

# BOARD OF TRUSTEES MONITORING REPORT

## MARCH 2017

### CONTINUING AND PROFESSIONAL EDUCATION

#### Executive Summary

Richland Community College's 2015-2018 Strategic Plan, Goal 3, emphasizes creating and advancing workforce development partnerships. Richland works in partnership with local businesses and agencies in addressing employers' workforce and training needs in many ways. The College also assists with the community's economic development efforts. The Continuing and Professional Education Division focuses on the following three strategies as they strive to meet local workforce and economic development needs:

1. Discovering workforce needs and assisting business and industry in meeting those needs
2. Strengthening community relationships
3. Assisting with community economic development initiatives

#### **1. Discovering workforce needs and assisting business and industry in meeting those needs**

Partnerships in the community are critical to maintaining awareness of workforce needs and enable Richland to support workforce development efforts and economic development initiatives. These partnerships demonstrate a connection between the College and the community it serves and strengthen those relationships. The Division Dean and the Training Coordinators contribute toward this effort by maintaining partnerships with local agencies that can assist in those workforce training efforts (Appendix A-partnerships).

Generally, two different types of workforce training, short-term Vocational Skills training and contract training, are provided by the Continuing and Professional Education Division. The majority of Richland's Vocational Skills training is provided in the areas of business, technical or trade/industrial occupations. Contract training usually involves longer-term credit courses from one of the College's academic areas, most often Engineering Technology, Drafting or Welding. Training coordinators in the Continuing and Professional Education Division offer open enrollment courses in OSHA, safety, real estate and others while also working with area employers to customize training programs that specifically meet their needs (Appendix B-Vocational Skills training 2016). Coordinators have the flexibility to offer the employer credit courses via open enrollment or contract training (for one employer only). Flexibility in training formats is also an advantage as contract training classes can be offered on or off campus and during the day, evening or weekends. Training can also be condensed into a shorter time period.

### ***Vocational Skills Training***

Richland relies on internal reviews/data (Appendix C-Cross Disciplinary Program Review: Vocational Skills Fy10-FY14) to assist in developing, delivering and assessing programs. From FY10 to FY14, Vocational Skills short-term training courses increased in number of credit hours taught, from 850 credit hours in FY10 to 1,476 credit hours in FY14. The number of students enrolled also increased during this time period from 1,025 in FY10 to 2,110 in FY14.

In FY15, short-term training enrollment and credit hours taught began a decline as noted in the table below. Two major reasons for the decline were:

1. After FY14, Richland could no longer claim enrollment, credit hours or reimbursement for law enforcement training provided on campus by an outside entity.
2. Danville Area Community College was designated an OSHA site during FY15 and Fy16 which reduced enrollment in Richland’s OSHA classes. Beginning in FY17, Richland is once again the only OSHA training site in downstate Illinois and enrollment has increased.

Based on the data provided in the chart below, it appears that FY17 will show some enrollment and credit hour growth in Continuing and Professional Education Vocational Skills classes. It is important to view student enrollment and credit hours as a more accurate gauge to program health as Illinois Community College Board reimbursement rates have significantly declined over the years.

Recent Local Program data Fy14-FY16: *Enrollment/Credit hours/Reimbursement – Vocational Skills Training*

		Total by ROWS		
Fiscal Year	Session-Year	Reimbursed Hours	Number Students (duplicated)	Submitted Reim Amt
		Value	Value	Value
15		1215.50	1534.00	\$43,071.65
	FA2014	705.50	830.00	\$24,330.52
	SP2015	448.00	628.00	\$16,736.04
	SU2014	62.00	76.00	\$2,005.10
16		700.00	770.00	\$7,278.62
	FA2015	319.50	364.00	\$3,235.52
	SP2016	209.00	193.00	\$2,106.42
	SU2015	171.50	213.00	\$1,936.68
17	Estimated	1540.00	844.00	\$38,566.90
	FA2016	200.50	298.00	\$5,664.54
	SU2016	91.50	122.00	\$2,293.94
Anticipated SP17		1248.00	424.00	\$30,608.43

### ***Industrial Contract Training***

The College is a significant partner in helping to develop our local workforce in the areas of manufacturing and skilled trades. Training coordinators in the Continuing and Professional Education Division work with area employers to customize training programs that meet employers' needs and to deliver affordable training in a flexible manner (Appendix D-Industrial contract training 2016). Training can be provided via public enrollment classes or classes that are restricted to employees of a certain company or to clients of a specific agency.

Recent successful training initiatives include the following:

1. Richland partnered with 20 other Illinois community colleges in the Illinois Network for Advanced Manufacturing (INAM) grant from 2012-2016. The goal of this grant was to expand and improve the ability to deliver education and career training programs in manufacturing leading to industry-recognized certificates such as the Certified Production Technician (CPT) or associate degrees that can be completed in two years or less. The CPT is a nationally recognized industry credential offered by the Manufacturing Skill Standards Council (MSSC). Students were enrolled in open enrollment classes that led to the CPT certification. Additionally, Richland partnered with Workforce Investment Solutions via the Accelerated Training for Illinois Manufacturing (ATIM) grant. This grant provided funding for four manufacturing training cohorts for workforce clients beginning in fall 2013 and ending with spring semester 2015.

### ***ATIM Program Performance Results***

<b># Enrolled</b>	<b># MSSC Credentials Earned</b>	<b>Entered Training Related Work</b>	<b>Entered Non-Training Related</b>	<b>Withdrew or Program Ended</b>
38	115	23	7	8

2. Richland has partnered with several local companies in establishing "apprenticeship" type training programs. The individuals enrolled in these apprenticeships are employees of local companies. They attend classes at Richland while also receiving on the job experience. Companies involved in apprenticeship programs with Richland include Caterpillar, Akorn and Fuyao. Caterpillar currently has 4 apprenticeships in the areas of Maintenance (Mechanics), Tool Group (2 groups) and Manufacturing Engineering Development. Akorn has 4 employees enrolled in CPT classes and Fuyao has contracted for two Welding courses with 6-7 enrolled in each class.

### ***Commercial Driver's License Training (CDL)***

The Transportation program prepares students to obtain a Commercial Driver's License (CDL); the greatest majority of this training is for Class A drivers to operate tractor/trailers. Nationwide the demand for truck drivers is expected to grow 5% between 2014 and 2024; Illinois labor projections forecast over a 12% increase during this time period. Richland relies on internal reviews/data (Appendix E-Program Review: Transportation FY11-FY15) as well as input

from our partners (Appendix F-CDL Advisory) to assist in developing, assessing and delivering programs.

Enrollment in Class A Commercial Driver’s License was steady from FY11-FY14 ranging from 36 to 41 students enrolled. Beginning in FY15, enrollment began to increase; numbers for FY16 and FY17 (partial year) show that trend continuing.

*CDL Enrollment FY16-partial year FY17*

School Year	Summer	Fall	Spring	Total
FY16	7	15	21	46
FY17 (partial yr)	13	20	6	39

Increases in enrollment were accompanied by increases in revenue generated from this training program. Revenue generated between FY11 and FY14 ranged from \$165,500 to \$179,477.70. In FY15, revenue jumped to \$212,773.61 and in FY16 to \$219,803.33.

Highlights of recent successful training initiatives include:

1. Workforce Investment Solutions (WIS) secured a Sector-based National Emergency Grant to train dislocated workers in manufacturing, CDL and healthcare. CDL cohorts held in spring 2016 trained 7 individuals; six students completed the training and obtained employment after completion.
2. In addition to WIS, Richland partners with Decatur Macon County Opportunities Corporation, Department of Rehabilitation Services and Urban League who refer and fund their clients for CDL training. Local businesses such as Ameren, ADM, McLeod Express, Advanced Disposal, Exelon (Clinton Power Plant) also contract with Richland to train their CDL drivers.
3. The following employers have hired CDL graduates during 2016: Lowe’s, ADM, ABC Supply, JB Hunt, Marvin Keller, Werner, Pepsi, TMC, Ameren, Nationwide Truck Brokers (NTB), Skeff Distributing, Morgan Distributing, Advanced Disposal and McLeod Express.

