



Office of Justice Programs – Juvenile Justice Unit

2025 Innovative PACTT Projects

Fiscal Year 2025/26 Solicitation

Please Note: Applications are only accepted through PCCD's Egrants system. Applicants must register in Egrants prior to submitting an application. Applicants are strongly encouraged to familiarize themselves with the Egrants system and allow adequate time to prepare and submit an application.

Prior to starting an application in Egrants, your agency must be registered in Egrants, and at least two individuals from your agency must register as Egrants users and have Egrants user roles for your agency.

Every agency must also have at least one person with the e-signature role in Egrants.

Please refer to the [Getting Started in Egrants](#) page on our website for Egrants registration information and guides.

Release Date:
December 9, 2025

Egrants Application Deadline:
January 12, 2026

This funding guideline contains information not appearing in the Egrants application. Applicants are advised to review this document and refer to it while completing your Egrants application.

PCCD staff may only respond to questions to clarify the funding announcement. Questions must be sent via email to: RA-PCCD-OJJDP@pa.gov with "2025 Innovative PACTT Projects" in the subject line. All questions regarding this funding announcement must be received by close of business on [January 9, 2026](#). PCCD staff will post responses to questions, as they are received, on [PCCD's website](#). Select the appropriate funding announcement to view questions and answers.

For any technical or system questions, contact and ask for the Egrants Help Desk at (717) 787-5887 or (800) 692-7292, or by emailing RA-eGrantsSupport@pa.gov.

PENNSYLVANIA COMMISSION ON CRIME AND DELINQUENCY
Office of Justice Programs – Juvenile Justice Unit

Funding Stream: Juvenile Justice Reinvestment Funds

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PENNSYLVANIA COMMISSION ON CRIME AND DELINQUENCY
Office of Justice Programs – Juvenile Justice Unit

Funding Announcement Title: 2025 Innovative PACTT Projects

Funding Stream: Juvenile Justice Reinvestment Funds

Submission Requirements for Applications:

- **Scoring** – All applications received will be [competitively reviewed and scored](#) based on the applicant's adherence to the funding announcement guidelines and timely submission in the PCCD Egrants system.
- **Due Date** – Applications must be submitted electronically through PCCD's Egrants system no later than 11:59 PM on **January 12, 2026**.
- **Technical Assistance** – Grant application and administrative guides can be accessed on [PCCD's website](#) under the Funding section. Applicants are strongly encouraged to review the application and administrative guides before calling the Egrants Help Desk for assistance. The Egrants Help Desk is available to assist with technical or system questions Monday through Friday, 8:00 AM to 4:00 PM, and may be reached by calling (717) 787-5887 or (800) 692-7292, or by emailing RA-eGrantsSupport@pa.gov.
- **Administrative Rejection** – An application that does not meet all the listed requirements in this funding announcement may be administratively rejected. Failing to meet the following requirements may lead to an application being administratively rejected:
 - Applicants that are not submitted by a unit of county government must submit a letter of support from a juvenile probation office that meets the following requirements:
 - Contains a statement confirming that the juvenile probation office refers youth to the program.
 - Must be submitted on official juvenile probation office letterhead.
 - Must be signed by a representative of the juvenile probation office.
- **Corrections** – If PCCD returns an application for corrections, the final application (including all corrections and required documents) must be returned to and approved by PCCD for the requested funding to be awarded.
- **Non-supplantation** – Funding must not be used to supplant/replace state, federal, or local funds that would otherwise be available to provide for program-related services. PCCD funding is to be used in addition to other funds that are made available for services.
- **Keywords** – Applicants are required to select "Keywords" from the dropdown menu located on the Main Summary screen in Egrants. The required keywords are below. Applicants may also select other keywords that apply specifically to their application.

Keywords: Juvenile Justice

PENNSYLVANIA COMMISSION ON CRIME AND DELINQUENCY
Office of Justice Programs – Juvenile Justice Unit

1. Overview:

In partnership with the Pennsylvania Department of Human Services (DHS), Bureau of Juvenile Justice Services (BJJS), the Pennsylvania Commission on Crime and Delinquency (PCCD) is accepting applications under the Pennsylvania Academic, Career and Technical Training (PACTT) initiative. Funding is intended to aid existing PACTT Affiliates that have exhausted funding through the PACTT Mini-Grants Program.

PACTT funds are intended to advance academic, job skills training, and work-related services among adjudicated youth receiving services while in residential facilities, from community-based providers, and through juvenile probation departments. This specific funding opportunity allows existing PACTT Affiliates to develop and implement an innovative project that fits into one or more of the three PACTT affiliation categories: Academic Instruction, Work-Related Services, or Job Skills Training.

The Juvenile Court Judges' Commission, the Department of Education, Council of Chief Juvenile Probation Officers, DHS, Council of Children, Youth & Family Services, the Department of Labor and Industry, and PCCD formed an Executive Steering Committee (ESC) to guide BJJS as it builds on PACTT's accomplishments and further develops the job readiness, academic, and employability skills for system-involved delinquent youth.

Funds are being made available by the ESC, DHS, and PCCD to privately-operated residential facilities, community-based service providers, and juvenile probation service providers. The innovative projects supported with these funds must meet one or more of the three PACTT categories listed in the PACTT Elements of Participation (**Appendix A**) as follows:

- a. Academic Instruction;
- b. Work-Related Services; and
- c. Job Skills Training.

The goal of this funding announcement is to support innovative projects that transform creative concepts into outcomes that improve youth services and/or address unmet needs. This funding is available to PACTT Affiliates who have exhausted each of the tiers of the PACTT Mini-Grant Program. Funds may be used to:

- Support the planning and implementation of an innovative project in academics, job skills, and/or work-related activities. The project should be unique and include new ways of thinking, address needs that are multi-faceted, reframe challenges as opportunities, and have the potential to produce better outcomes for youth. The project must, however, align with PACTT's applicable standards.
- If the applicant seeks to build upon an existing program, information regarding the observed positive outcomes from the program(s) the applicant is seeking to build upon should be included in addition to the rationale for choosing to build upon an existing program rather than pursuing a creative concept.

The objectives of the PACTT Program as they relate to this funding opportunity are to:

- Provide youth with the opportunity to participate in workforce development and job skills training programs that promote economic self-sufficiency.

- Provide youth with the opportunity to participate in quality academic programming.
- Provide youth with the opportunity to receive work-related experience.
- Increase the likelihood of successful reentry into the community, home school, and/or workplace through transitional planning.

