

# **Career-Based Intervention**

## **Course of Study**

Career Based Intervention  
EMIS ID 252525

Four Cities Compact  
Medina 200096

Norton City School District  
IRN 044552

Norton City Schools  
1 Panther Way  
Norton, Ohio 44203

## Acknowledgement

Sincere appreciation goes to the following individuals for their cooperation and assistance in preparing this Career-Based Intervention course of study:

Board of Education, Norton City Schools

Dana Addis, Superintendent, Norton City Schools

Ryan Shanor, Principal, Norton City School

Jessica Williams, Guidance Counselor, Norton City School

Roger Wright, CBI Coordinator, Norton City School

Amy Olivieri, Director of Curriculum & Instruction, Norton City Schools

John Tanksley, Educator, Norton City Schools

The following individuals are members of the CBI Advisory Committee:

Jessica Williams – Counselor – Norton City Schools

Rod Rowell – Math Teacher – Norton City Schools

Jon Glas – Owner – Glas Ornamental Design

Denise Tanksley – HR – Pacific Bells Corp.

Phil Ferguson – HR Manager - Target

Matthew Gonsiewski – Student – Norton City Schools

John Tanksley – CBI Educator – Norton City Schools

**SCHOOL BOARD APPROVAL**

**Career-Based Intervention**

**Norton City Schools**

WHERE AS, the Career-Based Intervention Course of Study is based upon the Career and Technical Content Standards for the Career Technical Education Pathway and

WHERE AS, the Career-Based Intervention Advisory Committee of Norton City School has reviewed the course of study, edited competencies to address local labor market needs and acknowledges that school district's ability to offer specialized programs, and

WHERE AS, the Career-Based Intervention Advisory Committee recommends this course of study be approved and adopted,

NOW, THEREFORE, BE IT RESOLVED, in accordance with the superintendent's recommendation, the Board of Education adopts the Career-Based Intervention Course of Study.

Approval date: \_\_\_\_\_

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Superintendent  
**Dana Addis**

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Board President  
**Jennifer Bennett**

## ADVISORY COMMITTEE RECOMMENDATIONS

### Career-Based Intervention

#### Norton City Schools

This Program Advisory Committee of the Four Cities Compact has reviewed this course of study and recommends it for use as the foundation for technical theory and laboratory instruction.

The developers of the course of study have considered local labor market needs and the school district's ability to offer specialized programs. The competencies in the Technical Content Standards for this pathway have been reviewed and accepted as being congruent with student outcome measures. Additional competencies related to the local program requirements have been incorporated into the course of study.

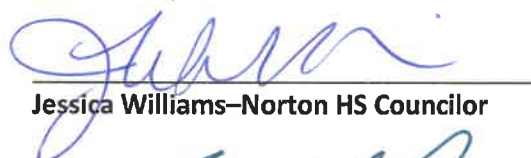
We believe that this course of study adequately and correctly focuses upon the development of technical competencies, academic content standards and workplace readiness skills critical to successful employment and postsecondary opportunities.

The Advisory Committee recommended this course of study for approval on (October \_\_, 2019).

  
John Tanksley- CBI Teacher

  
Rod Rowell- Teacher

  
Phil Ferguson- Target HR Manager

  
Jessica Williams-Norton HS Councilor

  
Denise Tanksley- HR Pacific Bells

  
Jon Glas- (Owner) Glas Ornamental Design

  
Matthew Gonsiewski-Student

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### District Mission

To inspire life-long learning in a caring, safe environment through challenging educational experiences for *Every Child Every Day*

### Norton City Schools:

The mission of the Norton City Schools is to create a culture of education to guarantee the success of every student and his or her ability to learn at high levels in accordance with state standards. *Every Child Every Day*

### District Vision

In Norton City Schools, each child is challenged to discover and learn, prepared to pursue a fulfilling post-high school path, and empowered to become a resilient, lifelong learner who contributes to society. *Employ, Enroll, Enlist, and Every Child Every Day*

### CBI Program Philosophy:

The Career-Based Intervention program has a mission to raise expectations, build capacity and improve results expanding and integrating academic and work-based learning experiences for disadvantaged students with barriers to career and academic success, upholding the District's mission/goals and abiding by the standards of the State of Ohio. We believe the following:

