Application Guidelines for Innovative Teacher and Principal Residency Programs

May 2018, revised June 7, 2018
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Bureau of Human Resources  
Voice Telephone: (717) 783-5446

**For Inquiries Concerning Nondiscrimination in All Other Pennsylvania Department of Education Programs and Activities:**
Pennsylvania Department of Education  
School Services Unit Director  
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If you have any questions about this publication or for additional copies, contact:

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All Media Requests/Inquiries: Contact the Office of Press & Communications at (717) 783-9802
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1. Background

Pennsylvania’s educator workforce is comprised of more than 147,000 teachers, principals, superintendents, and other school leaders tasked with providing more than 1.7 million public school students with a rigorous, well-rounded education that prepares them for postsecondary success. The commonwealth has 114 educator preparation programs—including 95 institutions of higher education (IHEs) and 19 alternative program providers—that offer 3,236 certification programs, making Pennsylvania’s educator preparation system one of the largest in the country.

Despite these strengths, Pennsylvania faces significant challenges, including a steep decline in the number of qualified teaching candidates,\(^1\) especially in rural and urban school districts and for hard-to-staff areas like special education, English Learner (EL) instruction, and science, technology, engineering, and mathematics (STEM).\(^2\) In addition to a declining supply of new classroom educators, many Pennsylvania districts also see high turnover rates among teachers and school leaders. In 2015-16, nearly one in every five schools in Pennsylvania experienced principal turnover.

Of equal concern to the supply and retention of qualified teachers and school leaders is the lack of diversity within Pennsylvania’s educator workforce. In 2017-18, only 6.1 percent of Pennsylvania’s classroom teachers are persons of color, compared with 33.5 percent of the state’s public school enrollment. Declining enrollments and graduation rates of African American and Latino teaching candidates in Pennsylvania’s postsecondary education majors over the past two decades create significant challenges for schools trying to increase and maintain diversity among their professional staff.

2. Improving Educator Preparation through Residency Programs

To combat these challenges, Pennsylvania is prioritizing resources to support evidence-based models that prepare current and future educators with the skills and tools needed to advance student achievement and equity.

\(^1\) Since 1996, the number of undergraduate education majors in Pennsylvania has declined 55 percent, while the number of newly-issued in-state Instructional I teaching certificates has dropped by 71 percent since 2009-2010, from 15,247 to 4,412 in 2016-2017. PA’s Teacher Information Management System, 5/1/18.

To that end, Pennsylvania’s Every Student Succeeds Act (ESSA) Consolidated State Plan identifies several strategies for developing and promoting teacher preparation pipelines that ensure the most talented and diverse students enter and persevere in the teaching profession.

In the spring of 2016, Pennsylvania convened workgroups comprised of teachers, charter school and district level administrators, advocates, civil rights leaders, former policy makers from both political parties, and others to study key aspects of the new ESSA law and develop framework recommendations for implementation. Members of Pennsylvania’s Educator Preparation workgroup identified collaborative field-based, practical experiences as a priority recommendation. While Pennsylvania currently requires in-field experience as part of both teacher and principal certification, stakeholders noted that these programs are often short in duration and do not provide intensive, clinical experience that increases readiness of novice teachers and principals to serve in classrooms and schools, especially in high-need areas.

Residency programs provide year-long clinical experience and intensive supports, and improve coherence among educators’ pre-service experience, induction, and future professional learning. A summary of key characteristics of model teacher and principal/school leader residency programs was provided in Pennsylvania’s ESSA Consolidated State Plan and is set forth below.

