



**CAEP Steering Committee Meeting**  
**Fri. March 13, 2026 - 9:00 a.m. – 12:00 a.m.**

**MVC – Building 3000, Rm 3019**  
**28237 La Piedra Rd., Menifee, CA**  
**MINUTES**

**Participants:**

Jasmine Port, Miriam Brijandez, Eileen Vargas-MSJC, Chris Rivard-Temecula Valley, Todd Peel, Ken Swanson-San Jacinto, Blair Bradley, Kelley D.-Hemet, Melissa Lee-Banning, Victor Gomez-RCOE, Nohora Vazquez- Lake Elsinore, Pauline Garcia-Perris, Morgan Quick-Murrieta, Anthony Coronado-Beaumont, Pauline Garcia-Perris,

**I. Call to Order**

Meeting called to order at 09:09 a.m. by Jasmine Port as she greeted attendees.

**II. Roll Call**

Roll call was conducted. Members from various institutions confirmed attendance, listed above.

**III. Approval of February 6, 2026, Meeting Minutes**

Members confirmed they had reviewed the prior minutes.

Ken Motion to approve  
Morgan second  
All approved, motion carried

**IV. Preliminary CAEP Allocation**

Jasmine reviewed the preliminary CAEP allocation and noted that the consortium received a COLA increase, resulting in a small bump in allocation.

- Jasmine clarified that the second table sent to leads is the correct version and must be used for budget development and updates to local district spreadsheets.
- Members acknowledged they are entering budget season and will use the corrected allocation figures for planning.

**V. CFLC Annual Gala Approval**

Jasmine introduced the subject and the committee reviewed participation in the CFLC Annual Gala:

- Event date: Saturday, April 11, 5:00 p.m. – 8:00 p.m. at Pechanga.

- Noted the importance of attending to support and maintain strong partnership and visibility by sponsoring a table of 10 for \$900.00.
- Pauline plus one, Victor, Malissa plus one, Jasmine, Nohora, Morgan plus one confirmed their chair for the Gala.
  - Ken motion to approve
  - Pauline second
  - All approved so motion carried

## **VI. Fiscal Approvals**

### **a. Digital Literacy Pilot – Northstar (Murrieta)**

Morgan presented a request to support a Digital Literacy pilot using the Northstar curriculum.

- 2024–2025:
  - Northstar licenses: \$550
  - First semester teaching costs
  - Total: \$3,011.44
- 2025–2026:
  - Second semester teaching costs: \$2,922.96

This request reorganizes an earlier approval into correct year allocations.

- Ken motion to approve
- Pauline second
- All approved so motion carried

### **b. Summer Institute – Anaheim (June 15–18)**

Nohora reminded agencies to submit Summer Institute requests early, especially for hotel costs, as rooms fill quickly.

- Perris Community Adult School reported an internal registration plan for several staff (Administrator, Secretary, Counselor, three teachers) with a total estimate of approximately \$9,000.
- Only two attendees will be brought to the consortium for funding approval; the request will be adjusted and formally presented at the April meeting.
- Agencies are encouraged to use local budgets/district cards to meet registration deadlines and align consortium approvals later.

### **c. Medical Assistant Program – Kits (Pauline Perris Adult School)**

Pauline requested funding for Medical Assistant (MA) program kits for students enrolled in a Cal Regional MA program under an existing MOU.

- Initial request: kits for 15 students, total \$290.10.
- After discussion, the request was reframed to cover 19 students at \$20 per kit, not to exceed \$400, allowing for tax/fees.
- Program runs from March 23 – June 11.

- Cal Regional supplies the instructor, curriculum, state exam prep and fee, and externship coordination.
- Perris has a large waitlist (86 students) agencies discussed selection criteria and managing waitlists (site-managed lists and orientations, random selection, and prioritization methods).
- Members shared strategies for student buy-in (e.g., modest student costs for books/scrubs) and retention.
  - Ken motion to approve
  - Morgan seconded
  - All agreed so motion carried

#### **D. Future Fiscal Requests**

- Perris revised Summer Institute registration request (two seats) will return for formal approval in April.
- Agencies were encouraged to prepare upcoming CTE and training requests early.

