



Proportionate Share and the October 1 Data Collection

ESS Data Management and ESS Program Management

October 8, 2024

Agenda

- Why Arizona Counts Private School Students
- How Arizona Collects the Data
- What Happens with the Data

Guidance from the Office of Special Education Programs

In February 2022, the Office of Special Education Programs published “Questions and Answers on Serving Children with Disabilities Placed by Their Parents in Private Schools.”



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION PROGRAMS

OSEP QA 22-01

QUESTIONS AND ANSWERS ON SERVING CHILDREN WITH DISABILITIES PLACED BY THEIR PARENTS IN PRIVATE SCHOOLS

Revised February 2022

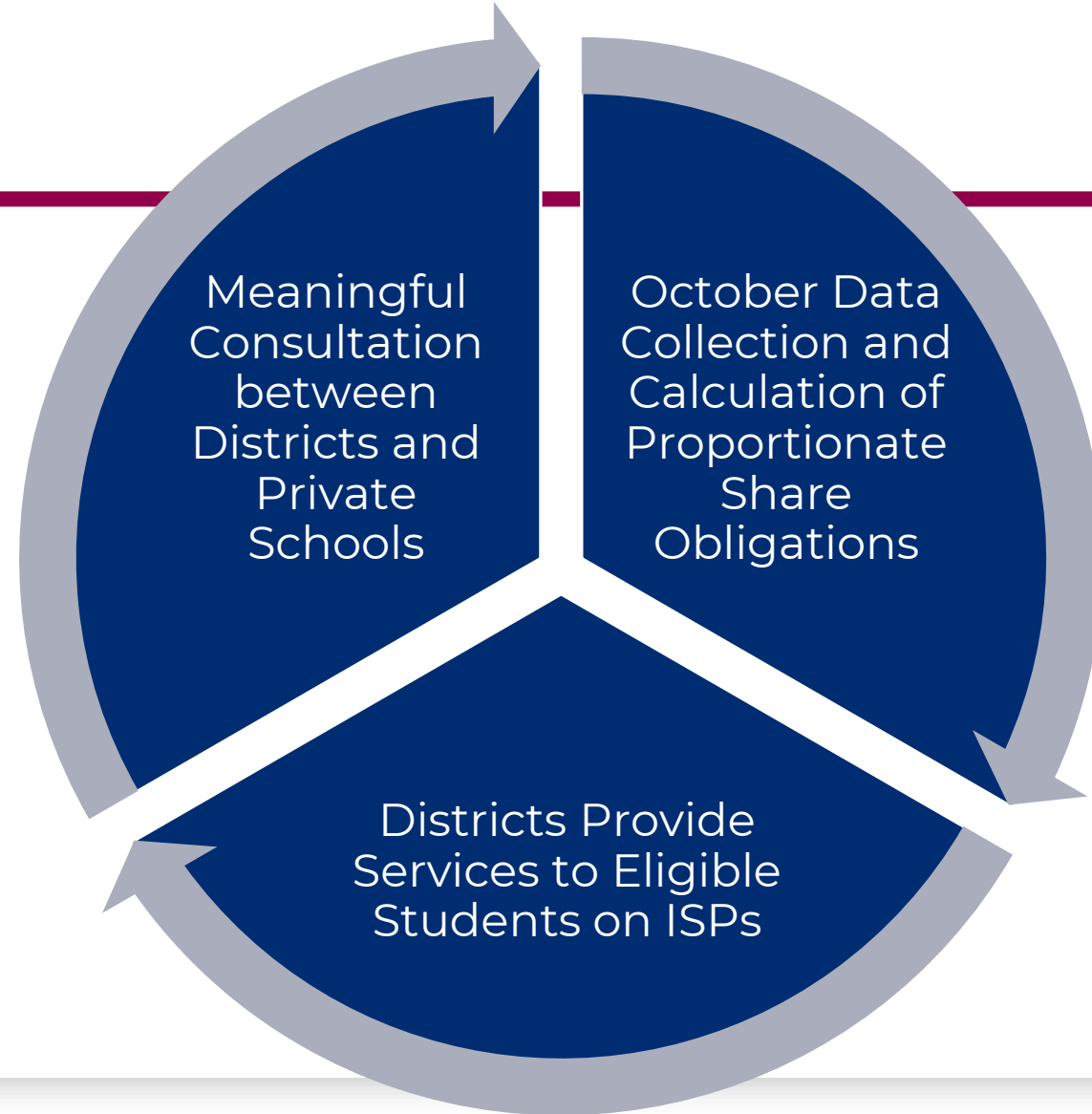
Part B of the Individuals with Disabilities Education Act (IDEA Part B) at Section 612(a)(10)(A) and its implementing regulations at 34 C.F.R. §§ 300.130 through 300.144 contain specific requirements regarding State and local responsibilities for equitable services for parentally-placed private school children with disabilities.¹ The U.S. Department of Education (Department), Office of Special Education and Rehabilitative Services (OSERS) issues this Questions and Answers (Q&A) document to provide State educational agencies (SEAs), local educational agencies (LEAs), parents, private school officials, advocacy organizations, and other interested parties with information regarding these requirements.²

Children with disabilities attending private schools will generally fall into one of three categories: (1) those placed by their parents, who are not enrolled in the LEA, and for whom the provision of a free appropriate public education (FAPE) **is not** at issue; (2) those placed by their parents and who are, or previously were, enrolled in the LEA and the provision of FAPE **is** at issue; and (3) those placed by the LEA as the means of ensuring that FAPE is made available. As used in this document, the phrase “FAPE is not at issue” means there is no disagreement between the parent and LEA about the availability of a program to provide FAPE to the child, and the parent has placed the child in a private school and is not seeking financial reimbursement for the private school placement.



Why Arizona Counts Private School Students

Proportionate Share in Arizona



IDEA Equitable Services for Students with Disabilities Enrolled by Their Parents in Private Schools

- Public education agencies (PEAs, in this case public school districts) have an obligation to locate and evaluate students with disabilities, those who are enrolled by their parents in private schools located within the PEA's boundaries or those who are homeschooled.
- PEAs must submit the count of parentally-placed private school (PPPS) students through the October Data Collection.
- The overall PPPS student count is used to calculate a proportionate share of federal special education (IDEA Consolidated-Entitlement) grant funds to provide special education services for these students.

