

Career-Based Intervention

Program Manual



**Office of Career-Technical
Education**

2026



**Department of
Education &
Workforce**

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Career-Based Intervention Manual of Operations

Our Vision

Every Ohio secondary career technical education 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.

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Chapter 1: Program Criteria

I. Program Description

The Career Based Intervention (CBI) program is an Ohio Department of Education and Workforce Career-Technical Education program designed for students ages 12-21 in grades 7-12 who are identified as disadvantaged (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 additional career-technical education and training, high school graduation requirements, postsecondary education, and/or a meaningful career.

II. Courses & Instructors

A. Course Requirements (Subject Code 252525)

The three required components of a CBI program are (1) in-class related instruction (2) academic interventions and (3) experiential learning. CBI programs can be offered as a single-period or as a multi-period model. If more than one credit is offered for the CBI related instruction course, the class must be separately scheduled for an additional 120 hours per credit granted. The recommended maximum number of students per section 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 testing¹.

1. CBI Related Instruction

All students in a Career-Based Intervention program must be enrolled in the CBI related instruction anchor course (252525) for a minimum of 120 hours per school year. The instructional components of the CBI related course are based on the Career Based Intervention Curriculum Guide and connect academic and career success. The CBI Curriculum Guide contains content units that represent the knowledge and skills that students must achieve for success in secondary and post-secondary education and in the workforce. The CBI related course is not a credit recovery period; instead, it delivers the Career Based Intervention curriculum alongside targeted academic intervention.

2. Academic Intervention

Appropriate intervention and support should be individually arranged and provided as a part of the CBI related instruction course. The CBI classroom should provide appropriate and effective resources and technology for individual instruction and small group settings that meet students' needs. Support provided should assist with closing learning gaps, developing personalized study skills and improving engagement that will enhance academic and post-secondary success. For specific examples of suggested interventions, refer to the CBI Curriculum Guide.

3. CBI Experiential Learning

The CBI experiential learning component can be fulfilled through:

- Work experiences (paid, cooperative learning on-the-job)
- Work-based learning opportunities (fulfilling all requirements of work-based learning)
- Non-paid career exploration opportunities (examples: job shadowing, short-term field experiences, internships, volunteering & community service, and/or service learning)
- A combination of the above

There is no requirement for students enrolled in CBI to gain or sustain employment to participate in experiential learning that will inform and support their post-secondary goals.

Employed students in a CBI program 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 their employment.

Should a program choose to offer credit for student experiential learning, students must complete a minimum of 120 hours for each credit granted. All students enrolled in the CBI work-based learning course (Subject Code 252010) 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.

B. Academic Courses (Optional)

CBI academic courses (including CBI Language Arts, CBI Mathematics, CBI Reading, CBI Science, and CBI Social Studies) may be taught for credit or remediation. The CBI instructor must have age and subject appropriate certification/licensing to award academic credit and must also teach the CBI related instruction course. [The CTE Program and Assessment Matrix](#) lists subject codes for each available course.

CBI academic courses must be separately scheduled periods in addition to but not part of the CBI related instruction course. All CBI academic classes must meet for a minimum of 120 hours per school year. All students enrolled in a CBI academic course must also be enrolled in the CBI related instruction course. 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.

C. CBI Instructor Requirements

The CBI instructor is a certified/licensed teacher responsible for the professional skill development, academic intervention and experiential 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 3302-24-05 \(C\)\(3\)](#) states “Career Based Intervention (CBI) shall require a baccalaureate degree, two years of successful teaching experience under a standard teaching certificate, or 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.”

1. Certification for CBI Instructors

Eligible CBI instructor candidates include individuals who:

- a. Have earned and hold a current valid Occupational Work Adjustment (OWA) or Occupational Workforce Experience (OWE) vocational teaching certificate/license (issued under prior Teacher Education and Licensure Standards) **OR**
- b. Have earned and hold a CBI Endorsement attached to a valid professional teaching license ([OAC Section 3302-24-05 \(C\)\(3\)](#) referenced above.) **OR**
- c. Have been granted a supplemental license for a CBI Endorsement. Please refer to the [Career-Tech Teacher Preparation and Licensure](#) webpage for more information.

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

- a. A current standard academic certificate or license is held **OR**
- b. An academic endorsement is 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. It is **highly recommended** that all CBI instructors have an annual minimum of 120 hours of coordination time.

