Career Based Intervention
Manual of Operations

OHIO DEPARTMENT OF EDUCATION
OFFICE OF CAREER-TECHNICAL EDUCATION

Ohio | Department of Education

Table of Contents

Please click on the chapter or section you would like to visit.

Ohio Department of Education
Office of Career-Technical Education

Our Vision: Every Ohio secondary career tech program graduate is prepared for successful employment and ongoing education, and every Ohio business has the workforce it needs to prosper.

Our Mission: Provide leadership and support for the successful delivery of quality career-technical education in an effort to drive quality workforce development in Ohio.

Career Based Intervention Programs

Brenna Bartlett, CBI Education Program Specialist
614-369-3760 | Brenna.Bartlett@education.ohio.gov
25 South Front Street, Sixth Floor
Columbus, Ohio 43215
(Please contact first.)

Hamet Ly, Administrative Professional
614-644-6769 | Hamet.Ly@education.ohio.gov
25 South Front Street, Sixth Floor
Columbus, Ohio 43215

Shell Nichols, Assistant Director
614-369-3768 | Shell.Nichols@education.ohio.gov
25 South Front Street, Sixth Floor
Columbus, Ohio 43215

CHAPTER 1: PROGRAM CRITERIA

I. Program Description

The Career Based Intervention (CBI) program is an Ohio Department of Education Career-Technical Education program designed for students ages 12-21 in grades 7-12, who are identified as disadvantaged (either academically, economically, or both) and/or students with disabilities, who have barriers to achieving academic and career success. The program is designed to help students improve academic competency, develop professional skills, and implement a career plan that will serve them on the path to graduation and beyond.

The CBI program utilizes a combination of in-class educational and on-site experiential learning opportunities to maximize student success. Local program design varies based on the needs of students and districts.

CBI is an **intervention** program, **not** a complete career field pathway. It emphasizes early awareness and recovery; students should not have the intention of remaining in the program throughout high school. The goal of the CBI program is to assist and prepare students for successful high school graduation, additional career-technical education and training, postsecondary education, and/or a meaningful career.

II. Courses & Instructors

A. Course Requirements

The two required components of a CBI program are (1) in-class related instruction and (2) work-based learning experience. CBI programs can be a single-period model or a multi-period model. The recommended maximum number of students per class is 25.

CBI academic instruction (for credit) is not a program requirement, but it is recommended if the CBI instructor has age and subject appropriate certification/licensing. All programs must provide academic intervention to assist students with study skills, academic progress, and to prepare them for appropriate standardized testing[1].

1. CBI Related Instruction

The curriculum of the CBI related instruction course is based on the Career Based Intervention Technical Content Standards and connects academic and career success. The Career Based Intervention Technical Content Standards contain 13 content units that represent the knowledge, skills, and abilities students need to be successful leading up to and upon graduation from high school. CBI classroom instruction should provide appropriate and effective resources and technology for individual instruction in a smaller group setting that meets students' needs.

All CBI students must complete a minimum of 120 hours of instruction per school year in the CBI related instruction course.

2. CBI Work-Based Learning

The CBI work-based learning component can be fulfilled through:
- Paid co-operative work-based learning experiences
- Non-paid career exploration opportunities (examples: job shadowing, short-term field experiences, internships, volunteering & community service, and/or service learning)
- A combination of both

---

[1]Testing for graduation is dependent on what state law requires when the student enters 9th grade.

2. **CBI Work-Based Learning (Cont.)**

   Students in paid co-operative work-based learning experiences should also be given the opportunity to participate in non-paid experiential learning experiences that reflect their long-term career goals, if the goal is unrelated to the paid co-operative work-based learning experience.

   All CBI work-based learning courses offering credit beyond the CBI related instruction course must meet separately for a minimum of 120 hours per credit granted. All students enrolled in a CBI work-based learning course must also be enrolled in the CBI related instruction course (See Chapter 3: Section II, A. EMIS Reporting). If a program is utilizing a multi-period model in which the CBI related instruction and CBI work-based learning courses are separately scheduled, one CBI instructor is responsible for the same set of enrolled students.

3. **CBI Academics & Academic Intervention**

   CBI academic courses (including CBI Language Arts, CBI Mathematics, CBI Reading, CBI Science, and CBI Social Studies) may be taught for credit or remediation. It is a local program decision whether to offer CBI academic courses as academic credit required for graduation (See Ohio's Graduation Requirements) or as elective credit necessary to prepare students for placement in required classes.