***Highway Construction Careers Training Program***

During fall 2015, Rep. Sue Scherer provided the support for Richland Community College to receive a grant funding the Highway Construction Careers Training Program (HCCTP). This grant is funded through the Illinois Department of Transportation and administered by the Illinois Community College Board. The mission of this program is to increase the number of women, minorities and disadvantaged individuals who obtain employment in the Illinois highway construction industry and related trades. The program teaches job readiness, math for the trades, safety, use of construction tools and equipment and hands-on technical skills. An Advisory Committee (Appendix G-Highway Construction Advisory) is in place to guide the programs curriculum and assist in job placement. The College has had a total of 42 students enrolled with 33 students graduating in the four classes held thus far. The following employers have hired program graduates: Ameren (in IBEW), Pioneer Industrial, Bodine Electric, New

Beginnings Contractors, Wal-Mart, Master Brand cabinets. Several are on the wait list for the Laborers union apprenticeship program.

## 2. Strengthening community relationships

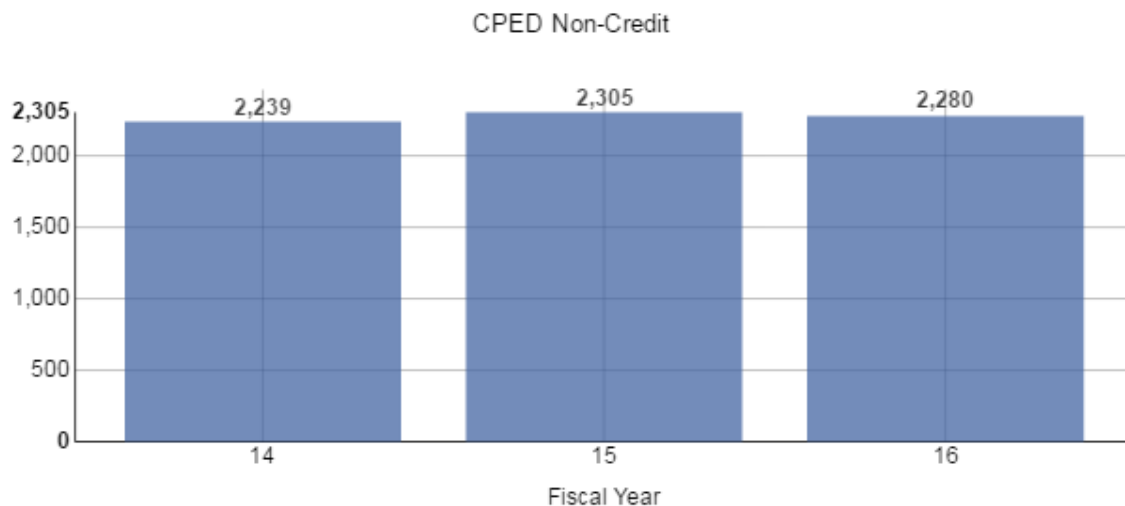
Richland Community College engages in many outreach efforts to maintain and improve relationships with the community. These efforts range from non-credit continuing education classes offered for youth, adults and seniors to facility rentals for community events and business customers to collaboration with community groups on events that benefit individual companies or the community as a whole.

### ***Continuing Education***

Richland’s Continuing & Professional Education Division coordinates all the community education hobby & leisure classes at Richland Community College. The goal is to provide an assortment of classes that will have broad appeal and help enrich our customers’ personal or professional development.

Whether students want to learn a new skill, investigate a new hobby, begin a new lifestyle or fulfill a dream, continuing education classes provide opportunities to everyone – tots through senior citizens. Opportunities include computer training, sign language, dance, culinary arts, photography, wine tasting, pottery and many other hobby and leisure activities. During the fall and spring semesters, a group of courses are focused on our senior learners through the Creative Center for Learning. Summer semester focuses on classes geared toward youth through the Discover Youth Summer program. Most Continuing Education classes are offered on campus with additional offerings at the Fairview and Clinton Extension Centers.

Enrollment in Continuing and Professional Education non-credit classes has been fairly steady over the past three fiscal years as shown in the chart below.



*Catalog NC93, Excludes CRLRN11000, TRSAF6059, WKS 6059*

Continuing Education must be flexible in order to be responsive to community needs that may arise. Two examples of this flexibility and responsiveness are illustrated below.

1. In anticipation of Illinois passing the Concealed Carry Law, the Continuing Education department held 4 concealed carry permit training classes during spring semester 2013. Public demand and support from local law enforcement led to the establishment of these training classes. Attendance at the four sessions ranged from 24 to 99 with a total of 242 individuals receiving the training.
2. In response to medical coding changes from ICD-9 to ICD-10 in the healthcare field, the Continuing Education department, in partnership with Richland’s Health Information Documentation instructors, offered ICD-10 training in September 2015; 27 individuals received training.

**Facility Rentals**

The College has three locations on campus that are designed to provide facilities to both College and community groups to support the planning and presentation of successful meetings, programs, performances and cultural arts events. Those locations include the Shilling Community Education Center, the Center for Sustainability and Innovation and the National Sequestration Education Center. A variety of spaces and rooms provide versatility for a wide range of needs with many additional services provided.

*FY 16 attendance and revenue data for these three locations is listed below.*

<b>Location</b>	<b>FY16 Attendees</b>	<b>FY16 Revenue</b>
Shilling	10,242	\$34,501.25
Center for Sustainability & Innovation	800	\$2,480.00
National Sequestration Education Center	1548	\$9,182.50

As part of community outreach, Richland Community College often partners with local agencies to hold an event on campus; rent is generally not charged for these events. Such events may include school district testing, new business job recruiting, educational events, job fairs, Regional Office of Education events, joint fundraising events, etc.

The three locations listed above hosted a number of rental events and community outreach activities in FY16 (Appendix H-Campus Rental).

**Special Events/Progress City**

Progress City USA is an outdoor convention center with roads, parking, underground electricity, telephone lines and drainage. It is a state of the art facility providing a venue for multi-faceted events that contribute to the education, economic development and recreation of Central Illinois and beyond. The site has four sets of permanent heated and air-conditioned restrooms and is located adjacent to Richland Community College, which has seminar rooms that are available for use in conjunction with site events. This multi-purpose facility provides

the community and College with social, economic, and sustainable development benefits through its various events (Appendix I-Special Events). Similar to the facility rentals on campus, Richland Special Events often partners with a business or agency to hold an event on campus or at Progress City and rent is generally not charged for these events.

### **3. Assisting with community economic development initiatives**

Richland Community College is a key player in economic development initiatives in the Decatur area. Over the past three years, the Continuing and Professional Education division has been increasingly involved in local efforts to not only meet the needs of existing businesses but also to recruit new businesses to the Decatur area.

Richland has worked as a team with other members from the Economic Development Corporation, Workforce Investment Solutions, Greater Decatur Chamber of Commerce, and City of Decatur-Economic Development to meet with potential new businesses looking to expand to new sites and cities. This team was successful in Convey Health Solutions, a leading provider of healthcare technology solutions and customer service, selecting Decatur as the location of its new client support center in August 2015. Richland Community College hosted a two-day job fair in August at the National Sequestration Education Center. Two years later, Richland continues to provide facility rental to Convey for employee training at the Fairview Extension Center.

Another important economic development initiative that Richland is a part of is the Business Services Team. This team was formed in August 2016 to assist local business and industry with recruitment, retention, training and expansion needs. The primary members of this team include Richland, Economic Development Corporation, Workforce Investment Solutions, Greater Decatur Chamber of Commerce, City of Decatur-Economic Development, Department of Rehabilitation Services, and Illinois Department of Employment Security. The team has undertaken the following endeavors:

- A process mapping exercise exploring how customers are served by the various agencies in order to identify duplication and gaps in the processes.
- Developing the team's mission, vision and strategies in order to create an efficient system to provide services that meet employer and employee needs.
- Creating and piloting a survey which captures employer and client needs.
- Creating a system for sharing results of this survey with all members of the team so each could address needs related to their area of expertise.
- Developing a process for reviewing the results of the team's efforts and assessing where improvements might be made.

The team has piloted the survey with three business clients and the next phase is to meet and discuss the results and next steps. This new process and approach holds much promise as a positive step toward serving our employers and employees in a more efficient and effective manner.

