Career-Based Intervention
Curriculum Guide

FUTURE
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Office of Career-Technical Education

Our Vision

Every Ohio secondary career-technical 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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Forward

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.

As an intervention program rather than a complete career field pathway, CBI emphasizes early awareness and the recovery of success in school. The goal of CBI programs is to help students to find the connection between positive classroom behaviors and future workplace success. CBI assists and prepares students for successful high school transition or graduation, additional career-technical education and training, postsecondary education and/or a meaningful career.

This updated version of Career-Based Intervention Curriculum Guide, formerly published as the Technical Content Standards, reflects the ongoing evolution of industry need, student skillsets, Ohio's academic learning standards and graduation requirements. These course criteria are broader than previous versions as they are intended to capture the knowledge and skills that students can apply across any industry, as well as provide opportunities for personal growth. The question-based structure should allow for curriculum variation appropriate for each grade level that a student is enrolled in course 252525. Additionally, the intersection of Strand One Career-Technical Workforce Development Pathway Standards with CBI course content reinforces learning that may occur in CTE labs and Work-Based Learning opportunities.

While CBI programs across Ohio utilize a variety of delivery models and/or methods of achieving the experiential learning component, the supportive and applicable classroom experiences remain constant. Providing Ohio's vulnerable youth with constructive programming like CBI serves a vital role in protecting the future of local communities. Collaborations between students and families, education communities, business and industry, local partners and state agencies help to sustain this invaluable work.

The Ohio Department of Education, Office of Career-Technical Education maintains its commitment to creating high-quality curricular frameworks with challenging coursework and transferrable skills that prepare the workforce of tomorrow.

Structure and Format

The three foundational components of CBI are experiential learning, targeted interventions and the program curriculum. This document will outline examples of ongoing supports that instructors may choose to incorporate into their classroom routine. Creating consistent accountability systems, demonstrating organizational strategies, providing academic remediation and modeling professional communication all play an essential role in the effectiveness of a CBI program.

In addition to targeted interventions, the CBI Curriculum Guide is comprised of seven units, each with guiding essential questions and supporting competencies. Because CBI programs span grades 7 through 12 and because students can enroll in the anchor course annually (252525), the models of traditional career field standards do not match the unique needs of the program. A departure from the standard structure of *strands, outcomes* and *competencies* is necessary to create sustained and meaningful learning opportunities to match the diverse needs of students enrolled in CBI. A shift toward question-based curriculum and universalization allows CBI instructors to create directly applicable, differentiated and flexibly sequenced courses of study.
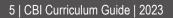
- **Content Units** represent the categories of subject matter to be delivered across the course of a year-long curriculum. Content Units can be taught in any order, including non-sequentially; the organization of delivery should be varied based on program design and student need.

- **Essential Questions** summarize the knowledge and skills that students will acquire. Each unit includes three to four Essential Questions that serve as the foundation for instruction. The depth and breadth of content can be adjusted based on age-appropriateness, student post-secondary goals and the instructor's evaluation of individual student needs. Student understanding and application of the Essential Questions should adapt over the course of enrollment. All students participating in CBI should develop their own responses to these questions in direct correlation with classroom instruction.

- **Supporting Competencies** list the competencies and criteria from which the CBI Essential Questions were sourced. While Supporting Competencies provide further details about the benchmarks to be covered in each unit, they **do not serve as an exhaustive list**. All units and essential questions are developed from competencies in the Technical Content Standards, Strand 1, shared across all career-technical programs in the state of Ohio. Additionally, all units pull criteria from the Ohio Means Jobs Readiness Seal Rubric, allowing for students to prepare for or to complete the Seal as part of their coursework and field experiences.

This curriculum guide specifies knowledge and skills that CBI students need to be successful in their secondary and post-secondary goals (continued enrollment in CTE, completion of a career field pathway, college or advanced placement coursework, apprenticeship, entering the workforce, continuing education enrollment or military opportunities). The CBI Curriculum Guide has been reviewed by teacher panel, special education consultants, and representatives from varied career field pathways within the Ohio Department of Education, Office of Career-Technical Education.