### 2.1. Characteristics of Residency Models

<table>
<thead>
<tr>
<th>TEACHER</th>
<th>PRINCIPAL/SCHOOL LEADER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Types:</strong> Baccalaureate Programs at IHEs or Alternative Educator Preparation Programs</td>
<td><strong>Program Types:</strong> Post-Baccalaureate Programs at IHEs or Alternative Educator Preparation Programs</td>
</tr>
<tr>
<td>• Strong partnerships between local education agencies (LEAs) and IHEs (i.e., traditional teacher preparation programs);</td>
<td>• Strong partnerships between LEAs and principal/school leader preparation programs (IHEs or alternative preparation programs);</td>
</tr>
<tr>
<td>• High-ability teacher candidates/residents to meet specific district hiring needs, especially where there are shortages;</td>
<td>• High-ability principal/school leader candidates/residents to meet specific district hiring needs, especially where there are chronic principal/school leader vacancies or turnover;</td>
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<tr>
<td>• A full year of clinical practice co-teaching alongside an expert mentor teacher;</td>
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</tbody>
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3 See Pennsylvania’s ESSA Consolidated State Plan, January 12, 2018, page 21
4 Id, p. 73.
5 The Teacher Residency, Learning Policy Institute, September 2016.
<table>
<thead>
<tr>
<th>Relevant coursework that is tightly integrated with clinical practice;</th>
<th>A full year of clinical practice co-leading alongside a mentor principal/school leader;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert mentor teachers recruited and trained to co-teach with teacher residents;</td>
<td>Relevant coursework is tightly integrated with clinical practice;</td>
</tr>
<tr>
<td>Cohorts of teacher residents in classroom settings that model evidence-based practices with diverse learners—including English Learners, students with disabilities, gifted students, and/or students with low literacy levels—and that are designed to help novice residents learn to teach;</td>
<td>Mentor principals/school leaders recruited and trained to co-lead with principal/school leader residents;</td>
</tr>
<tr>
<td>Ongoing mentoring and support for new teachers after they graduate; and</td>
<td>Cohorts of principal/school leader residents in schools that model evidence-based practices for meeting academic and non-academic needs of all students, designed to help novice principals/school leaders learn how to lead;</td>
</tr>
<tr>
<td>Financial support for teacher residents in exchange for committing to teach in the sponsoring LEA for a minimum number of years, if offered a position.</td>
<td>Ongoing mentoring and support for new principals after they earn their administrative certificate; and</td>
</tr>
<tr>
<td>Financial support for principal/school leader residents in exchange for committing to lead in a high-poverty or high-minority school (if offered a position) for a minimum number of years, if offered a position.</td>
<td></td>
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</tbody>
</table>

National studies of teacher residency programs have suggested that the practice is associated with significantly improved retention rates. Emerging evidence also suggests that clinical residency programs can provide a resource to address educator needs in certification shortage areas and provide a pathway to attract and retain talented teaching and principal candidates by emphasizing a year-long clinical experience alongside master teacher/leader mentors.

In addition, results from a previously-funded STEM residency pilot program in Pennsylvania suggest that student teachers/residents coming out of the residency program felt better prepared to teach. Classroom mentors and site directors reported

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that participants were more prepared to teach than traditional student teachers who had undergone shorter field work experiences. Teacher mentors also reported that their residents excelled in building relationships with students, showing students the real-world application of abstract concepts, trying new instructional strategies, and incorporating technology in the classroom.

In response to this stakeholder feedback as well as consultation of available research, Pennsylvania’s ESSA Consolidated State Plan commits to leveraging available funds to support high-quality, clinical experiences—such as residency programs—to improve the readiness of novice teachers and principals, with emphasis on both supporting educators serving in schools and communities with significant needs and increasing diversity in the ranks of educators. Funding will leverage partnerships between educator preparation programs at our state’s program providers, including IHEs and alternative providers, and high-need LEAs, and will invest in programs that embed at least one year of clinical experience within preparation programs. Funding will be prioritized for residency models in which participants of the program are living and working in the communities and schools where they are learning and serving, especially communities that have reported chronic, multiple shortage areas, and where there is a need to increase the diversity of educators. All applicants will be expected to highlight how their proposed program will address issues of equity and diversity in the field, and how they will equip teachers and principals with the skills needed to work in and serve students in high-need LEAs.

3. 2018-2019 Residency Grant Program

3.1. Grant Program Overview

3.1.1. Funding Source

Approximately $2,000,000 in federal Title II, Part A funding is available to support planning, implementation, and/or expansion of innovative, evidence-based teacher and principal/school leader residency models in Pennsylvania. Programs may be designed for undergraduate or post-baccalaureate candidates. Priority will be given to residency models embedded in four-year undergraduate teacher preparation programs. (Note: This is planned to be the first of a multi-year grant program.)

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3.1.2. Types of Awards

This grant program includes two types of competitive funding opportunities for eligible partnerships: 1) Implementation/Expansion Grant; and 2) Planning Grant.

- Maximum Award per Implementation/Expansion Grant: $750,000
- Maximum Award per Planning Grant: $75,000

Note: Applicants may apply for either grant type and for either Principal or Teacher Residency Models.

