CIS Reference Guide

2015-2016

Introduction 5

Section 1: The CIS Portal Page 7

Section 2: The CIS Home Page 9

Section 3: Using and Interpreting CIS Assessments 11

Section 4: Learning about CIS Content 31

Section 5: CIS Sorts 39

Section 6: The Integrated and Systematic Nature of CIS 47

Section 7: Using "My Portfolio" 49

Section 8: Writing Reflections in CIS 53

Section 9: CIS Tutorials, Quick Starts and Guides 55

Section 10: Using the Global Search, Search and Glossary in CIS 59

Section 11: CIS Curriculum 61

Section 12: Site Administration 65

Section 13: Activities 69

Introduction

About the Career Information System

Career planning is a lifelong journey requiring many decisions along the way. CIS wants students to be able to learn about all of their career options. CIS helps students make informed choices about their futures with tools and information including labor statistics, career assessments, college and career planning, and financial aid resources.

You and CIS

As a CIS user, you are available to help students:

- Aide in personalizing a students learning plan and interest exploration at any given point in the students educational career
- Explore careers and colleges
- Apply for scholarships and financial aid
- Apply to college or professional-technical schools
- Assist with resumes, personal statements, essays for college admissions applications

CIS can be a tool and resource for you as you help students plan and prepare for career and college. This handbook is divided into two parts. **1) Introductory sections** to help familiarize you with the tools in CIS, for all ages **2) Classroom activities** and lesson plans using CIS.

Introductory Sections

These sections will help you become familiar with the tools and components in CIS and how to maneuver through the system. Sections highlight how to help students log in and create their personal portfolios, the information located in the different tabs and how to use tools such as the Assessments, Course Planner, and Checklist. Think of this as your user guide and a quick reference on where to find things in the system.

Classroom Activities

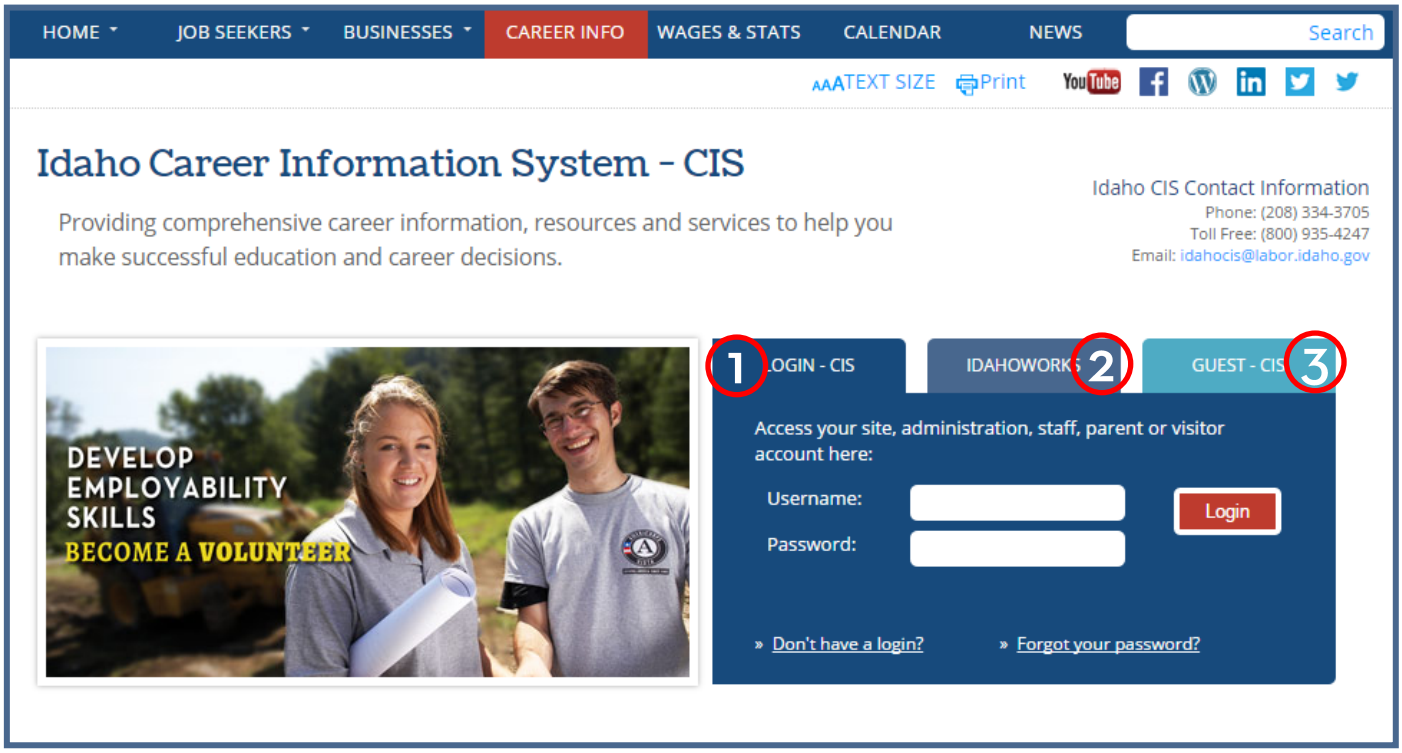
This part of the handbook provides you with a variety of activities and lessons you can do with students. There are activities listed that require a computer lab, but also some that can be done in a classroom so you have options for any situation.

Section 1: The CIS Portal Page

Objective: To become familiar with the CIS Portal Page

CIS Portal Page

The CIS Portal Page provides login access to the CIS system, detailed information about CIS products and services and helpful career development links. It is your starting point for using CIS. Bookmark this page using your browser's bookmarking feature.



Using the CIS Portal Page

By familiarizing yourself with the CIS Portal Page tools, you will learn a great deal about the Idaho Career Information System.

Login Box

The login box provides three avenues for logging into CIS: Login-CIS, IDAHOWORKS and Guest-CIS. Let's take a closer look at each. In most cases you will want to have your students log in using option 1.

1 Sign-in to CIS using an individual portfolio username and password or the site's username and password.

2 Sign-in to CIS using your IDAHOWORKS user name and password.

3 Use the guest account.

Idaho CIS Specific Information

1. Access and learn about frequently used student tools including information about creating a portfolio, career plan, and assessments.
2. Learn about frequently used tools for educators to introduce academic planning and career exploration to students.
3. Learn about additional training to help you get the most out of CIS.
4. Access CIS support materials including reference guides, quick start manuals, tutorials and much more.
5. Access technical support for logging in to CIS and troubleshoot common problems.
6. Contact staff at CIS for advanced technical support or for more information about training.
7. Access Idaho Department of Labor Youth Services including CIS and other career planning resources.

What can CIS do for you?

Students

How do your current and upcoming classes impact your future? Do you need help with decision making and setting goals? CIS has tools and information needed to design your future.

Prepare for your future

Parents/Guardians

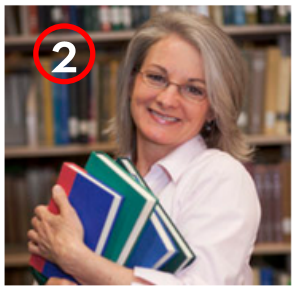
You want your child to have a happy and successful future. CIS helps you and your child make informed education and occupation decisions to reach their potential and meet their goals.

Help your child succeed

Adults

Use CIS to learn about your strengths and options at any stage of your career and discover useful tips and necessary skills for finding a job, writing a resume and interviewing.

Continue towards your career goal



Educators

Career development can be difficult to fit into your class time. CIS helps you integrate career information into any subject area, helping your students plan, make decisions, set goals and follow through.

Teach your students to succeed

CIS Products

Online systems of education and careers information, interactive help with interviews and resumes, games and activities for younger students – CIS provides products for all levels of career development.

3 Training

Workshops, webinars, slideshows and guides to help you use CIS products with your students and clients. We're here to help!

About CIS

The mission of the Idaho Career Information System is to provide comprehensive career information, resources and services to help you make successful education and career decisions.

4 Publications

Support materials to help you use CIS products: reference guides, quick starts, tutorials and much more. See the CIS News and other career development-related publications and sites.

5 Technical Support

Here's backup information on system requirements, logging in to CIS, and troubleshooting problems. Find your answer here or contact us for more help.

6 Contact CIS

With extensive knowledge about education and workforce, CIS staff are ready to help you build a robust college and career plan for your school or organization and answer any questions you may have.

7 Youth Job Services

From discovering new ways to pay for college to earning a GED, the Idaho Department of Labor has a variety of programs to help students succeed in today's world.

Adult Job Services

Career development is a life-long process. The Idaho Department of Labor has a wide range of programs to help connect job seekers with businesses.

Section 2: The CIS Home Page

Objective: To familiarize you with the CIS Home Page.

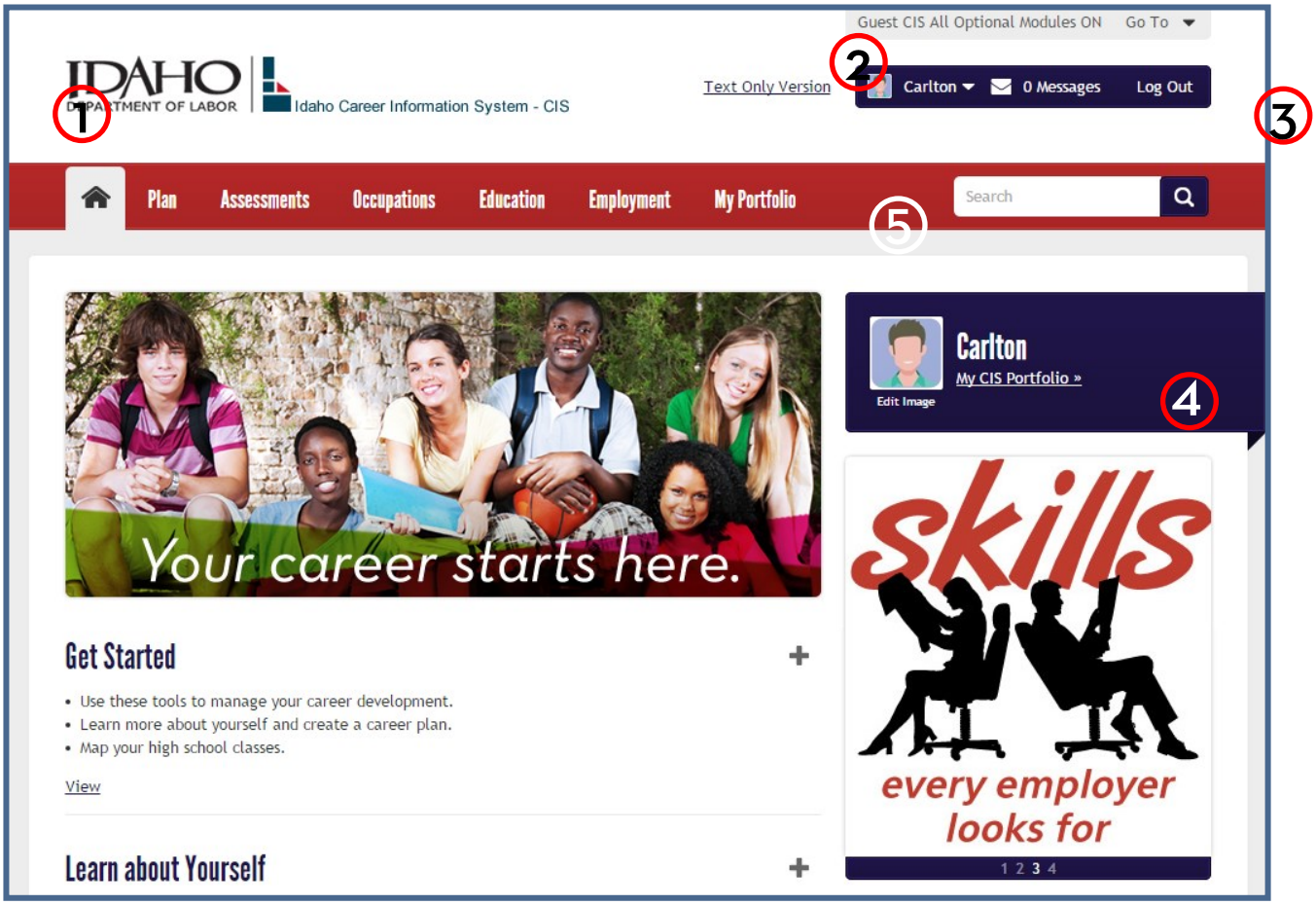
CIS Home Page

The home page is where students begin using CIS. The Idaho CIS logo is on the upper left (1) and appears there on most CIS pages. When clicked, it *always* returns the user to this homepage. The site name appears on the top right (2) and includes the name of the school or site. You may see Go To; this allows you to switch to other versions of CIS, such as CIS Junior, if your site has implemented this option.

The user bar (3) sits right below that, and it contains the first name of the user if the user logged into CIS with their portfolio username and password. If a user has *not* signed in with a personal username and password, the account settings link in the pull down menu allows the user to create or edit portfolio information and share his or her portfolio. The user bar also informs the user about unopened messages and provides a logout link.

The user badge (4) allows instant access to the user's portfolio, as does the horizontal global navigation bar (5) across the upper part of this page. Click any tab to see the mega menu or overview of the CIS contents for this topic. You can also click the tab and read a more lengthy description of the contents in each tab.

From the CIS homepage, you can access any of the content or tools in CIS.



Section 3: Using and Interpreting CIS Assessments

Objective: To learn how to find, present and help students interpret the assessments in CIS.

CIS's interactive assessments help students learn more about themselves by helping them recognize their interests, strengths, skills, work values and learning styles. When you use a CIS assessment, always:

- Familiarize yourself with the assessment (see Section 9, "Tutorials, Quick Starts and Guides")
- Prepare students so they know why they are taking the assessment and what they can expect to learn
- Interpret assessment results with the student
- Connect the results to information about the occupations.

When a students uses results from multiple assessments and/or the same assessment taken more than once, they see that some occupations repeatedly match their characteristics or choices AND that the different assessments result in different lists of occupations. Assessments do not make a student's occupation choices for them; rather they match occupational characteristics to what the student knows about himself or herself.

If an assessment is in both English and Spanish in CIS, you will see this icon:

Click it to switch between languages.

Important note: the user should always be logged in with his or her CIS Portfolio username and password when taking an assessment. This will allow the user to save his or her answers to an assessment in progress, refer back to the assessment's results for further exploration, and create a report that combines the results from your various assessments to see which occupations appear on more than one set of results.

Here is a look at the background information and formal assessments in CIS.

About Assessments

This background information (1 on previous page) explains what assessments do and don't do. It lets you know that there are no right or wrong answers to assessment items, explains the individual assessments, and provides guidance on how to work with results.

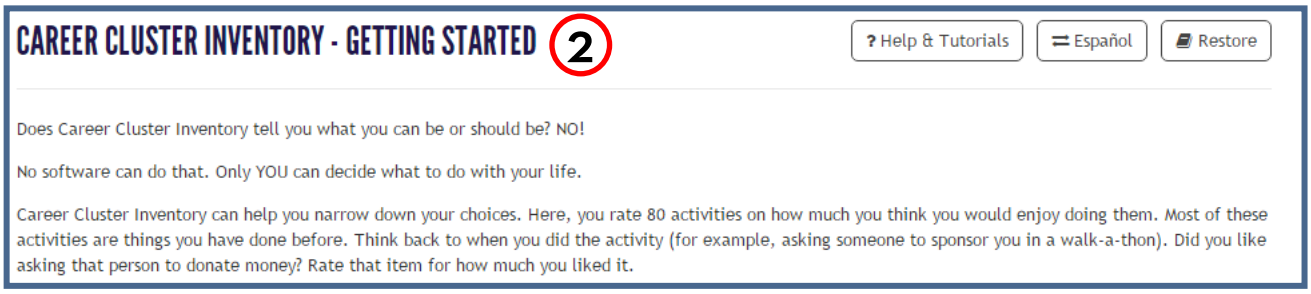
Interest Assessments

Interest inventories are often the first type of assessment used for those who are new to career development. These instruments measure interests as they relate to occupations. The results display a list of occupations that match the student's interests. CIS has three interest inventories, all of which are presented in English or Spanish in CIS.

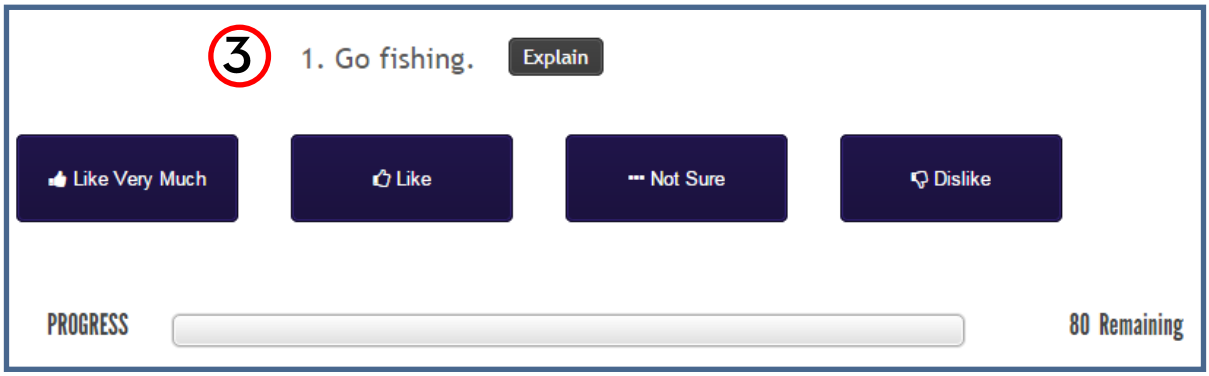
Career Cluster Inventory

This 80-item survey of interests targets younger students (grades 6-8) or the user with limited English proficiency or reading skills. Reading is at a 6th grade level. The student indicates whether he or she would like or dislike performing various tasks or activities. Results are in the form of a list of all 16 national career clusters with those whose occupations include tasks that respond closest to your choices at the top. Each title links to information about that career cluster, including links to occupations within the cluster.

Select the Career Cluster Inventory (1) from the Assessments menu. The assessment opens with an instructional screen (2) which the student reads; he or she then clicks the "Rate the activities" link to proceed to the first activity to be rated (3 on next page).

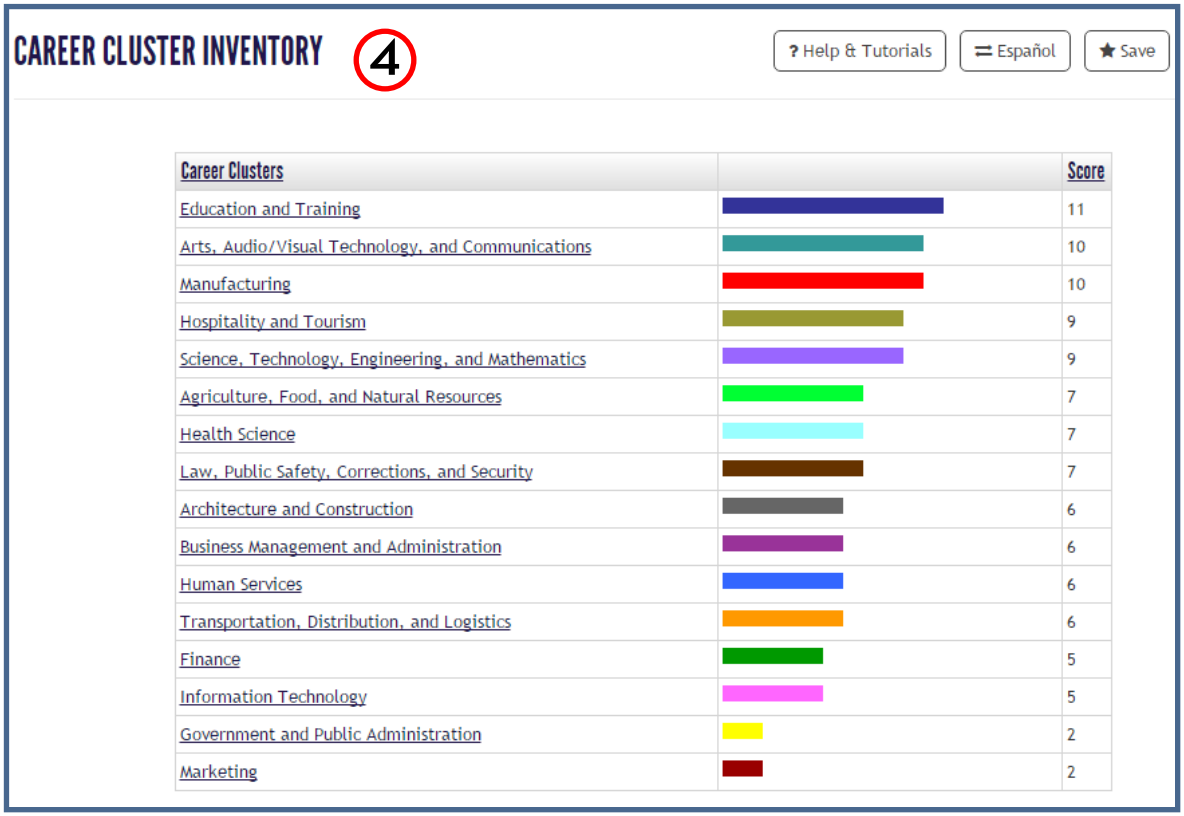


(LKedit)



A sample Career Cluster Inventory results page is shown here (4). All 16 career clusters are listed, with those containing occupations that rely on tasks that respond closest to the student's choices at the top. Each career cluster title links to information about that cluster, including links to occupations within the cluster.

The numbers in the Score column range from a low of 0 to a high of 15, and are based on responses to interest questions related to specific clusters. For the five response choices to each question, scores that apply to that career cluster are credited 3 for "Like Very Much," 2 for "Like," 1 for "Not Sure," and 0 for "Dislike."

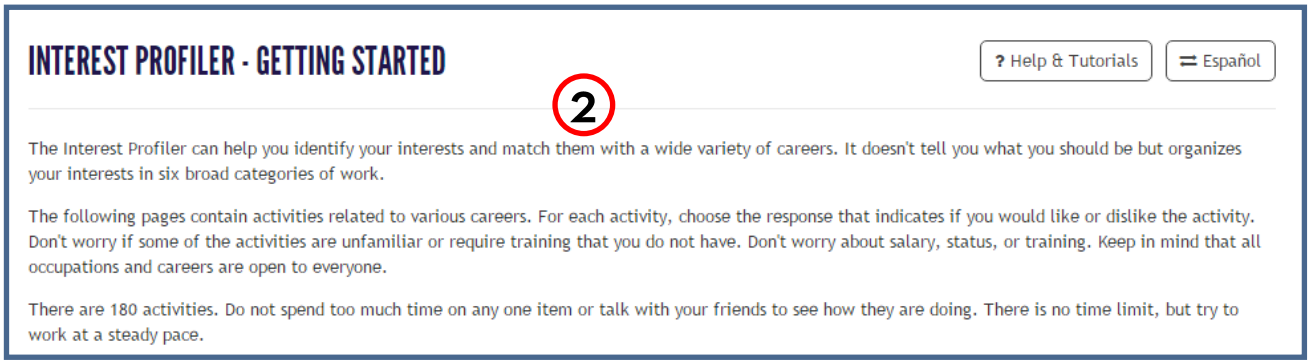


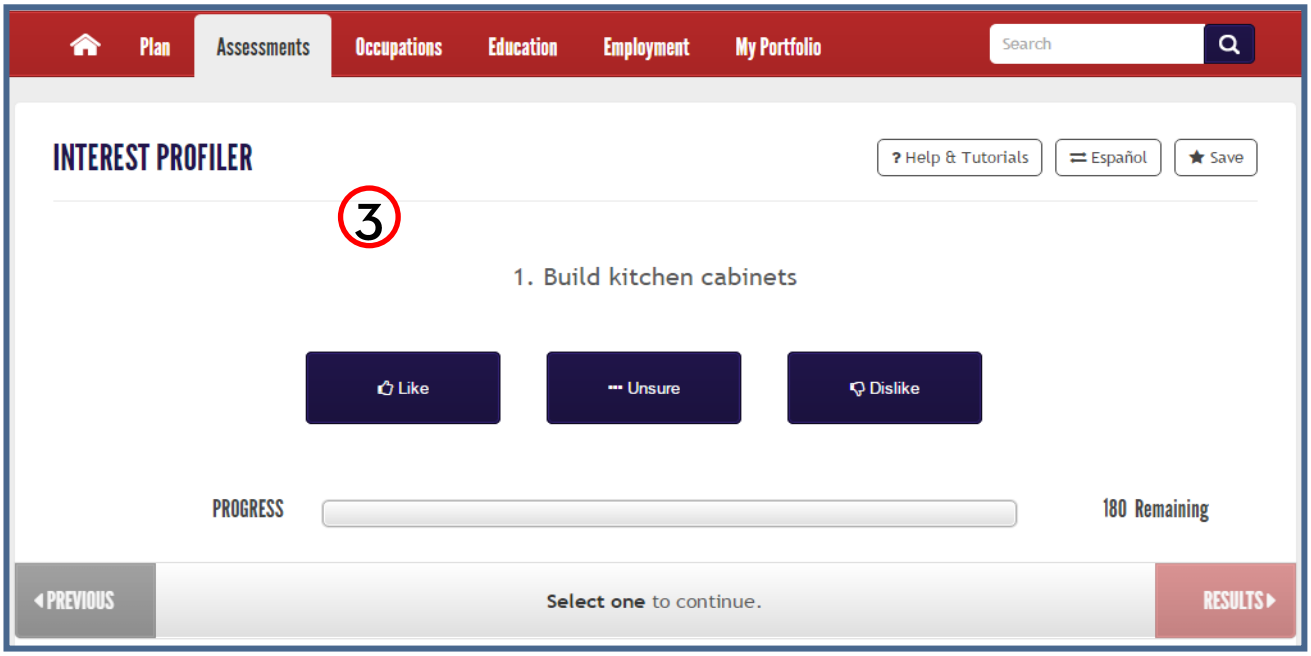
Career Clusters	Score
Education and Training	11
Arts, Audio/Visual Technology, and Communications	10
Manufacturing	10
Hospitality and Tourism	9
Science, Technology, Engineering, and Mathematics	9
Agriculture, Food, and Natural Resources	7
Health Science	7
Law, Public Safety, Corrections, and Security	7
Architecture and Construction	6
Business Management and Administration	6
Human Services	6
Transportation, Distribution, and Logistics	6
Finance	5
Information Technology	5
Government and Public Administration	2
Marketing	2

