



April 21, 2026

The Honorable Tim Walberg  
Chairman  
Committee on Education and the Workforce  
U.S. House of Representatives  
Washington, DC 20515

The Honorable Bobby Scott  
Ranking Member  
Committee on Education and the Workforce  
U.S. House of Representatives  
Washington, DC 20515

Dear Chairman Walberg and Ranking Member Scott:

I write to you as a former Assistant Secretary for Career, Technical, and Adult Education and as the President and CEO of All4Ed, a national nonprofit organization that works with K-12, postsecondary, and workforce leaders across the country to support the development of high-quality education-to-career pathways. I have dedicated my career to building the systems that serve the learners at the heart of this debate, and I write with urgency about H.R. 8210, the *Stronger Workforce for America Act of 2026*. I appreciate the Committee's commitment to WIOA reauthorization and share the goal of better connecting and coordinating across our nation's education and workforce systems. However, I must be direct: I oppose this bill as drafted because it codifies the unlawful and harmful transfer of adult education and family literacy programs (Title II of WIOA) from the U.S. Department of Education (ED) to the U.S. Department of Labor. This provision is bad policy, legally dubious, operationally disruptive, and contrary to the long-term interests of the learners these programs are designed to serve. I am also deeply concerned by the bill's proposed spending cuts and missed opportunities to meaningfully serve our nation's learners and workers.

### **The Transfer of Title II Would Codify the Unlawful Dismantling of ED**

The administration's Interagency Agreement (IAA), signed on May 21, 2025—without notice to Congress, OCTAE career staff, state directors, leading advocacy organizations, or the public, and only revealed through a court filing—is the foundation H.R. 8210 seeks to codify. That foundation is legally suspect. Appropriations law expressly prohibits the transfer of funds between departments without specific statutory authority (see Further Consolidated Appropriations Act, 2024, PL 118–47, Sec. 512, language retained in the FY2025 Continuing Resolution). This provision would use the reauthorization process to codify a central element of the Administration's unlawful effort to dismantle the U.S. Department of Education, an effort that multiple federal courts have blocked. Congress should not legislatively ratify what the judiciary has found to lack legal authority. Upon learning of the IAA, Senator Susan Collins (R-ME), Chair of the Senate Appropriations Committee, stated publicly: "I just learned this morning that there is a plan to transfer career and technical education from the Department of Education to the Department of Labor. That is a huge change, so I just want to go on the record that I need much more information to justify that change." Codifying this arrangement through WIOA

reauthorization does not remedy the legal problem; it cements an administratively coerced restructuring that bypassed the normal legislative process entirely.

### **Adult Education Has a Profoundly Educational Mission That Belongs in ED**

I ran OCTAE. I know firsthand how Title II—the Adult Education and Family Literacy Act (AEFLA)—works and how it benefits learners. It serves 1.12 million learners annually with \$729 million, including approximately 330,000 young people ages 16–24. It provides foundational literacy, numeracy, and digital skills; pathways to the high school diploma and equivalency; English language learning and civics education; integrated education and training; and on-ramps to postsecondary education. These are educational goals, not simply job training goals.

Consider who this program reaches:

- A 16-year-old who is neither in school nor working and needs foundational academic support to get the credentials needed to secure employment
- A 32-year-old seeking enroll in a community college program so he can get a job that enables him to support a family
- A 65-year-old working to improve her literacy so she can read to her grandchildren
- Millions more across every congressional district in America, including in correctional facilities and community colleges

Adult education is about the ability to read to one's children, to navigate civic life, to pursue further learning. While these competencies are relevant to employment, they are not reducible to it. The Department of Labor's Employment and Training Administration (ETA) is designed for job placement, rapid workforce entry, and addressing employer demand. These are worthy goals, but they are categorically different from the long-term educational mission that OCTAE has built over decades. Adult learners have unique developmental needs. They require the instructional expertise and student support infrastructure that education systems, not job placement programs, are designed to provide. Moving Title II to DOL narrowly reframes the purpose of adult education and severs its connections to the broader educational infrastructure—including higher education, K–12 systems, and research on teaching and learning—that ED offers. Adult educators need access to the kinds of professional development, instructional research, and curricular support that the [180 education program specialists](#) at the Department of Education are equipped to offer. By contrast, the Department of Labor has only one equivalent specialist among its staff of 11,152; it does not have the needed capacity, nor should it be expected to develop it.

