

**West Kentucky Workforce Board**  
**2026-2030 Comprehensive Youth Services**  
**Request for Proposals**

**Questions and Answers**

Questions must be received by March 30, 2026

**Question 1:**

With the previous RFP, resumes for the facilitator and assistant were included. Please let me know if you would like resumes to be provided for this submission as well.

**Answer:**

All items requested in the RFP must be submitted with the proposal.

- ADDITIONAL ATTACHMENT(S) REQUIRED.

**Question 2:**

For Attachments B, C, D, G, I, J, and K, please confirm that our understanding is correct: the typed attachment provided by WKWB is all that needs to be included in our proposal, and no additional action is required for these items.

**Answer:**

- Attachment B states: “A copy of the applicant’s latest agency-wide audit or a statement from an independent audit should be included with the proposal.”
  - ADDITIONAL ATTACHMENT IS REQUIRED.
- Attachment C states: “KRS 45A.485 requires the applicant and all subcontractors performing work under the contract to reveal to the First Party any final determination of a violation by the applicant within the previous five (5) year period of the provisions of KRS chapters 136, 139, 141, 337, 338, 341, and 342. These statutes relate to corporate and utility tax, sales and use tax, income tax, wages and hours laws, occupational safety and health laws, unemployment insurance laws, and workers compensation insurance laws, respectively. Disclosure of any violations is required prior to the award of any state contract and throughout the duration of the contract.”
  - ADDITIONAL ATTACHMENT IS REQUIRED AS APPLICABLE.
- Attachment D states: “ASSURANCE OF DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION, LOWER TIER COVERED TRANSACTIONS COMPLIANCE I certify as the prospective lower tier participant, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation in this transaction by any Federal department or agency. If unable to certify to any of the statements in this certification, the prospective lower tier participant shall attach an explanation to this proposal.”
  - ADDITIONAL ATTACHMENT IS REQUIRED AS APPLICABLE.
- Attachment G states: “I certify my assurance that any Workforce Innovation and Opportunity Act (WIOA) funded activity carried out by my organization will submit all WIOA Outreach and

Recruitment and Media releases to the appropriate West Kentucky Workforce Board staff and/or the state media relations for prior approval, as applicable, before they are released.”

- NO ADDITIONAL ATTACHMENT IS REQUIRED.
- Attachment I states: “I certify my assurance that my agency does not lobby the local, state or federal government in any way.”
  - NO ADDITIONAL ATTACHMENT IS REQUIRED.
- Attachment J states: “I have been instructed as to my rights and responsibilities under the WIOA Program and do hereby acknowledge my understanding of the above. My signature also affirms that I have received my copy of the Discrimination Complaint Procedure.”
  - NO ADDITIONAL ATTACHMENT IS REQUIRED.
- Attachment K:
  - NO ADDITIONAL ATTACHMENT IS REQUIRED.

**Question 3:**

Element 1 & 2 seem to be similar. However, Element 2 appears to be for in-school youth. How does Element 2 apply to OSY?

**Answer:**

While Elements 1 and 2 are similar and at times overlapping, the [June 2025 WIOA Youth 14 Program Elements Brief](#) which may be accessed through the [Youth Connections](#) link on the [Department of Labor Youth Programs and Services](#) page, offers a detailed explanation of each of the 14 Elements, and to your question, offers guidance for the use of Elements 1 & 2. Links to additional resources are offered online throughout the explanations and under each individual element section.

Notably –

**Tutoring, Study Skills Training, Instruction, and Evidence-Based Dropout Prevention and Recovery Strategies**

**Workforce Innovation and Opportunity Act**

**Section 129 (c)(2)(A):** tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential.

**Workforce Innovation and Opportunity Act Relevant Regulations**

This program element at **20 CFR § 681.460 (a)(1)** was not further articulated in the final rule.

**Workforce Innovation and Opportunity Act Relevant Guidance**

**TRAINING AND EMPLOYMENT GUIDANCE LETTER No. 21-16 | U.S. Department of Labor**

**“Program Element 1: Tutoring, study skills training, instruction, and dropout prevention services**

Tutoring, study skills training, and instruction that lead to a *high school diploma* are reported under this program element. Such services focus on providing academic support, helping a youth identify areas of academic concern, assisting with overcoming learning obstacles, and providing tools and

resources to develop learning strategies. Tutoring, study skills training, and instruction can be provided one-on-one, in a group setting, through resources and workshops.

Secondary school dropout prevention strategies intended to lead to a high school diploma are also reported under this program element. Secondary school dropout prevention strategies include services and activities that keep a young person in-school and engaged in a formal learning and/or training setting. Strategies include, but are not limited to tutoring, literacy development, active learning experiences, after-school opportunities, and individualized instruction.

On the other hand, while dropout recovery strategies that lead to completion of a recognized high school equivalency are included in both this first program element and in program element 2 in **20 CFR § 681.460 (a)(2)** described below, those services are not reported under this program element. For documentation purposes, those services aimed at getting a youth who has dropped out of secondary education back into a secondary school or alternative secondary school/high school equivalency program and preparing them for high school equivalency attainment, should be counted under program element 2 (**20 CFR § 681.460 (a)(2)**).

### **Alternative Secondary School Services or Dropout Recovery Services**

#### **Workforce Innovation and Opportunity Act**

**Section 129 (c)(2)(B):** alternative secondary school services, or dropout recovery services, as appropriate.

#### **Workforce Innovation and Opportunity Act Relevant Regulations**

##### **§ 681.230 What does “school” refer to in the “not attending or attending any school” in the out-of-school and in-school eligibility criteria?**

In general, the applicable State law for secondary and postsecondary institutions defines “school.” However, for purposes of WIOA, the Department does not consider providers of adult education under title II of WIOA, YouthBuild programs, the Job Corps program, high school equivalency programs, or dropout re-engagement programs to be schools. Therefore, in all cases except the one provided below, WIOA youth programs may consider a youth to be an OSY for purposes of WIOA youth program eligibility if he or she attend adult education provided under title II of WIOA, YouthBuild, Job Corps, high school equivalency programs, or dropout re-engagement programs regardless of the funding source of those programs. Youth attending high school equivalency programs funded by the public K-12 school system who are classified by the school system as still enrolled in school are an exception; they are considered ISY.

#### **Workforce Innovation and Opportunity Act Relevant Guidance**

##### **TRAINING AND EMPLOYMENT GUIDANCE LETTER No. 21-16 | U.S. Department of Labor**

##### **“Program Element 2: Alternative secondary school services or dropout recovery services**

Under **20 CFR § 681.460 (a)(2)**, alternative secondary school services, such as basic education skills training, individualized academic instruction, and English as a Second Language training, are those that assist youth who have struggled in traditional secondary education. Dropout recovery services, such as credit recovery, counseling, and educational plan development, are those that assist youth who have dropped out of school. While the activities within both types of services may overlap, each are provided with the goal of helping youth to re-engage and persist in education that leads to the completion of a recognized high school equivalent.”