**Appendix A**  
**BUSINESS, INDUSTRY AND COMMUNITY PARTNERSHIPS 2016**  
**Dean and Coordinators**

<b>Partner Agency</b>	<b>Purpose</b>	<b>Work force</b>	<b>Comm Outreach</b>	<b>Econ Dev</b>
Education Coalition-Advisory Committee	To provide perspective and direction to the work of the Coalition		X	
Local Workforce Investment Board	Direction and vision for local workforce initiatives	X		
ADM	Skilled Trades career pathways	X		
Regional WIOA Committee	Planning for regional roll out of WIOA	X		
Society of Human Resource Managers (SHRM)	Networking/training with local HR staff	X		
Decatur Public Schools	Summer camp collaboration		X	
WIOA Business Services Team	Assess and address employers workforce needs	X		X
Advisory meetings: Welding, HVAC, AUTO, CDL	Employer input to improve training	X		
Grow Decatur-Workforce Development	Assess gaps in workforce needs	X		
Heartland Tech Academy	Workforce programming for high school students	X		
United Way Strategic Planning	Community service and collaboration		X	
Economic Development Corporation	Workforce training for existing or new business			X
City of Decatur-Economic Development	Workforce training for existing or new business			X
DPS Adult Ed	Manufacturing Bridge planning/ training options	X		
Chamber of Commerce	Workforce training needs	X		X
American Heart Association	Training Center	X		
Workforce Investment Solutions	Collaborate, plan & implement training initiatives, job fairs	X		
Chambers of Commerce: Decatur Mt. Zion Clinton	Ambassador for Decatur Chamber Networking Luncheon speaker	X	X	

Public Libraries: Decatur Mt. Zion Forsyth	Partner to provide Demographics Now training	X	X	
IL Army National Guard	Volunteers to teach truck driving skills		X	
Habitat for Humanity	Collaborate to build homes in community	X		
Decatur Police Department	Built training walls	X	X	
Decatur Bldg & Trades Council	Attend meetings	X	X	
Decatur Black Chamber	Student recruitment		X	
Urban League	Student recruitment	X	X	
Ameren	Pre-employment testing	X	X	
Good Samaritan Inn	Provide Culinary training for Mercy Kitchens	X	X	
Decatur Family YMCA	Collaborate on lifeguard training	X	X	
Millikin University	Partner to provide Food Innovations & Entrepreneurship course to community members	X	X	
University of Illinois	Motorcycle training on campus		X	

**Appendix B**  
**VOCATIONAL SKILLS TRAINING 2016**

**OSHA (Safety)**

Number of Classes	Number of Students	Number of Training Hours
50	569	638

Company	Training Provided
ADM	Forklift Train the Trainer
	Aerial Lift Train the Trainer
Aircaster LLC	OSHA Awareness (Confined Space 1hr)
Akorn Pharmaceuticals	24hr HAZWOPER Technician (Scissor Lift)
	8hr HAZWOPER Refresher
	Aerial Lift Operator Training (Scissor Lift)
	24hr HAZWOPER
Great Western Products	OSHA Awareness 4hr
Mueller Company	Confined Space Rescue 8hr
	Aerial Lift (Scissor) Train the Trainer
Nestle USA	Aerial Lift Fall Protection Train the Trainer
	Aerial Lift Operator Training
Open Enrollment OSHA Classes provided in affiliation with Northern IL University – National Safety Education Center	OSHA 511 – OSHA Standards for General Industry (2 classes)
	OSHA 503 – Update for General Industry (2 cls)
	OSHA 500 – Trainer for Construction (2 cls)
	OSHA 501 – Trainer Course for General Industry (2 cls)
	OSHA 510 – OSHA Standards for Construction
	OSHA 502 – Update Course for Construction Trainers
RCC Highway Construction Careers Program	OSHA 10hr Construction Outreach (3 cls)
Stratas Foods	Development Time for Companies (Forklift Operator Recertification)
Syngenta	DOT Hazardous Materials (HAZWOPER Awareness)
Tate & Lyle	HAZWOPER 8hr Refresher
	24hr HAZWOPER Technician
	Excavation Competent Person
	Confined Space Rescue II 8hr
TCR Systems	Aerial Lift Training (Carry Deck)
Workforce Investment Solutions	OSHA 10hr General Industry

**CPR (American Heart Association)**

<b>Number of Classes</b>	<b>Number of Students</b>	<b>Number of Training Hours</b>
<b>22</b>	<b>230</b>	<b>111</b>

<b>Company</b>	<b>Training Provided</b>
ADM	American Heart Association (AHA) Heartsaver First Aid/CPR/AED
Decatur Dental Society-Open Enrollment	AHA BLS for Healthcare Providers
Dr. Amanda Lewis	AHA BLS for Healthcare Providers
Dr. Magnolia Pedraza	AHA BLS for Healthcare Providers
Dr. Michael Hallam DMD	AHA BLS for Healthcare Providers
Education Coalition	AHA Heartsaver First Aid/CPR/AED
Little Cardinals Clubhouse Daycare Center	AHA Heartsaver First Aid/CPR/AED
Richland staff	AHA Instructor Class
RCC Highway Construction Careers Program	AHA Heartsaver First Aid/CPR/AED
Richland Staff	AHA Heartsaver First Aid/CPR/AED
Tate & Lyle	AHA Heartsaver First Aid/CPR/AED with Patient Packaging
The Back Institute	AHA BLS for Healthcare Providers
voestalpine Nortrak	AHA Heartsaver First Aid/CPR/AED
Wabash Memorial Hospital Association	AHA BLS for Healthcare Providers

**Business Skills**

<b>Number of Classes</b>	<b>Number of Students</b>	<b>Number of Training Hours</b>
<b>11</b>	<b>89</b>	<b>N/A</b>

<b>Company</b>	<b>Training Provided</b>
All Classes are Open Enrollment provided by Richland Community College	Intro To Computers
	Introduction to Word
	Introduction to Spreadsheets
	Digital Photography (3 cls)
	Quickbooks
	Conversational Spanish
	Conversational Italian
	Test Prep Course for Construction
Good Samaritan Inn – Mercy Kitchens	Introduction of Culinary Arts

**Appendix C**  
**Summary Report of Review Results**  
**Cross-Disciplinary Programs Reviewed in Academic Year 2015**

**Cross-Disciplinary Program Reviewed: Vocational Skills**

**Program Need and Objective:**

***Description of training offered in Vocational Skills General, Business, Technical Occupations and Trade/Industry programs.***

Vocational Skills courses are generally short-term offerings most often utilized to upgrade workers' skills. However, some offerings such as Real Estate are designed to prepare students for a new or secondary career. Vocational Skills courses are categorized as General, Agricultural Occupations, Marketing and Distribution, Health Occupations, Occupational Home Economics, Business Occupations, Technical Occupations, and Trade/Industrial Occupations. The majority of Richland's vocational skills offerings are in Business Occupations, Technical Occupations and Trade/Industrial Occupations. Course offerings range from foreign language and business applications such as word processing, power point and excel, to OSHA, blueprint reading and real estate.

***Coordination of programs and staffing.***

Vocational Skills offerings are coordinated through the Continuing and Professional Education Division (CPED) by two full-time training coordinators; one specializes in the business area and the other in technical and trade/industrial. Most training offerings are provided upon request of a local business, industry or organization to upgrade skills for their existing workforce. However, real estate, digital photography, foreign language and business applications courses in word, power point and excel are offered to the general public on a regular basis through the Continuing and Professional Education non-credit community education schedule.

Richland's Vocational Skills courses are staffed via adjunct professors at the College, business owners with expertise in a vocational skill and members of the community who have special skills and training in an area. In the area of Business Occupations, the trainers most often are current or former Richland Business instructors. In the Technical Occupations area, the instructors are industry trainers with expertise in a certain skill or they are current or former Richland Engineering Technology instructors. For Trade/Industrial Occupations, trainers include the CPED Training Coordinator and safety professionals. The real estate instructor is a licensed real estate managing broker/owner who is approved by the state to teach the pre-broker and broker courses. Community members with expertise and training in a given area, such as sign language, are also engaged as instructors.

