

California Adult Education Program Implementation Meeting

June 18, 2026 ♦ 1:00pm-3:00pm

Meeting Agenda

Agenda Item		Purpose	Person(s) Responsible	Timeframe
I.	Introduction	A. Welcome B. Director's Report	Thatcher	5 min
II.	Minutes	A. Minutes tabled until July meeting.	Board	5 min
III.	Professional Development	A. : Motivational Interviewing	MaryBeth Abella	110 min.
VII.	Next Meeting	A. Next meeting date: July 16, 2026: 1:00-3:00pm		
VIII.	Adjourn	A. Adjournment		

Our Mission: The Glendale Community College Regional Consortium welcomes adult learners of all abilities and provides accessible pathways to skill acquisition and education towards viable employment, through multiple career partners.

Verdugo Workforce Development Board

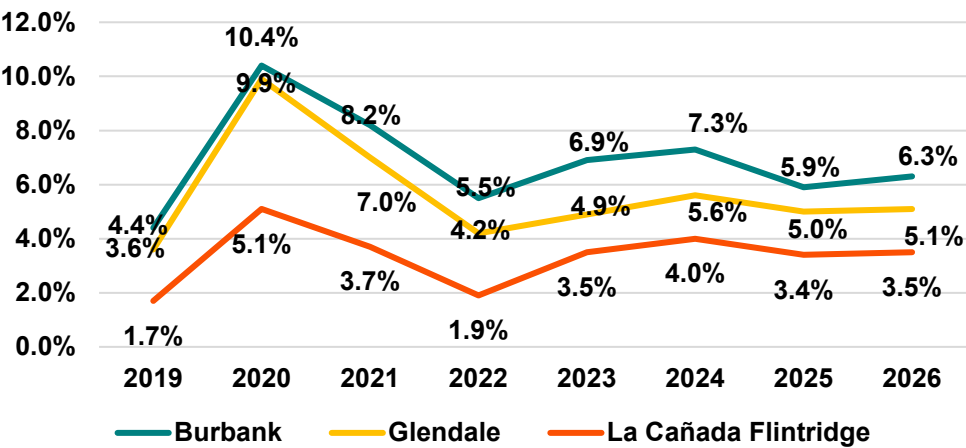
Labor Market Report: Verdugo Region

April 2026

Quarterly Issue

The Verdugo Workforce Development Board (VWDB) envisions an economically vibrant, tri-city region with thriving businesses, youth, and job-seekers on career paths that reflect their highest potential.

