

Feather River Adult Education Consortium – Board Meeting MINUTES

ZOOM: Location: Location: <https://us02web.zoom.us/j/88321593811>

Thursday Friday March 18, 2021 (2:00 p.m. – 3:00 p.m.)

**DUE TO THE CORONOVIRUS, THIS MEETING WILL BE HELD ON ZOOM;
THE PUBLIC IS INVITED TO PARTICIPATE VIA LOCAL DISTRICT PROTOCOL**

 Included in Board Packet

PLEASE NOTE: Agenda related documents distributed to the Feather River Adult Education Consortium (FRAEC) Board for the Board Meeting may be viewed in the Superintendent's Office at the Plumas County Office of Education. Individuals who require special accommodation, including but not limited to an American Sign Language interpreter, accessible seating, or documentation in accessible formats, should contact the Acting Consortium Lead at Mitch.Rosin2@gmail.com at least three days before the meeting date.

Attendance (v = voting member)

Feather River College Derek Lerch (v) Kevin Trutna (v)
PUSD/PCOE Kristy Warren (v) Terry Oestreich (v) Brad Miller Bob Buchanan
 Lisa Cavin Mallory Marin Karen Miller
SJUSD/SCOE Wendy Jackson (v) James Berardi (v) Nona Griesert

Community Stakeholders

Call to Order: 1:01 pm

1. Approval of Agenda Motion by J. Berardi; 2nd by K. Warren
 2. Approval of Minutes: [#]February 18, 2020 Motion by D. Lerch; 2nd by K. Warren
 3. Public Comment – Public comment is allowed on any topic relevant to the FRAEC Board. Pursuant to Consortium Policy, comments are limited to 3 minutes per person. Please begin by stating your name.
 4. Closed Session – None Requested
 5. Discussion Items

5. Discussion Items

5.1 Preliminary 2021-22 CFAD Allocation

FRAEC Allocation		\$832,637							
Remaining Annual Allocation		\$845,126							
Agency	2017-18 CFAD	2018-19 CFAD	Current Program / Service	2019-20 CFAD	2020-21 CFAD	% of Allocation	Proportional 2021-22	Preliminary 2020-21 CFAD	
FRC			Go Teach / Jail Culinary Consortium Lead State Meetings COLA	\$276,730	\$276,730				
TOTAL	\$488,016	\$0		\$276,730	\$276,730	33%	\$4,151	\$280,881	
PCOE - FISCAL AGENT			Consortium Lead 5% Indirect (waived in 2019-20) Consortium Operations Set-Aside COLA	\$84,000	\$54,000 \$0				
TOTAL		\$743,350		\$84,000	\$84,000	10%	\$1,260	\$85,260	
PUSD			Feather River Adult School COLA	\$242,907	\$242,907				
TOTAL				\$242,907	\$242,907	29%	\$3,643	\$246,550	
SCOE			Sierra County Schools for Adults COLA	\$229,000	\$229,000				
TOTAL	\$285,000	\$63,000		\$229,000	\$229,000	28%	\$3,435	\$232,435	
TOTAL	\$773,016	\$806,350		\$832,637	\$832,637	100%	\$12,489	\$845,126	

Discussion regarding funding formulas and future CFAD distribution schedules. COLA needs to be disbursed to all member districts who are in good standing. Current discussion is focusing on additional funds. Noted that AB86 set the original dollar amount for consortia without MOE and base funding. The 2015 funding was \$750K for consortia without an MOE value. Programs are still in a start-up mode mind-set. This issue has been raised repeatedly and needs to be considered to ensure that monies are divided up in a manner that meets the needs fairly across all member districts. D. Lerch suggests having a deeper discussion about the funding formula used for CFAD distribution of funds to arrive at a collective decision about investment in programs. K. Warren noted that every program can grow, but data should drive the decision making process. Multiple measures is a means of evaluating the funding allocations and updated data recordings should be considered. D. Lerch noted that Quant and Qual data should be part of the discussion including trainings that are provided to people working in other counties. This could be a beneficial conversation. K. Warren requested a plan be developed for this evaluation process. D. Lerch suggested a board retreat, in the same room, to focus and work through the various metrics.