Interest Profiler

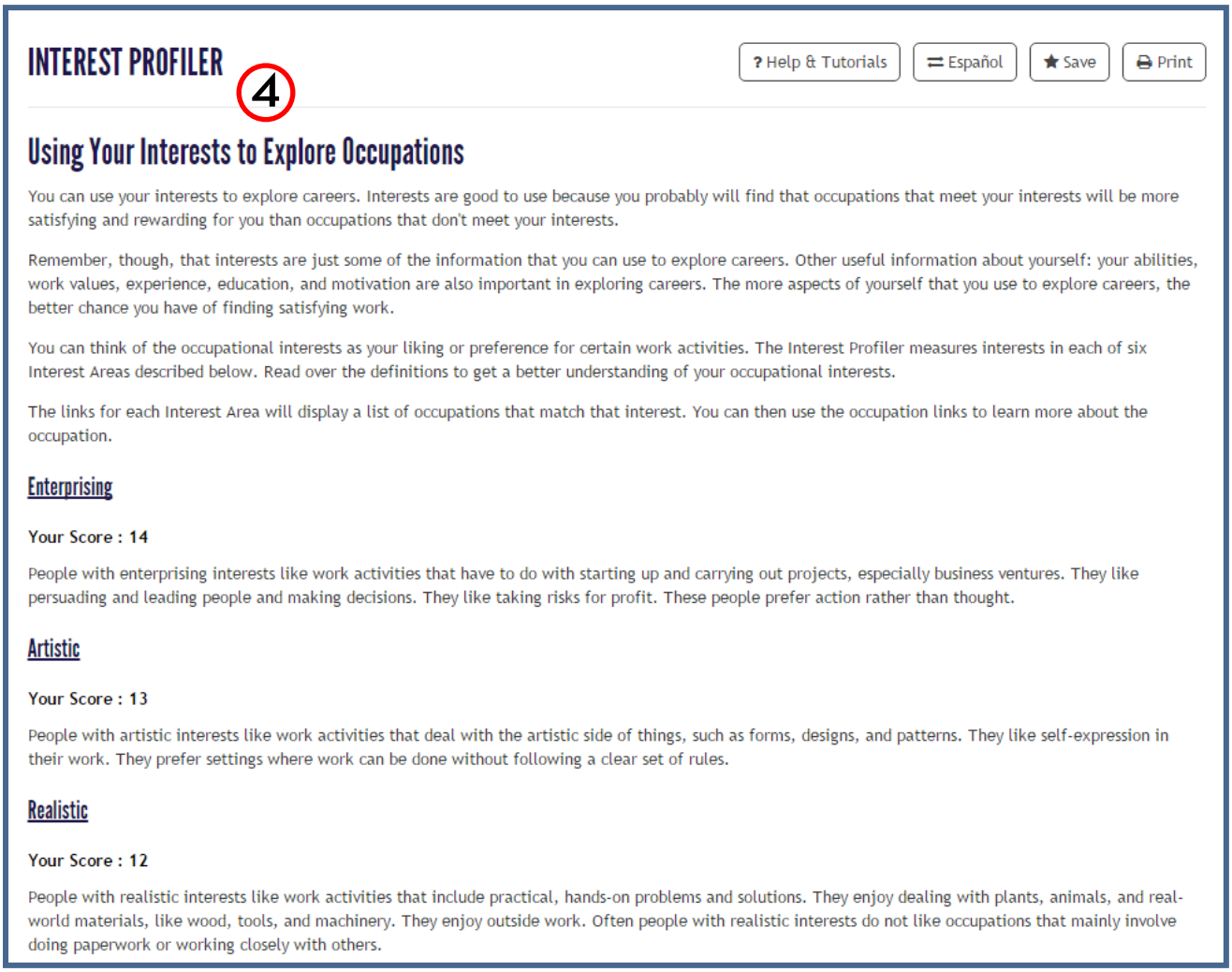
In this interest assessment you identify and learn about broad interest areas that match their rating of activities, similar to the rating process in the Career Cluster Inventory. Results list the 6 Holland codes (Realistic, Investigative, Artistic, Social, Enterprising and Conventional) in the order that they match your rating of the activities.

Select Interest Profiler (1) from the Assessments menu. The assessment opens with an instructional screen (2) -read this information then click the "Rate the activities" link to proceed to the first activity to be rated (3)





A partial Interest Profiler results page is shown on the next page (4). All six Holland codes are listed with a short explanation for each. The Holland codes are listed in order of those representing characteristics that most closely relate to the student's responses at the top. Each Holland code title links to occupations reflecting that code's interests.



INTEREST PROFILER 4

? Help & Tutorials | Español | Save | Print

Using Your Interests to Explore Occupations

You can use your interests to explore careers. Interests are good to use because you probably will find that occupations that meet your interests will be more satisfying and rewarding for you than occupations that don't meet your interests.

Remember, though, that interests are just some of the information that you can use to explore careers. Other useful information about yourself: your abilities, work values, experience, education, and motivation are also important in exploring careers. The more aspects of yourself that you use to explore careers, the better chance you have of finding satisfying work.

You can think of the occupational interests as your liking or preference for certain work activities. The Interest Profiler measures interests in each of six Interest Areas described below. Read over the definitions to get a better understanding of your occupational interests.

The links for each Interest Area will display a list of occupations that match that interest. You can then use the occupation links to learn more about the occupation.

Enterprising

Your Score : 14

People with enterprising interests like work activities that have to do with starting up and carrying out projects, especially business ventures. They like persuading and leading people and making decisions. They like taking risks for profit. These people prefer action rather than thought.

Artistic

Your Score : 13

People with artistic interests like work activities that deal with the artistic side of things, such as forms, designs, and patterns. They like self-expression in their work. They prefer settings where work can be done without following a clear set of rules.

Realistic

Your Score : 12

People with realistic interests like work activities that include practical, hands-on problems and solutions. They enjoy dealing with plants, animals, and real-world materials, like wood, tools, and machinery. They enjoy outside work. Often people with realistic interests do not like occupations that mainly involve doing paperwork or working closely with others.

IDEAS

The IDEAS assessment also asks the student to rate everyday activities based on how much they would enjoy doing them. IDEAS is written at the 6th-grade reading level.

Note: IDEAS is an optional CIS module; not all schools have this assessment.

Plan | Assessments | Occupations | Education | Employment | My Portfolio | Search

Assessments

Answer questions about yourself and connect to occupations that may interest you.

Learn more

What can assessments tell me?

About Assessments

What are my interests?

Career Cluster Inventory

Interest Profiler

IDEAS 1

What skills and work values are important to me?

SKILLS

Work Importance Locator

What is my learning style?

Learning Styles Survey

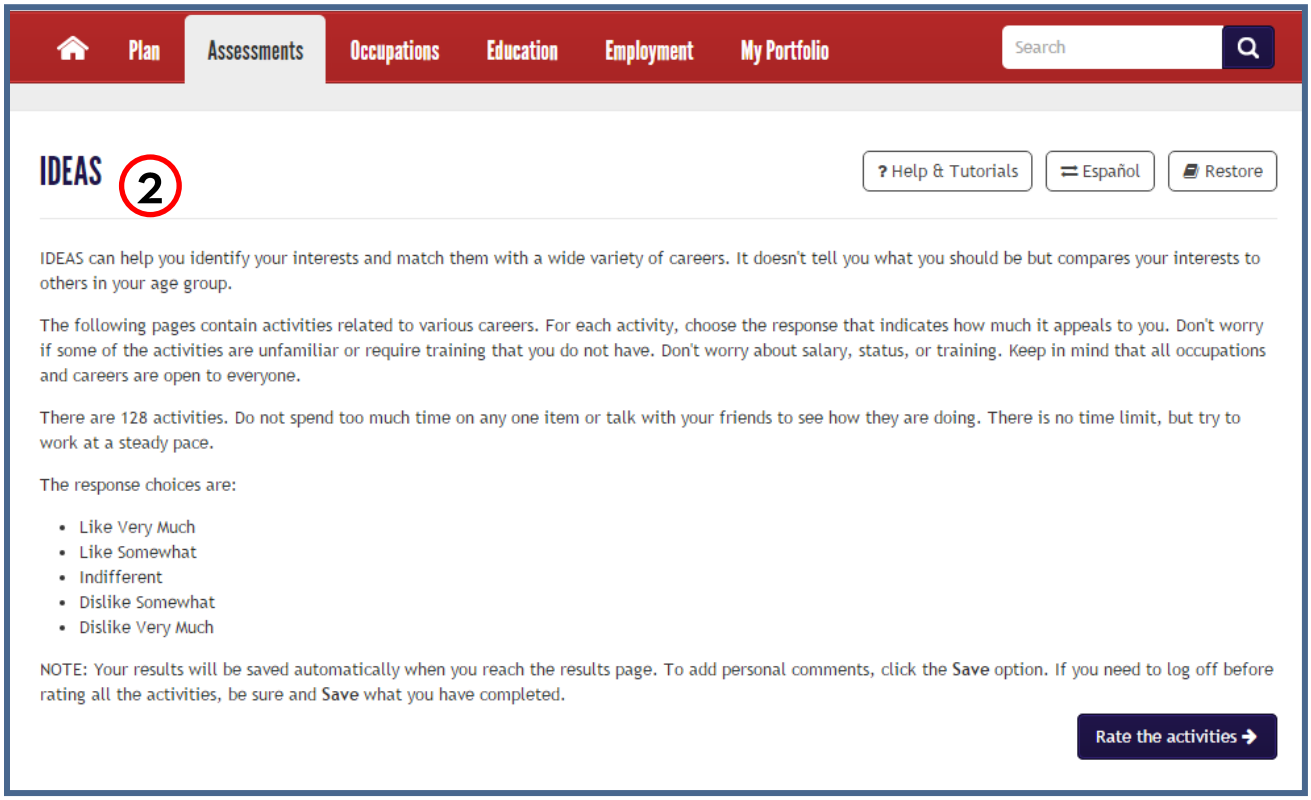
What lifestyle can I afford?

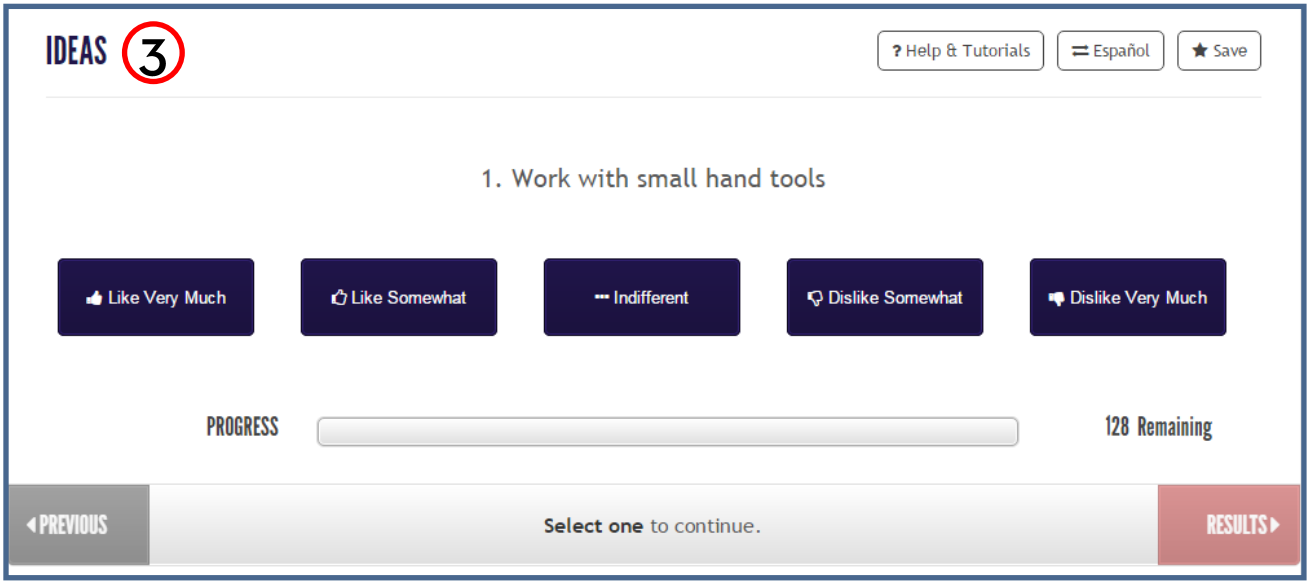
Reality Check

How do I link assessment results taken outside CIS to occupations?

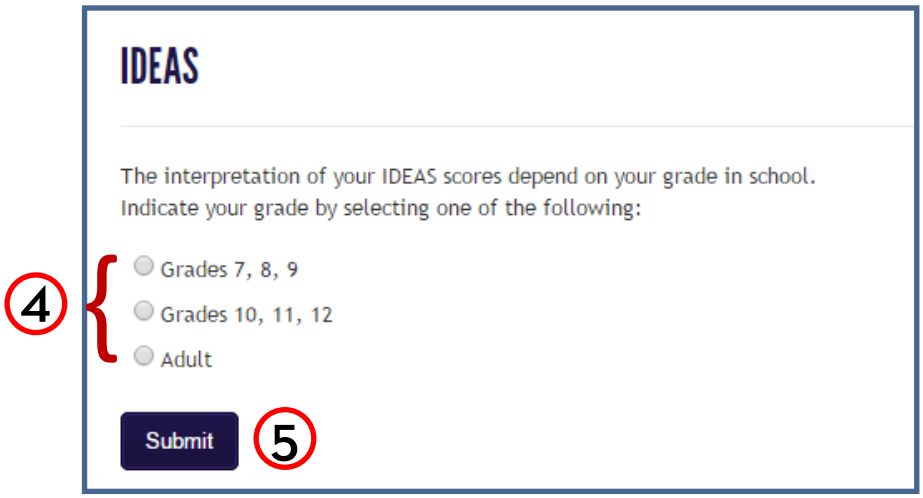
Assessment Link

Select IDEAS (1) from the Assessments menu. IDEAS opens with an instructional screen ((2) on next page) which the student reads; he or she then clicks the "Rate the activities" link to proceed to the first activity to be rated ((3) on next page).





After the student has rated all 128 activities, a **norming** page will appear. The student should click the button (4 on next page) corresponding to their current grade in school then click Submit 5 .

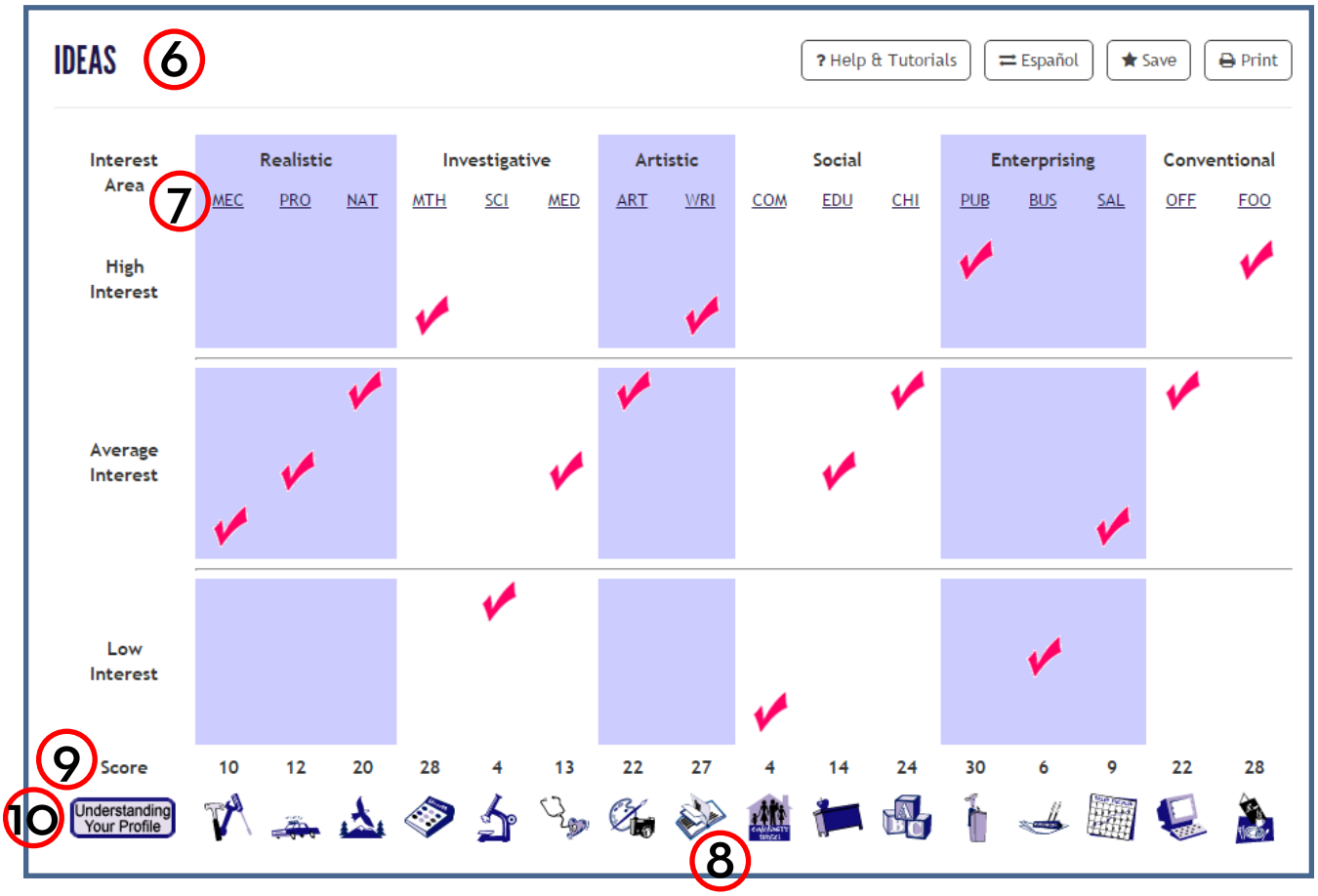


A sample IDEAS results page is shown below (6). The table lists the 6 Holland codes' subcategories (2 or 3 subcategories per Holland code) across the top and 8 levels of interest (2 or 3 levels each of high, medium and low) down the left side. Colored checkmarks indicate at which interest level the student's responses most closely match occupations in each subcategory.

The student can see a short explanation and a list of the occupations linked to a Holland subcategory by clicking on its 3-letter code (7) at the top of the table OR by clicking its icon (8) at the bottom of the table.

The "Score" numbers at the bottom of each column (9) indicate how this student's rankings compare to others of their age/grade.

Clicking on the Understanding Your Profile link (10) at the bottom-left corner of the table links to a page explaining IDEAS scoring and how to interpret them.



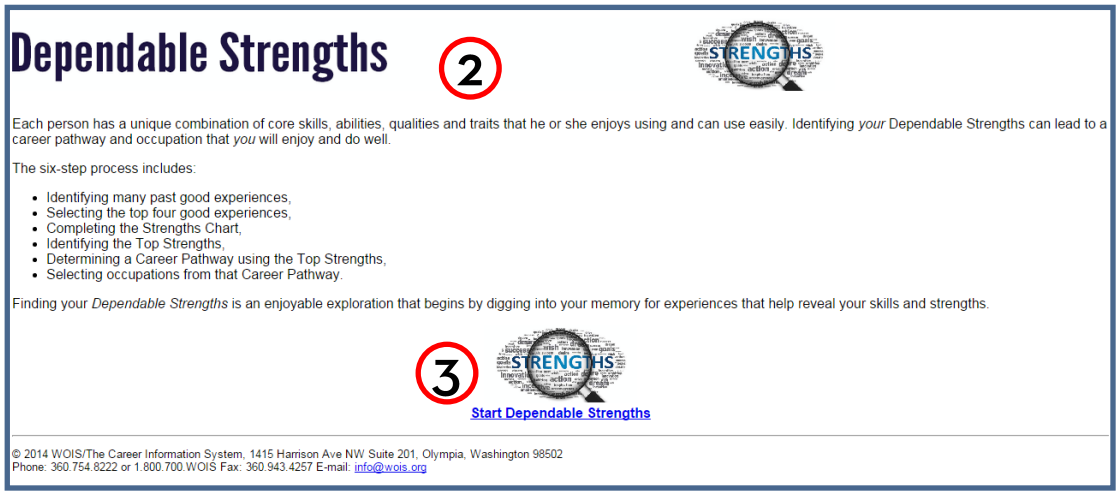
Dependable Strengths

The Dependable Strengths self-assessment helps the student identify his or her strengths based on abilities used in their own experiences. During the Dependable Strengths process students analyze past successes, or Good Experiences, to identify abilities and understand the link between personal successes and success in the workplace.

This assessment can involve some group activity if that is preferred, or students can work alone.

Note: Dependable Strengths is an optional CIS module; not all schools have this assessment.

Select Dependable Strengths (1) from the Assessments menu. The introductory screen (2) opens in a new browser tab or window. You are now at a page on the www.wois.org website. If this page does not appear, it is likely that the browser is set to block popups. This setting must be changed to allow popups from www.wois.org to appear.



Click the Start Dependable Strengths link (3) to begin. You will be guided through many steps to identify good experiences, determine the personal strengths that allowed you to create those successes and relate them to valuable work-related skills.

Your Dependable Strengths progress and reports are not stored in the CIS Portfolio, but when you log back in with their CIS Portfolio username and password then proceeds to the assessment, the Dependable Strengths site knows who they are and retrieves their work to date.

Work-related Values Assessment

Work values assessments are very useful for the user who has had enough experience (paid or unpaid) in the world of work to know the work values they find important. For the user beginning career exploration, exposure to the concept of work values is helpful in discussions of job satisfaction.

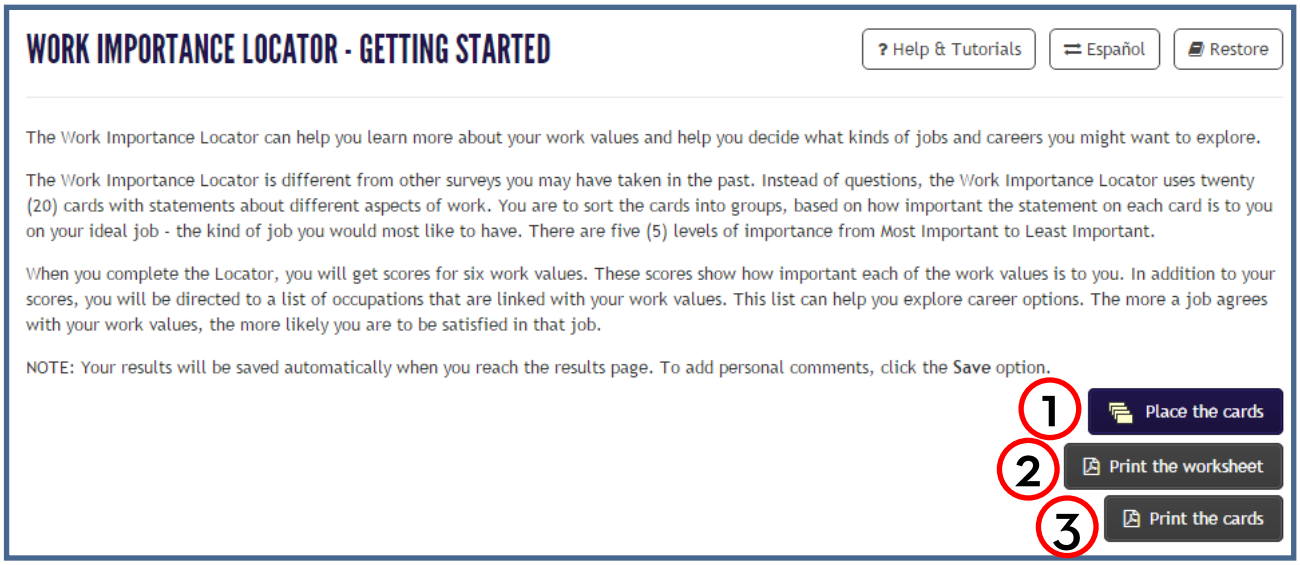
Work Importance Locator

This assessment surveys work-related needs to identify work values. The outcome of the Work Importance Locator is a list of occupations that best fit the needs and values the you prioritize. You will rank 20 different alternatives leading to work satisfaction, such as achievement, autonomy, and working conditions

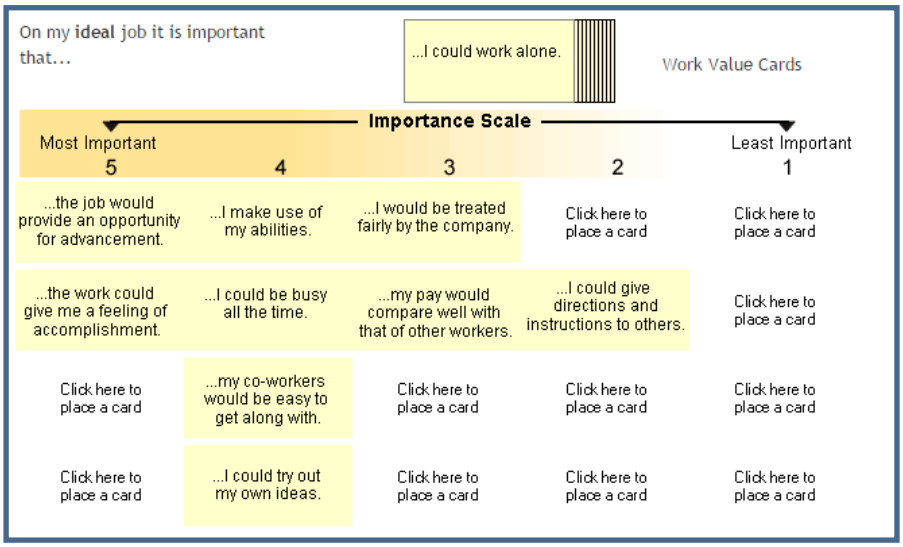
Select the Work Importance Locator 1 from the Assessments menu.

An introductory screen (shown below) will explain what the assessment measures and how results can be used. This screen provides 3 options for proceeding:

- Place the cards 1 which leads to an online grid and a stack of virtual cards to be placed on the grid under one of 5 levels of importance;
- Print the worksheet 2 which opens a printable grid for use in placing the cards while away from the computer, and
- Print the cards 3 which opens a printable version of the work values cards for use with the worksheet.

