

ESSER II & III Hours of Instruction Data Collection Instructions & Guidance

Wisconsin Department of Public Instruction – June 11, 2021 (minor update Aug. 6)
Supersedes “ESSER II In-Person Hours of Instruction Data Collection Instructions & Guidance” (May 27, 2021)

DPI is collecting in-person and virtual/remote hours of instruction in the 2020-21 school year for the purpose of allocating additional ESSER II and/or ESSER III funds to 187 local education agencies (LEAs), as directed by the Joint Finance Committee through Motions #16 and #57.

Listings of which LEAs are eligible to submit data and receive additional ESSER II and/or ESSER III funds are available on the ESSER II & III Hours of Instruction Collection page (<https://dpi.wi.gov/sfs/esser-ii-in-person>). Other LEAs are not required to report hours of instruction for this data collection.

An FAQ on this data collection is also available on the [ESSER II & III Hours of Instruction Collection page](#).

Data on in-person and virtual/remote instructional hours will be collected by DPI through a Qualtrics form. Information on accessing that form, including a link, was emailed to eligible districts/LEAs on June 23, 2021. The form is due on August 27, 2021. *Updated 8/6*

Definitions for This Data Collection

Class: A group of pupils whose instructional activities are scheduled together.

Classroom: The physical location at which pupils are together and being taught by an instructor in the same location. This includes, but is not limited to, a physical classroom inside a school building, a gymnasium, a pool, an outdoor learning space, a space within the community, early childhood centers, or a field trip.

In-person instruction: Instruction in which pupils are together in a classroom, being taught by an instructor who is in the same classroom.

Instruction: Instruction is defined *for the specific purpose of the ESSER II & III Hours of Instruction data collection* as the scheduled time(s) during which pupils are being taught by instructors. This definition of instruction does not include other times such as recess or transferring between classes, which are included in the definition of hours of instruction under state law (Wis. Stats. § 121.02(1)(f) and Wis. Admin. Code § PI 8.01(2)(f)).

Instructional mode: The overall method by which instruction is provided during a given period in time, whether in-person, hybrid, virtual, remote, or otherwise.

Instructor: A licensed teacher.

Virtual/remote instruction: Instruction in which pupils are not together and being taught by an instructor in the same physical location. This includes instruction in which pupils are physically present in a classroom but the instructor is virtual.

Compiling the Data

LEAs have two options for compiling the hours of in-person and virtual/remote instruction reported to DPI:

1. **Use the DPI-provided workbook.** The workbook is designed for use by LEAs with a baseline level of records for the 2020-21 school year. Details on what records are needed and how to use the workbook are given in the “Workbook Instructions” section of this document.
2. **Use an alternative method.** An LEA with sufficiently detailed records available to determine its total in-person and virtual/remote instructional hours for 2020-21 may use an alternative method. The LEA must document its method, including an explanation of how the method complies with the definitions of in-person and virtual/remote instruction specified by Motion #16 and this guidance document.

Reporting to DPI

The form used for this data collection will first require the submitter to provide their contact information (name, title, email, and phone number). They will then be asked to select one of the following:

- “Our LEA is reporting a total number of hours of in-person instruction for the 2020-21 school year in order to receive additional ESSER II and/or ESSER III funds.”
- “Our LEA is not reporting a total number of hours of in-person instruction for the 2020-21 school year and therefore opting out of additional ESSER II and/or ESSER III funds.”

If the submitter selects the latter “opt-out” option, they will not be asked for further information and will only need to certify the form and provide an electronic signature.

Otherwise, the submitter will be asked to select one of the following:

- “Our LEA is using the DPI workbook to calculate a total number of hours of in-person instruction.” If this is selected, then a blank will appear in which to enter the LEA’s total number of hours.
- “Our LEA is using an alternative method to calculate a total number of hours of in-person instruction.” If this is selected, then three blanks will appear:
 - A blank to report the total number of hours of in-person instruction.
 - A blank to describe the LEA’s alternative method for calculating a total number of hours of in-person instruction.
 - A blank to describe how the LEA’s alternative method complies with the definition of in-person instruction specified by Motion #16.

Next, the submitter will be asked to select one of the following:

- “Our LEA is eligible for additional ESSER III funds and provided at least 50 percent of instructional hours in-person in the 2020-21 school year.”
- “Our LEA is not eligible for additional ESSER III funds and/or did not provide at least 50 percent of instructional hours in-person in the 2020-21 school year.”