[34 CFR §§ 300.130-30.144](#)

What “Equitable Services” Are, as Applied to Parentally-Placed Private School Children with Disabilities

- Equitable services are special education and related services, including direct services, provided to parentally-placed private school children with disabilities in accordance with the provisions of IDEA and its implementing regulations in 34 C.F.R. §§ 300.130 through 300.144.
- Under IDEA, PEAs have an obligation to provide parentally-placed private school children with disabilities an opportunity to participate in the services funded with IDEA Part B funds. After timely and meaningful consultation, the LEA must make available services to those parentally-placed private school children with disabilities who have been designated to receive equitable services.
- No parentally-placed private school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school.

[Question C-1 from OSEP Guidance Document](#)



Consultation Process

Requirements Under Child Find

Guide Steps from ESS Program Support and Monitoring

- Section I: Child Find

AZ Find web page

Section I: Child Find

I.A.1 Child Find Requirements/Policies and Procedures

Statute and Forms	Explanation and Review Method
300.111(a)(1)(i) AF, TDAF	<p>Determine whether the PEA has board-approved special education policies and procedures to ensure that all children with disabilities who are in need of special education and related services are identified, located, and evaluated.</p> <p>PEA board-approved policies and procedures must include information related to equitable participation and accurate child count for parentally, privately placed, and home-school children.</p> <p>PEA board-approved policies and procedures should be unique and individualized to the PEA and should not be a replication of the applicable statutes. PEA board-approved policies and procedures should be comprehensive and include all requirements under the Individuals with Disabilities Education Act (IDEA).</p> <p>Agency Review Method: Verify that the current PEA's board-approved policies and procedures are current and reflect the requirements in IDEA, state statute, and board rule.</p> <p>Policies are an outline of the requirements in accordance with federal and state requirements.</p> <p>Procedures explain how the PEA will carry out the policies and delineate who is responsible.</p> <p>Note: Policies and procedures must be present and show evidence of board approval in order for this item to be considered compliant. Checklists to assist in ensuring a policy for all requirements are included can be found under Resources on the Program Support and Monitoring web page. Comprehensive special education policies and procedures are required and can be reviewed at any time.</p>
R7-2-401.D.1 R7-2-401.B.3 AF, TDAF	<p>Determine whether child find procedures have been made available, either electronically or in writing, to parents within the PEA's boundaries of responsibility, including parents of children with disabilities who attend private schools and home schools. This is a requirement for all PEAs, including secure care entities.</p> <p>Agency Review Method: Review available documentation such as a letter, flyer, web page, link, or other means of documentation. If parents have been made aware of procedures via the available documentation, mark this item I.</p>

Timely and Meaningful Consultation



Occurs before other required activities throughout the year



Responsibility is on the public school district to initiate consultation with private schools and home school representatives



Collaborative decision-making & communication process

Timely and Meaningful Consultation Required Topics

- Child find responsibilities for students who attend private schools within the district boundaries
- Determination of Proportionate Share for the whole pool of eligible students attending private schools in the district
- The consultation process, methodology, and schedule for the school year
- Determination of services and their method(s) of provision for the whole pool of students
- Written Explanation procedures

[34 C.F.R. § 300.134](#)



Best Practice for Meaningful Consultation

Consultation is ongoing throughout the year, as necessary. Districts will reach out regularly to private schools and homeschool parents.

It is recommended to meet at least, the beginning, middle, and end of the school year.

The public school district must document its consultation and outreach efforts:

- The dates of attempts to participate in the consultation process
- The nature of the attempts
- The results of each attempt for consultation

Common Consultation Questions

Are all private schools in the district's boundaries invited to the same consultation meeting?

Meetings are ongoing and scheduled throughout the year. There can be as many separate meetings as desired, **or there could be one large meeting for all each time you meet.** The school district determines which parties are invited to consultation meetings .

Are the home school parents invited to the same timely and meaningful consultation as the private school representatives and parents?

Home school parents may be invited to the same consultation meeting, or the district may convene separate meetings.

Written Affirmation

Anytime meaningful consultation occurs, the public school district obtains written affirmation of the consultation from meeting participants.

Written affirmation does not indicate “agreement” but merely that the meeting and discussion took place, so it must be signed at the conclusion of the meeting or as soon as possible thereafter.

Attachment C: Sample Written Affirmation

Sample Form: This is provided solely as an exemplar.

**Written Affirmation of Consultation
with Private School Representatives concerning Special Education Services**

I hereby affirm that I was invited to and participated in the private/parochial school providers' consultation meeting sponsored by (SCHOOL DISTRICT) and held on (DATE) in accordance with the requirements of the Individuals with Disabilities Education Act (IDEA). During the course of the consultation, the following issues were discussed:

Written Explanation

Once timely and meaningful consultation meetings have taken place with all relevant parties, the school district will make a final decision about which services to provide and for which students.

If the district disagrees with the views of the private school officials on the provision of services or the types of services (whether provided directly or through a contract), the district will provide to the private school officials a written explanation of the reasons why the district chose not to provide services directly or through a contract. 34 C.F.R. § 300.134 (e)

The public school district has the final decision-making authority. 34 C.F.R. § 300.137(b)(2)



How Arizona Collects the Data

Child Find versus Child Count

Child Find: 34 CFR § 300.131

- Ongoing throughout the year
- Similar to the activities for public school children
- **Should include explicit outreach to private schools, parents, and parents of home school in the district.**
- Determines which children you may provide services to throughout the year
- Only for private schools within your district boundaries

Child Count: 34 CFR § 300.133

- Happens once a year, reported during Phase I of October Data Collection
- Determines the number of students to include for the proportionate share calculation submitted in the subsequent year IDEA grant applications (Section 611, Section 619)

AZ Find



AZ FIND
FIND • HELP • SUCCEED

It's never too late!

If learning is hard for you, you're not the only one. We have programs that can help you. And it's completely confidential.

Talk with your school principal or a trusted teacher today.
You can also contact _____ for help.

FOR MORE INFORMATION, VISIT
[AZED.gov/SpecialEducation/Parents/AZ-Find](https://www.azed.gov/SpecialEducation/Parents/AZ-Find)

Screening and evaluation services are free and confidential.



Exceptional Student Services



AZ FIND
FIND • HELP • SUCCEED

We help all children succeed.

Does your child have trouble achieving milestones in one or more of the following developmental or academic areas?

- Vision and Hearing
- Cognitive or Academic Skills
- Motor Control or Coordination
- Speech or Communication Skills
- Behavior or Social Skills

FOR MORE INFORMATION, VISIT
[AZED.gov/SpecialEducation/Parents/AZ-Find](https://www.azed.gov/SpecialEducation/Parents/AZ-Find)

Screening and evaluation services are free and confidential. Contact your child's teacher or the school principal for more information.