Priority will be given to teacher preparation programs, housed within IHEs, seeking to develop, implement, or expand a full year of clinical residency experience for teacher certification candidates within four-year undergraduate preparation programs.

3.1.3. Grant Period

If awarded, the grant will cover funded activities through September 30, 2019.

3.2. Key Application Elements: Implementation/Expansion Grant

3.2.1. Eligible Applicants

Current approved educator preparation programs (both traditional IHEs and alternative programs) may apply for up to $750,000 in competitive funding through an Implementation/Expansion Grant in partnership with one or more high-need LEAs. A high-need LEA means an LEA with schools that (1) have high rates of minority students or high rates of students in poverty or (2) can demonstrate chronic, multiple teacher shortages in special education, STEM subjects, or other state-identified or local shortage areas.

Funding may be used to provide financial support to teacher or principal/school leader residents who undergo a full year of clinical experience before earning their instructional or administrative certification.

3.2.2. Deliverables and Expected Outcomes

- **Minimum Requirements:** Successful applicants must use funding to support the following required deliverables and expected outcomes:
o A full year of clinical practice teaching or leading alongside an expert mentor teacher or principal/school leader (can be carried out a single school year or distributed across more than one school year);\(^8\)
o Relevant coursework that is tightly integrated with clinical practice;
o Expert mentor teachers or principals/school leaders recruited and trained to co-teach or co-lead with residents;
o Financial support that eliminates or significantly reduces financial burden for candidates/residents;
o Strong partnerships between one or more high-need LEAs and educator preparation programs; and
o Increase in diversity among teachers/leaders in educator pipeline.

- **Priority Elements:** In addition to these required elements, priority consideration will be given to applicants that address the following elements within their Implementation/Expansion Grant proposal:

  o Candidates/residents are incentivized or required to commit to teaching or leading in the partner LEA upon completion of the program;
o High-ability candidates/residents selected to meet demonstrated hiring needs in specified shortage areas;
o Ongoing mentoring and support for residents after they successfully complete the program and earn their certificate; and
o A minimum cohort of three to five teacher residents in “teaching school” settings that model evidence-based practices with diverse learners—including English Learners, students with disabilities, gifted students, and/or students with low literacy levels—designed to help teacher/principal residents learn to teach and lead.

### 3.3. Key Application Elements: Planning Grant

#### 3.3.1. Eligible Applicants

Priority will be given to teacher preparation programs in good standing\(^9\) housed within IHEs (i.e., four-year undergraduate programs) in partnership with one or more high-need LEAs. Applicants may request up to $75,000 for a Planning Grant to identify and develop strategies for embedding a full year of clinical residency experience for teacher candidates within their four-year preparation program by the 2019-20 academic year. Other educator preparation programs may also apply for Planning Grant funding to develop plans to establish new residency experiences for teachers, including post

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\(^8\) Mentors must, at a minimum, meet PA School Code requirements for supervising teachers.

\(^9\) A preparation program that is “in good standing” is a program that has no program quality issues documented by the PA Department of Education that would prevent the program from fully meeting the standards of a Major Review.
baccalaureate programs for teachers or for principals to be implemented by the 2019-20 academic year.

3.3.2. Deliverables and Expected Outcomes

Successful applicants will develop an implementation plan during the 2018-19 academic year for establishing a full-year clinical residency experience embedded within their four-year or post baccalaureate preparation program by the 2019-20 school year.

- **Minimum Requirements**: Successful applicants must use funding to support the following required deliverables and expected outcomes:
  
  o Grantees will develop program design, including plans for launching and implementation, to establish residency experiences in partnership with at least one high-need LEA. Plans must be informed by data (i.e., through a needs assessment completed in collaboration with all partners, potential candidates/residents, and other relevant individuals and institutions);
  
  o Plans must address the minimum requirements for residency models identified under the Implementation/Expansion Grants described above; and describe a multi-year timeline for how the program will build in and expand to address priority elements over time;
  
  o Plans will address evaluation and evidence-based continuous improvement of both individual candidates/residents as well as the residency model itself;
  
  o Planning Grant recipients will receive priority consideration for Implementation/Expansion Grants in future years, subject to availability of funding; and
  
  o Planning grant recipients must incorporate input from the LEA partner(s) as an integral part of the planning process.

