

ESSER 3.0 Public Plan for Remaining Funds Addendum Guidance

2023

Local educational agencies (LEAs) are required to update the ESSER 3.0 Public Plan every six months through Sept. 30, 2023. Each time, LEAs must seek public input on the plan and any revisions and must take such input into account.

Each LEA must complete the addendum and upload it to ePlan in the LEA Document Library (**March 1 and Sept. 15**). The LEA must also post the addendum to the LEA's website. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website. The plan intends to provide transparency to stakeholders.

Please consider the following when completing the addendum:

- On the summary page, the amounts should total the carryover amount for FY24 for each relief fund: ESSER 2.0 and ESSER 3.0.
- The LEA must respond to all questions in the document.
- The stakeholder engagement responses should closely align with the stakeholder engagement in the Health and Safety Plan.
- The LEA should ensure it uses multiple models of engagement offered to stakeholders. Examples may include surveys, in-person or virtual committee meetings, town hall meetings, or other inclusive engagement opportunities.
- LEAs should engage all applicable groups noted in meaningful consultation during the crafting of the plan and when making any significant revisions or updates to the plan.
- The number of stakeholders engaged should represent the composition of students. For example, if students with disabilities make up 15 percent of students, then 10-20 percent of respondents should represent this subgroup.
- Ensure the stakeholder engagement happened prior to the development/revision of the plan.
- Plans require local board approval and public posting.
- LEAs must update the ESSER Public Plan at least every six months through Sept. 30, 2023, seek public input on the plan and any revisions, and take such input into account.
- The American Rescue Plan (ARP) Act requires LEAs to post plans online in a language that parents/caregivers can understand, or it is not practicable to provide written translations to an individual with limited English proficiency, be orally translated. The plan also must be provided in an alternative format accessible, upon request, by a parent who is an individual with a disability as defined by the Americans with Disabilities Act.

ESSER 3.0 Public Plan for Remaining Funds

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. Funding provided to states and local educational agencies (LEAs) helps safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation’s students.

In the fall of 2021, LEAs developed and made publicly available a *Public Plan - Federal Relief Spending*. All plans were developed with meaningful public consultation with stakeholder groups. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA’s publicly available website.

The following information is intended to update stakeholders and address the requirement.

General Information

LEA Name: *Robertson County Schools*
 Director of Schools (Name): *Ms. Melanie Dickerson, Interim*
 ESSER Director (Name): *Dr. Emily Hollingsworth*
 Address: *801 M.S. Couts Blvd. Springfield, TN 37172*
 Phone #: *615-384-5588*
 District Website: <https://www.rcstn.net>
 Addendum Date: *September 7, 2023*

Total Student Enrollment:	11,598
Grades Served:	PreK-12
Number of Schools:	23

Funding

ESSER 2.0 Remaining Funds:	\$128,638.60
ESSER 3.0 Remaining Funds:	\$4,856,268.49
Total Remaining Funds:	\$4,984,907.09

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		\$445,378.48
	Summer Programming		
	Early Reading		
	Interventionists		\$5,000
	Other		
	Sub-Total		\$450,378.48
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		
	Special Populations		\$50,015.63
	Mental Health		\$154,122.22
	Other		\$398,239.79
	Sub-Total		\$602,377.64
Educators	Strategic Teacher Retention		\$10,750
	Grow Your Own		
	Class Size Reduction		
	Other	\$5,000	\$66,392.60 \$51,288.00
	Sub-Total		\$128,430.60
Foundations	Technology		
	High-Speed Internet		
	Academic Space (facilities)	\$123,638.60	\$3,558,770.32
	Auditing and Reporting		\$116,311.45
	Other		
	Sub-Total	\$123,638.60	\$3,675,081.77
Total		\$128,638.60	\$4,856,268.49

Academics

1. Describe strategic allocations to accelerate **Academic Achievement**, including how allocations support the investments identified in the district's needs assessment.