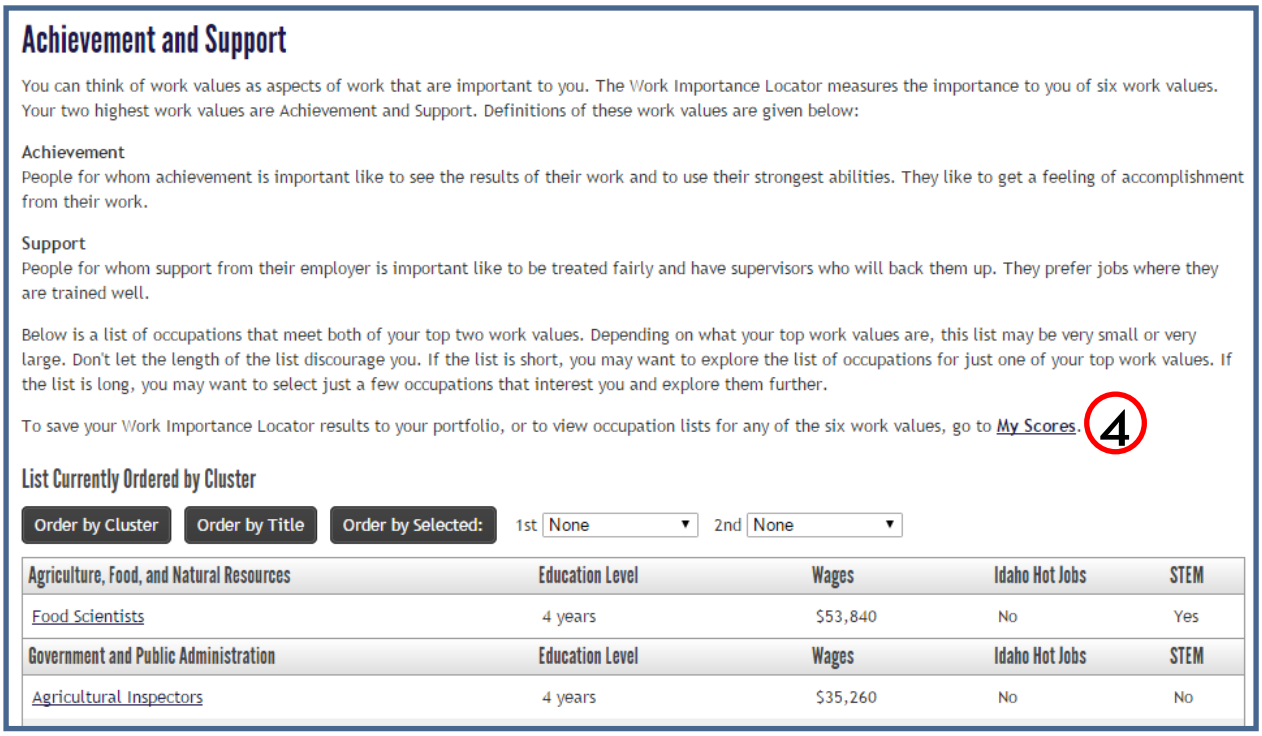


After selecting "Place the cards" you will see a table of 5 columns and 4 rows. The column headings indicate the 5 importance levels that you will rank work values within. The 4 rows indicate that only 4 work values cards can be placed in any one column—to add an additional card to that column, one of the existing cards must be moved to another column. The table below shows that a student has placed 8 cards, and that the "4" importance column is full.



After you place all of the cards and click "Results," the next screen will show an explanation of your top two work value general areas, e.g. "Achievement" and "Support," with links to occupations whose jobs typically provides those work value areas. See the sample results screen below. Note that you can sort the occupations list by any of the headings (Cluster, Education level, wages, Idaho hot jobs, and STEM occupations).

The My Scores link 4 explains all six work values (Achievement, Independence, Recognition, Relationships, Support and Working Conditions) with your score for each.



Achievement and Support

You can think of work values as aspects of work that are important to you. The Work Importance Locator measures the importance to you of six work values. Your two highest work values are Achievement and Support. Definitions of these work values are given below:

Achievement
People for whom achievement is important like to see the results of their work and to use their strongest abilities. They like to get a feeling of accomplishment from their work.

Support
People for whom support from their employer is important like to be treated fairly and have supervisors who will back them up. They prefer jobs where they are trained well.

Below is a list of occupations that meet both of your top two work values. Depending on what your top work values are, this list may be very small or very large. Don't let the length of the list discourage you. If the list is short, you may want to explore the list of occupations for just one of your top work values. If the list is long, you may want to select just a few occupations that interest you and explore them further.

To save your Work Importance Locator results to your portfolio, or to view occupation lists for any of the six work values, go to My Scores. 4

List Currently Ordered by Cluster

Order by Cluster | Order by Title | Order by Selected: 1st None 2nd None

Agriculture, Food, and Natural Resources	Education Level	Wages	Idaho Hot Jobs	STEM
Food Scientists	4 years	$53,840	No	Yes
Government and Public Administration	**Education Level**	**Wages**	**Idaho Hot Jobs**	**STEM**
Agricultural Inspectors	4 years	$35,260	No	No

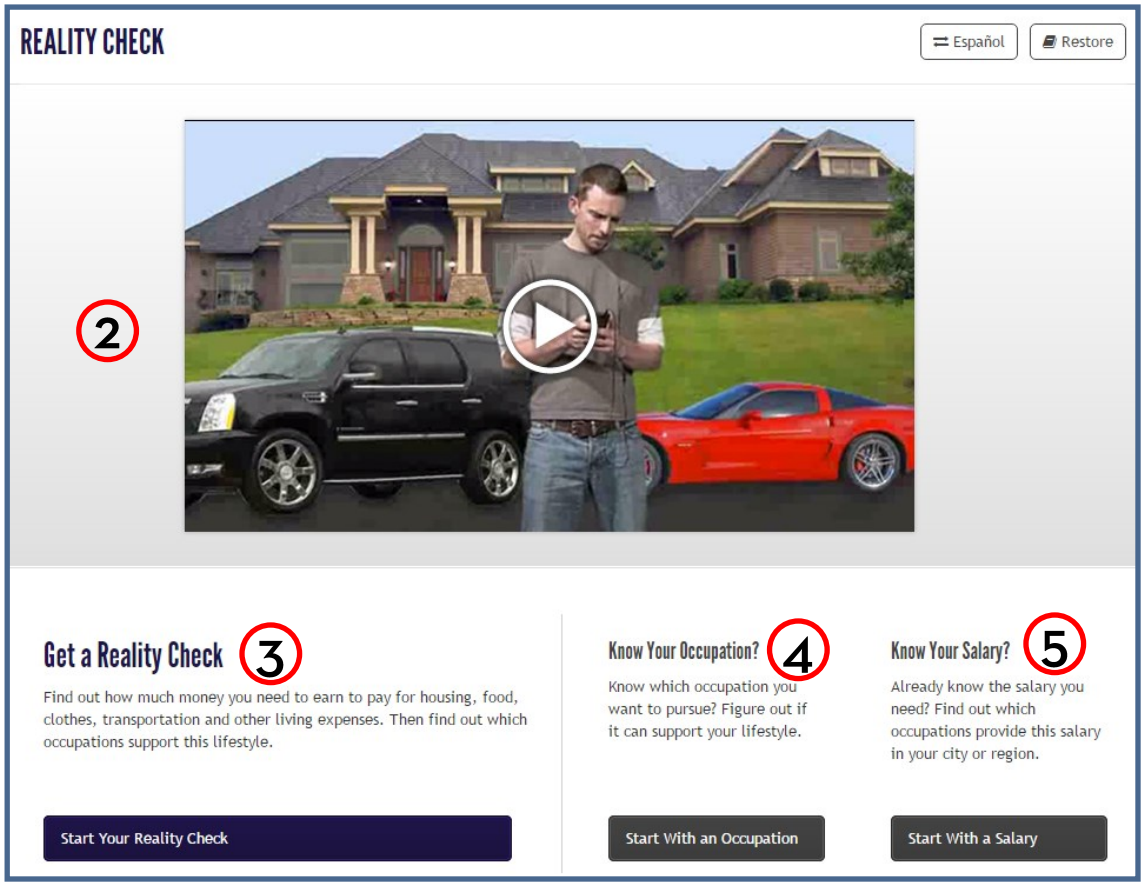
Lifestyle and Budget Assessment

Reality Check

This assessment matches the costs of the student's selected lifestyle expectations to occupations that pay enough to provide them.

Reality Check can be used in three ways: the student can select various lifestyle options then see occupations that are available based upon the costs of these choices; begin with the salary the student wants to earn and find occupations that match this salary, begin with an occupation and view the lifestyle items that can be purchased with the salary of the chosen occupation.

Begin by selecting Reality Check (1) under the Assessment tab on the homepage. You will see the introduction shown below. Watch the video (2) to see how this tool works, then select any of the links to the three ways (3, 4, 5) to use this assessment.

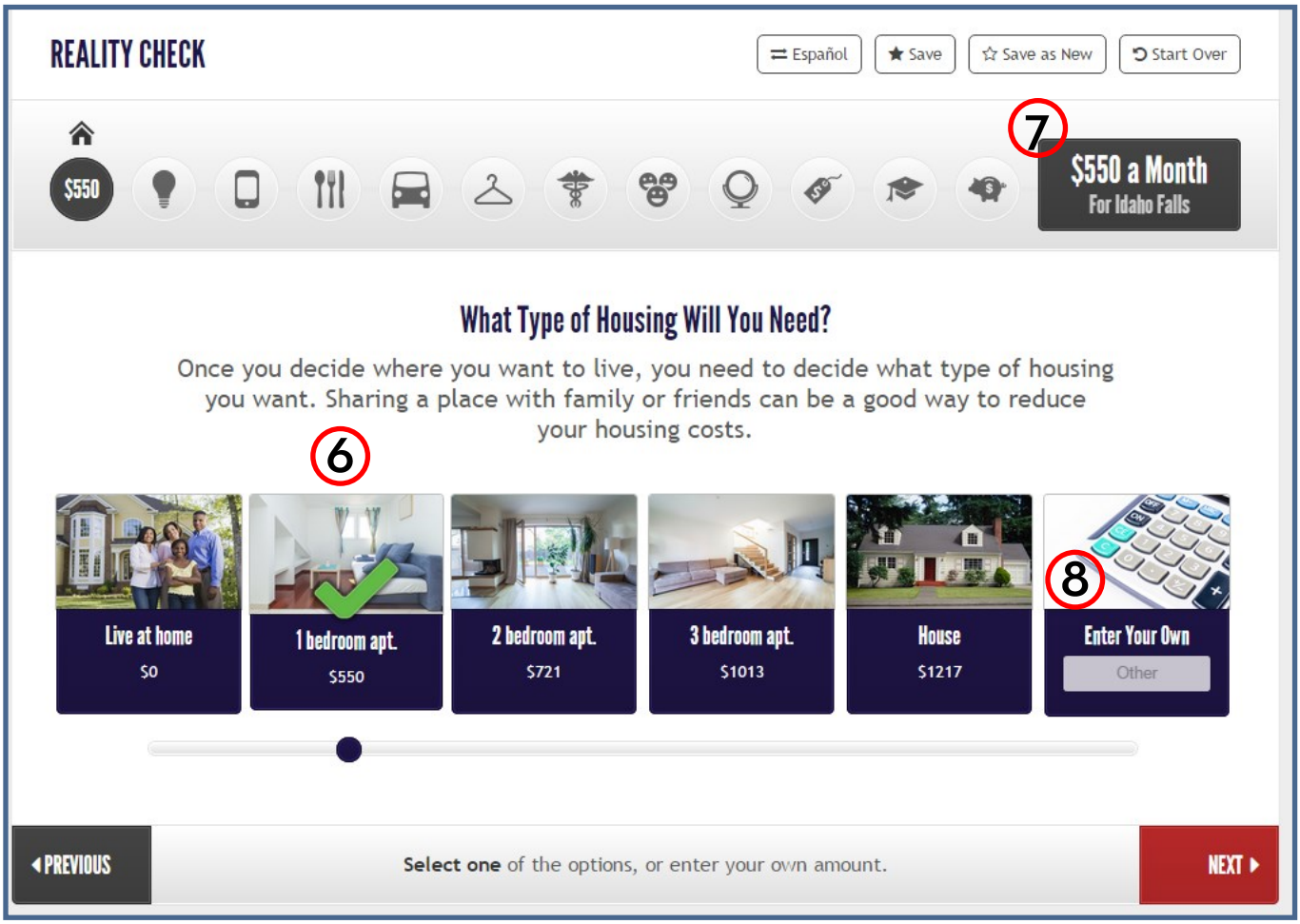


If you select Get a Reality Check, you will choose one of 6 cities in Idaho to set up the appropriate costs for that part of the state.

You will then be guided through 12 lifestyle/budget items, each of which gives you several choices and a blank for entering your own cost estimate. See the screen below—this student, who selected the Idaho Falls area, has chosen a 1-bedroom apartment 6 for their housing lifestyle/budget. A running budget total 7 keeps track of your chosen expenditures. After selecting or entering a cost, click the red Next to proceed to the next item. You can skip an item without making a choice for it.

Note: the pre-loaded costs for each lifestyle/budget item, for each of the 6 areas of the state, is updated annually and based on data from the Idaho Department of Labor and other sources. Students may not agree with Reality Check's figures, but they are well-researched. Most of the items let you enter your own cost 8 if you know it, e.g. the cost of a 3-bedroom apartment in your part of town that you will share with two friends.

Tip: think of these lifestyle/budget items as choices students will make after completing their postsecondary education and they have their first fulltime job.



After you have made choices for your lifestyle/budget items, you will see an "Adding it All Up" page displaying your monthly and yearly chosen expenses (9), annual taxes for that part of the state (10) and the total annual salary (11) you would need to earn to support your lifestyle/budget choices.

Adding it All Up

Below are the amounts for the items you have selected. Now that you know how much your expenses are, the next step is to find out which occupations pay you the salary you need to afford your lifestyle.

Your Monthly Expenses	Totals for Idaho Falls
Housing	$350
Utilities	$38
Communications	$163
Food	$360
Transportation	$890
Clothes	$60
Health Care	$25
Entertainment	$175
Personal Care	$50
Miscellaneous	$100
Student Loans	$0
Savings	$44
Monthly Expenses (9)	$2,255
Annual Expenses (9)	$27,060
Federal Taxes (10)	$4,182
State Taxes (10)	$2,072
Total Salary Needed (11)	$33,314

Investigate Family Expenses

The Investigate Family Expenses page (12) lets you choose how many children to account for in your monthly budget and explains how that cost would be added in.

Family Expenses

(12) Select Number of Children to See Expenses

0 | 1 | 2 | 3 | 4 | 5 | 6

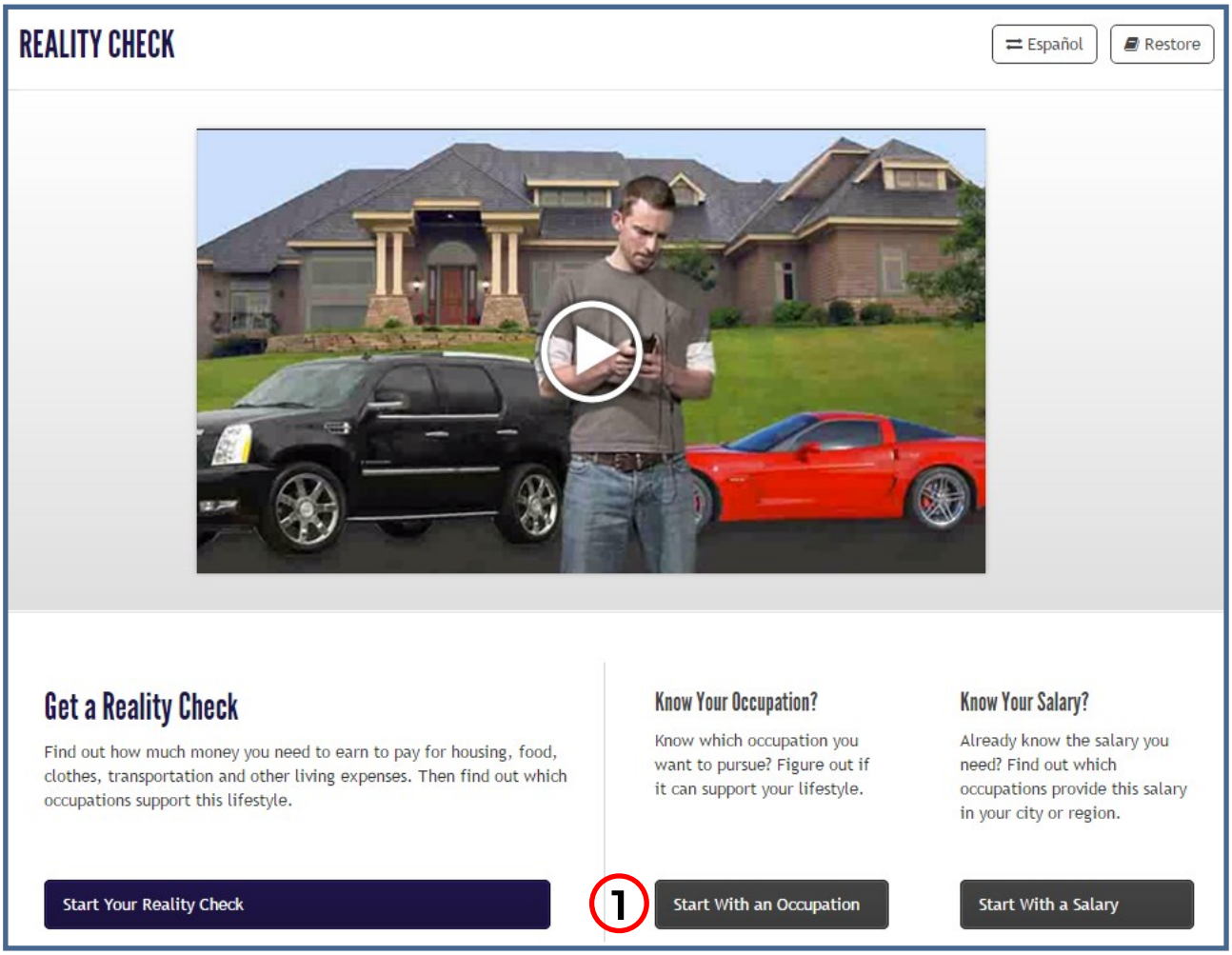
1 child costs $1,475 a month per household.
Your expenses currently total $2,255 a month.

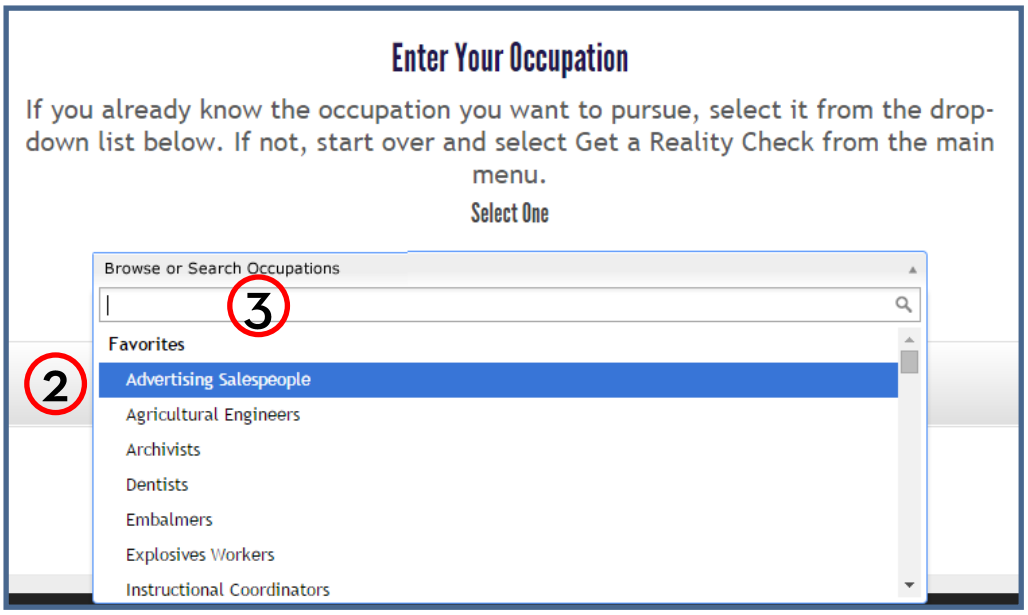
You may have already accounted for the expense of raising a family. If not, you can go back and edit your Reality Check selections.

This figure is based on the estimated annual expense of raising a child. This estimate covers:

- Food
- Transportation
- Clothing
- Health care
- Child care
- Education
- Miscellaneous (e.g., personal care items, entertainment, and reading materials)

If you choose Start With an Occupation (1) from the Reality Check opening window, you will choose one of six cities in Idaho to set the salary for occupations in that part of the state. The next window, Enter Your Occupation, will let you choose an occupation from your saved favorites (2) , or search for an occupation title (3).



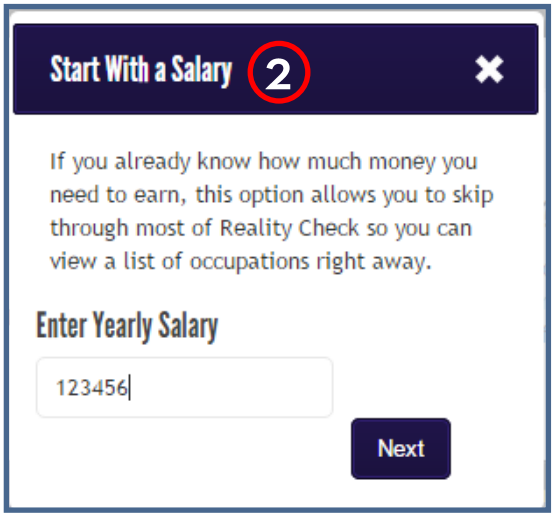


The next step will be to go through the Reality Check lifestyle/budget choices again, but this time your chosen occupation's monthly salary is displayed (4), and a running costs annual total decreases as you make lifestyle/budget choices (5).

If you choose Start With a Salary (1) from the Reality Check opening window, you will enter an annual salary that you have already researched (2),

Reality Check will ask you to select where in Idaho you plan to live, how much postsecondary education you plan on and which occupational clusters, if any, you plan to work in.

After you've made your location, salary, education level and occupation cluster choices, you'll see a list of occupations that meet all of those criteria.



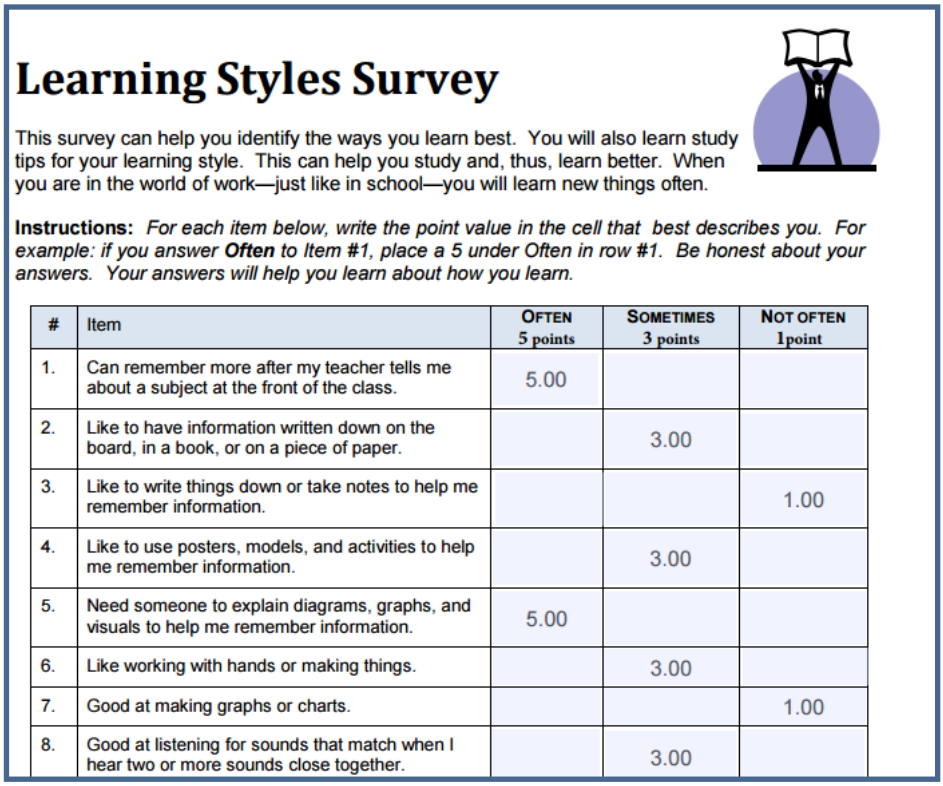
How Do You Learn?

Learning Styles Survey

This informal self-assessment is a 24-item, quick way of assessing a student's personal learning style. Its purpose is to help them identify the settings or situations they may find most beneficial to learning new things, either in the classroom or studying away from school.

To begin, select Learning Styles Survey (1) from the Assessments menu.

This survey is a fillable pdf; it may also be printed and filled out away from the computer.



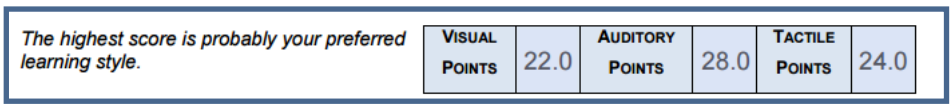
Learning Styles Survey

This survey can help you identify the ways you learn best. You will also learn study tips for your learning style. This can help you study and, thus, learn better. When you are in the world of work—just like in school—you will learn new things often.

Instructions: *For each item below, write the point value in the cell that best describes you. For example: if you answer **Often** to Item #1, place a 5 under Often in row #1. Be honest about your answers. Your answers will help you learn about how you learn.*

#	Item	Often 5 points	Sometimes 3 points	Not often 1point
1.	Can remember more after my teacher tells me about a subject at the front of the class.	5.00		
2.	Like to have information written down on the board, in a book, or on a piece of paper.		3.00	
3.	Like to write things down or take notes to help me remember information.			1.00
4.	Like to use posters, models, and activities to help me remember information.		3.00	
5.	Need someone to explain diagrams, graphs, and visuals to help me remember information.	5.00		
6.	Like working with hands or making things.		3.00	
7.	Good at making graphs or charts.			1.00
8.	Good at listening for sounds that match when I hear two or more sounds close together.		3.00	

After students fill out the questionnaire, they will add up (or online, scroll down to see) their scores for visual learning, auditory learning and tactile learning (shown below). The learning style with the highest score is most likely to best suit them. The Learning Styles Survey calls for students; thoughts on how they learn, and provides tips ((2) on next page) for different styles.



The highest score is probably your preferred learning style.

