

California Adult Education Program Implementation Meeting

May 21, 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. Approval of Minutes for April 23, 2026.	Board	3 min
III.	Public Comment	A. Community Comments	Community	2 min
IV.	Strategic Planning	A. CAEP Annual Plan	Rasheedah Scott	30 min.
V.	Partner Updates	A. Professional Development: Motivational Interviewing, June		
VII.	Next Meeting	A. Next meeting date: June 18, 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.



Adult Education Implementation Virtual Meeting

April 23, 2026 ♦ 1:00pm-3:00pm

Attendees: Ani Khachickyan, Anyuta Nazaryan, Emilia Ovasapyan, Erika Vasquez, Gamid Akhmedov, Jacqueline Vega Lopez, Juan Millan, Kassandra Wilson, Laura Isaacs-Glavan, Marina Malekstepanians, MaryAnn Pranke, Rasheedah Scott

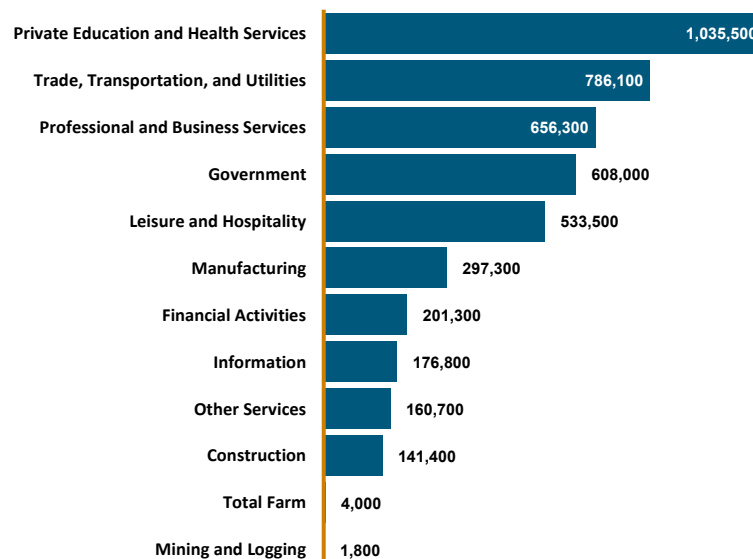
Board Members: Thatcher Wedon, Judith Velasco, Christin Molano

Meeting Notes

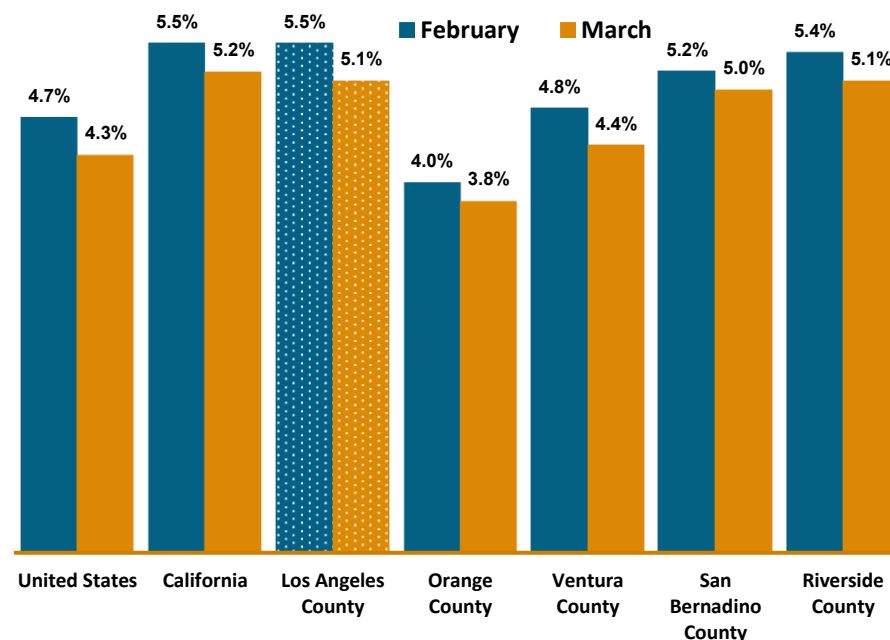
Agenda Item		Outcome
I.	Welcome	A. Welcome 1. Thatcher Weldon welcomed the group to the meeting.
II.	Minutes	A. Approval of Minutes 1. Minutes were unanimously approved by the Board members for the March 19, 2026 monthly meeting.
III.	Community Comments	A. No public comments were submitted.
IV.	Administration	A. MaryAnn Pranke presented the Consortium Fiscal Administrative Declaration (CFAD). 1. She explained that contract negotiations between Verdugo Workforce Development Board (VWDB) and Glendale Community College continue; therefore, future changes in allocations may occur. 2. The CFAD was approved by the Board to meet CAEP requirements; however, allocations may be adjusted pending contract negotiations.
V.	Professional Development	A. Rasheedah Scott introduced presenter Juan Millan, Los Angeles-Coastal Area Research Data Analyst II, Employment Development Department. 1. Presentation was titled: "Making Fact-Based decisions with Labor Market Information".