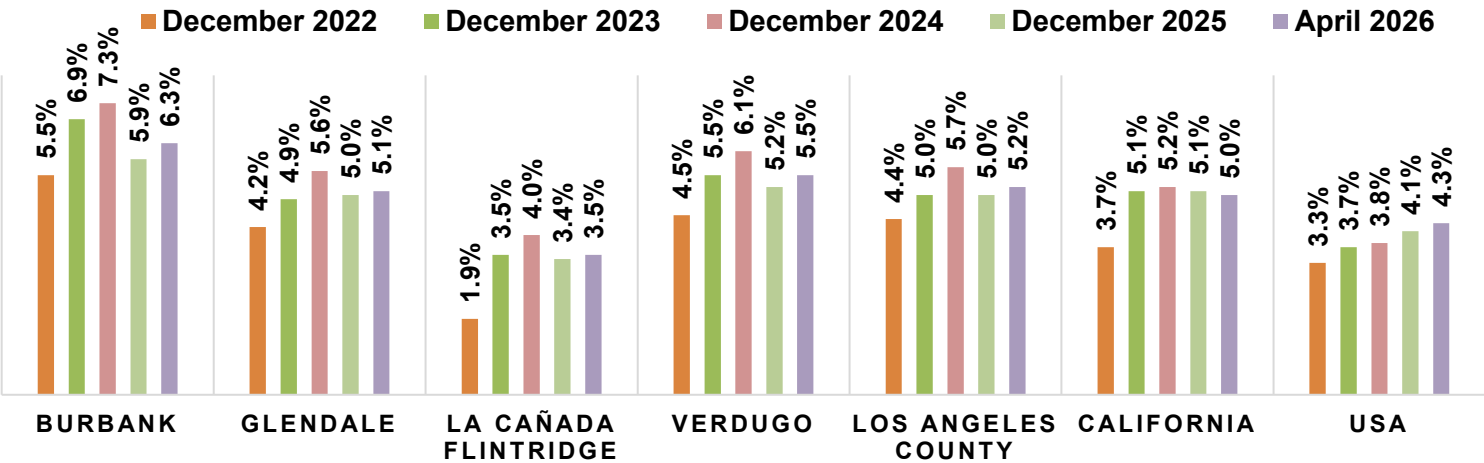
ANNUAL UNEMPLOYMENT RATES BY CITY



Unemployment Rates Comparison	
Verdugo:	5.5%
LA County:	5.2%
California:	5.0%
USA:	4.3%

UNEMPLOYMENT RATES COMPARISON

The unemployment rate increased in the Verdugo Region and LA County.



VERDUGO REGION LABOR FORCE (RESIDENTS)



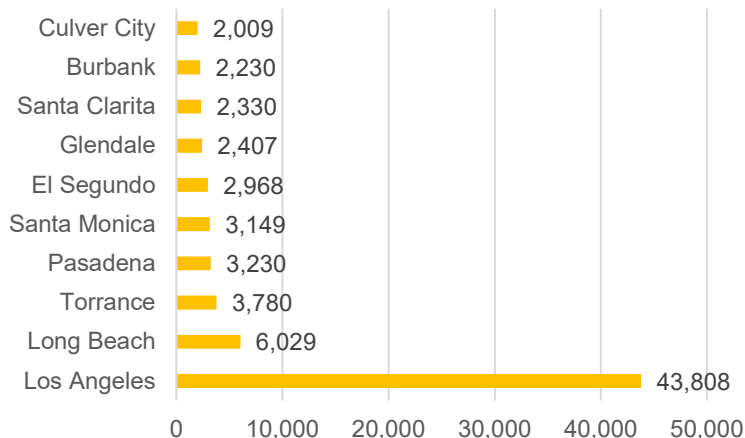
Labor force numbers are based on EDD estimates of the number of residents who earned at least \$1 during the reporting period. These residents may be working outside of the Verdugo Consortium. The total Verdugo labor force as of April 2026 is 159,700.

Verdugo Workforce Development Board Labor Market Report: Verdugo Region

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Cities with Most Job Ads

CITIES WITH THE MOST JOB ADS



Help Wanted Online from The Conference Board and WANTED Technologies report the top ten cities in the Los Angeles County with the most job ads. Consistently, Burbank and Glendale are reported amongst these top ten cities with the number of job ads posted for the reporting month. This indicates the economic vibrancy of the businesses in the Verdugo community relative to the other cities located in the region.

TOP OCCUPATIONS IN JOB ADS – VERDUGO AREA

OCCUPATION	# OF JOB ADS
1. Registered Nurses	314
2. Retail Salespersons	252
3. First-Line Supervisors of Retail Sales Workers	143
4. Home Health and Personal Care Aides	129
5. Customer Service Representatives	105
6. Fast Food and Counter Workers	102
7. General and Operations Managers	94
8. Sales Representatives, Wholesale and Manufacturing	88
9. Heavy and Tractor-Trailer Truck Drivers	85
10. Medical and Health Services Managers	84

The total number of job ads for the Top 10 Occupations increased from 1,219 in January 2026 to 1,396 in April 2026 .

TOP 5 EMPLOYERS POSTING JOBS – VERDUGO AREA



255 Ads
(36%)



138 Ads
(-3%)



124 Ads
(51%)



82 Ads
NEW



59 Ads
(-26%)

*Increase/Decrease from January 2026 Verdugo LMI report.

DEFINITIONS

Labor force: Persons classified as employed or unemployed.

Employed persons: Persons 16 years and over in the civilian noninstitutional population who, during the reference week, (a) did any work at all (at least 1 hour) as paid employees; worked in their own business, profession, or on their own farm, or worked 15 hours or more as unpaid workers in an enterprise operated by a member of the family; and (b) all those who were not working but who had jobs or businesses from which they were temporarily absent because of vacation, illness, bad weather, childcare problems, maternity or paternity leave, labor-management dispute, job training, or other family or personal reasons, whether or not they were paid for the time off or were seeking other jobs. Each employed person is counted only once, even if he or she holds more than one job. Excluded are persons whose only activity consisted of work around their own house (painting, repairing, or own home housework) or volunteer work for religious, charitable, and other organizations.