Visual Points	22.0	Auditory Points	28.0	Tactile Points	24.0

2

Learning Style Study Tips

There is no best way to learn. You may find that study tips from all three types of learning styles are useful. You can experiment to find which ones work best for you.

Auditory
You may learn best through your ears. You need to sit where you can hear what is going on in the classroom. You like to listen to the lesson and take notes on it later. It is helpful if you can talk about the facts and concepts you learn in class with a friend or a study partner immediately after new learning. You may hum or talk to yourself when you are bored, and you remember things through the sounds related to the experience.

Study Tips for Auditory Learners

- Tape record lessons or your notes and re-listen to them later.
- Quietly say the words out loud when you read so you can hear them.
- Talk to yourself about important points in your notes.
- Ask teachers to give directions out loud or ask a study partner to read them.
- Put key ideas or facts into a song or rhythm to help remember them.
- Join or organize a study group discussion to learn subjects.
- Sound may distract you or you may find that having sound in the background helps you concentrate.
- Do homework with friends in person or over the telephone.
- Ask a visual or tactile study partner to create a verbal quiz for you.

Tactile
You may learn best through your body. You probably enjoy athletics, like to share your opinion with others, and prefer to learn by doing and experiencing. You may learn best when using a computer because you can touch keys as you type. In fact, recopying your notes by retyping them into your computer could be helpful. Doodling while studying, eating a snack, and moving frequently helps you concentrate.

Study Tips for Tactile Learners

- Write with a big pen and take notes in class to give your hands something to do.
- Use flashcards or multi-colored index cards to help remember dates and facts.
- Type or recopy your notes from class or from your textbooks.
- Underline while reading or write notes in the book (if permissible).
- Take frequent, small breaks while studying.

Do You Know How to Succeed On the Job?

Employability Skills Survey

This informal self-assessment lists 24 skills that are valuable in any workplace and to any work situation. These skills are also pertinent in school and in a range of daily activities. Students rate, on a scale of 1 to 4, how adept they are at each skill. When they have completed the survey, have them print it as a reference so they can improve their skills in these different areas.

This assessment is found in the Employment menu, under How do I succeed on the job? 1

This survey is a fillable pdf; it may also be printed and filled out away from the computer.

Employability Skills Survey

This Employability Skills Survey lists the skills and talents that employers value. You will build these skills in school and life. Read the list and assess where you are now. Mark each box that best describes your level of skill. Note your best skills and those skills you need to improve at the bottom of the survey. Also note how you might build those skills that you need to improve.

(1=needs work; 2=can do OK; 3=pretty good at this; 4=very able)

BASIC SKILLS

You can read, write, speak and listen well. You know your arithmetic.

	1 Needs Work	2 Can Do Ok	3 Pretty Good at This	4 Very Able
Speak	☐ Speak clearly so others can hear. Respect others with my words.	☑ Speak clearly and use words that are right for the time and place.	☐ Discuss complex ideas in an organized and brief way.	☐ Present to a group and use well-organized format, the right words and clear speech.
Listen	☐ Develop listening skills; working to make eye contact and make sure others understand me.	☐ Listen carefully; make eye contact; repeat instructions to make sure that I understand.	☐ Listen carefully and show that I understand by answering questions well.	☑ Keep complex information in my mind over time and apply it to my studies.
Read	☐ Read written directions and school materials with assistance.	☐ Read written directions and school materials on my own.	☐ Read and understand written materials, and science and technical material on my own; ask questions where appropriate.	☑ Read difficult material and do the tasks that go with it on my own.
Write	☐ Learning to write clearly with correct grammar.	☑ Write information in a clear, logical, legible and correct manner.	☐ Write clearly using course related terms.	☐ Write and develop term papers, newsletters and other important papers.

Linking Outside Assessments to CIS Information

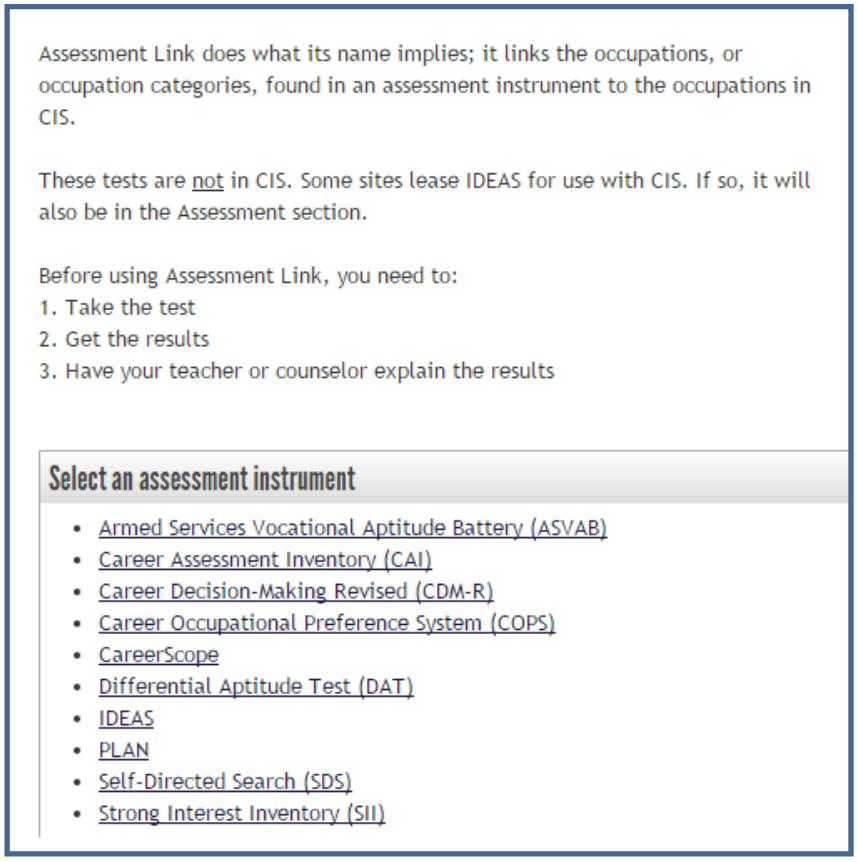
Assessment Link

This module lets students enter their results from non-CIS assessments to the occupation descriptions in the system. Some assessments provide little or no information beyond a set of scores. Assessment Link takes those scores and gives students links to the descriptions for occupations that match them.

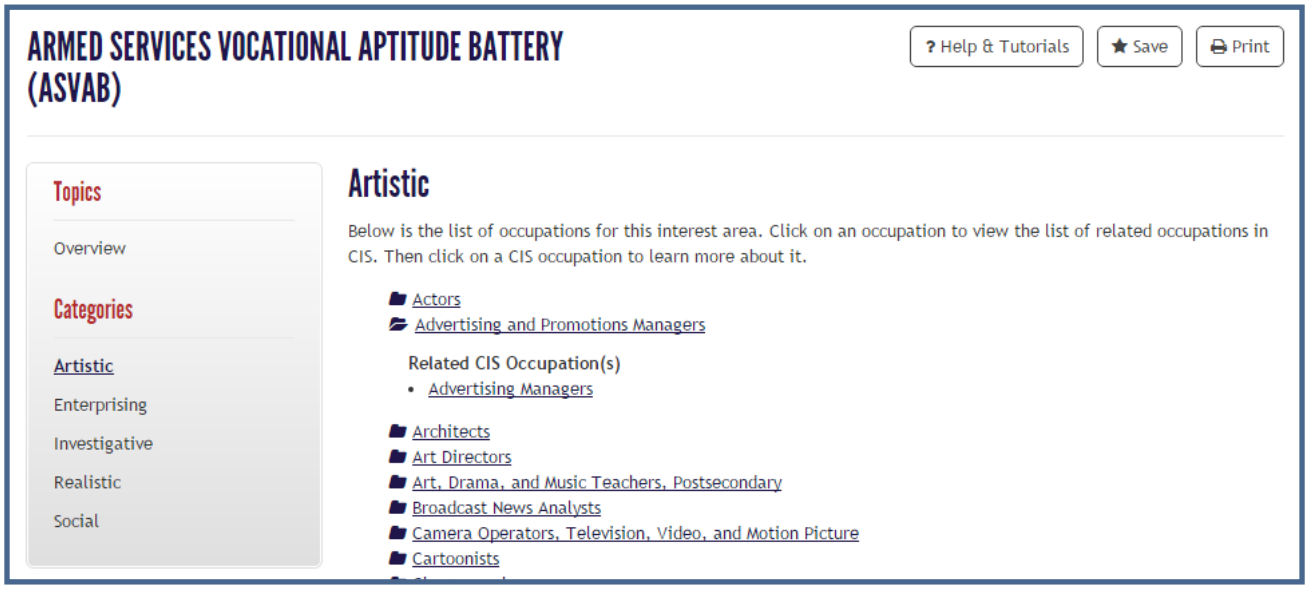
Begin by selecting Assessment Link (1) under the Assessment tab on the homepage.

In the Assessment Link opening page, click on the assessment that you have taken from the 10 choices:

- Armed Services Vocational Aptitude Battery (ASVAB)
- Career Assessment Inventory (CAI)
- Career Decision-Making Revised (CDM-R)
- Career Occupational Preference System (COPS)
- CareerScope
- Differential Aptitude Test (DAT)
- IDEAS
- PLAN
- Self-Directed Search (SDS)
- Strong Interest Inventory (SII)



The screen below shows occupation links for the Armed Services Vocational Aptitude Battery (ASVAB). These are the ASVAB's occupation titles—select one and its CIS counterpart will display. Click on the CIS title to see the full occupation description.

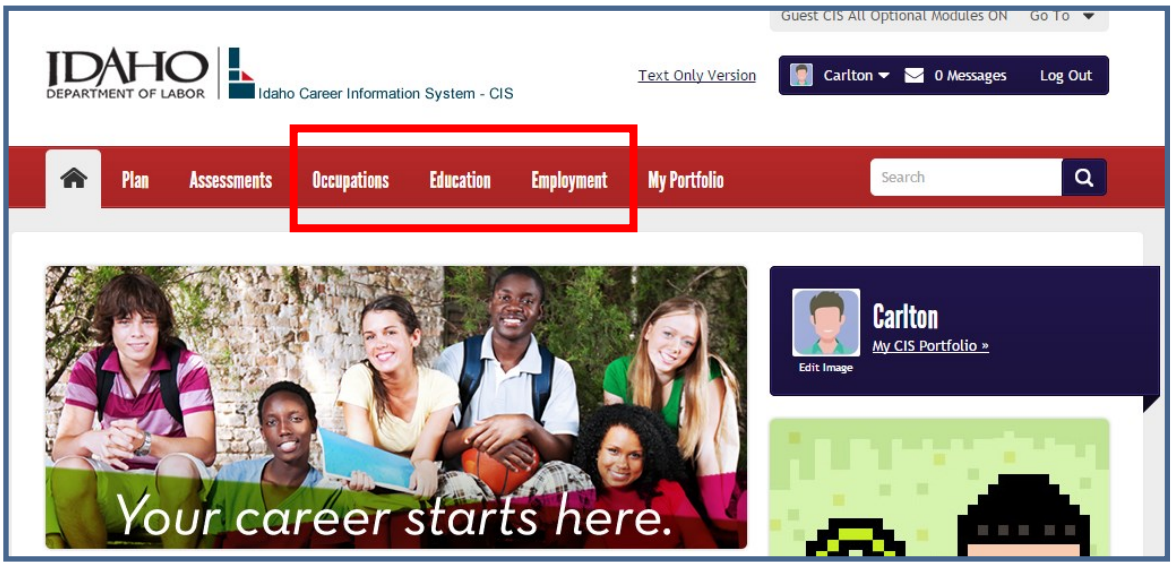


Section 4: Learning about CIS Content

Objective: To learn how to find and use CIS Content.

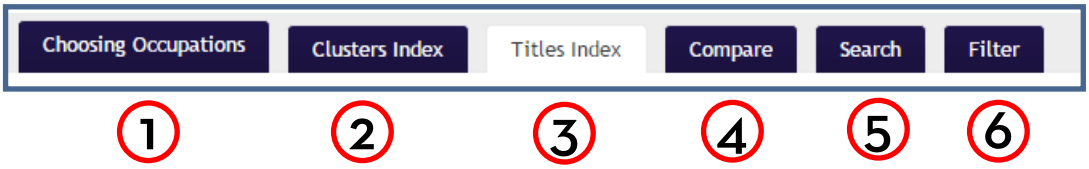
About CIS Content

CIS content areas are information banks organized by topic. They provide a comprehensive view of work and education both in Idaho and in the nation. Each area contains a veritable encyclopedia of information on that topic. Content areas in CIS are all found on the top horizontal menu bar on the homepage under the "Occupations," "Education" and "Employment" headers.



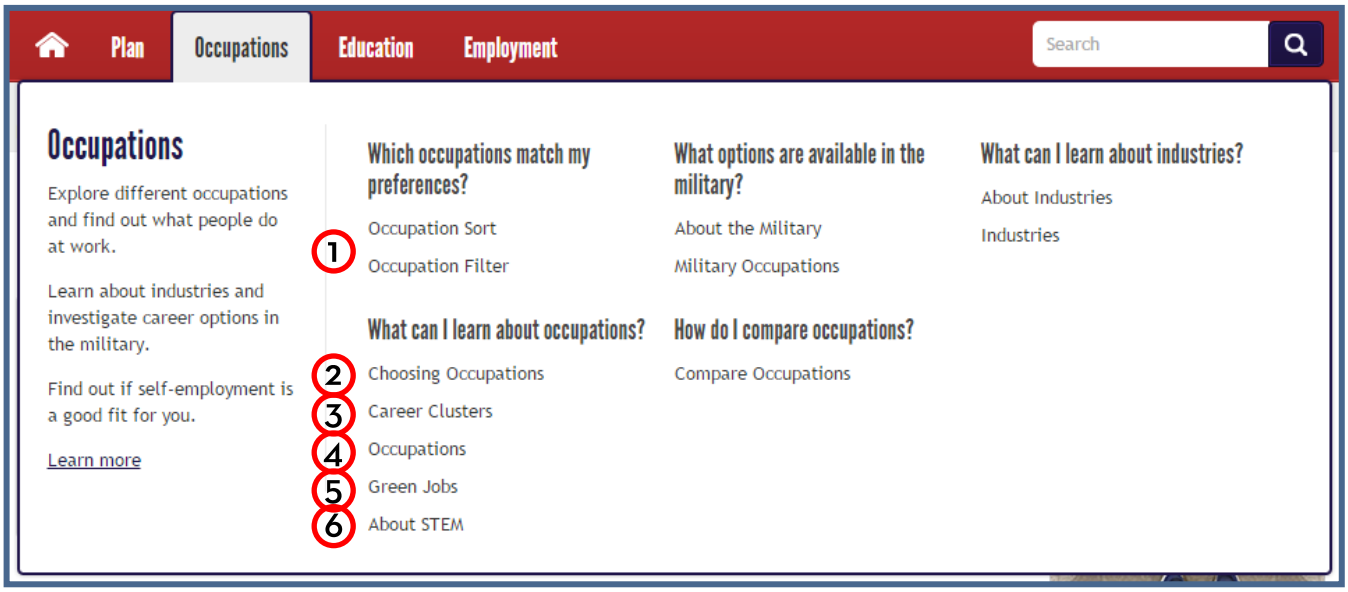
Content Navigation

After selecting a CIS content area, blue tabs across the top of the screen show users what types of content can be found within that tab. For example, if you select "Occupations" the following navigation bar appears.



1. **Choosing a content area** opens sources for the content and presents answers to several frequently asked questions associated with the topic.
2. **Clusters Index** organizes the content by related groups and topics.
3. **Title Index** lists all content alphabetically by title.
4. **Compare** contains a tool that helps students compare specific information side-by-side.
5. **Search** contains a tool that helps students sort through all the content using a keyword.
6. **Filter** contains a tool that helps students create a list of information based on the student's choices.

Occupation Tab



1 Occupation Sort and Occupation Filter

Occupation Sort locates occupations that match factors the student considers important. Occupation Filter uses the student's preferences in education and wages to find occupations that interest him or her. See Section 5 of this manual for information on using these sorting tools.

2 Choosing an Occupation

This content area provides an overview of the CIS Occupations content including the differences between jobs, occupations and careers. It also links to "Next Steps" tools to help students develop a career plan and learn more about educational opportunities or finding a job.

3 Career Clusters

This content area helps students navigate their way to success in college and career by organizing occupations into 16 Career Clusters with 79 Career Pathways based on the National Career Cluster Framework.

4 Occupations

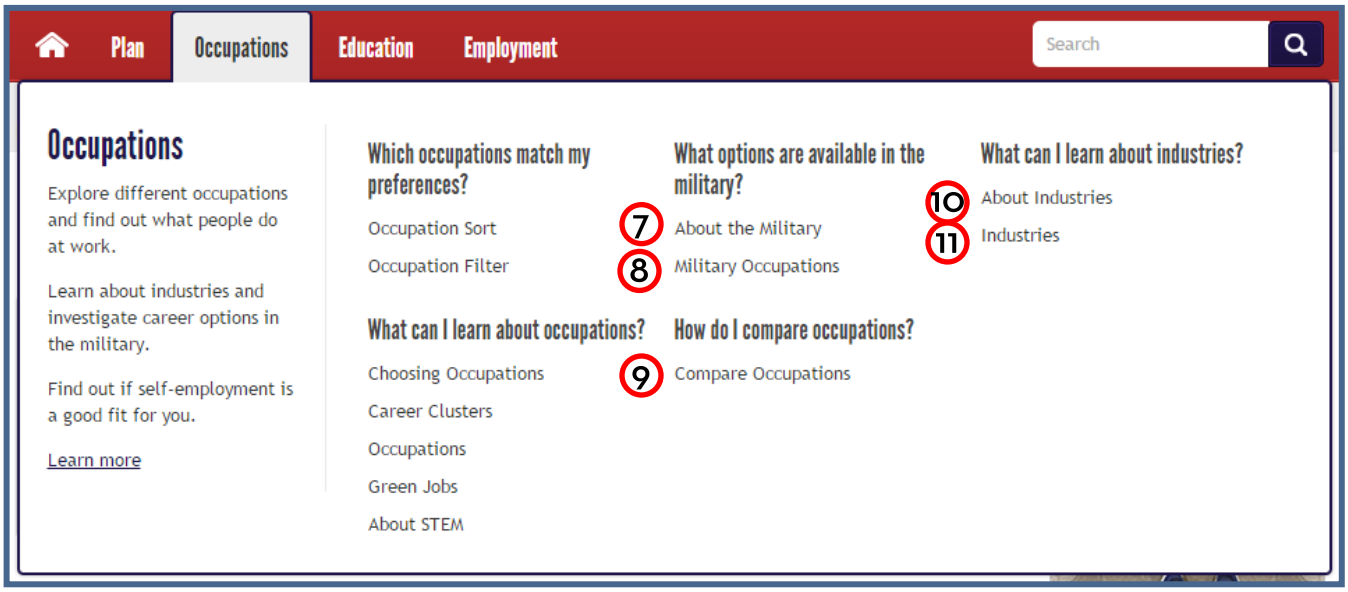
Middle and high school users can use "Occupations" to help them learn more about their dream occupations, plan high school coursework and find professional organizations and resources that can provide additional guidance for career-related learning. More detailed and in-depth information, such as education requirements, licensing requirements, wages, and employment outlook data, can be found as well. Many CIS occupation pages include videos and interviews with people working in that field.

5 Green Jobs

CIS includes information on 76 green jobs, which are occupations that impact the environment in positive ways such as saving energy or recycling and reusing goods. In addition, Green Jobs includes videos about six important industrial sectors creating green jobs. Individuals might use the Green Jobs file when seeking a career or occupation that helps care for the earth.

6 About STEM

About STEM helps students identify science, technology, engineering and mathematics (STEM) Core occupations. In addition it helps introduce students to STEM Knowledge occupations, such as architecture, health, sales, education and management.



7 About the Military

About the Military introduces students to the realities of military work life. Students can use this content area to decide if the military fits their needs and to learn about any special requirements by branch.

8 Military Occupations

The military is actually a large industry with many occupations. Although the content in Military Occupations functions similarly to the content in Occupations, direct comparisons cannot be made because many topics, such as benefits and wages, are accessed and calculated differently. Veterans often view the Military Occupation Codes (MOCs) to connect their branch specialties to civilian occupations and to identify transferrable skills.

9 Compare Occupations

Compare Occupations allows students to view two occupations side by side. Occupations can be compared based on topics such as common activities, working conditions, wages and requirements for employment. This tool helps narrow down potential occupations and look for differences or commonalities.

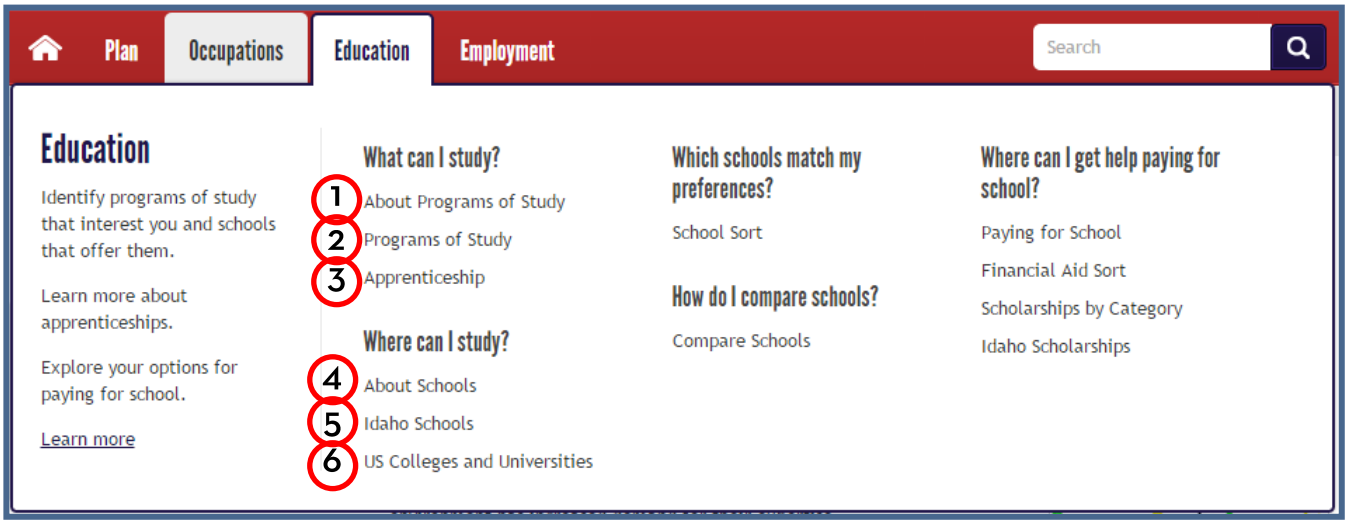
10 About Industries

About Industries introduces students to the components that comprise an industry and how industry information is organized within CIS.

11 Industries

An industry is a group of occupations that target a common goal, such as construction. Industries are groups of occupations that produce similar goods or services. Students can use industry information to track market trends, research business activity and learn about related occupations.

Education Tab



1 About Programs of Study

A program of study is a sequence of courses that leads to a degree or certificate. This content area provides an overview of the types of programs available and tools to help students choose a program.

2 Programs of Study

"Programs of Study" connects occupations to schools that provide training and to scholarships related to that training. You also can view admissions requirements to certain programs (e.g., some nursing programs have admissions requirements beyond that of the school admissions requirements) and typical program coursework.

3 Apprenticeship

This content area introduces students to apprenticeship programs and contains Idaho-specific contact information. It also links to associated occupations and schools with apprenticeship programs.

4 About Schools

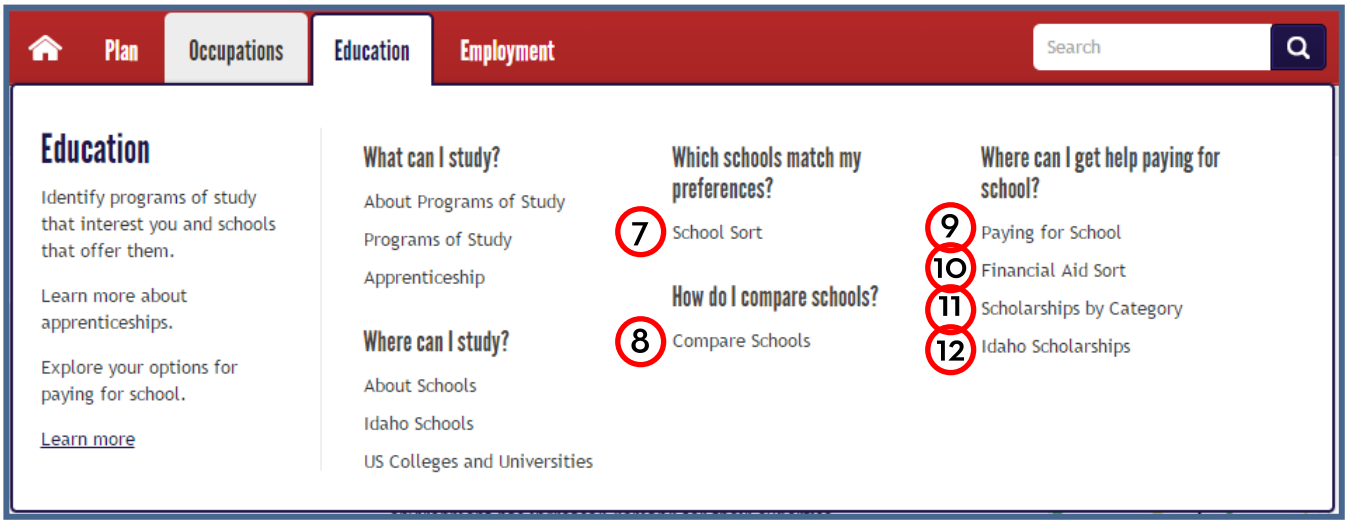
"About Schools" includes an overview of what types of schools are available and tools to help students choose a school that would be a good fit. CIS surveys schools to collect current data on their programs of study, cost and financial aid, school setting, special programs and contact information.

5 Idaho Schools

This content area includes information about private trade and technical schools registered in Idaho, as well as all US universities, colleges and community colleges. Links to electronic applications are provided, when available. Students can compare school admissions requirements, costs, general information, graduate study information and program information. They can also generate an automatic letter to schools requesting a catalog, financial aid information and admissions forms.

6 US Colleges and Universities

"US Colleges & Universities" includes all two- and four-year institutions in the U.S. with the same topics found in Idaho Schools. However, national information is less frequently updated. For those interested in attending an in-state school, it is recommended that they use the Idaho Schools content area.