   All CBI academic classes must meet for a minimum of 120 hours per school year. The CBI instructor must have age and subject appropriate certification/licensing to award academic credit, and must also teach the CBI related instruction course. CBI academic instructors must meet federal Highly Qualified Teacher (HQT) requirements. CBI academic courses must be separately scheduled periods in addition to but not part of the CBI related instruction course. All students enrolled in a CBI academic course must also be enrolled in the CBI related instruction course.

   General academic intervention and support for all CBI students is intended to assist with the development of appropriate study skills and strategies for continued use in the classroom and on standardized tests. Appropriate intervention and support should be individually arranged and provided as a part of the CBI related instruction course.

B. **CBI Instructor Requirements**

   The CBI instructor is a certified/licensed teacher responsible for the professional skill development, academic intervention, and work-based learning experiences of the CBI student. Instructors may also teach for academic credit in any area in which they hold appropriate certification or licensure.

   OAC Section 3301.24.05, (B)(4) states "Career Based Intervention (CBI) shall require a baccalaureate degree, two years of successful teaching experience under a standard teaching certificate, or provisional or professional teaching license, and evidence of the equivalent of one year of work experience outside of education. This endorsement is valid for teaching learners ages twelve through twenty-one, or grades seven through twelve. In addition to the dean or head of teacher education of the approved program, the employing superintendent may make the recommendation of this endorsement upon evidence of completion of an approved program of preparation for this endorsement."

   1. **Certification for CBI Instructors**

      Eligible CBI instructor candidates include individuals who:
      a. Have earned and hold a current valid OWA or OWE vocational teaching certificate/license (issued under prior Teacher Education and Licensure Standards) **OR**

b. Have earned and hold a current CBI Endorsement attached to a valid standard teaching license (OAC Section 3301.24.05(B)(4), referenced above.)

CBI instructors can offer academic credit as part of the CBI program only if:

a. A current standard academic certificate or license is held[2] **OR**
b. An academic endorsement earned under OWA/OWE certificate (valid if still in existence, but not offered since 1998). Types of endorsements that have been granted to enable teachers to teach academics as an integrated component of the CBI program include Reading, English/Language Arts, Mathematics, Social Studies (American History & Government) and General Science.

2. CBI Instructor Coordination Time

CBI instructor coordination time is necessary for program planning and development, observing students participating in work-based learning experiences, job site coordination with employers and job supervisors, job development, community and agency collaboration, coordination of student academic support, etc.

The amount of time allotted for coordination is relative to the program design model that is in place. CBI instructor coordination time must correspond to students' schedules when students are participating in on-site work-based learning experiences. If that time is not during the school day, the school district may coordinate the hours with the instructor. The CBI instructor should inform the local program supervisor of coordination activities, and documentation of activities should be maintained and made available to the local administrator on a regular basis.

It is **highly recommended** that all CBI instructors have a minimum of 120 hours of coordination time per school year. Coordination time **must not** include the required 30-minute lunch period or the locally negotiated conference/planning period for all teachers.

3. Professional Development & Professional Association

OAC Section 3301.24.08 (A) describes the process by which a professional or associate license may be renewed.

CBI instructors can join the Career Based Intervention Division of the Ohio Association for Career-Technical Education (Ohio ACTE). More information on the Ohio ACTE can be found at www.ohioacte.org. More information on the CBI Division can be found at www.cbiohio.com.

The CBI Division of the Ohio Association for Career-Technical Education offers regional meetings each fall to provide in-service training on specific topics and resources related to CBI. Attendance at these regional meetings can be used for professional development as a continuing education unit with pre-approval from your Local Professional Development Committee. Regional meeting dates, locations, and agendas can be found on the CBI Division website.

---

[2]CBI instructors with a CBI Endorsement who teach academics for credit are subject to Highly Qualified Teacher requirements.

CHAPTER 2: PROGRAM OPERATIONS

I. Student Selection

Student selection is perhaps the most important element of a CBI program. CBI instructors, school counselors, school administrators, parents, and other appropriate stakeholders should all fully understand and contribute to the process, to ensure that appropriate students are selected and supported for the greatest potential of success. Student selection should be a combined effort on behalf of the students in need and the school.