If the submitter selects the first option, they will then select one of the following:

- “Our LEA is using the DPI workbook to calculate a total number of hours of virtual/remote instruction.” If this is selected, then a blank will appear in which to enter the LEA’s total number of hours.
- “Our LEA is using an alternative method to calculate a total number of hours of virtual/remote instruction.” If this is selected, then three blanks will appear:
 - A blank to report the total number of hours of virtual/remote instruction.
 - A blank to describe the LEA’s alternative method for calculating a total number of hours of virtual/remote instruction.
 - A blank to describe how the LEA’s alternative method complies with the definition of virtual/remote instruction specified in this guidance document.

Finally, the submitter will be asked to certify the form and provide an electronic signature.

Workbook Instructions

The workbook is designed to calculate the total hours of in-person and virtual/remote instruction, by school and class, based upon local records of which instructional modes were in use during what time periods, as well as the students who were enrolled and attending for in-person instruction. The workbook also compiles totals for each school to arrive at the grand total reported to DPI, as well as performing a basic data quality check.

What to Complete: In-Person or Virtual/Remote?

Motion #57 specifies that the bulk of additional ESSER III funds are used to provide a \$781 per pupil minimum for LEAs that provided at least 50 percent of their instructional hours as in-person, under the definitions used for this data collection.

If your LEA is eligible for additional funds under either or both of ESSER II and ESSER III, then you will need to compile and report your LEA’s total in-person hours of instruction (unless your LEA chooses to “opt out”). You only need to compile and report virtual/remote hours if your LEA is eligible for additional ESSER III funds and meets the 50 percent in-person threshold.

If your LEA is not eligible for additional ESSER III funds under Motion #57, or you are certain that your LEA does not meet the 50 percent in-person threshold, you are not required to compile or report data on virtual/remote hours of instruction. In this case be sure to select “Our LEA is not eligible for additional ESSER III funds and/or did not provide at least 50 percent of instructional hours in-person in the 2020-21 school year” in the Qualtrics form. That said, it may be beneficial to compile virtual/remote hours for making your data quality checking more straightforward.

Portions of this document that relate specifically to compiling and reporting virtual/remote hours of instruction are **highlighted in yellow**.

What You’ll Need

1. Your LEA’s 2020-21 school year instructional calendar.
2. A summary of the instructional modes provided during the 2020-21 school year—what they were and when they were offered (e.g. virtual the first 9 weeks, hybrid with A/B days and Wednesdays virtual the second 9 weeks, in-person the rest of the year).

3. Daily schedules showing times in class and other times (lunch, recess, passing time, etc.).
4. Data on which pupils were enrolled and attending for in-person instruction, and which were enrolled and attending for virtual/remote instruction.
5. The “ESSER II & III Hours of Instruction Workbook” Excel document available on the [ESSER In-Person Collection page](#).
 - a. The first tab, “LEA Total,” has general information and is used to compile the total reported to DPI.
 - b. Each school in your LEA will need its own copy of the “School & Class Worksheet,” which is the second tab of the workbook file.
 - c. The “Addtl Hours Worksheet” is used for in-person instructional hours related to specific IEP-required services, labs, or activities not otherwise included in the calculation. See step 5 on page 8 for details.
 - d. The workbook includes a list of the LEAs eligible for additional ESSER II and/or ESSER III funds that would need to compile and submit this data collection, in the “LEA List” tab.
6. Records for pupils who received IEP-required in-person special education and related services or other additional in-person instruction.

Step 1: Create a Schedule Template

Use your LEA’s 2020-21 calendar and summary of what instructional modes were provided when to create a template that can be used for each class in your school. The template will fill in columns C (Start Date) through H (Minutes). An elementary school may need to have a separate template for kindergarten and/or 4K.

1. Define each period where a particular instructional mode was used. Enter the *Start Date*, *End Date*, and *Days of Instruction Between Dates*.
 - a. Make sure to include only pupil contact days; do not include holidays, teacher work days, parent conferences, or other school closures.
 - b. Use the total days of instruction for this column—do not reduce the number for classes that do not meet every day (this will be taken care of by the next column).
2. Enter the *Fraction of Days In-Person* that describes how often a pupil enrolled for in-person instruction was physically present for each class. For example:
 - a. All virtual/remote: 0
 - b. In-person instruction:
 - i. Every day: 1
 - ii. 4 days per week with 1 virtual/asynchronous day: 4/5
 - iii. 3 days per week with 2 virtual/asynchronous days: 3/5
 - c. Hybrid instruction (pupils alternate with half in-person and half virtual):
 - i. Every day: 1/2
 - ii. 4 days per week with 1 virtual/asynchronous day: 2/5
 - d. Block schedules (in-person with alternate “A” and “B” class schedules)
 - i. Every day: 1/2
 - ii. 4 days per week with 1 virtual/asynchronous day: 2/5