- All students can be successful with the proper goals and attitudes toward those goals.
- In creating a positive and creative learning environment.
- Every child, regardless of their background, can have a positive educational experience that sets him/her up for success in a career or continued education.
- Raising expectation is critical, such as providing life lessons, providing hands on training, and providing support in academics and life-long learning.
- Promoting success by building career and life long plans and educating students the basic 21<sup>st</sup> Century Skills to reaching those goals.
- Creating a support system that utilizes our school administration and staff, our community, and the student's family members to meet the needs of the student.

### CBI Program Goals:

The goal of the Career-Based Intervention program is to empower the CBI students in obtaining all necessary 21<sup>st</sup> Century Skills and preparing them to meet the challenges of the world of work brought about by technology and rapidly changing society.

1. Develop competencies in the following units in order to prepare students for gainful employment and/or further education:

- Social and Emotional Skills
  - 21<sup>st</sup> Century Skills
  - Postsecondary and Career Preparation
  - Financial Literacy
  - Information, Media and Technological Literacy
  - Health and Wellness Literacy
  - Business Readiness Skills
  - Ethics and Legal Practices
  - Safety
  - Communication Skills
  - Customer Service
  - Economics
  - Entrepreneurial Concepts
  - Problem-Solving and Critical Thinking
2. Motivate and empower students to become successful through being wholesome individuals and employees.
  3. Improve attitudes toward the value of education, proper attendance, and behavior.
  4. Stimulate the development of leadership skills and development of necessary attitudes and abilities to become gainfully employable through work experiences and evaluation conferences.
  5. Encourage the continuation of lifelong education and promote College and Career Readiness.
  6. Develop student competencies in the academic skill areas of math, communication, and science to enable students to fulfill personal, family, and basic work responsibilities.
  7. Provide the needed intervention and remedial instruction that may be necessary for obtaining high school graduation and required standardized testing.
  8. Help students adapt and adjust to different or unfamiliar environments.
  9. Encourage and promote the necessity of collaboration in education and career.
  10. Help students develop the essential communication skills needed for career and public needs.
  11. Reassure the desire and need to adapt technology skills with the changes of society.
  12. Develop the ability to cooperate with other students in the program and motivate students to be tolerant and accepting of all types of people and learners.
  13. Develop employment competencies to enable students to investigate, obtain and keep jobs, and to manage the multiple and often conflicting responsibilities of work and family.

### CBI PROGRAM DESIGN

#### Overview:

The Career-Based Intervention program is a Career-Technical Education Program designed for students who have barriers to achieving academic and career success. The Career-Based Intervention program is designed to empower the CBI students in obtaining all necessary 21<sup>st</sup> Century Employability Skills and preparing them to meet the challenges of the world of work brought about by technology and rapidly changing society.

#### Career Pathway:

The Career-Based Intervention program is designed for Juniors and Seniors to help students improve academic competence, graduate from high school, develop employability skills, implement a career plan, and participate in a career pathway in preparation for post-secondary education and/or careers. The program is a combination of educational and work-based learning experiences. Students will be enrolled in CBI Related (EMIS ID 252525) coursework that meets core standards set by the State of Ohio Board of Education, and a CBI LAB (EMIS ID 252525) where they will have opportunities to utilize what they have learned in CBI Related.

Population Served: The Career-Based Intervention program is an elective course opportunity for at-risk students in their third and fourth year of high school, as well as those who are in need of academic intervention and/or credit recovery for graduation requirements. This program allows students to earn credits and work experience while still in school.

#### Housing of the Program:

The Career-Based Intervention program will meet in the classroom and computer lab within Norton High School. Work-based experiences are available within the school district as well as local businesses depending on the student's employment. Classes will be two periods (46 minutes each).

#### Supervisor of the Program:

The teacher, John Tanksley, will report directly to the Principal of Norton High School.

#### Occupations Addressed:

Career-Based Intervention will prepare students with the basic core competencies required to obtain an entry-level employment, post-secondary pathways and/or career advancement with all necessary 21<sup>st</sup> Century Skills across multiple occupations.