Coordination time **must not** include the required 30-minute lunch period or the locally negotiated conference/planning period for all teachers. 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.

Additionally, instructors should receive 120 hours of coordination time **per section** of students who are participating in off-site work experience. One coordination period may be sufficient for instructors whose sections engage in experiential learning on campus or those with a multi-period CBI model. 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 learning experiences. If that time is not during the school day, the school district may coordinate the hours with the instructor. CBI instructors are best equipped to meet the needs of their student population, including those who may require additional support to be successful in off-site experiential learning. Therefore, it is essential that the instructor is made available to students at regular intervals during independent experiences.

3. Professional Development & Professional Association

[OAC Section 3301-24-06 \(A\)](#) 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).

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.

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.

Resources used in the student selection process may include but are not limited to retention and promotion lists, teacher and staff recommendations, attendance and discipline records, standardized testing results and/or student applications. It is recommended that the student selection process is well- documented and accessible to all school personnel. Selection should begin by March of the preceding school year.

The Ohio Department of Education and Workforce **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 is a comprehensive, continuous program.

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. The [EMIS Manual](#) maintains current definitions of the qualifications for students to be identified as disadvantaged.

B. Student Enrollment

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 Notification and Agreement

All students should be notified of their selection to participate in the CBI program. The program instructor should clearly explain the program goals and benefits to the student. Prior to the next school year beginning, students must complete and sign a document that indicates their understanding of their role and responsibilities as part of the CBI program. Additionally, parents and caregivers will receive notification of intended enrollment and essential program information. It is at the discretion of the CBI instructor if parents or caregivers should also sign the agreement. For an example template, see [Resources and Tools: Example CBI Student Agreement](#). Agreement documents are completed so that students may express interest in the program and so that school personnel can begin communications and data collection processes.

2. Parent/Caregiver Partnership

In addition to signing the student agreement, parents or caregivers should be contacted regularly throughout the CBI program. Initial exchanges should include the purpose of the intervention program, methods to help the student overcome barriers to success and goal setting for the coming school year. Communication may consist of but is not limited to home visits, brochures, emails, phone calls, parent-teacher conferences or newsletters. Establishing relationships with a student's parents or caregivers improves the instructor's development of an ongoing, comprehensive system of support.

3. Gather Student Data

CBI instructors should have access to baseline data on enrolled students to create goals and set progress monitoring benchmarks. Student records, files and evaluations should be stored (digitally or in hard copy) for five years following enrollment in the program. These records may be used to assess [Ohio's Quality Program Standards for Career Education Programs](#). Data may include, but is not limited to:

- Grades
- Attendance Record
- Suspension & Disciplinary Record
- Standardized Test Scores
- Student Success Plan or Graduation Plan (if applicable)
- IEP and related documentation (if applicable)
- Documentation required by the school district (work permit, physician certificate, etc.)
- Any necessary paperwork to support experiential learning (Learning Agreement, WECEP Variance, Parent Permission Slips, etc.)

II. Experiential Learning

All CBI programs must incorporate experiential learning opportunities into their curriculum, regardless of students earning a separate CBI work-based learning credit. Experiential Learning may occur at any of three tiers and have different requirements based on the length of the experience, the role of the student and the mentor, and the expected outcomes. CBI Instructors should maintain evidence that students have the opportunity to participate in experiential learning for quality program review.

A. Experiential Learning Types

1. Non-paid Career Exploration Opportunities

In non-paid career exploration, students participate in short and long-term experiences to gain a better understanding of responsibilities and work functions of different occupations. Activities may occur during or after school hours, individually or in small or large groups. Examples include job shadowing, short-term field experiences, internships, volunteering & community service, and/or service learning. Students participating in a long-term career exploration opportunity may choose to complete a Training Plan or Learning Agreement with the mentor or employer. CBI instructors may develop alternate methods of assessing student learning derived from short-term experiences. Examples may include journals, portfolios, essays, projects or demonstrations.

2. Work Experience

Work Experience is a full or part-time position in which a student is earning wages. Work Experiences can occur during or after school hours in either a school-based or community setting. The instructor may serve as the coordinator of the experience and collaborate with the employer to evaluate student performance in the assigned role. Students participating in a work experience must

complete a Training Plan.