Unemployed persons: Persons aged 16 years and older who had no employment during the reference week, were available for work, except for temporary illness, and had made specific efforts to find employment sometime during the 4-week period ending with the reference week. Persons who were waiting to be recalled to a job from which they had been laid off need not have been looking for work to be classified as unemployed.

Unemployment rate: The unemployment rate represents the number unemployed as a percent of the labor force.

Motivational Interviewing: Engaging People in Change

Presented by Mary Beth Abella, MSW



1

Welcome...

Let's get to know each other!

Introductions

- Share your name and current professional role with the group.
- Briefly share 1 unique skill or quality makes you effective in your work?
(Your professional superpower)



2



Objectives

- Learn how to avoid unhelpful behaviors
- Practice active listening skills to help with engagement
- Identify questions to increase likelihood of change
- Implement strategies to connect with folks who are unengaged

3

In the chat, what's a common feeling you experience when someone you're trying to help seems resistant to a suggestion?

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What Isn't Working?

Common Challenges

- Clients miss appointments or follow-up
- Employment goals stall despite resources
- Language barriers create additional hurdles
- Clients seem resistant to helpful suggestions

Traditional Approaches Fall Short

- Giving advice often creates resistance
- Information alone doesn't create change
- People may feel judged or misunderstood
- Cultural differences complicate communication



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The Fixer Exercise

Instructions:

Speaker Role

Identify a change you are **considering** in your life, but haven't definitely decided on yet. Share this with your helper.

Helper Role

Try to **convince** and **persuade** the Speaker to make the change by:

- Explaining **why** they should change
- Giving at least three **benefits**
- Telling them **how** to change
- Emphasizing **importance**

If you meet resistance, repeat more emphatically.

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Debrief: The Fixer Experience

- **How did it feel to be the Fixer?**
 - Did you feel responsible for the outcome?
 - Were you frustrated if they didn't agree?
 - Did you find yourself working harder than them?
- **How did it feel to be the person with the dilemma?**
 - Did you feel understood?
 - Did the advice feel relevant to your situation?
 - Did you feel more or less motivated to change?
- **What did observers notice?**
 - Body language changes
 - Shift in conversation energy
 - Verbal/nonverbal signs of resistance



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The 'Fixing Reflex'

"There's a problem—let's fix it!"

As helping professionals, we're trained to solve problems, especially when working with clients facing employment and housing challenges.

This impulse comes from a good place—we want to help our clients succeed.

Why it backfires:

- Fails to consider ambivalence in the change process
- Creates resistance/disengagement
- Ignores cultural differences in decision-making
- Undermines client autonomy and self-efficacy



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Behaviors to Avoid

Persuading

"You should take this job because it has great benefits."

Arguing

"But this housing option is perfect for your situation!"

Lecturing

"Let me explain how the employment system works..."

Providing Solutions

"Here's what you need to do to fix your situation."

Giving Advice

"I recommend you take the ESL class on Tuesday."

Warning

"If you don't attend this job fair, you'll miss opportunities."

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What Does Help?



The MI Approach

Motivational Interviewing offers an alternative that honors client autonomy while still moving toward positive change.

Rather than pushing for change, MI helps draw out the client's own motivation.



Evidence-Based Results

- Higher engagement rates
- Improved follow-through
- More sustainable changes
- Better working relationships
- Especially effective across cultural/language differences

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Reflecting on Effective Helpers

Think of someone who was truly helpful to you in making a change.
What qualities did they possess?