3. Enter the *Daily Instructional Time with Licensed Teacher Present* where in-person pupils in a class would be physically present in the classroom with a licensed teacher, in hours and minutes.
 - a. For an elementary school, this will usually be the length of the school day minus time for meals and snacks, recess, and other breaks. If your school has pupils scheduled together by class for subjects such as music, art, or P.E., then you would not need separate times and schedules for those subjects so long as instruction in those subjects is provided in-person by a licensed teacher.
 - b. For a middle or high school, this will usually be the length of a class period.

Examples

Elementary school, in-person every day all year, 5 hours per day of instruction with a licensed teacher present (grades K-5). All pupils receive in-person instruction together on the same schedule, whether in their home classroom (e.g. “Ms. Bradley’s 2nd grade class”) or elsewhere for specific subjects (e.g. music, art, physical education):

Start Date	End Date	Days of Instruction Between Dates	Fraction of Days In-Person	Daily Instructional Time with Licensed Teacher Present	
				Hours	Minutes
9/8/2020	6/11/2021	176	1	5	0

Elementary school, virtual into late winter/early spring with a phased return to in-person instruction—grades 4K-2 returned on March 8 while 3-5 returned on April 12, and 4K is half-day:

	Start Date	End Date	Days of Instruction Between Dates	Fraction of Days In-Person	Daily Instructional Time with Licensed Teacher Present	
					Hours	Minutes
4K	9/8/2020	3/5/2021	113	0	2	30
4K	3/8/2021	6/11/2021	63	1	2	30
K-2	9/8/2020	3/5/2021	113	0	5	0
K-2	3/8/2021	6/11/2021	63	1	5	0
3-5	9/8/2020	4/9/2021	133	0	5	0
3-5	4/12/2021	6/11/2021	43	1	5	0

Middle school, virtual first 3 weeks, hybrid 4 days per week rest of first semester, in-person all second semester, 45-minute class periods:

Start Date	End Date	Days of Instruction Between Dates	Fraction of Days In-Person	Daily Instructional Time with Licensed Teacher Present	
				Hours	Minutes
9/8/2020	9/25/2020	14	0	0	45
9/28/2020	1/22/2021	74	2/5	0	45
1/25/2021	6/11/2021	88	1	0	45

High school, virtual first 3 weeks, block schedule with 1 virtual day per week rest of the year, except for 2 weeks all virtual due to a local COVID-19 outbreak:

Start Date	End Date	Days of Instruction Between Dates	Fraction of Days In-Person	Daily Instructional Time with Licensed Teacher Present	
				Hours	Minutes
9/8/2020	9/25/2020	14	0	1	30
9/28/2020	10/30/2020	24	2/5	1	30
11/2/2020	11/13/2020	10	0	1	30
11/16/2020	6/11/2021	128	2/5	1	30

Step 2: Create a Schedule for Each Class

Use a copy of the schedule template to create a schedule for each class. **Be sure to modify the template as appropriate if the class had different circumstances from the school as a whole.**

- If the class was virtual for a period of time, such as with a teacher temporarily providing virtual instruction due to a potential COVID-19 exposure, the class schedule would need to be modified from the template to reflect the virtual instruction.
- Pupils physically present in a classroom where instruction is provided virtually, such as a world language class with one teacher presenting virtually to multiple locations, are not counted for in-person instruction.
- Consult the FAQ for information on other scenarios.

Examples

Note: The *User Comment/Reference* column is not required; use it to enter notes as needed.