Exceptional Student Services

[AZ Find web page](#)

Child find applies to children who are:

- Suspected of having a disability even though they are advancing from grade to grade
- Highly mobile, such as migrant and homeless
- Wards of the state
- Private school students
- Homeschool students

[Public Awareness Ideas](#)

Child Find Sample: Verification of Eligibility

- Evaluations cannot be charged to Proportionate Share Obligation
 - IDEA Section 611 or Section 619 (Kindergarteners up to age 5) funds may be used for Child Find under normal IDEA Activities
- Private school indicates one eligible student enrolled at their school.
 - Ask private school if they have documentation of eligibility.
 - Private school will need a release from parents to share with district personnel.
 - If private school gives you parent contact information, you can contact parents directly.
 - Ask parent to share current IEP, evaluations, etc.
 - Review documents provided. See if additional evaluations are needed.
 - If there is no documentation, treat this like a referral for evaluation.



How to Obtain the Count

- Locate private schools
 - Child find activities (required under IDEA)
 - [The National Center for Educational Statistics](#)
- Verify private schools profit status
 - [Arizona Corporation Commission](#)
- Collaborate and build relationships with the private schools
 - Provide them the information that you will need when October 1 Data Collection opens


Which Students We Count

- Parentally-placed students **as of October 1**
 - **All** students
 - General education
 - SPED
 - Include Empowerment Scholarship Account Students
 - Ages 3–21 (K–12th Grade)
 - Homeschooled
 - Residential Schools
 - If parentally-placed **only**

Include all students enrolled in a K–12, non profit, private elementary or secondary school within your district's boundaries.

- Overlapping Boundaries
 - Report only grades served
- Elementary School Districts
 - Report K–8
- Union High School Districts
 - Report 9–12
- Unified School Districts
 - Report K–12

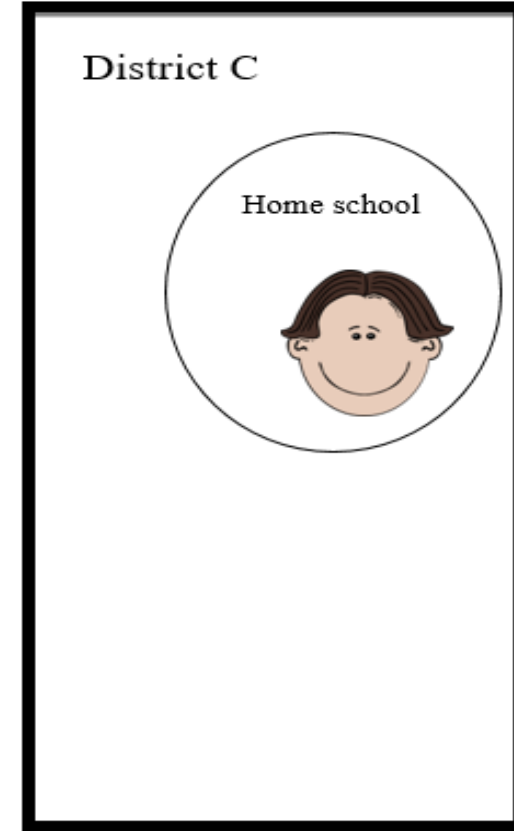
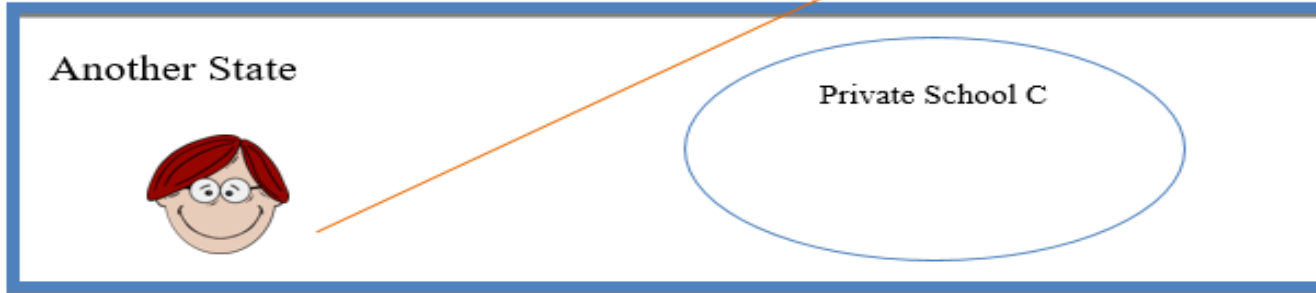
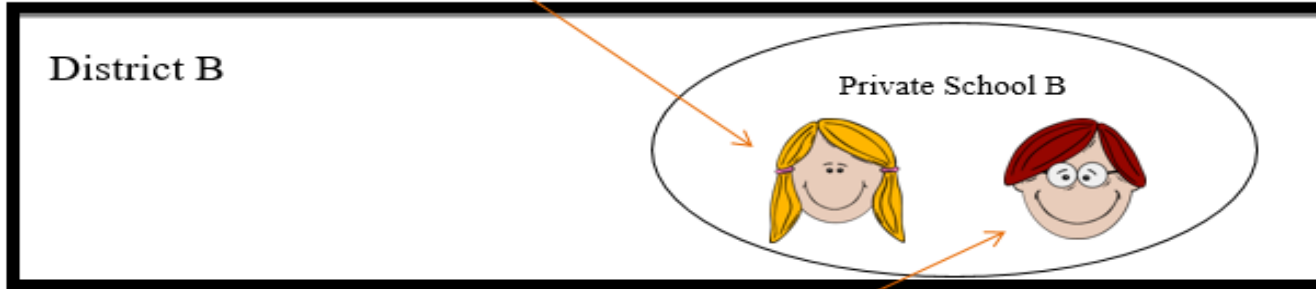
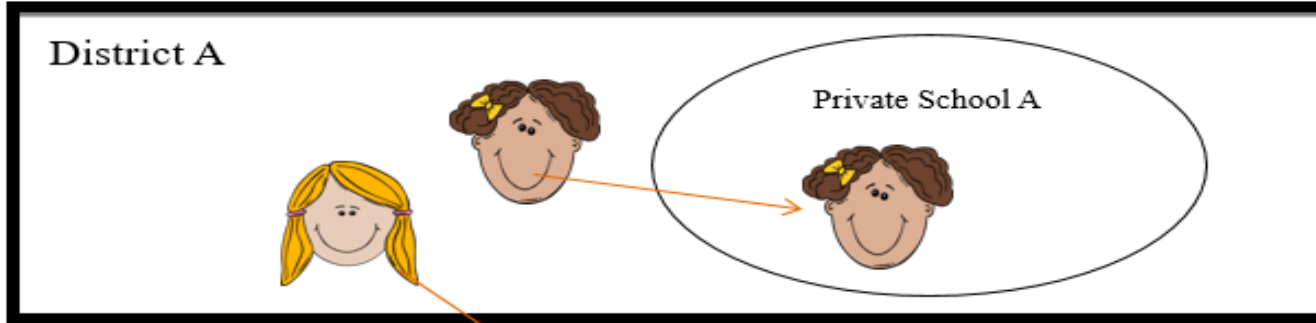
Private School Data Reported to Public School Districts