It is recommended that the student selection process begins by March of the preceding school year. The Ohio Department of Education (ODE) **does not** recommend enrollment of additional students after the start of the school year unless the student is transferring from a CBI program at another school district. CBI should be a comprehensive, continuous program.

Resources used in the student selection process may include but are not limited to retention and promotion lists, teacher and staff recommendations, standardized testing results, student applications, and/or student interviews.

A. Student Eligibility

Any student who is at least 12 years of age, in at least the 7th grade, and who has been identified as economically or academically disadvantaged, or is a student with a disability, may be considered for enrollment in the CBI program.

1. Academic Disadvantage

Students with an academic disadvantage are those who display any of the following:
- Reading and/or writing skill deficiencies below grade level;
- Math skill deficiencies below grade level;
- Performance two years below grade level on a standardized test;
- Failure to promote or fail a grade level.

2. Economic Disadvantage

Students who meet any of the following conditions are considered economically disadvantaged:
- Family income is at or below the national poverty level;
- Parents or guardians are unemployed;
- Parents or guardians receive public assistance;
- Students who are eligible to receive Free or Reduced-Price Lunch;
- Students who are institutionalized or under state guardianship.

3. Disability

Students with disabilities should be reported with the appropriate disability condition option as described in the EMIS Manual. Students with disabilities require an Individualized Education Program (IEP), and special assistance as deemed appropriate within the IEP.

B. Student Enrollment Process

Once student selection has taken place, the following student enrollment processes should be completed in a timely manner prior to the start of the school year.

1. Student Application

All students should complete an application prior to enrolling in the CBI program. Applications should provide a basic record of student information, and be signed by both the student and a parent or guardian. (For an example template, see Resources and Tools: CBI Student Application)

2. Parental Contact

Parental contact may consist of but is not limited to letters, brochures, phone calls, parent-teacher conferences, and home visits. A typical enrollment process may begin with a letter to the parent, and a follow-up phone call to schedule a home visit. (For an example template, see Resources and Tools: Sample Letter to Parents)

The department recommends home visits to optimize CBI student success. Typically, a home visit will be made to enroll the student in the program prior to the start of the school year. During the school year, one or two additional home visits can help ensure the student's adult support team is reinforced. Further visits may be scheduled as needed. (For an example template, see Resources and Tools: Home Visit Checklist)

3. Student Data

At the completion of the enrollment process, the CBI instructor should include the following information from current and previous years in the student's file:
- Grades
- Attendance Record
- Suspension & Disciplinary Record
- Standardized Test Scores
- Any Necessary Documents for Work Based Learning Experiences
  (Work Permits, WECEP Variance, Physician's Certificate, Parent Permission Slips, etc.)

II. Work-Based Learning Experience

All CBI programs must incorporate work-based learning experiences into their curriculum, regardless of students earning a separate CBI work-based learning credit. This can be achieved through paid, co-operative work experiences, non-paid career exploration experiences, or a combination of both.

CBI programs are **not** full workforce development programs within career-technical education programs, and minor labor law definitions do not allow for minor student learners to work in any hazardous occupation as part of their work experience. Non-paid work experience must also adhere to any hazardous occupation minor labor law of ORC Chapter 4109 and the Federal Fair Labor Standards Act (FLSA).

A. Wages & Hours

All wages paid to CBI students shall be in compliance with the federal and state minimum wage laws. Please visit the U.S. Department of Labor's website for the latest information on Wages and Hours.

1. School Employment

Schools employing CBI students are permitted to pay a subminimum wage as outlined in FLSA, but they must maintain accurate employment records, adhere to state and federal child labor provisions, and avoid placement in hazardous occupations. Please also see Resources and Tools: School Employee Retirement System Exemption Application.

2. Community Employment

Community employers employing CBI students must conform to all state and federal wage and hour labor laws, minor labor laws, and must provide Worker's Compensation. Please also see Resources and Tools: Federal Unemployment Tax Exemption Form.