5.2 Disbursement of the \$54K held by PCOE for a director position for 2020/2021

- Presentation of updated instructional hours:

- PUSD
- SCSA

- Decision on disbursal formula:

- Multiple Measures (PUSD Proposal)
- Need Based (SCSA Proposal)

D. Lerch noted the CAERC consortium model of fund distribution (provided to all attendees). Members are actively updating their program hours and new numbers will be shared prior to April meeting. Tabled discussion.

6. Action Items – None

7. Consortium Director's Report

7.1 CAEP Deadlines - Upcoming

- March 2021

- Mar 1: 18/19 and 19/20 and 20/21 Member Expense Report due in NOVA (Q2) – **COMPLETED**
- Mar 1: Close out of 18/19 Member Funds due in NOVA – **COMPLETED**
- Mar 31: 18/19 and 19/20 and 20/21 Member Expense Report certified by Consortia in NOVA (Q2) – **COMPLETED**
- Mar 31: Close out of 18/19 funds in NOVA certified by Consortia in NOVA – **COMPLETED**
- Mar 31: End of Q3

- April 2021

- Apr 30: Student Data due in TOPSPro (Q3)

- May 2021

- May 2: CFADS for 2021-22 due in NOVA

- June 2021

- Jun 1: 19/20 and 20/21 Member Expense Report due in NOVA (Q3)
- Jun 30: 19/20 and 20/21 Member Expense Report certified by Consortia in NOVA (Q3)
- Jun 30: End of Q4

- 7.2 [¶]CAEP Guidance: Notice of Targeted Technical Assistance (TTA) for Consortia Effectiveness
- 7.3 [¶]CAEP Webinar: Effective Practices – Transitions (Briefing and PowerPoint)
- 7.4 [¶]Education Summary – American Rescue Plan
- 7.5 Plumas USD Program Update:
 - B. Miller: Enrollments up to 160+, lots of posttesting, graduated 16 students this year, more people enrolling weekly. Phoenix Design working to reduce spam from web site. Can a captcha box be added?
- 7.6 Sierra County Program Update:
 - W. Jackson: Testing completed for IET ESL program in Hospitality program, guest services bootcamp starting with 2 cohorts (cap of 12 participants) west and east side of county.
- 7.7 Feather River College Program Update:
 - D. Lerch: No update.
- 7.8 [¶]Marketing & Social Media Update: Phoenix Design

8. Announcements

- 8.1 2020-21 FRAEC Board Meeting Dates – All meetings 1:00 – 2:00 unless otherwise noted)
 - April 16, 2021 – 2:00 - 3:00 (CFAD Vote)
 - May 20, 2021
 - June 17, 2021 (Annual Plan Retreat)

- 8.2 Conferences
 - March 21 – 24, 2021: COABE – Virtual
 - April 21 – 23, 2021: CCAE – Virtual
 - April 30 – May 1, 2021: Career Non-Credit Education Institute – Virtual
 - June 14 – 16, 2021: CASAS – Virtual

9. Adjournment – 1:43 p.m.; Motion by J. Berardi; 2nd by K. Warren

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AB-1491 Adult education: consortia: carryover of allocated funds. (2021-2022)

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Date Published: 03/26/2021 04:00 AM

AMENDED IN ASSEMBLY MARCH 25, 2021

CALIFORNIA LEGISLATURE—2021–2022 REGULAR SESSION

ASSEMBLY BILL

NO. 1491

Introduced by Assembly Member McCarty

February 19, 2021

An act to amend Section 66030 of the Education Code, relating to public postsecondary education. An act to amend Sections 84901 and 84914 of, and to add Section 84914.5 to, the Education Code, relating to adult education.

LEGISLATIVE COUNSEL'S DIGEST

AB 1491, as amended, McCarty. ~~Public postsecondary education: educational equity. Adult education: consortia: carryover of allocated funds.~~

Existing law establishes the Adult Education Program under the administration of the Chancellor of the California Community Colleges and the Superintendent of Public Instruction. Existing law requires the chancellor and the Superintendent, with the advice of the executive director of the State Board of Education, to divide the state into adult education regions and approve one adult education consortium in each of those regions. Existing law authorizes a community college district, school district, or county office of education, or a combination of these entities in a joint powers authority, to be members of an adult education consortium. Existing law requires, as a condition of receipt of an apportionment from the program, that an adult education consortium approve a distribution schedule for apportionment to members of the consortium.