#### Basic Program / Course Operation:

The Career-Based Intervention activities include instruction within the classroom, technology and work-based experiences. The class meets daily in two 46-minute periods and they are expected to work 20 hours per week per student's discretion. This course uses a variety of auditory, visual and kinesthetic learning opportunities. Students will utilize many real world examples through both teacher and students experiences to aid in instruction and learning.

#### Worked Based Learning:

CBI---Field experience is an integral part of each student's program and is provided through in-school and out-of-school job placement experiences. These experiences are planned through training agreements as permitted through labor laws; this is where and how the students display/use their 21<sup>st</sup> Century Skills. The instructor supervises the students who are expected to keep records of experience gained. The employers complete mid-quarter progress and end of grading period evaluations that are used as learning tools and for assisting in grades. After the evaluations are complete, a student and teacher conference are held to discuss the outcome. Students may utilize opportunities such as shadowing, mentoring, and interning to accumulate their required work experiences.



### Articulation Agreement:

The Career-Based Intervention program involves at-risk students and assists them in finding employment opportunities that will transition to full-time employment/career advancement opportunities through obtaining all necessary 21<sup>st</sup> Century Skills.

There is a basic agreement with The Four Cities Compact about the post-secondary education and training opportunities that are available to the students of Norton High School, who successfully complete two years of Career-Based Intervention. Any information, with the student's/parent's consent, that can be shared to better assist the student's acceptance or access to desired trade programs will be welcome. Nothing is absolute or guaranteed.

### Integrated Academics:

Academics are taught outside the CBI program by licensed and properly licensed academic teachers.

However, both literacy and math skills necessary for successful completion of the program are reinforced within the CBI program curriculum and work-based experiences. Teachers will work together to ensure student success.

### Technology:

The Career-Based Intervention program integrates the use of technological advancement through teacher demonstrations as well as student projects in order to become efficient at home and at work. Technology is vital part of being prepared to succeed in today's modern society. Having the knowledge to use what is available for employees today, and what might be waiting for us tomorrow, is stressed throughout the program. Students will work with laptop computer carts as well as other technological devices throughout the curriculum. Students will be given a basic knowledge of business software like WORD, EXCEL, and POWERPOINT. Students will also be given opportunities to participate in online training such as safety.

### Leadership - Student Organization:

Student leadership skills are an inherent part of the Career-Based Intervention instructional program and are demonstrated through employment experiences and working in teams on educational projects. Membership in the CBI- student club enables students to participate in leadership activities at the local, state, and national levels. The program also encourages participation in the school-climate committee and in out-of-school activities to promote citizenship. Students will also become members of Skills USA which is a club where students can compete against other students on their knowledge in a specific field or area of concentration. The participation in these clubs will give students access to opportunities to accumulate hours toward their community service requirements.

### Critical Thinking and Decision Making:

Development and use of critical thinking skills and making wise decisions are an integral part of the classroom instruction and work-based learning activities. Students learn decision-making techniques through the 'problem-solving' approach which includes the identification of options, consequences of actions, and determination of a solution or conclusion. The real-world and relevant situations (such as handling angered customers), is used as part of the instructional

process, through problem-based learning. This is a key component of implementation into the student's behavior and thought-process.

#### Statement of Modification:

Modification of instructional methods may be needed to accommodate students enrolled in the CBI program through an Individual Education Plan (IEP). All persons involved are willing and able to make accommodations on an individual basis however, in the event that with these accommodations the student is not in their best environment for success, there is an alternative and comparable program available for IEP students:

Transition to Work. Please contact Roger Wright, who is the coordinator of this program.

#### Disclaimer:

This course of study conforms to all federal, state, and local laws and regulations included in Title IX and the non-discrimination against students because of race, color, creed, sex, religion, citizenship, economic status, married status, pregnancy, handicap, age, or national origin. These guidelines shall be used to ensure that the Board of Education policies on non-discrimination are implemented properly and in compliance with Federal and State laws and regulations, particularly Part 104 of Section 504 of the Rehabilitation Act of 1973 (34 C.F.R.) and the Americans with Disabilities Act (ADA). This policy of non-discrimination shall also apply to otherwise qualified handicapped individuals.