Agenda Item		Outcome
		2. Rasheedah will email slide presentation to all GlendaleLEARNNS members and partners.
VI.	Strategic Planning	A. Rasheedah facilitated a review and feedback discussion on identified barriers from the CAEP Annual Plan 25-26. Comments included: 1. Barriers connected to COVID-19 lockdowns can be updated. 2. Barriers have shifted, with fear of returning to work now often reflected as a preference for remote work. 3. Concerns around uncertain education levels due to lockdowns may be less urgent as we move further from the COVID period. B. Rasheedah also facilitated a review of student Needs. Comments included: 1. Ongoing concern among individuals with disabilities about losing benefits when entering the workforce. 2. Need for greater employer awareness and understanding of how disability benefits work. C. Barriers, needs and remaining topics will be reviewed and discussed at the next GlendaleLEARNNS meeting.
VI.	Next Meeting	Next meeting will be held: May 21, 2026 from 1:00-3:00pm.

March Industry Sectors Ranked by Employment Size¹



Unemployment Rate (%)²



Online Job Postings – March 2026 Help Wanted OnLine³

Top 10 Employers

Allied Universal – 1,273
University of California, Los Angeles – 1,246
Cedars-Sinai – 1,116
Kaiser Permanente - 838
Providence - 826
Starbucks - 824
Northrup Grumman - 810
University of Southern California - 731
Domino's Pizza - 718
Kroger - 589

Top 10 Occupations

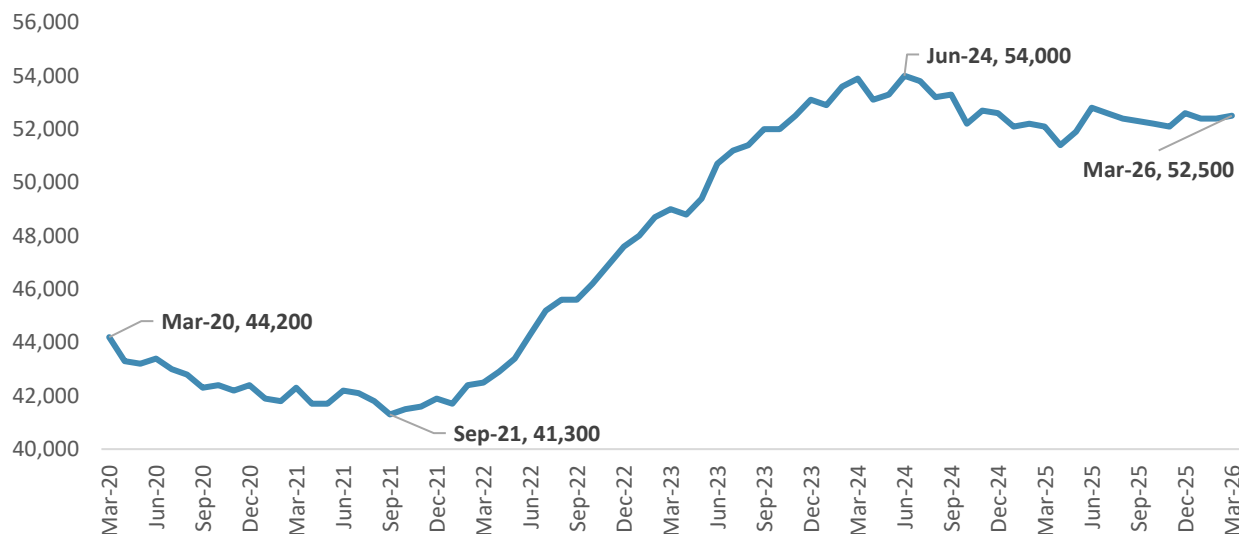
Registered Nurses – 4,575
Retail Salespersons – 3,701
First-Line Supervisors of Retail Sales Workers – 2,456
Security Guards – 1,876
Home Health and Personal Care Aides – 1,851
Medical and Health Services Managers – 1,850
Customer Service Representatives – 1,828
General Operations Managers – 1,670
Sales Reps., Wholesale and Manuf., Exc. Technical and Scientific Products – 1,656
Lawyers – 1,465