This bill would provide requirements and procedures to be followed when a member of an adult education consortium, or the consortium itself, has a carryover, as defined, of funds from the immediately preceding fiscal year. The bill, on and after July 1, 2022, with certain exceptions, would generally prohibit a member of an adult education consortium and the consortium itself from carrying over more than 15% of its allocation from the immediately prior fiscal year. The bill would authorize the consortium to reduce the annual allocation for a member if the consortium finds that the member has unspent funds remaining from the immediately prior fiscal year. The bill would require a consortium member to certify its expenditures for the immediately prior fiscal year on or before September 1, and for the consortium itself to do the same on or before October 31.

~~Existing law states the intent of the Legislature that public higher education strive to provide educationally equitable environments that give each Californian, regardless of age, economic circumstance, or certain specified~~

~~characteristics, a reasonable opportunity to develop fully their potential.~~

~~This bill would make a nonsubstantive change to that statement of legislative intent.~~

Vote: majority Appropriation: no Fiscal Committee: ~~no~~yes Local Program: no

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 84901 of the Education Code is amended to read:

84901. For purposes of this article, the following definitions shall apply, unless otherwise specified:

(a) "Adult" means a person 18 years of age or older.

(b) "*Carryover*" means the annual amount of unspent adult education program funds from prior fiscal years expressed as a percentage of the current fiscal year's allocation.

~~(b)~~

(c) "Consortium" means an adult education consortium approved pursuant to this article.

~~(c)~~

(d) "Executive director" means the executive director of the State Board of Education.

~~(d)~~

(e) "Program" means the Adult Education Program established by Section 84900.

SEC. 2. Section 84914 of the Education Code is amended to read:

84914. (a) As a condition of receipt of an apportionment from the program, a consortium shall approve a distribution schedule that includes both of the following:

(1) The amount of funds to be distributed to each member of the consortium for that fiscal year.

(2) A narrative justifying how the planned allocations are consistent with the adult education plan.

(b) (1) For any fiscal year for which the chancellor and the Superintendent allocate an amount of funds to the consortium greater than the amount allocated in the prior fiscal year, the amount of funds to be distributed to a member of that consortium shall be equal to or greater than the amount distributed in the prior fiscal year, unless the consortium makes at least one of the following findings related to the member for which the distribution would be reduced:

(A) The member no longer wishes to provide services consistent with the adult education plan.

(B) The member cannot provide services that address the needs identified in the adult education plan.

(C) The member has been consistently ineffective in providing services that address the needs identified in the adult education plan and reasonable interventions have not resulted in improvements.

(D) The member has unspent funds remaining from the immediately prior fiscal year that exceeds a percentage of the current fiscal year's allocation that was previously agreed to by the members of the consortium.

(2) A member shall not maintain a carryover of more than 15 percent for more than two fiscal years.

(3) On or after July 1, 2022, the members of the consortium may vote on whether to reduce the allocation of a member that has exceeded the carryover limit of 15 percent in the immediately prior fiscal year, and in such an instance, each member of the consortium shall have one vote.

~~(2)~~

(4) For any fiscal year for which the chancellor and the Superintendent allocate an amount of funds to the consortium less than the amount allocated in the prior year, the amount of funds to be distributed to a member of that consortium shall not be reduced by a percentage greater than the percentage by which the total amount

of funds allocated to the consortium decreased, unless the consortium makes at least one of the following findings related to the member for which the distribution would be reduced further:

- (A) The member no longer wishes to provide services consistent with the adult education plan.
- (B) The member cannot provide services that address the needs identified in the adult education plan.
- (C) The member has been ineffective in providing services that address the needs identified in the adult education plan and reasonable interventions have not resulted in improvements.
- (c) A distribution schedule shall also include preliminary projections of the amount of funds that would be distributed to each member of the consortium in each of the subsequent two fiscal years. The preliminary projections shall not constitute a binding commitment of funds.