B. Roles & Responsibilities
1. CBI Instructor
The CBI instructor is responsible for the overall administration of the work-based learning experience, including regular observations, training agreements, general safety training, etc.
- Regular observations of the student's performance on the job should be weekly or bi-weekly, depending on the needs of the student and employer.
- The CBI instructor is responsible for developing a training plan with the employer and conferring with the employer concerning the student's progress each grading period. The CBI instructor will make revisions as necessary and will develop a new training plan with each new job.
- The CBI instructor will provide appropriate safety training for each student and anticipate any potential progression into additional job duties.
- The CBI instructor will also be responsible for reviewing the employer's observations and evaluations with each student on a regular basis.

2. Job Supervisor
The job supervisor is responsible for providing work experience of instructional value and career exploration. Job training should be provided under the close supervision of an experienced and qualified person.
- The job supervisor must ensure the student is working under safe and hazard-free conditions.
- The job supervisor is expected to confer with the CBI instructor concerning the student's job performance and training objectives as outlined in the training plan at least once per grading period.
- The job supervisor should complete an evaluation of student performance at least once quarterly.
- The job supervisor is responsible for employing the CBI student in accordance with all applicable wage and hour laws and regulations.

C. Training Agreements, Plans, & Evaluations
All CBI student workers must complete a signed training agreement as part of their employment and participation in the CBI program. The student, a parent or guardian, the employer, and the CBI instructor jointly enter into and sign the training agreement. It must address the responsibilities of all the parties involved. (For an example template, see Resources and Tools: Training Agreement, 16+)

For paid, co-operative work experiences, ORC 4109.10 requires that the amount of pay any minor receives must be established in writing. Every approved program must meet the requirements of the Federal Child Labor Regulations, Orders and Statements of Interpretation.

Students in non-paid career exploration experiences must also have a learning agreement that documents the roles and responsibilities of that experience.

1. Training Plans
The training plan is a tool to be used by the CBI student, CBI instructor, and the employer to develop and evaluate job competencies. Every student needs a training plan for every job that they will hold during the school year. The training plan specifies the competencies the student will learn – including generic professional skills, specific competencies as stated in the job description, and generic and specific safety competencies. These competencies and their application on the job will make up the student evaluation. (For an example template, see Resources and Tools: CBI Training Plan).

2. Evaluations

Students should be evaluated on their job performance by their employer at least once per quarter. Evaluations are based on the competencies identified in the student's training plan. A rating scale for these competencies needs to be developed and explained to all parties. (For an example template, see <u>Resources and Tools: CBI Grade Sheet for Employers</u>)

The evaluation should be easy for the employer to complete and useful to students in developing and improving job skills. As evaluations are completed, the student, CBI instructor, and the employer should meet to discuss the evaluation. Areas for improvement can be listed on the student's training plan, and skills and competencies may be added or deleted.

D. Work Experience and Career Exploration Program (WECEP)

The Work Experience and Career Exploration Program (WECEP) offers exceptions to the child labor regulations that permit 14 and 15-year-olds to be employed in otherwise prohibited circumstances. WECEP is designed to provide a carefully planned work experience and career exploration program for students who can benefit from a career-oriented education. In Ohio, the only federally approved WECEP is the CBI program.

The following special provisions are granted to students participating in WECEP. Students may work up to:
- Up to 3 hours on a school day
- Up to 23 hours during a school week
- Anytime during school hours

1. WECEP Variances

Students may also work under variances granted by the federal Wage and Hour Administration that permit employment of WECEP participants in otherwise prohibited activities and occupations.

Variance requests must be submitted to the Ohio Department of Education Office of Career-Technical Education. After review, variance applications are forwarded to the U.S. Department of Labor for approval. **The student may not work until the variance is approved.** Approved variances are good for a two-year period, beginning on the even number school year. Approved variances are only in effect during the school year, but applications can be submitted at any time. Current variance applications include:
- Retail Food Trade – Cooking at the grill, making french fries, unloading supplies from delivery trucks, retrieving and/or placing food in coolers/freezers.[3,4]
- Outdoor Maintenance Assistant – Using a power-driven lawnmower (non-riding) and weed eater (nylon cord only).
- Bus Garage Assistant – Washing school buses under limited conditions.

A variance is required for each place of business. If more than one school within a school district has students employed at the same business, only one variance is required.