Class on the same schedule as the school all year:

Class	Teacher	Start Date	End Date	Days of Instruction Between Dates	Fraction of Days In-Person	Daily Instructional Time with Licensed Teacher Present	
						Hours	Minutes
Algebra 1st Hour	Adams	9/8/2020	9/25/2020	14	0	0	45
Algebra 1st Hour	Adams	9/28/2020	1/22/2021	74	2/5	0	45
Algebra 1st Hour	Adams	1/25/2021	6/11/2021	88	1	0	45
Algebra 3rd Hour	Adams	9/8/2020	9/25/2020	14	0	0	45
Algebra 3rd Hour	Adams	9/28/2020	1/22/2021	74	2/5	0	45
Algebra 3rd Hour	Adams	1/25/2021	6/11/2021	88	1	0	45

One teacher virtual for 2 weeks due to COVID-19 exposure:

Class	Teacher	Start Date	End Date	Days of Instruction Between Dates	Fraction of Days In-Person	Daily Instructional Time with Licensed Teacher Present	
						Hours	Minutes
2nd Grade	Bradley	9/8/2020	1/19/2021	85	1	5	0
2nd Grade	Bradley	1/20/2021	2/2/2021	10	0	5	0
2nd Grade	Bradley	2/3/2021	6/11/2021	81	1	5	0

Step 3: Add Enrollment/Attendance Data for Each Class

With class schedules set up, the final step is to add average counts of pupils who were in-person and pupils who were virtual/remote.

- *Avg. Present for In-Person Instruction* is the average number of pupils enrolled in the class during that particular period of time for in-person instruction. Do not reduce the average for temporary, short-term absences that would occur in a typical school year (e.g. medical appointments, co-curriculars, excused absences). The average should include pupils who enroll partway into that time period or switch between in-person and virtual/remote.
- *Avg. Virtual/Remote* is the average number of pupils enrolled in the class for virtual/remote instruction. It should also reflect pupils who enroll during the period or switch between in-person and virtual/remote.
- Consult the FAQ for specific scenarios.

Once those two columns are populated, the worksheet will add them and display the result under *Total Avg. Daily Attendance*. It will also calculate the *Total Hours of In-Person and Virtual/Remote Instruction* for that class and time period, which are:

$$\begin{aligned} \text{Total Hours of In-Person Instruction} = \\ \text{Days of Instruction Between Dates} \times \text{Fraction of Days In-Person} \\ \times (\text{Hours} + \text{Minutes}/60) \times \text{Avg. Present for In-Person Instruction} \end{aligned}$$

$$\begin{aligned} \text{Total Hours of Virtual/Remote Instruction} = \\ [\text{Days of Instruction Between Dates} \times (\text{Hours} + \text{Minutes}/60) \\ \times (\text{Avg. Present for In-Person Instruction} + \text{Avg. Virtual/Remote})] \\ - \text{Total Hours of In-Person Instruction} \end{aligned}$$

Example

This class started all-virtual with 24 pupils. The rest of the first semester it was hybrid (“A” group Monday-Tuesday, cleaning Wednesday, “B” group Thursday-Friday) with 20 pupils in-person (10 each in the “A” and “B” groups) and 4 virtual. In the second semester the class was in-person every day, and 2 of the formerly virtual pupils switched to in-person:

Days of Instruction Between Dates	Fraction of Days In-Person	Daily Instructional Time with Licensed Teacher Present		Avg. Present for In-Person Instruction	Avg. Virtual or Remote	Total Avg. Daily Attendance	Total Hours of In-Person Instruction	Total Hours of Virtual/Remote Instruction
		Hours	Minutes					
14	0	0	45	0	24	24	-	252
74	2/5	0	45	20	4	24	444	888
88	1	0	45	22	2	24	1,452	132

Step 4: Compile Totals for Each School

Once all of the class data for a school is entered, calculated total hours for in-person and virtual/remote instruction are shown on the top of the “School & Class Worksheet.” Whoever is completing the data collection will need to collect a worksheet for each school and then use the “LEA Total” tab of the ESSER II & III Hours of Instruction Workbook to compile overall totals for all schools in the LEA, which will be used for reporting to DPI.

Step 5: Compile Additional In-Person Hours

In addition to the class- and instructional mode-based hours of in-person instruction, LEAs may also count in-person instructional hours not included in that calculation. These could include in-person special education and related services specified by pupil IEPs, as well as labs or other in-person activities that were provided while the overall instructional mode was virtual/remote.

The “Addt'l Hours Worksheet” workbook tab can be used to compile additional hours of in-person instruction. It is similar to the “School & Class Worksheet” but there are important differences.