SEC. 3. Section 84914.5 is added to the Education Code, to read:

84914.5. (a) On or before September 1 of each fiscal year, a member of a consortium shall certify its expenditures for the immediately prior fiscal year.

(b) On and after July 1, 2022, and except as provided in subdivision (b) of Section 84914, all of the following shall apply:

(1) No more than 15 percent of a member's annual allocation may be carried over into the next fiscal year by a member of a consortium unless a written plan for expenditure aligned with the adult education plan is approved by the members of the consortium by October 31 of that fiscal year in accordance with the consortium's governance process.

(2) In any fiscal year, a member's plan to exceed 15 percent carryover from the immediately prior fiscal year shall be submitted to the consortium on or before September 30. The plan shall become effective only upon its approval by the consortium.

(3) In any fiscal year, a member with a carryover exceeding 15 percent without a plan approved pursuant to this subdivision shall be deemed ineffective, and its allocation shall be reduced in the next fiscal year by the amount equal to the amount over 15 percent for reallocation to other members of the consortium.

(c) (1) On or before October 31 of each fiscal year, a consortium shall certify its expenditures for the immediately prior fiscal year.

(2) On and after July 1, 2022, both of the following shall apply:

(A) No more than 15 percent of the consortium's annual allocation may be carried over to the next fiscal year.

(B) A consortium that carries over more than 15 percent of its annual allocation shall have its allocation reduced in the next fiscal year by the amount equal to the amount over 15 percent that the consortium carried over in the immediately prior fiscal year.

SECTION 1. Section 66030 of the Education Code is amended to read:

~~66030.(a)It is the intent of the Legislature that public higher education in California strive to provide educationally equitable environments that give each Californian, regardless of age, economic circumstance, or the characteristics listed in Section 66270, a reasonable opportunity to develop fully their potential.~~

~~(b)It is the responsibility of the governing boards of institutions of higher education to ensure and maintain multicultural learning environments free from all forms of discrimination and harassment, in accordance with state and federal law.~~



CAEP State Priorities Defined

Equity - Equity is about being fair and impartial with learners, partners, and the communities we serve. Programs aligned to this area may focus on methods for building cultural awareness and responsiveness, addressing equity in the classroom, addressing the achievement gap, or creating access, success, and transfer opportunities for historically disadvantaged populations.

Leadership – Leadership deals with important things leaders need to know about successfully managing a consortium or managing an adult education K-12 Adult or noncredit agency. Programs aligned to this area might focus on regional and local policies, developing systems, supervision and management of staff, organizational change, leveraging resources, or capacity building.

Learner Transition – Moving learners along in educational, career, or other paths is one measure of how we determine success. Programs aligned to this area may focus on college and career pathways, transition supports, or counseling and support services. Some examples include short-term CTE, integrated education and training, pre-apprenticeship, bridges and boot camps, and mirrored courses.

Marketing - Marketing programs and learner recruitment are ongoing responsibilities for consortium members. It is also vital that local communities understand and support regional consortia. Programs aligned to this area should share successful marketing strategies and practices, such as employing social media in marketing, budgeting for marketing, using data to target marking efforts, or strategies for keeping marketing current and effective.

Program Development/Curriculum/Classroom - Constant program improvement is at the core of building stronger and relevant consortia and agencies. Programs in this area could focus on any of the approved CAEP program areas, annual and 3-year planning, building partnerships, leveraging funding, or implementing specialized programs, such as programs built around the immigrant integration framework.

Program Evaluation – Ongoing assessment of programs is at the core of building stronger and relevant consortia and agencies. Programs aligned to this area could focus on using data to inform consortia annual and 3-year planning, programming, and instruction, evaluation design, or engaging stakeholders in the evaluation process.



Technology and Distance Learning – This state priority focuses on the integration of technology into the educational and work environments as well as the implementation of blended or distance learning programs. Programs aligned to this area might include anything relating to reaching and serving adult learners at a distance, whether synchronously or asynchronously. Programs might also relate to a technology goal(s) that agencies or consortium have identified and implemented.