I. Curriculum Guide Overview

Units	Essential Questions
Targeted Interventions and Supports	1. What progress am I currently making in my academic courses? 2. Which strategies help me to take responsibility for my own learning? 3. In what focus areas (academic, behavioral, social-emotional) do I need additional support? 4. How should I use my intervention time in CBI?
1. Postsecondary and Career Preparation	1.1: What are my strengths and areas for growth? 1.2: What goals do I have for my future career path? 1.3: What steps must I take to achieve my postsecondary goals? 1.4: How will decisions I make today impact future successes?
2. Creativity, Innovation, Motivation	2.1: How do I apply prior knowledge to new situations? What motivates me to continue learning? 2.2: Where can I use my skills and interests to contribute to my school, workplace and community? 2.3: What strategies can I use when faced with a problem or unknown?
3. Workplace Behaviors (soft skills)	3.1: What expectations does my workplace have for punctuality, procedures, initiative and teamwork? 3.2: How can I manage my time and attitude to best reflect organizational values and principles? 3.3: Which mainstays of professional conduct are my strengths and areas for growth?
4. Workplace Technologies (hard skills)	4.1: What knowledge is required to maintain a safe work environment for myself and my coworkers? 4.2: With what technologies and communication systems must I become familiar to be successful in my chosen career path? (POS systems, inventory software, attendance logs, help requests, industry-specific machinery, radios, email, intercoms, etc.) 4.3: Which related skills will help me to develop mastery with those technologies? (money handling, data entry, troubleshooting, safety requirements, etc.) 4.4: Which writing, speaking and language skills will assist with clear communication? (domain-specific vocabulary, codes, writing etiquette, etc.)
5. Culture & Communication	5.1: What does appropriate interpersonal communication look like across multiple groups (family, friends, co-workers, supervisors, etc.)? 5.2: How does personal appearance, body language, tone and facial expression (my own and others) affect professionalism and communication? 5.3: How do I respect diversity at work and in the community? 5.4: How do I react to stressful situations? How do I stay positive in the presence of conflict or uncertainty?
6. Financial Independence	6.1: How will my current or planned employment support my living situation?

	6.2: How do I understand my earnings and benefits, and how might I allocate them appropriately? 6.3: What does fiscal responsibility look like? What does it mean to me?
7. Workplace Fundamentals & Personal Wellness	7.1: What is my role in securing a business's economic success? 7.2: What is my role in maintaining a business's reputation with customers and the community? 7.3: How can I work best with others while advocating for my own wellness? 7.4: What activities or goals reflect work-life balance?

II. Targeted Interventions and Supports:
Sample Activities

1. **What progress am I currently making in my academic courses?**
   - Daily/weekly grade and homework check
   - Goal setting (with possible reward systems)
   - Writing and revising graduation plan/success plan
   - Look at upcoming and/or missing assignments

2. **Which strategies help me to take responsibility for my own learning?**
Intentional instruction and supported practice of:
   - Organizational strategies (calendars, folders, technology-assisted organization, planners, color-coding, etc.)
   - Note-taking, listening and questioning strategies
   - Time-management
   - Studying strategies (mnemonics, pictograms, sequencing, notecards, reteaching)
   - Responsible use of technology/communication

3. **In what focus areas (academic, behavioral, social-emotional) do I need additional support?**
   - End-of-course assessment tutoring
   - [Check-in/Check-out](#)
   - Small group mini-lessons on subject-specific learning targets (e.g. fractions, writing a thesis statement, balancing equations)
   - Intentional instruction and supported practice of conflict resolution, communication strategies, self-advocacy, self-regulation, etc.

4. **How should I use my intervention time in CBI?**
   - Conferencing with instructor
   - Time to study or complete assignments
   - Work in small groups on other academic courses
   - Emailing or communicating with teachers, work supervisors, counselors, case managers, etc.
   - Finding supplemental resources
   - Peer-to-peer team meetings

III. Units & Supporting Competencies

Unit	Essential Questions
1. Postsecondary and Career Preparation	1.1: What are my strengths and areas for growth? 1.2: What goals do I have for my future career path? 1.3: What steps must I take to achieve my postsecondary goals? 1.4: How will decisions I make today impact future successes?

Unit 1 Supporting Competencies

CTE Strand 1 Standards
1.1.1. Identify the knowledge, skills, and abilities necessary to succeed in careers.
1.1.2. Identify the scope of career opportunities and the requirements for education, training, certification, licensure, and experience.
1.1.3. Develop a career plan that reflects career interests, pathways, and secondary and postsecondary options.
1.1.5. Develop strategies for self-promotion in the hiring process (e.g., filling out job applications, resumé writing, interviewing skills, portfolio development).

