ICCB

ILLINOIS COMMUNITY COLLEGE BOARD

REFLECTION ON FY24'S APC PLAN

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

Area Planning Council Goals

The APC must provide a detailed summary of the APC goals for FY24. These goals should be specific, measurable, achievable, relevant, and time bound.

Approved. ☐   Approved with Recommended Changes ☐   Not Approved ☐

Comments Section

Concerns or Supports

The APC must identify any concerns or supports that may be needed to meet the deliverables in the FY25 APC Plan. This information is important for developing strategies to address any potential challenge.

Approved. ☐   Approved with Recommended Changes ☐   Not Approved ☐

Comments Section

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.

CRITERIA	APPROVED ☐	APPROVED WITH RECOMMENDATION ☐	NOT APPROVED ☐
Column 1: Identify by Name	All representatives are accurately identified by their full names.	Some representatives are accurately identified by their full names.	No representatives are accurately identified by their full names.

Comments Section	

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.

CRITERIA	APPROVED ☐	APPROVED WITH RECOMMENDATION ☐	NOT APPROVED ☐
Column 2: Agency and Department Naming	All agency and department names are provided accurately for ICCB funded programs, APC partner agencies, Local Workforce Innovation Board partner agencies, and other stakeholders.	Some agency and department names are provided accurately for ICCB funded programs, APC partner agencies, Local Workforce Innovation Board partner agencies, and other stakeholders.	No accurate agency and department names are provided.

Comments Section	

SIUE Census Data Planning Chart

CRITERIA	APPROVED	APPROVED WITH RECOMMENDATION	NOT APPROVED
SIUE Census Data Planning Chart	Accurate and comprehensive completion of the SIUE Census Data Planning Chart for FY22-FY25. Clear presentation of data and projections.	Completion of most parts of the SIUE Census Data Planning Chart for FY22-FY25, but with several inaccuracies or omissions. Data and projections lack clarity.	Failure to complete the SIUE Census Data Planning Chart for FY22-FY25.

Comments Section

Current Adult Education Service Data

CRITERIA	APPROVED	APPROVED WITH RECOMMENDATION	NOT APPROVED
Current Adult Education Service Data	Accurate and comprehensive completion of the SIUE Census Data Planning Chart for FY22-FY25. Clear presentation of data and projections.	Completion of most parts of the SIUE Census Data Planning Chart for FY22-FY25, but with several inaccuracies or omissions. Data and projections lack clarity.	Failure to complete the SIUE Census Data Planning Chart for FY22-FY25.

Comments Section

Strategies for Outreach, Distance Learning, and Retention

CRITERIA	APPROVED	APPROVED WITH RECOMMENDATION	NOT APPROVED
Strategies for Outreach, Distance Learning, and Retention	Clear, comprehensive, and innovative strategies provided for improving outreach, distance learning, and retention. Strategies align well with the at-risk population identified in the Index of Needs.	Strategies for improving outreach, distance learning, and retention are provided, but with several gaps or areas requiring more detail. Strategies somewhat align with the at-risk population identified in the Index of Needs.	Inadequate or missing strategies for improving outreach, distance learning, and retention. No alignment with the at-risk population identified in the Index of Needs.

Comments Section

ADDITIONAL NEED DATA

If Applicable, describe any additional needs identified in the APC region not encompassed by the information provided in the section above. Please cite the source of any data provided.

CRITERIA	APPROVED	APPROVED WITH RECOMMENDATION	NOT APPROVED
Identification of Additional Needs	Comprehensive and insightful identification of relevant additional needs, clearly outlining the regional and local needs beyond the provided information. Demonstrates a deep understanding of the planning processes and data sources. The identified additional needs are highly relevant to the regional and local planning processes. They are integrated effectively into the broader context of the APC plan.	Identification of some relevant additional needs, but with a few gaps or lack of clarity in addressing regional and local considerations. Demonstrates a basic understanding of the planning processes and data sources. The identified additional needs are somewhat relevant to the regional and local planning processes, but integration into the broader context is lacking in places.	Failure to identify any relevant additional needs. No consideration of regional and local planning processes or data sources. The identified additional needs are not relevant to the regional and local planning processes, and there is no integration into the broader context.
CRITERIA	APPROVED	APPROVED WITH RECOMMENDATION	NOT APPROVED
Data Source Citation	Accurate and complete citations provided for each data source referenced, including specific details such as the source name, publication date, and relevant sections.	Citations for data sources provided, but with noticeable omissions or inaccuracies in important details.	No citations provided for data sources referenced.