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Four Processes of Motivational Interviewing

Engaging

Building a working relationship based on trust and mutual respect

Focusing

Finding a clear direction and goal for the conversation about change

Evoking

Drawing out the client's own motivation for change by exploring their reasons

Planning

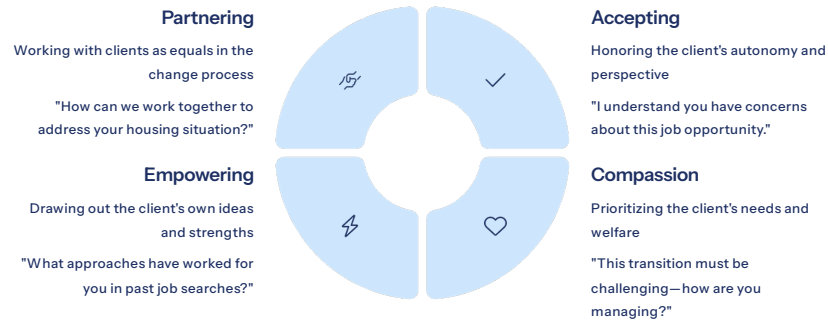
Developing commitment to change and creating a specific plan of action

Today we'll focus on **Engaging** and **Evoking**, the foundation for helping people move toward goals.



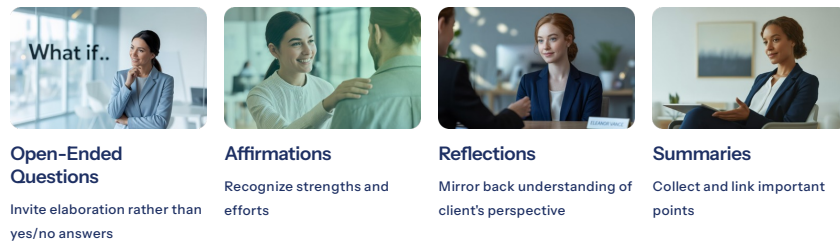
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Engaging in MI Spirit (PACE)



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Engaging with OARS Skills



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Open-Ended Questions

Closed Questions

- "Did you look for jobs this week?"
- "Have you called the housing office?"
- "Is the ESL class helping you?"
- "Do you want to apply for this position?"

These questions limit the conversation and client reflection.

Open-Ended Questions

- "What steps have you taken in your job search?"
- "How has your housing situation been affecting you?"
- "In what ways is the ESL class contributing to your goals?"
- "What thoughts do you have about this job opportunity?"

These questions invite exploration and meaningful conversation.



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Affirmations

Why Affirmations Matter

Many clients face multiple challenges: language barriers, cultural adjustments, employment obstacles, and housing insecurity.

Genuine affirmations acknowledge effort, strengthen self-efficacy, and build confidence that change is possible.

Effective Affirmations

- "You've shown real commitment by attending every English class despite your busy schedule."
- "The way you navigated that complex application shows your determination."
- "I notice you're very resourceful in finding transportation solutions."
- "Your ability to maintain hope during this difficult transition is impressive."



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Reflections

Simple Reflection	Complex Reflection
Repeating or slightly rephrasing what the client said	Adding meaning or feeling to what was said
Client: "I missed the job fair because my child was sick."	Client: "I missed the job fair because my child was sick."
You: "Your child's illness prevented you from attending."	You: "You're feeling torn between your family responsibilities and your employment goals."

Reflections communicate understanding and help clients feel heard, particularly important when working across language differences.

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Summaries

When to Use Summaries

- To gather information throughout a session
- To transition from one topic to another
- To highlight change talk and reinforce motivation
- To conclude a session and clarify next steps

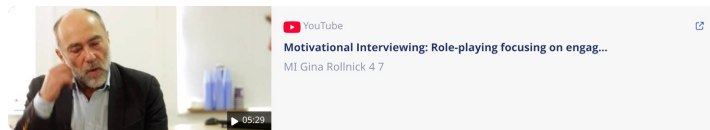
Example Summary

"So let me make sure I understand. You're interested in the warehouse position because it offers steady hours and doesn't require advanced English. You're concerned about the commute, especially in winter. You've had experience in similar work back home and feel confident about the physical demands. You're wondering if this job could eventually lead to better opportunities. Did I miss anything important?"

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Stephen Rollnick on Engaging

"Engagement isn't just the first step—it's the foundation everything else is built upon."



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Debrief

What did you notice about:

- 1 The MI Spirit
- 2 The Active Listening Skills
- 3 Empowerment Strategies



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Evoking: Pulling Out Motivation

1 The Key to Change

After establishing engagement, evoking helps clients discover their own reasons for change.

2 Evoking Questions

- "What would be better if you found stable housing?"
- "How would completing the ESL program benefit you personally?"
- "What's the most important reason for you to find employment?"
- "How does this goal fit with what matters most to you?"