To use the “Addt'l Hours Worksheet” you will need to enter the following information:

1. The specific *Activity, Lab, or IEP-Required Service* for which additional in-person instructional hours are being included.
2. The *Licensed Teacher or Special Education and Related Services Provider* providing in-person instruction for the specific activity.
3. The *Start Date* and *End Date* of the in-person instructional activity.
4. The *Number of Occurrences* where the in-person instructional activity took place.
5. The *Time with Licensed Teacher/Provider Each Occurrence*, in hours and minutes, giving the amount of time for each occurrence of the in-person instructional activity where pupils were physically present in the same location as the licensed teacher or special education and related services provider.
6. The *Number of Pupils Present/Served* each time the in-person instructional activity was held.
7. Whether or not the pupils and hours of the activity, lab, or IEP-required service are already included in the virtual/remote total; if so then select “Yes” for *Pupils in Virtual/Remote Hours?*, otherwise select “No.” (This is to address potential double-counting of hours.)

The worksheet will calculate the *Additional Hours of In-Person Instruction* for the activity:

$$\begin{aligned} & \text{Number of Occurrences} \times (\text{Hours} + \text{Minutes}/60) \\ & \times \text{Number of Pupils Present/Served} = \text{Additional Hours of In-Person Instruction} \end{aligned}$$

At the top of the “Addt'l Hours Worksheet,” two totals are shown:

- *Additional In-Person Instructional Hours While Virtual/Remote* is simply the total of all the additional hours calculated on this worksheet.
- *Hours to Remove from Virtual/Remote Total* is a total that includes only the hours where “Yes” has been selected for *Pupils in Virtual/Remote Hours?* (column I). These hours will be backed out of the virtual/remote total on the “LEA Total” worksheet so that they are not counted in both the in-person and virtual/remote totals.

One-on-one in-person activities, such as a physical therapist serving individual pupils throughout the day, can be combined into a single activity. In this case an “occurrence” would be a day, the *Time with Licensed Teacher/Provider Each Occurrence* would be the total hours and minutes of in-person, one-on-one instructional activities, and the *Number of Pupils Present/Served* would be 1.

The following points must be considered when compiling the additional in-person hours:

- Additional in-person hours are added to the in-person hours calculated by school, class, and instructional mode. Do not count additional hours already counted as in-person.
- Additional in-person hours must meet the definition of in-person instruction.
- Additional in-person hours are only added for the times that a pupil would otherwise be receiving virtual or remote instruction if not for the IEP-required service, lab, or activity. If your LEA was using a hybrid model, do not include hours on days when the pupil is already present for in-person instruction and included in a school’s calculated in-person hours.
- IEP-required transportation and other specified services provided by paraprofessionals may not be counted as in-person hours.
- If a pupil’s IEP specified a placement outside the LEA, the requirement for in-person instruction by a licensed teacher or related services provider in the same physical location still applies. Times that would not be included in your own school, such as meals or other break times, may not be included for placements.

Once you have finished compiling the additional in-person hours **and hours to remove from your virtual/remote total**, transfer the data to the “LEA Total” worksheet. Spaces are included at the bottom of the “Total In-Person and Virtual/Remote Hours for Each School” section. **The total virtual/remote hours to remove may not be greater than the total additional in-person hours.**

Examples

A virtual biology class held an outdoor field lab. The lab was 2.5 hours and there were 12 pupils present with the teacher:

Activity, Lab, or IEP-Required Service	...	Start Date	End Date	Number of Occurrences	Time with Licensed Teacher/Provider Each Occurrence		Number of Pupils Present/Served	Pupils in Virtual/Remote Hours?	Additional Hours of In-Person Instruction
					Hours	Minutes			
Biology Field Lab		9/24/2020	9/24/2020	1	2	30	12	Yes	30

A tech ed teacher provided in-person shop instruction for their three classes, which were otherwise virtual, on 15 Fridays during the first semester. Each class was 1 hour, and the three classes had enrollments of 6, 10, and 8:

Activity, Lab, or IEP-Required Service	...	Start Date	End Date	Number of Occurrences	Time with Licensed Teacher/Provider Each Occurrence		Number of Pupils Present/Served	Pupils in Virtual/Remote Hours?	Additional Hours of In-Person Instruction
					Hours	Minutes			
Tech Ed Welding	...	9/8/2020	1/22/2021	15	1	0	6	Yes	90
Tech Ed CNC	...	9/8/2020	1/22/2021	15	1	0	10	Yes	150
Tech Ed Woods	...	9/8/2020	1/22/2021	15	1	0	8	Yes	120

A physical therapist provided IEP-required one-on-one therapy services on Tuesdays and Thursdays during the first semester, which was otherwise virtual. There were 17 Tuesdays on which were scheduled 3 hours and 20 minutes of one-on-one physical therapy services, and 16 Thursdays on which 1 hour and 40 minutes were scheduled:

Activity, Lab, or IEP-Required Service	...	Start Date	End Date	Number of Occurrences	Time with Licensed Teacher/Provider Each Occurrence		Number of Pupils Present/Served	Pupils in Virtual/Remote Hours?	Additional Hours of In-Person Instruction
					Hours	Minutes			
PT Tuesdays	...	9/8/2020	1/19/2021	17	3	20	1	Yes	60
PT Thursdays	...	9/10/2020	1/21/2021	16	1	40	1	Yes	27

A speech and language therapist provided IEP-required one-on-one therapy services to a 3-year-old pupil, half an hour twice a week for the entire school year. The pupil is not otherwise included in any class's hours of instruction (either in-person or virtual/remote):

Activity, Lab, or IEP-Required Service	...	Start Date	End Date	Number of Occurrences	Time with Licensed Teacher/Provider Each Occurrence		Number of Pupils Present/Served	Pupils in Virtual/Remote Hours?	Additional Hours of In-Person Instruction
					Hours	Minutes			
S/L for X.X.	...	9/8/2020	6/11/2021	68	0	30	1	No	34

Step 6: Data Quality Check

The Data Quality Check section of the "LEA Total" tab is used to determine estimates for the purpose of conducting a basic reasonability check before you submit your data. There are three identical sections labeled for Elementary Schools, Middle Schools, and High Schools, but as some schools do not map cleanly into this model you may use some or all of these sections as is most appropriate for your LEA.

IMPORTANT! The amounts calculated in the Data Quality Check section are not reported to DPI. They are solely for your own reference as a reasonability check.

Each section includes the same six items:

1. *Enrollment (Third Friday)*: Use the Third Friday of September headcount reported to DPI.
2. *Percent In-Person*: Enter the approximate percentage of pupils who chose in-person instruction in 2020-21. Do not prorate based on the amount of time your LEA was all virtual/remote—for example, if you were in-person the second semester and 75 percent of pupils chose in-person instruction, then enter 75%.
3. *Full In-Person Days*: Enter the number of instructional days on which most or all pupils who chose in-person instruction were physically present at school. Do not include holidays, teacher work days, parent conferences, or other school closures.
4. *Hybrid Days*: Enter the number of instructional days on which you operated a hybrid model, with roughly half of the pupils who chose in-person instruction physically present at school. The calculation will assume half of pupils were present on those days. Do not include days when schools were closed for cleaning.
5. *Full Virtual/Rem. Days*: Enter the number of instructional days on which most or all pupils were receiving virtual/remote instruction.
6. *Length of Day (H:MM)*: Enter the length of a scheduled in-person instructional day in hours and minutes. If the length of the day was modified during the school year, use either an average or the length of day in effect over the longest time.
7. *Lunch/Recess/Breaks*: Enter the length of time, in hours and minutes, that in-person pupils were scheduled not to be in the classroom for lunch, recess, or other breaks. Again, if schedules changed then use an average or the most-used schedule during the year.

Provide a best estimate for each item—if your in-person instructional model was not quite full or hybrid, use the one that more closely matches what was used. Each section will calculate in-person and virtual/remote estimates, and then the total estimates to be used for comparison are shown at the bottom.

The estimates are calculated as:

$$\text{Est. In-Person Hours} = \text{Enrollment (Third Friday)} \times \text{Percent In-Person} \\ \times \text{Full In-Person Days} \times (\text{Hybrid Days} \div 2) \times (\text{Length of Day} - \text{Lunch/Recess/Breaks})$$

$$\text{Est. Virtual/Remote Hrs.} = [\text{Enrollment (Third Friday)} \\ \times (\text{Full In-Person Days} + \text{Hybrid Days} + \text{Full Virtual Days}) \\ \times (\text{Length of Day} - \text{Lunch/Recess/Breaks})] - \text{Est. In-Person Hours}$$

Again, these estimates are for you to use as a reasonability check. **Do not report them to DPI.**

Step 7: Report to DPI

After steps 1 through 6 have been completed, the in-person and virtual/remote totals to be reported will be shown at the bottom of the page on the “LEA Total” tab, next to “**GRAND TOTAL HOURS TO REPORT TO DPI.**” Only these totals will be reported to DPI, but you should keep copies of your workbook and source data on file in case of potential future audits or other reviews. See the Reporting to DPI section on page 2 for information on the reporting form.