Top 10 Cities

Los Angeles – 43,957
Long Beach – 5,777
Torrance – 3,683
Pasadena – 3,229
Santa Monica – 3,035
El Segundo – 2,846
Santa Clarita – 2,404
Glendale – 2,364
Burbank – 2,221
Culver City – 2,090

Sources: ¹ Current Employment Statistics (June 2025), ² Local Area Unemployment Statistics (March 2026), ³ The Conference Board – Lightcast Help Wanted OnLine® 2026 (HWOL).

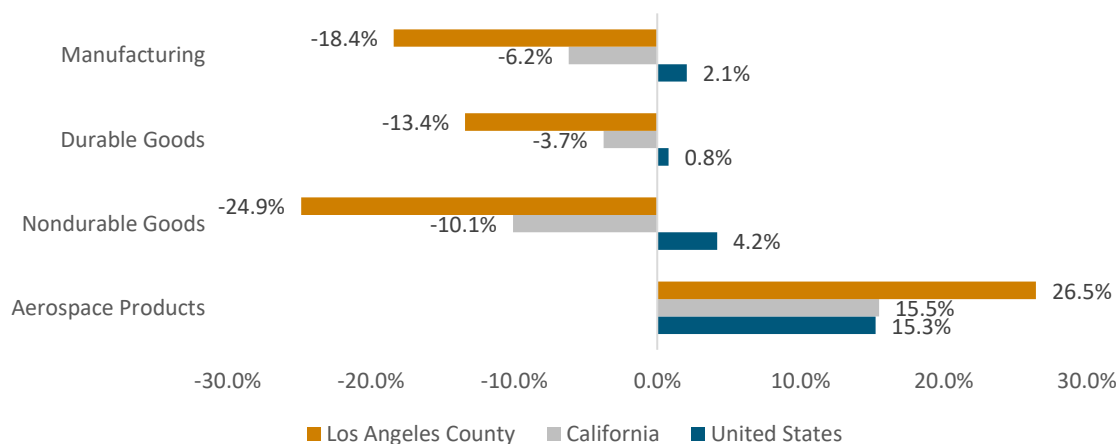
Aerospace Product and Parts Manufacturing⁴



The figure to the left displays the number of jobs in aerospace products and parts manufacturing in the six years between March 2020 and March 2026. During this period manufacturing employment shrank by 39,800 jobs or 12%. Meanwhile, aerospace manufacturing, an industry that includes assemblers and fabricators, software developers, aerospace and mechanical engineers, offset the losses and added 8,300 jobs, an increase of 15%.

The adjacent figure displays percentage growth in manufacturing employment for Los Angeles County, California and United States. Over the last ten years, manufacturing employment declined in Los Angeles County and California. But the aerospace products manufacturing industry job growth in Los Angeles is growing at the fastest rate.

Manufacturing Industry Employment Growth Rates⁵ 2015-2025



MOTIVATIONAL INTERVIEWING

◆ WORKSHOP ◆ PART 2



In this hands-on workshop, you will:

- ✓ **Build Your Foundation**
Review and build on key concepts from the first workshop
- ✓ **Practice in Action**
Practice core Motivational Interviewing (MI) skills in an interactive setting.
- ✓ **Strengthen Your Impact**
Strengthen active listening to better engage clients and guide motivational language

*Perfect for professionals who want to feel more **confident, effective, and impactful** in their work.*



Struggling to get clients/students to follow through, open up, or stay engaged?