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Change Talk: Motivation Spoken Aloud

What Is Change Talk?

Change talk is any client statement that favors movement toward a specific behavior change.

When clients hear themselves express reasons for change, their commitment grows stronger.

"The more I talk about something, the stronger I feel about it."

Examples in Context

- "I really need to improve my English to get a better job." (Need)
- "I want my children to have stable housing." (Desire)
- "I think I could succeed in that training program." (Ability)
- "This certificate would definitely help my career." (Reason)

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Types of Change Talk

Desire (DARN)

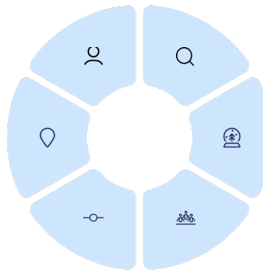
"I want to find a job that uses my skills."
 "I wish I could improve my English faster."

Taking Steps (CAT)

"I already called about the housing application."
 "I practiced my interview skills yesterday."

Commitment (CAT)

"I will attend every class this month."
 "I'm going to submit five applications this week."



Ability (DARN)

"I could attend night classes if childcare was available."
 "I know I can learn these computer skills."

Reasons (DARN)

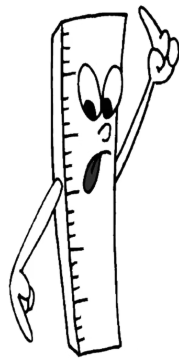
"Better housing would mean my kids could stay in one school."
 "This job would allow me to save money."

Need (DARN)

"I need stable work to qualify for an apartment."
 "I have to improve my English to advance."

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Importance/Confidence Rulers:



Useful for evoking change talk:

How important is it to you to ____ (make this change) on a scale from 1-10, with 10 being the highest? What makes it higher than a 0?

Can also ask:

How confident are you to ____ (make this change) on a scale from 1-10, with 10 being the highest? What would it take for you to feel more confident about that?

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Engaging someone who is disengaged



Reflection

"I really don't have time to prepare." "Preparing is not a priority right now." [Reflection]

"You're not listening to me!" "You really want me to hear you." [Reflection]



Apology

"You're not listening to me!" "I'm sorry. Let me try again. Tell me what you want me to understand."

"Who are you to tell me what to do?" "You're right; you get to decide what you're going to do. I apologize if I sounded bossy."



Emphasize Autonomy

"It really is your choice about what you do in this situation."

"No one can make you do this. The decision is yours."



Coming Alongside

"It sounds like the cons of changing still outweigh the pros. So it may be that you decide that you're not ready to change just yet."

Miller and Rollnick, 2023

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Motivational Interviewing and Employment



YouTube

Motivational Interviewing and Employment - with OARS lab...

Motivational Interviewing for Change presents a demonstration of the use of Motivational Interviewing with someone who is seeking work. The client had...

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Engager Role Play Exercise

This activity involves working in pairs with one person as the Speaker and one as the Helper.



Speaker Role

Identify a real behavior change that you are **considering** making in your life, but haven't definitely decided on yet. Share this potential change with your Helper.



Helper Role

Listen carefully to the Speaker as they discuss the change they're contemplating. Use the motivational interviewing techniques we've covered to help explore their thoughts.

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Helper Role Instructions:

1

Listen carefully

The goal is to understand the dilemma

2

Ask these four questions:

- Why would you want to make this change?
- What are three best reasons to do it?
- On a scale from 1-10, how important would you say it is? And why are you a ____ and not a zero?
- How might you go about it, in order to succeed?

Do not respond and do not deviate from the questions

3

Summarize and Ask a Key Question:

Summarize all the motivation you heard, including any desire, ability, reason, or need to change.

Then ask: "What do you think you'll do?"

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Questions?

- About Motivational Interviewing techniques**
 Clarification on any aspect of the OARS skills or MI spirit
- About applying MI with specific clients**
 Strategies for particular challenges or populations
- About implementation in your agency**
 How to integrate MI with existing protocols and procedures



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Your Key Takeaways

"What are your gems? What will you remember or practice?"