Ohio Means Jobs Rubric Criteria
- Career Management: The student is a self-advocate. He or she articulates strengths, knowledge and experiences relevant to success in a job or postsecondary education. Has established initial goals aligned to selected career pathway. Can articulate short-term and potentially long-term plans and steps to achieve them. Uses strengths and manages weaknesses. Takes advantage of opportunities for self-development. Utilizes mentor to refine career plan.

2. Creativity, Innovation, Motivation	2.1: How do I apply prior knowledge to new situations? What motivates me to continue learning? 2.2: Where can I use my skills and interests to contribute to my school, workplace and community? 2.3: What strategies can I use when faced with a problem or unknown?

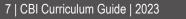**Unit 2 Supporting Competencies**

CTE Strand 1 Standards
1.1.7. Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.
1.2.4. Use negotiation and conflict-resolution skills to reach solutions.
1.2.8. Identify the strengths, weaknesses and characteristics of leadership styles that influence internal and external workplace relationships.

Ohio Means Jobs Rubric Criteria
- Creativity/Innovation: The student is original and inventive. He or she communicates new ideas to others, drawing on knowledge from different fields to find solutions. Generates and communicates original ideas. Demonstrates ability to think differently. Contributes energy and ideas within a team to find solutions.
- Learning Agility: The student desires to continuously learn new information and skills. Takes advantage of opportunities to expand knowledge. Considers how knowledge

	and experiences apply to the situation. Occasionally shares insights gained with others.
3. Workplace Behaviors (soft skills)	3.1: What expectations does my workplace have for punctuality, procedures, initiative and teamwork? 3.2: How can I manage my time and attitude to best reflect organizational values and principles? 3.3: Which mainstays of professional conduct are my strengths and areas for growth?

Unit 3 Supporting Competencies

CTE Strand 1 Standards
1.1.6. Explain the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community and workplace roles.
1.1.8. Identify the correlation between emotions, behavior and appearance and manage those to establish and maintain professionalism.
ADD WORKPLACE-SPECIFIC CRITERIA TO JOB TRAINING PLAN OR LEARNING AGREEMENT

OMJ Rubric Criteria
- Work Ethic: The student has effective work habits, personal accountability and a determination to succeed. Works hard to complete all assignments on time, with frequent objectives met ahead of schedule. Maintains a positive attitude and disposition and is respectful of those in authority. Exercises initiative and personal time management. Takes advantage of growth opportunities.
- Punctuality: The student arrives to commitments on time and ready to contribute. Arrives on time and prepares for assigned tasks. Displays initiative to begin tasks.
- Discipline: The student abides by guidelines, demonstrates self-control and stays on task. Follows rules and regulations. Self-starter. Stays on task with minimal distractions.
- Professionalism: The student demonstrates honesty. He or she dresses and acts appropriately and responsibly. He or she learns from mistakes. Maintains an appropriate appearance. Demonstrates ethical behavior. Resolves the needs of customers in a timely and professional manner but may need assistance. Builds and maintains respectful relationships with others. Accepts personal responsibility and learns from mistakes.

4. Workplace Technologies (hard skills)	4.1: What knowledge is required to maintain a safe work environment for myself and my coworkers? 4.2: With what technologies and communication systems must I become familiar to be successful in my chosen career path? (POS systems, inventory software, attendance logs, help requests, industry-specific machinery, radios, email, intercoms, etc.) 4.3: Which related skills will help me to develop mastery with those technologies? (money handling, data entry, troubleshooting, safety requirements, etc.) 4.4: Which writing, speaking and language skills will assist with clear communication? (domain-specific vocabulary, codes, business writing etiquette, etc.)

Unit 4 Supporting Competencies

CTE Strand 1 Standards

1.2.9. Identify advantages and disadvantages involving digital and/or electronic communications.

1.3.5. Access and implement safety compliance measures (e.g., quality assurance information, safety data sheets (SDSs), product safety data sheets (PSDSs), United States Environmental Protection Agency (EPA), United States Occupational Safety and Health Administration (OSHA)) that contribute to the continuous improvement of the organization.