Number of All Enrolled Students in Private School	<ul style="list-style-type: none">• Only report based on grades served by public school district, K–12, K–8, or 9–12
Number of SPED Eligible Private School Students	<ul style="list-style-type: none">• Only report students with current evaluation from District or Charter School
Number of SPED Eligible Private School Kindergarten Students	<ul style="list-style-type: none">• Only report students aged 3–5, attending Kindergarten, and SPED Eligible

Students on 504 plans are not included in the 2nd or 3rd count for public school districts, only students that have a current evaluation and have been determined to be eligible for SPED.

How to Tell Which District Is Responsible



© Massachusetts Department of
Elementary and Secondary Education



Who the Eligible Children Are

In Arizona, “parentally-placed private school (PPPS) students” refers to any students placed by their parents in:

- A non profit elementary or secondary school
- A homeschool program
- Only count students in Kindergarten through 12th grade
- PPPS does not include children placed by the district at a private school

Parentally-placed private school children with disabilities

Parentally-placed private school children with disabilities means children with disabilities enrolled by their parents in private, including religious, schools or facilities **that meet the definition of elementary school** in 34 CFR § 300.13 or **secondary school** in 34 CFR § 300.36, other than children with disabilities covered under CFR § 300.145 through CFR § 300.147.

[34 CFR § 300.130](#)

Empowerment Scholarship Account (ESA) Students

ESA Special Needs Eligibility Requirements

The Student has a **current MET/Evaluation Report** or Individualized Education Program (**IEP**) or **504 Plan** from an Arizona public school.

ESA students with 504 plans should not be counted in the parentally-placed private school counts for SPED-eligible children not eligible for equitable services.

ESA students who have been determined eligible for special education by a public school district or charter school and have current MET are eligible for equitable services.

[Proportionate Share/Equitable Services FAQ](#)

[ESA website](#)

Guidance on Reporting Parentally-Placed Students

Located on the ESS Data Management web page

October 1 Data Collection

Reporting Parentally-Placed Students as of October 1 (Public School District Only)

Public school districts with a geographic boundary must report the number of students that are parentally-placed private school children as defined by the IDEA.

Only count students in K-12, DO NOT include preschool students in the counts below.

Include Parentally-placed students enrolled in:

- Private non-profit schools located within the district's geographic boundaries:
- Institutional day schools
 - Residential schools
 - Homeschooled

Section 1: Report total enrollment of parentally-placed private school students within your district's geographic boundary. Note: Public Education Agencies (PEA) with overlapping geographic boundaries, only report grades offered by your PEA (K-12, K-8, 9-12, etc.).

Section 2: Of the students reported in section 1, report only the number of students that are eligible children with disabilities in K-12. Note: Eligible children with disabilities means the student has a current SPED evaluation from a PEA. Please visit the [Proportionate Share/Equitable Services FAQ](#) page for more information.

Section 3: Of the students reported in section 2, report only the number of kindergarten students (aged 5 and under) that are eligible children with disabilities.

Figure 3: Parentally-Placed Students Data Entry

Parentally Placed Students as of October 1, 2022	
Public school districts with a geographic boundary must report the number of students that are parentally placed private school children as defined by the IDEA.	
Only count students in kindergarten through 12th grade, DO NOT include preschool students in the counts below.	
Section 1: Report total enrollment of parentally placed private school students within your district's geographic boundary. In addition, parentally placed private school students include all students that meet the following criteria: • Attend a private non-profit, elementary, or secondary school • Attend a homeschooled	0
Note: Public Education Agencies (PEA) with overlapping geographic boundaries, only report grades offered by your PEA (K-12, K-8, 9-12, etc.).	
Section 2: Of the students reported in section 1, report only the number of students that are eligible children with disabilities in K-12. Note: Eligible children with disabilities means the student has a current special education evaluation from a PEA. Please visit the Proportionate Share/Equitable Services FAQ page for more information.	0
Section 3: Of the students reported in section 2, report only the number of kindergarten students (aged 5 and under) that are eligible children with disabilities.	0

Students on an Individual Service Plan (ISP) may be counted up to four times:

- Students with an ISP should be counted in the PEAs October 1 Count
- Students with an ISP should be counted in Section 1 of Parentally-Placed Students as of October 1
- Students with an ISP should be counted in Section 2 of the Parentally-Placed Students as of October 1
- Students with an ISP aged 5 and under and in kindergarten with an ISP should be reported in section 3 of the Parentally-Placed Students as of October 1

Report **All** Parentally-Placed Students

Reporting Parentally Placed Students as of October 1 (Public School District Only)

Public school districts with a geographic boundary must report the number of students that are parentally placed private school children as defined by the IDEA.

Only count students in kindergarten through 12th grade, DO NOT include preschool students in the counts below.

Include Parentally placed students enrolled in:

- Private nonprofit schools located within the district's geographic boundaries:
- Institutional day schools
 - Residential schools
 - Homeschooled

135

Section 1: Report total enrollment of parentally placed private school students within your district's geographic boundary. Note: Public Education Agencies (PEA) with overlapping geographic boundaries, only report grades offered by your PEA (K-12, K-8, 9-12, etc.).

Determined to Be Eligible for SPED Services

45

Section 2: Of the students reported in section 1, report only the number of students that are eligible children with disabilities in K-12. Note: Eligible children with disabilities means the student has a current special education evaluation from a PEA. Please visit the [Proportionate Share/Equitable Services FAQ](#) page for more information.

5

Section 3: Of the students reported in section 2, report only the number of kindergarten students (aged 5 and under) that are eligible children with disabilities.