### **VII. Air Table and Transition Specialist Update**

#### **a. Transition Specialist Resignation and Funding**

Jasmine reported that Marlon, the Consortium Transition Specialist, has resigned.

- Position history:
  - Initially an MSJC counselor, later moved to a professional expert role.
  - Approximately 25 hours per week for the consortium.
  - Large service area (1,600–1,700 square miles) made it difficult for a single specialist to effectively serve all agencies.
  - A significant portion of work has become limited to phone calls and referrals, with concerns about return on investment.
  - Comparisons to neighboring consortia showed that even with multiple embedded counselors, transitions to credit remain relatively low, raising questions about the efficiency of a single regional specialist model.

#### **b. Proposed Shift to Site-Based Navigators / Extra-Duty Roles**

Nohora and Jasmine proposed reallocating the existing transition specialist budget to site-based support, such as:

- Extra-duty counselors (e.g., 2–3 hours/week) dedicated to transitions.
- Teachers on Special Assignment or Instructors with defined transition navigation responsibilities.
- “Career Navigators” knowledgeable in college, CTE, Apprenticeship, and Workforce Pathways.
- Each agency would identify its own person/structure and estimate necessary hours and cost, based on student volume and transition needs.
- Consortium funds would be distributed to agencies, likely weighted by size/enrollment and number of completers.
- Implementation would be local but tied together through common tools and expectations.
- Perris: Retired counselor on timecard plus a new counselor doing transition work for high school students and potential adults.

- MSJC and other K–12 sites: interest in using extra-duty Counselors or strong teachers to manage transitions.

### **c. Airtable – Status, Concerns, and Expectations**

Nohora reported recent feedback from staff regarding Airtable, the shared transition tracking platform:

- Some staff expressed frustration and preference for their own spreadsheets, leading to double entry and there was confusion and discontent about roles.
- Some sites had effectively stopped using Airtable based on the perception that nothing happened after data entry.
- The consortium has invested substantial funds in Airtable and must use a unified system to track transitions for CAEP accountability and state reporting.
- Airtable can and will be redesigned to be simpler, and staff feedback will inform improvements.
- Private, unaligned spreadsheets cannot remain the primary transition system if the consortium is to show valid outcome data.
- With Marlon’s departure, Airtable should now document each agency’s own transition work, not just one specialist’s activity.

### **d. Interim Airtable Workflow (Without a Central Specialist)**

Nohora explained the revised Airtable roles:

- Registrar View:
  - Staff create a transition goal when a student is nearing completion (e.g., HSD with ~30 credits left, GED-Ready, end-of-term ESL completers, CTE completers).
  - Goals include transitions to college, training, or employment.
- Verifier View:
  - Staff follow up with students and record actual outcomes (e.g., enrolled in MSJC, started an MA program, obtained employment).
- When “transition to college” is created, Airtable will send an automatic email to the student with:
  - Step-by-step college enrollment instructions.
  - Links (e.g., MSJC Welcome Center, application portals, or AJCC resources).
- When “transition to employment” is created, Airtable will send a different automated email with job-search guidance and AJCC contact information.
- Verifiers then call or check back with students and update the record.
- “Transition students” are not all enrolled students.
- Focus is on students who are leaving or finishing a program (HSD, GED, ESL, CTE, etc.) and are ready to move to college, training, or work.

### **e. Next Steps for Transition and Airtable**

- Agencies will begin or continue using Airtable as the single transition tracking tool.
- Each lead will:
  - Identify a local transition person/structure (counselor, teacher, etc.).
  - Estimate hours and funding needs for the 2026–2027 year.

- April meeting: agencies bring preliminary role/hours/cost estimates; Nohora and Jasmine share budget context.
- June and Consortium Retreat: finalize the 2026–2027 transition support model and Airtable expectations.

Nohora offered one-on-one technical and implementation support to administrators and staff.

## **VIII. Community Forum Update**

### **a. Event Overview**

- Community Forum will be held on May 8, 2026 at MSJC TVC, from 9:00 a.m. to 12:00 p.m.
- Purpose: highlight pathways (ESL, HSD/GED, Transitions, CTE) and showcase student success stories for community, district, and regional partners.
- April meeting will be the final opportunity to finalize content before the forum.