For further information, please see Board of Education policies - Sections A-L:  
<http://z2.ctspublish.com/osba/Z2Browser2.html?showset=nortoncity-osba>

#### Definitions and Codes

- Strand
  - A strand is a large content area under which multiple outcomes are organized, regardless of the pathway. It includes a title and a concise description with statements that capture multiple, broad areas of learner knowledge and skills expected across all outcomes in the strand.
- Outcome
  - An outcome is an overarching statement that summarizes the knowledge and skills described in a set of individual competencies to be learned by the end of the 12<sup>th</sup> grade. There are usually 5–15 outcomes within a strand, depending on the breadth of content to be addressed.
- Competency
  - A competency is a specific statement of essential knowledge or skill to be learned in the pathway program. There are usually 5–12 competencies under an outcome.

#### Sample Competency

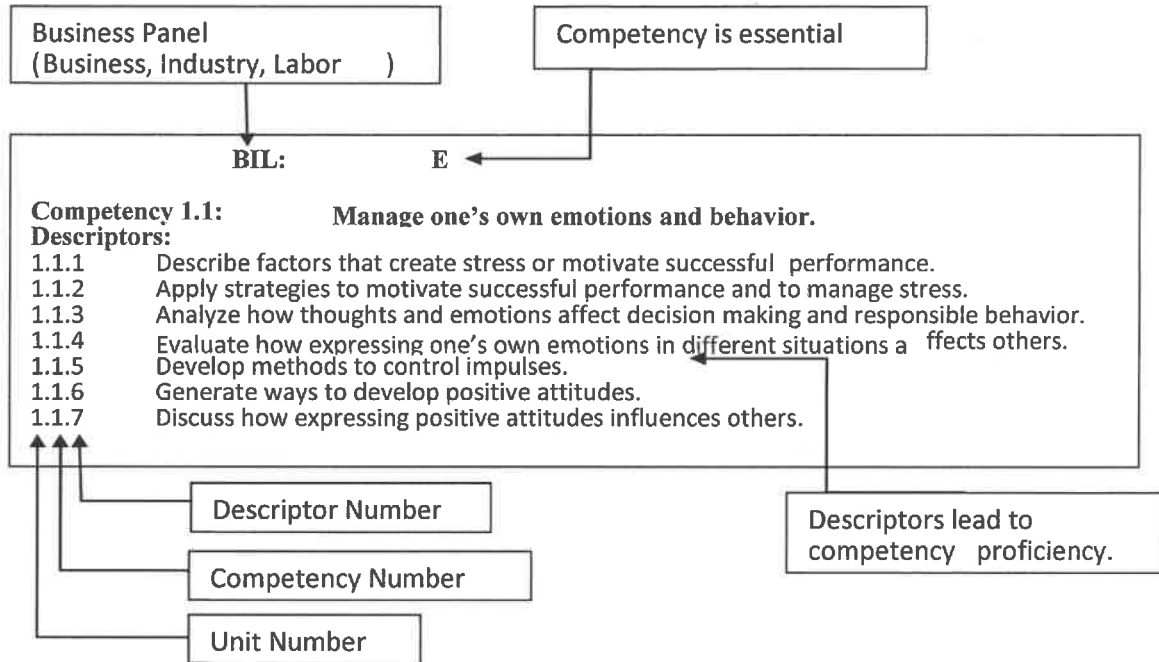
Strand 2. Safety, Tools, and Equipment

Outcome 2.1. Site Safety

Competency 2.1.2. Identify and rectify or mitigate construction hazards associated with thresholds, slippery surfaces and lighting