ADEConnect: Exceptional Student Services Portal

APPLICATION PORTAL
EXCEPTIONAL STUDENT SERVICES

Home Admin ESS Portal - Data Visualization Help Welcome,

Welcome to the Exceptional Student Services Application Portal

- Administrative Applications**
Systems that facilitate administrative business processes such as Private Day School, RTC, Vouchers and Surrogate applications.
 - Dispute Resolution
 - Public Comment
 - Special Education Program Approvals
 - Surrogate Parent
- Data Collection & Reporting**
Applications that facilitate data collection efforts which determine Federal IDEA Indicators.
 - Discipline Data Collection
 - October 1 Data Collection
 - Special Education Data Dashboard
- Monitoring & Compliance**
Monitoring activities that are based on risk analysis outcomes that are aligned to the SPP/APR and reflect the importance of indicator data.
 - Maintenance of Effort
 - Monitoring
 - PEA Determinations
 - Risk Analysis
- Student Assessments**
Applications pertinent to the administration of the Alternate Assessment.
 - 1% Threshold
 - Alternate Assessments

Submit the Private School Count

Census Verification Count

Verification of the annual child count is required for all PEAs pursuant to 34 CFR § 300.645(c).

The verification count submission should reflect the number of students with disabilities who were ages 3–21 with current evaluations, Individual Education Programs (IEPs) or Individual Service Plans (ISPs), and were receiving special education (SPED) services in your public education agency (PEA) on October 1 of the current reporting year. Students whose re-evaluations and/or IEP reviews were past due should be included, as long as these students continued to receive services on October 1.

ADE reports October 1 SPED counts that are extracted from AzEDS to the Office of Special Education Programs (OSEP) in Washington, D.C., therefore it is imperative that PEAs ensure that final counts extracted from AzEDS during Phase II (reconciliation) match the counts as verified in the verification count submission.

The final extracted count is used to determine base funding for all PEAs, and adjustments for new or expanding charter schools for Federal Part B allocations under the Individuals with Disabilities Act (IDEA).

Please see Verification and Reconciliation Instructions for complete details.

Special education students served on October 1, 2023 Required for districts, charter schools, secure care facilities, and state institutions	
Total number of 3-21 year old students: <small>Note: This count is applicable to all PEAs and should include all students enrolled in Preschool through grade 12 receiving special education and related services over the October 1 child count date.</small>	260
Parentally Placed Students as of October 1 Public school districts with a geographic boundary must report the number of students that are parentally placed private school children as defined by the IDEA. Only count students in kindergarten through 12th grade. DO NOT include preschool students in the counts below.	
Section 1: Report total enrollment of parentally placed private school students within your district's geographic boundary. <small>In Arizona, parentally placed private school students include all students that meet the following criteria:</small> <ul style="list-style-type: none">Attend a private non-profit, elementary, or secondary schoolAttend a homeschool <small>Note: Public Education Agencies (PEA) with overlapping geographic boundaries, only report grades offered by your PEA (K-12, K-8, 9-12, etc.).</small>	135
Section 2: Of the students reported in section 1, report only the number of students that are eligible children with disabilities in K-12. <small>Note: Eligible children with disabilities means the student has a current special education evaluation from a PEA. Please visit the Proportionate Share/Equitable Services FAQ page for more information.</small>	45
Section 3: Of the students reported in section 2, report only the number of kindergarten students (aged 5 and under) that are eligible children with disabilities.	5

Roles of Private School Staff in Proportionate Share Activities

- Provide accurate count of all students enrolled in K–12 programs
- Provide **count of SPED eligible students** enrolled in private school for both K–12 and K counts
- Participate in meaningful consultation with district(s)
- Serve as liaison between family and district team
- Promote Child Find activities for all families

Important Tips

- Include all parentally-placed private school students in general education and SPED within your district boundaries
- Report all SPED-eligible students and track the dates of eligibility
- Determine how many parentally-placed students are receiving SPED services on an ISP
 - Include them with your October 1 SPED census verification count



What Happens with the Data?

How ESS PM Calculates the Proportionate Share Obligation

ESS Program Management uses the data from the prior fiscal year's October Data Collection to determine the proportionate share obligation.

Visit [ESS Program Management web page](#) to [view the allocations for FY2025](#).

Fiscal Year	Entity ID	CTDS	Entity Name	Parentally-Placed Private Student (PPPS) Count	PPPS SPED Eligible K-12, 3-21	PPPS SPED Eligible K, 3-5	SPED Enrolled Students 3-21	SPED Enrolled Students 3-5	3-21 Proportionate Share IDEA 611 (Basic)	3-5 Proportionate Share IDEA 619 (Preschool)
2023	4153	160256000	Mt Humphrey Unified District	200	20	2	250	30	7.41%	6.25%

Entity ID	CTDS	Name	FY2024 Total Allocation to PEA - 611 (Basic)	Proportionate Share Obligation - 611 (Basic) How much has to be spent on Parentally Placed Private School Students	FY 2024 Total Allocation to PEA - 619 (Preschool)	Proportionate Share Obligation - 619 (Preschool) How much has to be spent on Parentally Placed Private School Students	Maximum Amount that can be used for CEIS (15%)
4153	160256000	Mt. Humphrey Unified District	\$ 400,000.00	\$ 29,629.63	\$ 15,000.00	\$ 937.50	\$ 62,250.00

Parentally-Placed Student Counts by County

The private school counts include **all** students served by non-profit private elementary or secondary schools and all homeschooled students within the district's boundaries.

These numbers are reported to the US Department of Education through our October 1 Data Collection, which helps to inform the state's population allocation for the following fiscal year IDEA Part B Section 611 and Section 619 grants.