7 School Sort

"School Sort" uses student preferences to find schools that interest them. It is an exploratory tool that can be used more than once to create lists based on different criteria for both undergraduate and graduate schools.

8 Compare Schools

Sometimes it helps to compare school information. This tool helps students view information for up to three schools side by side, as well as view differences including academics, programs, admission and costs.

9 Paying for School

The cost of tuition, housing, books and supplies add up quickly. "Paying for School" provides detailed information about financial aid including scholarships, grants and loans.

10 Financial Aid Sort

Financial Aid Sort allows students to narrow potential financial aid by location, gender, ethnic or national background and religious affiliation and view a list of scholarships that meet his or her individual needs. See Section 5 of this manual for information on using this sorting tool.

11 Scholarships by Category

This content area allows students to browse scholarships in various categories including areas of study, gender, ethnic or national background and religious affiliation and view a description of each scholarship. When available, listings include the aid or award amount, application requirements and contact information.

12 Idaho Scholarships

Idaho Scholarships include only aid and awards for residents of Idaho. This content area is a subgroup of Scholarships by Category and includes similar information.

Employment Tab

1 Social Networks

Employers use social networks to look for potential candidates. There are also social networks designed for professional use. This content area provides an overview of the most common social networking tools and outlines best practices. It provides tips to students who are utilizing social networks for a job search or networking.

2 Informational Interviews

This content area provides advice to students who are planning to interview people working in a chosen occupation. During informational interviews, students meet with professionals to learn what they do in their jobs, how they prepared to do it and hear what advice they have to offer.

3 Applications & Resumes

Applications and Resumes helps students and other job seekers identify jobs that interest them and prepare applications and résumés. This section also links to resources and tools to help students prepare for interviews and create cover letters and portfolios.

4 Job Interviews

Job Interviews helps students prepare for a successful interview and make a good impression. This content area includes information on appropriate attire, good communication skills and follow up after an interview.

5 Employment Law

Employment Laws provides information to students regarding discrimination under the Civil Rights Act of 1964 and the Americans with Disabilities Act. This section also provides links to learn more about anti-discrimination laws.

6 Search for Jobs Now

"Search for Jobs" Now links to the Idaho Department of Labor's IdahoWorks job search page. Students and other job seekers can search for available jobs by keyword or location from this page. Students can also make an account to create and post resumes, save job searches or receive job alerts.

7 Starting a New Job

"Starting a New Job" provides information about what to expect in the first days and weeks at a new job. This section also provides tips about appropriate behavior to make a good first impression.

8 Your Employer's Expectations

"Important Work Habits" includes general tips for students and new employees on time management, work safety and good hygiene.

9 Work Well With Your Team

Teamwork is a standard practice in many industries. Students may be asked to participate in teams throughout their working career. This content area includes tips on how to successfully work in a group environment.

10 Resolve Problems

This content area provides information about potential workplace problems, common grievance procedures and employee rights. Some workplace problems can be handled informally by talking with a supervisor, but other problems are more difficult to solve. This section links to resources where students and employees can find additional help.

11 Employability Skills Survey

The Employability Skills Survey is a tool students and teachers can use to assess the skills and talents that employees value. The survey helps students reflect on their abilities in areas including communication, interpersonal relationships, resource management and technology and consider how those skills might be improved.

12 Entrepreneurial Career Assessment Form

The Entrepreneurial Career Assessment Form is designed to help students gain insight into the differences between being self-employed and working for an employer and determine whether self-employment is a good option for them.

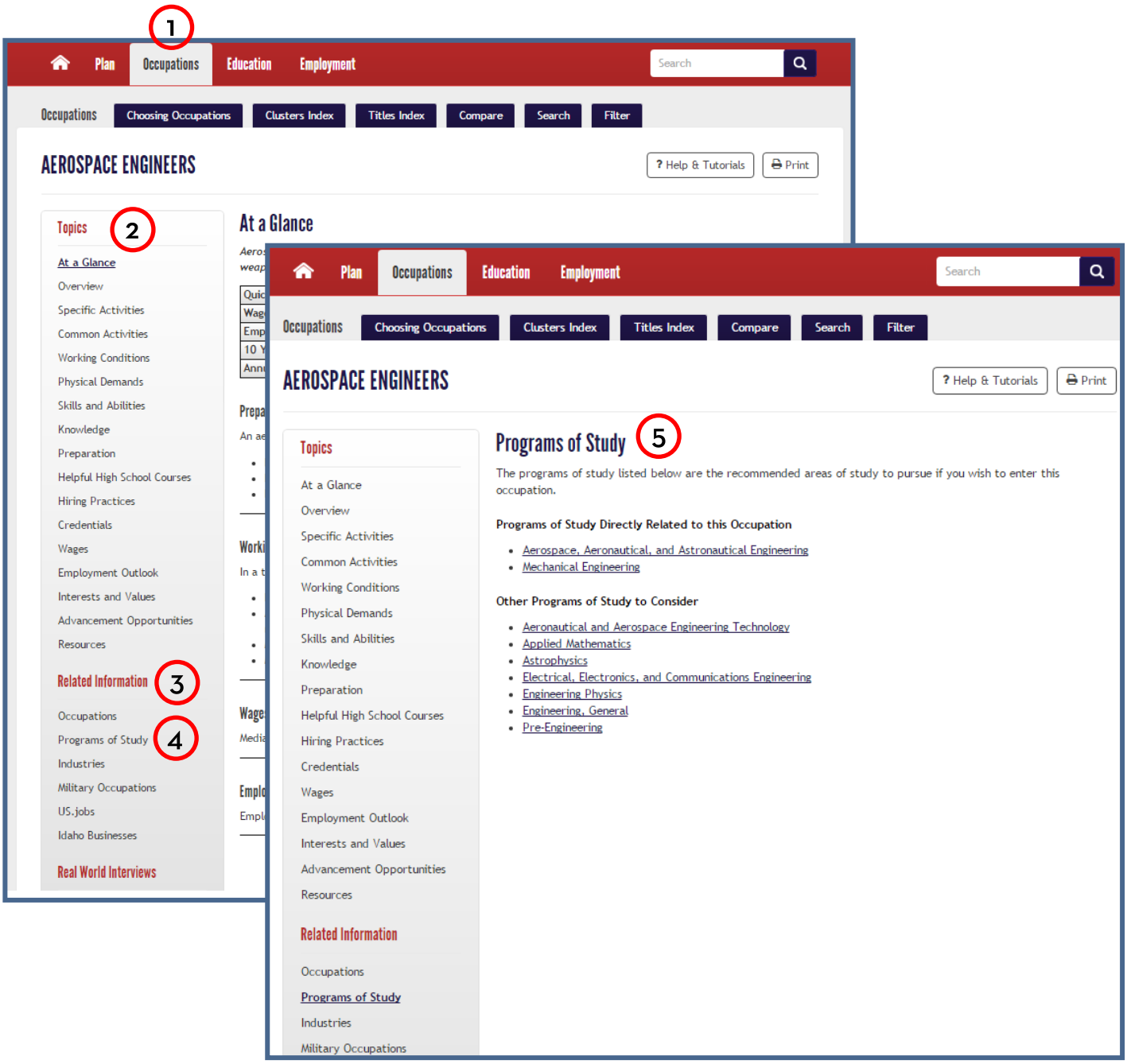
13 Self-Employment

Self-Employment links to information about being self-employed and resources for starting and running a business. This content area can be useful for students considering self-employment.

Titles and Topics

Each content area contains many titles. Under each title is a list of topics that relate to the titles. For example, in Occupations (1), the title "Aerospace Engineers" contains 16 topics (2) on what it is like to work as an Aerospace Engineer including the skills and abilities required. The topics are the same for every occupation title. However, not every title includes interviews or videos. When you click on any of these topics the content regarding that topic will display in the middle of the screen. See the example topic below.

Each title also includes "Related Information." These topics connect the content title being viewed to other content that may be important for additional exploration and research. It takes one or two mouse clicks to link to related titles. First you click the topic under Related Information (3), next you click on the specific title of interest from the list provided. For example, from "Programs of Study" (4) you can click on any directly related or associated program (5) to learn more.



Section 5: CIS Sorts

Objective: To learn how to use the sorts in CIS.

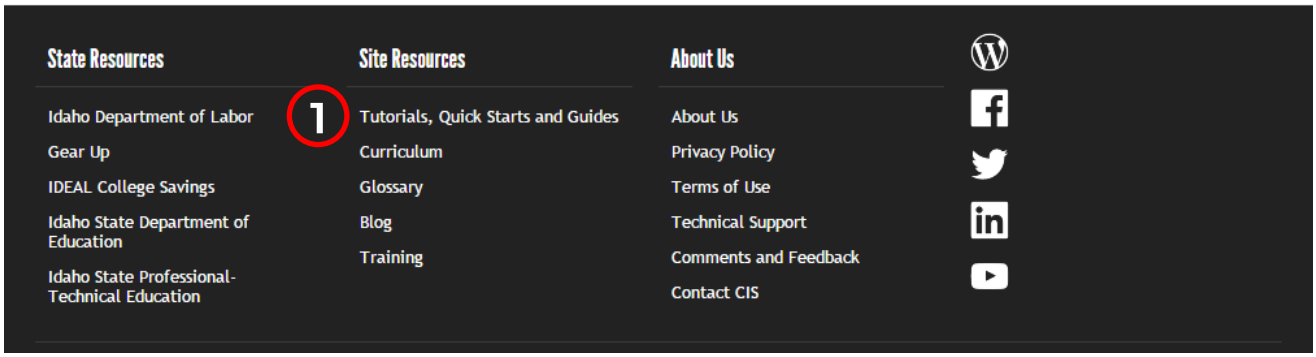
CIS Sorts

CIS Sorts help users explore the world of work and education in the context of knowing who they are and what they want. Using CIS Sorts, users apply what they know about themselves to choose factors that will help them identify content that is important to them and, hopefully, expand their options. CIS contains five sorts:

1. Occupation Sort
2. School Sort
3. Financial Aid Sort
4. SKILLS
5. Occupation Filter

These sorts are the only place in CIS where individuals can have no (zero) results; this will occur when the factors selected are too narrow or when one factor cancels another out. All sorts, with the exception of "Graduate School Sort," are integrated into the "Career Plan" for eighth through twelfth grade users.

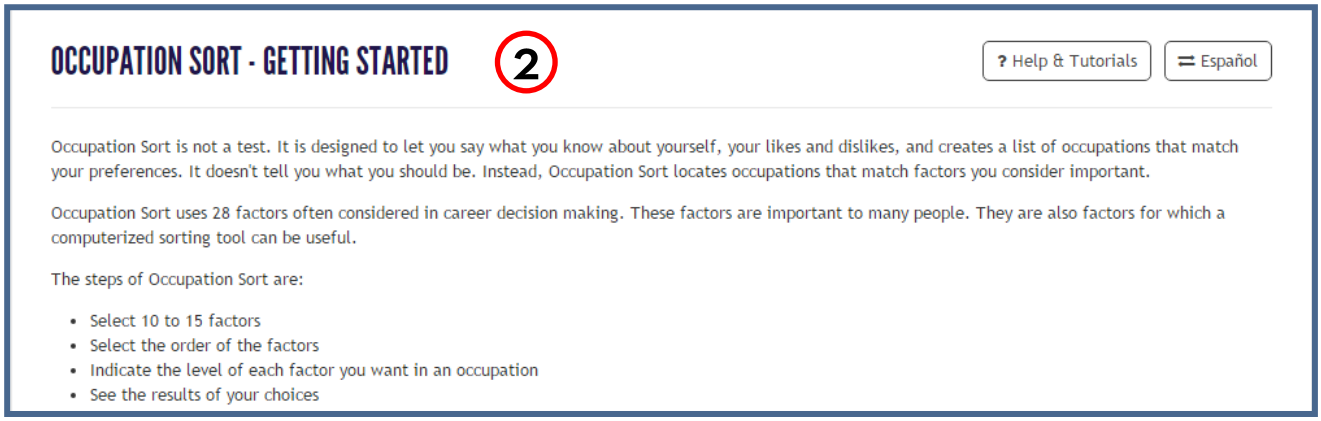
CIS includes several tools, quick starts and tutorials to help the student use these sorts. Consult either "Tutorials, Quick Starts and Guides" from the global footer (1) or the "Help & Tutorials" button located at the top of each sort's landing page. (2)

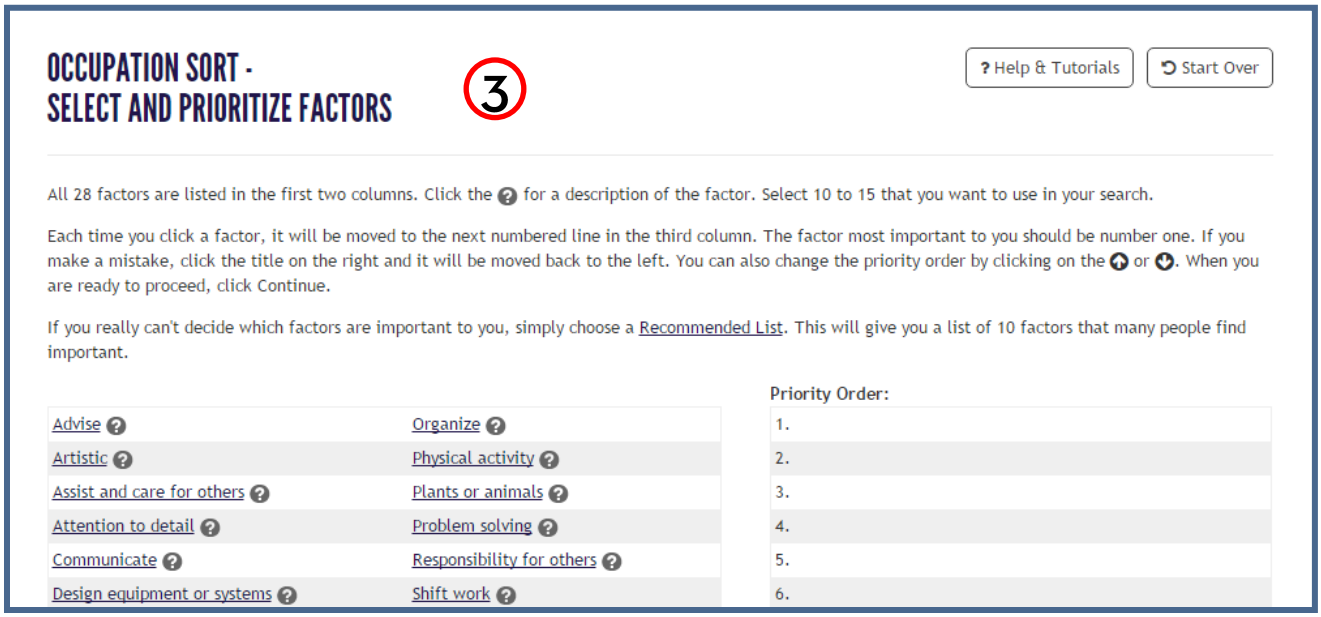


Occupation Sort

"Occupation Sort" is accessed from the CIS home page, under the "Occupations" tab. 1

"Occupation Sort" uses 28 factors, identified by career development professionals as highly useful in career decision making. It is a process-driven experience that applies career decision making and choice theory, and it is not *strictly* a sort but a hybrid tool. Individuals can prioritize factors, create an acceptable range for each factor and compromise. Once results are generated, users also may change their minds, learn why an occupation was eliminated from the list, and then generate new results. Below you see 2 the Getting Started (instructional) screen and 3 the Select and Prioritize Factors screen for Occupation Sort.



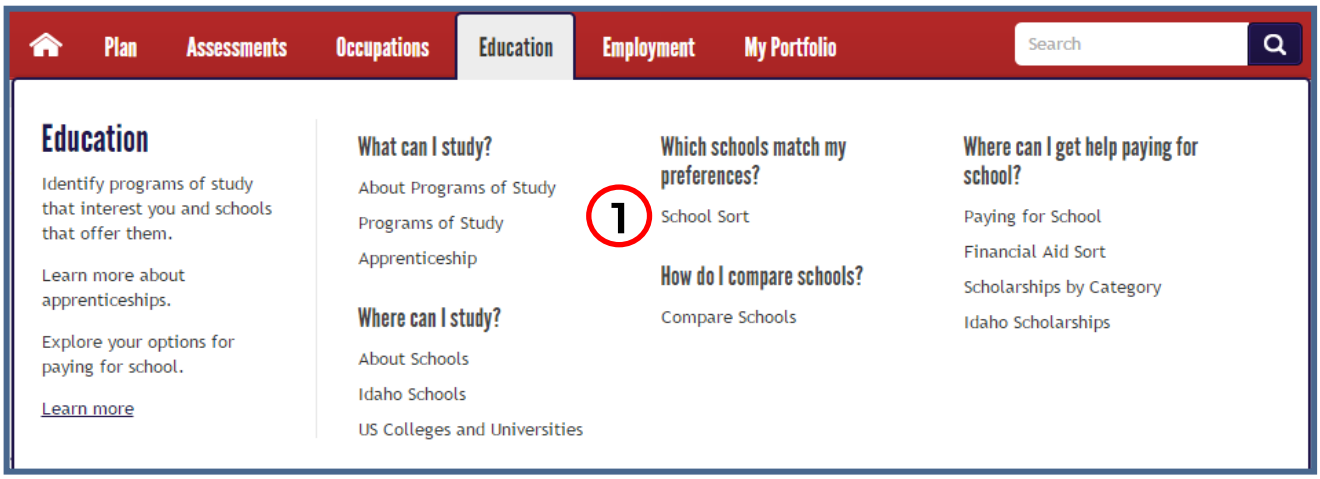


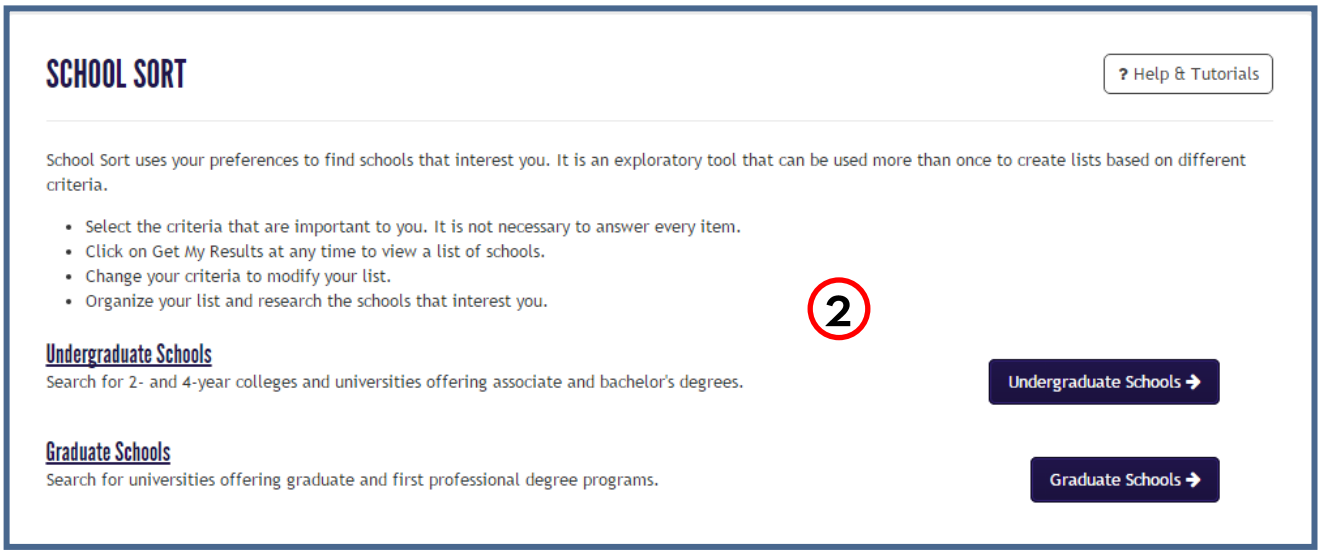
School Sort

"School Sort" is accessed from the CIS home page, under the "Education & Training" tab. (1) This sorting tool includes two sorting tools, the "Undergraduate School Sort" and the "Graduate School Sort." (2)

Undergraduate School Sort locates two-and four-year schools that match characteristics that a user identifies as important. Undergraduate School Sort uses several topics considered important in school choice. Users can search schools that offer any majors they wish to explore. Identifying the school that offers the major you desire can reduce transfer rates and education costs. Although all private career schools are included in Idaho Schools, private career schools are not included in Undergraduate School Sort.

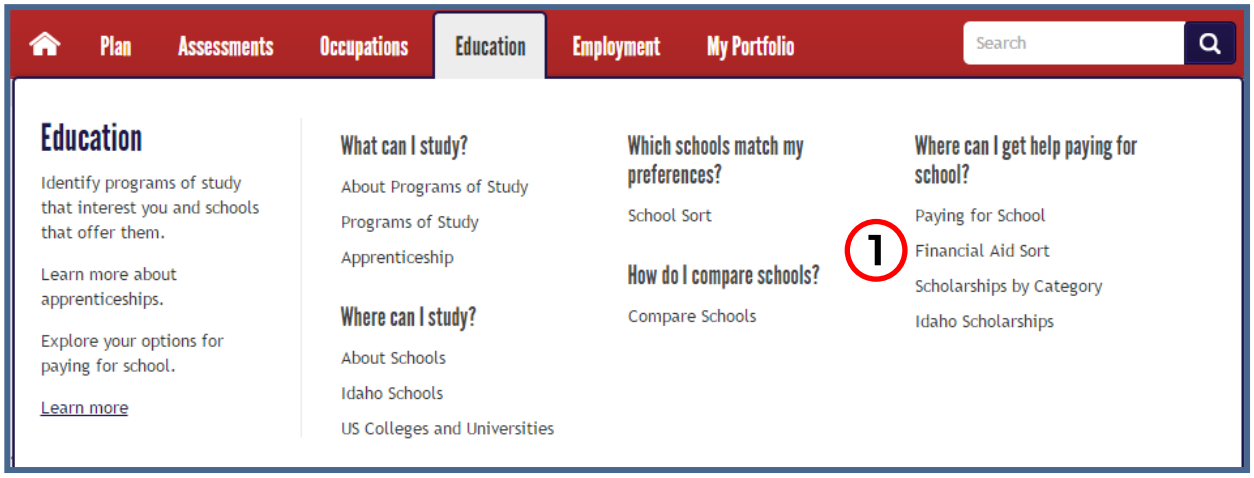
The Graduate School Sort works much like Undergraduate School Sort. Graduate School Sort locates graduate schools that match characteristics an individual identifies as important. Graduate School Sort uses just five characteristics often considered important in school choice.

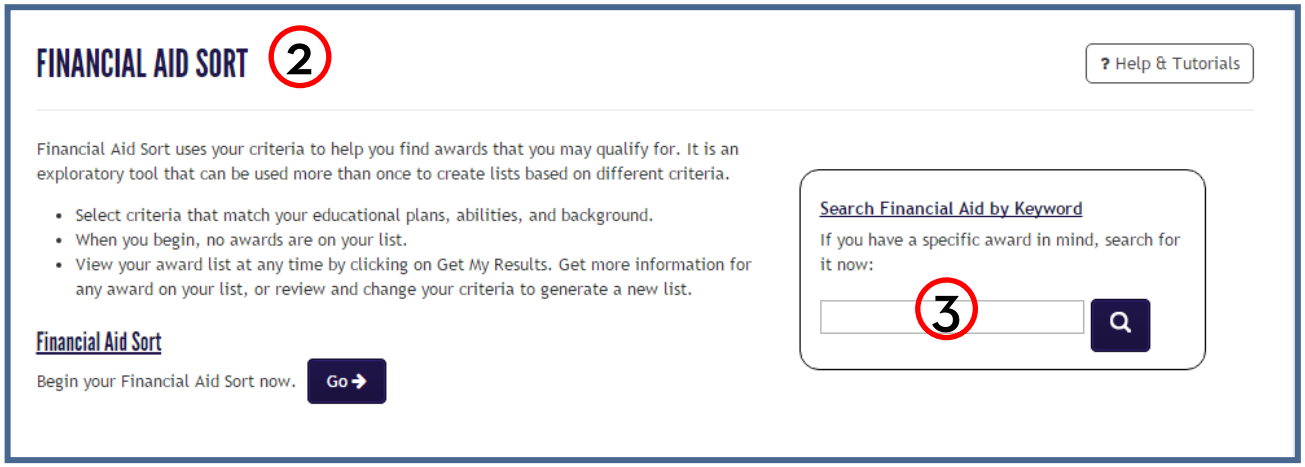




Financial Aid Sort

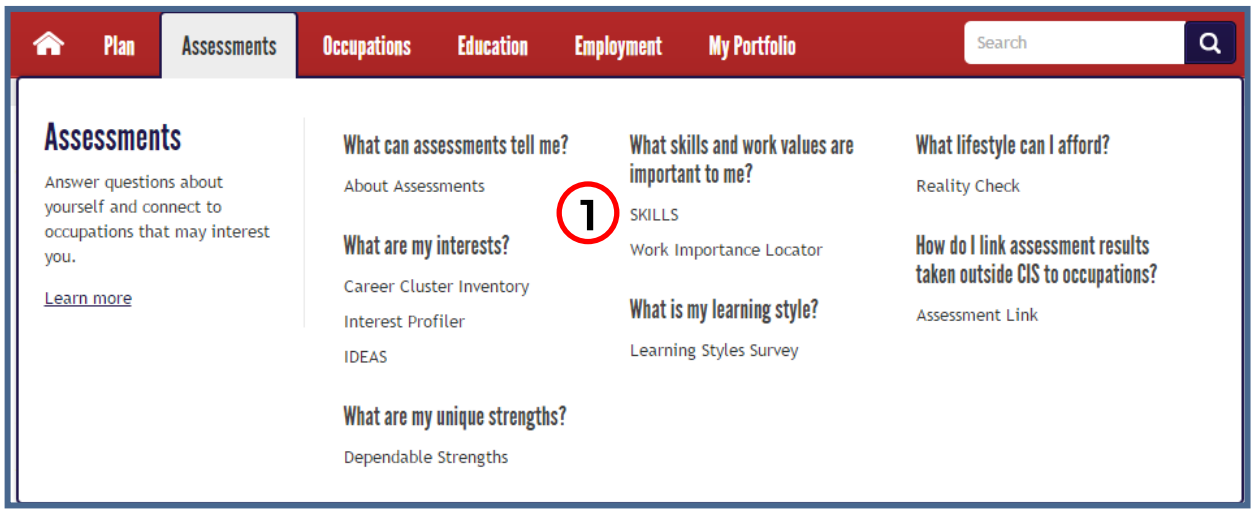
Access "Financial Aid Sort" on the CIS home page, under the "Education" tab. 1 "Financial Aid Sort" 2 locates local, regional, state and national scholarships and grants that match characteristics an individual identifies as important. "Financial Aid Sort" uses 10 sorting characteristics. It is recommended that users do multiple sorts. For example, sorts based upon the month the scholarship application is due or sorts based on specific majors of interest. The results of "Financial Aid Sort" are *inclusive* rather than *exclusive;* users' selections add items to their lists. Consider using the search function in Financial Aid for shorter lists. 3 Users can elect to answer all characteristics to generate a more targeted list. The financial aid sorting instructions, work identically to the instructions in the "School Sort" described above.