Comments Section

APC /LOCAL WORKFORCE INNOVATION BOARD PARTNERSHIPS AND TRANSITIONS

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.*

CRITERIA	APPROVED ☐	APPROVED WITH RECOMMENDATION ☐	NOT APPROVED ☐
Referral Process and Transitioning	Comprehensive discussion of the referral process for the local LWIB, along with clear explanation of how WIOA Core partners support transitions to post-secondary education or employment. Includes both struggles and successes in service integration. Detailed plan for capturing co-enrollment data. Thorough consideration of virtual service delivery and innovative outreach methods based on Index of Need data.	Basic discussion of the referral process for the local LWIB and explanation of how WIOA Core partners support transitions. Limited information on struggles and successes in service integration. Plan for capturing co-enrollment data is somewhat unclear. Limited consideration of virtual service delivery and outreach methods based on Index of Need data.	No discussion of the referral process or transitions to post-secondary education or employment. No consideration of service integration, co-enrollment data, virtual service delivery, or innovative outreach methods based on Index of Need data.

Comments Section

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.*

CRITERIA	APPROVED ☐	APPROVED WITH RECOMMENDATION ☐	NOT APPROVED ☐
Partners for Bridge/ICAPS Support	Comprehensive identification and explanation of how partners within the APC support Bridge/ICAPS for students entering post-secondary education. Clear description of pathways within the APC for AEL students entering post-secondary education and training, aligned with Regional and Local Workforce Board Plans. Innovative strategies for engaging local employers and industries are outlined. Thorough discussion of using Barriers to Employment to identify support services, and effective strategies for serving individuals with disabilities. Sustainable pathways and a future-oriented vision for workforce development activities are well-elaborated. Identification of barriers and detailed strategies for addressing them are provided.	Basic identification and explanation of partners within the APC that support Bridge/ICAPS for students entering post-secondary education. Limited description of pathways within the APC for AEL students entering post-secondary education and training. Limited strategies for engaging local employers and industries are provided. Brief mention of using Barriers to Employment and serving individuals with disabilities. Pathway sustainability and future-oriented vision for workforce development activities are mentioned, but with limited detail. Limited identification of barriers and strategies for addressing them.	No identification or explanation of partners for Bridge/ICAPS support. No description of pathways for AEL students entering post-secondary education. No strategies for engaging local employers and industries. No mention of using Barriers to Employment or serving individuals with disabilities. No discussion of pathway sustainability or future-oriented vision. No identification of barriers or strategies for addressing them.

Comments Section

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

CRITERIA	APPROVED ☐	APPROVED WITH RECOMMENDATION ☐	NOT APPROVED ☐
Connecting ELLs with ICAPS (For Funded IELCE Providers)	Thorough and innovative strategies provided for connecting English Language Learners (ELLs) with ICAPS. Clear explanation of how these strategies promote integration between IELCE and ICAPS.	Basic strategies provided for connecting ELLs with ICAPS, but lacking innovation and limited explanation of how these strategies promote integration between IELCE and ICAPS.	No strategies provided for connecting ELLs with ICAPS. No explanation of integration between IELCE and ICAPS.

Comments Section

MAP

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

Yes [ ]   No

SITE AND SERVICES

- Complete the table by listing all agencies that will be providing adult education services within the APC.
- 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 non-ICCB sources of funds.
  - ♦ 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

CRITERIA	APPROVED [ ]	APPROVED WITH RECOMMENDATION [ ]	NOT APPROVED [ ]
Agency Listing	All agencies providing adult education services are accurately listed in the table.	Most agencies are listed, but there might be minor inaccuracies or omissions.	Major agencies providing adult education services are missing from the table.
Projected Students and Services	Estimated student numbers and services are provided for each site accurately and coherently.	Estimates for most sites are present, but there might be inconsistencies or unclear projections.	Projections for student numbers and services are missing or extensively flawed for multiple sites.
Sub-Granting Providers	All sub-granting providers and their primary agencies are correctly identified.	Sub-granting providers are mostly identified, but some connections might be unclear or erroneous.	Sub-granting providers and their primary agencies are not identified, leading to confusion.
Funding Sources Indication	Each site's funding source (AEL dollars or other) is accurately indicated.	Funding sources are indicated for most sites, but there might be some confusion or lack of clarity.	Funding sources are unclear or entirely missing for many sites, making it difficult to understand.

Comments Section

COMPREHENSIVE ONE STOP SERVICES COORDINATION PLAN

- All comprehensive one-stop locations in Illinois must have Adult Education (Title II) representation to comply with WIOA requirement 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 "X" those services offered in FY25.
- Indicate the number of programs staff or technology stations that meet Direct-linkage requirement (that are funded by ICCB AEL) to be located at One-Stop. 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 - projection.

CRITERIA	APPROVED	APPROVED WITH RECOMMENDATION	NOT APPROVED
Comprehensive one-stop locations have Adult Education (Title II) representation.			
Local Workforce Innovation Board (LWIB) number and One-Stop address are provided.			
List of ICCB funded Adult Education providers at the local One-Stop.			
Services offered by each provider in FY25 are marked with "X".			
Number of programs, staff, or technology stations meeting Direct-linkage requirement are indicated.			
Total amount ($) of infrastructure costs contributed in FY24 (retrievable from signed MOU).			
Projected total amount ($) for infrastructure costs in FY2025.			

Comments Section

MINORITY REPORT

APPROVED		APPROVED WITH RECOMMENDATION		NOT APPROVED	

Comments Section