County	FY2022	FY2023	FY2024
Apache	371	354	300
Cochise	1,530	1,510	1203
Coconino	1,427	1,499	851
Gila	692	316	309
Graham	160	150	19
Greenlee	25	37	29
La Paz	0	0	47
Maricopa	45,065	40,727	42,135
Mohave	1,116	1,508	1,401
Navajo	878	1,039	1,242
Pima	8,342	8,182	12,007
Pinal	2,316	2,344	2,542
Santa Cruz	483	532	645
Yavapai	2,417	3,119	3,960
Yuma	2,543	2,965	3,002
Total	67,365	64,282	69,692

Private School Counts and Proportionate Share Percentages

ODC Collection Year	Private School Count	Avg. Prop. Share K-12 Percentage	Avg. Prop. Share K Percentage
2020	60,487	1.89%	2.73%
2021	65,295	2.42%	6.94%
2022	67,365	2.91%	6.74%
2023	64,282	2.74%	5.61%
2024	69,692	3.00%	3.64%

Proportionate Share Obligations

2025 IDEA Preliminary Updated on: 4/18/24			Contact essprogmgmt@azed.gov for questions.			
Entity ID	CTDS	PEA Name	Section 611 Allocation	Section 611 Proportionate Share Obligation (How much has to be spent on Parentally-Placed Private School Students, K-12th grade ages 3-21)	Section 619 Allocation	Section 619 Proportionate Share Obligation (How much has to be spent on Parentally-Placed Private School Students, Kindergarten ages 3-5)
4418	10035100	Altar Valley Elementary District	\$ 189,177.24	\$ 7,774.41	\$ 3,210.80	\$ -
4412	10024000	Baboquivari Unified School District #40	\$ 262,489.01	\$ 4,891.10	\$ 12,646.79	\$ 843.12
4410	10021600	Catalina Foothills Unified District	\$ 860,683.85	\$ 9,780.50	\$ 12,071.41	\$ 232.14
4416	10033900	Continental Elementary District	\$ 144,429.92	\$ 3,320.23	\$ 3,033.44	\$ -
4405	10020800	Flowing Wells Unified District	\$ 1,052,301.13	\$ 6,068.63	\$ 23,777.66	\$ 233.11
4404	10020600	Marana Unified District	\$ 2,419,710.62	\$ 26,242.19	\$ 47,580.26	\$ 316.15
4411	10023000	Sahuarita Unified District	\$ 963,770.82	\$ 3,132.52	\$ 13,176.35	\$ -
4408	10021300	Tanque Verde Unified District	\$ 360,126.69	\$ 14,341.33	\$ 6,994.22	\$ -
4403	10020100	Tucson Unified District	\$ 9,166,232.57	\$ 270,162.64	\$ 248,462.58	\$ 2,451.93
4413	10022000	Vail Unified District	\$ 2,116,359.65	\$ 10,068.31	\$ 30,202.49	\$ -

[IDEA Allocations](#) and Proportionate Share data are found on the [ESS Program Management web page](#).

Proportionate Share Percentages and Private School Counts

Proportionate Share 2025			Updated 4/18/24							
Fiscal Year	Entity ID	CTDS	Entity Name	Parentally-Placed Private School Student (PPPS) Count (K-12)	PPPS SPED Eligible K-12	PPPS SPED Eligible K	SPED Enrolled students (3-21 years old)	SPED enrolled students (3-5 years old)	Proportionate Share for Section 611 (K-12, ages 3-21)	Proportionate Share for Section 619 (Kindergarten, ages 3-5)
2024	4418	100351000	Altar Valley Elementary District	68	3	0	70	5	4.11%	0.00%
2024	4406	100210000	Amphitheater Unified District	1511	0	0	2198	181	0.00%	0.00%
2024	4412	100240000	Baboquivari Unified School District #40	3	3	1	158	14	1.86%	6.67%
2024	4410	100216000	Catalina Foothills Unified District	296	6	1	522	51	1.14%	1.92%
2024	4416	100339000	Continental Elementary District	90	2	0	85	18	2.30%	0.00%
2024	4405	100208000	Flowing Wells Unified District	81	5	1	862	101	0.58%	0.98%
2024	4404	100206000	Marana Unified District	1398	29	2	2645	299	1.08%	0.66%
2024	4411	100230000	Sahuarita Unified District	387	3	0	920	112	0.33%	0.00%
2024	4407	100212000	Sunnyside Unified District	502	0	0	1964	254	0.00%	0.00%
2024	4408	100213000	Tanque Verde Unified District	88	9	0	217	18	3.98%	0.00%
2024	4403	100201000	Tucson Unified District	7001	182	6	5993	602	2.95%	0.99%
2024	4413	100220000	Vail Unified District	582	10	0	2092	286	0.48%	0.00%

Prior fiscal year October 1 Data Collection is used to calculate the current year proportionate share obligations.



What Equitable Services Are

Special education instruction or related services for privately-placed students with disabilities

A public school district must spend a proportionate share of IDEA grant funds on eligible students attending private schools within the district's boundaries

[Children with Disabilities Enrolled by Their Parents in Private Schools, 34 CFR § 300.130-300.144](#)

[Questions and Answers on Serving Children with Disabilities Placed by Their Parents in Private Schools](#)

Use Case #1: SPED Eligible K-12 = SPED Eligible K

Parentally Private Placed Student (PPPS) Count	PPPS SPED Eligible 3-21	PPPS SPED Eligible 3-5	SPED Enrolled Students 3-21	SPED Enrolled Students 3-5	3-21 Proportionate Share IDEA 611 (Basic)	3-5 Proportionate Share IDEA 619 (Preschool)
139	3	3	204	28	1.45%	9.68%
42	3	3	81	16	3.57%	15.79%
22	1	1	52	4	1.89%	20.00%
1	1	1	713	124	0.14%	0.80%
1	1	1	1361	162	0.07%	0.61%

In this example, the number of SPED eligible K-12 students is equal to the number of SPED eligible Kindergarten students.

ESS PM staff will contact the district to confirm that all SPED Eligible students were in fact Kindergarten students on the October 1 Data Collection.

If this report were incorrect, the PEA should contact Data Management to correct the count.

Use Case #2: High Percentages for IDEA 619 Preschool Grant

Parentally Private Placed Student (PPPS) Count	PPPS SPED Eligible 3-21	PPPS SPED Eligible 3-5	SPED Enrolled Students 3-21	SPED Enrolled Students 3-5	3-21 Proportionate Share IDEA 611 (Basic)	3-5 Proportionate Share IDEA 619 (Preschool)
29	6	2	26	3	18.75%	40.00%
19	4	2	107	4	3.60%	33.33%
938	62	19	491	76	11.21%	20.00%
22	1	1	52	4	1.89%	20.00%
200	19	7	245	33	7.20%	17.50%
8	3	1	55	5	5.17%	16.67%
42	3	3	81	16	3.57%	15.79%
272	6	3	215	17	2.71%	15.00%
139	3	3	204	28	1.45%	9.68%
913	46	8	795	94	5.47%	7.84%
737	33	21	1619	257	2.00%	7.55%
1228	65	4	392	52	14.22%	7.14%
59	6	2	408	36	1.45%	5.26%
2549	189	11	2129	208	8.15%	5.02%

In this example, the number of Kindergarten students in private school settings causes the district's IDEA Preschool Grant to direct a higher than average percentage of funds to equitable services.

