

Goal Setting

AEMIS



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Goals for Attending

Select ONE *Primary Goal* prior to the 12th instructional hour. Selection of a *Secondary Goal* is optional.

1. Goals can be selected as soon as the ABE 400A is created; however, AEMIS does not require **Goals For Attending** to be selected until after the Entry Assessment is entered. Entry Assessment information is required prior to the 12th instructional hour. AEMIS will not allow attendance to be logged past 12 hours until an Entry Assessment method and scores are entered. As soon as this assessment information is entered, AEMIS will require that the **Goals For Attending** be selected. The exception to this procedure is for work-based project learners and computer literacy only students. Their primary goal (they have no secondary goal) should be selected as the student ABE 400A information is entered.
2. After an academic student has completed the initial assessment, the instructor should use those results and other appropriate activities to assist the student in **setting realistic programmatic primary and secondary goals** resulting from participation in the program.
3. **Only one primary and one secondary goal can be selected. The ability of your students to reach their primary or secondary goals within the current program year will be used as one indicator of your program's effectiveness.** Therefore, realistic goal setting and student commitment are essential to help students reach their goals by the end of the program year. Programs are held accountable for "improve basic skills" for all academic students with 12+ contact hours, regardless of their primary and secondary goals. Keep in mind that AEMIS automatically tracks **Improve Basic Skills** for most ABE students, so this goal does not have to be selected if two other goals are equally important (i.e. Enter Postsecondary, Pass the GED[®]).

Remember: Programs are held equally accountable for both **primary and secondary goals** that are marked, so choose carefully. You must indicate one primary goal; secondary goals are optional and should be chosen only if they are realistic **within the program year**. There may be some circumstances in which the student has no secondary goal. If that is the case, leave the secondary column blank.

Please note, if a student's SSN **is not provided**, there will be no way to match data to prove unsubsidized employment, GED[®] completion, or entry into post-secondary education or job training. Thus, careful selection of student goals is recommended.

It is also possible that students may have multiple primary or secondary goals. For the purposes of reporting, please identify the **ONE** primary and **ONE** secondary goal that are most important to the student and/or program and attainable within the current program year. At the local level, the instructor may want to track additional identified personal goals.

The types of skills a student might gain related to family or community-related goals are listed in the family/community section on the ABE 400B, Student Achievement & Exit Form in the student achievements section. Check all achievements accomplished and documented as a result of the student's participating in ABE. Remember, **all** student achievements marked on the ABE 400B **must be documented**.

A large number of ABE students attending programs throughout the state do not stay more than 12 hours and are not reported on the NRS Federal Report. Local legislators are impressed with the number of residents who avail themselves of the resources found in ABE centers (i.e. resume preparation, online job applications, post-secondary study/resource centers, etc.). Careful enrollment and documentation of these students relates to continued state funding.

Work-based Project Learners

1. **Complete a work-based project:** Learner desires to acquire the skills taught in a short-term learning course designed to teach specific work-based skills. **A short-term course is an instructional program of at least 12 hours, but no more than 30 hours in duration.** Work-based projects include such skills as job readiness, math for the workplace, etc. The skills the students are to learn, as well as, the method for assessing these skills and the standards for achievement, must be explicitly stated prior to beginning the course.
 - a. To count as having completed the activity, the learner must demonstrate achievement of the skills at the level of the agreed upon standard. The assessment must either be a standardized test or performance-based assessment with standardized scoring rubrics. Once a student is designated as a work-based project learner, the student is not assigned a FFL and no additional outcomes are to be collected on that learner. **No core outcome measures are reported for work-based project learners to the Federal government.**
 - b. If the student exceeds 30 hours of instruction, his/her goal must be changed/updated, a standardized assessment must be administered, and an entry FFL assigned accordingly. AEMIS will not allow more than 30 instructional hours to be logged for a student with a goal of "Complete a short-term (12-30 hrs.) work-based project." A student with a goal of "Complete a short-term (12-30 hrs.) work-based project" should NOT have a secondary goal, only a primary goal.
 - c. Students with a goal of "**Complete WVABE computer literacy program**" are considered **work-based project learners** within AEMIS. As a result, their primary goal will be "Complete WVABE computer literacy program" with no secondary goal, and **Computer Literacy Checklist** should be selected as their **Entry Assessment**, as well as, the appropriate entry FFL. Information regarding students with an entry goal of "Complete WVABE computer literacy program" was discussed earlier in this section. If a student receives academic instruction, as well as, computer literacy, you cannot select the computer literacy goal as a goal upon entry; however, you should document and select the appropriate achievements on the ABE 400B.