After School Tutoring Program

Tutoring is available for students in grades K-12 for at least three hours per week for 26 weeks for K-8 programs and 24 weeks for high school programs. Students are selected for the program based on risk database criteria and reevaluated every quarter. The district tutoring program is designed to address student achievement data in Literacy, ELA, and Mathematics at all grade levels and credit recovery and ACT prep at the high school level as referenced in the Academics section of the district needs assessment.

Summer School

In conjunction with State and local Funding, ESSER funds support Summer School programming made available to kindergarten through High School students based on assessment data and individual course grades. Summer programming is designed to address student achievement data in Literacy, ELA, and Mathematics at all grade levels and credit recovery and ACT prep at the high school level as referenced in the Academics section of the district needs assessment and to help accelerate and make up for lost learning and credits.

Contract Instrumental and Vocal Specialists

Funds for Instrumental and vocal specialists to identify, remediate, and realign instructional gaps in music instruction have been allocated to address learning loss from the 2020-2021 school year.

2. Describe initiatives included in the "other" category.

Not Applicable

Student Readiness

1. Describe strategic allocations to support **Student Readiness** and the School-Related Supports necessary to access high-quality instruction, including how allocations support the investments identified in the district's needs assessment.

Translator at Springfield High School

Funding for a full-time translator at Springfield High School to address and support student subgroups. Springfield High School has the highest rate of growth for newcomer students in the district. Translator responsibilities include but are not limited to translating parent phone calls and parent meetings, translating written documentation for communication with families, and providing translation services for the newcomer student group. This position addresses the need for effective instructional strategies, materials, and well-trained staff (including educational assistants and other support personnel) to meet the needs of underrepresented student subgroups, and intervention materials for students with skill deficits to assist in mitigating learning loss.

Behavior Technicians (Paraprofessionals)

Four District Behavior Technicians (Paraprofessionals) have been added to the Student Readiness section to provide ongoing consultation and support for school teams with students experiencing behavioral challenges. This initiative addresses expansion of mental health support services referenced in the Needs Assessment.

2. Describe initiatives included in the “other” category.

Personalized Learning Programs

Funding for the following district-wide licenses for online personalized learning programs with resources designed for Student Readiness and as supports necessary to access high-quality instruction as well as mitigating learning loss:

- Discovery Education- Discovery Education content is curated by topic and grade-level, combined with the tools to differentiate instruction which include resources to mitigate learning loss through a focus on accelerated learning. The Discovery Education program addresses student achievement data at all grade levels in Literacy, ELA, and Mathematics. This program supports high quality instruction by providing students an opportunity to make up for lost learning opportunities and regain lost credits via a web-based self-paced program as referenced in the Readiness section of the district needs assessment.
- Odyssey Ware- Odyssey Ware is used for credit recovery for students who are behind on coursework. The program will be used during the extra-time and support block and during after-school tutoring. This software allows for personalized learning and instruction so that instruction is tailored to each student's individual level and needs. Addressing the 212% increase in credit requests from the 2020-2021 school year referenced in the Readiness section of the district needs assessment.
- ACT Prep Online- Funding for student licenses of ACT Online Prep for 10th and 11th grade students to be implemented during the extra-time and support block and during after-school tutoring. The ACT Online Prep program allows students to access personalized practice for the ACT to improve and achieve their ACT goals. This software will address the need to increase ACT scores so that they fall at or above the state average in all areas referred to in Academics and Readiness sections of the district needs assessment. Implementation of this program is designed to meet the challenges caused by closure of ACT testing centers during the pandemic interrupting the typical schedule followed by RCS junior year students. These closings and schedule changes impacted ACT participation and performance. This software also supports the need to strengthen high school transitional pathways to increase student ACT participation in the junior year of high school and the number of “ready graduates” overall in Robertson County.
- Achieve 3000- Achieve3000® Literacy is designed to help students advance their nonfiction reading skills by providing differentiated online instruction. Teachers can differentiate assignments so that they are tailored to each student's reading ability level. The Achieve 3000 program addresses student achievement data at all grade levels in Literacy, and ELA. This program supports high-quality instruction by providing students an opportunity to make up for lost learning opportunities via a web-based self-paced program as referenced in the Readiness section of the district needs assessment.
- Amplify Close Reading- Amplify Close Reading for Middle School students is personalized reading instruction and practice designed to help students improve their reading fluency, close reading skills, and comprehension. This program supports high-quality instruction by providing students an opportunity to make up for lost learning opportunities and regain lost learning in reading comprehension via a web-based self-paced program as referenced in the Readiness section of the district needs assessment.
- iCEV/CDX: Fundamentals of Automotive and iCEV online CTE Curriculums. *(These programs are for the Vocational Program and therefore do not count toward the 20 percent learning loss requirement.)*