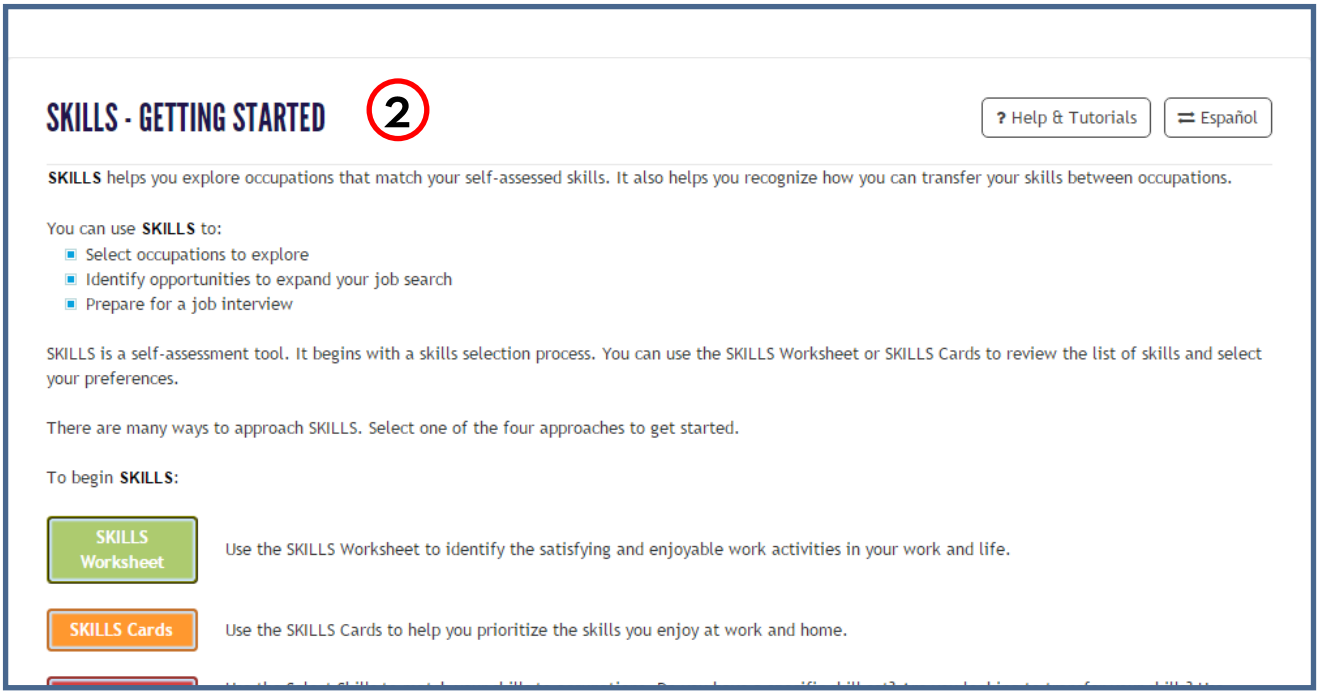




SKILLS

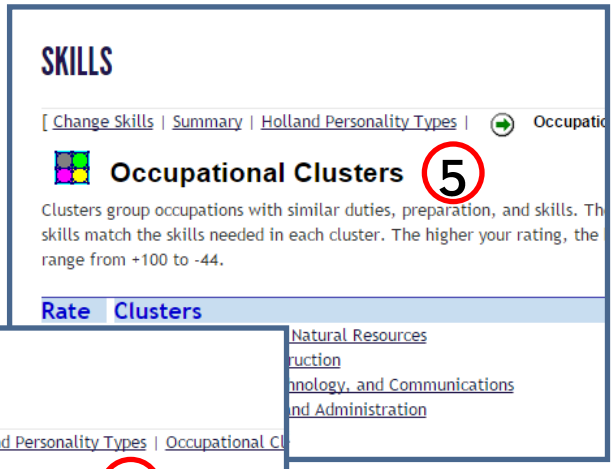
SKILLS is both an assessment and a sorting tool that helps users identify skill preferences then correlates these preferences to the skill requirements of CIS occupations, to Holland Personality Types and to occupation clusters, providing lists for cursory exploration and self-awareness. SKILLS is found on the CIS Homepage, under the Assessment tab 1 . Users begin SKILLS 2 by reflecting upon their achievements using a card sort or worksheet, then they select their five most satisfying skills, ten moderately satisfying skills, and 20 somewhat satisfying skills using the computer program. 3 These skill preferences are correlated with the skill requirements of occupations. Users see a Summary Report and can then view their Holland Types 4 their top clusters 5 and their Top 30 Occupations. 6 Users can view the skill-coding of any occupation and compare that coding to their desired use of skills by clicking the eyeglasses icon. Users can also click "Occ Select" to begin SKILLS with the skill-coding of any occupation of interest, identifying occupations that use similar skills to the occupation of interest.





SKILLS
3
? Help & Tutorials
Español
Select the skills that are satisfying to you. Then drag and drop the skills into the appropriate category.
Personal Skills
01. Dependability
02. Flexibility
03. Persistence
04. Integrity
05. Efficiency
06. Competitiveness
Social Skills
07. Social Perception
08. Independent Work
09. Teamwork
10. Working with the Public
11. Assisting/Caring
12. Performing
13. Instructing
Movement Skills
14. Finger Dexterity
15. Manual Dexterity
16. Motor Coordination
17. Stamina
18. Strength
19. Rapid Response
Perceptual Skills
20. Sound Discrimination
21. Shape Discrimination
22. Color Vision
23. Depth Perception
24. Visualizing
25. Creativity
26. Aesthetic Judgment
Situational Skills
27. Stress Tolerance
28. Hazards Tolerance
29. Discomfort Tolerance
30. Repetition Tolerance
Processing Skills
31. Following Procedures
32. Categorizing
33. Record Keeping
34. Attention to Detail
35. Verifying Information
Technical Skills
36. Installing
37. Inspecting
38. Repairing
39. Troubleshooting
40. Controlling Machines
41. Operating Vehicles
42. Using Computers
43. Programming
44. Technology Design
Math & Science Skills
45. Calculating
46. Estimating
47. Budgeting
48. Math Reasoning
49. Science Reasoning
Communication Skills
50. Reading
51. Writing
52. Speaking
53. Listening
54. Concentrating
Problem Solving Skills
55. Information Gathering
56. Evaluating
57. Advising
58. Synthesizing
59. Analyzing
60. Planning
61. Active Learning
62. Using Knowledge
Management Skills
63. Safety of Others
64. Persuading
65. Negotiating
66. Confronting
67. Initiating
68. Coordinating
69. Directing/Leading
70. Decision Making
71. Managing Resources
72. Impact of Responsibility
5
Add
Remove
Very Satisfying Skills
0/ 5 skills added
10
Add
Remove
Moderately Satisfying Skills
0/ 10 skills added
20
Add
Remove
Somewhat Satisfying Skills
0 / 20 skills added
?
Drop one or more skills here for quick definitions
SKILLS Home
Occ Select
Skill Definitions
Start Over
Get My Results

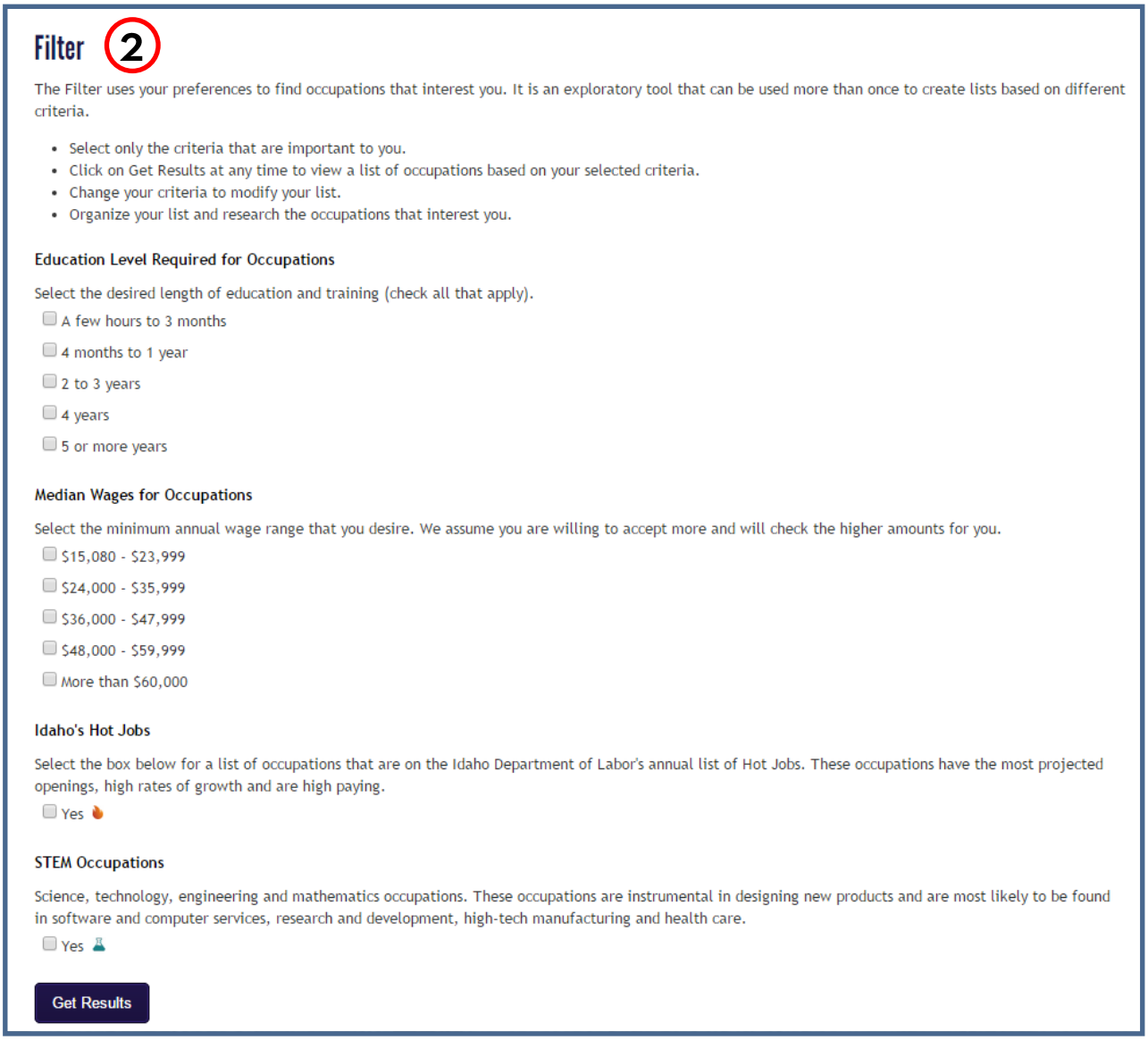
SKILLS
[Change Skills | Summary | Holland Personality Types | Occupati
Holland Personality Types
4
One way of grouping occupations is to use the Holland Personality Types.
compared to the six Holland Personality Types. The scores range from 10
scores and combine them to get your Holland Code:
27 Conventional
26 Investigative
22 Social
22 Artistic
9 Realistic
8 Enterprising


SKILLS
[Change Skills | Summary | Holland Personality Types | Occupatio
Occupational Clusters
5
Clusters group occupations with similar duties, preparation, and skills. Th
skills match the skills needed in each cluster. The higher your rating, the
range from +100 to -44.
Rate
Clusters
Natural Resources
ruction
nology, and Communications
nd Administration

SKILLS
[Change Skills | Summary | Holland Personality Types | Occupational Cl
* Top 30 Occupations
6
The occupational ratings can go from +100 to -44. The higher the rating
of the occupations on your * Top 30 list are good matches with your s
Click next to an occupation to compare your skills to the skills of
Rate *
Top 30 Occupations
Agriculture, Food, and Natural Resources
23 * Agricultural Scientists
23 * Animal Scientists
25 * Natural Sciences Managers

Occupation Filter

The "Occupation Filter" is accessed from the "Occupations" tab (1) and allows the user to sort through occupations on factors of importance such as: median wages, years of education required, Idaho's Hot Jobs, and STEM Occupations. Select the filter tab when you link to Occupations, then select factors that are important. Click "Get Results" at any time. Lists can be organized by any factor and criteria can be changed once lists are viewed to modify results. Filter sorting is an instructional resource that quickly shows occupational characteristics for factors of importance for users. See the filter sort landing page below (2) and a sample results page. (3)



List Currently Ordered by Cluster

3

Order by Cluster | Order by Title | Order by Selected: 1st None 2nd None

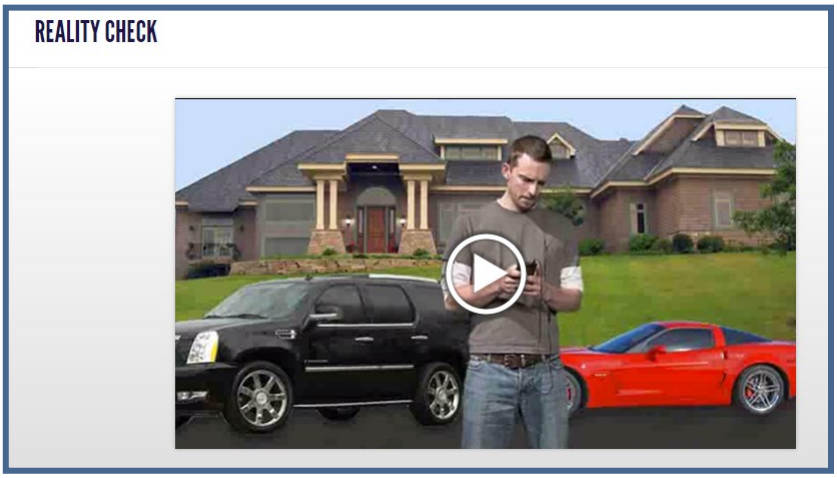
Architecture and Construction	Education Level	Wages	Idaho Hot Jobs	STEM
Civil Engineers	4 years	$73,130	Yes	Yes
Cost Estimators	4 years	$49,870	Yes	No
Line Installers and Repairers	2 to 3 years	$36,050 - $81,130	Yes	No
Plumbers and Pipefitters	2 to 3 years	$44,390	Yes	No
Arts, Audio/Visual Technology, and Communications	**Education Level**	**Wages**	**Idaho Hot Jobs**	**STEM**
Communications Equipment Mechanics	2 to 3 years	$38,070 - $53,620	Yes	No
Business Management and Administration	**Education Level**	**Wages**	**Idaho Hot Jobs**	**STEM**
Management Analysts	4 years	$60,960	Yes	No
Operations Research Analysts	4 years	$65,260	Yes	Yes
Education and Training	**Education Level**	**Wages**	**Idaho Hot Jobs**	**STEM**
University and College Teachers	5 or more years	$38,840 - $78,340	Yes	Yes
Finance	**Education Level**	**Wages**	**Idaho Hot Jobs**	**STEM**
Accountants and Auditors	4 years	$60,250	Yes	No
Financial Counselors	4 years	$63,060	Yes	No
Loan Officers	4 years	$48,120	Yes	No
Government and Public Administration	**Education Level**	**Wages**	**Idaho Hot Jobs**	**STEM**
Compliance Officers and Inspectors	4 years	$54,690	Yes	No

Section 6: The Integrated and Systematic Nature of CIS

Objective: To become familiar with the systematic nature of CIS and the role this plays in quality career development and decision-making.

CIS provides connections between assessment results, occupations, programs of study, education and training opportunities and scholarships.

In the example below, the user sees the occupation "Biologist" on the "Reality Check" assessment results. (1) This links to occupation information, (2) then to the program of study, (3) "Biochemistry," (4) then a related school (5) or scholarship. (6)



Section 7: Using "My Portfolio"

Objective: To familiarize you with elements of My Portfolio and how to use them in CIS.

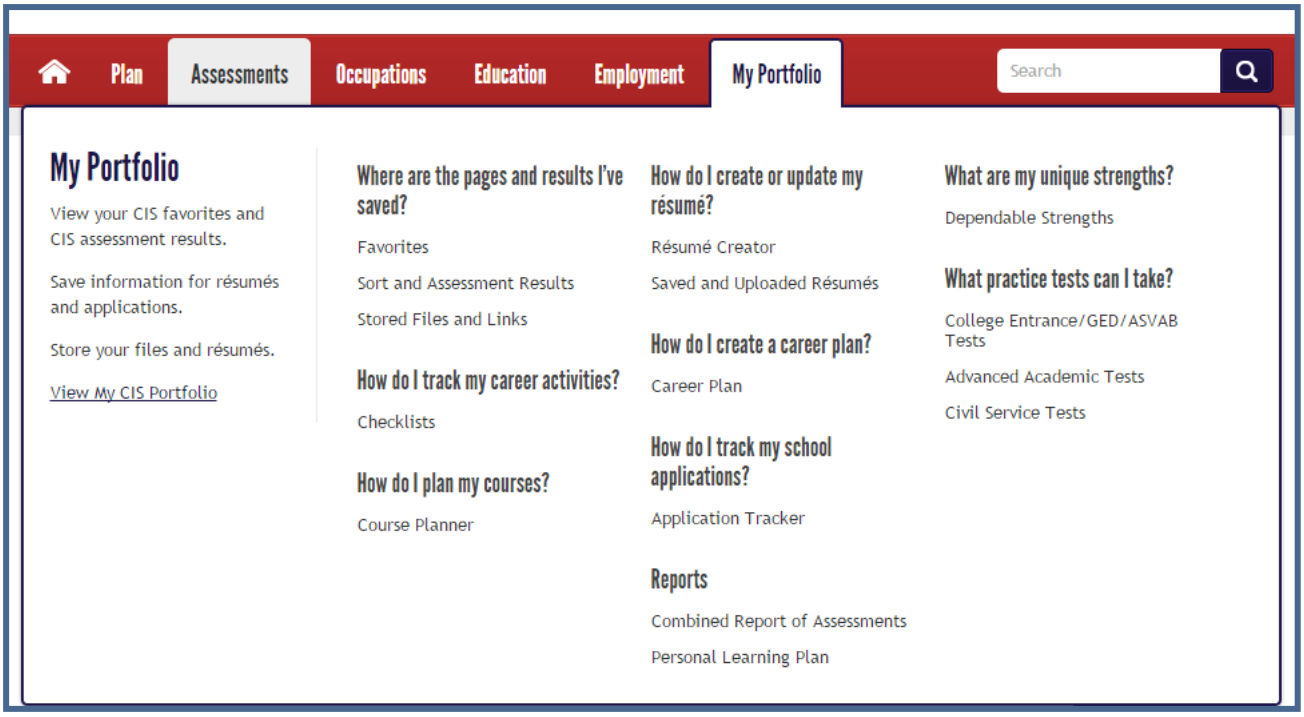
What is My Portfolio?

The "My Portfolio" component supports students in: creating career plans, developing personalized portfolios, saving thoughts and reflections, saving favorite career and educational content, storing assessment results, generating course plans, and organizing their education and work history for resume creation. The "My Portfolio" helps students better understand how to make plans and decisions by providing an organizational structure for saving career development plans, assessments, work examples, and links.

Elements in My Portfolio

Once a student has created his or her unique username and password and has logged into his or her personal portfolio, he or she has access to these elements:

1. Checklists
2. Career Plan
3. Favorites
4. Sorts and Assessment Results
5. Course Planner
6. Resume Creator
7. Stored Files and Links
8. Application Tracker
9. Personal Learning Plan
10. Combined Report of Assessments
11. Dependable Strengths**
12. Practice Tests**

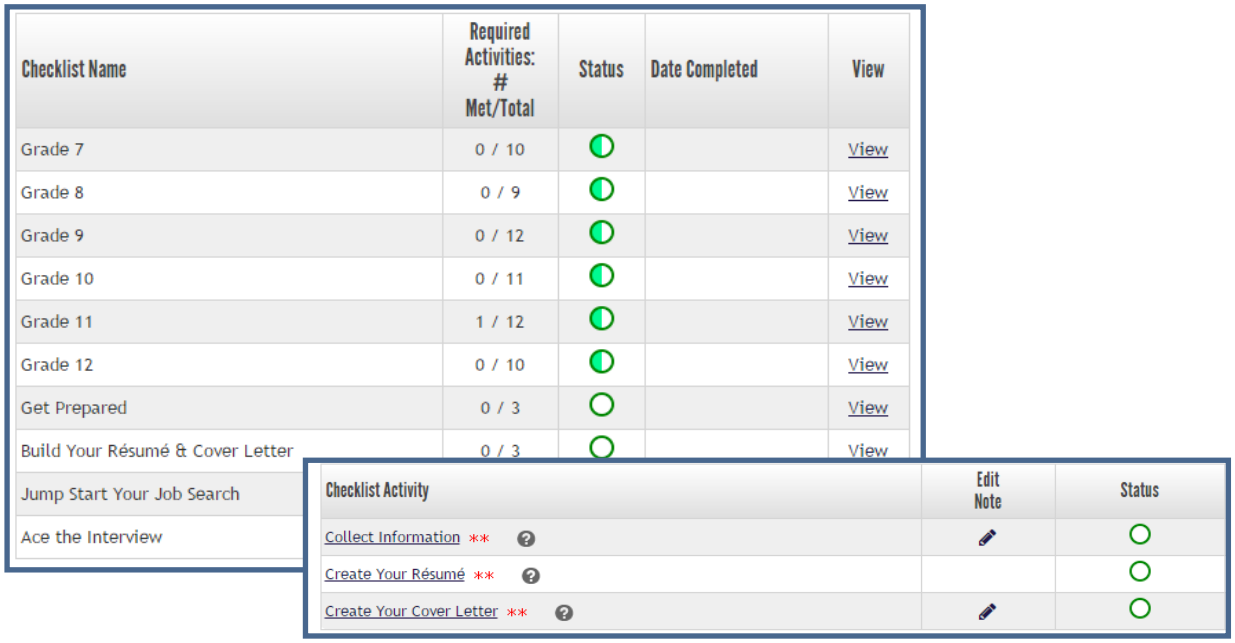


Portfolios Can Move with Students

Students can keep all their saved work and information by transferring their portfolios or simply continue using their current account if they change schools. When students graduate, their portfolio can move with them to post-secondary education or be transferred to the Idaho Department of Labor to help with job search. Students need to talk with their school counselor to get help with portfolio transferring.

Checklists

Checklists display a variety of suggested activities students can work through in CIS. The green status bubble will fill in as students complete activities in their checklists.



Checklist Name	Required Activities: # Met/Total	Status	Date Completed	View
Grade 7	0 / 10			View
Grade 8	0 / 9			View
Grade 9	0 / 12			View
Grade 10	0 / 11			View
Grade 11	1 / 12			View
Grade 12	0 / 10			View
Get Prepared	0 / 3			View
Build Your Résumé & Cover Letter	0 / 3			View
Jump Start Your Job Search				
Ace the Interview				

Checklist Activity	Edit Note	Status
Collect Information **		
Create Your Résumé **		
Create Your Cover Letter **		

Career Plan

The Career Plan process requires students to explore themselves and career opportunities, research post-secondary options, evaluate these options, set goals and make plans. The "Career Plan" has three levels, 1 "Getting Started" 2 "Looking Deeper" 3 "Next Steps." Career Plan" allows students to work through deeper levels of their career development through worksheets and activities in CIS.

Favorites

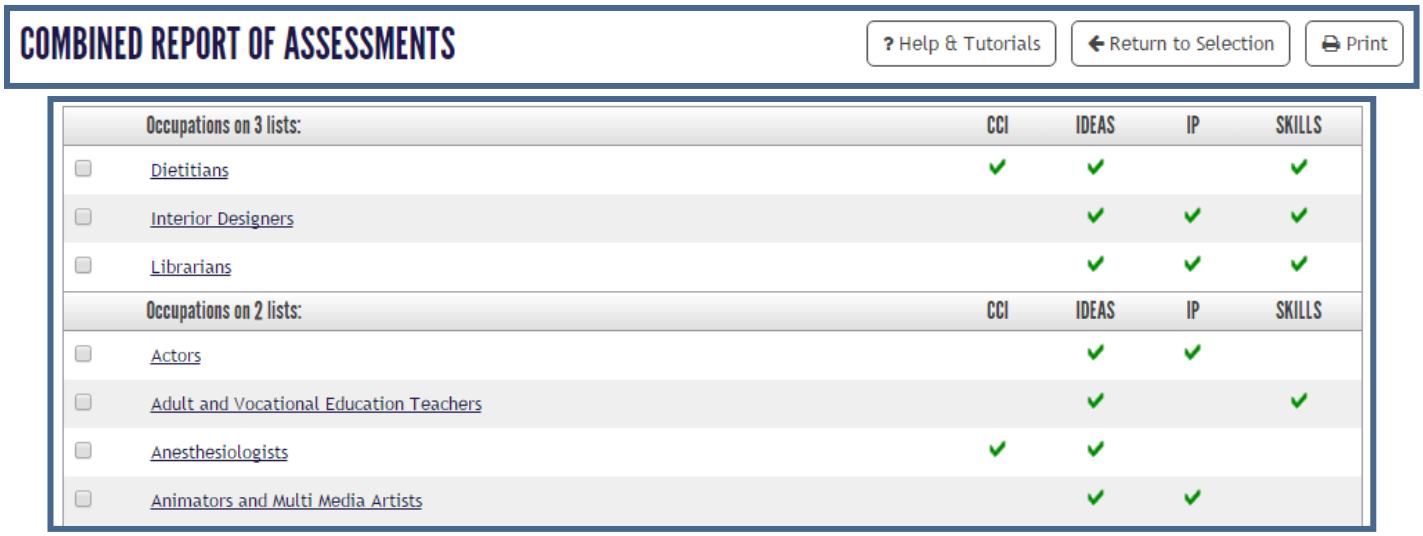
Any content saved by the student is kept in this folder. Users can write notes to highlight content they want to remember or record, by clicking the Save when in any content area or assessment.

