

**ILLINOIS COMMUNITY COLLEGE BOARD**  
**Adult Education and Family Literacy**  
**401 East Capitol Avenue**  
**Springfield, Illinois 62701-1711**

**AREA PLANNING COUNCIL**  
**UPDATE**

**July 1, 2012 - June 30, 2013**

The Area Planning Council pledges to coordinate services for the eligible populations which include individuals (A) who have attained 16 years of age; (B) who are not enrolled or required to be enrolled in secondary school under State law; and (C) who: lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society; do not have a secondary school diploma or its equivalent, and have not achieved an equivalent level of education; or are unable to speak, read, or write the English language. Federal legislation defines priority populations for services as low-income students, individuals with disabilities, single parents, displaced homemakers, individuals with limited English proficiency, and individuals with multiple barriers to educational enhancement.

On or before March 1 of each year, each Area Planning Council (APC) is required to submit an annual plan that shall provide for the development and coordination of adult education programs by: (1) Identifying services currently being offered to the above identified population; (2) Producing a plan for the continuation of identified services; (3) Identifying gaps within the service area including, populations not being served, instructional services not being offered, support services not being offered, and geographic locations within the APC boundaries without service; (4) Identifying possible reason for these gaps in service areas; and (5) Producing a plan for servicing the identified service area gaps.

Submit an **electronic version** of the Area Plan by February 17, 2012, **with appropriate scanned signature(s)**, to [Nora.L.Rossman@illinois.gov](mailto:Nora.L.Rossman@illinois.gov). Also, send **the original plan** to Jennifer Foster, Senior Director for Adult Education, Illinois Community College Board, 401 E. Capitol Avenue, Springfield, IL 62701.

\_\_\_\_\_  
Identification/Name of Planning Council

\_\_\_\_\_  
APC Number

**SUBMITTED TO THE**  
**ILLINOIS COMMUNITY COLLEGE BOARD**  
**BY**

\_\_\_\_\_  
Signature(s) of Area Planning Council Chairperson(s)

\_\_\_\_\_  
Date

**ON BEHALF OF**  
**THE AREA PLANNING COUNCIL**

APPROVED: \_\_\_\_\_  
Signature of Senior Director for Adult Education  
and Family Literacy

\_\_\_\_\_  
Date

**Illinois Community College Board  
Adult Education and Family Literacy  
Area Plan Instructions**

**I. AREA PLANNING COUNCIL PARTICIPANTS**

**Attachment 1** - Submit a list of invited Area Planning Council participants by name and affiliation.

**II. PLANNING AREA DATA**

**Attachment 2a** - Use SIUE Index of Need Data only when completing this chart. Data for FY10, FY11, and FY12 should be copied from the FY12 Area Plan.

**Attachment 2b** - This attachment provides a comparison of indicated need and services provided during the most recently completed fiscal year.

Column A will automatically be completed based upon data supplied in Attachment 2a.

To complete Column B (Number served with ICCB AEFL funds) of Attachment 2B do the following: Use the Program Status Report - 4<sup>th</sup> Quarter - ICCB Restricted Funds to complete Column B. Data for each cell can be found at the following area in that report:

- Total potential adult target population located within area - Program Status Report 4<sup>th</sup> Quarter - ICCB Restricted Funds (Page 1, Total # of students from Unduplicated table)
- Number of adults needing ESL services - Program Status Report 4<sup>th</sup> Quarter - ICCB Restricted Funds (Page 1, Total # of ESL students from Unduplicated table)
- Number of unemployed - Program Status Report 4<sup>th</sup> Quarter - ICCB Restricted Funds (Page 3, Status Table - Total # from Unemployed row of table)
- Number of adults on PA - Program Status Report 4<sup>th</sup> Quarter - ICCB Restricted Funds (Page 3, Status Table - Total # from Received Public Assistance row of table)

To complete Column D (Number served with Other Funds) of Attachment 2B do the following:

Use the Program Status Report - 4<sup>th</sup> Quarter - Unrestricted/Other Restricted Funds to complete Column D. Data for each cell can be found at the following area in that report:

- Total potential adult target population located within area - Program Status Report 4<sup>th</sup> Quarter - Unrestricted/Other Restricted Funds (Page 1, Total # of students from Unduplicated table)
- Number of adults needing ESL services - Program Status Report 4<sup>th</sup> Quarter - Unrestricted/Other Restricted Funds (Page 1, Total # of ESL students from Unduplicated table)
- Number of unemployed - Program Status Report 4<sup>th</sup> Quarter - Unrestricted/Other Restricted Funds (Page 3, Status Table - Total # from Unemployed row of table)
- Number of adults on PA - Program Status Report 4<sup>th</sup> Quarter - Unrestricted/Other Restricted Funds (Page 3, Status Table - Total # from Received Public Assistance row of table)

**SPECIAL NOTE:** Remember that in multiple provider APC's, **the totals from each** individual program should be tallied to complete Attachment 2B for both Column B and Column D. Column D should also include the number served by providers within the APC who **DO NOT receive ICCB AEFL funds**.