Curriculum for "work-based project learners" must be approved through the "West Virginia Department of Education." For approval contact:

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WV Department of Education
Building 6, Room 230, 1900 Kanawha Blvd., East
Charleston, WV 25305-0330
304-558-0280 ~ bkelly@access.k12.wv.us*

2. **Complete a work-based project:** Learner desires to acquire the skills taught in a short-term learning course designed to teach specific work-based skills. A short-term course is an instructional program of at least 12 hours but no more than 30 hours duration. Work-based projects include such skills as job readiness, math for the workplace, etc. The skills the student is to learn, as well as, the method for assessing these skills and the standards for achievement, must be explicitly stated prior to beginning the course. To count as having completed the activity, the learner must demonstrate achievement of the skills at the level of the agreed upon standard. The assessment must either be a standardized test or performance-based assessment with standardized scoring rubrics.

Once a student is designated as a work-based project learner, the student is not assigned a FFL and no additional outcomes are to be collected on that learner. **No Federal core outcome measures are reported for project learners.**

If the student exceeds 30 hours of instruction, his/her goal must be changed/updated, a standardized assessment must be administered, and an entry FFL assigned accordingly. AEMIS will not allow more than 30 instructional hours to be logged for a student with a goal of "Complete a short-term (12-30 hrs.) work-based project." A student with a goal of "Complete a short-term (12-30 hrs.) work-based project" should NOT have a secondary goal, only a primary goal.

Federal CORE Outcome Measures

1. **Increase involvement in children's education:** Learner desires to increase involvement in the education of dependent child/ren under his or her care by helping child/ren with school work, increasing contact with child/rens' instructors, and being more involved in child/rens' school.
2. **Increase involvement in child's literacy activities:** Learner desires to increase involvement in the literacy-related activities of dependent children under his or her care by reading to children, visiting the library, or purchasing books or magazines for children.
3. **Increase involvement in community activities:** Learner desires to increase involvement in the following community activities:
 - attending or organizing meetings of neighborhood, community, or political organizations
 - volunteering to work for such organizations
 - contributing to the support of such organizations
 - volunteering to work on community improvement activities
4. **Improve citizenship skills:** Learner desires to gain the skills necessary to pass the citizenship test. Mastery of this goal can be documented by successful passage of a practice citizenship test, sample forms, and speaking tests.

The following achievements* are verified by data entered into AEMIS or by state follow-up/data match. They do not require tracking by the local programs or instructors and are NOT selectable within AEMIS:

- Completed Entry FFL
- Moved to a higher FFL
- Achieved GED®*
- Obtained an unsubsidized job*
- Retained unsubsidized job*
- Enrolled in job training or post-secondary education*
- Had public assistance reduced or eliminated.*

Obtained an unsubsidized job:

This achievement will be verified at the state level using data match.

Learner obtains an unsubsidized job **before the end of the first quarter after the learner's exit quarter**. The quarters run from January 1 - March 31, April 1 - June 30, July 1 - September 30, October 1 - December 31. If the student exits the program on February 3, for example, he/she must be employed on or before June 30, the last day of the first quarter after program exit. If job is subsidized in any way with state and/or federal funds, it is **not** an unsubsidized job, i.e., Community Work Experience Program (CWEP), subsidized jobs at correctional facilities. The job must be reported to the WORKFORCE West Virginia.

Retained unsubsidized job:

This achievement will be verified at the state level using data match.

A program receives credit for each learner who is employed the first quarter after their exit quarter **and** employed in the third quarter after their exit quarter. For example, if the employed learner exits the program on February 3, he must still be employed on December 31.