- **Priority Elements**: In addition to these minimum requirements, priority consideration will be given to applicants that address the following elements within their Planning Grant proposal:
  
  o The Priority Elements identified under Section 3.2.2 Deliverables and Expected Outcome, described previously for Implementation/Expansion grants;
  
  o Sustainability, including use of existing institutional resources (in-kind, financial, etc.) to support long-term implementation;
  
  o Improving the diversity among participating cohorts of residents, including efforts to include underrepresented candidates, including but
not limited to low-income student residents, residents of color, and first-generation student residents; and

- Providing opportunities to build skills and experiences needed to effectively serve diverse learners in PreK-12, including students with disabilities, English Learners, gifted students, and students with low literacy levels.

3.4. Application and Award Timeline

Pennsylvania is committed to using the Title II, Part A set-aside funds for this competitive grant program over multiple years. Awards issued under these guidelines will be valid through September 30, 2019. PDE plans to incorporate the lessons learned and best practices of existing programs as well as the results of state and national environmental scans into future grant competition criteria. Funding for awards in future years will be specifically contingent upon the appropriation of funds by both the federal government and the Pennsylvania General Assembly, and a fully executed contract.

To be considered for funding, all applications must be completed and submitted to PDE no later than 5:00 P.M. on Wednesday, June 27, 2018. The submission must be in the form and manner specified in Part II, Application Requirements, to be posted to PDE’s website as described below.

Applicants are asked to notify the Issuing Office by June 15, 2018 of intent to submit an application by completing and mailing the “Notification of Intent to Submit an Application to Participate in Partnerships to Increase Diversity of and Expand Pennsylvania’s Teacher and Principal Workforce in Critical Shortage Areas by Implementing Innovative Clinical Residency Programs” (PDE-4658A), which available on the Department of Education’s Innovative Teacher and Principal Residency Programs web page. Submission of the notification form carries no obligation to submit an application.

The following dates generally reflect the evaluation process and are subject to change by the Department. These have been updated as of June 7, 2018.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Guidelines Released</td>
<td>May 14, 2018</td>
</tr>
<tr>
<td>Written Questions for Pre-Proposal Webinar</td>
<td>May 29, 2018</td>
</tr>
<tr>
<td>Pre-Proposal Conference/Webinar</td>
<td>June 11, 2018</td>
</tr>
<tr>
<td>Intent to Submit</td>
<td>June 15, 2018</td>
</tr>
<tr>
<td>Competitive Applications Due</td>
<td>June 27, 2018</td>
</tr>
<tr>
<td>Review and Scoring by Review Panel</td>
<td>June 28-July 2, 2018</td>
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PDE will conduct IHE-LEA regional meetings to share findings from the environmental scans and to obtain stakeholder input.
<table>
<thead>
<tr>
<th>Event Description</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Grant Recipients Notified/All Applicants Notified</td>
<td>July 9, 2018</td>
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<tr>
<td>Meeting with Grant Recipient(s)</td>
<td>July 23, 2018</td>
</tr>
<tr>
<td>Grant Award Contracts Prepared and Returned to PDE</td>
<td>July 27, 2018</td>
</tr>
<tr>
<td>Title II Part A Funds Expire</td>
<td>September 30, 2019</td>
</tr>
<tr>
<td>Submission of Quarterly Evaluation Reports to Office of Postsecondary and Higher Education</td>
<td>December 31, 2018; March 31, 2019; July 31, 2019</td>
</tr>
<tr>
<td>Participation in Quarterly Telephone Calls</td>
<td>December 31, 2018; March 31, 2019; July 31, 2019</td>
</tr>
<tr>
<td>Grant Close Out</td>
<td>November 30, 2019</td>
</tr>
<tr>
<td>Submission of OMB Circular A-133 Audit Report</td>
<td>June 30, 2020</td>
</tr>
</tbody>
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### 4. Other Terms and Information

#### 4.1. Issuing Office and Contact Information

These application guidelines are issued for the Commonwealth by the Department of Education, Bureau of School Leadership and Teacher Quality in the Office of Postsecondary and Higher Education. All inquiries and questions should be addressed to: Stephanie Stauffer, Higher Education Associate, Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126-0333; telephone number 717-783-6763; email address sstauffer@pa.gov. The Issuing Office is the sole point of contact in the Commonwealth for these guidelines.

#### 4.2. Scope of Award

A grant award contract including standard contract terms and conditions, Riders A, B, and C will be available on the Department of Education’s Innovative Teacher and Principal Residency Programs web page.