**SAVE
THE
DATE**

Event Details:

 **JUNE
18**

1:00 - 3:00PM



HOSTED BY:

MARY BETH ABELLA, M.S.W.

Principal Consultant

Motivational Interviewing for Change, LLC.

Motivational Interviewing Network of Trainers (MINT), member

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?

4

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



5

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.

6

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



8

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

10

Reflecting on Effective Helpers

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



11

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

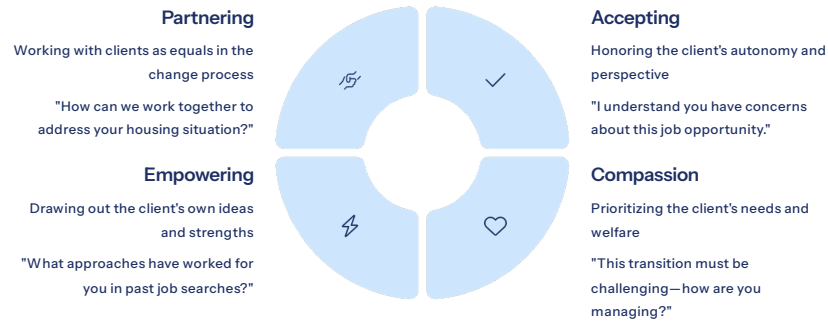
Developing commitment to change and creating a specific plan of action

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)



13

Engaging with OARS Skills



Open-Ended Questions

Invite elaboration rather than yes/no answers



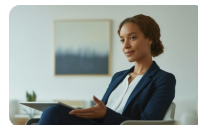
Affirmations

Recognize strengths and efforts



Reflections

Mirror back understanding of client's perspective



Summaries

Collect and link important points

14

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

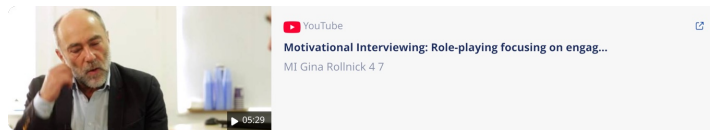
Example Summary

"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?"

21



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)

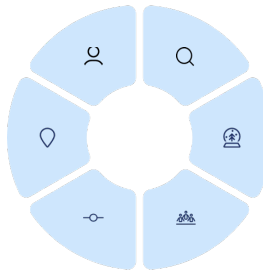
"I want to find a job that uses my skills."
 "I wish I could improve my English faster."

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)

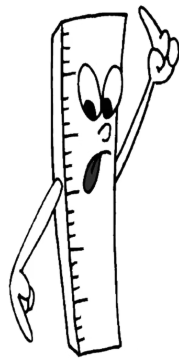
"Better housing would mean my kids could stay in one school."
 "This job would allow me to save money."

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?

24

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...

26

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

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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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Yazz Mascorro

Email: mascorro@glendale.edu



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Glendale, CA 91205

Contact Information:
Yazz Mascorro
(818) 240-1000, ext. 5690
www.glendale.edu

All classes are subject to change.

Registration Begins May 18

***STV 11 — Beginning Keyboarding** - classes end 7/25

1706	MTWTHFS	8:00 am — 12:00 pm	S REMOTE	MTWTHF MP 315
1695	MTWTHS	12:30 pm — 4:30 pm Saturday 8:00 am-12:00 pm	S REMOTE	MTWTH MP 315
1681	MTWTHS	4:30 pm — 8:30 pm Saturday 8:00 am-12:00 pm		MTWTHS REMOTE

***STV 12 — Intermediate Keyboarding** - classes end 7/25

1707	MTWTHFS	8:00 am — 12:00 pm	S REMOTE	MTWTHF MP 315
1696	MTWTHS	12:30 pm — 4:30 pm Saturday 8:00 am-12:00 pm	S REMOTE	MTWTH MP 315
1682	MTWTHS	4:30 pm — 8:30 pm Saturday 8:00 am-12:00 pm		MTWTHS REMOTE