The anticipated impacts resulting from this solicitation include, but are not limited to, the following:

- Youth will increase their level of job readiness, academic skills, and/or employability skills.
- More youth will experience successful reentry after placement as measured through provider partnerships with Juvenile Probation Departments that are supervising youth reentry.
- The risk level of youth in education and employment will decrease.
- Increase the number of youths participating in vocational, career, and technical training opportunities.

Applicants are encouraged to review **Appendix B**, General Grant Related Activities and Eligible Expense Areas, for more information.

2. Funding Availability:

Approximately \$450,000 in state funds are being announced to support this initiative. These funds may result in six grants with budgets not to exceed \$75,000 over the 24-month project period.

PCCD and DHS/BJJS are not liable for costs incurred prior to the official start date of the award.

3. Project Dates:

Approved applications will support 24-month projects and have a start date of April 1, 2026, and an end date of March 31, 2028.

4. Eligible Applicants:

Eligibility for these funds is open to:

- a. All existing residential facilities, community-based providers, and juvenile probation departments that are current PACTT Affiliates in good standing and are not on provisional status. Applicants must demonstrate that they are a PACTT Affiliate in good standing by attaching to their application a signed and dated copy of their most recent "PACTT Successful Re-Affiliation Letter", which is provided to each agency post successful re-affiliation by PACTT.
- b. PACTT Affiliates are regarded as separate and distinct sites/facilities which allows for multiple applications to be submitted from more than one established provider. For example, four "Success Academy" sites have individual PACTT Affiliate status;

therefore, each site may apply for these funds. However, Success Academy would not be permitted to submit one single application for funds for all four of its PACTT Affiliates.

- c. Applicant must have exhausted each of the five tiers of grants included in the PACTT Mini-Grants Program. Please see **Appendix D** for more information regarding eligible programs. If your agency is currently receiving PACTT Innovation Grant funds through Egrants, your agency is not eligible to apply for this solicitation.

Applicants must be in good standing with PCCD to be eligible for these funds.¹ The applicant and recipient agencies' historical success in implementing PCCD-funded programs/initiatives that met their intended goals will be considered in the review process. Applicants are not required to have a prior funding history with PCCD to be eligible.

5. Eligible Program Activities and Expenses:

Funds for the proposed program may be used to support any, all, or one of the following:

a. Program Activities

Funds are being made available to existing PACTT Affiliates to support efforts in one or more areas designed to further develop the job readiness, academic, and employability skills of youth involved in the juvenile justice system.

The goal of the PACTT program is for applicants to develop sustainable programs that will benefit youth currently enrolled in their program as well as those who will be enrolled in the future. Thus, it is strongly recommended that applicants place an emphasis on ensuring the sustainability of the programs they develop with grant funds.

Applicants must ensure that the proposed program and related expenses are directly related to the area(s) of PACTT affiliation (Academics, Job Skills Training, or Work-Related Services) that the agency currently has or seeks to obtain. Expenses that are unrelated, or which the applicant does not make a logical connection with, will not be approved.

Examples of eligible expenses categories can be found in **Appendix C**, Examples of Expenses, and are within the following categories:

i. Sustainable Expenses:

The applicant's overall requested budget should be comprised of, at a minimum, 60% sustainable expenses. Sustainable expenses include nonexpendable equipment that is tangible property having a useful life of more than two years after the end of the grant period and will be available to youth admitted to the program in the future.

****** An exception to the 60% minimum requirement for sustainable expenses is available to in-home programs that provide services to individuals and families primarily in their homes or the community and do not have a stationary site,

¹ This may include, but is not limited to, compliance with PCCD program and fiscal reporting requirements, State and Federal funding guidelines, and acceptable risk rating as determined by PCCD.

office, or space where youth are served or assemble as a group. This exception is being made due to the mobile nature of these types of programs.

If the applicant is seeking this exception, it should include in the Project Design section of its application how it meets the description of a program that doesn't have a stationary site, office, or space where youth are served or assemble as a group. For eligible programs their overall requested budgets should be comprised of, at a minimum, 30% sustainable expenses. (See Section 5c for Grant Tier Maximum and Minimum Chart)

ii. **Non-Sustainable Expenses:**

The applicant's overall requested budget may include up to a maximum of 40% for non-sustainable expenses. Generally, supplies include any materials that are expendable equipment or are consumed during the project.

** An exception to the 40% maximum allowable expenses for non-sustainable expenses is available to in-home programs that provide services to individuals and families primarily in their homes or the community and do not have a stationary site, office, or space where youth are served or assemble as a group. This exception is being made due to the mobile nature of these types of programs.

If the applicant is seeking this exception, it should include in the Project Design section of its application how it meets the description of a program that doesn't have a stationary site, office, or space where youth are served or assemble as a group. For eligible programs their overall requested budgets should be comprised of, at a maximum, 70% non-sustainable expenses. (See Section 5c for Grant Tier Maximum and Minimum Chart)

iii. **Personnel and Other Expenses:**

The applicant's overall requested budget may include up to a maximum of 20% for personnel and other expenses. This category includes expenses related to consultants, additional hours for existing personnel, part-time personnel, fringe benefits, contractors, and other items that don't logically fit in one of the other categories.

Note: Non-supplantation also applies to personnel related costs and other expenses. Specifically, grant funds cannot be used as a replacement for current expenses but should be in addition to funds that are currently made available for services.

Supplanting occurs when an applicant reduces funds for an activity, specifically because grant funds are available (or expected to be available) to fund that same activity. This is prohibited under PACTT grants.

Supplementing occurs when grant funds are used to enhance existing applicant funds for program activities.

b. Expenses

All expenses must be described in the Justification box located in the Egrants Budget Detail section. PCCD has approval of all final budgets and may require budget adjustments.

c. Grant Tier Maximum and Minimum Chart

The chart in this section displays dollar amounts for the minimum sustainable expenses and maximum expenses in the grant categories.