#### 4.3. Type of Award

If awards are made, the standard grant award contract will be issued. Negotiations will be held with potential contractors to discuss funding levels as well as programmatic expectations. Because most of the application narrative will be incorporated into the grant award contract, revisions will be required for the narrative to be acceptable to the commonwealth.
4.4. Project Expiration Date

Contracts awarded under these guidelines will expire September 30, 2019.

4.5. Unallowable Expenses

Each of the following expenditures will be disallowed from any awarded contract:

1. Cost of instruction when tuition is charged to the grant;
2. Cost of tuition when the cost of instruction is charged to the grant;
3. Facilities rental or janitorial costs for any of the partners;
4. Cost of food and beverages other than those permitted as per diem expenses for travel;
5. Purchases of equipment. Under these application guidelines equipment is an instrument, machine, apparatus, or set of articles that meets all the following criteria:
   a. Cost is $5,000 or more per unit;
   b. It retains its original shape, appearance, and character with use;
   c. It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance;
   d. It is nonexpendable; i.e., if the item is damaged or some of its parts are lost or worn out, it is more feasible to repair the item than to replace it with an entirely new unit; and
   e. Under normal conditions of use, including reasonable care and maintenance, it can be expected to serve its principal purpose for more than one 12-month fiscal period;
6. Capital expenditures;
7. College or university fees such as, but not limited to, academic fees, equipment fees, computer fees, community center fees, ID fees, health fees;
8. Per diem, lodging, and mileage reimbursement rates higher than prevailing state limits available at Per Diem Allowances;
9. Indirect costs greater than 8 percent; and
10. Payment of salary of a project director whose time in instructional activities is less than 20 percent.

4.6. Rejection of Applications

The Commonwealth reserves the right to reject all applications received under these guidelines and to negotiate separately with successful grant recipients. Applications will not be accepted under the following circumstances: (1) from applicants who are currently delinquent in filing reports either with PDE or LECS Comptroller’s Office; (2) applications are not completed according to specifications contained in Part II, Application Form, to be available on the Department of Education’s Innovative Teacher and Principal Residency Programs web page; and/or (3) applications are not submitted.
by 5:00 P.M. on Wednesday, June 27, 2018.

4.7. Incurring Costs

The Commonwealth of Pennsylvania is not liable for any costs incurred by applicants or successful grant recipients prior to the effective date of any contract.

4.8. Pre-Proposal Webinar

A pre-proposal conference will be conducted via webinar starting at 10:00 A.M. on Monday, June 11, 2018. The purpose of this webinar is to (1) clarify application guidelines; (2) emphasize portions of the guidelines considered especially important; and (3) answer questions.

Questions must be forwarded in writing by May 29, 2018, to ensure the Issuing Office has sufficient time to analyze and prepare an answer. The Issuing Office has prepared a pre-printed form entitled Pre-Proposal Conference Questions Stemming from the Guidelines to Increase Diversity of and Expand Pennsylvania’s Teacher and Principal Workforce in Critical Shortage Areas by Implementing Innovative Clinical Residency Programs (PDE-4658), which will be available on the Department of Education’s Innovative Teacher and Principal Residency Programs web page, for applicants to submit their questions. Applicants will have an opportunity to pose additional written questions during the pre-proposal webinar. The webinar will be recorded for anyone who cannot participate and made available online.

4.9. Amendment to the Guidelines

If it becomes necessary to revise any part of the guidelines, an amendment will be posted to the PDE web site.

4.9.1. Economy of Preparation

Applications should be prepared simply and economically, providing a straightforward, concise, and detailed description of the project’s goals, objectives, activities, and expected outcomes that will be provided under this competition. Part II, Application Form, summarizes the intent of each application section. Proofread responses carefully; points will be deducted for grammatical, typographical, and syntactical errors.

4.9.2. Prime Contractor Responsibilities

Contractors (awardees) will be required to assume responsibility for all goals, objectives, activities, and expected outcomes outlined in their application. Additionally,
each contractor must have all funds committed and obligated by Monday, September 30, 2019. The sole point of contact for each contract will be the project director.