1.3.7. Identify the labor and practice laws that affect employment and the consequences of noncompliance for both employee and employer (e.g., harassment, labor, employment, employment interview, testing, minor labor laws, Americans with Disabilities Act, Fair Labor Standards Acts, Equal Employment Opportunity Commission (EEOC), human trafficking) and interpret personal safety rights according to the employee Right-to-Know Plan.

1.4.1. Use office equipment to communicate (e.g., phone, radio equipment, fax machine, scanner, public address systems).

1.4.2. Select and use software applications to locate, record, analyze and present information (e.g., word processing, e-mail, spreadsheet, databases, presentation, Internet search engines).

1.4.3. Verify compliance with security rules, regulations and codes (e.g., property, privacy, access, accuracy issues, client, and patient record confidentiality) pertaining to technology specific to the industry pathway.

**ADD PATHWAY-SPECIFIC CRITERIA TO JOB TRAINING PLAN OR LEARNING AGREEMENT

OMJ Rubric Criteria

- Oral and Written Communications: The student articulates thoughts and ideas clearly and effectively in written and oral forms. Oral: Speaks clearly and expressively with little hesitation. Tone and volume are appropriate and consistent. Well poised and engages the audience. Written: Communicates meaning with clarity and fluency and has few grammar and spelling errors. Follows conventions of selected writing style (e.g., APA, Chicago, MLA). Writing is detailed and precise.
- Digital Technology: The student has an in-depth understanding of current and emerging technology and leverages technology to solve problems, complete tasks and accomplish goals Is proficient in the use of current digital technologies and may require assistance to select appropriate technology for the setting. Uses existing and emerging technologies to solve problems, complete tasks and accomplish goals. Can demonstrate existing and emerging technologies to others.

5. **Culture & Communication**	5.1: What does appropriate interpersonal communication look like across multiple groups (family, friends, co-workers, supervisors, etc.)? 5.2: How does personal appearance, body language, tone and facial expression (my own and others) affect professionalism and communication? 5.3: How do I respect diversity at work and in the community? 5.4: How do I react to stressful situations? How do I stay positive in the presence of conflict or uncertainty?
Unit 5 Supporting Competencies	

CTE Strand 1 Standards
1.1.9. Give and receive constructive feedback to improve work habits.
1.1.10. Adapt personal coping skills to adjust to taxing workplace demands.

Unit 5 Supporting Competencies, continued

1.1.11. Recognize different cultural beliefs and practices in the workplace and demonstrate respect for them.
1.2.3. Identify and use verbal, nonverbal and active listening skills to communicate effectively.
1.5.3. Use cultural intelligence to interact with individuals from diverse cultural settings.

OMJ Rubric Criteria
- Oral and Written Communications: The student articulates thoughts and ideas clearly and effectively in written and oral forms. Oral: Speaks clearly and expressively with little hesitation. Tone and volume are appropriate and consistent. Well poised and engages the audience. Written: Communicates meaning with clarity and fluency and has few grammar and spelling errors. Follows conventions of selected writing style (e.g., APA, Chicago, MLA). Writing is detailed and precise.
- Global/Intercultural Fluency: The student values, respects and learns from diverse groups of people. Values and respects people from all cultures. Takes advantage of opportunities that facilitate growth in cultural diversity. Accepts another's culture as a part of his or her working relationship. Participates in cultural awareness conversations.
- Leadership: The student leverages the strengths of others to achieve common goals. He or she coaches and motivates peers and can prioritize and delegate work. Leads within position. Effectively prioritizes and delegates tasks and clearly delineates expected standards. Enhances team performance, fosters motivation and enhances morale.
- Digital Technology: The student has an in-depth understanding of current and emerging technology and leverages technology to solve problems, complete tasks and accomplish goals Is proficient in the use of current digital technologies and may require assistance to select appropriate technology for the setting. Uses existing and emerging technologies to solve problems, complete tasks and accomplish goals. Can demonstrate existing and emerging technologies to others.

6. Financial Independence	6.1: How will my current or planned employment support my living situation? 6.2: How do I understand my earnings and benefits, and how might I allocate them appropriately? 6.3: What does fiscal responsibility look like? What does it mean to me?