## Correlated Career-Based Intervention Content Standards

### Sample Competency:



### **Standards & Sequences**

#### **Competency**

##### **Unit 1: Social and Emotional Skills**

- 1.1 Manage one's own emotions and behavior. E
- 1.2 Recognize character traits and external supports for best performance. E
- 1.3 Demonstrate skills related to achieving personal and academic goals. E
- 1.4 Recognize and respect the feelings and perspective of others. E
- 1.5 Discuss individual and group similarities and differences. E
- 1.6 Resolve interpersonal conflicts in a constructive way. E
- 1.7 Apply decision-making skills to handle daily academic and social situations. E
- 1.8 Contribute to the well-being of one's school and community. E
- 1.9 Develop personal traits to foster career advancement. E
- 1.10 Describe how conflict originates and impacts behavior. E
- 1.11 Describe different responses to conflict as they relate to results. E
- 1.12 Embrace change as an opportunity. E
- 1.13 Develop and use networking techniques to create professional relationships. E
- 1.14 Manage stressful situations. E
- 1.15 Implement teamwork techniques. E
- 1.16 Employ leadership skills. E
- 1.17 Manage internal and external relationships to foster positive interactions. E

## **Unit 2: Postsecondary and Career Preparation**

- 2.1 Explore time management strategies related to personal, educational and workplace goals. E
- 2.2 Develop a plan for on-time graduation. E
- 2.3 Describe workforce, workplace and personal issues impacting careers. E
- 2.4 Describe career opportunities in each of the 16 career fields. E
- 2.5 Identify career interests, skills and aptitudes for career readiness. E
- 2.6 Complete additional research on selected career interests. E
- 2.7 Create opportunities to gain additional career-related experiences. E
- 2.8 Explain apprenticeships. (Individualize if needed)
- 2.9 Explore postsecondary education options related to career interests. E
- 2.10 Describe the process for enrolling in a postsecondary institution. E
- 2.11 Develop an individual academic and career plan for on-time graduation and career success. E
- 2.12 Implement job search skills. E
- 2.13 Develop orientation skills for a new job. E
- 2.14 Prepare for career advancement. E
- 2.15 Display responsible behaviors at work to retain employment. E
- 2.16 Describe ways to balance work and family responsibilities. E
- 2.17 Describe appropriate processes for resigning from employment. E
- 2.18 Develop an ongoing career plan. E

## **Unit 3: Financial Literacy**

- 3.1 Describe the fundamental principles of money needed to make financial exchanges. E
- 3.2 Analyze personal financial needs and goals. E
- 3.3 Describe work-related finances. E
- 3.4 Manage personal finances. E
- 3.5 Explain the use of financial services providers. E
- 3.6 Identify investment strategies to ensure personal financial well-being. E
- 3.7 Describe the concept of wealth building. E
- 3.8 Describe basic financial concepts of business. E

## **Unit 4: Information, Media and Technological Literacy**

- 4.1 Use computer systems. E
- 4.2 Describe aspects of the Internet. E
- 4.3 Use computer applications. E
- 4.4 Use advanced computer applications. E
- 4.5 Demonstrate creative thinking to develop innovative products and processes using technology. E
- 4.6 Use digital media to communicate and work collaboratively, including at a distance. E
- 4.7 Demonstrate knowledge of technology concepts, systems and operations. E
- 4.8 Use information accurately and creatively to solve problems. E
- 4.9 Analyze media messages. E

## **Unit 5: Health and Wellness Literacy**

- 5.1 Use critical thinking skills related to personal wellness and health. E
- 5.2 Demonstrate goal setting for personal health and well being. E
- 5.3 Demonstrate behaviors that foster healthy, active lifestyles. E
- 5.4 Identify characteristics of physical and psychological abuse and unhealthy relationships. (teacher recommended)

**Unit 6: Business Readiness Skills**

- 6.1 Discuss basic business concepts. E
- 6.2 Describe business functions. E
- 6.3 Discuss the environmental impact of business. E
- 6.4 Describe systems in organizations. E
- 6.5 Describe organizational structures. E
- 6.6 Practice continuous improvement. E
- 6.7 Discuss the global environment in which businesses operate. E
- 6.8 Explain the role of global trade. E

**Unit 7: Ethics and Legal Practices**

- 7.1 Make decisions within an ethical framework. E
- 7.2 Assess the implications of ethical and unethical behavior. E
- 7.3 Research mandated standards, policies, legislation and legal practices. E

**Unit 8: Safety**

- 8.1 Promote a safe workplace. E
- 8.2 Evaluate the ergonomic factors in the workplace. E
- 8.3 Explain emergency response plans in a variety of industry settings. E
- 8.4 Identify the requirements for First Aid and CPR certifications. E
- 8.5 Examine entrance and exit procedures. E

