

Recording Primary and Secondary goal is required for all enrollees

All funded agencies should work with students at intake and determine their reasons for enrolling in adult education and ensure each student’s selected class and program supports these objectives moving forward. Providers are also encouraged to continue to support students throughout the process, check in with each student regularly to verify progress, and ensure assigned instruction is contributing to student goals.

The available goals in TE are listed below, with the official definition from the 2023-24 Data Dictionary, and some tips for when that goal may be appropriate. There are also some typical student enrollment examples with some suggestions for selecting goals that match student needs, and some guidance for distinguishing primary goal from secondary goal.

Agencies can determine locally how to assign goals and differentiate primary goal from secondary. The CDE recommends using primary goal for short-term accomplishments that may be attained within the program year, and secondary goal for long term objectives.

Goal	Definition and Suggestions
Improve Basic Skills	= Improve overall basic literacy skills. <ul style="list-style-type: none"> • Not “required” but generally this should be either the primary or secondary goal for ABE enrollees.
Improve English Skills	= Improve English literacy skills (speaking, listening or writing) to enable better communication with others. <ul style="list-style-type: none"> • Not “required” but generally this should be either the primary or secondary goal for ESL enrollees.
High School Diploma / GED	= Achieve sufficient skills and credit hours to earn a state accredited secondary diploma or pass the GED examination. <ul style="list-style-type: none"> • Not “required” but generally this should be either the primary or secondary goal for HSE and HS diploma enrollees. • This may also be a long term (secondary) goal for ABE and ESL learners.
Get a Job	= Obtain full or part-time paid employment. <ul style="list-style-type: none"> • Mark whenever this is part of the student’s short- or long-term planning. • Can distinguish short term vs long term priorities by assigning Primary or Secondary goal.

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<p>Retain Job</p>	<p>= Upgrade skills to enable retention of current job or increase opportunities for promotion.</p> <ul style="list-style-type: none"> • Select if student needs basic skills or workplace skills for a promotion. • Distinguish this goal from “Get Better Job” based on student’s satisfaction with current job. • Mark this goal if the student is content with employer or career but wants to advance.
<p>Get a Better Job</p>	<p>= Upgrade skills to increase opportunities for promotion or get a new job with more pay or responsibility.</p> <ul style="list-style-type: none"> • Select if student needs basic skills or workplace skills for a promotion. • Distinguish this goal from “Retain Job” based on student’s satisfaction with current job. • Mark this goal if the student clearly wants to change employer or career.
<p>Enter College or Training</p>	<p>= Achieve skills to enable enrollment in a postsecondary education program or job training program.</p> <ul style="list-style-type: none"> • This goal applies to “post-secondary” – that is, to both academic colleges and to certificated workforce training. • Select this goal whenever a student is referred to adult education from a college or from the local WIOA Title I/AJCC.
<p>Work-Based Project</p>	<p>= Obtain the skills needed to complete a project student activity (i.e., a course of 12-30 hours duration designed to teach specific workplace skills).</p> <ul style="list-style-type: none"> • This goal was important for WIA reporting but is no longer used for WIOA. • Potentially this goal could be used for less intensive non-certificated training or for workforce preparation. • Select this goal for informal recording when a student enrolls in a short-term class in order to qualify for workforce training, especially in IET.
<p>Family Goal</p>	<p>= Meet a defined family goal related to instruction with a clearly definable outcome (such as increased involvement in children’s education, reading more to child, or similar goal.)</p> <ul style="list-style-type: none"> • Mark this for students enrolled in Special Programs = Family Literacy. • This goal is useful to assign when any of the results under “Family/Community” apply to the student.
<p>U.S. Citizenship</p>	<p>= Obtain skills to pass U.S. citizenship test.</p>

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	<ul style="list-style-type: none"> • Mark this for students enrolled in EL Civics Citizenship Preparation.
Military	<p>= Obtain requirements for entry into the military service.</p> <ul style="list-style-type: none"> • Mark this when student has specific plans to enlist in the U.S military or National Guard. • This may also apply when a student is referred to adult education to improve skills needed to qualify for enlistment.
Personal Goal	<p>= Meet a defined personal goal related to a clearly definable outcome (such as pass a driver’s test or improve reading ability).</p> <ul style="list-style-type: none"> • Mark when a student is clear about their priorities but selects something unrelated to any of the listed goals. • Distinguish from “Other” by determining whether the topic relates specifically to instruction, or to a personal family or community activity. • Select Personal Goal when the issue relates to a family or community activity.
None	<p>= No secondary reason for enrollment.</p> <ul style="list-style-type: none"> • All enrollees should have at least one Primary Goal and record Secondary Goal in most cases. • Mark “None” only when student does not give a secondary reason after prompting for this information.
Other	<p>= Any other goal related to instruction with a clearly definable outcome.</p> <ul style="list-style-type: none"> • Mark when a student is clear about their priorities but selects something unrelated to any of the listed goals. • Distinguish from “Personal Goal” by determining whether the topic relates specifically to instruction, or to a personal family or community activity. • Select Other when the (unlisted) issue relates to the learner’s assigned instruction.

Goal Setting Examples

1. Student has a good job and is looking to improve English conversation to be more employable and promotable.
Primary: English skills Secondary: Retain Job
2. Student is up for promotion and needs to pass a written exam to earn it.
Primary: Retain Job Secondary: English Skills
3. Student is employed but wants a different job with better working hours.
Primary: Get a Better Job Secondary: English Skills

4. Student is unemployed but needs to improve English in order to be employable in their preferred career.
Primary: English skills Secondary: Get Job
5. Student needs to improve math skills in order to qualify for workforce training.
Primary: Basic Skills Secondary: Get Job
6. Student is enrolled in workforce training but also enrolled in ABE math class to ensure success.
Primary: Get Job Secondary: Basic Skills

7. ESL Student is enrolled in “Parents Supporting K12 Success” class that supports child’s K12 education.
Primary: Family goal Secondary: English Skills
8. Student is enrolled in “Parents Supporting K12 Success” class that supports child’s K12 education... not enrolled in any other program.
Primary: Family goal Secondary: Basic Skills

9. Student enrolls in ESL class to increase involvement in social activities at the local church.
Primary: Personal goal Secondary: Family goal
10. ESL Student enrolls to improve English conversation skills in order to maintain involvement in Older Adults classes.
Primary: Other goal Secondary: English Skills