A Technique

One specific MI skill you'll practice with clients this week



An Insight

Something that shifted your perspective on client engagement



A Question

The one question you'll try that might increase change likelihood



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Resources

Here's how to continue your motivational interviewing journey:



Contact Information

Mary Beth Abella, MSW

Email: abellajacks@gmail.com

Phone: (310) 729-1560

Available for follow-up questions and consultation



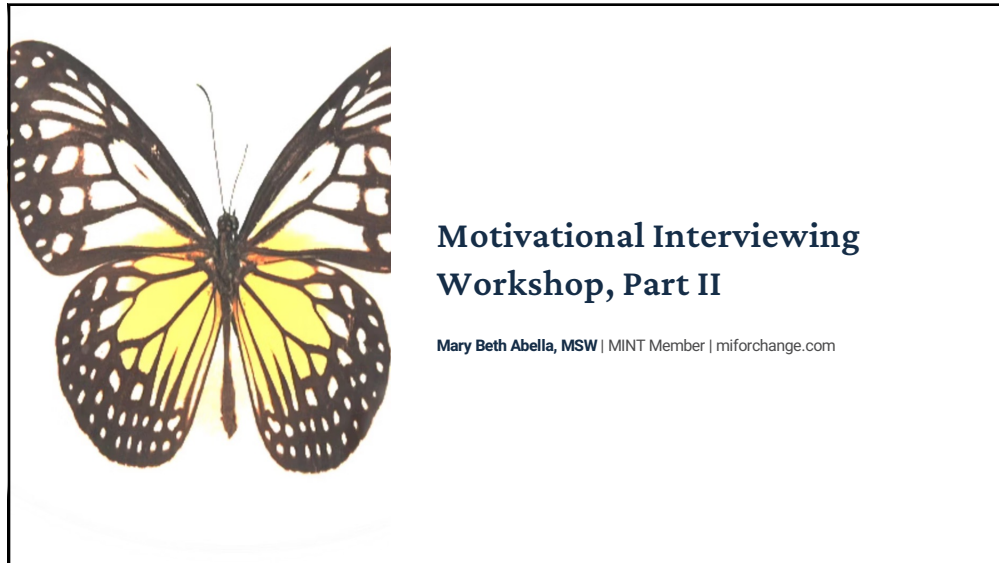
Recommended Resources

- Miller & Rollnick: **Motivational Interviewing, 4th Edition**
- MINT (Motivational Interviewing Network of Trainers): motivationalinterviewing.org
- Motivational Interviewing for Change Website: www.miforchange.com

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1

Welcome & Introductions

Please put in the chat:

1	Your Name & Role
2	One Thing You'd Like to Get from Today

A decorative image on the right side of the slide. It features the word "HELLO" in large, black, block letters on a light blue background. There are some dried flowers and leaves scattered around the letters.

2

A Different Way of Thinking About Helping



3

Objectives

01

Review the Principles of MI

02

Practice Active Listening Skills

03

Practice identifying and strengthening change talk

04

Practice a motivating conversation using the Four Tasks of MI

4

Roadmap of a Motivating Conversation

I. Engaging (who)

II. Focusing (what)

III. Evoking (why)

IV. Planning (how)

5

Task 1: Engaging People



6

8





Engaging with The Spirit of MI

Compassion
Prioritize others' needs; empathy & action
Acceptance
Recognize absolute human worth, support autonomy, and express empathy
Partnership
Collaborate "for" or "with." The client is the expert in their own life.
Empowerment
"You have what you need, and together we will find it." Your job is to draw out strengths that already exist.

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How to Communicate the Spirit: Engaging with Active Listening Skills (OARS)

1	Open-ended Questions • "What concerns do you have?" • "Tell me about your thoughts on...?"
2	Affirmations • "I can see you're really putting a lot of thought into this." • "You've shown great determination."
3	Reflections • "It sounds like you're feeling frustrated with the process." • "So, you're hoping to find a solution that is long lasting."
4	Summaries • "So far, we've discussed X, Y, and Z. Did I miss anything?" • "To recap, your main goals are A and B, and you're considering C."



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Reflect What You Understood

1	2
Simple Reflections • Repeat: Echo exact words • Rephrase: Use different words	Complex Reflections • Feeling: Paraphrase emotions • Meaning: Infer unspoken thoughts • Double-Sided: Address mixed feelings "On the one hand..., but on the other hand...."