**Unit 9: Communication Skills**

- 9.1 Explain effective communications. E
- 9.2 Apply active listening skills. E
- 9.3 Apply appropriate verbal skills in business situations. E
- 9.4 Use appropriate social skills to interact effectively with others. E
- 9.5 Make oral presentations. E
- 9.6 Engage in active observation. E
- 9.7 Utilize effective written communication. E
- 9.8 Use correct grammar and vocabulary. E
- 9.9 Use communication tools. E
- 9.10 Read to acquire meaning from written material. E
- 9.11 Follow company guidelines in the business environment. E
- 9.12 Use communication skills to inform and influence others. E

**Unit 10: Customer Service**

- 10.1 Explain the role of customer service. E
- 10.2 Respond appropriately and in a timely manner to internal and external customers to foster positive relationships. E
- 10.3 Analyze product and service offerings for a business. E
- 10.4 Establish a relationship with customer/client. E
- 10.5 Assess customer needs. E
- 10.6 Educate customer about products and services. E

**Unit 11: Economics**

11.1 Explain fundamental economic concepts to obtain a foundation for employment in business. E

11.2 Discuss the interactions of supply, demand and price. E

11.3 Describe the nature of business to show its contributions to society. E

11.4 Differentiate among economic systems to understand the environments in which business function. E

11.5 Discuss productivity to understand its impact on business decision-making. E

11.6 Explain economic indicators to measure economic trends and conditions. E

**Unit 12: Entrepreneurial Concepts**

12.1 Describe the role of entrepreneurship. E

12.2 Evaluate personal entrepreneurial potential. E

12.3 Describe types of ownership. E

12.4 Identify and explore entrepreneurial opportunities. E

12.5 Determine viability of the business opportunity. E

12.6 Describe the importance of business planning. E

**Unit 13: Problem-Solving and Critical Thinking**

13.1 Employ problem-solving skills to formulate solutions. E

13.2 Demonstrate critical thinking techniques. E

13.3 Combine critical thinking and team building skills to solve problems. E

13.4 Evaluate and adopt plans and schedules to respond to unexpected events and conditions. E

13.5 Use creativity and innovation. E

13.6 Analyze methods to learn how to learn. E

13.7 Apply learning skills in new contexts.

STUDENT ASSESSMENT POLICY  
Career-Based Intervention  
Norton City Schools

Purpose

The purpose of assessment is to monitor and measure student growth, progress and mastery of skill/competency/standard to industry desired expectation. Assessments are used as feedback to guide instructional pace and allocate opportunities for re-teaching when necessary. Assessments will assist in providing grades for each marking period.

Type

Assessments are used to accurately measure student performance in an array of opportunities. A blended use of formative (progress) and summative (mastery) assessments will be incorporated into this course through several different forms:

- Pretests
- Unit Exams
- Teacher Observation and Evaluation
- Self-Evaluations & Conferences
- Notebooks
- Portfolio - Ohio Career Information System
- Class Discussions
- Projects & Presentations
- Daily grades [Do Now & Exit Slips]
- Work-based Learning & Evaluations
- In-class assignments
- Group Work
- Final Exam

When

Students will be given a pre-assessment on any given unit. This is to determine prior knowledge of a subject area. Formative assessments will also be conducted on a daily basis, throughout the duration of the CBI program to ensure growth and mastery. The magnitude and format of the assessment will vary depending on the pace of the unit and subject matter at hand. At the end of a unit, students will be given a post-assessment to ensure growth and mastery. Students will be given 2 separate course grades. One for Related EMIS ID 252525 (Course Breakdown is based on 75% testing and 25% coursework), and one for Lab EMIS ID 252525 (on the job observations 75% and employer reviews 25%)

Grading Scale

90% - 100% = A

70% - 79% = C

0% - 59% = F

80% - 89% = B

60% - 69% = D

Students will be given 2 separate course grades.

Related EMIS ID 252525 (Course Breakdown is based on 75% testing and 25% coursework)

Lab EMIS ID 252525 (on the job observations 75% and employer reviews 25%)