***Effectiveness of course offerings in improving employment skills and addressing needs of the community.***

Course offerings, in most cases, are based upon request from business and industry thereby providing evidence that they meet the needs of the community. Business owners, managers and human resource professionals identify a need for training in their organization and contact a Richland training coordinator who provides curricula and arranges the instructor, materials and location for the training. All training sessions require students to complete an evaluation of the instructor. Coordinators use this

feedback, as well as feedback from the individual (owner, manager or human resource officer) arranging the training, to assess whether or not the training led to improvement in skills. Several popular course offerings with employers, such as business applications, are also offered to the general public as open enrollment courses in the non-credit schedule in an effort to meet the needs of those individuals who want to upgrade skills in order to seek a job or improve their current work skills. The Division assesses the needs of the community through continuous contact with employers, managers and human resource professionals. Staff members in the Division are members of the Workforce Investment Board, Society of Human Resource Managers and the Greater Decatur Chamber of Commerce among other local civic organizations.

### ***Integration of Vocational Skills with other programs and services/Evidence of continuing need.***

The integration of Vocational Skills with other programs in the College is evidenced through use of the College's approved curriculum and employment of Richland staff members in Business and Engineering Technology as instructors. For example, an employer requested a short-term training course in Blueprint Reading. The training coordinator followed the syllabus for the first half of the College's credit Blueprint Reading course and hired the College's Blueprint Reading instructor to teach the course. Additional evidence of integration with other college programs occurs when OSHA safety courses are integrated into technical career training programs such as the Highway Construction Careers Program where OSHA 10-Hour is included as part of the program.

The increase in credit hours and increase in number of students from FY10 to FY14 (detailed in the Local Program Data section below) provides evidence that a continuing need for vocational skills programs exists within the Richland Community College district. Additional evidence of this need is the continued high unemployment in the Decatur area and the large number of job openings requiring technical training.

### ***Steps undertaken to update/improve instruction.***

Improvement of instruction occurs on a continuous basis through several methods. First, instructors are evaluated in every class offered through the Continuing and Professional Education Division. Training coordinators use these evaluations to determine adjustments needed in instructors or instructional methods. A second method used to update and improve instruction is the use of professional development. Coordinators attend meetings of professional organizations such as weTrain and ICCET. Finally, coordinators participate in additional training for their particular areas such as American Heart Association updates for CPR/AED/First Aid training and a recent OSHA Construction training that qualified the coordinator to teach additional courses.

### ***Summary of strengths and opportunities***

A major strength of the Vocational Skills program is the collaboration between Richland's credit and non-credit divisions. This collaboration includes sharing curricula, instructors and facilities. Often, instructors who teach Vocational Skills courses have experience teaching college level courses in the same subject area. Thus, they are familiar with the curricula, equipment and laboratories. They are also aware of credit courses in the same sequence and can share information about expectations at the next level of the subject with students in their courses. In addition, most have industry experience in the area they are teaching which enables them to provide relevant instruction and experiences. Access to excellent, state-of-the-art equipment and laboratories on the Richland campus provides students with the opportunity to learn on not only the appropriate equipment but also the latest technology associated with that equipment.

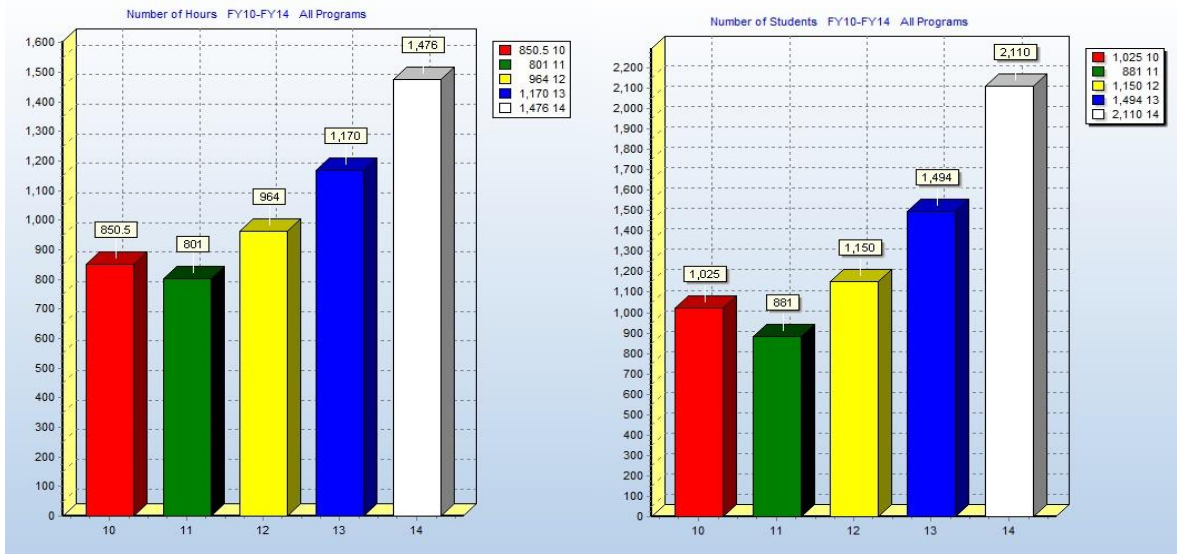
Richland’s flexibility in scheduling is also an advantage. Coordinators have the scheduling flexibility to meet the employers’ timetable; they offer to provide training on or off campus, in a day or evening format, completed in one day, one week or offered once per week. It is Richland’s experienced instructors, excellent facilities and flexibility in training formats that offer more opportunities for growth in vocational skills training courses.

**Local Program Data FY10 – FY14:**

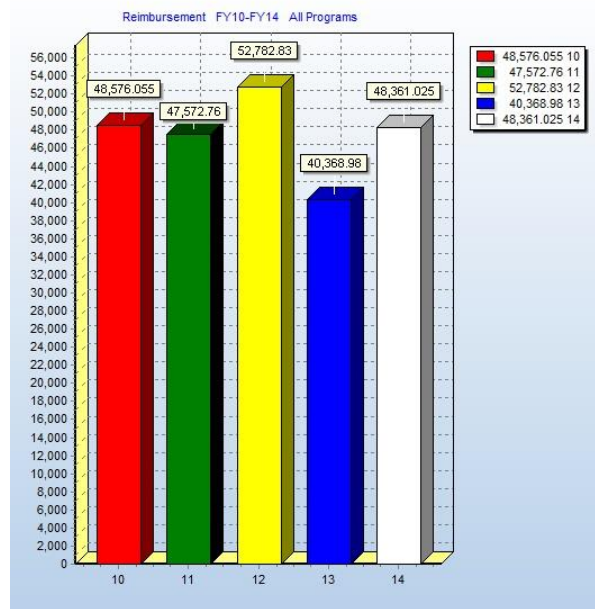
***Enrollment, Credit Hours, Reimbursement.***

Overall, Vocational Skills programs increased in number of credit hours and number of students from FY10 to FY14. Increases are noted as follows:

1. From 850 credit hours in FY10 to 1,476 credit hours in FY14.
2. From 1,025 students in FY10 to 2,110 students in FY14.



However, reimbursement held steady from \$48,576.05 in FY10 to \$48,361.02 in FY14 with peak reimbursement of \$52,782.83 in FY12.



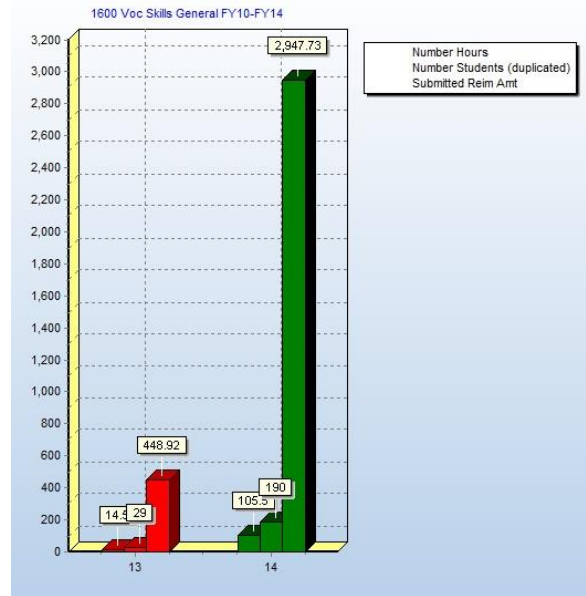
This lack of increase in reimbursement is directly attributed to a change in reimbursement rates by the Illinois Community College Board. As indicated in the table below, reimbursement rates peaked in FY11 and FY12 then dropped significantly in FY13 and FY14 especially in the Health (OSHA) category. This substantiates the reason for the peak reimbursement in FY12 followed by the decline in FY13 and FY14 even though the number of credit hours and number of students in vocational skills classes increased overall during this time.