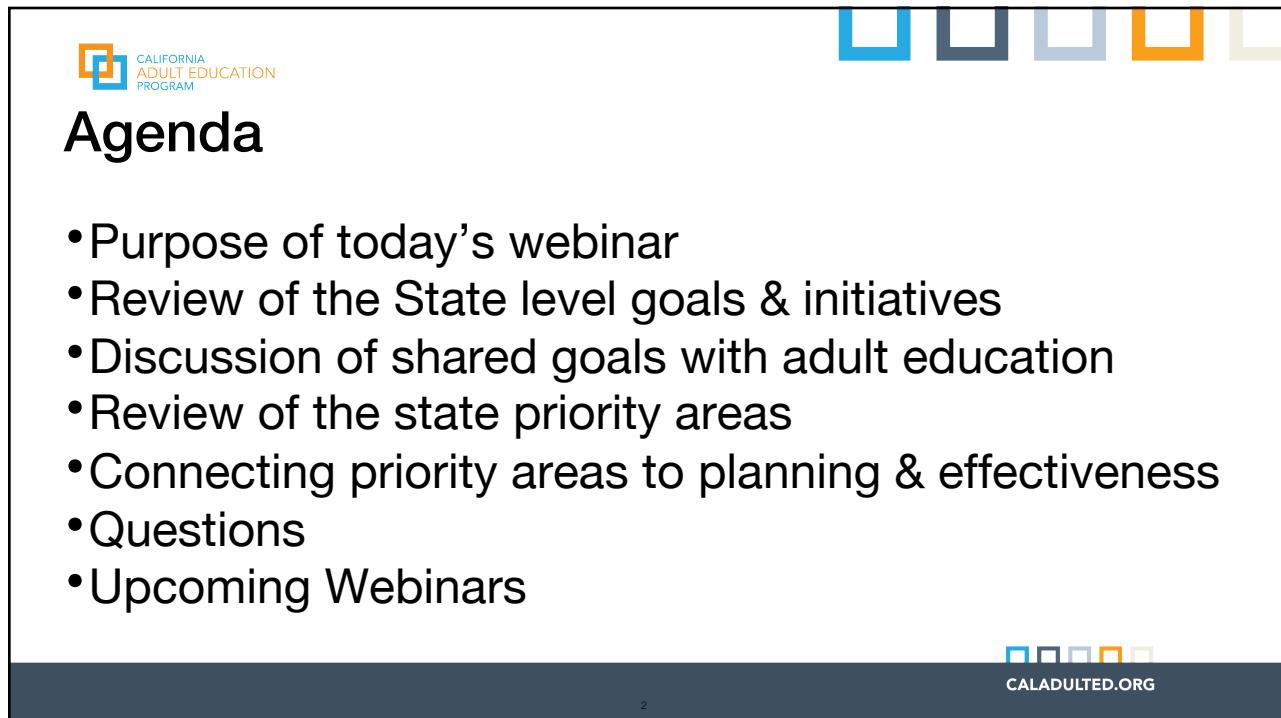


The slide features the California Adult Education Program logo in the top left corner. The background is divided into three panels: a woman wearing glasses looking at a screen, two men in construction hats reviewing documents, and a medical professional with a clipboard. A decorative footer bar at the bottom contains colored squares.

CAEP State Priorities

Neil Kelly – State CAEP Office

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The slide features the California Adult Education Program logo in the top left corner. The title "Agenda" is prominently displayed. Below it is a bulleted list of topics. A decorative footer bar at the bottom contains colored squares.

Agenda

- Purpose of today's webinar
- Review of the State level goals & initiatives
- Discussion of shared goals with adult education
- Review of the state priority areas
- Connecting priority areas to planning & effectiveness
- Questions
- Upcoming Webinars

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Purpose of Today's Webinar

- The purpose of today's webinar is to review the State level vision goals and initiatives and how that translates to adult education/noncredit.
- Share the structure and priority areas that will assist in the rollout of professional development to support these efforts
- Discuss how our shared goals will drive your planning efforts and push for greater member effectiveness.



