

**Contracting for Training with WIA Recovery Funds:**

**Developing Training Options that  
Respond to the Needs of More Customers**

**The ARRA Adult and Dislocated Worker funds provide an opportunity to contract for training and to move beyond Individual Training Accounts:**

“Training may be provided through the award of contracts to institutions of higher education, as long as a customer's choice is not limited.

Such training may include the provision of adult basic education or English language education services, as long as these services are provided in connection with a job for which the individual is preparing.

These services may be provided through community colleges and other high quality public programs that offer postsecondary education and training within a community.”

*Reference USDOL TEGL #14-08:*

*“Guidance for Implementation of the Workforce Investment Act and Wagner-Peyser Funding in the ARRA of 2009”*

**Three potential reasons for contracted training:**

1. **Insufficient supply** of current, high-demand occupational training programs due to class size, instructor availability, and other such factors limiting availability
2. **New existing and emerging high-demand occupations** for which no training programs currently exist
3. **Current methods of occupational training delivery do not adequately respond to the needs of customers**

***WIA Recovery funds are to be transformative!***

Use these time-limited funds as startup seed capital to  
**develop new, responsive training options that  
responds to today's demands and  
builds tomorrow's training infrastructure**

***Procure and develop new training options:***

- Offer training on a **non-semester basis, in an open-entry format**
- Give **credit for prior learning** that permits students to “start where they are” not where the course of study traditionally begins
- Adopt **competency-based completion** that determines skill attainment through demonstration and testing rather than length of training time
- Unbundle the training to permit **interim career pathway credentials**
- Reduce training time by **focusing only on the most important, needed elements** of the training
- Provide **basic skills and/or English-language instruction concurrently with occupational training**, rather than as prerequisite requirements
- **Support career pathways** where people move between the labor market and further education and training over a lifetime
- Respond to **diverse adult learning styles**, move beyond pedagogy
- Combine **classroom instruction with work experience and on-the-job learning** to increase the odds of post-training employment
- **Integrate distance learning with classroom learning** to increase access for those in rural areas and for low-wage workers with variable work hours