Band Instrument Replacement

Funding for band instrument replacement will allow for student participation without the need to share, providing opportunities for band instruction that aligns with current CDC recommendations regarding classes that experience increased exhalation and droplet spread. The increase in instruments for classes will also allow for students to have more hands-on experience with the four domains required to accomplish the fine arts standards. Addressing the identified need for high quality personalized materials to combat learning loss, the dropout rate, and disengagement. An additional antidote to address these issues are sound systems which will provide the means to amplify metronomes, drones, and tuners for our instrumental music classrooms, as well as providing a means for teachers to play audio examples for students of ensembles and soloists therefore providing modeling.

Educators

1. Describe strategic allocations to **Recruit, Retain and Support Educators and School Personnel**, including how allocations support the investments identified in the district's needs assessment.

Math Mentor/Contract Consultant

Funds for a Contract Consultant to work with math educators and administrators on growth plans and plans of improvement with an emphasis on addressing reduction in the math achievement gap that exists among the accountability subgroups and addressing learning loss/acceleration within traditionally underserved populations. This consultant will serve as a mentor/coach for new or struggling middle and high school math teachers, based on numeracy/math as an identified need. To meet the district recruitment and retention goals. Considering the COVID-19 related challenges impacting all faculty and staff, the district prioritized funding for an independent, contract consultant to work with educators and administrators to assist in bridging the achievement gap within traditionally underserved populations.

2. Describe initiatives included in the "other" category.

Training and Professional Development for Educational Assistants and RTI Interventionists

Funding for stipends for specialized training will be provided to Educational Assistants and RTI interventionists. This training will focus on identifying gaps in student knowledge and responding with calibrated materials and instruction. The goal of this initiative is to ensure that programs are aligned and implemented with fidelity and consistency. Walk-through feedback will be utilized to measure implementation of training strategies. These initiatives were developed to meet the needs identified in the Educators section of the district needs assessment regarding an increased need for effective instructional strategies, materials, and well-trained staff (including educational assistants). Additionally, this initiative is designed to meet the needs of underrepresented student subgroups with skill deficits to assist in mitigating learning loss. Professional development will include but will not be limited to addressing learning loss and specific strategies for meeting various learning needs in reading and math. Funding to contract with The New Teacher Project to continue work with academic coaches and administrators to improve reading in grades K-8 and training to support SEL and mental health needs of students.

Foundations

1. Describe strategic allocations to **Strengthen Structural Expectations**, including how allocations support the investments identified in the district’s needs assessment.

Greenbrier Middle School & Westside Elementary HVAC Renovation Projects

To address facility needs and deferred maintenance/infrastructure and overcrowding funds will be used for a renovation project at Greenbrier Middle School. Additional Capital Outlay funds will be used for a New HVAC system at Westside Elementary to reduce the risk of airborne transmission of the COVID-19 virus and increase the safety of in-person learning.

ESSER Facilities Manager

This position supports the additional auditing and reporting necessary to ensure compliance with Davis-Bacon and other statutory requirements.

