

April 20, 2026

Chair Tim Walberg
Education and Workforce Committee
U.S. House of Representatives
Washington, DC 20515

Ranking Member Robert (“Bobby”) Scott
Education and Workforce Committee
U.S. House of Representatives
Washington, DC 20515

Re: H.R.8210: A Stronger Workforce for America Act

Dear Chair Walberg and Ranking Member Scott:

On behalf of the National Center for Learning Disabilities (NCLD), I write with significant concerns about H.R. 8210, *A Stronger Workforce for America Act*, and its markup on April 21, 2026 in the House Education and Workforce Committee. Supporting and preparing individuals with learning disabilities (LD) for meaningful employment is critical to their success in adulthood. However, there are stark employment disparities between people with disabilities and those without: 41.6% people with disabilities are in the labor force compared to 78.5% of people without disabilities¹. According to a national survey of over 1,300 young adults with learning disabilities, over half reported difficulty obtaining a job because of their LD (54%), and nearly half reported difficulty maintaining employment because of their LD (48%)².

While a better functioning workforce system is critical to individuals with disabilities and others with barriers to employment, this bill also jeopardizes the role of the U.S. Department of Education and its adult education program. NCLD opposes the dismantling of the U.S. Department of Education and the move of the *Adult Education and Family Literacy Act* (AEFLA) programs (Title II of WIOA) from the Department of Education to the Department of Labor is a core feature of H.R. 8210. There continues to be many challenges with how federal funds are distributed as intended over five months after the Interagency Agreement (IAA) impacting both AEFLA and Perkins V programs was issued. Over five months after the IAA impacting both AEFLA and Perkins V programs was issued, many challenges and inefficiencies [remained](#) with these funds going out to support programs as intended. **Rather than codify this interagency agreement from July 2025 in H.R.8210, the House Education and Workforce Committee should increase its oversight and monitoring of the U.S. Department of Education and the programs it**

¹ Kessler Foundation, 2025

² Rodrigo, S. A., Wong, L. N., Harris, S. L., Wilson, S. E., Malone, A. S., Stelitano, L., Fuller, N., Kubatzky, L., Gage, N. A., Blackorby, J., & LeBoyd, N. (2024). *The State of Learning Disabilities: Navigating the transition to adulthood*. National Center for Learning Disabilities.



is supposed to administer and investigate the ways that congressionally-authorized programs have been disrupted.

While NCLD never took a formal position on *A Stronger Workforce for America Act* in the 118th Congress, there were components of this bill that supported jobseekers with disabilities. In both the House and the Senate, there was sufficient opportunity for stakeholder feedback including a discussion draft, which NCLD responded to, and the negotiated bipartisan bills integrated some of that feedback. The bill encouraged programs to implement the principles of universal design for learning. However, all references of universal design for learning (UDL) have been removed from H.R.8210.

A focus on UDL matters because workforce development and adult education programs often serve populations who have barriers to employment and who have been historically excluded from traditional education and employment pathways. UDL closely aligns with the realities of today's workforce and when training providers can embed strategies like clear instructions, multiple ways to complete tasks, and accessible technology for everyone, it will benefit those with disabilities as well (many of whom do not formally disclose a disability in their training or workforce development program). In fact, the LEAD Center, funded by the U.S. Department of Labor (USDOL), recently provided [resources](#) on how UDL can guide the design of AI-enabled workforce and career education programs in response to 2025 UDOL guidance on incorporating AI into programs.

Rather than advance H.R.8210, NCLD encourages the House Education and Workforce Committee to return to the bipartisan version of this legislation from last Congress which would not transfer adult education functions to DOL and would better improve workforce development and adult education for people with barriers to employment, including people with disabilities.

If you have any questions, please contact Nicole Fuller, NCLD's Associate Director of Policy & Advocacy, at nfuller@nclد.org.

Sincerely,

A handwritten signature in black ink, which appears to read 'Lindsay Kubatzky', is positioned above the typed name.

Lindsay Kubatzky
Director of Policy and Advocacy
National Center for Learning Disabilities