Examples:

- "It sounds like you are feeling frustrated." (feeling)
- "I'm hearing that you would do anything to feel better." (meaning)
- "You want things to be different." (meaning)
- "On the one hand, it's been really difficult for you to find the time to apply for jobs, but on the other hand, getting more income is a priority for you right now." (double-sided)

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REFLECTION PRACTICE

Reflection Practice

Instructions: Pairs, play each role for 3-4 minutes, then rotate.

Speaker

Describe a challenging client, student, or family member, etc.

Listener

Reflect to show understanding (no advice)

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Task 2: Focusing on a Behavior Change

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II. Focusing: Share the agenda

Ask

"What would you like to talk about?"

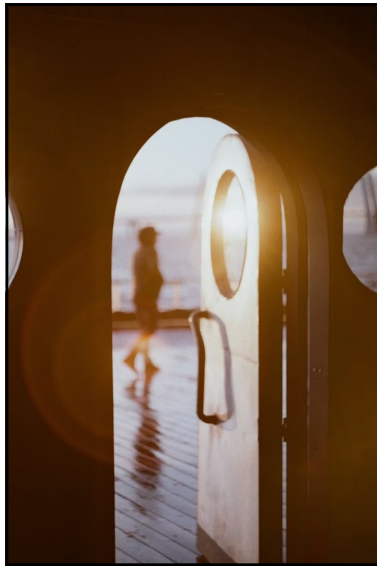
Menu of Options

"We could talk about X, Y or Z. Which do you think would be more helpful?"

Ask Permission

"Would it be ok if we talked about X?"

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Task 3: Evoking Motivation

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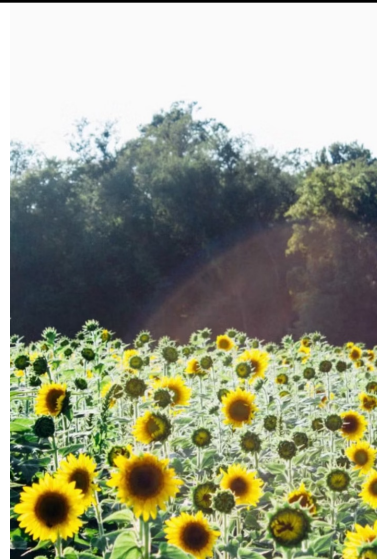
III. Evoke Change Talk

Change Talk: (DARN)

- **Desire** (I want to)
- **Ability** (I can....)
- **Reasons** (because....)
- **Need** (I need to.... Or I should...)

Commitment Language: (CAT)

- **Commitment** (I'm going to)
- **Activation** (I'm willing to)
- **Taking Steps** (I've already taken this step....)

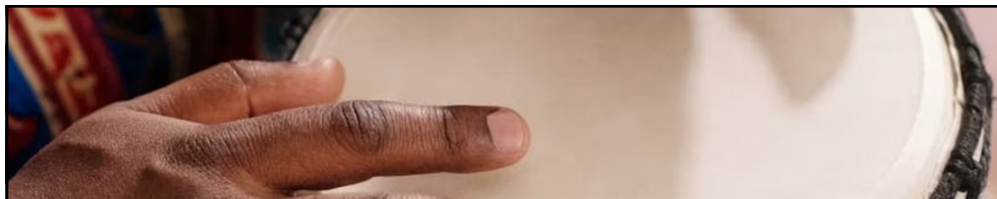


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Change Talk vs Sustain Talk

Change Talk (Flowers)	Sustain Talk (Weeds)
Desire to change	Desire not to change
Ability to change	Inability to change
Reasons to change	Reasons not to change
Need to change	No Need to change
Commitment to change	Commitment to sustaining behaviors
Activation for change	No Activation
Taking Steps to change	Actively engaging in sustaining behaviors

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Identifying Change Talk Practice:

When you hear a statement that contains **DARN Change Talk** (Desire, Ability, Reasons, or Need), Give a **THUMBS UP Emoji**.

When you hear a statement that contains **Sustain Talk**, give a **THUMBS DOWN Emoji**.

