Delivery Model, Hardware, and Connectivity Reporting—Frequently Asked Questions

General Qs

Why are we collecting new information?

The Department encourages districts to use data-informed approaches to ensure that students receive high-quality instruction and services. Similarly, state-level data can play an important role in understanding equity issues and developing supports for districts, educators and students. At both the local and state level, the coronavirus pandemic has highlighted the critical need to look at *Opportunity to Learn* data to help us understand and address the digital divide, as well as data on students' remote learning experiences.

At a high level, what data is the Department collecting?

The Department will begin collecting information on two categories of data significant to students' Opportunity to Learn during the pandemic and beyond:

1. ***Connectivity and Hardware Access:*** Access remains among the most significant needs for Ohio's students as they engage in remote and hybrid learning. By collecting information on access through EMIS, the Department will improve the completeness and accuracy of the state level data on access.
2. ***Education Delivery Models:*** During the 2020-2021 school year, students are learning through a variety of education delivery models (e.g., 5-Day In-Person, Fully Remote, Hybrid).

How will this information be used?

The Department's goal in collecting this information is to support districts, schools, and students. Data reported through EMIS will be used to

- Inform the use of state resources;
- Inform the state's support, guidance, and policies;
- Encourage knowledge-sharing across districts and schools;
- Create tools and resources to support instruction; and
- Learn more about how the unique educational landscape in 2020-2021 affects students and educators, both short- and long-term.

These data *will not* be used

- For accountability purposes;
- As a factor in foundation payments; or
- To evaluate individual districts, schools, educators, or students.

Are we going to continue collecting this information after COVID-19 is over?

The pandemic is the catalyst for this new data collection. That said, aspects of remote and online learning are likely to become a permanent part of K-12 education and many jobs. The importance of understanding connectivity and technology access, as well as the role of remote or blended learning opportunities, will remain. Thus, the Department intends for this data collection to carry on in future years so that local and state leaders have the information they need to understand and address the "digital divide."

Do we need to report this data for our students who are at the county BDD or another non-EMIS reporting entity?
No, you do not have to report this data for such students. Districts should report this data for the students they are educating.

Education Delivery Model Q&A

Which Delivery Model should I report for a kindergarten class (for example) that attends fully in-person, but is only offered 4 days a week?
Report Delivery Model "5DAYIN".

Does a student need a program code if the student goes to a building for a day of testing, but otherwise is 100% remote?
No, the student program codes are only reported for planned and sustained *exceptions* to the district or building model. Ad-hoc changes to the district or building model are not reported via student exception program codes.

If the Delivery Model is HYBRID, would there be student exceptions?
Yes, there could be. There may be students who have elected to attend 100% remotely, for example. The district would report student exceptions program codes for such students.

If a district chose to close completely between Thanksgiving and Christmas due, for example, to a high incidence of COVID-19 or the unavailability of substitutes, which program codes or attributes should be reported?
None of the Delivery Models codes would be reported in this instance. This should be reported via the district's calendar as planned days off.

If a student participates in remote education because the student is sick or quarantined, does the district report a student program code for this situation?
No, the student program codes are only reported for planned and sustained exceptions to the district or building delivery model. A student out due to illness or quarantine is an ad hoc exception to the overall delivery model and should not be reported via student program codes.

If a hybrid district closes for weather, but still provides online education for all students, is the district still considered to be in session?
Yes.

What if a student committed to remote learning at the beginning of the year/term, but then changed their mind a few weeks into the school year/term and the district let them come back for in-person education?
In this instance, no program code would be reported for the student. Those couple of weeks at the beginning of the year/term would be an ad hoc exception to the district's delivery model.

A district opened the year in person, but about a third of the students opted for remote learning from home. Would the remote students need a student exception program code reported?
Yes. This would be a planned, sustained variation from the district's delivery model. Program codes should be reported for each of the remote students.

Would the student exception program codes be reported for students if the district determined that an entire class needed to quarantine (go remote) for a certain period of time while the rest of the building was in person?
No. This would be much less than a full term and would fall into the unreported ad hoc situations. These student program codes are only reported for planned, sustained exceptions.

The district was to be in person at the start of the year, then decided to go remote for the first 4-6 weeks. Should program codes be reported for the students who had originally planned to be remote?
No. If the entire district is remote, then program code exceptions would not be reported for the students who originally planned to be remote. The student program codes are for exceptions to the building/district norm.

The district had a policy where kids were supposed to choose whether to go remote for the whole semester. However, at the end of the first 9 weeks, they decided to let kids switch. Which student program code should be reported?
Report what actually happened, not what was originally planned. In this example, use report the quarter program code.

Do the dates reported for the district and building attributes have to be dates on their calendars?
No, the dates just need to cover the dates on the calendar.

Do dates need to be reported for these student exception program codes?
No, dates are not reported for these codes.

If a district closes completely because they are unable to provide remote services, what would they report?
This situation would not be reported through the delivery model reporting elements. This would be reported through days off on the district's calendar.

What situations would require reporting the Closed option?
The CLOSED option is for unusual situations. For example, if a district is fully remote and the application used by the district is down so that no one can do anything, then CLOSED would be reported.

