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

AREA PLANNING COUNCIL
UPDATE

July 1, 2021 - June 30, 2022

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, 2021**, with appropriate signature(s),** to: 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

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: _____   _____
                        Senior Director for Adult Education & Literacy   Date

I.   **AREA PLANNING COUNCIL PARTICIPANTS**

Attachment 1 – 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.

II.   **PLANNING AREA DATA**

Attachment 2a – Use SIUE Index of Need Data only when completing this chart. Data for FY19, FY20 and FY21 should be copied from the FY21 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 AEL funds) of Attachment 2B do the following: Use the **FY20 Program Status Report – 4th Quarter – Restricted Funds (YES from dropdown box on PENTAHO)** 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 – 4th Quarter – Restricted Funds (YES from dropdown box on PENTAHO)
      o   (Page 1, Total # of students from Unduplicated table)
  – Number of adults needing ESL services - Program Status Report – 4th Quarter – Restricted Funds (YES from dropdown box on PENTAHO)
      o   (Page 1, Total # of ESL students from Unduplicated table)
  – Number of unemployed - Program Status Report – 4th Quarter – Restricted Funds (YES from dropdown box on PENTAHO)
      o   (Page 3, Status Table – Total # from Unemployed row of table)
  – Number of adults on PA - Program Status Report – 4th Quarter – Restricted Funds (YES from dropdown box on PENTAHO)
      o   (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 **FY20 Program Status Report – 4th Quarter – Restricted Funds (NO from dropdown box on PENTAHO)** 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 – 4th Quarter – Restricted Funds (NO from dropdown box on PENTAHO)
  - o (Page 1, Total # of students from Unduplicated table)
- Number of adults needing ESL services - Program Status Report – 4th Quarter – Restricted Funds (NO from dropdown box on PENTAHO)
  - o (Page 1, Total # of ESL students from Unduplicated table)
- Number of unemployed - Program Status Report – 4th Quarter – Restricted Funds (NO from dropdown box on PENTAHO)
  - o (Page 3, Status Table – Total # from Unemployed row of table)
- Number of adults on PA - Program Status Report – 4th Quarter – Restricted Funds (NO from dropdown box on PENTAHO)
  - o (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 AEL** funds.

Attachment 2c - If Applicable, describe any additional needs identified in the regional (Economic Development Region) and local (Local Workforce Innovation Area) planning processes and not encompassed by the charts in Attachment 2a or 2b. Please cite the source of any data provided. Limit of 1 page per APC. *Attachment 2c is optional.*

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

Attachment 3a – Identify how WIOA/LWIB partnerships are utilized during a student's Adult Education programming. Specifically, explain how student services (wraparound services) provided by WIOA/LWIB/APC partners assist AEL programs in transitioning students to either post-secondary education or to employment.

Attachment 3b – Identify and briefly explain how partnerships within the APC are used to support Bridge/Integrated Education and Training 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 plans.

IV. **APC Coordination and Strategic Plan Alignment NARRATIVE**

Attachment 4a - In a maximum of three pages, address the following WIOA coordination questions in narrative form:

- Identify who serves as the Adult Education Representative on the Local Workforce Investment Board and explain how information received at LWIB meetings is disseminated within the Area Planning Council membership.
- Identify other WIOA agencies from the APC that participate in LWIB meetings.
- Specify how coordination between the APC and the LWIB has been achieved and how this aligns with State, Regional and Local plans. Describe the coordination activities.

Attachment 4b – In a maximum of four pages, indicate how your APC is addressing the 4 Goals of the Adult Education 5 Year Strategic Plan released on 1/31/2018 (in narrative form):

Goal 1: Improve Outcomes by Scaling Effective Models and Strategies Across the System
- Building, expanding and scaling comprehensive career pathways systems, and create the conditions across every Adult Education program to find breakthrough ways of expanding these proven models.

Goal 2: Increase Postsecondary Transitions and Credential Attainment
- Recognizing that access to postsecondary education is not enough, but also ensure students are accessing postsecondary education and earning credentials that are in demand.

Goal 3: Strengthen College and Career Readiness
- College and career readiness for underprepared adult students is critical to overall success. Increasingly, students entering the workforce are discovering that they need critical knowledge and skills that are used in the workplace.

Goal 4: Develop Life-long Career Pathway Systems & Enabling Technologies
- Strategizing for career and life options while meeting the diverse and context-specific learning needs of various age groups, including the acquisition of basic literacy, and technical skills through both formal education and effective alternative pathways to learning.

V.   MAP

Attachment 5 - 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.   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 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).
  - 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.

Attachment 6a
- 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 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 FY22.
- 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 FTE's will be devoted to the One-Stop?
– Provide total amount ($) of infrastructure costs contributed to One-Stop by AEL program in FY2021 (amounts retrievable from signed MOU) and FY2022 (projections OK)

VII.   MINORITY REPORT

Attachment 7 - Attach a Minority report (if necessary). See the Illinois Community College Board Adult Education and Literacy Provider Manual, (www.iccb.org).