2. Describe initiatives included in the “other” category.

Not Applicable

Monitoring, Auditing, and Reporting

1. Outline how the LEA is continuing to actively monitor allocations; conducting interim audits to ensure an appropriate application of funds; collecting and managing data elements required to be reported; and reporting this information to the community.

The Federal Programs Supervisor, the ESSER Grant Coordinator, the ESSER Project Manager for facilities, and the Federal Projects Purchasing Agent work together to actively monitor ESSER grant allocations and prepare program budgets, schedules, and budget amendments to ensure compliance with statutory requirements. The ESSER Grant Coordinator will collect and manage all required data elements by developing systems of collaboration with relevant program directors and supervisors in the collection of required data elements. The ESSER Project Manager for facilities will oversee ESSER-funded facilities projects and collect the documentation necessary for fiscal management to ensure federal compliance including the Davis-Bacon Act on all facilities projects. Required reporting elements will be posted on the Robertson County ESSER public site for public comment. The Federal Programs Supervisor and the Federal Projects Purchasing Agent will audit all purchases prior to the obligation of funds to ensure funds are expended as approved in the ESSER grant applications and prior to requesting grant reimbursements. The Federal Programs Supervisor, the ESSER Grant Coordinator, and the Federal Projects Purchasing Agent will work together to maintain documentation necessary for year-end audit reporting. The ESSER Grant Coordinator will develop systems for assuring compliance with program requirements, monitoring program activities for progress and compliance, and evaluating program results against stated objectives. The Federal Programs Supervisor will also develop program goals in collaboration with district and school leaders, teachers, and other stakeholders. The Federal Programs Supervisor is paid from consolidated administration, the ESSER Facilities Project Manager is paid for out of ESSER funds, and the ESSER Grant Coordinator and Federal Projects Purchasing Agent are paid for out of state and local funds. Upon clarification of required monitoring, auditing, and reporting elements at the state and federal levels, Robertson County Schools will update the procedures for ensuring compliance if necessary.

2. Describe how the LEA is meeting the requirements to spend 20 percent of **the total ESSER 3.0 allocation** on direct services to students to address learning loss, or indicate participation in TN ALL Corps.

After School Tutoring Program

The district will meet the requirement to spend 20% of ESSER 3.0 on direct services to students to address learning loss through funding a district tutoring program delivered through afterschool programming and transportation targeted to intervene and support students with skill deficits in all subgroups. Transportation will be provided to remove barriers to this additional instruction.

Summer School

In conjunction with State and local Funding, ESSER funds support Summer School programming made available to kindergarten through High School students based on assessment data and individual course grades. Summer programming is designed to address student achievement data in Literacy, ELA, and Mathematics and credit recovery and ACT prep at the high school level at all grade levels as referenced in the Academics section of the district needs assessment and to help accelerate and make up for lost learning and credits.

Math Mentor/Coach for New Teachers

This consultant will provide comprehensive programming in response to the academic, social, emotional, and mental health needs of students, particularly subgroups of students disproportionately impacted by the pandemic.

#2- CONTINUED

Translator at Springfield High School

Funding for a full-time translator at Springfield High School to address and support student subgroups. Springfield High School has the highest rate of growth for newcomer students in the district. Translator responsibilities include but are not limited to translating for parent phone calls and parent meetings, translating written documentation for communication with families, and providing translation services for the newcomer student group. This position addresses the need for effective instructional strategies, materials, and well-trained staff (including educational assistants and other support personnel) to meet the needs of underrepresented student subgroups, and intervention materials for students with skill deficits to mitigate learning loss.

Stipends and Professional Development for Educational Assistants

Additionally, stipends for specialized training will be provided to educational assistants. This training will focus on identifying gaps in student knowledge and responding with calibrated materials and instruction.

Behavior Technicians (Paraprofessionals)

Four District Behavior Technicians (Paraprofessionals) have been added in the Student Readiness section to provide on-going consultation and support for school teams with students experiencing behavioral challenges. This initiative addresses expansion of mental health support services referenced in the Needs Assessment.