> ***Tip:*** Always encourage students to be logged into their personal portfolios and saving all work they do. Students often need to be reminded to save information so they can see it later. Remind them to hit the Save button often.

Sorts and Assessments Results

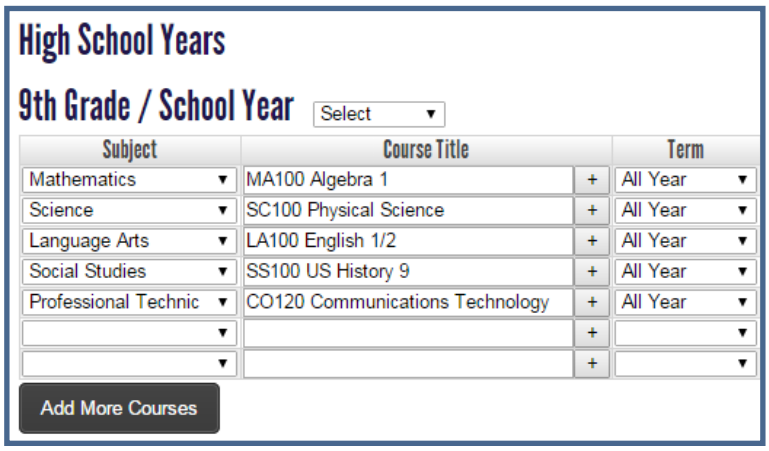
After students complete a sort or assessment in CIS and click the save button, they can view their results here. Students can save multiple versions of the same assessment or sort if taken at different times.

> *Combined Report of Assessments* aggregates student results from several assessments into one complete report.

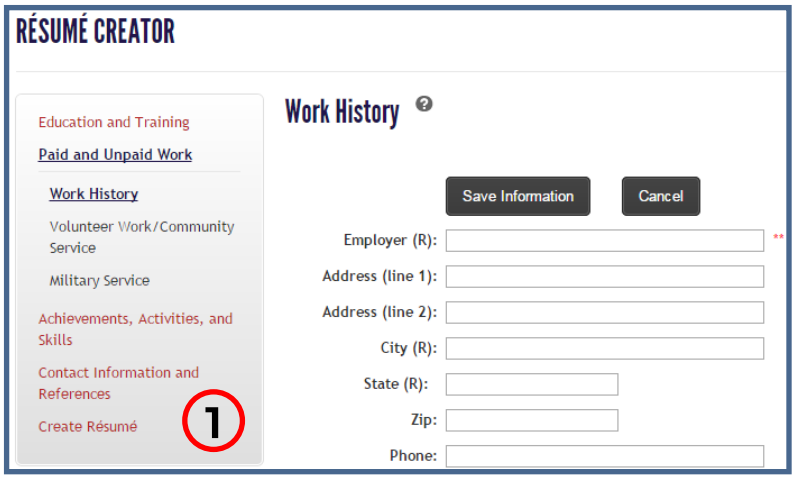


Course Planner

The "Course Planner" allows students to create an individual academic plan to map out courses during grades 6-12. Students can type individual courses, or choose courses from the drop down menus that their school staff has uploaded. Begin by having students choose which grade they wish to plan. Then select the pathway (if available), subject, course title, and term. The "Course Planner" tabulates the number of credits planned each year, allowing students to instantly see if more courses are needed for any given year.



Resume Creator



"Resume Creator" is a repository for activities, work experiences, skills and interests, and contact information for references. Information students store in the "Resume Creator" is used to generate resumes and college/ scholarship application activity charts.

If the student wishes to create a resume, click "Create Resume" at the bottom (1) after filling in the information. Select the style and topics from those listed.

Stored Files and Links

Stored Files and Links allows students to upload and store files and links in their portfolios. Students can save up to 5 MB (more than 100 pages of text) of information in this area. "Stored Files and Links" is a good place to store samples of work or scanned documents to accompany a resume or college application.

Application Tracker

The "Application Tracker" helps students track and record key elements of their college application process: researching schools, completing school and scholarship applications, and managing acceptances. It stores information in an orderly way to help students track important college application related dates.

Broken down into three sections, *Before you Apply, Apply, and After Applying,* students can keep track of their progress through the entire college application process.

Personal Learning Plan

The "Personal Learning Plan" assembles key contents from "My Portfolio" into a report that is designed to be printed, completed and utilized in student planning conferences.

**Optional Modules – Peterson's Test Prep and Dependable Strengths

Some schools may have paid for additional modules in addition to CIS for their students. These include the Peterson's Test Prep series, which provide students with ACT and SAT practice tests, and the Dependable Strengths assessment. Contact the school you will be working with in order to determine if they have these options available.

Section 8: Writing Reflections in CIS

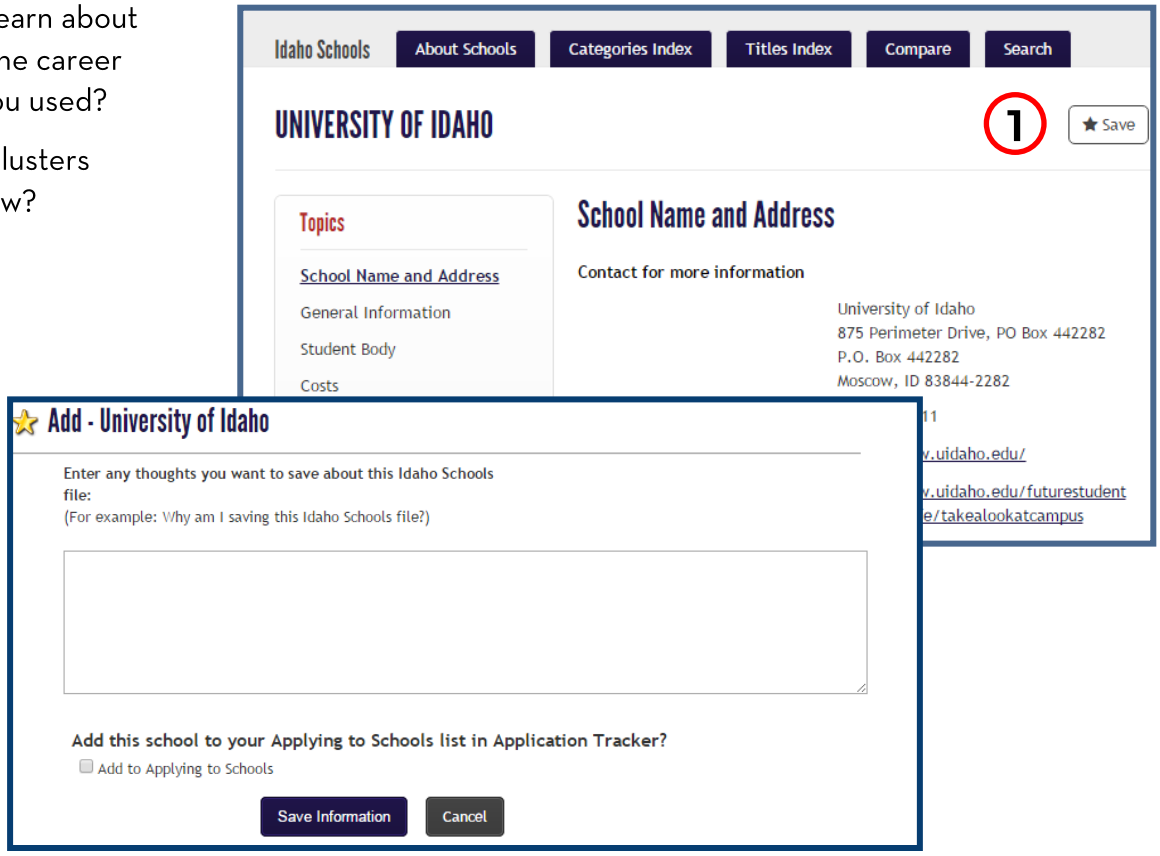
Objective: To understand the components of writing reflections in CIS. (LK edit)

CIS Reflections

In CIS, students reflect in two place: 1 when they save any content or test result, they are prompted to save their thoughts or reflections; 2 within the "Career Plan" users are provided an opportunity to reflect and build individual education plans by completing activities with the following reflective prompts:

From "Know Myself"

- What do you know about yourself, your characteristics, interests, and preferences?
- What did you learn about yourself from the career assessments you used?
- Which career clusters interest you now?

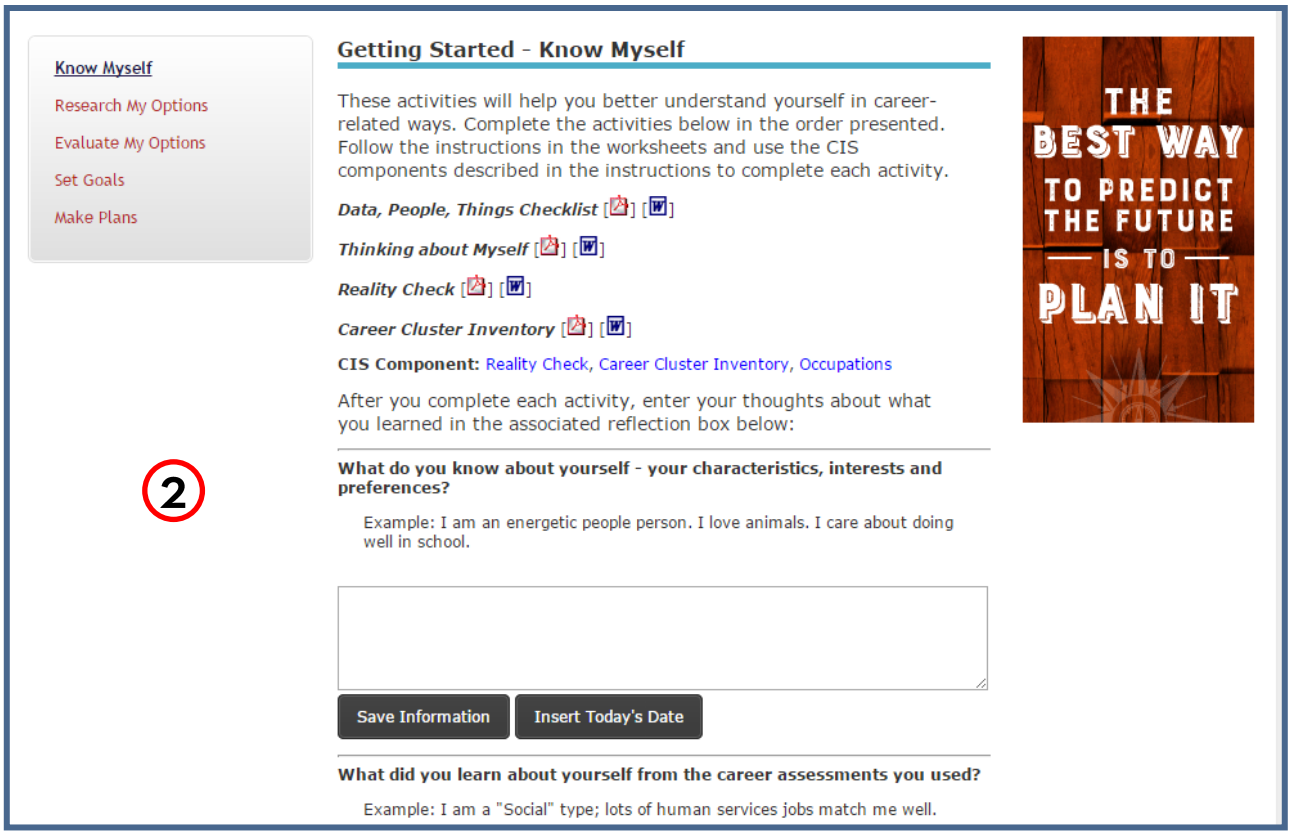


From "Research Options"

- Which occupations interest you now?
- What are the preparation requirements for the occupations that interest you now?

From "Evaluate Options"

- What did you learn about yourself from the career research you completed?
- What did you learn about how you set goals and make decisions from the career work you completed?



From "Set Goals"

- What are your personal goals?
- What are your academic goals?
- What are your career goals?
- What are your plans for improvement or enrichment this year?

From "Make Plans"

Education Plans

- What are your educational plans after high school?
- What high school courses are you considering?
- What extra-curricular activities do you plan to participate in?
- What high school programs are you considering?

Financial Plans

- What are your financial plans now?
- What are your financial goals?
- What did you learn about yourself from the financial research you completed?

Action Plan and Supports

- What is your action plan for this year?
- What are your long-term plans?
- Who will support and encourage you to achieve your goals?

(LK edit)

Section 9: CIS Tutorials, Quick Starts and Guides

Objective: To become familiar with the support materials in CIS Site Resources. (LK edit)

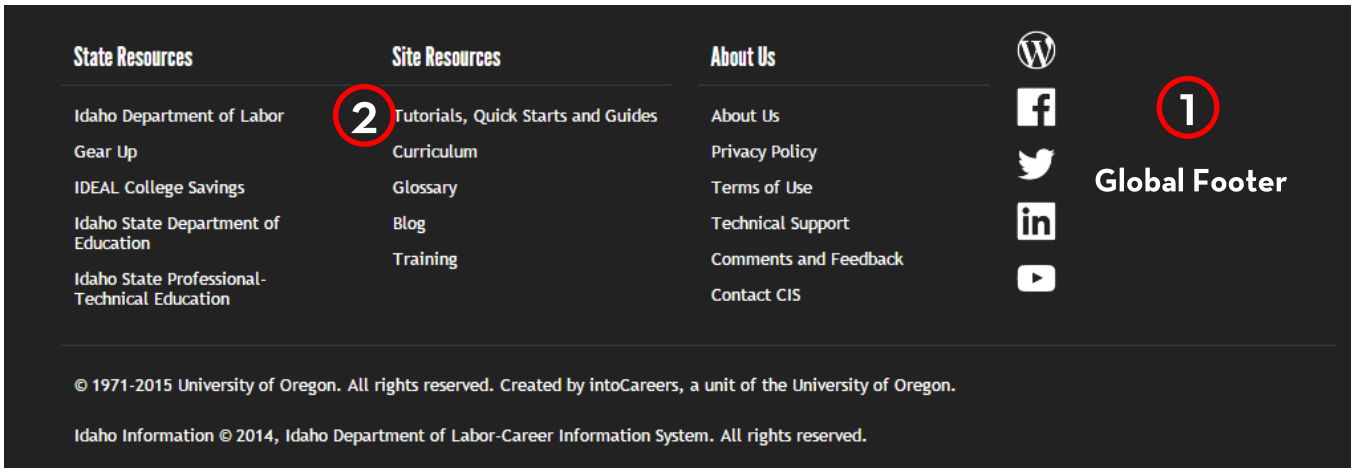
Content

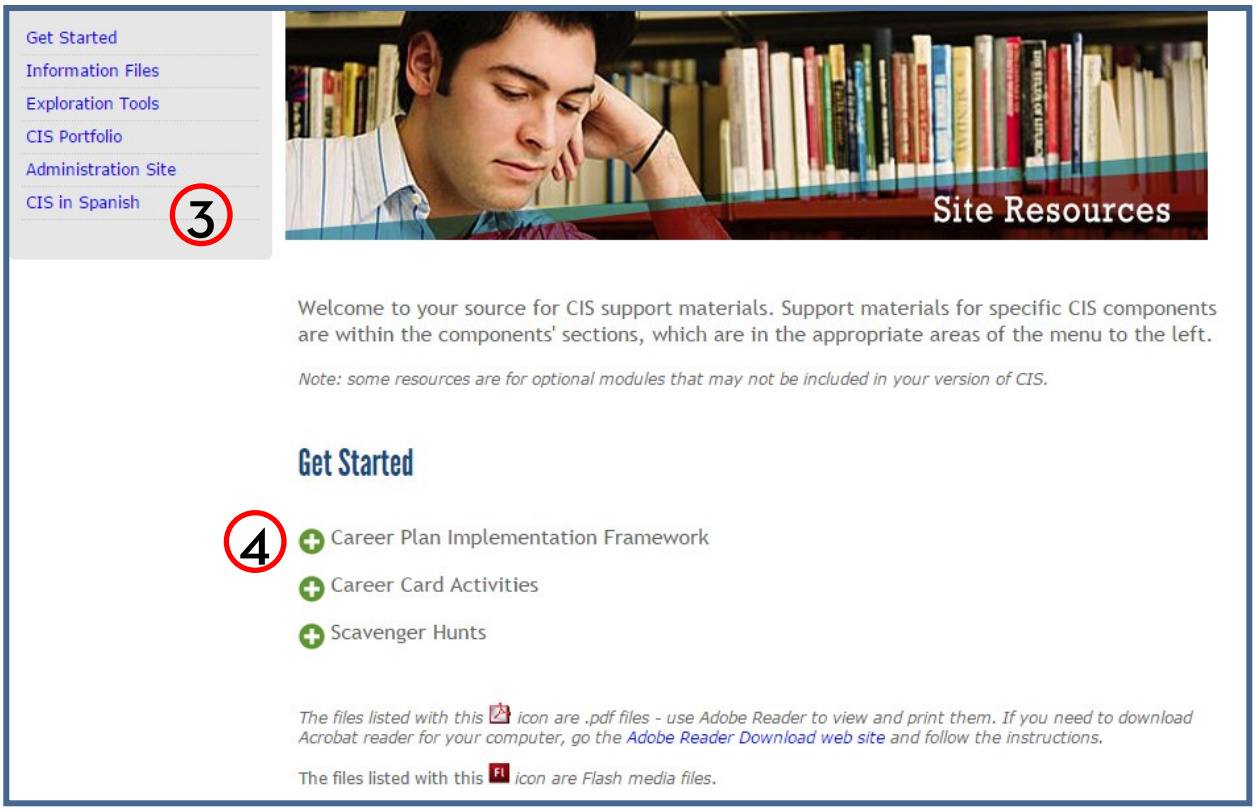
Site Resources contains quick starts, tutorials, guides, and other support materials to help you navigate and use CIS.

- Quick Starts are documents that help users navigate CIS components. These can be used as handouts in a classroom or distributed for a self-directed homework assignment .
- Tutorials can be used to help users begin an assessment, create a portfolio or explore CIS independently. These tutorials may also serve as reminders post-training.
- Guides and Instructional Notes contain helpful contents for teachers presenting CIS components and learning activities.
- The Career Plan Implementation Frameworks suggest specific strategies for implementing CIS in developmental levels that are appropriate to your school and students.
- Scavenger Hunts are quick lessons you can use to help students explore occupations and programs of study.
- Worksheets and cards help students use the exploration tools within CIS.
- Alphabetical lists of the Real World Interviews and Occupational Videos.
- Career Card Activities can be used when access to a computer lab is limited.

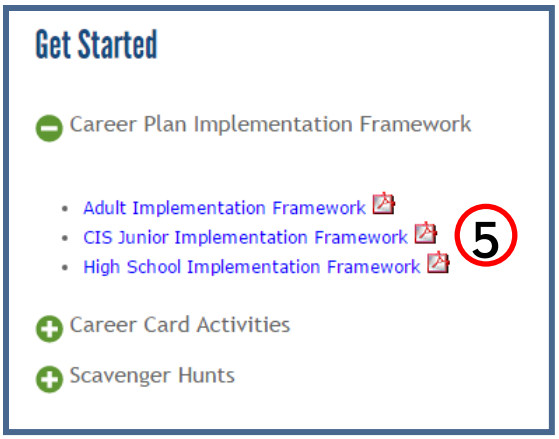
Navigation

You can access "Site Resources" from the global footer. (1) Clicking on "Tutorials, Quick Starts and Guides." (2) will take you to the "Getting Started" page of Site Resources. (3) From this page you can use the left navigation bar to find support materials based on six categories. **[Cont. next page].**





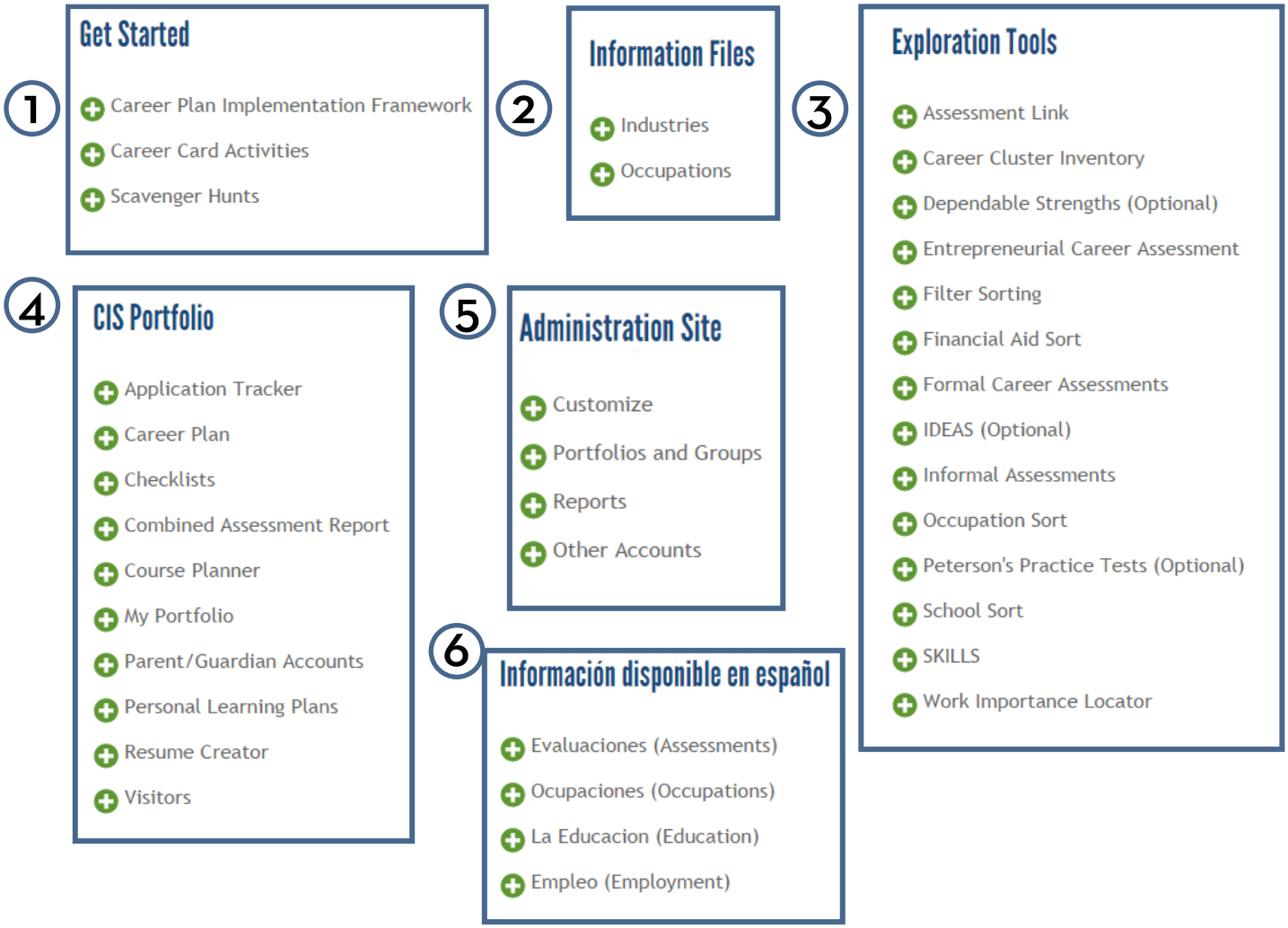
Once you've located the CIS content topic you're looking for, click on the [ ] to see a list of available support materials. For instance selecting "Career Plan Implementation Framework" from the "Get Started" page (4) will bring up the following list of available material: (5)



Organization

"Site Resources" is organized around specific CIS components. Below is a map for locating CIS topics and their corresponding support materials.

After expanding each topic, the files listed with this icon are .pdf files - use Adobe Reader to view and print them. The files listed with this icon are Flash media files.



Section 10: Using the Global Search, Search and Glossary in CIS

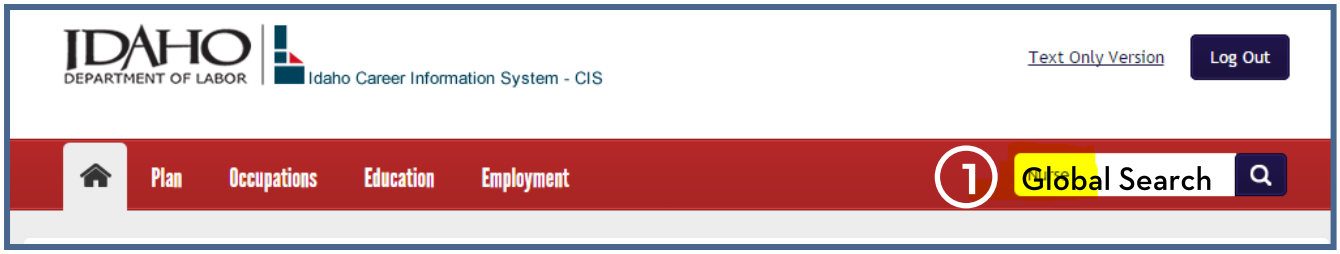
Objective: To become familiar with the global search, search and glossary found in CIS.

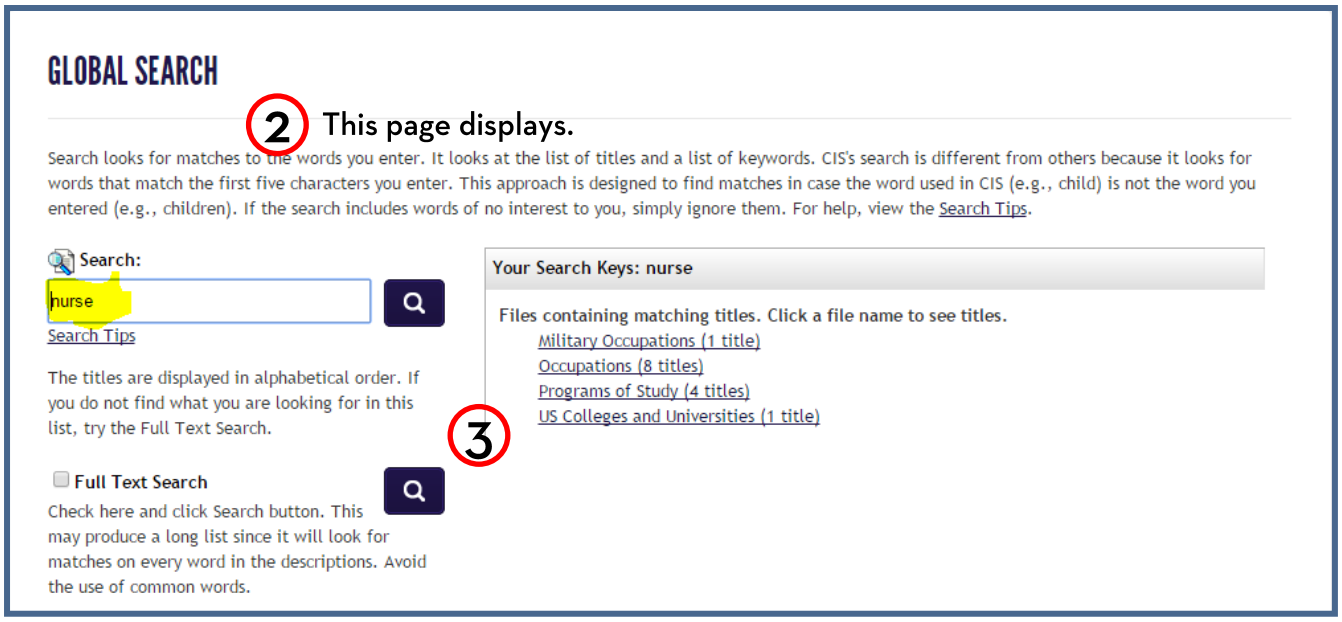
Global Search and Search

The search features within CIS work differently from other search tools because they look for words that match *the first five characters* you enter. This approach is designed to find matches in case the word used in CIS (e.g., child) is not the word you entered (e.g., children). If the search results include words your students are not interested in, simply instruct your students to ignore them.

