



FY25 APC PLAN

September 2023

TABLE OF CONTENTS

The Statute: (105 ILCS 405/) Adult Education Act.....	2
Signatures and Directions	3
Area Planning Council (ICCB) Officers FY 2025 Planning Cycle	4
Instructions	5
Reflection on FY24's APC Plan	7
Area Planning Council Invitees / Participants.....	8
Area Planning Data	9
Additional Need Data	11
APC /Local Workforce Innovation Board Partnerships and Transitions.....	12
Map, Sites and Services, Comprehensive One Stop Service Coordination Plan	15
Minority Report	16

The Statute: (105 ILCS 405/) Adult Education Act

Sec. 2 – 4 Area Planning Councils. An Area Planning Council shall be established within the boundaries of each community college district. A representative of each approved adult education provider is required to participate on the Area Planning Council. Other members may include:

- (1) regional superintendents of schools;
- (2) representatives of school districts;
- (3) representatives of the community college district's career and technical education program;
- (4) representatives of the community college district's financial aid office;
- (5) representatives of the community college district's student services office;
- (6) representatives of local workforce boards under the federal Workforce Innovation and Opportunity Act;
- (7) persons with an interest in adult education services provided within the community college district; and
- (8) persons with an interest in adult education services provided within the Area Planning Council district, including, but not limited to, representatives of social service agencies, businesses and employers, vocational rehabilitation services of the Department of Human Services, and the Department of Employment Security.

Each Area Planning Council must elect officers and develop bylaws that indicate the membership of the Council. The Area Planning Council chairperson must be a representative of an adult education provider approved by the Board. In areas where large multiple-provider Area Planning Councils exist, the Board may designate sub-areas within an Area Planning Council district to ensure maximum representation of need. The Board shall determine the guidelines for the bylaws and operation of the Area Planning Council.

On or before March 1 of each year each Area Planning Council shall submit an annual Adult Education Plan for the area. The Area Adult Education Plan shall provide for the development and coordination of adult education programs in the area as prescribed by the Board. The Area Adult Education Plan must be aligned with Title II of the federal Workforce Innovation and Opportunity Act, the State Unified Plan, local workforce boards, and one-stop activities and must include involvement of the local Board-approved adult education workforce board representative. The local adult education workforce board representative is responsible for convening Area Planning Council chairpersons in a local workforce area to provide information regarding the development of the Area Adult Education Plans and related federal Workforce Innovation and Opportunity Act activities. If the Board finds that the annual Area Adult Education Plan submitted by the Area Planning Council meets the requirements of this amendatory Act of 1982 and the established standards and guidelines, the Board shall approve the Plan. The approval of adult education programs by the Board for reimbursement under Section 2-12.5 of the Public Community College Act shall be based on the Adult Education Plan approved for the Area. The Area Adult Education Plan must be approved prior to funding being made available to an Area Planning Council district.

SIGNATURES AND DIRECTIONS

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 February 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 1, 2024, **with appropriate signature(s)**, to: acl.compliance@illinois.gov. **The original signed Area Plan should not be submitted to the ICCB. Beginning in FY2020, the original signed Area Plan should be kept on file by the Chairperson and/or Secretary of the Area Planning Council.**

Identification/Name of Planning Council APC Number

Date

**ON BEHALF OF THE AREA PLANNING COUNCIL, THIS PLAN IS SUBMITTED TO
THE ILLINOIS COMMUNITY COLLEGE BOARD BY**

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

Date

AREA PLANNING COUNCIL (ICCB) OFFICERS FY 2025 PLANNING CYCLE

Area Planning Council Name

APC#: LWIA#: Economic Development Region#:

Council Chair*

First Name: Last Name:

Title: Agency:

Address: City: Zip:

Phone: Email:

Council Co-Chair/Vice Chair

First Name: Last Name:

Title: Agency:

Address: City: Zip:

Phone: Email:

Council Secretary

First Name: Last Name:

Title: Agency:

Address: City: Zip:

Phone: Email:

Local Workforce Innovation Board (LWIB) Representative**

Adult Ed Representative to LWIB: LWIB#:

Title: Agency:

Email: Phone Number:

*APC Chair must be employed by an ICCB funded AEL provider.

