

Federal Funding Sources

For Improving the Quality of Substitute Teaching

Title I, Part A

The largest source of federal funding to schools is from Title I, providing over \$16 billion dollars to schools that serve a high number or high percentage of children from low-income families to ensure that these children are able to meet challenging state academic standards.

How Substantial Aligns to Title I, Part A

SubSchool



SubSchool mitigates the known adverse effects of teacher absenteeism on student achievement by developing substitute teachers' expertise in pedagogy, management, and instruction. Stronger substitute teachers mean fewer interruptions in the flow of student learning, allowing students to make progress towards their learning goals.

SubPlans



SubPlans supports schools and districts in preventing the interruption of high-quality instruction for all students, providing a seamless system for continuity of instruction and communication between teachers and substitutes. SubPlans helps students continue working to meet challenging state academic standards, even in the absence of their regular classroom teacher.

Consulting



Substantial's strategic consulting addresses the disparities in substitute availability and quality in underserved, low-income, and struggling schools and districts.

How Substantial Aligns to Title II

SubSchool



SubSchool mitigates the known adverse effects of teacher absenteeism on student achievement by developing substitute teachers' expertise in pedagogy, management, and instruction. Stronger substitute teachers mean fewer interruptions in the flow of student learning, allowing students to make progress towards their learning goals.

Consulting



Substantial's strategic consulting addresses the disparities in substitute availability and quality in underserved, low-income, and struggling schools and districts.

Title II

Title II is focused on preparing, training, and recruiting high quality teachers and principals. With a focus on increasing student academic achievement through strategies such as improving teacher quality, Title II funds professional development activities that are sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused.

Title IV

Title IV is a block grant that provides over \$1 billion in funding to school safety, well-rounded education, and educational technology initiatives. Under the CARES Act, these funds can now be used to fund any of these three priorities: providing students well-rounded education, maintaining student health and safety, and purchasing and implementing education technology and systems.

How Substantial Aligns to Title IV

SubSchool



SubSchool helps prepare substitute teachers for placements, and builds the mindsets and skills needed to be successful in the classroom. When substitute teachers are well-prepared and well-informed, student health and safety are protected.

SubPlans



SubPlans, an education technology tool for communication and organization, allows for the smooth sharing of information between regular teacher, administration and substitute teachers, even in the event of emergency absence. Having clear, established routines for learning during teacher absence not only enhances student safety, but also allows schools to provide a well-rounded education for students regardless of teacher absence. Proper accounting and administration of classroom tasks including but not limited to attendance, referrals and classroom management are critical to student health and safety, and are most at risk with inexperienced or underskilled substitute teachers.

ESSER I, II, III

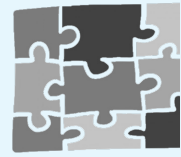
In response to the Novel Coronavirus (COVID-19), the U.S. Congress passed the CARES Act, CRRSA Act and ARP Act, relief packages designed in part to provide states with both funding and streamlined waivers to give state educational agencies (SEAs) necessary flexibilities to respond to the COVID-19 pandemic. The relief packages have included almost \$200 billion in emergency education funding, channeled for public schools, mainly through the Elementary and Secondary School Emergency Relief Fund (ESSER Fund).

State awards for the ESSER Funds, round I, II and III, are in the same proportion that each state received under Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended, in fiscal year (FY) 2019–20. Each state must use no less than 90 percent of its allocation to make subgrants to local education agencies (LEAs), based on each LEA's share of funds received under Title I, Part A in fiscal year 2019–20.

How Substantial Aligns to ESSER Funding

Substantial

Substantial's offerings are activities authorized under the ESEA Acts as outlined above in Title I, II and IV funding. Providing continuous, high-quality instruction and continuity of instruction, via the SubPlans and SubSchool platforms, is key to addressing learning loss across all subgroups, with specific support for substitutes in both the in-person and remote learning environments.



SubSchool



SubSchool delivers relevant professional development, which supports subs in providing continued student learning and progress toward challenging academic standards when teachers are absent. With increased teacher absenteeism (and especially long-term absences) as result of the COVID-19 pandemic, highly skilled substitute teachers are invaluable.

Consulting

Substantial's strategic consulting offers new ways to think about staffing teacher absence that reflect new safety and logistical considerations, as a result of the COVID-19 pandemic and increased teacher absenteeism.



SubPlans



SubPlans provides a critical resource for principals and others to address a common school-specific need before, during, and after the pandemic: the need to coordinate clear routines, procedures and continuity of classroom instruction when regular classroom teachers are absent. It aids in regular, substantive educational interactions between students and substitute educators, including by providing clear information and instructional guidance to substitutes. SubPlans is a highly effective platform for ensuring that educational services are provided consistent with federal, state, and local requirements, creating an established routine and documenting specific students' needs and services clearly for interim and substitute teachers and providers.