Contract Instrumental and Vocal Specialists

Contract instrumental and vocal specialists to provide remediation/intervention both during school and afterschool hours in the music and choral classrooms to address learning loss from the 2020-2021 school year.

Personalized Learning Programs

The district will also fund licenses for Discovery Education, Odyssey Ware, ACT Prep Online, Achieve 3000®, and Amplify Close Reading. These online personalized learning programs provide student access to high quality, self-paced online materials to regain lost learning.

Family and Community Engagement

1. Describe how the LEA has continued to engage in meaningful consultation with stakeholders in the development of the revised plan.

Robertson County Schools utilized a variety of methods to engage in meaningful consultation with stakeholders in the development of the revised plan. The district posted updates and collected feedback on a dedicated informational webpage disseminated ESSER Mid-Year Review Newsletters featuring plan highlights, and a link to gather public input. The district held community information sessions and presentations, shared information on social media channels and through direct messaging to parents and media. The district leadership held live streamed meetings. Live streamed meetings were publicized and made accessible to all stakeholders. The Director of Schools has gathered feedback during conference calls with county Commissioners and task force members. To connect with and inform as many stakeholders as possible, we surveyed our community with a district Family Engagement Survey, solicited public feedback from community and civic organizations through the local Spanish Radio Station, articles in The Connection and The Smokey Barn News. We utilized our network partners to disseminate and extend our reach to community and civic partners throughout the county.

2. Describe how the LEA engaged at minimum 10 percent of the total stakeholders engaged vs. responses received in the development of the revised plan.

The district engaged in meaningful consultation with Elected Officials and School Board Members through Board of Education Planning Sessions and meetings which featured information sessions and presentations which were live streamed. These meetings were publicized and made accessible to all stakeholders. Principals/School Leaders, School and District Administrators, and Special Education Administrators were provided with updates during monthly meetings. The district hosts Leadership Robertson annually and updates membership regarding ESSER funding and expenditures. An ESSER Mid-Year Review Newsletter featuring plan highlights, revisions, and a link for public input was distributed to all Robertson County staff and to parents and students through a school Messenger text and follow-up email. Additionally, two informational newspaper articles were published in The Connection and The Smokey Barn News. An ongoing dedicated informational ESSER webpage has been live since August 2021 updates have been posted, and ongoing feedback has been collected. We utilized our network partners (Robertson County Finance Department, Robertson County Health Department, Robertson County Chamber of Commerce, The Robertson County Family Resource Center, Spanish Speaking community radio, Bransford Community Center, CASA of Robertson, Springfield Lions Club, Mid-Cumberland Human Resource Agency, TN Kids Nutrition Inc., United Way, Rotary, Kiwanis, Big Brothers/Big Sisters, C.O.P.E., Greater Faith Action Corp., the Down Syndrome Association, and the Robertson County COVID Task Force) to disseminate and extend our reach to community and civic partners throughout the county including but not limited to Civil Rights Organizations, Disability Rights Organizations, Interest Groups supporting Students with Disabilities, Interest Groups supporting English learners, Interest Groups supporting Children Experiencing Homelessness, Interest Groups supporting Children in Foster Care, Interest Groups supporting Migratory students, Interest Groups supporting Students who are Incarcerated, and Interest Groups supporting Underserved Students.