After a contract is awarded, contractors are obligated to file the following reports:

<table>
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<tr>
<th>REPORT</th>
<th>DUE DATE(S)</th>
<th>FILED WITH</th>
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</thead>
<tbody>
<tr>
<td>Reconciliation of Cash on Hand (PDE-2030)</td>
<td>10 days after each calendar quarter once payment begins</td>
<td>LECS Comptroller’s Office (Electronic submission)</td>
</tr>
<tr>
<td>Final Completion Report (PDE-2032)</td>
<td>November 30, 2019 or after all funds have been obligated</td>
<td>Bureau of School Leadership and Teacher Quality</td>
</tr>
<tr>
<td>Audit Information¹¹</td>
<td>Nine months after expiration of contract</td>
<td>Bureau of Audits and Bureau of School Leadership and Teacher Quality</td>
</tr>
<tr>
<td>Progress Report (PDE-3810E)</td>
<td>Due at the end of each calendar quarter after the project begins</td>
<td>Bureau of School Leadership and Teacher Quality</td>
</tr>
<tr>
<td>Program Evaluation (PDE-3810)</td>
<td>30 days after project ends</td>
<td>Bureau of School Leadership and Teacher Quality</td>
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</tbody>
</table>

For auditing purposes, project staff must maintain time and effort sheets or similar reporting mechanisms to document time devoted to project activities.

4.9.3. Disclosure of Application Contents

All material submitted becomes the property of the Commonwealth of Pennsylvania. Applications submitted to the commonwealth may be reviewed and evaluated by any person other than competing applicants at the discretion of the commonwealth. The commonwealth has the right to use any or all ideas presented in any response to these guidelines. Selection or rejection of the application does not affect this right.

4.9.4. Notification and Evaluators’ Comments

Each applicant will be notified in writing about the status of the application. In addition, copies of each evaluator’s written evaluation will be provided.

¹¹Entities that expend more than $500,000 in total federal awards during their fiscal year are required to have an audit in accordance with OMB Circular A-133. Entities that expend less than $500,000 in total federal awards during their fiscal year are exempt from the Single Audit requirements (Single Audit Act Amendments of 1996), but they are required to maintain records, which can be audited.
4.9.5. Media Releases

Media releases and/or press statements pertaining to contracts awarded under these guidelines cannot be made without written authorization from the Issuing Office and must conform to the guidelines provided by the Issuing Office.

4.9.6. Commonwealth Participation

The program officer for these guidelines is Stephanie Stauffer, Higher Education Associate. She is available to provide technical assistance to applicants up to the filing deadline and to contractors after awards are made. Ms. Stauffer also has the responsibility to ensure activities submitted under each application are acceptable to Pennsylvania Department of Education.

4.9.7. Terms of Payment

Funds may not be spent prior to the effective date of the grant award contract. Moreover, 10 percent of the total contract will be withheld by the commonwealth and will not be released unless the contractor satisfies all mandatory reporting obligations. The remaining balance will be prorated over the term of the contract. Payments will begin when the LECS Comptroller’s Office activates the contractor's file. Depending on when a contractor's account is activated, up to three months of payments may be issued for the contractor’s payment schedule to be up-to-date.

The Commonwealth has converted to an Automated Clearing House (ACH) System to disburse federal payments processed through the Federal Subsidies Section. Funds will be deposited into a designated ACH account rather than being disbursed by check.

Payments under the contract will continue provided the contractor continues to submit quarterly Reconciliation of Cash on Hand forms (PDE-2030) and the funds on-hand are within the cash management guidelines established by EDGAR.

4.9.8. General Conditions

The Commonwealth’s Standard Terms and Conditions are an integral part of each grant award contract.

4.9.9. Procedures for Filing Allegations of Procedural Violations

The following procedures govern the filing of allegations of procedural violation against the Division of Professional Education and Teacher Quality:
1. A signed letter of complaint citing allegations of wrong-doing must be received by the Deputy Secretary of the Office of Postsecondary and Higher Education at PDE no later than 30 days from the mailing date of the funding decision.

2. The Deputy Secretary's office will forward the allegation(s) to the Director, Bureau of School Leadership and Teacher Quality.

3. The Bureau Director will investigate allegations of violation.

4. Upon receipt of the allegations, the Bureau Director will acknowledge receipt of correspondence and will indicate an investigation will ensue, culminating in a written response to the allegations mailed within 20 days of the date the letter was received in the Bureau Director's office.

5. The written response shall include the following: the name of the party raising the allegation(s) of procedural violation(s), the nature of the allegation(s), the recommended resolution(s), and the reasons for the recommendation(s).

6. The complainant may appeal the recommended resolution to the Secretary of Education pursuant to 1 Pennsylvania Code, §35.20.