Pass the GED®:

This achievement will be verified at the state level using data match.

GED® test passage attainment is recorded any time up to the reporting deadline, October 31, of the following program year. Scores must be available for data matching by October 31 of the following program year. The test must be taken by September 30 to allow time for scoring and reporting to GEDTS. The test must be taken and achieved in West Virginia.

Enter post-secondary education or job training:

This achievement will be verified at the state level using data match.

The reporting deadline is October 31 of the following program year for this data. Placement is recorded any time up to the reporting deadline. WVABE data is matched with: 1) *Higher Education in West Virginia* (private colleges are not included in the match) and 2) *West Virginia Education Information System* (WVEIS) for full-time adult vocational students whose social security numbers were entered into the WVEIS system.

Improve basic literacy skills:

This achievement will be verified at the state level using assessment data entered in AEMIS. Federal Functioning Levels 1-5

The student must have a valid entry assessment and corresponding interim/withdrawal assessment showing completion of their entry FFL. The program must follow the "Assessment Procedures" as outlined in Section 12 of the Teacher Handbook.

Improve English skills (non-native students):

This achievement will be verified at the state level using assessment data entered in AEMIS. Federal Functioning Levels 7-12

The student must have a valid entry assessment and corresponding interim/withdrawal assessment showing completion of their entry FFL. The program must follow the “Assessment Procedures” as outlined in Section 12 of the Teacher Handbook.

Resources



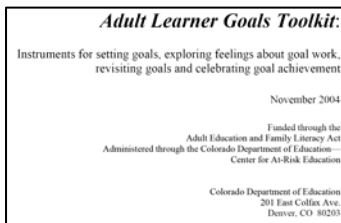
NRS Tips: Goal Setting

<http://www.nrsweb.org/Tips/TipsGoalSetting.asp>


http://www.nrsweb.org/Tips/Printable/Tips_DataSys%20v1.pdf 

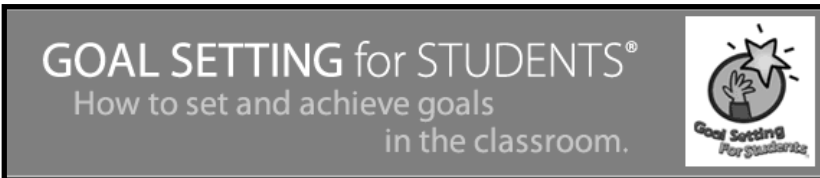
EFF Hot Topics: Goal Setting

http://eff.cls.utk.edu/PDF/vol_1_no_1.pdf 



Adult Learner Goals Toolkit

<http://www.cde.state.co.us/cdeadult/download/pdf/GoalsToolkitR.pdf> 



Goal Setting for Students

<http://teachingmoments.com/goal-setting-content.html>

Includes:

- Books
- PowerPoint Presentations
- Free Stuff

Learning Skills Curriculum

The Learning Skills Curriculum is an approach to orientation and the learning process. It can be used to help stimulate the development of key study skills and serve to motivate the learner to believe again in his/her learning abilities. The curriculum is modularized and can be modified to meet varying program needs and situations. The curriculum covers such topics as:

- Learning styles
- Personality
- Teamwork
- Problem Solving
- Goal Setting
- Test Taking Strategies



The curriculum is grounded on educationally sound principles and student centered active learning processes. It has capitalized upon the Equipped for the Future Content Framework and Standards and the Tennessee Knowledge, Skills and Abilities (KSAs). It has rekindled a fire for learning in students that extends beyond the classroom to their families, their workplace, and their community. Most importantly, The Learning Skills Curriculum has taught them to believe in themselves and their potential through an "I can do it" attitude.

Download the entire Learning Skills Curriculum Book (382 pages, 2.11mb)

<http://www.cls.utk.edu/pdf/ls/learning-skills.pdf> 

Download Adobe Acrobat Reader to view these files (Free)

<http://www.adobe.com/products/acrobat/readermain.html>

AEMIS System Administrator



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