For more information regarding WECEP, please visit the <u>ODE WECEP webpage</u> or <u>U.S. Department of Labor's WECEP</u> webpage. A full list of WECEP approved occupations can be found in <u>CFR Subpart C, Section 570.34</u>. Please also see <u>Resources and Tools: Training Agreement, 14 & 15</u> and <u>Resources and Tools: WECEP Accident Report</u>; any accident/injury sustained by a WECEP student while performing their work-based learning activity must be reported to ODE immediately.

---

[3]Recent updates in federal child labor laws allow for WECEP students to operate deep fat fryers that are equipped with and utilize, during the frying process, devices which automatically raise and lower the baskets. However, this job duty still requires an approved WECEP variance application.

[4]A variance for operating a dishwasher is no longer needed.

III. Career-Technical Student Organizations

All CBI students should have equitable access to participate in Career Technical Student Organizations (CTSO). CTSO's can provide opportunities for students to develop leadership and citizenship skills through school and community activities. The CTSO should complement and enhance the instructional objectives of the classroom, and motivate student interest and achievement in the CBI program. A CTSO can provide a vehicle for involving students in school and community activities. Activities can include planning programs for the school, community service, field trips, skill competitions, etc. More information on CTSO's can be found on the ODE website.

IV. Business Advisory Councils

All career-technical education programs are required to implement an active advisory council comprised of volunteers who agree to serve as advisors to the CBI program. Members may include employers, former students, parents, representatives of local business and industry, educators, social service agency representatives, and civic group representatives. All committee members should agree to serve in an advisory capacity, not as policymakers.

A. Business Advisory Council Goals

The advisory council should provide overall direction for the CBI programs within a school district. The committee has several major goals:

- Provide information & feedback which will update, modify, expand, and improve the quality of the CBI program.
- Support & strengthen the relationship between business, community, and education.
- Make recommendations regarding the CBI program curriculum and aid in implementing these recommendations.
- Assist in identifying needs, determining priorities, and evaluating CBI programs.
- Articulate long-term goals and objectives of the CBI program to other stakeholders (parents, employers, community members, etc.)

B. Business Advisory Council Operations

There are many program systems and operations in which the advisory council may offer support. The following is a comprehensive but not exhaustive list of these tasks:

- **Student Recruitment:** Speaking at orientations, participating in career fairs, helping conduct events to recognize CBI students, employers, or other stakeholders.
- **Student Placement:** Identifying the knowledge and skills necessary to compete in the job market, reviewing and modifying training plans, conducting mock interviews.
- **Curriculum Development:** Reviewing competencies on which course content is based, recommending student performance standards, participating in program evaluations, giving classroom presentations, recommending safety procedures, providing supplies for instructional purposes, participating in career exploration activities.
- **Staff Development:** Arranging field trips and externships for teachers to expand their business and industry knowledge, identifying community resources to assist CBI instructors in the classroom, establishing cooperative relationships between business and education, waiving or lowering industry organization membership dues for teachers.
- **Public Relations:** Fostering positive communication between education and community, communicating with stakeholders about the impact of the CBI program on the community, engage in opportunities to promote the CBI program.

For more information and procedures on establishing and conducting advisory councils, please reference the resources available on the ODE website.

CHAPTER 3: ADMINISTRATIVE INFORMATION

I. Career-Technical Education Planning District (CTPD)

A Career-Technical Education Planning District (CTPD) is defined as the local education agency configuration (single district, compact or contract, joint district) that meets the minimum requirements of law and subsequent standards to offer state-sanctioned career-technical programming. CTPDs assist in ensuring schools are offering quality CTE programming that meets state standards.

II. Career-Technical Education Assurances

ORC Section 3317.014 (C) describes the category of additional funding students in CBI programs will generate. ORC Section 3317.022 (A)(8)(c) describes the way in which this amount is factored into the overall funding calculations. If you have additional questions, please contact your local school treasurer or the Associate Director for Compliance & Funding in the Office of Career-Technical Education.

A. EMIS Reporting

Responsibility lies within the school district to ensure that accurate, error-free data is being reported. To facilitate your EMIS reporting, please visit the Office of Career-Technical Education Data & Accountability page on the ODE website. To best assist those responsible for entering data, it is recommended that CBI instructors and school administrators familiarize themselves with CBI EMIS components, as well as the career-technical education supplemental information within the EMIS Manual.

1. Student Reporting

In order to be eligible for funding, CBI students must be identified on the student demographic screen as academically disadvantaged, economically disadvantaged, and/or as a student with a disability.