Regular Funding Thresholds by Area: (Please note maximums and minimum allowable amounts by area, based on the full amount of the selected grant/tier)

		Competitive Grants	Non-Competitive Grants					Innovation Grants	Totals for 3 Years of Rejuvenation Grants
Area	Minimum or Maximum	\$20,000	\$25,000	\$20,000	\$15,000	\$10,000	\$5,000	\$75,000	\$30,000
Sustainable Expenses	Minimum Required	\$12,000	\$15,000	\$12,000	\$9,000	\$6,000	\$3,000	\$45,000	\$18,000
Non-Sustainable Expenses	Maximum Allowable	\$8,000	\$10,000	\$8,000	\$6,000	\$4,000	\$2,000	\$30,000	\$12,000
Personnel and Other Expenses	Maximum Allowable	\$4,000	\$5,000	\$4,000	\$3,000	\$2,000	\$1,000	\$15,000	\$6,000

In Home Exception Funding Thresholds by Area: (Please note maximums and minimum allowable amounts by area, based on the full amount of the selected grant/tier)

		Competitive Grants	Non-Competitive Grants					Innovation Grants	3 Year totals of Rejuvenation Grants
Area	Minimum or Maximum	\$20,000	\$25,000	\$20,000	\$15,000	\$10,000	\$5,000	\$75,000	\$30,000
Sustainable Expenses	Minimum Required	\$6,000	\$7,500	\$6,000	\$4,500	\$3,000	\$1,500	\$22,500	\$9,000
Non-Sustainable Expenses	Maximum Allowable	\$14,000	\$17,500	\$14,000	\$10,500	\$7,000	\$3,500	\$52,500	\$21,000
Personnel and Other Expenses	Maximum Allowable	\$4,000	\$5,000	\$4,000	\$3,000	\$2,000	\$1,000	\$15,000	\$6,000

6. Ineligible Program Activities and Expenses:

The following activities are not eligible for funding and shall be administratively rejected:

- Expenses related to obtaining or furnishing housing
- College, vocational school, or postsecondary training expenses or tuition
- Expenses for youth not actively participating in a PACTT affiliated program
- Purchase or lease of vehicles
- Washing machines and dryers
- Gift cards, visa cards, gas cards or other types of purchases that are transferable forms of currency
- Luxury items
- Real estate
- Cell phones and cell phone plans/minutes
- Household repairs such as normal wear and tear
- Driving simulators
- Expenses related to motivational speakers
- Live animals
- Indirect or Administrative Costs

Funds may not be used for land acquisition or construction. In some cases, minor repairs, modifications, or renovations to an existing space that will enhance the provision of PACTT-related services may be allowable.

Funds may not be used for routine equipment purchases unless shown to be integral to the project.

Funds may not be used for public or other types of transportation unless these are shown to be integral to the project and are demonstrated to not be available through other sources.

Funds may not be used for the purchase or lease of vehicles. In some cases, renovations to an agency-owned vehicle may be considered if it is used for an entrepreneurial project operated by youth. Equipment such as a tow behind trailer that protects or is used to move equipment and is part of a vocational, career, or technical training program will not be considered a vehicle for this section.

Funds may not be used to purchase heavy construction equipment such as skid loaders, backhoes, excavators, cranes, or bulldozers. In some cases, smaller construction equipment may be allowable if youth will be trained to use it.

Financial support for personnel is limited to the time spent directly working on activities related to the provider's current areas of PACTT affiliation or areas of affiliation the provider will apply for during the grant period.

7. Required Egrants Sections/Documents:

- a. Required Egrants Sections – All sections identified in Egrants are required. Applicants will not be able to submit their grant application in Egrants until all sections are marked as complete.
- b. Required Signed Documents – A successful application must be accompanied by the following:

- PACTT Successful Re-Affiliation Letter;
 - Support letter from the agency's administrator;
 - Letter of intent for the agency to implement the proposed program signed by the agency's administrator.
 - Must be on agency letterhead, affirm the agency is a PACTT Affiliate in good standing, and not on provisional status.
 - Support letter from the agency's school administrator, if an academic affiliate or seeking affiliation in this area;
 - Commitment letter(s) from partnering entities, if applicable; and
 - Applicants that are not a unit of county government must submit a letter of support from a juvenile probation office that meets the following requirements:
 - Contains a statement confirming that the juvenile probation office refers youth to the program.
 - Must be submitted on official juvenile probation office letterhead.
 - Must be signed by a representative of the juvenile probation office.
- c. Other Required Documents – Applicants are **required** to complete and submit the Interactive Budget Spreadsheet located within the Required Attachments Section of Egrants. The spreadsheet contains instructions for use, a live sheet for entry, and a mocked-up example. If you have difficulty accessing the spreadsheet, please email RA-PCCD-OJJDP@pa.gov to request a copy.

8. Scoring:

Applicants must submit the requested information for each section specified below within the defined response fields provided in Egrants. Responses should not be duplicated in multiple sections.

The following application sections in Egrants have a point value associated with them and will be scored as described below:

a. **Executive Summary - This section has no point value.**

This section is meant to provide reviewers with an overview and description of the proposed project, as well as provide information on the applicant agency and their capacity to implement the proposed project.

All applicants should fill out the following script and paste into the executive summary section:

The name of applicant is requesting \$_____ to *[provide a single sentence or two of what you are seeking to implement with your grant funding]*.

These funds will be used for the following: *[provide bullet points of what the funds will be used for]*.

Please note: The response should be **brief** and limited only to the requested information. Please do not include the history of your agency.

b. **Budget Detail - Maximum of 20 points**

This section provides reviewers with information about the proposed budget, itemized by line items within the available categories, and explains why the items are necessary to the project. Simply indicating that an item is necessary is not sufficient.

The Budget Justification must:

- i. Clearly describe how each expenditure will be utilized and contribute to the project. NOTE: Responses should include a description of how each item is necessary for the project.
- ii. Describe how personnel-related expenses, if funds are used for this purpose, will be sustained at the conclusion of the grant period. If these personnel-related expenses will not be continued, please explain why. Applicants choosing to include personnel-related expenses must affirm that salaries and/or benefits will be used to supplement, not supplant, existing expenditures.

Note: Expenses must be itemized and cannot be combined into a single total. All items must be listed separately showing a cost per item and the total number of each item to be purchased. All high-cost items must be accompanied by a quote from the trainer, manufacturer, or company from which the purchase will be made. Attach quotes in the **Required Attachments Section** of the application.

c. **Problem Statement - Maximum of 10 points**

This section asks you to provide reviewers with specific information on your agency, prior awards, and the problem(s) you are looking to address.

Background:

1. Explain your agency's relationship with the current PACTT Initiative, including:
 - Current status and length of affiliate membership;
 - Type(s) of PACTT affiliation the affiliate currently holds AND any additional type(s) of affiliation the affiliate will be seeking during the grant period;
 - Goals established for/by your agency under the PACTT Initiative; and
 - Accomplishments as a PACTT Affiliate.
2. Provide a brief **Impact Statement** that summarizes what you accomplished with the five years of funding received in the Mini-Grants Program. The Impact Statement must include:
 - A concise description of what your agency/organization did with the funds received in the past – no longer than three sentences for each award;
 - How many youths were served per award;
 - How many youths received a certification/certificate and the types of certifications/certificates;
 - Observed positive outcomes that can be attributed to PACTT related services; and
 - Other notable impacts observed by the agency as a result of previous PACTT grant funds.
3. Explain your agency's position in relation to juvenile probation offices; please include:
 - Percentage of admissions to your program that were a direct result of a referral from a juvenile probation office during calendar years 2023 and 2024.
 - List of the county juvenile probation offices that most frequently refer youth to your program.
 - An estimated percentage of youth referred to your program by an agency other than a juvenile probation office yet are youth under the jurisdiction of a juvenile probation office.