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State Level Goals and Initiatives

- California Department of Education Superintendent's Initiatives
- The California Community College System Vision Goals



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Superintendent's Initiatives

- Closing the Digital Divide
- Statewide Literacy
- Reducing Chronic Absenteeism
- Closing the Achievement Gap
- Jobs for Tomorrow



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Vision Goals

- Over five years, increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Over five years, increase by 35 percent the number of California Community College students transferring annually to a UC or CSU.
- Over five years, decrease the average number of units accumulated by California Community College students earning associate degrees.



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Vision Goals (cont.)

- Over five years, increase the percent of exiting CTE students who report being employed in their field of study.
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.
- Over five years, reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults.



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Adult Education Shared Goals

- Increase credential and high school diploma/high school equivalency obtainment.
- Increase transfer to community college credit coursework.
- Decrease unit obtainment and help students achieve the 12 hours of instruction milestone.
- Increase employment for CTE students (and all CAEP students).
- Reduce regional gaps in the 71 CAEP regional consortia.



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State Priority Areas

- Equity
- Leadership
- Learner Transition
- Marketing
- Program Development/Curriculum/Classroom
- Program Evaluation
- Technology and Distance Learning



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Equity

Equity is about being fair and impartial with learners, partners, and the communities we serve. Programs aligned to this area may focus on methods for building cultural awareness and responsiveness, addressing equity in the classroom, addressing the achievement gap, or creating access, success, and transfer opportunities for historically disadvantaged populations.



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Leadership

Leadership deals with important things leaders need to know about successfully managing a consortium or managing an adult education K-12 adult or noncredit agency. Programs aligned to this area might focus on regional and local policies, developing systems, supervision and management of staff, organizational change, leveraging resources, or capacity building.



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Learner Transition

Moving learners along in educational, career, or other paths is one measure of how we determine success. Programs aligned to this area may focus on college and career pathways, transition supports, or counseling and support services. Some examples include short-term CTE, integrated education and training, dual enrollment, pre-apprenticeship, bridges and boot camps, and mirrored courses.



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Marketing

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Program Development

Constant program improvement is at the core of building stronger and relevant consortia and agencies. Programs in this area could focus on any of the approved CAEP program areas, annual and 3-year planning, building partnerships, leveraging funding, or implementing specialized programs, such as programs built around the immigrant integration framework.



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Program Evaluation

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Technology and Distance Learning

This state priority focuses on the integration of technology into the educational and work environments as well as the implementation of blended or distance learning programs. Programs aligned to this area might include anything relating to reaching and serving adult learners at a distance, whether synchronously or asynchronously. Programs might also relate to a technology goal(s) that agencies or consortium have identified and implemented.



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Planning & Effectiveness

- 3-Year Plans
- Consortium and member effectiveness
- Governance
- Proposed legislation – data review & carry-over of CAEP funds



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Questions



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Upcoming CAEP State Priority Webinars

- 4/20/21: What's NonCredit Coding Got to Do with It: Getting the Most Out of Your Data (Program Evaluation)
- 4/27/21: Get Ready for AEP 2021: New Features and Updates to the Adult Education Pipeline Dashboard (Program Evaluation)
- 4/28/21: CAEP Data Dive (Program Evaluation)
- 4/30/21: Understanding and Using the Adult Education Pipeline (AEP) Dashboard for Continuous Improvement (Program Evaluation)
- 5/5/21: Three-year Consortium Planning Using the AEP Dashboard (Program Evaluation)
- 5/7/21: Utilizing SB554 Deeper Dive (Learner Transition)



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Upcoming CAEP State Priority Webinars

- 5/12/21: Why Do My Data Reports Look Different: AEP Dashboard and CASAS TopsPro Enterprise (Program Evaluation)
- 5/14/21: Regional Recruitment Deeper Dive (Marketing)
- 5/18/21: Barriers to Education (Equity)
- 5/19/21: What's it all About: CB 21, NRS Educational Functioning Levels, and Curriculum Alignment (Program Evaluation)
- 5/21/21: Role of Adult Education in Economic Recovery (Program Development)
- 5/25/21: Performance Goals (Program Evaluation)
- TBD: "Beyond Emergency Remote Teaching: Strategies and Resources to Promote Collaboration and Equity for Effective, Sustainable, Technology-driven Instruction." (Curriculum)