### **b. Breakout Room Format**

- Each breakout rotation: 15 minutes.
- Some rooms have two programs (~7–7.5 minutes per program); others have three programs (~5 minutes each).

### **Each program segment will include:**

1. A shared slide describing:
  - a. Who the program serves.
  - b. Purpose and outcomes.
  - c. Key progress metrics (enrollment, completions, etc.).
2. A student speaker sharing their story, guided by a short script.
3. An administrator and/or instructor present to answer audience questions.

### **c. Assignments (Examples)**

- **ESL & Citizenship (Room 1)**
  - Led by Morgan and MSJC staff.
  - Citizenship and ESL students will each present.
  - Instructors (Teresa and a citizenship teacher) will support.
- **High School Diploma & GED (Room 2)**
  - Temecula: GED student and teacher (Chris).
  - Melissa: high school diploma student.
- **Transitions (Room 3)**
  - Facilitated by Pauline and Blair.
  - Student examples:
    - Anthony's student (HSD → MA → near LVN).
    - Speaker 5's student (Adult School → degree → employment with Riverside County Probation), pending confirmation.
  - May include Airtable/transition staff explaining the tracking process.

- **CTE Rooms (Health, Welding, Automotive, etc.)**
  - Health: MA programs.
  - Welding: MSJC Adult Ed and K–12; student speakers still being confirmed.
  - Automotive: Incorporating non-credit to Apprenticeship Pathway.
  - Culinary participation is uncertain due to staffing conflicts; remaining time will be redistributed as necessary.

#### **d. Video and Data Content**

- Nohora is producing a consortium video to play during the event.
- Each agency is responsible for:
  - Selecting one or more data “bubbles” (e.g., number of graduates, ESL completions, CTE completers, or completion percentages).
  - Providing photos and brief program text in the shared template.
- Nohora will pull final numbers from CAEP/TE near the event for accuracy and convert the slides into a video with music and/or narration.
- Ensure each segment clearly shows the school name and logo.

#### **e. Student Speaker Guide and Timing**

- Jasmine will distribute a short scripting guide for student speakers, focusing on:
  - Their starting point (program/level).
  - Support received.
  - Current status (college, certificate, job).
  - A closing message to the community.

Timekeeping will be emphasized, so rotations run on schedule.

#### **f. RSVPs and Attendance**

- Current RSVPs at time of discussion: approximately 45 attendees.
- A guideline of 10 seats per agency remains, but flexibility is allowed for:
  - Student presenters.
  - Essential teachers.
  - District leaders and special guests.
- Jasmine and Nohora will continue to Monitor the RSVP sheet.
- Invite targeted partners (e.g., Apprenticeship Partners, Unions, Cal Regional).
- Leads are to add themselves, student speakers, and teacher presenters to the RSVP form.
- Confirm invited district/agency dignitaries and update the list.

#### **IX. Comments**

- **Apprenticeships (Jasmine / MSJC):**
  - Construction Pre-Apprenticeship is now state-recognized and moving under Apprenticeship for smoother transitions to the Unions.
  - Automotive Apprenticeship aligned with a 5-course technician certificate continues; non-credit automotive feeds this pathway.

- A new help desk / IT support apprenticeship is planned for fall, aligned with networking coursework.
- Jasmine and Miriam will develop clear transition guidance documents for adult schools.
- **MSJC Access:**
  - MSJC has discontinued its traditional call center queue; many calls now reach automated menus.
  - Adult schools should route transition-ready students through Jasmine or Miriam directly for faster, more accurate support.
  - Nohora requested updated summer and fall enrollment dates be shared as soon as they are available.
- **Apprenticeships Resource**
  - Blair shared the California Department of Industrial Relations (DIR) website link where staff can search for registered and non-registered apprenticeships statewide.

## **X. Adjourn**

- Ken motion to adjourn
- Victor second
- All agreed so motion carried

The meeting was adjourned by Jasmine Port at approximately 11:25 a.m.