Hardware Q&A

If I report on the DN Record that certain grades were provided equipment by the district, do I also need to report that same information for each individual student?
No. This information only needs to be reported one way: either for a whole grade *or* by individual student.

If a district provides hardware for some grade levels and not for others, how is that reported? For example, if a district provides hardware for K-3 and 8-12, but not for 4-7.
For this situation, the district would report two records for the two different grade ranges.

If a student registers after the March survey and a hardware program code applies to the student, does this need to be reported, as well?
No, this does not need to be reported for students who register after the March survey.

If a student uses multiple devices, how should that be reported?
Report the first applicable code in the list.

Do we need to update the data if a student's situation with hardware changes during the year or month in which it is being collected?
No, changes do not need to be reported.

We surveyed families early in the year and we provided technology for those who needed it. Can we report what we know based on this earlier survey or must we re-collect the data in March 2021?
You may report the results of the survey you already performed and do not need to recollect the information a second time.

If two or more children in the household are sharing a family owned computer, do we report that the students 'regularly have access to a device' because they do have a device in the home—or do we report that they don't have access because only one student can use it at a time?
Report that each student has access to the device.

Is there a limit on the number/percent of students who can be reported with "unknown" since this could be construed as the district taking the "easy way out" for cases where the district is not providing hardware?
No, there is no such limit. The Department does not plan on penalizing districts for using the "unknown" program code in situations in which it is most appropriate.

Do we need to survey all families or go door to door to get the exact device being used (laptop/tablet or phone)?
Not necessarily. Districts can obtain this information in the way that makes the most sense for their students. If the district has provided a device, then additional survey of the family may not be necessary. There may also be many instances in which teachers already know this information, based on what the students can or cannot do in terms of

remote learning or based on what the students themselves have told them. In some instances, districts may have no information and so surveying the family would make sense.

We know which students have district-provided devices, and their teachers see them logging in and completing assignments. Do we still need to survey these students/parents to ask about hardware?
No. If the district provided a device, report the appropriate program code.

We offered laptops to all of our students, but some students refused them. Can we still report the DN attribute indicting that we provided hardware to all of our students?
Yes, the district should report the DN attribute even if a few students refused the hardware provided.

In some cases, we know a student has a device because we see the student regularly logging in to Zoom or the district's learning platform and the student is completing assignments in a timely manner. Can we assume the device is a laptop or tablet or do we need to survey to differentiate that from a cell phone?
If the district has a source for information that they feel is reasonable, then they can use that source without doing a new survey of the student.

Connectivity Q&A

Will a district be penalized if unable to report information on all students for connectivity and device?
No. The Department does not intend to penalize districts based on this data reporting.

MCOECN has surveyed districts regarding connectivity. How is this reporting different?
The information provided to MCOECN by your district was overall counts for the district; it was not student level information. However, if you surveyed your students individually for that MCOECN survey and therefore have the information, you can report that data rather than surveying your students a second time.

Do you report the connectivity student program codes on each student, even if you are reporting that the district is providing hot spots?
Yes, connectivity should be reported at the student level.

Why is dial up internet not included as a reporting option?
Nationwide, only around 1% of people are using dial-up. Additionally, Zoom and other video conferencing software as well as the other technologies used for remote learning are simply not possible via dial up.

How is "primary residence" defined? What if the student does not spend their day learning remotely from their own home?
Include residences that are somewhat more stable, such as a babysitter's house or another childcare situation. Do not include places that are temporary, such as coffeehouses.

If a student registers after the March survey and a connectivity program code applies to the student, does this need to be reported?
No, this does not need to be reported for students who register after the March survey.

Do we need to update the data if a student's situation with connectivity changes during the year or month in which it's being collected?
No, changes do not need to be reported.

Is there a limit on the number/percent of students who can be reported with "unknown" since this could be construed as the district taking the "easy way out" for cases where the district is not providing internet service?
No, there is no such limit. The Department does not plan on penalizing districts for using the "unknown" program code in situations in which it is most appropriate.

Do we need to survey all families or go door to door to get the exact method of connectivity (hot spot, cable/DSL, cell data, etc.)?
Not necessarily. Districts can obtain this information in the way that makes the most sense for their students. If the district has provided a mobile hot spot, then additional survey of the family may not be necessary. There may also be many instances in which teachers already know this information, based on what the students can or cannot do in terms of remote learning or based on what the students themselves have told them. In some instances, districts may have no information and so surveying the family would make sense.

We know which students have district-provided mobile hot spots, and their teachers see them logging in and completing assignments. Do we still need to survey that student/parent to ask about connectivity?
No. If the district provided a mobile hot spot, report the appropriate program code.

In some cases, we know a student has access to the internet because we see the student regularly logging in to Zoom or the district's learning platform and the student is completing assignments in a timely manner. Can we assume the internet service is cable/DSL or do we need to survey to differentiate that from a hot spot or cell data?
If the district has a source for information that they feel is reasonable, then they can use that source without doing a new survey of the student.

District Provided Wi-Fi Q&A

If a district is providing mobile hot spots, should this be reported as Yes even if the district does not know how many students are using those mobile hot spots?
Yes. If the district is providing any wi-fi access at all, it should be reported regardless of the number of students using that access.