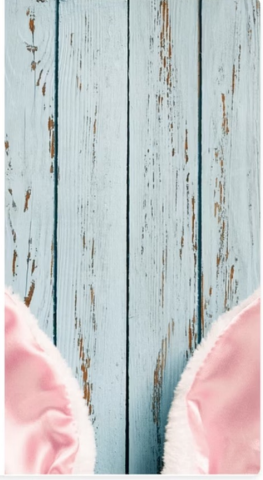
When you hear a statement that contains **Commitment Language**, Give a **CLAP emoji**.

When you hear a statement with Mixed Language, use any of the above as appropriate.

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Respond to Change Talk-Use Your EARS

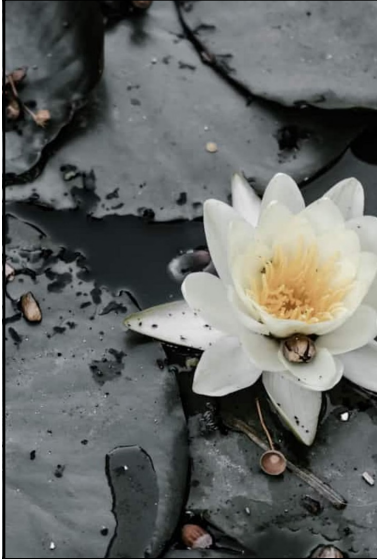
Elaborate - Tell me more about that? - In what ways?	Affirm it That's great that you've...
Reflect it - So you've been thinking - So it's important to you	Summarize it Gather up all statements of change talk



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Elicit Change Talk



Desire	What do you want out of this change?
Ability	What are some past experiences that make you believe that you can be successful?
Reasons	What are some reasons that you might consider making a change?
Need	What makes this change necessary now?

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The Importance and Confidence Rulers

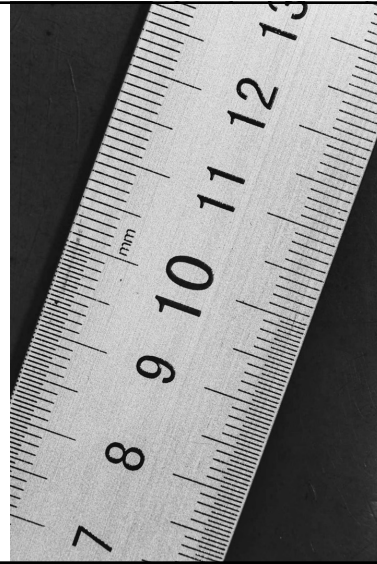
Importance

On a scale from 1-10, where 10 is most important, how important is it for you right now to change? What makes you a ____ (their answer) and not a ____ (2 numbers lower)?

Confidence

On a scale from 1-10, where 10 is most confident, if you did decide to change, how confident are you that you would succeed? What would it take for you to become a little more confident, say from a ____ (their answer) to a ____ (2 numbers higher)?

Remember to respond to change talk with EARS!



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Task 4: Planning

Tip: Don't Throw MI Out the Window!



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IV. Planning: Empowering Them to Solve the Problem

1 Summarize What's Been Discussed "On the one hand [sustain talk]... on the other hand... [change talk, change talk, change talk]." Gather mostly flowers.	2 Evoke the Plan "What would you like to do at this point?" / "How would you go about it?" Let them author their own next steps – the plan they make is the plan they follow.
3 Ask Permission Before Offering "Would it be okay if I shared something that might help?" Even in planning, ask before you advise. Your ideas land better when they're invited.	4 Affirm and Support Reflect and summarize their plan. Affirm their ideas and their capacity. Offer your support – then get out of the way and trust them.

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SPEAKER

Share a real change you're considering but haven't decided on yet.

01

Engage & Focus

Ask: "What can I help you with today? What would you like to work on?" → Reflect & agree on a target.

03

Ask Q2 — Ability

"If you did decide to change, how might you go about it?" → Use EARS to respond to any change talk.

COUNSELOR

Follow the steps below. Use EARS to respond to change talk after each question.

02

Ask Q1 — Importance Ruler

"On a scale 1–10, how important is this change? Why that number and not a 0?" → Use EARS to respond to any change talk.

04

Summarize & Key Question

Summarize **ONLY** the change talk you heard. Then ask: "What do you think you'll do?"

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Please put in the chat:

- One thing that stands out for you now (your gems)?
- One thing you'll try?

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Thank you!



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