Unit 6 Supporting Competencies

CTE Strand 1 Standards
1.6.12. Describe classifications of employee benefits, rights, deductions and compensations.
1.8.4. Identify alternative actions to take when goals are not met (e.g., changing goals, changing strategies, efficiencies).

1.9.1. Create, analyze and interpret financial documents (e.g., budgets, income statements).
1.9.2. Identify tax obligations.
1.9.8. Identify income sources and expenditures.
1.9.9. Compare and contrast different banking services available through financial institutions.

OMJ Rubric Criteria (Unit 6)
- Critical Thinking & Problem-Solving: The student exercises strong decision-making skills, analyzes issues effectively and thinks creatively to overcome problems. Identifies and examines problems, considers risks and proposes solutions. Anticipates potential issues. Can navigate challenging situations independently and within teams.

7. Workplace Fundamentals & Personal Wellness	7.1: What is my role in securing a business's economic success? 7.2: What is my role in maintaining a business's reputation with customers and the community? 7.3: How can I work best with others while advocating for my own wellness? 7.4: What activities or goals reflect work-life balance?

Unit 7 Supporting Competencies

CTE Strand 1 Standards
1.3.2. Follow protocols and practices necessary to maintain a clean, safe, and healthy work environment.
1.3.3. Use ethical character traits consistent with workplace standards (e.g., honesty, personal integrity, compassion, justice).
1.3.9. Identify potential conflicts of interest (e.g., personal gain, project bidding) between personal, organizational, and professional ethical standards.
1.6.9. Explain how the performance of an employee, a department and an organization are assessed.
1.10.1. Identify how the roles of sales, advertising and public relations contribute to a company's brand.

OMJ Rubric Criteria
- Learning Agility: The student desires to continuously learn new information and skills. Takes advantage of opportunities to expand knowledge. Considers how knowledge and experiences apply to the situation.
- Teamwork/Collaboration: The student builds collaborative relationships with others and can work as part of a team.
- Professionalism: The student demonstrates honesty. He or she dresses and acts appropriately and responsibly. He or she learns from mistakes. Maintains an appropriate appearance. Demonstrates ethical behavior. Resolves the needs of customers in a timely and professional manner but may need assistance. Builds and maintains respectful relationships with others. Accepts personal responsibility and learns from mistakes.

IV. Appendix

Curriculum Transition Guide
An explanation of the adaptation from the 2011 Standards to the 2023 Updated Curriculum.

Competencies that have been revised or removed are a result of significant overlap between the previous CBI Technical Content Standards Manual and other required learning in the state of Ohio. These overlaps occurred in the Ohio Learning Standards in Economics and Financial Literacy, ELA and Mathematics; the Ohio Technology Standards; and the Ohio Social-Emotional Standards. As the following list suggests, a majority of CBI courses designed since 2011 will reflect similar content across the new units and essential questions.

1. *Social and Emotional Skills* are embedded across the content units. Instructors should focus lessons based on student needs in these areas. Some are found in new Unit 7: Workplace Fundamentals and Personal Wellness.

2. *Postsecondary and Career Preparation* remains mostly unchanged.

3. *Financial Literacy* and 11. *Economics* is combined into a new Unit 6: Financial Independence.

4. *Information, Media, and Technology Literacy* is part of Workplace Technologies AND Culture and Communication

5. *Health and Wellness Literacy* is part of new Unit 6: Financial Independence and part of new Unit 7: Personal Wellness.

6. *Business Readiness Skills*: is reflected in Unit 3: Workplace Behaviors and Unit 7: Business Fundamentals.

7. *Ethics and Legal Practices* is reflected in Unit 2: Creativity, Innovation & Motivation and in Unit 7: Business Fundamentals.

8. *Safety* is part of new Unit 4: Workplace Technologies (hard skills).

9. *Communication Skills* are embedded across multiple units, specific to new Unit 5: Culture & Communication.

10. *Customer Service* is reflected in Unit 3: Workplace Behaviors and Unit 5: Culture and Communication.

11. *Economics*: Combined with Financial Literacy into Unit 6: Financial Independence.

12. *Entrepreneurial Concepts* may be part of new Unit 2: Creativity, Innovation, Motivation and may be embedded across other content.

13. *Problem Solving & Critical Thinking* is directly reflected in new Unit 2: Creativity, Innovation, Motivation and may be embedded across other content.