



FY2028 APC PLAN

October 2026

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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 February 1st 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 the 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 or older.
- (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 1st 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 reasons 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, 2027, with appropriate signature(s), to: ICCB.ael.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

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

FY28 APC PLAN

AREA PLANNING COUNCIL (ICCB) OFFICERS FY 2028 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: _____

Phone: _____ Email: _____

*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 FY27's AREA PLAN

Address brief questions reflecting on the FY27 plan.

II. AREA PLANNING COUNCIL PARTICIPANTS/INVITEES

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. AREA PLANNING 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 FY26 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. AREA PLANNING STRATEGY

Using available data and local context, describe the strategies your APC will implement to strengthen service delivery—such as outreach, access, retention, and re engagement—to ensure programs effectively serve the at-risk populations identified in the Index of Need.

V. APC/ LOCAL WORKFORCE INNOVATION BOARD PARTNERSHIPS AND TRANSITIONS

The steps toward employment or post-secondary education after High School Equivalency

Section 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.

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

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Section 3: If your APC is funded for Integrated English Language and Civics Education (IELCE), describe how IELCE priorities are integrated into your region's overall coordination of services. Explain how IELCE activities help expand access to career-focused pathways for English Language Learners and strengthen alignment across adult education, workforce partners, postsecondary institutions, and employers. Discuss how the APC plans to ensure that workplace literacy, Bridge, and ICAPS opportunities are responsive to the needs of multilingual learners and reflect local labor market demand. You may also identify any gaps or challenges in aligning IELCE with regional pathways and share ideas for strategies, partnerships, or system improvements that could enhance coordination in FY28.

VI. Professional Development and Staff Capacity

VII. 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

VIII. COMPREHENSIVE ONE STOP SERVICE COORDINATION PLAN

- All WIOA 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 where 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 FY27.
- 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 FY27 (amounts retrievable from signed MOU) and FY2028 – Projections

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IX. SITES AND SERVICES

Submit Site and Service document on the APC Plan

X. COMPREHENSIVE ON-STOP SERVICE COORDINATION PLAN

Submit Comprehensive One Stop Service Coordination plan on the APC plan

XI. MINORITY REPORT

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

FY28 APC PLAN

I. REFLECTION ON FY27'S APC PLAN

Building the FY28 Area Plan begins with reflecting on what worked in prior years and identifying areas for continued improvement.

1. Reflect on implementation of the FY27 APC Plan. In your response, address: (a) progress toward FY27 goals; (b) key accomplishments or outcomes; (c) goals not fully achieved and barriers that affected progress; and (d) how lessons learned will shape the FY28 APC Plan.

2. What support or technical assistance is needed from ICCB to support implementation of the FY28 APC Plan?

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II. AREA PLANNING COUNCIL PARTICIPANTS/INVITEES

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

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III. 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 FY25, FY26, and FY27 columns should be taken from the FY27 Area Plan. Data entered in the FY27 column should be the data provided from SIUE in the fall of 2026 which is the projected number of adults who will need services in the area during FY28.

	FY25	FY26	FY27	FY28
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 FY27. 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

IV. AREA PLANNING STRATEGY

Using available data and local context, describe the strategies your APC will implement to strengthen service delivery—such as outreach, access, retention, and re engagement—to ensure programs effectively serve the at-risk populations identified in the Index of Need. To fully answer this question, draw on the categories below by explaining how data insights, underserved population needs, student feedback, geographic access considerations, persistence strategies, and digital literacy efforts inform and shape the outreach, distance learning, and retention approaches your APC will use in FY28.

DATA-INFORMED PROGRAM IMPROVEMENT

Using available adult education and community data, identify one or two areas that need improvement. Describe how the APC will use the data to guide service delivery, outreach, program improvement, or partnership activities during FY28.

REACHING UNDERSERVED POPULATIONS

Identify populations within the APC that remain underserved or difficult to reach. What strategies and partnerships will be used during FY28 to improve access to adult education services for these populations?

STUDENT VOICE

How does the APC or its member programs gather feedback from adult learners? Provide an example of how student feedback has been or will be used to improve services, remove barriers, or inform planning.

GEOGRAPHIC ACCESS AND SERVICE COVERAGE

Based on the Index of Need and current service locations, identify geographic areas where access to adult education remains limited. Describe how the APC will address these gaps through in-person, virtual, hybrid, mobile, or partner-based services.

PERSISTENCE AND RE-ENGAGEMENT

Describe strategies providers within the APC will use to improve learner persistence and reconnect students who stop participating before achieving their education or career goals.

DIGITAL LITERACY AND EMERGING TECHNOLOGY

Describe how providers within the APC are addressing digital literacy, technology access, and the responsible use of emerging technologies, including artificial intelligence, where appropriate, to support instruction, student services, career readiness, and transition.

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Area Planning Strategy Response

APC /LOCAL WORKFORCE INNOVATION BOARD PARTNERSHIPS AND TRANSITIONS

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

Section 1: Partnership Effectiveness

Identify one or more WIOA Core partnerships that have strengthened AEL access, referrals, supportive services, education or training transitions, or employment opportunities for adult learners. Briefly describe the results of these partnerships and how they have contributed to improved coordination of services.

If WIOA Core Partners are not yet effectively supporting AEL programs within the APC, please describe the current nature of the partnership, including what has been attempted, barriers encountered, and any lessons learned. We also invite you to share what a successful partnership would look like, as well as ideas for solutions or approaches that could help strengthen coordination across WIOA Titles. Programs are encouraged to envision what could be possible for adult learners if collaboration improved and services were more fully aligned.