**Attachment 2c** - If applicable, in narrative form (limit of 1 page), describe any additional need not encompassed in Attachments 2a or 2b. *Attachment 2c is optional.*

### III. BARRIERS

#### **Attachment 3a** - Barriers to the Delivery of Adult Education Services within the APC

Excluding funding limitations, identify barriers to the provision of Adult Education Services within the APC boundaries.

#### **Table 1** – Previously identified barriers:

- List specific barriers to delivery of services as identified in previous Area Plans
- List actions taken to address the barrier
- Identify effective actions
- Identify unsuccessful actions
- Indicate next steps to address barrier including time frame and responsible party or entity. The time frame may span the complete year. However if this is the case, specific times should be indicated when progress toward accomplishment of the next steps will be reviewed/evaluated should be indicated.
- Indicate Technical Assistance necessary to address the identified barriers

#### **Table 2** – Additional barriers not identified previously

- List new barriers to be addressed
- Indicate how barrier has resulted in a service gap
- List specific plans to address barrier in the next fiscal year including time frame and responsible party or entity. The time frame may span the complete year. However if this is the case, specific times should be indicated when progress toward accomplishment of the next steps will be reviewed/evaluated should be indicated.
- Indicate Technical Assistance necessary to address the identified barriers

#### **Attachment 3b** – APC Transitions

- Identify employment needs in the area. The identified employment needs should consider High Growth Sector Jobs, employment that requires specialized training or post secondary education and employment that requires no additional training or only basic job skills review. Determine which career cluster the employment can be identified with. Use [www.careerclusters.org](http://www.careerclusters.org) to assist in this identification. Illinois Work Net can also serve as a resource of the specific employment needs in the area as well as the information provided in the Strategic Plan for Adult Education “Creating Pathways for Adult Learners”.
- List the specific job or occupation
- Determine if the employment is WST – With Specialized Training or NST – No Specialized Training
- Rank the jobs/occupations indicated by priority for the APC. The highest priority would be ranked as 1.
- Determine a transition activity to be developed by the APC that will assist students in taking the next step along a pathway to successfully transition from Adult Education toward the identified employment need. (Example: The APC may coordinate a meeting in one geographical area with employers from fast food industries and students seeking employment in that industry to discuss opportunities, salary, requirements. In the case of a transition to Post secondary training, the APC may invite representatives from the local community college or training school to discuss entrance requirements, services available and financial assistance)
- Indicate the partners necessary to develop the transition activity
- Indicated the anticipated outcome of the transition activity (Example: Students understand the

steps necessary to enroll in post secondary education and training and are familiar with staff or students understand the requirements and responsibilities when applying for employment in a particular job or occupation)

#### **IV. APC NARRATIVE**

**Attachment 4a** – In a maximum of five pages each APC should address the following in narrative form:

- Detail how services offered meet the identified need in the area
- Specifically detail the process used to ensure non-duplication of services in the area and explain how providers coordinate services to maximize effective delivery of services.
- Discuss the coordinated strategies that will be used by the APC to recruit the target populations on Attachment 2a.
- Discuss transitions between ABE, ASE, ESL, and Bridge Programming and Career Pathways specifically focusing on the coordination of activities within the APC that will increase transitions to Post Secondary education.
- Identify the Professional Development needs of the Area Planning Council. Specify how professional development is coordinated within the APC and what Professional Development Activities are planned by the APC to enhance the development of partnerships with entities other than ICCB funded AEFL programs.

**Attachment 4b-** LWIB Communication Plan In a maximum of two pages:

- Describe the communication method between the APC and Local Workforce Investment Board (LWIB). This should include but is not limited to communication with the Adult Education Representative on the LWIB and the members of the Area Planning Council.
- Describe the activities planned by the APC to increase partnerships with the LWIB and local Title I providers and other transitions activities that will increase opportunities for services to AEFL students including Bridge Programming.

#### **V. MAP**

**Attachment 5** - Attach a detailed map indicating the locations within the APC district to be served, and the AEFL funded service provider(s)

#### **VI. AREA SERVICE PROVIDERS**

**Attachment 6** - Complete the table by listing all agencies that will be providing adult education services within the APC boundaries. Estimate the projected number of students and services provided at each site for the planning year. Include all providers who will be subcontracting with primary agencies. In addition, indicate whether a site will be funded by AEFL dollars or other sources of funds (this includes Unrestricted funds for Community Colleges). This will not affect your ICCB funding, but will provide a greater understanding of the number of students served with adult education services in the area. Programs not currently funded by ICCB should estimate the number of students and indicate the type of services provided at each site.

#### **VII. MINORITY REPORT**

**Attachment 7** - Attach a Minority report (if necessary). See the Illinois Community College Board Adult Education and Family Literacy Provider Manual, Section 2 ([www.iccb.state.il.us](http://www.iccb.state.il.us)).