Problem:

1. Describe the nature and scope of the problem to be addressed. Provide data, if applicable, to justify the existence of the problem.
2. Describe how this proposed project will address the problem.
3. Provide the target population for this project and the estimated youth to be served. Include race, age, and gender.

d. **Project Design - Maximum of 35 points**

This section provides reviewers with a clear picture of what you intend to do with the funds in relation to your Problem Statement.

- i. Describe the location of the proposed project:
 1. Provide the geographic location (urban, rural). Include the name of the city, borough, school district (if applicable) where the project will occur.
 2. Is it limited to your facility/agency, or is this a proposed partnership of multiple facilities/agencies?
 3. Who will be the referral sources for the program?
 4. Describe relationship of proposal to county probation office(s) and/or local schools.
- ii. Provide a 24-month comprehensive timeline that shows project specifics.
 1. What are the approximate dates for completion of these steps?
 2. What are the activities that will be conducted for this project?
 3. How will the activities be conducted?
 4. Who will be responsible for leading the activities?
 5. What are the goals for the project during year 1? Year 2?
- iii. Provide a description of the innovative approach being proposed:
 1. What is the innovative approach being proposed?
 2. Why should the proposed approach be considered innovative?
 3. Existing research, if available, to support the approach.
 4. Rationale for the agency choosing the proposed approach.
 5. Examples, if available, of the proposed approach being used elsewhere.
- iv. Describe the referral process, if applicable:
 1. Who will be eligible for the services offered?
 2. Who (which stakeholders) will refer youth to your program?
 3. How will youth be selected to participate?

e. **Impacts/Outcomes - Maximum of 15 points**

This section tells reviewers how you will determine the impact your project will have on the targeted population. It should clearly and concisely explain the benefits of funding your project.

- i. Describe how the impact of the proposed project will be measured:
 1. Describe outcomes that will be measured for year 1.
 2. Describe outcomes that will be measured for year 2.
- ii. Describe data collection procedures:
 1. What data will be collected?

2. How will data be collected and by who?
3. How will data be analyzed?

f. **Sustainability Plan - Maximum of 20 points**

PACTT seeks to support programs that are working with youth involved with the juvenile justice system in a manner that will have a positive impact on the youth currently in a program, as well as those that may be admitted in the future. To accomplish this, PACTT seeks to prioritize funding of programs that will be sustainable. Please explain your agency's sustainability plan related to this grant proposal:

- i. Provide the percentage of the overall requested budget to be spent on:
 1. Sustainable items (Minimum 60% of the overall requested budget REQUIRED)
 2. Non-sustainable items
 3. Personnel and other expenses

Note: Percentages can be obtained from the **required** interactive budget spreadsheet once completed. If you have difficulty accessing the spreadsheet located in the Required Attachments Section, please email RA-PCCD-OJJDP@pa.gov to request a copy.
- ii. As the amount of PACTT grant funds the applicant is eligible for decreases, how will you maintain your proposed project?
- iii. How will you maintain your proposed project when you are no longer eligible for PACTT grant funds?
- iv. If the applicant's sustainability plan includes seeking additional funds or an increase in reimbursement from probation, submit a letter from probation indicating that they are open to discussing a rate increase.

9. Performance Measures:

Under this funding announcement, successful applicants are required to comply with all reporting, data collection, and evaluation requirements as prescribed by PCCD and federal or state guidelines.

10. Competitive Bidding/Sole Source Procurement:

All procurement transactions shall be conducted in a manner that provides open and free competition. Grant recipients must follow the Procurement Standards section in PCCD's [Applicant's Manual](#).

Procurements by noncompetitive proposal are strongly discouraged and must demonstrate an economic benefit or lack of alternate resources to be justified. If a request is made, the prospective applicant must identify the request as a procurement by noncompetitive proposal and provide a substantial justification for the request within their funding request (See PCCD's [Applicant's Manual](#) for Procurement by Noncompetitive Proposal Approval Procedure).

11. Administrative Requirements:

- a. Egrants Agency and User Registration:
Prior to submitting a grant application, both the applicant agency and at least two users from the applicant agency must be registered in Egrants. Applicants are strongly

advised to allow adequate time to work on application documents in Egrants prior to the submission deadline. Please go to the [Registering in Egrants](#) page on PCCD's website for further information.

b. Fiscal Accountability:

See the [Fiscal Accountability](#) page on PCCD's website for further information.

c. Time and Effort Reporting:

See the [Time and Effort Reports](#) page on PCCD's website for further information.

d. Grant Payments:

- Payments will not be released until all applicable special conditions on the grant award have been satisfied.
- All grantees are required, at a minimum, to submit quarterly fiscal reports. PCCD will only make payments to reimburse actual expenditures reported on the fiscal reports. An agency experiencing cash flow problems may submit fiscal reports monthly and PCCD will reimburse reported expenditures. Non-submission or late submission of the required reports will result in payment delays.
- ACH Payments:
 - All payments to grant recipients will be made through ACH.
 - Either before or at the time an application is submitted to PCCD, the applicant agency must [register as a Non-Procurement Vendor](#) with the Commonwealth of Pennsylvania.

e. Federal Transparency Act Certification:

This section is required for both state and federal funding streams. See the [Federal Application Requirements](#) page on PCCD's website for further information.

f. Reporting Requirements:

- Programmatic reports are due quarterly.
- Fiscal reports are due quarterly.
- Late submission of programmatic and fiscal reports may delay payments.
- All reports must be submitted through the Egrants system.

g. UCR Reporting:

Every criminal justice entity which is required to submit Uniform Crime Report (UCR) data and is participating in this project must submit UCR data to the Pennsylvania State Police. If a required entity is not submitting UCR data, they may be ineligible for funding.

12. PCCD Contact Information and Resources:

a. Staff Contacts:

DHS/BJJS staff are only able to clarify the funding announcement and are not able to answer any questions about how a potential applicant should respond to any particular section. Questions regarding this funding announcement should be directed as follows:

- E-mail your funding announcement questions to RA-PCCD-OJJDP@pa.gov with "2025 Innovative PACTT Projects" in the subject line.
- Questions must be received by close of business on Friday, January 9, 2026.
- All questions and answers will be posted under this funding announcement title on the [Funding Announcement Q&A](#) page of the PCCD website.

b. Egrants Funding Announcement:

Log into the Egrants system and search under the "Funding Announcement" tab for "2025 Innovative PACTT Projects".