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Section 2: Postsecondary and Workforce Transitions

Identify the primary education and workforce pathways available to adult education learners within the APC. Describe how adult education providers, postsecondary institutions, workforce partners, and employers coordinate to support transitions into education, training, credential attainment, and employment.

- Describe meaningful employer or industry engagement within the APC. Identify the sector or employer, the type of engagement, and how the activity supports adult learners' education, training, career awareness, or employment opportunities.
- 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.

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SECTION 3 (if applicable): Integrated English Language and Civics Education

If your APC is funded for Integrated English Language and Civics Education (IELCE), describe how IELCE priorities are integrated into your region's overall coordination of services. Explain how IELCE activities help expand access to career-focused pathways for English Language Learners and strengthen alignment across adult education, workforce partners, postsecondary institutions, and employers. Discuss how the APC plans to ensure that workplace literacy, Bridge, and ICAPS opportunities are responsive to the needs of multilingual learners and reflect local labor market demand. You may also identify any gaps or challenges in aligning IELCE with regional pathways and share ideas for strategies, partnerships, or system improvements that could enhance coordination in FY28.

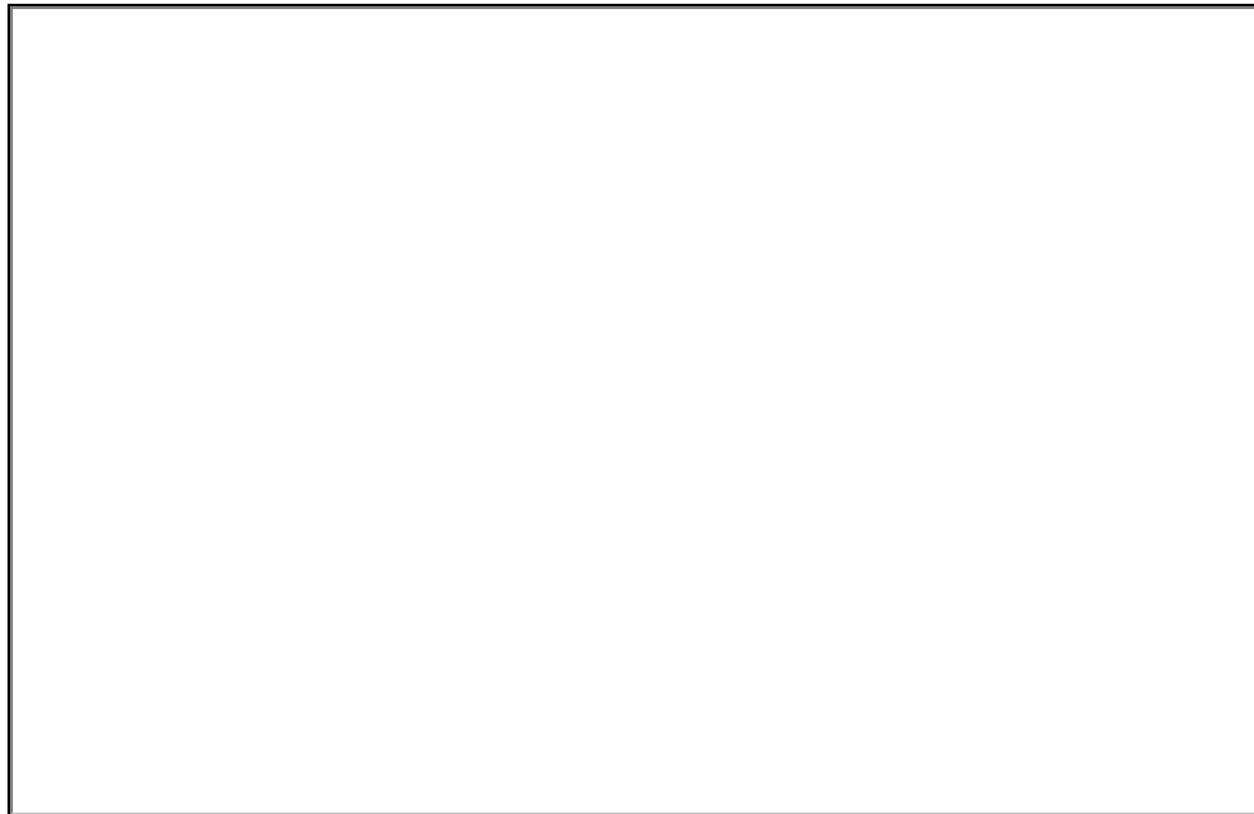
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PROFESSIONAL DEVELOPMENT AND STAFF CAPACITY

Identify professional development or capacity-building needs within the APC that may affect the delivery of adult education services. Describe opportunities for providers to collaborate on professional development, instructional resources, or staff training.

VIII CONTINUITY OF SERVICES

Describe how adult education services can be maintained when normal service delivery is disrupted, including the use of alternative locations, remote instruction, technology, or partner resources.

A large empty rectangular box with a black border, intended for the user to describe how adult education services can be maintained when normal service delivery is disrupted.

SITES AND SERVICES

Submit Sites and Services document on the APC plan.

COMPREHENSIVE ONE-STOP SERVICE COORDINATION PLAN

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

XI. MINORITY REPORT

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