ESS PM staff would contact the district to confirm valid data.

Trends in the Data

Entity Name	2019	2020	2021	2022	Average	Trend
Total Private Schools Counted	59202	60487	65295	67365	63087.25	
	4566	4711	4634	4855	4691.5	
	3125	3251	3314	3336	3256.5	
	2804	2956	3623	2549	2983	
	2787	2616	3032	3444	2969.75	
	2732	2946	2526	2768	2743	
	1758	2023	2905	2966	2413	
	2355	1678	1916	3348	2324.25	
	1818	2042	2256	2355	2117.75	
	0	925	2995	3463	1845.75	
	1784	1815	1567	1676	1710.5	
	1715	1700	1727	1647	1697.25	
	1553	1530	1682	1905	1667.5	
	1103	1222	1445	1793	1390.75	
	1165	1268	1491	1491	1353.75	

ESS Program Management also reviews year-over-year trends in data reporting for both SPED counts and the overall count of parentally-placed private school students.

Parentally Private Placed Student (PPPS) Count	PPPS SPED Eligible 3-21	PPPS SPED Eligible 3-5	SPED Enrolled Students 3-21	SPED Enrolled Students 3-5	3-21 Proportionate Share IDEA 611 (Basic)	3-5 Proportionate Share IDEA 619 (Preschool)
3463	109	6	4398	504	2.42%	1.18%
2995	43	5	4396	505	0.97%	0.98%
925	34	2	3440	483	0.98%	0.41%
1412	24	0	4576	594	0.52%	0.00%

FY25 Timelines

October 2, 2024: ODC Application becomes available; verification count can be submitted

November 5, 2024: Deadline to sign and submit

January 2025: October 1 Data locked in

February 2025: Preliminary Proportionate Share obligations and IDEA allocations posted to the Program Management web page

June 1, 2025: Last day to request an adjustment to ODC data for purposes of Proportionate Share Calculations



How Do Districts
Report Proportionate
Share Activities?

My District Has a Proportionate Share Obligation. How Do I Budget These Funds?

- Identify in the budget narrative that your expenditure is for Proportionate Share.
- The budget narrative must reflect allowable costs.
- Ensure that your entire obligation is reflected in the budget (may use multiple narrative sections)
- PEAs **may** spend more than the required obligation with SEA Director approval

Function Code	Object Code	Project Time (FTE)	Quantity	Salary, Rental, or Unit Cost	Line Item Total
1000 - Instruction	6300 - Purchased Professional Services ▼		1	\$19,258.60	\$19,258.60
Narrative Description					
<p>\$19,258.60 = Proportionate Share Obligation \$19,258.60 = Proportionate Share to provide a contracted certified special education teacher that will service the parentally placed private school children with disabilities.</p>					

Each District Must Spend Its Calculated IDEA Proportionate Share Amount

- Districts determine the services to provide to students.
- Districts must document expenditures and other activities related to IDEA and proportionate share.
- Funds are for the pool of eligible students. There is not an individual student entitlement nor an individual private school entitlement to funds (34 C.F.R. § 300.137). The decision of the provision of services, and for whom, is reached following the consultation process.

Each District Must Spend Its Calculated IDEA Proportionate Share Amount (continued)

- IDEA funds are not given to the private school to use at its discretion. Nor can the LEA reimburse the private school for services rendered.
- Because private schools are not at any time receiving federal funds from the public school district, they are not subject to additional federal oversight, as they would be if they received federal funds directly.
- The amount of available funds may change from year to year, depending on, among other things, whether there is carry-over from the previous year, a change in child count, a change in the IDEA grant, newly opened or closed schools, etc.

Each District Must Spend Its Calculated IDEA Proportionate Share Amount (continued page 3)

- Districts, in consultation with the private school representatives and parents, can adjust services throughout the year.
- Any non-disposable items purchased with IDEA funds belong to the district, not to the private school (34 C.F.R. § 300.144).
- State and local funds may only supplement the expenditures, not supplant them (34 C.F.R. §300.133(d)).

Is this an Allowable Cost for Proportionate Share?

Budget Request	Allowable	Unallowable
Supports for students without disabilities		✓
Direct Services	✓	
Special Education Evaluations		✓
Transportation	✓	
Consultation services for a student (e.g. Consult with an ABA)	✓	
Child Find Activities		✓
Supplies: instructional aides, software, kits for related service providers	✓	
Paying Salaries of private school staff for part of their regular duties		✓
Professional Development		✓
Assistive Technology	✓	
Remodeling or repairs of private schools		✓
Administrative Costs		✓



Arizona Does Not Offer Equitable Services for Preschool Students

Arizona does not offer free preschool to public school students. Therefore, there is no obligation to provide equitable services under the Proportionate Share of the IDEA to preschool students with disabilities.

Private School Staff should connect the District with the parents to discuss options for FAPE for students in preschool programs when of ages 3–5.


Review History Log for Proportionate Share

ESS Program Management posts History Log Comments for all districts with proportionate share obligations.

Districts must ensure that the budget matches the total obligation for each revision of the grant.

Dear IDEA Administrator,

Please review your district's obligation for proportionate share for the current fiscal year (FY24).

	Section 611-Subgrants to LEAs	Section 619-Preschool Subgrants to LEAs
FY2023 Proportionate Share Carryover	\$4,019.28	\$0
FY2024 Proportionate Share Obligation	\$ 13,927.57	\$0
Total	\$ 17,946.84	\$0

If your district has an FY2023 proportionate share carryover obligation, you must create a budget narrative in a separate line item from the rest of the proportionate share amount(s).

Example Budget Narrative:

"Proportionate Share: These funds will be used to pay for related services for parentally placed private school special education students. This amount is for the FY2023 proportionate share carryover obligation."

Any unspent FY2023 proportionate share carryover funds will be forfeited to the US Department of Education at the end of the project period, 9/30/2024, through the completion report adjustment page. The unspent FY2024 proportionate share funds will be carried over to the FY2025 IDEA Part B Consolidated grants through the Completion Report.

If you have any questions, please contact essprogmt@azed.gov.

Thank you: LEA Business Manager, LEA Authorized Representative, ESS Program Specialist

Completion Report Program Details

School Districts Only - Parentally Placed Private School Students

IDEA funds are subject to the provision of services for children with disabilities parentally placed in non-profit private elementary and secondary schools and/or home-schooled. Please review Proportionate Share Obligations in the 2023 IDEA Allocations Workbook.