3. Work-based Learning

Work-based learning occurs under specific conditions in which a student experiences the role of a specific career that is aligned to their post-secondary goals and the curriculum content of the CBI course. There are [six types of work-based learning](#): job site placement and internship; apprenticeship and pre-apprenticeship; remote or virtual placement; entrepreneurship; school-based enterprise; and simulated work environment. The driving component of a work-based learning experience is a student's Learning Agreement. Learning Agreements establish the competencies and standards to be mastered and serve as the basis for sustained progress monitoring. For more information, please refer to the Ohio Department of Education and Workforce's [Work Based Learning webpage](#) and section B below.

B. Training Plans, Learning Agreements & Evaluations

All CBI student workers must complete a signed training plan or work-based learning agreement as part of their long-term experiences in the CBI program. The student, a parent or caregiver, the employer/mentor and the CBI instructor jointly enter into and sign the training plan or learning agreement. It must address the responsibilities of all the parties involved.

Students in non-paid career exploration experiences must also document their role, time spent, anticipated learned skills, work description and anticipated outcomes of that experience.

1. Training Plan

The training plan is a tool to be used by the CBI student, CBI instructor and the employer/mentor (as applicable) to develop and evaluate job competencies and employability skills that students will demonstrate during the experience. Students are required to create a training plan for each job that they will hold during the school year (unless they are creating a learning agreement). Training plans should specify the expectations of the student in their work position, including required training, generic professional skills, specific competencies as stated in the job description and safety competencies. These competencies and their application on the job will make up the student evaluation. (For an example template, see [Resources and Tools: Example CBI Training Plan Template](#)).

2. Work-based Learning Agreement

The learning agreement is a tool to be used by the CBI student, CBI instructor, and the employer/mentor to plan for and evaluate student learning in a specific industry role. Learning Agreements will utilize the CBI curriculum content, the Ohio Means Jobs Readiness Seal, Academic Content Standards, and/or CTE pathway standards specific to that student's post-secondary goal to establish the learning outcomes of the experience. The learning agreement will also establish a method and schedule for evaluation of the student growth in the defined competencies. For more information, please refer to the Ohio Department of Education and Workforce's [Work Based Learning webpage](#).

3. 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 or learning agreement. A rating scale for these competencies needs to be developed and explained to all parties. (For an example template, see Resources and Tools: [Example CBI Training Plan](#), or the [Work-based Learning Agreement](#).)

The evaluation should be simple 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 or learning agreement, and skills and competencies may be added or deleted.

C. Safety

Regardless of the type of experience, CBI instructors should ensure that students receive technical and safety training to ensure successful performance, especially in atypical workplace environments. Additionally, CBI instructors should ensure that student worksites meet or exceed industry safety standards.

As long as sufficient safety training occurs, students working in CBI are exempt from Ohio's minor labor laws as part of an approved career-technical education program ([ORC 4109.06](#)). Federal minor labor law definitions do not allow for minor student learners to participate in any [hazardous occupations](#) as part of their work experience. Programs should refer to the [Federal Fair Labor Standards Act](#) (FLSA). For a complete list of restricted occupations by student age, please refer to the FLSA [Rules and Regulations for Youth Employment](#) website.

D. Wages & Hours

All wages paid to CBI students shall be in compliance with federal and state minimum wage laws. Please visit the U.S. Department of Labor's website for the latest information on [Wages and Hours](#). Also, please visit the [Ohio Department of Commerce, Bureau of Wage & Hour Administration](#).

Businesses employing CBI students under the age of 16 are permitted to pay no less than the current [federal minimum wage rate](#). For a complete guide to minor wages and hours, please refer to the FLSA [Rules and Regulations for Youth Employment](#) website.

Community businesses employing CBI students must conform to all minor labor laws as outlined in the FLSA, maintain accurate employment records, adhere to state and federal child labor provisions and avoid placement in hazardous occupations. Students aged 16 and older working in CBI are exempt from Ohio's minor labor laws, including hour restrictions and the requirement for work permits, as part of an approved career-technical education program ([ORC 4109.06](#)). Students aged 14 and 15 are restricted by the guidelines of the Work Experience Career Exploration Program approved by the U.S. Department of Labor (see section E below).

Employers of students who are earning credit for work experience or work-based learning as part of a CBI program will make no state or federal deductions or contributions for Unemployment Compensation for that student.