#### ICCB Reimbursement Rates in Vocational Skills Categories FY10 – FY14

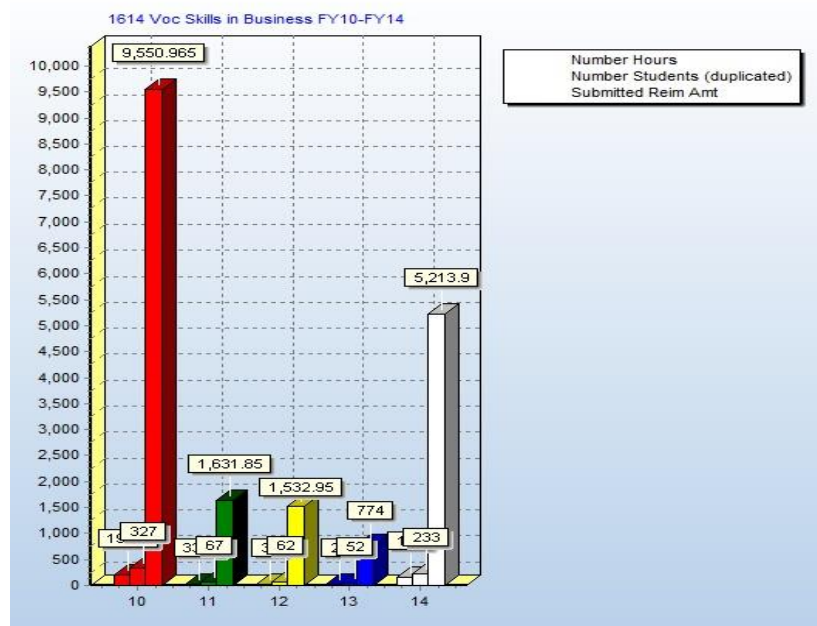
Category	FY10	FY11	FY12	FY13	FY14
Business	\$29.96	\$46.98	\$46.98	\$34.96	\$35.66
Technical	\$55.39	\$49.45	\$49.45	\$30.96	\$31.80
Health	\$90.56	\$101.94	\$101.94	\$58.91	\$54.87

#### *Evaluation of Data.*

Vocational Skills General (1600), which includes such classes as digital photography and foreign language, increased significantly in number of credit hours from zero in FY10-12 to 105.5 in FY14. Subsequently, Vocational Skills General increased in number of students from zero in FY10-12 to 190 in FY14 and in reimbursement from zero in FY10-12 to \$2,947.73 in FY14.

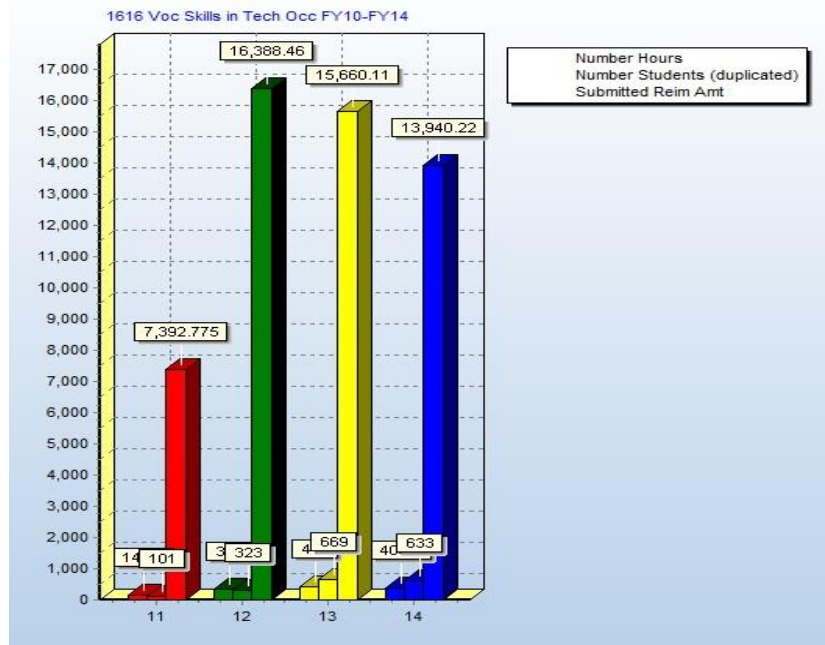


Vocational Skills in Business (1614), which includes such business applications classes as word, power point and excel, decreased in number of credit hours from a high of 191.5 in FY10 to 151 in FY14 with much lower numbers in FY11-13. Subsequently, Vocational Skills in Business decreased in number of students from 327 in FY10 to 233 in FY14 and in reimbursement from \$9,550.96 in FY10 to \$5,213.90 in FY14, again, with much lower numbers in FY11-13.

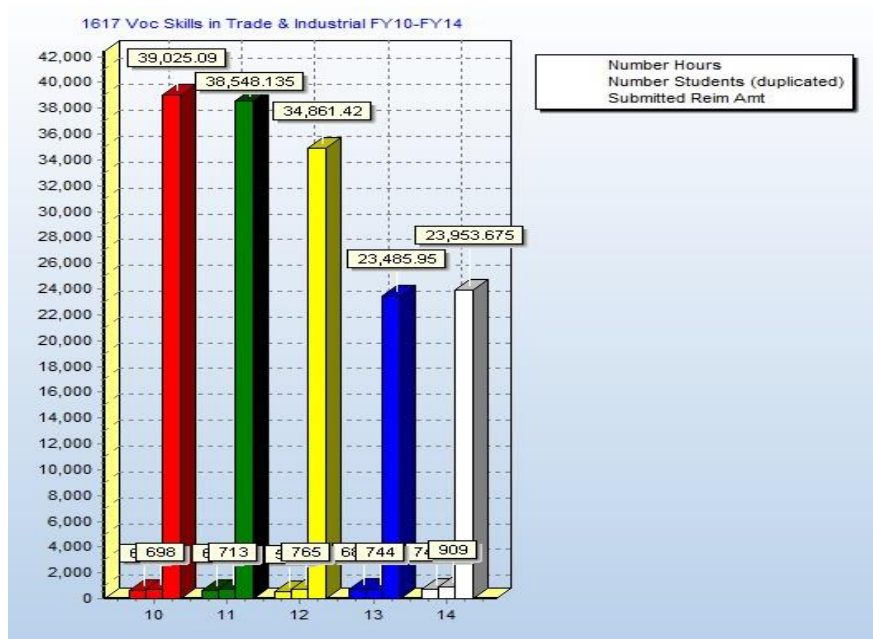


Vocational Skills in Technical Occupations (1616), which includes short term technical classes such as pumps and equipment as well as short-term professional development in law enforcement, increased significantly in number of credit hours from zero in FY10 to 400 in FY14. Subsequently, Vocational Skills in Technical Occupations increased in number of students from zero in FY10 to 633 in FY14 and in

reimbursement from zero in FY10 to \$13,940.22 in FY14. Reimbursement peaked at \$16,388.46 in FY12 but decreased due to reimbursement rate changes in FY13 and FY14.



Vocational Skills in Trade/Industrial (1617), which includes such classes as OSHA, Real Estate and Blueprint Reading, increased in number of credit hours from 659 in FY10 to 746.5 in FY14. Subsequently, Vocational Skills in Trade/Industrial increased in number of students from 698 in FY10 to 909 in FY14. Despite this fairly large increase in number of credit hours and number of students, this vocational skill area decreased in reimbursement from \$39,025.09 in FY10 to \$23,953.675 in FY14 again due to changes in the reimbursement rate, primarily in the Health (OSHA) category.



***Examination of growth or decline in enrollment, credit hours and ICCB reimbursement based on the data.***

This section provides an analysis of the growth or decline in credit hours, number of students and reimbursement of vocational skills classes over a five year period from FY10 to FY14. As stated earlier, growth in number of credit hours and number of students occurred over this five year period while reimbursement remained steady or declined.