- c. PCCD Guidelines and Documents:
Applicants should be familiar with the [Applicant's Manual](#), Standard Subgrant Conditions, and other documents common to PCCD's grant application process, all of which are available on the [Grant Information](#) page of the PCCD website. Additionally, grant application and administrative guides can be accessed on [PCCD's website](#) under the Funding link.
- d. Egrants Technical Questions:
For any technical or system questions, contact and ask for the Egrants Help Desk at (717) 787-5887 or (800) 692-7292, or by emailing RA-eGrantsSupport@pa.gov.
- e. PCCD Webmaster:
Please address any technical problems you may have with the website or online forms to the [PCCD Web Master](#).
- f. Reporting Potential Fraud, Waste and Abuse:
Information about waste, fraud, abuse, conflict of interest, bribery, gratuity, or other similar misconduct, or whistleblower reprisal relating to a PCCD employee, program, contract or grant, may be reported to the PCCD Fraud Hotline at (717) 525-5031. For more information, visit the [Reporting Fraud, Waste and Abuse](#) page on PCCD's website.

13. Submission Information:

The application must be entered into Egrants **no later than Monday, January 12, 2026, by 11:59 PM.**

Applicants will be required to sign the grant contract following PCCD's review of the application and after any identified issues are successfully resolved. Applicants will receive an automated notification from Egrants when their grant contract is ready to be signed.

To electronically sign the grant contract, at least one person from your organization must have the E-signature role in Egrants. Please use the link below to access instructions which explain how to request the E-signature role.

[E-signature Access Request Instructions](#)

[E-signature Access Request Form](#) (This must be attached to your access request in Egrants)

APPENDIX A

Elements of Participation

The Pennsylvania Academic, Career and Technical Training Alliance (PACTT) supports affiliated Pennsylvania juvenile justice agencies in their efforts to provide academic, vocational, and soft skills education services to juvenile offenders.

Affiliated agencies have voluntarily agreed to meet standards for providing relevant, high-quality academic and vocational education services to the youth that they serve. Through these services, the affiliated agencies and PACTT hope that juvenile offenders will gain the capacity to graduate from high school, transition to postsecondary schools or training, and/or obtain employment.

Each of the affiliated residential and non-residential agencies have agreed to provide the following core programming:

- Utilize PACTT's Employability and Soft Skills Manual (ESSM) with all youth, age 14 and older.
- Document ESSM training progress and, at the discharge, includes this information as part of the youth's educational record and probation discharge packet.
- Develop a discharge portfolio for youth that indicates their progress toward completion of competencies.
- Provide supports to youth that are participating in General Education Development (GED) or High School Equivalency Test (HiSET) preparation, testing, credit recovery, acceleration, and remediation.
- For youth having a disability, facilitate their involvement with the Office of Vocational Rehabilitation (OVR).
- Have an internal quality assurance process to review their academic, job skills and/or work-related services.
- Offer at least one of the following basic certificates: General or industry specific OSHA-10, ServSafe Food Handler, at least one component of MOS; and the complete International Computer Driving License (ICDL).

In addition to the core programming, to be affiliated agencies must provide services in a minimum of one of the specialty areas listed below. However, agencies may choose to become affiliated in two or all three of the specialty areas. Based on their chosen specialty area(s), affiliated agencies have agreed to:

I. Academic Instruction:

- Maintain a curriculum that is aligned with Pennsylvania's Core Academic Standards.
- Offer opportunities for remediation in numeracy and literacy, credit recovery and/or acceleration.
- Perform transcript audits for youth to prioritize education programming and to determine if any individual needs exist.

- Conduct educational progress assessments to determine academic abilities, progress, and placement into appropriate courses.
- Ensure the availability of certified Special Education teachers as required by the Pennsylvania Department of Education (PDE).
- Provide supports for youth who have special needs in their Individualized Education Plans (IEP).
- Provide opportunities for youth to obtain a GED or HiSET and connect them with post-secondary training and career opportunities.
- Request and transmit school records within the timeframe required by PDE.
- Provide individual case management to support youth's transition to school.
- Provide supports for English Language Learners (ELL).
- Align academic courses and course descriptions with PDE's Pennsylvania Information Management System (PIMS).
- Whenever possible, provide instruction through low youth-to-teacher ratios.
- Provide staff with regular professional development.

II. Work-Related Services:

- Conduct a work skills assessment with all youth between the age of 14-21.
- Conduct an interest assessment with all youth between the age of 14-21.
- Directly offer, or make available through another entity, opportunities for youth to participate in a paid work-based learning experience.
- Ensure that an evaluative process is in place, to include providing youth with regular feedback about their performance.
- Establish relationships with employers to provide paid work experience opportunities for youth.
- Establish connections for youth with employment resources.
- In youth's area(s) of interest, identify potential employers in the communities where youth currently live or will be returning to after placement.
- Review the Department of Labor and Industry's High Priority Occupations with youth, to include those from the region where they will be living.

III. Job Skills Training:

- Offer two or more certificates or certifications beyond what the agency offers at the basic level. (Basic level: General or industry specific OSHA-10, ServSafe Food Handler, at least one component of MOS; and the complete International Computer Driving License (ICDL).

- Offer certificates and certifications that have a logical connection with a high priority occupation (HPO) or employment opportunities specific to the community where the youth is or will be living on a full-time basis.
- In the areas of Programs of Study (POS), vocational programs, and certification or certificate programs:
 - Offer a POS, or make it available through another local academic program that meets the standards established by PDE; or
 - Offer vocational, certificate, or certification programs that are offered by the agency that are not recognized as a POS according to PDE's standards yet are taught by certified teachers or qualified individuals that hold the industry-recognized credentials needed to instruct the course.
- Have an agency administrator review and approve the POS lesson plans.
- Have instructors sign-off on competency lists demonstrating proficiency.
- Have lists of completed industry competencies follow youth at time of discharge that reflect the progress youth has made.
- Review the Department of Labor and Industry's High Priority Occupations with youth, to include those from the region where they will be living.