Report the Disadvantagement Element as:
- Economic Disadvantagement
- Academic Disadvantagement
- Both Economic and Academic Disadvantagement
- Other Valid Options as described in the EMIS Manual

Helpful definitions and characteristics for determining disadvantagement are outlined in the EMIS Manual and in Chapter 2: Section I of this manual.

Report the Disability Condition Element as the appropriate Valid Option as outlined in the EMIS Manual.

2. Subject & Curriculum Codes

Career Based Intervention Related Instruction (Subject Code 252525, Curriculum Code VN) is considered the "anchor" course of the CBI program. All CBI programs **must** include this course in their program design and all CBI students **must** be enrolled in the course. In a single-period CBI model, this is the only course that can stand alone (i.e., not correlate).

Career Based Intervention Work-Based Learning (Subject Code 252010, Curriculum Code V3) is used to provide credit for students in paid and unpaid work-based learning experiences. The V3 is correlated to the VN anchor course.

CBI Academic Courses (as described in Chapter 1 of this manual) (Variety of Subject Codes, Curriculum Code V3) may be used if the CBI instructor is age and subject appropriately certified or licensed. The V3 academic courses must also be correlated to the VN anchor course.

CBI Subject Codes are described in further detail in the <u>EMIS Manual</u> and the <u>Career-Technical Education Program and Assessment Matrix</u>.

3. Work Experience and Career Exploration Program (WECEP)
WECEP designation only applies to 14 and 15-year-old students in paid work-based learning experiences.

The U.S. Department of Labor grants the opportunity to offer WECEP to our students, and EMIS helps the Ohio Department of Education provide the required accountability data.

Students should be reported as WECEP using the program code 305007 if they meet all the following criteria:
- 14 or 15-years-old during the first full week of October.
- Enrolled in a Career Based Intervention Program.
- Participating in a paid work experience.

If a WECEP student turns 16 during the school year, they are still coded as WECEP for June EMIS reporting. If a student turns 14 during the school year and enters into a paid work experience, then they should be reported as WECEP through EMIS June reporting.

For more information on WECEP reporting, please reference the <u>EMIS Manual</u> or contact the Career Based Intervention Program Specialist.

B. Local Record Keeping
The following records represent a comprehensive but not exhaustive list of the documentation that should be maintained for the purpose of local and state Quality Program Reviews. Please reference the current CBI Quality Program Standards for a description of evidences that may be required.

1. Student Files
- Student Application
- Parent or Guardian Information
- Grades
- Standardized Testing Results
- Attendance Record
- Class Schedule
- Work Schedule
- Training Agreement
- Copy of Work Permit
- Training Plan
- Learning Agreements (For Non-Paid Experiential Learning Experiences)
- Disciplinary Record

2. Instructor Files
- Travel Reports (Mileage & Itinerary)
- Communication Logs
- Job Site Visit Documentation
- Home Visit Documentation
- Other Coordination Time Documentation
- Anecdotal Records
- Mid-Year & Year-End Reports of Student Data
- Success Stories

III. CTE-26 Application

Any school district may add an initial CBI program or renew an existing CBI program by submitting a CTE-26 form. The application process for the CTE-26 is online in the Superintendent or Superintendent Designee SAFE account. All information necessary to apply for the CTE-26 can be found on the CBI tab in the SAFE system.

A. CTE-26 Process

The CTE-26 will become available in the SAFE account on November 1st of each year. Schools must submit their applications, be approved by the Tech Prep Regional Center, and be approved by the lead district in the CTPD by March 1st of the following year. Community Schools must submit their applications, be approved by the Tech Prep Regional Center, and be approved by the Community School sponsor by March 1st as well. All schools will be notified of final approval by May 15th.

Administrators may contact the Ohio Department of Education's Career Based Intervention Program Specialist or their Tech Prep Regional Center regarding the current parameters of CBI programs and to seek assistance in completing the CTE-26.

B. CTE-26 Renewal Cycle

CBI programs are required to renew their CTE-26 on a five-year cycle (See CTE-26 Renewal Schedule). When expanding or changing a previously approved CBI program prior to the required renewal year, there is no need to submit a new CTE-26 form unless you are adding a CBI program in a building with a different Information Retrieval Number (IRN).