E. Roles & Responsibilities

1. CBI Instructor

The CBI instructor is responsible for the overall administration of the work-based learning experience, including regular observations, learning 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 or learning agreement 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 or learning agreement with each new experience.
- 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 and employability coaching should be provided under the close supervision of an experienced and qualified person. The following expectations should be agreed upon by the job supervisor before the work experience or work-based learning opportunity begins:

- The job supervisor must ensure the student is working under safe and hazard-free conditions.
- The job supervisor accepts that this student will receive regular visits and feedback from the CBI instructor at the workplace.
- The job supervisor is expected to complete an evaluation of student performance as outlined in the training plan or learning agreement and confer with the CBI instructor at least once per grading period.
- The job supervisor is responsible for employing the CBI student in accordance with all applicable wage and hour laws and regulations.
- The job supervisor and employing party agree that both paid and unpaid internship experiences must be of clear benefit to the student and must not reduce employment opportunities to other workers or job-seekers.

F. 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.

1. WECEP Hours

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

2. 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 and Workforce Office of Career- Technical Education. Requests can be acquired by emailing the current CBI Education Program Specialist. 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. Examples of variance applications include:

- Retail Food Trade –Unloading supplies from delivery trucks, retrieving and/or placing food in coolers/freezers.
- 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 district has students employed at the same business, only one variance is required.

For more information regarding WECEP, please visit the Department [WECEP webpage](#) or [U.S. Department of Labor’s WECEP](#) webpage. A full list of WECEP approved occupations can be found in [CFR Subpart C, Section 570.34](#). In the case of any accident/injury sustained by a WECEP student while performing their work-based learning activity, it must be reported to the Department immediately. Please see the WECEP Accident Report in the [WECEP Handbook](#).

III. Program Supports

A. 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 [CBI webpage](#).

B. CBI Advisory Committees

All career-technical education programs are required to implement an active advisory group 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.

1. CBI Advisory Committee Goals

The advisory team 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.)

2. CBI Advisory Committee 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.

Chapter 3: Administrative Information

I. Career-Technical Education

A. Career-Technical Planning Districts (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.

B. Career-Technical Education Funding

[ORC Section 3317.014](#) describes the category of additional funding students in CBI programs will generate. [ORC Section 3317.023](#) 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 Office of Career-Technical Education.

C. 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 OH-ID account. All information necessary to apply for the CTE-26 can be found in the annual CTE-26 Manual found on the [CTE-26 Application and Resources](#) webpage.

1. CTE-26 Process

Schools must submit their applications, be approved by the regional Career Pathways Support Network, and be approved by the lead district in the CTPD. Community Schools must submit their applications, be approved by the regional Career Pathways Support Network, and be approved by the Community School sponsor. Refer to the timelines listed on the [CTE-26 Application and Resources webpage](#).

Administrators may contact the Ohio Department of Education and Workforce's Career Based Intervention Program Specialist or their [regional Career Pathways Support Network](#) regarding the current parameters of CBI programs and to seek assistance in completing the CTE-26.

2. 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).

3. Career-Technical Program of Study (POS) Assurances for CBI Programs Approval of new Career-Technical Education pathway program applications or applications for renewal of existing pathway programs is contingent upon complying with the annual assurances and that evidence of compliance is maintained on file. Updated assurances can be found on the [CTE-26 Application and Resources](#) webpage.

II. Reporting and Records

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 Department 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 as being at least age 12 and in grades 7 through 12. Students must also be identified on the student demographic screen as academically disadvantaged, economically disadvantaged, and/or as a student with a disability. Report the Disadvantage Element as:

- Economic Disadvantage
- Academic Disadvantage
- Both Economic and Academic Disadvantage
- Other Valid Options as described in the EMIS Manual

Helpful definitions and characteristics for determining disadvantage are outlined in the [EMIS 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 [EMIS Manual](#) and the [Career-Technical Education Program and Assessment Matrix](#).

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 and Workforce 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 a paid work experience, then they should be reported as WECEP through EMIS June reporting.

For more information on WECEP reporting, please reference the [EMIS Manual](#) 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 may be maintained for the purpose of local and state Quality Program Reviews. Please reference the Quality Program Review webpage for additional information.

1. Student Files

- Student Application
- Parent or Caregiver Information
- Student Grades
- Standardized Testing Results
- Attendance Record
- Disciplinary Record
- Evidence of Experiential Learning (and hours, as required)
- Training Agreement
- Learning Agreements
- Evidence of evaluations

2. Instructor Files

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