APPENDIX B

General Grant Related Activities and Eligible Expense Areas

The following sections identify potential areas of focus, existing approaches, and areas identified for further development. These are essential elements of the process to achieve the project's goals. Of note is that the following areas may serve as a guide for programs as they develop their grant proposal and identify expenses. Expense areas may include, but are not limited to, those that promote and support the following practices:

1. Academics, Vocational and Career/Technical Education Training

For agencies affiliated in Academics, and those seeking affiliation in this area, PACTT grants can assist with providing resources to support related programs for youth. In this area, PACTT seeks to support the National Center for Juvenile Justice's (NCJJ) related goal contained in the Advancing Competency Development a White Paper for Pennsylvania. Specifically, to enhance academic skills that help adolescents improve their chances of having a successful educational experience, catch up in school, and advance in school to the highest possible level of academic achievement. Expense areas may include, but are not limited to those that promote and support the following practices:

a. Academics

- Accelerating academic progress to include credit recovery so that youth have an opportunity to advance to their age-appropriate grade level.
- Credit recovery and the approval of credits earned while the youth was in an out-of-home placement, perpetuating ongoing communication between placement facility schools and home districts.
- Academic rigor, transparency, and fidelity in all academic services that utilize instructional methods, tools, materials, and practices that promote post-secondary and career readiness.
- Post-secondary and career readiness.
- Linkages between core academic subjects and Career and Technical Education (CTE) Training and vocational programs to integrate academic standards such as Science, Literacy, and Math.

b. Vocational and Career/Technical Education Training

- Completion of high school education and/or its equivalency with appropriate academic and technical skills that prepare youth for post-secondary studies.
- Development of CTE and vocational programs that lead to industry-recognized certifications.
- Development of CTE and vocational programs, aligned to industry standards, which have been identified as High Priority Occupations.
- Participation in comprehensive CTE and vocational programming that is consistent with the youth's aptitude and interest and aligned with high growth industries in the community to which he/she will return.

- Development of CTE and vocational programs that meet a dual purpose of developing youth with post-secondary readiness skills and a career path.
- Use of CTE and vocational programs that provide actual work experience.
- Use of pre-vocational assessments, CTE, and vocational programs that relate to youth's interests.
- Employer partnerships at the state, regional and/or local levels, in connection with post-secondary education to support high quality CTE and vocational programs.
- Incorporate business and industry partnerships that are related to CTE and vocational programs.
- Development of career pathways that include a list of courses, work experiences, post-secondary, and career options.
- Programs that delineate sequences of academic, CTE, and vocational programs centered on specific career objectives.
- Use of integrated, applied curriculum, and instruction that is project and problem focused.

In addition to the goals established by NCJJ, in 2014 the U.S. Department of Education partnered with the U.S. Department of Justice to issue the Correctional Education Guidance Package. In an updated publication in 2019, the following five suggestions were presented by the two agencies:

- a. Prioritize safety and education throughout the facility climate, provide optimal conditions for learning, and encourage use of social support services that address needs for all youth.
- b. Ensure that facilities receive the necessary funding to provide educational opportunities for justice-involved youth that are comparable to those provided to youth who are not justice-involved.
- c. Hire and retain high-quality educators who have skills to tend to the needs of system-involved youth and positively impact them by providing compelling and enriching learning environments.
- d. Apply challenging and up-to-date curricula that meet state academic or career and technical standards and that employ instructional methodology and materials encouraging college or career readiness.
- e. Facilitate successful system navigation and reentry transition for every youth through the utilization of formal processes and procedures.

Affiliates seeking grant funds in academics are encouraged to review the contents of this publication. Applicants are also encouraged to review Appendix C, Examples of Expenses, of this funding announcement and to conduct its own independent research into proven effective methods of improving the academic level of system-involved youth. Applicants are encouraged to take its findings into consideration when determining what type(s) of purchases and programming are to be proposed in the agency's grant application.

Reference: Development Services Group, Inc. 2019. "Education for Youth Under Formal Supervision of the Juvenile Justice System." Literature review. Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention. <https://www.ojjdp.gov/mpg/litreviews/Education-for-Youth-in-the-Juvenile-Justice-System.pdf>

2. Job Skills Training and Work-Related Services

For agencies affiliated in Job Skills Training and/or Work-Related Services, and those seeking affiliation in this area, PACTT grants can assist with providing resources to support related programs for youth. When identifying its proposed purchases, applicants should ensure that the proposed expenses focus on increasing employability and work experiences for youth. Expense areas may include, but are not limited to, those that promote and support the following practices:

- Development of strong reading, writing, numeracy, problem solving, and teamwork skills, in addition to the practical and tangible career skills that motivate youth and help them develop a career path for future education and work.
- Exposure to career opportunities that ultimately lead to a living wage, including information about educational requirements, entry requirements, income and benefits potential, and asset accumulation.
- Training designed to improve job-seeking and basic workplace skills and opportunities to learn and practice work skills.
- Work ready training that addresses soft skills and is aligned with PA Academic Standards for Career Education and Work.
- Reviewing the economic development status of the region to which youth will be returning after placement.
- Engaging business partnerships that will inform current needs in the job force.
- Exploring relationships with potential employers that may lead to internship and/or long-term employment.
- Accessing employment and work-based experiences on and off residential facility grounds through collaboration with the community and businesses.
- Structured exposure to post-secondary education and other life-long learning opportunities.
- Developing capacity among agencies to provide academic, job readiness, and employability skills programming.

As indicated in NCJJ's Whitepaper on Competency Development, PACTT's Employability Soft Skills Manual (ESSM) and a 2019 Performance Audit Report on Pennsylvania's Workforce Development System, the following soft skills and work styles support individuals to be successful in an organization.

Whitepaper on Competency Development <i>NCJJ, PCCD and JCJC Sanctioned</i>	Pennsylvania Department of Labor Report 2019 <i>Performance Audit</i>	ESSM Areas <i>** Research For Action Identified is Tied to Fewer Incidents in School Upon Return</i>
Problem Solving	Strong Work Ethic	** Conflict Resolution
Impulse Control	Positive Attitude	** Cultural Heritage
Social Problem Solving	Communication Skills	** Role of Family/Peers
Decision Making	Time Management	** Leadership
Study and Learning Skills	Problem Solving	** Culture, Language, Behavior and Thoughts
Reading, Writing and Math Skills	Teamwork	Teamwork
Independent Living Skills	Self-Confidence	Conflict Resolution
Getting a Job, Keeping a Job and Obtaining a Promotion	Accepting and Learning from Criticism	Time Management
Punctuality and Taking Directions	Flexibility	Professionalism and Resecting Co-Worker's Diversity
Relationship Building		Communication Skills, Active Listening and Critical Thinking Skills
		Give and Receive Constructive Feedback
		Problem Solving, Decision Making, Analytical Skills, Dependability and Reliability

References:

<https://www.paauditor.gov/Media/Default/Reports/Workforce%20Development%20Audit%20Report%2002-19-19.pdf>

<https://www.pccd.pa.gov/Juvenile-Justice/Documents/whitepapers.pdf>

<https://www.pa.gov/agencies/dhs/resources/juvenile-justice/pactt>

In addition, it is recommended that applicants review the Department of Labor & Industry's (L&I) High Priority Occupation (HPO) lists. These lists provide valuable information about employment opportunities in the metropolitan areas, workforce development areas, and counties where youth are or will be living.