### **The Stakes for Literacy—and for Generations to Come—Are Too High**

Approximately 54% of adults in the United States—some 130 million people—read below a sixth-grade level. This is not only a workforce crisis; it is a civic and generational crisis, and it is an [economic crisis](#): our nation is leaving \$2.2 trillion, or 10% of our GDP, on the table annually by not supporting all adults to level up in literacy. Parental and household literacy are among the strongest predictors of childhood literacy and long-term academic achievement. [Rigorous research](#) has found that investment in adult education more than pays for itself in reduced public costs and increased lifetime earnings.

The Administration's proposed FY 2027 budget eliminates funding for Title II entirely. In this context, codifying the transfer of AEFLA to the Department of Labor does not look like an administrative reorganization. It looks like the first step toward dismantling the program and creating further disruption and uncertainty for state leaders and the learners they serve. We

urge the Committee to reject this provision and maintain AEFLA within the Department of Education.

### **H.R. 8210 Also Cuts Funding and Misses Key Opportunities for Effective Alignment Across Education and Workforce Systems**

H.R. 8210 would authorize federal funding for Title I Adult and Youth programs at current enacted levels for six years—which would amount to a cut after accounting for inflation—and reduce Dislocated Worker funding by 4.5 percent over the same period. These proposed cuts come at a time when America’s workforce and adult education needs are growing, not shrinking, making flat or declining investments in these programs are difficult to justify. The United States already spends less on workforce training than most other G7 nations, [according to OECD data](#). WIOA reauthorization should be an occasion to close that gap, not widen it.

The bill also misses important opportunities for genuine alignment that would serve learners without dismantling educational oversight:

- Workforce education and training programs benefit from the instructional expertise that experienced educators bring. Local workforce development boards should be required to include certified educators who directly teach and support learners—not just employer representatives—to ensure programs reflect evidence-based teaching and learning paired with meaningful student supports.
- High-quality pathways require intentional coordination between secondary education, career and technical education, postsecondary institutions, and workforce systems. H.R. 8210 could be strengthened by including mechanisms that support meaningful partnerships between education systems and state and local workforce board structures.
- Expanding block-granting of WIOA funds, which this bill does, reduces accountability and weakens protections for learners with the greatest barriers to employment.

### **What I Support: Real Interagency Collaboration and Systems Alignment That Lead to Meaningful Outcomes for Learners and Workers**

I strongly support a genuine, bipartisan WIOA reauthorization that achieves real systems alignment. This can be done across ED and DOL, and the current structure for this work—when properly resourced, staffed, and housed in the appropriate agency—already demonstrates that strong interagency collaboration is achievable without mission consolidation. Examples of collaboration include joint guidance between OCTAE and ETA, promoting Registered Apprenticeship programs that integrate with CTE and adult education, regular meetings across political and career staff to align on policy and programs, and shared accountability structures under WIOA. All4Ed has also [advocated](#) for building stronger connections between WIOA and Workforce Pell. Strong bridges between agencies work better than consolidation. The 2024 version of ASWA (H.R. 6655) passed the House 378–26 with bipartisan support precisely because it pursued alignment without dismantling educational oversight. H.R. 8210 abandons that model.

I urge the Committee to:

- Reject the codification of the transfer of AEFLA (Title II) from the Department of Education to the Department of Labor
- Restore and increase Title II funding given the scale of adult literacy need and the administration’s explicit goal of eliminating it entirely
- Return to bipartisan WIOA reauthorization consistent with the spirit of the 2024 ASWA

- Strengthen joint accountability frameworks, shared data systems, and cross-agency technical assistance between DOL and ED without conflating their distinct missions
- Require educator representation on local workforce development boards
- Reject funding cuts and provisions that expand block-granting without adequate accountability protections

Education and workforce are partners, not proxies. I urge you to reject the Title II transfer provision and return to the bipartisan approach that has historically defined WIOA reauthorization. I stand ready to work with members on both sides of the aisle to advance legislation that truly serves America's learners and workers.

Thank you for your consideration.

**Amy Loyd, Ed.L.D.**

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