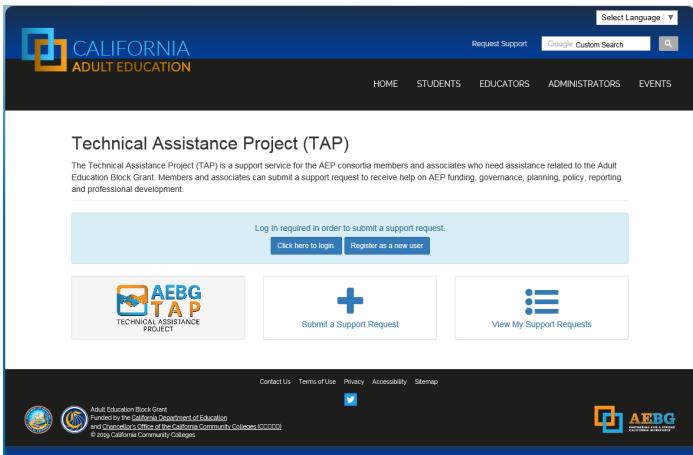
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Request Support from CAEP TAP



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CALIFORNIA DEPARTMENT OF EDUCATION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

March 29, 2021

Dear Adult Educators:

Subject: Student Funding in Adult Education Programs

California state law mandates compulsory education for students through 18 years of age. Students that have not completed the course work for a high school diploma may continue through age 20 provided that they are continuously enrolled or concurrently enrolled in the K–12 system. It is the fiscal responsibility of the K–12 district, through the collection of average daily attendance and local control funding, to cover all the costs of educating continuously enrolled and concurrently enrolled students that may attend an Adult Education Program for credit courses toward a high school diploma.

Students over the age of 18 who have dropped out at any age and elect to complete their high school diploma program must do so in an Adult Education Program, either at a community college where high school diplomas are offered, or through a K–12 adult education school. Funds to provide educational programs for these students are available through the California Adult Education Program (CAEP) budget and the Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act (WIOA, Title II: AEFLA). These students do not generate average daily attendance funds for the school district or the adult school. Therefore, services are limited by the monetary allocations from the CAEP budget and WIOA, Title II: AEFLA funds provided to the adult education agencies.

Students under 18 may enroll in an adult education school only for purposes of making up credits toward graduation, or taking enrichment courses not offered at the K–12 comprehensive high school. This enrollment must be accompanied by permission from the school counselor and, in addition, the student's parent or legal guardian. The district must insure that the adult education school can meet the educational needs of the student. The district must also incur all legal liability and is responsible for all costs using funds collected through K–12 average daily attendance and local control funding. The district may not use CAEP or WIOA, Title II: AEFLA funds for these students regardless of the courses taken.

If you have any questions regarding this subject, please contact the Adult Education Office by email at adulteducation@cde.ca.gov.

Sincerely,

Carolyn Zachry, Ed.D., Education Administrator and State Director
Adult Education Office