***STV 13 — Advanced Keyboarding**- classes end 7/25

1708	MTWTHFS	8:00 am — 12:00 pm	S REMOTE	MTWTHF MP 315
1697	MTWTHS	12:30 pm — 4:30 pm Saturday 8:00 am-12:00 pm	S REMOTE	MTWTH MP 315
1683	MTWTHS	4:30 pm — 8:30 pm Saturday 8:00 am-12:00 pm		MTWTHS REMOTE

STV 70 — Introduction to Computers

1796	TTH	8:00 am — 12:00 pm	6/16 — 6/25	MP 316
1709	MW	12:30 pm — 2:30 pm (+4 hrs. online per week)	6/22 — 7/1	REMOTE/HYBRID
1797	TTH	5:30 pm — 9:30 pm	6/16 — 6/25	REMOTE

STV 71 — Computer Basics/ESL Learners

1716	MTWTH	5:30 pm — 9:30 pm	6/15— 7/9	MP 316
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STV 34 — Filing Fundamentals - Covers the use of indexing rules to file alphabetically,

1793	MW	9:00 am — 12:00 pm (+2 hrs. online per week)	6/15 — 7/8	HYBRID/TR 307
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STV 40 — 21st Century Employment Strategies - This course prepares students for success in gaining employment. Topics to be covered include resume development, cover letters, interviewing techniques.

1693	TBA	ONLINE	6/15— 7/25	ONLINE
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STV 55 — Office Equipment - This class prepares you for life in the office through hands on use of office equipment . NOTE: ONLINE CLASS - For information on what is required please contact the instructor. (5.0 hours online per week)

1794	MW	9:00 am — 12:00 pm (+2 hrs. online per week)	7/13 — 8/5	HYBRID/TR 307
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***STV 120 — Computer Lab** - Open Lab for Garfield Campus students.

1694	MTWTH	8:00 am — 7:00 pm MP 309	7:00 pm — 9:00 pm REMOTE
	F	8:00 am —12:00 pm MP 309	12:00 pm — 4:30 pm REMOTE
	S	8:00 am — 3:00 pm	REMOTE

***STV 21 — Business Math and Calculators** - Students improve basic and business math skills and learn calculators by touch with speed development and calculator functions. “may join at any time” - **classes end 7/25**

1684	MWS	8:00 am — 12:00 pm	M/W REMOTE	S MP 314 May join online
1852	TTH	8:00 am — 12:00 pm		T/TH MP 314
1685	TTH	12:30 pm — 4:30 pm		T/TH MP 314
1686	TTHS	5:30 pm — 9:30 pm	T/TH REMOTE	S MP 31 May join online

***STV 22 — Beginning Account Clerk** - Students will study full cycle accounting in chapters 1-17: financial statements, payroll, and accounts receivable and payable in manual, QuickBooks and Peachtree format. “may join at any time”- **classes end 7/25**

1687	MWS	8:00 am — 12:00 pm	M/W REMOTE	S MP 314 May join online
1853	TTH	8:00 am — 12:00 pm		T/TH MP 314
1688	TTH	12:30 pm — 4:30 pm		T/TH MP 314
1689	TTHS	5:30 pm — 9:30 pm	T/TH REMOTE	S MP 314 May join online

***STV 23 — Advanced Account Clerk** - Students will study advanced accounting in chapters 18-24: financial statements, uncollectible, notes payables and receivables, accruals, inventory, and advanced accounts receivable/payable in manual QuickBooks and Peachtree formats. “may join at any time” - **classes end 7/25**

1690	MWS	8:00 am — 12:00 pm	M/W REMOTE	S MP 314 May join online
1854	TTH	8:00 am — 12:00 pm		T/TH MP 314
1691	TTH	12:30 pm — 4:30 pm		T/TH MP 314
1692	TTHS	5:30 pm — 9:30 pm	T/TH REMOTE	S MP 314 May join online

1798	TTH	8:00 am — 12:00 pm	6/30 — 7/9	MP 316
1698	MW	12:30 pm — 2:30 pm (+4 hrs. online per week)	7/6 — 7/15	REMOTE/HYBRID

1799	TTH	8:00 am — 12:00 pm	7/14 — 7/23	MP 316
1719	MW	12:30 pm — 2:30 pm (+4 hrs. online per week)	7/20 — 7/29	REMOTE/HYBRID
1800	TTH	5:30 pm — 9:30 pm	6/30 — 7/9	REMOTE