**Person who has the AE seat on the LWIB. selected.

INSTRUCTIONS

Illinois Community College Board Adult Education and Literacy Area Plan Instructions

I. REFLECTION ON FY24s Area Plan

Address brief questions reflecting on the FY24 plan.

II. AREA PLANNING COUNCIL PARTICIPANTS APC Members –

Column 1: Identify by name those representatives from ICCB funded programs, APC partner agencies, Local Workforce Innovation Board partner agencies or other stakeholders invited to attend APC meetings.

Column 2: List the agency and department name of ICCB funded programs, APC partner agencies, Local Workforce Innovation Board partner agencies, and other stakeholders invited to attend APC meetings.

III. PLANNING COUNCIL AREA DATA

Complete the SIUE Census Data Planning Chart and the Current Census Data Planning Chart. In the Current Census Data Planning Chart, for columns B and C, use the FY23 Program Status Report 4th Quarter – Restricted Funds (YES from dropdown box on Pentaho). For columns D and E, use Program Status Report 4th Quarter – Restricted Funds (NO from dropdown box on Pentaho)

SPECIAL NOTE: Remember that in multiple provider APCs, **the totals from each** individual program should be tallied to complete the chart. Data should also include the number served by providers within the APC who **DO NOT receive ICCB AEL** funds.

IV. APC/ Local Workforce Innovation Board Partnerships and Transitions – the steps toward employment or post-secondary education after High School Equivalency

Question 1: Discuss the referral process for your local LWIB and discuss how the WIOA Core partners assist AEL programs in transitioning students to either post-secondary education and employment.

Question 2: Identify and briefly explain how partners within the APC are used to support Bridge/ICAPS for students entering Post-Secondary Education. Identify what pathways exist within the APC for AEL students entering Post-Secondary Education and Training: *Pathways described in this section should be aligned to those identified in Regional and Local Workforce Board Plans

Question 3: If you are funded for Integrated English Language and Civics Education, discuss strategies to connect English Language Learners with ICAPS.

V. MAP

Attach a detailed map identifying **ICCB funded Adult Education service locations** within the APC boundaries and identify by name the **AEL funded provider(s) for each location.**

VI. SITES AND SERVICES

- 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 sub-granting with primary agencies.
- In addition, indicate whether a site will be funded by AEL dollars or other sources of funds (this includes Unrestricted funds for Community Colleges).
 - NOTE: This will not affect your ICCB funding but will provide a greater understanding of the number of students provided with adult education services in the area.

VII. COMPREHENSIVE ONE STOP SERVICE COORDINATION PLAN

- All Comprehensive One-Stop locations in Illinois must have Adult Education (Title II) representation to comply with WIOA requirements that took effect on July 1, 2016.
- Provide the Local Workforce Innovation Board number along with the address of the LWIB One-Stop were indicated at the top of the attachment.
- Complete the table by listing all ICCB funded Adult Education providers within the APC that will be providing services at the local One-Stop site and mark with an “x” those services offered in FY25.
- Indicate the number of program staff or technology stations that meet Direct-Linkage requirements (that are funded by ICCB AEL) to be located at One-Stops. For example, how many FTEs will be devoted to One Stop?
- Provide total amount (\$) of infrastructure costs contributed to One-Stop by AEL program in FY24 (amounts retrievable from signed MOU) and FY2025 – Projections OK)

VIII. MINORITY REPORT

See the Illinois Community College Board Adult Education and Literacy Provider Manual if a Minority Report is needed.

REFLECTION ON FY24'S APC PLAN

Building the FY25 Area Plan begins with reflecting on what worked in prior years and identifying areas for continued improvement.

1. As you are beginning to implement the FY24 APC Plan, provide a detailed summary of your Area Planning Council goals.
2. Identify any concerns or supports you may need to meet the deliverables in your FY24 APC Plan.