The increase in Vocational Skills General is attributed to additional course offerings designed to meet the needs of the community for training in foreign languages used in the workplace and digital photography as a profession. These courses began as vocational skills offerings in FY13.

In regard to Vocational Skills in Business, a full-time training coordinator was employed through June 2010 to concentrate on the areas of business applications and real estate. However, this position was eliminated at the end of FY10 and resulted in a loss of credit hours and number of students. Subsequently, another training coordinator assumed this role on a more aggressive basis in FY14 and began to rebuild the program. Additional causes of decline could be attributed to fewer requests from business for this training and less marketing outreach of the training, etc.

In the area of Vocational Skills in Technical Occupations, much of the increase in credit hours, number of students and reimbursement is attributed to the short-term training in law enforcement professional development. Unfortunately, due to some changes in the provision of instruction, Richland will no longer be able to claim this training for reimbursement purposes.

Vocational Skills in Trade/Industrial primarily includes training in Real Estate and OSHA safety. The increase in credit hours and number of students in Real Estate is attributed to an increase in the number of credit hours required for the Real Estate Pre-Broker/Broker training and an increase in student enrollment. The increase in OSHA training courses is due to an increased number of OSHA courses offered based on needs of industry and increased marketing efforts. Reimbursement has not followed this trend due to a reduction in the reimbursement rates for Health (OSHA) classes.

**Cost Effectiveness:**

Several steps have been taken to offer curricula cost-effectively and reduce costs to the employer or individual. First, Richland's credit and non-credit Divisions work well together and share resources, i.e., curricula, instructors and lab space. Access to Richland's excellent instructors and state-of-the-art training laboratories is a definite advantage to providing cost-effective training that meets the needs of local employers. Second, the Safety and Industrial Training Coordinator received OSHA training in Construction enabling him to teach these courses and reduce the need to hire an outside contractor. Finally, Richland is flexible in providing the training at the employer's facility where possible which is not only convenient for the employees but reduces Richland's overhead and saves wear and tear on equipment. These measures will continue to be implemented while additional ideas for reduction are researched.

## **Evidence-based Program Improvements:**

### ***Opportunity for improvement.***

As the community outreach arm of the college, CPED is charged with identifying and addressing training needs in the community. For the past few years, the Division has made a concerted effort to engage in additional community outreach and marketing and to increase awareness of local labor market needs in order to provide more training opportunities for local employers.

### ***Action taken (timeframe, data collection, staff involvement).***

In 2011, CPED administration began looking at data to determine enrollment trends, course offerings and revenue opportunities. Individual meetings were scheduled with training coordinators to discuss data specific to their programs. Additionally, CPED began holding monthly meetings with all staff to discuss enrollments, budgets, ICCB reimbursement trends and vocational skill offerings in each area. CPED administration focused on community outreach through participation on the local workforce board and as a member of the local organization of human resource managers. CPED coordinators became more active in the local Chamber of Commerce and focused on organized and expanded marketing, i.e., regularly scheduled releases of non-credit class schedule, electronic safety newsletter, etc. This renewed focus on data, outreach and marketing provided anticipated results.

### ***The results.***

Efforts of the CPED staff to improve community outreach and marketing, increase awareness of local labor market needs and provide more training opportunities for local employers have resulted in an increased number of vocational skills course offerings. Evidence of this increase is reflected in the overall increase in credit hours generated and number of students served in the Vocational Skills program between FY10 and FY14.

### ***Future opportunities for improvement.***

- Seek new opportunities for vocational skills courses, particularly in the areas of Supply Chain Management and Food Business Incubation.
- Continue to improve upon marketing and outreach to local businesses and develop additional partnerships in order to expand offerings and meet local employment needs.
- Explore new workforce and economic development opportunities resulting from business incubator development and entrepreneurship training.

**Appendix D**  
**INDUSTRIAL CONTRACT TRAINING 2016**

**Industrial (Technical) Training**

Number of Classes	Number of Students	Number of Training Hours
30	193	1397

Company	Training Provided
<b>ADM</b>	AutoCAD Review
<b>Akorn Pharmaceuticals</b> (4 students) 5 Courses in Program	Certified Production Technician Apprenticeship
SP16 (open enrollment)	ENGT 102 Blueprint Reading
FA16 (open enrollment)	ENGT 100 Manufacturing Processes
SP17 (open enrollment)	ENGT 160 Metrology & Quality Control
<b>Caterpillar</b> (6 students) 15 Courses in Program	Maintenance (Mechanics) Apprenticeship
SP16 (open enrollment)	ENGT 213 Robotic Fundamentals
FA16 (contract training)	ENGT 242 Fluid Power Systems
SP17 (open enrollment)	ENGT 200 Industrial Materials
<b>Caterpillar</b> (2 groups-4 and 5 students each) 13 Courses in Program	Tool Group Apprenticeship
SP16 (all open enrollment)	DRAFT 215 AutoCAD
	ENGT 150 Machining Fundamentals
	ENGT 151 Cutting & Workholding
	ENGT 200 Industrial Metals
SU16 (all open enrollment)	ENGT 104 CNC Fundamentals
	WELD 195 Industrial Welding Fundamentals
FA16 (all open enrollment)	ENGT 160 Metrology & Quality Control
	ENGT 250 CNC Turning
	ENGT 251 CNC Milling
SP17 (all open enrollment)	MATH 104 Technical Math
<b>Caterpillar</b> 14 Courses in Program	Manufacturing Engineering Development Program
SU16 (contract training – 28 students)	ENGT 105 Occupational Safety
FA16 (contract training – 24 students)	ENGT 160 Metrology & Quality Control
SP17 (contract training – 30 students)	ENGT 102 Blueprint Reading
<b>Fuyao Glass Illinois</b> 11 Courses in Program	Apprenticeship
Sp16 (all open enrollment)	ENGT102 Blueprint Reading
	MATH 090 Pre-Algebra

	MATH 091 Basic Algebra
FA16 (contract training)	WELD 100 Shielded Metal Arc Welding
SP17 (contract training)	WELD 190 Maintenance Repair Welding
<b>voestalpine Nortrak</b> (contract training)	Welding
<b>Workforce Investment Solutions</b>	ENGT 102 Blueprint Reading
(All contract training)	Certified Logistics Associate
	Certified Logistics Technician
	Forklift Operator
	ENGT 131 Maintenance Fundamentals
	ENGT 160 Metrology & Quality Control

**Note:** Open enrollment credit classes are included in this listing because the CPED training coordinator works with the employer to coordinate the classes, secure the instructor, order books and monitor the training program.

## Appendix E

### PROGRAM REVIEW: TRANSPORTATION (CDL) FY11-FY15

#### Richland Community College Program Identification Information Career and Technical Education

Degree Type:

(Add lines for multiple program titles included in the same review. Identify the specific degree type for each program title listed)

Program Title: Transportation	
6-Digit CIP: 490205	Career Cluster: Transportation, Distribution & Logistics
Degree/Certificate Type (03, 20, 30): 30	Career Pathway: Transportation Operations
Additional Programs with Degree Type included in this Review:  Tanker Vehicle Training (added 9/2014) – 30 Class "B" License Training (added 9/2014) – 30	Program of Study: Transportation

**ACTION Taken on this Program as part of the review:**

- Continued with minor improvements       Significantly modified  
 Discontinued /Eliminated                       Placed on Inactive status  
 Scheduled for further review                       Other—please specify:

**RECOMMENDATIONS FOR FUTURE PROGRAM ACTION** also based on data and analysis

### LOCAL FINDINGS: Narrative and Data Support

**Program Need and Cost Effectiveness:** *Directions: Include a narrative that addresses the following:*

***A description of the CTE Program***

The Transportation Program prepares individuals to obtain a Commercial Driver’s License (CDL) in order to operate heavy trucks and tractor/trailers. Instruction includes learner’s permit and endorsement preparation, regulations, log books, map reading, trip planning and complete vehicle training to prepare the individual for an entry-level position in the trucking industry. The program incorporates classroom and behind-the-wheel training.

***The number of faculty (full-time and adjunct) and staff***

The Transportation Program employs a full-time coordinator/driver trainer and several part-time driver trainers, as well as support staff that assist with enrollment, scheduling and reporting. The number of part-time driver/trainers will vary based on the enrollment.