Websites:

1. [High Priority Occupations](#)
2. [Occupational Wages \(Metropolitan, Workforce Development Area and County\)](#)
3. [Pennsylvania Occupational Wages Statewide \(May 2024\)](#)
4. [Pennsylvania Occupational Employment 2018-2028 Long-Term Projections](#)

In statewide High Priority Occupations identified by the Pennsylvania Department of Labor and Industry the following were included:

- a. **Short-term or moderate-term training:** Basic tasks and skills are learned through a period of on-the-job training. A high school diploma may be required.

- | | |
|---|---|
| • Social & Human Service Assistants | • Clerks |
| • Customer Service Representatives | • Medical Secretaries |
| • Shipping, Receiving & Traffic Clerks | • Cement Masons & Concrete Finishers |
| • Secretaries | • Operating Engineers & Other Construction Equipment Operators |
| • Office Clerks, General | • Painters, Construction & Maintenance |
| • Construction Laborers | • Highway Maintenance Workers |
| • Industrial Truck & Tractor Operators | • Maintenance & Repair Workers, General |
| • Pharmacy Technicians | • Team Assemblers |
| • Police & Sheriff's Patrol Officers | • Food Batchmakers |
| • Real Estate Sales Agents | • Computer-Controlled Machine Tool Operators, Metal & Plastic |
| • Bill & Account Collectors | • Multiple Machine Tool Setters, Operators & Tenders, Metal & Plastic |
| • Billing & Posting Clerks | • Welders, Cutters, Solderers & Brazers |
| • Payroll & Timekeeping Clerks | • Coating, Painting & Spraying Machine Setters, Operators & Tenders |
| • Dispatchers | • Paper Goods Machine Setters, Operators & Tenders |
| • Production, Planning & Expediting | |
| • Printing Press Operators | |
| • Cabinetmakers & Bench Carpenters | |
| • Inspectors, Testers, Sorters, Samplers & Weighers | |
| • Packaging & Filling Machine Operators & Tenders | |
| • Bus Drivers, Transit & Intercity | |

- b. **Long-term training:** High school diploma and at least one year of on-the-job training or an apprenticeship.

- | | |
|---|---|
| • Claims Adjusters, Examiners & Investigators | • Bus & Truck Mechanics & Diesel Engine Specialists |
| • Plumbers, Pipefitters & Steamfitters | • Industrial Machinery Mechanics |
| • Automotive Body & Related Repairers | • Maintenance Workers, Machinery |
| • Water & Wastewater Treatment Plant & System Operators | • Machinists |
| | • Electricians |
| | • Carpenters |

Additional factors that affiliates should take into consideration when proposing new programming and the purchase of related equipment are the minimum age requirements to operate such equipment. Applicants should ensure that they adhere to all federal, state, and local laws and regulations related to age-appropriate use of equipment purchased using grant funds and the requirements of the Fair Labor Standards Act. Agencies should consult with their legal counsel to obtain advice with

respect to any legal matter and compliance with all applicable laws, regulations, and rules.

Additional websites and information:

- <https://www.dol.gov/agencies/whd/youthrules>
- <https://www.education.pa.gov/Pages/Codes%20and%20Regulations/Child-Labor-Law.aspx>
- <https://www.dol.gov/agencies/whd/fact-sheets/43-child-labor-non-agriculture>
- <https://www.dol.gov/agencies/whd/child-labor>
- For more information on youth employment laws, visit the YouthRules! website at www.youthrules.dol.gov or call toll-free 1-866-4US-WAGE (1-866-487-9243).
- For additional information on the Fair Labor Standards Act, visit the Wage and Hour Division website: <http://www.wagehour.dol.gov> and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).
- When state youth employment laws differ from the federal provisions, an employer must comply with the higher standard. Links to your state labor department can be found at <https://www.dol.gov/agencies/whd/state>.

Note: *These links and this publication are for general information and should not be considered in the same light as official statements of position contained in the regulations. The contents of the documents do not have the force and effect of law and are not meant to bind the public in any way. The documents are intended only to provide clarity to the public regarding existing requirements under the law or agency policies. Agencies should consult with their legal counsel to obtain advice with respect to any legal matter and compliance with all applicable laws, regulations, and rules.*

3. Interagency Coordination and Transitional Services

- Multidisciplinary and cross agency approaches to case planning.
- Ensuring that aftercare planning begins at disposition, includes family and community representatives, and addresses each youth's individualized academic, career technical education, and employment needs.
- Building upon each youth's achievements by engaging, while he/she is still in placement, all support systems that may be of value upon return to the community.
- Collaboration between Pennsylvania's Department of Community and Economic Development, Department of Education, Department of Labor & Industry, and Department of Public Welfare in order to broker relationships and leverage resources between agencies at the state, regional, and local level.
- Connecting programs, services, employers, and supports that will help youth gain access to their chosen post-secondary options.

- Collaboration between schools serving youth in out- of- home settings and in-home school district settings to ensure the timely transmittal of academic records and timely re-enrollment in their home school upon return to the community.
- Promoting continuity and transition of services related to newly acquired employment and job-related competencies as youth transition between education and employment settings.
- Ensuring that transition planning includes academic exit assessments, school placement, and counseling assistance.
- Screening and assessing for school placement, academic, CTE, and vocational programs.

4. Use of Current Technology

- Providing access to technology and computer-based learning to ensure access to resources that support development of career-related knowledge and skills.

5. Data Driven Decision Making

- Building capacity to identify and track long-term outcomes for youth who participate in CTE and vocational programs.
- Promoting the use of accountability records which provide monthly updates on the youth's status, vocational competency attainment, and quarterly updates of a youth's school achievement and behavior. Utilize performance - based assessments to identify the return on investment from CTE, vocational programs, and academic achievements.
- Collection and analysis of data to track performance and inform policy and practice in alignment with Juvenile Justice System Enhancement Strategy/Standardized Program Evaluation Protocol.
- Use of real-time data outcomes to demonstrate the positive impact of programs through return on investment measured by fiscal returns of savings for government and employers, favorable societal impact, career benefits for individuals, and a positive impact on regional, state, and/or national economies.
- Development of long-term measures of connected productive citizenship that help more fully assess our attainment of the competency development goal.
- Use of data systems to assess key aspects of the overall performance of a program.
- Use of real-time labor market information to drive decisions around programs of study, career exploration, and career awareness.
- Use of technology to assist with data collection and the data driven decision making process.