Social Media Report

April 2021

Facebook activity

Page Views

March 14 - April 10

10

Total Page Views ▼ 78%

Post Reach

March 14 - April 10

2,170

People Reached ▼ 65%

Post Engagement

March 14 - April 10

53

Post Engagement ▼ 91%

Facebook post activity



Reach



2,575



Post
Engagement



39



Link Clicks



37

Social Media Audience

– Gender and Age –

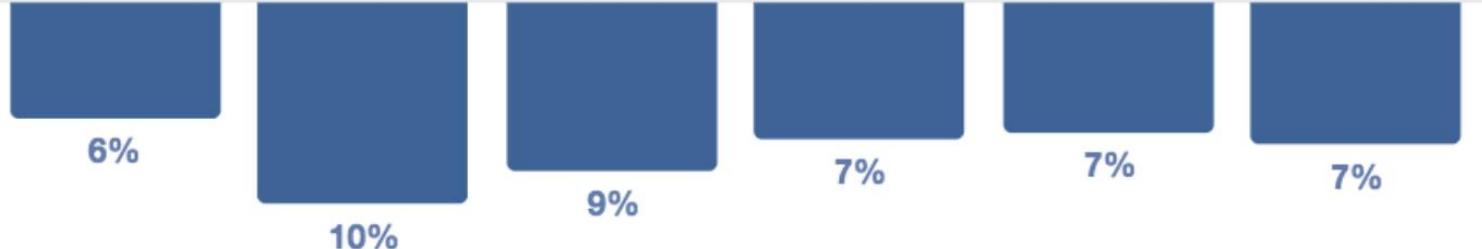
Women

54%
People Reached



Men

46%
People Reached



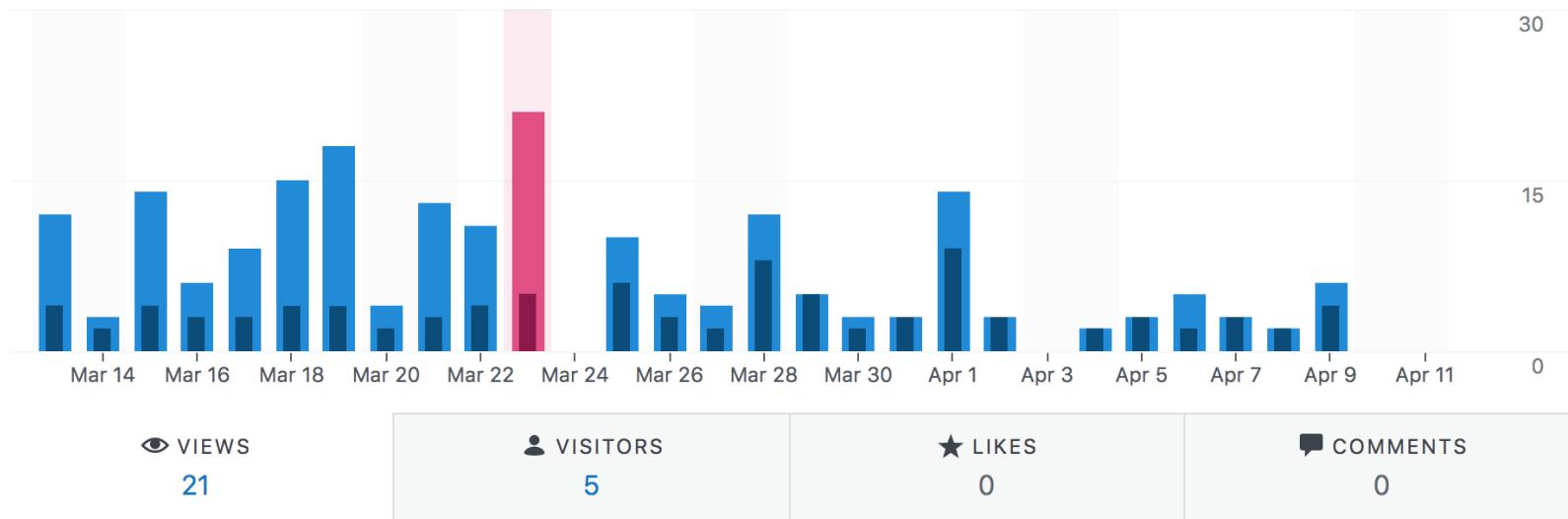
Social Media Audience

– Language Group –

Language	People Reac...
English (US)	1,696
Spanish	650
Spanish (Spain)	61
English (UK)	21
French (France)	7
Portuguese (Brazil)	5
German	3
Filipino	2
Vietnamese	2

Thai	2
Korean	2
Russian	1
Italian	1
Indonesian	1
English (Pirate)	1
Arabic	1
Simplified Chinese (Chi...	1

website traffic



website traffic

Stats for 30 days ending April 11, 2021 (Summarized)

Title	Views
Home	102
Programs & Classes	48
Contact Us	32
Consortium Meetings	19
Consortium Documents	4
Home page / Archives	1

Referrers to Website

Stats for 30 days ending April 11, 2021 (Summarized)

Referrer	Views
▼ 🔎 Search Engines	34
🔗 📡 Facebook	25
🔗 frc.edu	...
▼ pcoe.k12.ca.us	7
🔗 frc.hiretouch.com	...
🔗 faithe.top	...
🔗 bradleylive.xyz	...
🔗 kellyonline.xyz	...
🔗 primoblog.xyz	...