1720	TTH	12:30 pm — 2:30 pm (+4 hrs. online per week)	6/23 — 7/16	REMOTE/HYBRID
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1803	MW	12:30 pm — 4:30 pm	6/29 — 7/8	ARC
1802	TTH	12:30 pm — 4:30 pm	6/30— 7/9	MP 316

1805	M	12:30 pm — 4:30 pm	7/13 — 8/3	ARC
1804	T	12:30 pm — 4:30 pm	7/14 — 8/4	MP 316

1818	W	12:30 pm — 4:30 pm	7/15 — 8/5	ARC
1817	TH	12:30 pm — 4:30 pm	7/16 — 8/6	MP 316

STV 90 — Beginning Microsoft Excel				
1699	TTH	9:00 am — 11:00 am (+4 hrs. online per week)	6/23 — 7/30	REMOTE/HYBRID
1715	MW	12:30 pm — 4:30 pm	6/15 — 7/22	MP 316

STV 95 — QuickBooks Automated Accounting				
1717	MW	5:30 pm — 9:30 pm	6/15 — 7/8	REMOTE

STV 97 — Sage 50				
1855	MW	5:30 pm — 9:30 pm	7/13 — 8/5	REMOTE

STV 100 — Beginning Microsoft Word				
1710	MW	9:00 am — 11:00 am (+4 hrs. online per week)	6/22 — 7/29	REMOTE/HYBRID

STV 160— Artificial Intelligence in the Workplace				
1801	TTH	12:30 pm — 2:30 pm (+4 hrs. online per week)	7/21 — 7/30	REMOTE/HYBRID
1807	TTH	5:30 pm — 9:30 pm	7/28 — 8/6	REMOTE

STV 162— Cybersecurity for the Small Office / Home Office				
1806	TTH	5:30 pm — 9:30 pm	7/14 — 7/23	REMOTE

STV 60 — Pathways to Health Careers				
1808	W	4:00 pm — 6:00 pm (+2 hrs. online per week)	6/17 — 7/22	REMOTE/HYBRID

STV 212 — Administrative Medical Assisting I - This course includes: Medical Terminology, Front Office Procedures, Medical Billing and Coding, Medical Transcription and Medical Software.			
1812	MTWTH	11:00 am — 2:00 pm T/W/TH (REMOTE/HYBRID) (+8 hrs. online per week)	11:00 am — 2:00 pm M SO 102
1813	MTWTH	4:00 pm — 7:00 pm T/TH (REMOTE/HYBRID) (+6 hrs. online per week)	4:00 pm — 8:00 pm M/W SO 102

*STV 213 — Administrative Medical Assisting II - This course includes: Medical Terminology, Front Office Procedures, Medical Billing and Coding, Medical Transcription and Medical Software.			
1814	MTWTH	8:30 am — 11:30 am M/W/TH (REMOTE/HYBRID) (+8 hrs. online per week)	8:30 am — 11:30 am T SO 102
1815	MTWTH	11:00 am — 2:00 pm T/W/TH (REMOTE//HYBRID) (+8 hrs. online per week)	11:00 am — 2:00 pm M SO 102
1816	MTWTH	4:00 pm — 7:00 pm T/TH (REMOTE/HYBRID) (+6 hrs. online per week)	4:00 pm — 8:00 pm M/W SO 102

STV 216— Clinical Medical Assisting II – class end 8/8			
1795	MTW	8:30 am — 12:30 pm	MP 115

New Cell Phone Classes!

Summer 2026

[STV 83] Cell Phone Basics

M&W 12:30pm-4:30pm 6/29 to 7/8 Adult Recreation Center Ticket #1803

T&TH 12:30pm-4:30pm 6/30 to 7/9 GCC Garfield Campus MP - 316 Ticket #1802

[STV 84] Intermediate Android (for Android users)

M - 12:30pm-4:30pm 7/13 to 8/3 Adult Recreation Center Ticket #1805

T - 12:30pm-4:30pm 7/14 to 8/4 GCC Garfield Campus MP - 316 Ticket #1804

[STV 85] Intermediate Apple iPhone (for iPhone users)

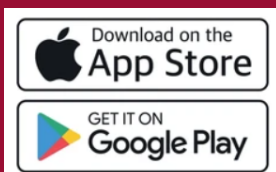
W - 12:30pm-4:30pm 7/15 to 8/5 Adult Recreation Center Ticket #1818

TH- 12:30pm-4:30pm 7/16 to 8/6 GCC Garfield Campus MP - 316 Ticket #1817

Perfect for Beginners, Adults, and Seniors.