***Relevant accreditation information (including accreditation application in progress)***

Students who successfully complete the Commercial Driver’s License Training program are eligible to take the road test with the Illinois Secretary of State. While this is not considered an industry certification, students who pass the Secretary of State road test serve as further verification of successful completion.

***A summary of Strengths and Opportunities based on the findings included in the Review***

The Commercial Driver’s License Training Program has improved safety training; instructors and students now wear reflective safety vests when on the driving course. Instructors have expanded pre-trip training and added electronic log book training to the curriculum. The College’s driving course was recently restriped to meet Federal Department of Transportation and State of Illinois requirements. Individuals with experience training CDL drivers in industry have been hired as part-time driver trainers and have helped to keep up with the demand for training. Enrollment has increased over the past year due to the increased demand for distribution of goods; thus, the need for more truck drivers to keep supply chains moving. This increase in enrollment presents the College with the opportunity to provide multiple classes at the same time and prompts the need for an additional tractor and trailer for training purposes.

In regard to Class B Commercial Driver’s License training, the College purchased a newer dump truck in recent years in order to provide improved training as the old truck was inadequate.

**Program Data:**

**Number of students who have identified program as major: Narrative analysis (Location of Data: Argos Students in Program—5 years)**

CLASS A				
School Year	Summer	Fall	Spring	Total
FY15	7	15	25	47
FY14	5	12	22	39
FY13	4	12	25	41
FY12	4	19	13	36
FY11	14	10	14	38

**CLASS B**

School Year	Summer	Fall	Spring	Total
FY15	0	0	6	6
FY14	2	9	15	26
FY13	4	5	2	11
FY12	1	2	8	11
FY11	2	8	3	13

Enrollment in Class A Commercial Driver’s License (CDL) Training was fairly steady from FY11 through FY14. Beginning in FY15, the CDL program began to experience an increase in enrollment. Enrollment has continued to increase through FY16 as the demand for distribution of goods increases and more truck drivers are needed to keep supply chains moving. This demand is especially apparent in the Decatur and Macon County area with large food processors like Archer, Daniels, Midland and Tate & Lyle and manufacturing giant Caterpillar located nearby. Construction of the Midwest Inland Port in 2014 has also fed this growth; continued growth is anticipated in the coming years.

Enrollment in Class B Commercial Driver’s License Training was fairly consistent in FY11 through FY13. Enrollment experienced a jump in FY14 due to employee training requested by local companies. Class B training is not expected to grow at the same rate as Class A Training.

It is important to note that prior to 2014, the College collected CDL enrollment data through Jenzabar. In 2014, the College began collecting data via the regular college reporting system.

**Class Fill Rate: Narrative analysis** (*Location of Data: Argos Chart\_Retention\_Program\_5yr (programReview) – Dashboard, 5-Year Fill Rate by Related Degree (Program)*)

This data is not available for the CDL program via Argos for the reporting period of FY11-FY15.

**Course Retention (10<sup>th</sup> day to receiving a grade): Narrative Analysis** (*Location of Data: Argos Chart\_Retention\_Program\_5yr (programReview) – Dashboard, Course Retention by Related Degree (Program) in middle of page*)

This data is not available for the CDL program via Argos for the reporting period of FY11-FY15. The CDL Class A program is the only program that extends past ten days.

**Program Retention—persistence semester to semester (need to identify graduates/completers)** (*Location of Data: Argos Chart\_Retention\_Program\_5yr (programReview)*)

This data is not collected for the CDL program since this training program is short term and does not extend from semester to semester.

**Program Completion: Narrative Analysis** (*Location of Data: Argos GradsInProgram (programReview) – GradsInProgram(programReview) Dashboard (Graduates Yearly by Program and Unique Graduates by program)*)

This data is not available for the CDL program via Argos for the reporting period of FY11-FY15.

**Placement Rates with Local Employers** (*Occupational Follow-up Survey;*

Currently, the College has limited resources for tracking the placement rates of students with local employers. However, local trucking companies visit each CDL class and explain the jobs and benefits available with their companies. With local demand for truck drivers fairly high and numerous trucking companies located nearby, Richland CDL graduates are fortunate in finding employment after graduation.

**Program need—summary of local placement opportunities for graduates** (*Occupational Outlook Handbook: [www.bls.gov/ooh](http://www.bls.gov/ooh)*)

According to the U.S. Department of Labor Statistics, employment of heavy and tractor-trailer truck drivers is projected to grow 5 percent from 2014 to 2024, about as fast as the average of all occupations. As the economy grows, the demand for goods will increase and more truck drivers will be needed to keep supply chains moving. The Illinois Department of Employment Security (IDES) labor projections estimates that long-term employment for 53-3032, Truck Drivers, Heavy & Tractor-Trailer, in Local Workforce Investment Area 19 (Macon & DeWitt Counties) will increase by 12.41% between 2012 and 2022.

**Table 2: Total Budget—addition of budgets from discipline cost centers reported annually for comparison and analysis**

	Revenue	Expenses	Profit/Loss
<b>FY15</b>	\$212,773.61	\$168,127.33	\$46,646.28
<b>FY14</b>	\$179,477.70	\$146,604.06	\$32,873.64
<b>FY13</b>	\$166,270.72	\$147,181.05	\$19,089.67
<b>FY12</b>	\$165,500.00	\$148,576.17	\$16,923.83
<b>FY11</b>	\$174,323.07	\$131,792.28	\$42,530.79

As explained previously, prior to 2014 the College did not collect data for the CDL program as they did for other programs. However, the College does keep financial records for the CDL program, specifically monthly budget reports and profit/loss statements since the CDL program is a revenue producer for the College. These reports are reviewed monthly and annually for comparison and analysis. According to College budget records, the CDL program has been a consistent revenue producer over the past five years. Revenue for FY12 and FY13 was down but has increased since then and that pattern continues in FY16 with record enrollment.

**Cross Disciplinary Outcomes**—The College’s Cross Disciplinary Outcomes are listed below. As a short-term training program, the CDL program uses these outcomes where appropriate.

- 1) The degree-seeking student will communicate effectively (read, write, speak, listen)
- 2) The degree-seeking student will think critically and creatively
- 3) The degree-seeking student will manage technology and evaluate information in various research and applied contexts
- 4) The degree-seeking student will act professionally and responsibly

**Program Outcomes**—Each program should have identified program outcomes with results listed. Programs can modify template with the specific outcomes.

The program outcomes identified for the CDL program include the following.

- 1) Students will gain the knowledge required to obtain a CDL Learner’s Permit.
- 2) Students will gain knowledge and skills required to perform a pre-trip inspection.
- 3) Students will gain the knowledge and skills required to perform straight backing, angle backing and make proper stops.
- 4) Students will gain the knowledge and skills required to upshift/ downshift, make proper turns, and drive in the city.
- 5) Students will gain the knowledge needed to pass the Secretary of State’s exam.

**Advisory Committees (narrative)**

Name of Advisory Committee: **CDL Advisory Committee**

	FY11	FY12	FY13	FY14	FY15
Number of meetings held	0	0	1	1	1
Number of Businesses/Agencies represented	0	0	5	4	4
Program Student Learning Outcomes Shared/Reviewed (yes/no)	0	0	Yes	Yes	Yes

**Program Changes made as result of Advisory Committee Recommendations and results of change:**

- Electronic log book training added to curriculum
- Demands and ‘work requirements’ of the CDL occupation added to the Orientation process for both student and spouse/partner and also highlighted during classroom training

**Areas to Address Based on Committee Recommendations:**

- Driver wellness/exercise was suggested as an area to address since some jobs require more physical labor than others, i.e., load/unload

**Perkins Programs of Study Criteria:** Narrative to address required questions listed below

**Incorporate and align secondary and post-secondary education elements?**

Due to age requirements (18 years of age) for truck driver training, the opportunity does not exist for aligning secondary and post-secondary education elements.

**Incorporate and align academic and CTE content in a coordinated, non-duplicative progression of courses?**

The Transportation program is progressive in that it begins with classroom instruction providing preparation for obtaining the Commercial Driver’s License permit which must be obtained before vehicle training occurs. Once the permit is obtained from the local driver’s license office, the student receives pre-trip instruction of the vehicle followed by behind-the-wheel driver training.