9. Has the school district made child find procedures available, either electronically or in writing, to parents within the PEA's boundaries of responsibility, including parents of children with disabilities who attend private schools and home schools?

Yes
 No

10. Describe the school district's process for meaningful consultation with private schools and home schools. Include the list of every entity you consulted with regardless of proportionate share expenditures.

11. What was the district's obligation for proportionate share for the following fiscal years?

Fiscal year 2022 Proportionate Share Carryover:

Fiscal year 2023 Proportionate Share Obligation:

Total Proportionate Share Obligation:

12. What activities (equitable services) were offered by the school district in fiscal year 2023?

13. If the district was unable to expend the total proportionate share obligation in fiscal year 2023, the PEA must indicate how much proportionate share funding will be carried over or forfeited.

Fiscal year 2022 Proportionate Share funds to forfeit:

Fiscal year 2023 Proportionate Share funds to carry over:

Districts must respond to questions on the Completion Report Program Details section for proportionate share.

Describe the meaningful consultation process, and provide names of private schools that participated.

CR Adjustments Page

Go To ▶

Grant	Allocation	Expenditures	Amount Remaining	Amount to Carry Over	Acknowledge Carryover Less Than Amount Eligible	Interest Earned
IDEA - Basic	\$474,063.65	\$263,859.50	\$210,204.15	203,730.95	<input checked="" type="checkbox"/>	0.00
IDEA - Preschool Grant	\$24,560.06	\$8,050.09	\$16,509.97	12,045.69	<input checked="" type="checkbox"/>	0.00

Districts must spend the obligation within the 27-month period of the grant.

Districts with unspent 2023 carryover obligations must report forfeiture of funds through the Completion Report Adjustments page. Reduce the amount eligible for carryover by the amount to forfeit, as reported in the CR Program Details section.

Tips for SPED Directors

- Keep a running record of students' evaluations
- Maintain documentation of consultation meetings and written affirmations
- Track equitable services provided and any supplies purchased with grant funds
- Contact ESS Data Management for assistance in reporting students in AzEDS
- Correct Proportionate Share Calculation before the project period begins

Student Name	Student ID	Date of Birth	Date of Last Evaluation	Days since	Valid Eval Date?	Private School	ISP	Last Date of Communication	Services
Pebbles Rubble	2389799	4/1/2015	8/1/2020	821	Yes	OLM Elementary	Yes	4/1/2022	Speech
Bam Bam Flintstone	3826549	6/1/2014	2/14/2021	624	Yes	Homeschool	Yes	3/31/2022	SDI
Elroy Jetson	2029083	7/15/2012	8/15/2017	1903	No	OLM Elementary	No	10/1/2020	None
Judy Jetson	5483816	9/30/2007	5/5/2020	909	Yes	OLM High	Yes	9/30/2022	PT

Tips for Business Managers

- Track of proportionate share obligations throughout the fiscal year.
 - See History Log for adjustments or carryover
- Maintain records of expenses charged toward proportionate share.
- Revise budgets if the scope of work changes.



Resources

- [Children with Disabilities Enrolled by Their Parents in Private Schools, 34 CFR § 300.130-300.144](#)
- [OSEP Q&A on Serving Children with Disabilities in Private Schools](#)
- [The National Center for Educational Statistics](#)
- [Arizona Corporation Commission](#)
- [Proportionate Share/Equitable Services FAQ](#)
- [Child Find web page](#) and [AZ Find Inbox](#)

Contact ESS

ESS Program Management:
www.azed.gov/specialeducation/operations

ESS Program Management
Inbox: essprogmgmt@azed.gov

ESS Data Management:
www.azed.gov/specialeducation/data-management

ESS Data Management Inbox:
essdatamgmt@azed.gov

Examples of Past ODC Data and Other Private School Data Collections

Dear IDEA Administrator,

Public school districts with a geographic boundary must report the number of parentally placed private school children as defined by the IDEA. In Arizona, private school students include those who attend a non-profit elementary or secondary school or a homeschool within your school district's boundary. This data collection is featured in the [October 1 Data Collection](#). ADE/ESS will host a webinar on Thursday, October 8, regarding [Proportionate Share and the October 1 Data Collection](#).

Please review the Private School data from your past ODC submissions.

	Parentally-Placed Private School Student (PPPSS) Count	K-12 SPED Eligible PPPSS Count	Kindergarten SPED Eligible PPPSS Count
FY 2020	0	0	0
FY 2021	163	5	0
FY 2022	225	4	0
FY 2023	232	13	0
FY 2024	250	21	2
Total	870	43	2

The PPPSS count is critical to calculating the population allocation for your school district's IDEA Part B Section 611 and Section 619 grant funding. An accurate report of SPED-eligible private school students is used to calculate your district's proportionate share.

The Office of Special Education Programs published [Questions & Answers on Serving Children with Disabilities Placed by Their Parents in Private Schools](#) in February 2022.

ESS Program Management will host an office hours session on [Tuesday, October 15](#), for districts with questions about proportionate share.

Districts must maintain records of current PPPSS evaluations within their boundaries.

Items to consider:

Does the student currently attend a private school within my district boundary?

Was the determination of eligibility completed/verified by my district staff?

Is the student's MET report still current?

Who is responsible for submitting data to the ODC and the Parentally Placed Private School Student Survey?

Please answer the following questions:	# of PEA's	Total of replies
1. Report the number of parentally placed private school students who were evaluated by a public school during the 2021-2022 school year	1	8
2. Of the number of children evaluated during the 2021-2022 school year (answer in Item #1), report the number of children determined to be children	1	3
3. Of those determined to children with disabilities (answer in Item #2), report the number of children who received special education or	1	3
Please answer the following questions:	# of PEA's	Total of replies
1. Report the number of parentally placed private school students who were evaluated by a public school during the school year (July 1 –	1	26
2. Of the number of children evaluated during the school year (answer in Item #1), report the number of children determined to be children	1	24
3. Of those determined to children with disabilities (answer in Item #2), report the number of children who received special education or	1	23
Please answer the following questions:	# of PEA's	Total of replies
1. Report the number of parentally placed private school students who were evaluated by a public school during the school year (July 1 –	1	10
2. Of the number of children evaluated during the school year (answer in Item #1), report the number of children determined to be children	1	9
3. Of those determined to children with disabilities (answer in Item #2), report the number of children who received special education or	1	9