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Applicant: 07 0695 CAMDEN CO. EDUCATIONAL SERVICES COMMISSION - Camden

ARP Non Title I ▾

Application: ARP Non Title I - 00-

Project Period: 1/1/2022

Cycle: Original Application

- 12/31/2022

Needs	Safe Return	LEA Plan for Use of Funds	
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LEA Plan for Use Of Funds

1. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning; ([count] of 2000 maximum characters used)

Not applicable to the CCESC operation.

2. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year; ([count] of 2000 maximum characters used)

The CCESC will provide an afterschool program of tutoring activities to the students at the Camden County Juvenile Detention Center in order to address the academic impact of lost instructional time in core curriculum areas. These activities will be available each school day throughout the academic year.

3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and ([count] of 2000 maximum characters used)

The CCESC partnered with the Cooper Health by subscribing to their Employee Assistance Program. The three most prevalent behavioral health conditions affecting US employees are: major depressive disorder (7.7 percent), generalized anxiety disorder (3.7 percent), and alcohol use disorders (3.2 percent) (Goplerud, 2006). Behavioral health disorders are associated with significant indirect workplace costs: absenteeism, reduced work productivity, extra supervisory time, declines in morale, and increased rates of short-term disability & workers' compensation (Burton et al., 2004; Serxner et al., 2001). Behavioral health disorders affecting working adults are under identified, under-treated & have significant effects on worker productivity (Bender & Kennedy, 2004). The CCESC believes this investment will result in sustainable mental wellness, increased employee satisfaction and productivity.

4. How the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and

migratory students. Under this requirement, an LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions.

([count] of 2000 maximum characters used)

Not applicable to the CCESC operation.

5. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. ([count] of 2000 maximum characters used)

The CCESC consulted with the principal of the Camden County Juvenile Detention Center to determine if the use of afterschool tutoring will be a valuable resource in addressing learning loss due to the pandemic.