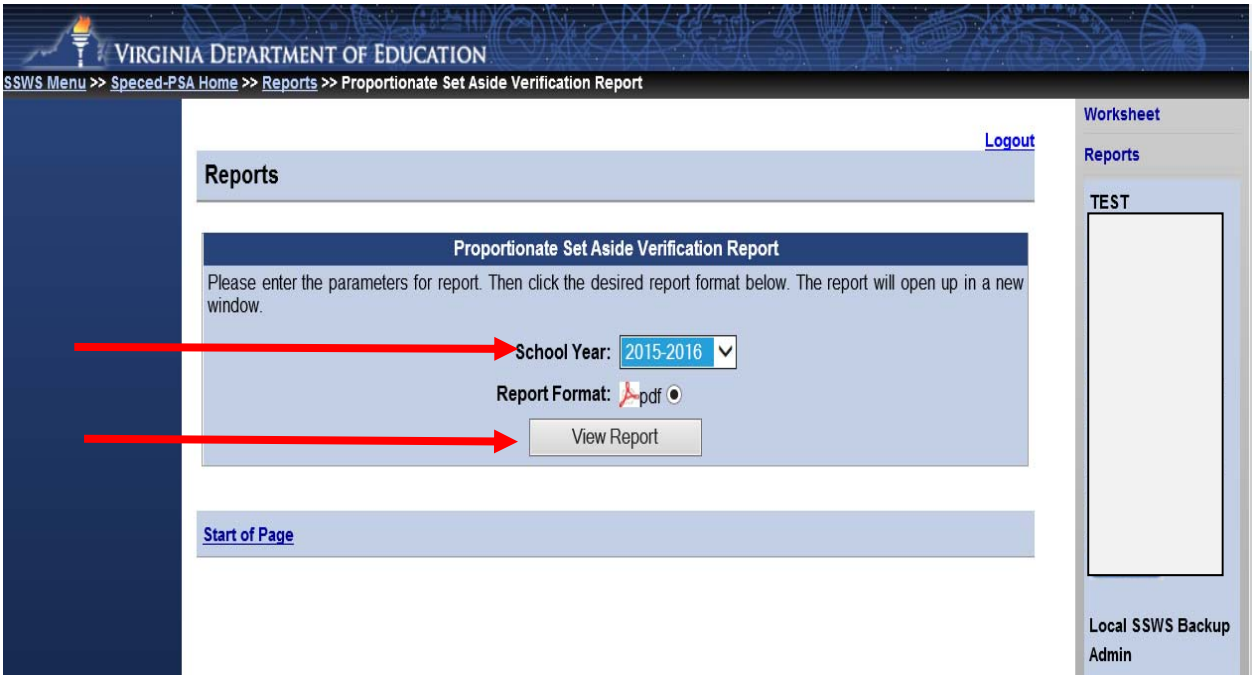

Figure -11-

- Figure 12 displays the Verification Report in PDF format. This report must be printed and a signed copy must be sent to VDOE by fax at (804) 371-8796 or SSWS Drop-box to Tracie L. Coleman or Emilia Boothe no later than two (2) weeks after the worksheet is submitted or after the collection window closes. Original copy must be retained by LEAs for audit purposes.

Virginia Department of Education
2015 - 2016 Special Education Proportionate Set Aside (Speced-PSA)
Schools

September02, 2015

TO:
Phone:
Fax:

FROM: Tracie Coleman
Phone: 804-225-2704
Fax: 804-371-8796

The proportionate share calculation is the amount each LEA must expend, during the grant period, on the provision of special education and related services for the parentally-placed private school children with disabilities enrolled in private elementary schools and secondary schools located in the LEA. The computation below is Proportionate Set Aside Calculation for FY 2015 - 2016.

Question Index	Question	Amount
1	Number of eligible children with disabilities in the LEA:	580
2	Number of parentally-placed eligible children with disabilities in private elementary schools and secondary schools located in the LEA:	13
3	Number of parentally-placed eligible children with disabilities previously receiving service, but left the school system:	4
4	Total number of eligible children in the LEA:	597
5	Total Part B allocation to the LEA:	1,180,603.00
6	Average allocation per eligible child:	1,977.5595
7	Amount to be expended for parentally-placed children with disabilities:	33,618.51

In compliance with Appendix B to Part 300 - Proportionate Share Calculation, the amount City Public Schools must expend, during the grant period, under sections 611(f) and 619(g) of the Act for children with disabilities is indicated on line 7 of the worksheet above. Additionally, please submit a revised budget amendment in OMEGA for the amount indicated, if applicable. School divisions should use the drop down button in OMEGA to identify PSA related expenditures.

If you have any questions about the above information, please contact Tracie Coleman at tracie.coleman@doe.virginia.gov or at 804-225-2704. Or Emily Boothe at Emilia.Boothe@doe.virginia.gov or at 804-225-2701. Please fax this verification report to 804-371-8796.

Superintendent's Signature

Date

Sep 02, 2015 09:16 AM

Page 1 of 1

Figure -12-

Please note the collection window will open on **October 5, 2015,** and closes on **October 23, 2015**. Divisions not submitting the Speced-PSA calculation will be contacted individually and will be required to follow a protocol to reopen the collection window. This protocol will be shared with those specific school divisions. **Any late submissions (30 days after the collection window closes) and inaccurate reporting of information will impact the school division's local determination**.