3. Describe how the LEA engaged a representation of a diverse population of stakeholders.

Robertson County Schools engaged a representation of our diverse population of stakeholders through the following Public Input Opportunities: <i>All ESSER information disseminated has been translated.</i>	
Group	Mode(s) of Engagement
Students	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release,
Families	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release, Parent/Family Survey, Title I Parent Engagement Sessions, District Parent Planning Sessions
Elected Officials and School Board Members	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Board of Education Updates, Board Planning Sessions, ESSER Finance Team Meeting and Survey, Smokey Barn News & Robertson Connection Articles, Press Release, Health Clinic Orientation Session
School and District Administrators	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Virtual Staff Meeting, School Administrative Retreat, ESSER Finance Team Meeting, Monthly Administrative Meetings, Instructional Leadership Meetings Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release, Health Clinic Orientation Session
Special Education Administrators	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Virtual Staff Meeting, Administrative Retreat, Monthly Administrative Meetings, Instructional Leadership Meetings, Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release, Special Education Parent Advisory Meetings, Child Find Meeting, Special Education Summit
Principals	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, School Improvement Planning Session, Administrative Retreat, Monthly Administrative Meetings, Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release, Administrative Inservice, Education Satisfaction Survey
School Leaders	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, School Improvement Planning Session, ESSER Finance Team Meeting, Leadership Robertson, COVID Task Force, Health Team Meetings, Instructional Leadership Meetings, Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release, Health Clinic Orientation Session, District Administrative Inservice, District Planning Sessions
Other Educators	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Leadership Robertson, Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release, Teacher Advisory Committee Meetings, Health Clinic Orientation Session
School Staff	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Faculty Meetings Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release, Teacher Advisory Committee Meetings
Civil Rights Organizations	Community Feedback Survey, School Messenger text, Email District ESSER Webpage Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release, Reach Message through Chamber and Partners, District Parent Planning Sessions
Disability Rights Organizations	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release, Reach Message through Chamber and Partners, Special Education Parent Advisory Meetings, District Parent Planning Sessions, Special Education Parent Advisory Meetings, Child Find Meeting, Special Education Summit
Students with Disabilities	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release, Reach Message through Chamber and Partners, Special Education Parent Advisory Meetings, District Parent Planning Sessions, Special Education Parent Advisory Meetings, Child Find Meeting, Special Education Summit
English learners	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Mid-Year Review Newsletter and Survey, Public Service Announcement on the local Spanish Radio Station, Smokey Barn News & Robertson Connection Articles, Press Release, Reach Message through Chamber and Partners, ELL Summer Family Engagement Information Meetings
Children Experiencing Homelessness	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release, Reach Message through Chamber and Partners, Connecting Robertson County Outreach activities, Family Resource Center Programming
Children in Foster Care	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release, Reach Message through Chamber and Partners
Migratory students	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release, Reach Message through Chamber and Partners, Migrant Information Session & Survey, Migrant Parent Advisory Committee Meetings
Students who are Incarcerated	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release, Reach Message through Chamber and Partners, Disciplinary Outreach and Transitional Meetings
Underserved Students	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Mid-Year Review Newsletter and Survey, Smokey Barn News & Robertson Connection Articles, Press Release, Reach Message through Chamber and Partners
Other:	Community Feedback Survey, School Messenger text, Email District ESSER Webpage, Leadership Roll COVID Task Force, Health Team Meetings, Mid-Year Review Newsletter Survey, Smokey Barn News & Robertson Connection Articles, Press Release, Reach Message through Chamber and Partners
4.	

4. Describe how the LEA used multiple modes of engagement (such as surveys, scheduled in-person or virtual meetings, and town halls) to gain input from stakeholders in the development of the revised plan.

The district has continued to utilize social media channels and direct messaging to inform all stakeholders and the media. Updates regarding the use of ARP ESSER funds were provided on a regular basis at Robertson County School Board of Education meetings which continue to be live streamed and publicized to ensure accessibility to all stakeholders. The Director of Schools continues to gather feedback during conference calls and meetings with county officials and stakeholders. The Supervisor of Federal Programs requested stakeholder feedback as part of an interview on a local radio show. The district hosts Leadership Robertson and updates membership regarding ESSER funding and expenditures annually. Additionally, the Robertson County School System maintains an ESSER webpage on the district site to keep all stakeholders informed regarding ESSER funding plans and programs. The website includes basic information on ESSER, frequently asked questions, Robertson County's Health and Safety Protocols, an Overview Webinar, a link to ask questions, and a link to the Mid-Year Review News Update and Survey. The webpage and all other communications are accessible in Spanish as well as English.