APPENDIX C

Examples of Expenses

The following expenditures are provided **ONLY AS EXAMPLES** for the applicant. The applicant is encouraged to also utilize creativity when designing its program and focus its proposed expenses in area(s) it is affiliated or will be seeking affiliation in with PACTT. However, please note that all expenses must support the proposed grant project.

A. **Sustainable Expenses:** The applicant's overall requested budget must be comprised of, at a minimum, 60% sustainable expenses (Except as otherwise allowed in Section 5a). Sustainable expenses include nonexpendable equipment that is tangible property having a useful life of more than two years after the end of the grant period and will be available to youth admitted to the program in the future. *(For applicants seeking the in-home services exception, see Section 5a for additional eligibility information.)*

- Equipment to support career, technical training, or vocational programs in areas that include, but are not limited to:
 - Carpentry/Carpenter;
 - General Office Occupations & Clerical Services;
 - Cabinetmaking & Millwork;
 - Building/Property Maintenance;
 - Construction Trades;
 - Welding Technology/Welder;
 - Health/Medical Assisting;
 - Auto-Body/Collision & Repair;
 - Automobile/Automotive Mechanics Technology;
 - Veterinary/Animal Health Technology/Technician and Veterinary Assistant;
 - Computer Systems Networking & Telecommunications;
 - Electrical, Electronics & Communications;
 - Logistics, Materials & Supply Chain Management;
 - Heating, Air Conditioning and Ventilation;
 - Electrical & Power Transmission;
 - Vehicle Maintenance;
 - Administrative Assistant & Secretarial Science;
 - Institutional Food Working;
 - Health/Medical Assisting Services;
 - Plumbing Technology/Plumber;
 - Mason/Masonry; and
 - Applied Horticulture and Horticulture Operations.

[PDE Programs of Study Task Lists](#)

- Equipment to support high quality academic instruction includes, but is not limited to:
 - Curriculum or textbooks aligned with Pennsylvania Academic Standards;
 - Computers, smartboards, and projectors;
 - Classroom microscopes;
 - Regular & 3D Printers;
 - Print shop program equipment;
 - Academic or instructional videos or audio books;
 - Manipulative equipment such as dominos, Legos, dice, puzzles, or other games;

- Library supplies;
- Equipment or supplies to promote critical thinking skills; and
- Classroom equipment such as tables, chairs, and desks.
- Miscellaneous other equipment to support agency's academic, job skills, and work-related training programs includes, but is not limited to:
 - Photo ID card machine;
 - Camera equipment;
 - Entrepreneur program equipment;
 - Paper cutters;
 - Heat press;
 - Vinyl and laser cutting machines;
 - Laminating machine; and
 - Computer software.

Note: Software purchases must have a useful life of more than two years after the end of the grant period to be considered sustainable. However, subscriptions or annual fees may not exceed the length of the 24-month project period.

B. Non-Sustainable Expenses: The applicant's overall requested budget may include up to a maximum of 40% for non-sustainable expenses (Except as otherwise allowed in Section 5a). Generally, supplies include any materials that are expendable equipment or are consumed during the project. *(For applicants seeking the in-home services exception, see Section 5a for additional eligibility information.)*

- Non-sustainable expenses necessary to directly support the proposed academic, job training, or work-related program includes, but is not limited to:
 - Supplies to support the agency's career, technical training, and vocational program;
 - Office supplies to support the agency's project;
 - Photo ID card machine supplies;
 - Employee travel related expenses such as mileage, hotels, and subsistence associated with the agency's project;
 - Direct PennDOT fees for a youth's driver's permit, driver's license, or Commonwealth ID card;
 - Application fees for industry recognized certifications and certificates;
 - Public transportation cost for youth to get to work (Example: Bus pass);
 - Consumable food items that directly support culinary programs;
 - Online career exploration subscription fees;
 - Academic program accreditation costs;
 - Costs associated with teacher evaluation systems;
 - Carpentry and building trades program supplies;
 - Training materials;
 - Employee training fees and expenses directly associated with the planning, implementation, or sustainability of a program;
 - Youth's costs associated with taking the GED/HiSet;
 - Rental of equipment directly related to the operation of a program;
 - Work or job training related clothing for youth when not available from other sources. (Example: work boots, dress clothing for interviews, etc.);
 - Computer software directly related to the operation of a program; or
 - Costs associated with the agency becoming a GED/HiSet testing center.

C. **Personnel and Other Expenses:** The applicant's overall requested budget may include up to a maximum of 20% for personnel and other expenses. This category includes expenses related to consultants, additional hours for existing personnel, part-time personnel, fringe benefits, contractors, and other items that don't logically fit in one of the other categories.

- Personnel and other expenses necessary to directly support the proposed academic, job training, or work-related program includes, but is not limited to:
 - Contractor related expenses;
 - Additional hours for existing personnel;
 - Fringe benefits are for listed personnel, yet only for the additional time devoted to the project;
 - Consultant related fees including travel, mileage, and lodging as applicable; and
 - Other costs are those costs that do not logically fit into one of the categories identified in this section.

D. **Ineligible Program Activities and Expenses:** See Section 6, Ineligible Program Activities and Expenses for a full listing.

- Ineligible expenses related to the proposed academic, job training, or work-related program includes, but is not limited to:
 - Expenses related to obtaining or furnishing housing
 - College, vocational school, or postsecondary training expenses or tuition
 - Expenses for youth not actively participating in a PACTT affiliated program
 - Purchase or lease of vehicles
 - Washing machines and dryers
 - Gift cards, visa cards, gas cards or other types of purchases that are transferable forms of currency
 - Luxury items
 - Real estate
 - Cell phones and cell phone plans/minutes
 - Household repairs such as normal wear and tear
 - Driving simulators
 - Expenses related to motivational speakers
 - Live animals
 - Indirect or Administrative Costs

Appendix D

2025/26 Affiliate and Eligible Amounts

Affiliates Eligible for Competitive Innovation Grants <i>(Previously Received All Tiers of Non-Competitive Grants)</i>	
Program Name	Eligible Amount
Abraxas Leadership Development Program	\$75,000
Abraxas Youth Center	\$75,000
Adelphoi Village	\$75,000
Easton Manor	\$75,000
George Jr. Republic	\$75,000
JusticeWorks (Berks)	\$75,000
Outside In – Pathways	\$75,000
Pathways Adolescent Center	\$75,000
Washington County Jobs	\$75,000
Washington County Leader	\$75,000