**Lead to an industry-recognized credential or certificate at the postsecondary level, an Associate’s degree or Baccaalaureate degree?**

Once the student successfully completes the Transportation Program, they are eligible to test with the Secretary of State for a Commercial Driver’s License in the state of Illinois.

**Opportunity for secondary students to acquire postsecondary credit (dual credit)?**

Due to age requirements for truck driver training, there has not been an opportunity to provide secondary students with this training.

**Evidence-based Program Improvements:** The following improvements have been made in the Commercial Driver’s License training program.

- Improved safety training
- Added electronic log book training
- Expanded pre-trip preparation
- Re-striped the driving course to meet new Federal Department of Transportation and State of Illinois standards
- Hired experienced part-time driver trainers with industry training backgrounds

**What opportunity for improvement did you identify from data presented above?**

Prior to 2014, the College did not collect data for CDL completers as they do for other programs. However, some information required for this report is located in Jenzabar. Beginning in 2014, the College began collecting data for the CDL program as they do for other programs.

**What action did you take (timeframe, data collection, staff involvement)?**

Beginning in 2014, the College began collecting data for the CDL program as they do for other programs.

**What were the results?**

As we move forward, the college will have more consistent data recorded for the CDL program as they do for other Career and Technical Education programs.

**What additional opportunities have you identified for the future?**

Data indicates that enrollment is increasing. This increase in enrollment has often required running two classes at the same time in order to meet demand; a second tractor trailer is needed to meet this demand. In order to meet the increased demand for more CDL drivers, the College needs to continue working with the local workforce agency to offer CDL training for dislocated, unemployed and underemployed workers. The College will also need to be compliant with new Federal Motor Carrier Safety Administration (FMCSA) standards which will take effect in the next three years.

**Appendix F  
COMMERCIAL DRIVER'S LICENSE TRAINING PROGRAM  
ADVISORY COMMITTEE**

<b>Company</b>	<b>Committee Member</b>
ADM	Deborah Sarko
Advanced Disposal	Ryan Austin
	Matt Cullison
	Gary Thomas
Decatur Macon County Opportunities Corp.	Amy Marsh
Bulkamatic	Ron Chenoweth
McLeod Express	Ellen Cox
	Dennis Conduff
Marvin Keller	Greg Allsop
Skeff Distributing	Bill Merriman
Teamsters Local	Jerrime Hiser

**Appendix G  
HIGHWAY CONSTRUCTION CAREERS TRAINING PROGRAM  
ADVISORY COMMITTEE**

Company	Committee Member
Carpenters Local 270	Carl Bimm
IBEW Local 146	Shad Etchason
Laborers Local 159	Matt Dial
MCIRCC - JATC	Rob Swegle
Millwrights Local 1051	Jeff Bort
Operating Engineers Local 965	Kent Campbell
Plumbers and Steam Fitters Local 137	Mark Greenawalt
	Andrew Fuchs
OPCMIA Local 18	Mark Hitzner
Roofers Local 92	Ted Clark
Caring Black Men of Decatur	Jeffrey Perkins, Sr.
Decatur Township	Lisa Stanley, Supervisor
	Maiah Brummett, Outreach Spec.
Heartland Technical Academy	Bret Hitchings
IDOT - District 7	John Shrum
Illinois Department of Transportation	Janice Gower
	Ronald S. Brown
Illinois Community College Board	Robert Brice
	Tod Rowe
Springfield Urban League	Courtney Carson
	Jennifer Sergeant
Workforce Investment Solutions	Robyn McCoy
Howell Paving & Asphalt Company	Steve Starwort
IBEW Local 146	Jason Drake

**Appendix H  
FY16 CAMPUS RENTAL CLIENTS AND EVENTS**

Location	Client	Returning	New	Comm Outreach
Shilling	Bandy Carroll (McDonald's advertising group)	X		
	McDonald's Management – monthly training	X		
	McDonald's Yearly Rally	X		
	Tate & Lyle (pre-employment testing)	X		
	Rotary Leadership Institute (2x)	X		
	Internat'l Federation of Business & Prof Women's Association	X		
	Illinois Land Drainage	X		
	Bowsier Ladies Association	X		
	ADM – Several divisions (legal, human resources, etc.)	X		
	Becky Tour Planning	X		
	Emergency Management Agency	X		
	Church of the Living God (play)	X		
	Central Christian Church	X		
	Agricultural Watershed	X		
	City of Decatur (pre-employment testing)	X		
	Devotional of Yogeshwar (church group meets weekly)	X		
	Addus Homecare (2x)	X		
	Vector Construction	X		
	Macon Land Auction	X		
	Law Enforcement Training Advisory Commission	X		
	Debbie's Dance Studio		X	
	Hickory Point Bank		X	
	ADM – new division		X	
	Casey's		X	
	Decatur Aerocommanders R/C Club		X	
	Experitec		X	
	STEPS Dance Studio		X	
	Convey Healthcare		X	
	Klemm Trucking		X	
	ADM Trucking		X	

	Decatur Memorial Hospital		X	
	U of I Extension Master Gardener's Annual Workshop			X
	Macon County Spelling Bee			X
	Relay for Life			X
	Decatur Police Department			X
	Neuhoff Media (exchange for advertising)			X
	Congressman Rodney Davis			X
	U of I Extension Maker Fair			X
	Macon County Farm Bureau			X
<b>Center for Sustainability &amp; Innovation</b>	Law Enforcement Training Advisory Commission	X		
	ADM	X		
	Vector Construction	X		
	USA Clean		X	
<b>National Sequestration Education Center</b>	Agricultural Watershed	X		
	ADM	X		
	DPS 61 Summer Camp	X		
	Society for Human Resource Managers Conference	X		X
	Regional Office of Education	X		
	Illinois Manufacturing Excellence Center (IMEC)		X	
	Caterpillar		X	
	ADM Trucking		X	
	Consociate		X	
	ISU MBA Program		X	

**Appendix I**  
**2016 SPECIAL EVENTS CALENDAR – PROGRESS CITY**

<b>Rentals</b>			
<b>Dates</b>	<b>Event Organizer</b>	<b>Event Title/Purpose</b>	<b>Attendance</b>
01/01/16-09/30/16	Prairieland Punishers Roller Derby Club	Roller Derby training	100
03/16/16-04/20/16	Sandemac Kennel Club	Confirmation Training	75
04/15/16-04/19/16	Illinois Gem & Mineral Club	Gem & Mineral Show	550
04/25/16-04/30/16	Progress City Cluster	AKC Dog Show	600
05/20/16-05/21/16	Jump Jive Productions	Finder's Market	500
06/10/16-06/11/16	Widow's Sons Masonic Riders Association	Motorcycle Rally	400
06/24/16-06/25/16	Jump Jive Productions	Finder's Market	500
09/09/16-09/10/16	Jump Jive Productions	Finder's Market	500
09/14/16-10/19/16	Sandemac Kennel Club	Confirmation Training	75
10/21/16-10/22/16	Jump Jive Productions	Finder's Market	500
11/12/16-11/13/16	Decatur Obedience Training Club	Obedience Training	400
<b>Community Outreach</b>			
<b>Dates</b>	<b>Event Organizer</b>	<b>Event Title/Purpose</b>	<b>Attendance</b>
04/02/16-04/02/16	Macon County Environmental Management Dept.	Electronics Recycling	800
05/03/16-05/05/16	Partners in Education	Careers on Wheels for 6 <sup>th</sup> graders in area	1600
05/06/16-05/07/16	Richland Student Farms	RCC Mother's Day Plant Sale	1600
05/06/16-05/07/16	RCC Dance Program	Spring Dance Concert	1600
06/04/16-09/24/16	Richland Student Farms	Saturday Produce Market	
06/18/16-06/18/16	Macon County Environmental Management Dept.	Electronics Recycling	800
06/25/16-06/25/16	RCC Collision Repair Program	RCC Car Show	50
07/28/16-07/28/16	CCUS Conference 3 <sup>rd</sup> Annual	Teacher conference	100
08/06/16-08/07/16	Champaign County Sports Car Club	Autocross Event for Auto Scholarships	100
09/17/16-09/17/16	ADM Family Safety Day	Health & Safety event	2300