Topics will include:

- Phone call basics
- Managing contacts
- Installing apps
- Sending texts
- Settings & Safety
- Camera usage
- E-mail and internet



***Bring Your Own Device**
(fully charged and ready for action!)

Register at: garfield.glendale.edu

Questions? Call 818-240-1000 x 5690

Keyboarding

Summer 2026

***Build Confidence at
the keyboard
one stroke at a time***

***Personalized, instructor-guided
support Flexible, self-paced learning***

***Three levels:
Beginning
Intermediate
Advanced***

***Certificates upon completion
Documented keyboarding speed &
accuracy results***



June 15 - July 25

Garfield Campus - Room MP 315

Mon-Fri 8:00 am - 12:00 pm

Mon-Thurs 12:30 pm - 4:30 pm

Remote

Mon-Thurs 4:30 pm - 8:30 pm

Sat 8:00 am - 12:00 pm

Register at: garfield.glendale.edu

Questions? Call 818-240-1000 x 5690

**LLS 20 JOY OF LIVING**

#1785 T 2:00PM-4:00PM TROPICO 303 SAPORITO
[2 hrs per week] 8 WEEKS COURSE 06/16/26 – 08/04/2026

LLS 25 ADJUSTMENT TO RETIREMENT

#1788 T 1:00PM-3:00PM TROPICO 211 NAVARRO
[2 hrs per week] 6 WEEKS COURSE 06/16/26 – 07/21/2026

LLS 27 WHERE'S MY MEMORY?

#1790 TH 1:00PM-3:00PM TROPICO 211 NAVARRO
[2 hrs per week] 6 WEEKS COURSE 06/18/26 – 07/23/2026

LLS 30 DISCOVERING YOURSELF THROUGH MEMOIR WRITING+

#1791 W 1:00PM-3:00PM REMOTE RISH
[2 hrs per week] 8 WEEKS COURSE 06/17/26 – 08/05/2026

LLS 40 BALANCE & MOBILITY

#1856 W/F 9:00AM-12:00PM TROPICO 211 GIBBS
[6 hrs per week] 8 WEEKS COURSE 06/17/26 – 08/05/2026

LLS 44 DIET AND NUTRITION FOR OLDER ADULTS

#1787 TH 10:00AM-12:00PM TROPICO 303 GIBBS
[2 hrs per week] 8 WEEKS COURSE 06/18/26 – 08/06/2026

LLS 72 FILM APPRECIATION

#1783 TH 1:00PM-3:30AM MARIPOSA 212 FERGUSON
[2.5 hrs per week] 5 WEEKS COURSE 06/15/26–07/18/2026

LLS 80 ACTING IMPROVISATION

#1792 M 10:00AM-12:00PM TROPICO 211 BAUGHN
[2 hrs per week] 8 WEEKS COURSE 06/15/26–08/03/2026

ALL CLASSES ARE TUITION FREE

Learning doesn't stop – it evolves.

Lifelong Learning Seminars and Short Term Vocational Classes invite you to explore new interests, stay mentally engaged, and connect with others through meaningful educational experiences designed to spark curiosity at every stage of life.

BEGIN YOUR JOURNEY

Register online at www.glendale.edu.

For more information call:
(818) 240-1000 ext. 5690

CLASS LOCATIONS

- **GCC – Garfield Campus**

1122 E. Garfield, Glendale, CA 91205
(Mariposa / Tropico)

- **Maple Park**

802 E Maple St, Glendale, CA 91205

- **Pacific Park**

501 S. Pacific Ave, Glendale CA 91204

- **Adult Recreation Center – ARC**

201 E. Colorado St, Glendale CA 91205

- **Sparr Heights Community Center**

1613 Glencoe Way, Glendale CA 91208