AREA PLANNING COUNCIL INVITEES / PARTICIPANTS

Column 1

Identify by name those representatives from ICCB funded programs, APC partner agencies, Local Workforce Innovation Board partner agencies or other stakeholders **invited to attend** APC meetings.

Column 2

List the agency and department name of ICCB funded programs, APC partner agencies, Local Workforce Innovation Board partner agencies, and other stakeholders **invited to attend** APC meetings.

Name	Agency

AREA PLANNING DATA

SIUE Census Data Planning Chart

Use only information provided by SIUE's Index of Need data to complete the following table. Data for FY22, FY23, and FY24 columns should be taken from the FY24 Area Plan. Data entered in the FY25 column should be the data provided from SIUE in the fall of 2024 which is the projected number of adults who will need services in the area during FY25.

	FY22	FY23	FY24	FY25
Total Area Population				
Total potential adult target population located within area*				
Number of adults needing ESL/ELA services				
Number of unemployed				
Number of adults on Public Assistance				

*Adults 16 years of age and older, **not currently enrolled in school** with less than secondary school completion.

Current Adult Education Service Data

Indicate the number of individuals that received instructional services funded by both ICCB AEL funds and other funds during FY23. Enter the number of individuals served with ICCB AEL funds in Column B and those served with funds other than ICCB AEL in Column D. (Column D includes students served by ICCB funded programs with unrestricted or other funds, as well as students served by other entities not funded by ICCB AEL dollars).

		ICCB AEL funds		Other Funds		Totals	
	A SIUE Index of Need	B Number served	C Percent served	D Number served	E Percent served	F Overall Number served	G Overall Percent served
Number of adults in target population within area*							
Number of ESL/ELA Adults							
Number of unemployed							
Number of adults on Public Assistance							

*Adults 16 years of age and older, **not currently enrolled in school** with less than secondary school completion

In the space below, identify strategies in outreach, distance learning, and retention that will improve service delivery and ensure the population being served represents the at-risk population in the Index of Needs.

ADDITIONAL NEED DATA

If Applicable, describe any additional needs identified in the EDR (Economic Development Region) and LWIA (Local Workforce Innovation Area) and planning processes not encompassed by the information provided in the section above. *Please cite the source of any data provided.*

APC /LOCAL WORKFORCE INNOVATION BOARD PARTNERSHIPS AND TRANSITIONS

All programs must address Questions 1 and 2. APCs with funded IELCE providers must also answer question 3.

1. Discuss the referral process for your local LWIB and discuss how the WIOA Core partners assist AEL programs in transitioning students to either post-secondary education or to employment.
 - Identify both struggles and successes with service integration.
 - Identify how you will capture co-enrollment data.
 - Discuss how virtual service delivery will be utilized.
 - Discuss how you will use data from the Index of Need to develop innovative outreach methods that engage your at-risk populations.

2. Identify and briefly explain how partners within the APC are used to support Bridge/ICAPS for students entering Post-Secondary Education. Identify what pathways exist within the APC for AEL students entering Post-Secondary Education and Training:
*Pathways described in this section should be aligned to those identified in Regional and Local Workforce Board Plans.
 - Identify innovative strategies that engage local employers and industries.
 - Discuss how you use Barriers to Employment to identify support services that address academic and non-academic barriers.
 - Discuss how you are serving individuals with disabilities.
 - Discuss the sustainability of these pathways that reflect a future-oriented vision for workforce development activities.
 - Identify barriers to implementing quality Bridge/ICAPs programs and include potential strategies for addressing the barriers.

3. If you are funded for Integrated English Language and Civics Education, discuss strategies to connect English Language Learners with ICAPS.

MAP

Attach a detailed map identifying **ICCB funded Adult Education service locations** within the APC boundaries and identify by name the **AEL funded provider(s) for each location**.

SITES AND SERVICES

Submit Site and Service document on the APC plan.

COMPREHENSIVE ONE STOP SERVICE COORDINATION PLAN

Submit Comprehensive One Stop Service Coordination plan on the APC plan.

MINORITY REPORT

Optional Attachment (if necessary) See the Illinois Community College Board Adult Education and Literacy Provider Manual, (www.iccb.org) for additional information.