How Global Search Works

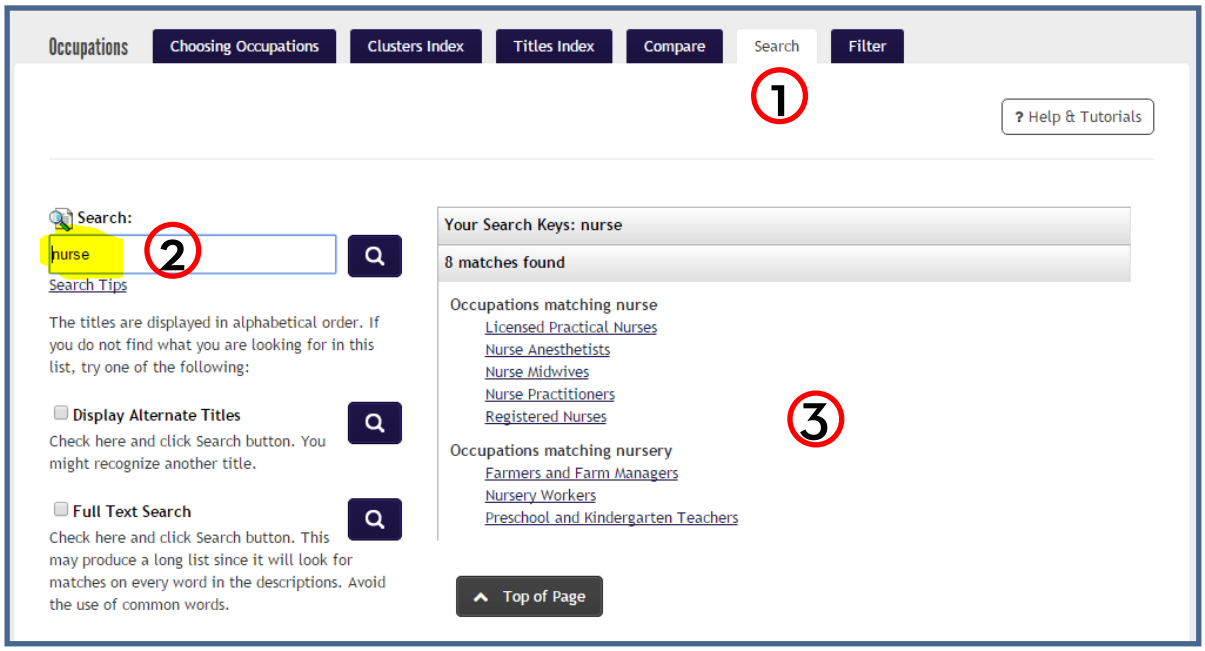
Global Search helps students find content anywhere within CIS and is typically found on the upper left side of the home page. For example, if you type "Nurse" in the Global Search text box (1) and click this page will display. (2) If you click on any of the four results listed, (3) the related topics containing the word "Nurse" will appear.





How Search Works (LK edit)

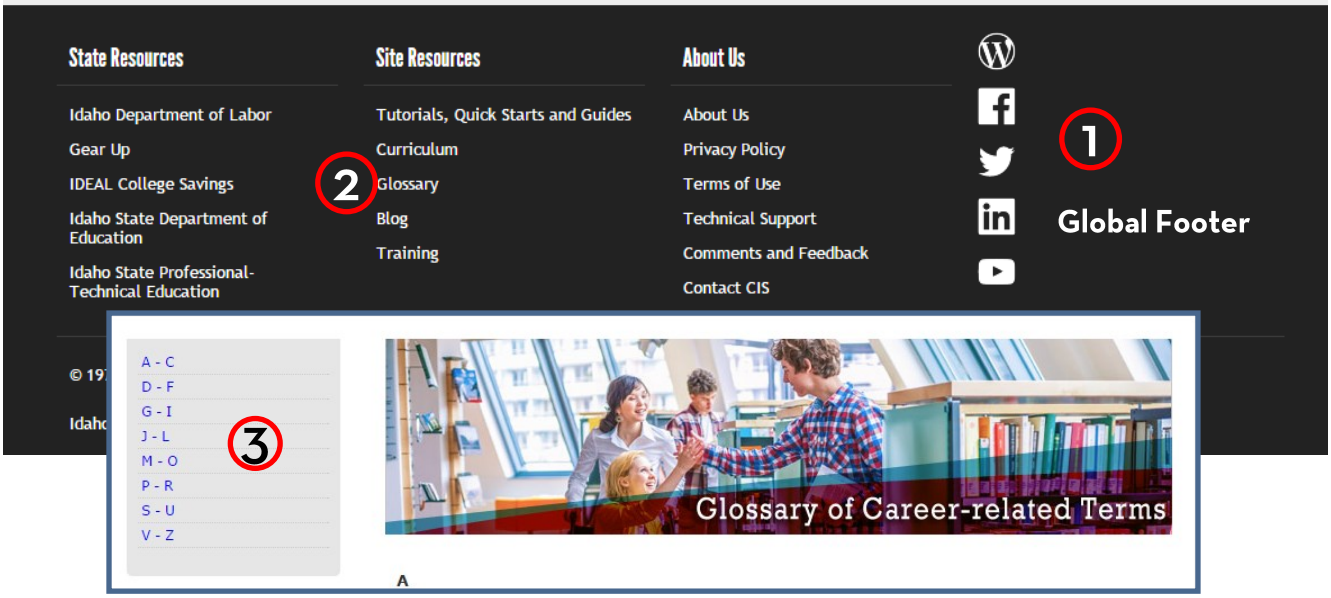
Search is designed to help you find the location of content within specific CIS components and is found on the blue tabbed menu bar. For example, locate the blue tabbed menu bar within "Occupations" and select the "Search" tab. (1) If you enter "Nurse" in the search text box (2) and press enter, this page will return occupations matching "nurse" and "nursery." (3)



Tip: When using **Global Search or Search,** type as few letters as necessary. For example, for "Counseling" type "counsel" to include the greatest number of results.

Glossary

The CIS Glossary helps you understand CIS and career-related terms and is accessed from the global footer. (1) Simply click "Glossary" (2) and then click the alphabet letter that corresponds to the word or term you need. (3)



Section 11: CIS Curriculum

Objective: To familiarize you with CIS online learning activities.

Content

CIS Curriculum contains 113 lesson plans that support integration of CIS components into classroom settings. This curriculum contains three curriculum units at the levels: Getting Started, Looking Deeper and Next Steps. Within each unit lessons are further divided into: Know Myself, Research Options, Evaluate Options, Set Goals, and Make Plans. Each lesson includes a PowerPoint presentation, worksheets and a scoring rubric in both Word and PDF formats.

Sort

The opening screen provides a sorting tool with five sort options:

- Career Plan Level
- Career Plan Themes
- ASCA (American School Counselor Association) Domains
- Subject Area
- CIS Component

For the best results, select only one or two of the sort characteristics. If you find that there are no matching activities, re-sort using only the most important characteristic.

Browse Units of Instruction

For those who prefer lessons organized into meaningful units, lesson plans are organized in three units based on CIS's Career Planning Framework. To explore each of these, click on its title on the left of the screen. You could potentially combine these three units for a semester-long class.

View All Lessons

To view the titles and a brief description of all lessons, click the sorter *Career Plan Level* then click *All Levels*.

*Although written for middle and high schools, many of these are also appropriate with minor modifications for use with adults.

Sort Options

Career Plan Level

- Getting Started
- Looking Deeper
- Next Steps
- All Levels

Career Plan Themes

- Know Myself
- Research Options
- Evaluate Options
- Set Goals
- Make Plans

American School Counselor Association Domains

- Academic Development
- Career Development
- Personal/Social Development

Subject Area

- Advisory
- Career and Technical
- English/Language Arts
- Financial Literacy
- Health and PE
- Mathematics
- Science
- Social Studies/Social Science
- Visual and Performing Arts

CIS Component

- Assessment Link
- Career Cluster Inventory
- Combined Report of Occupation
- Course Planner
- Employer Locator
- Entrepreneurial Career Assessment Form
- Financial Aid Sort
- IDEAS
- Interest Profiler
- Occupation Sort
- Practice Tests
- Resume
- Reality Check
- SKILLS
- School Sort
- Work Importance Locator

Format of the Lessons

These lessons can be downloaded and printed. Lessons include a PowerPoint presentation, to which you can link or print as overheads and use with the lesson. These are copy-released so you can modify the PowerPoints to your choosing. In addition, worksheets, scoring rubrics and support materials are in both MSWord and Acrobat PDF format.

PDF-formatted documents are fillable on students' computers and can then be saved to their CIS Portfolio, printed, or saved to a central folder for the class. They appear on screen just as they will be printed. Each lesson is presented in a uniform format. In addition to a step-by-step description of how to present the lesson, the following sections provide guidance in delivering the lesson.

Theme and Level

Provides the CIS career development framework theme and the developmental level(s) targeted in the lesson.

At A Glance

Overviews what the students will do in the lesson and time needed to complete the lesson.

Essential Questions

The significant question or questions answered in the lesson.

Preparation

List of actions to complete before presenting the lesson. Some lessons require materials preparation such as printing worksheets, some require assistance from people in industry or in the community, and some involve students leaving class or school. We have also included suggestions of resources you might find useful for extra background.

Steps

Sequential description of how to present the lesson.

Variations and Accommodations

Ideas for extending the lesson or alternate ways of organizing it to support differently-abled students. Many of these ideas require more time than the basic plan. Lesson ideas are often in this section because they involve students being out of the classroom, or visitors coming in.

Assessment

A scoring rubric for the lessons is provided.

Portfolio

Students enter lesson reflections and learning in their portfolios within My Career Plan. Directions to the appropriate My Career Plan text boxes are provided.

Materials

List of (and links where applicable) essential or useful materials for presenting and completing the lesson (for example, extra equipment, instructional notes, worksheets).

Goals and Standards

- National Career Development Guideline (NCDG) Goals
- American School Counselor Association (ASCA) Domains
- Idaho Counseling Program Student Outcomes
- Bloom's Taxonomy domains

Section 12: Site Administration

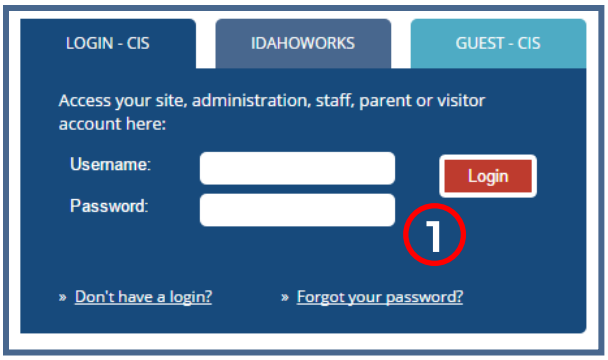
Objective: To become familiar with the Administration Tools found in

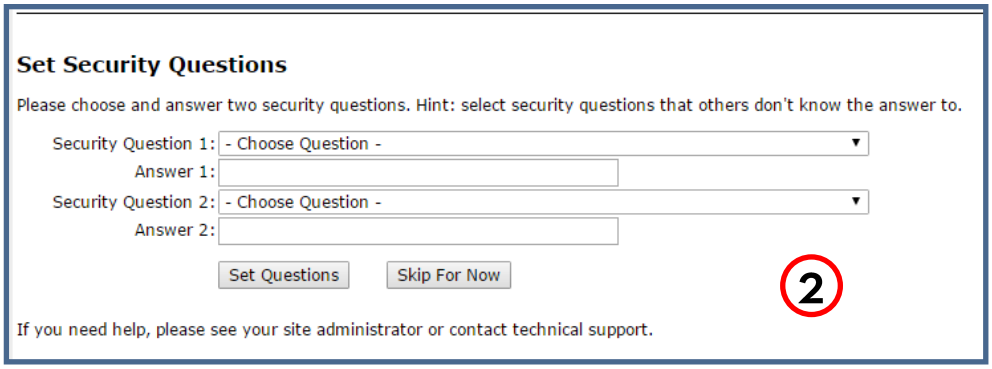
CIS Administration Tools allow the CIS Site Administrator and other key staff to generate reports, reset portfolio passwords and maintain and edit various pieces of administrative data.

Site Administrator Account

Every site with a CIS Power License receives a Site Administrator username and password. Idaho CIS provides the Site Administrator login information to your school's Password Manger.

To login as an administrator, type into the CIS login portal the username and password provided to you by Idaho CIS or your password manager. (1) The first time you login you will be asked to reset your password and security questions (2), so that in the future you can retrieve a forgotten password.





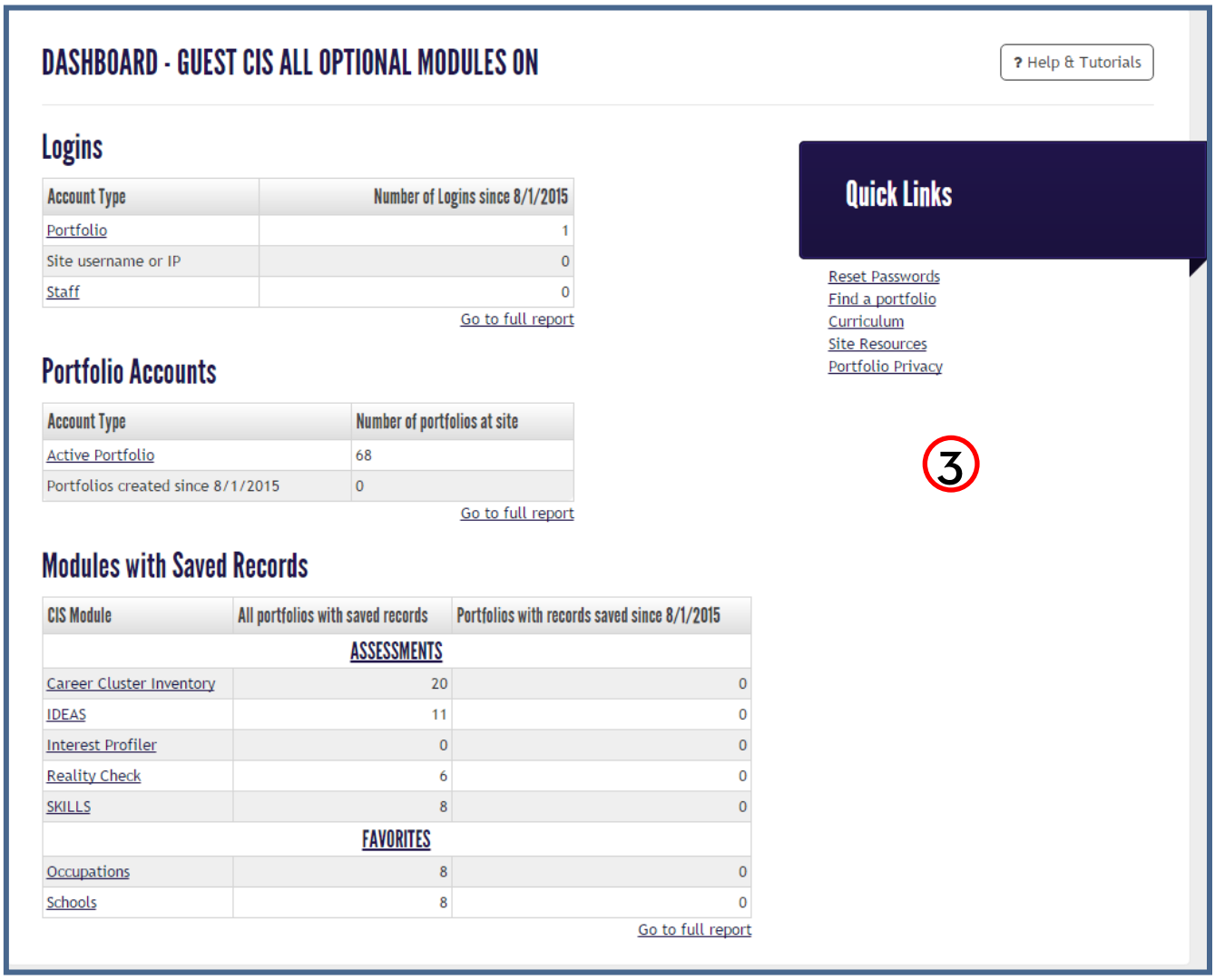
Staff Accounts

Staff Accounts are created by your school's Password Manger using the Site Administration login. Contact your school's Password Manager for help obtaining a staff username and password. If you're not sure who your Password Manager is please contact Idaho CIS.

To log in to your staff account type into the CIS login portal the username and password provided to you by your school's Password Manager. (1) The first time you login you will be asked to reset your password and security questions (2), so that in the future you can retrieve a forgotten password.

Dashboard

The Dashboard 3 gives site coordinators, password manager and staff a quick look at logins, portfolio accounts and key modules with saved files and records. It also allows quick access to resetting passwords, finding portfolios and curriculum. Use the dashboard to navigate to comprehensive reporting tools, access to portfolios and groups, accounts, modules, site customization, and additional helpful resources.



DASHBOARD - GUEST CIS ALL OPTIONAL MODULES ON

? Help & Tutorials

Logins

Account Type	Number of Logins since 8/1/2015
Portfolio	1
Site username or IP	0
Staff	0

Go to full report

Portfolio Accounts

Account Type	Number of portfolios at site
Active Portfolio	68
Portfolios created since 8/1/2015	0

Go to full report

Modules with Saved Records

CIS Module	All portfolios with saved records	Portfolios with records saved since 8/1/2015
ASSESSMENTS		
Career Cluster Inventory	20	0
IDEAS	11	0
Interest Profiler	0	0
Reality Check	6	0
SKILLS	8	0
FAVORITES		
Occupations	8	0
Schools	8	0

Go to full report

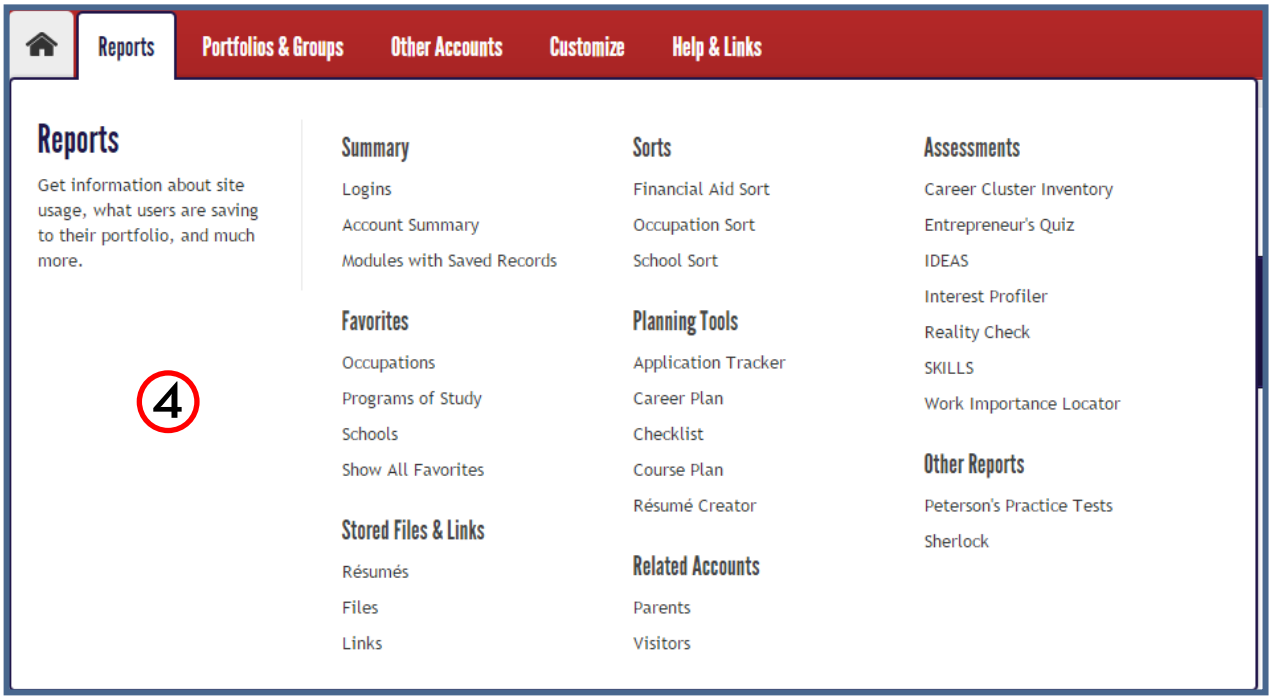
Quick Links

Reset Passwords
Find a portfolio
Curriculum
Site Resources
Portfolio Privacy

3

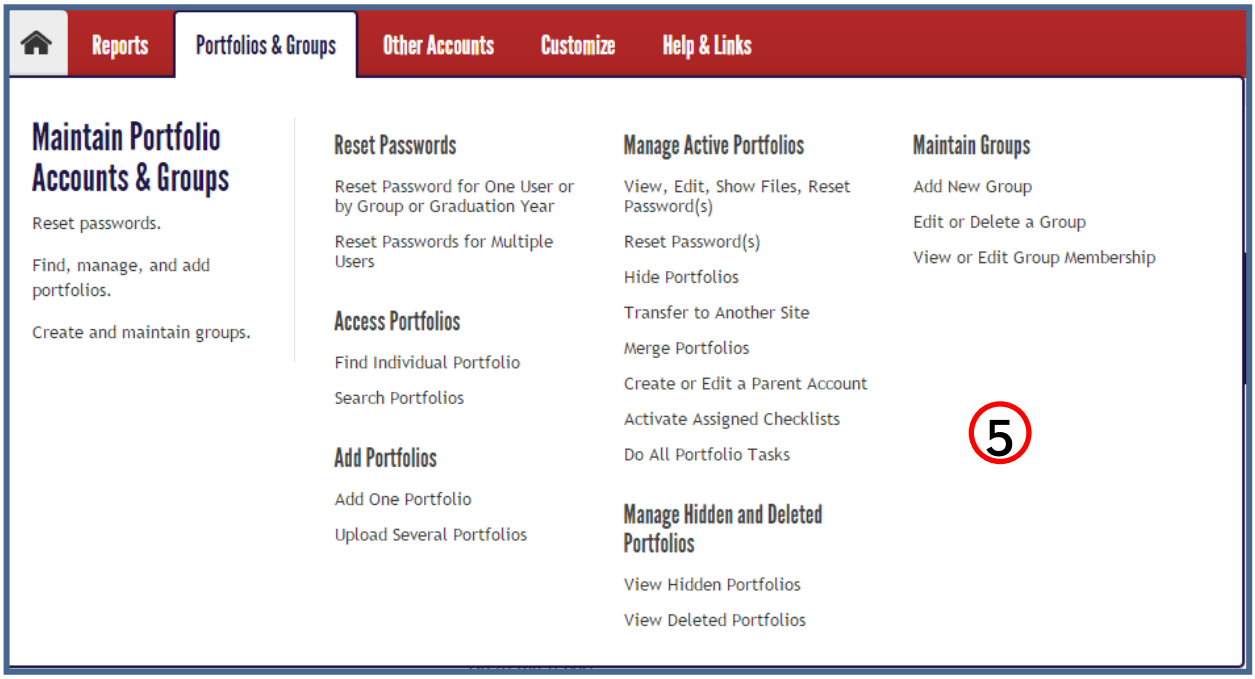
Reports

"Reports" allows you to get comprehensive information about site usage, what users are saving to their portfolio, assessment results and much more. 4



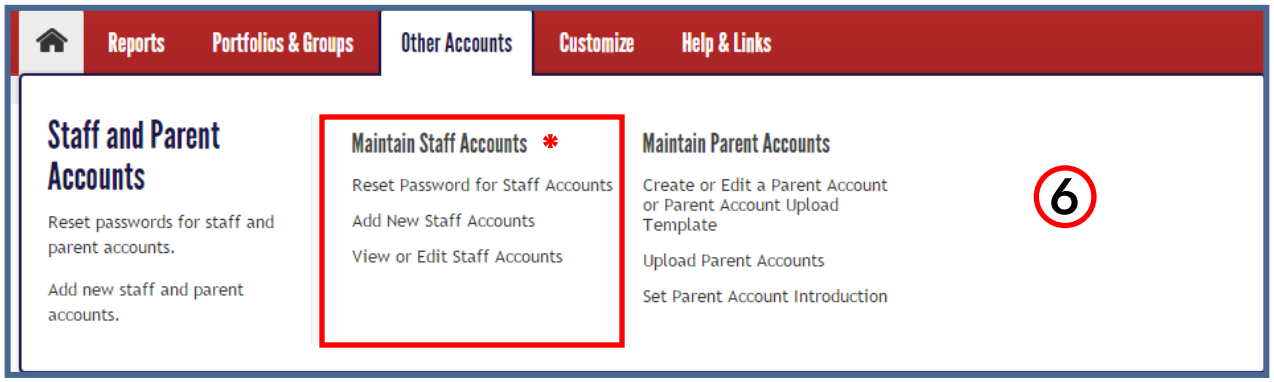
Portfolios & Groups

This is where to go to maintain portfolios and groups. 5 Here you can reset passwords. You can find, manage, add, hide or delete portfolios as well. It is also where you go to create and maintain groups.



Other Accounts

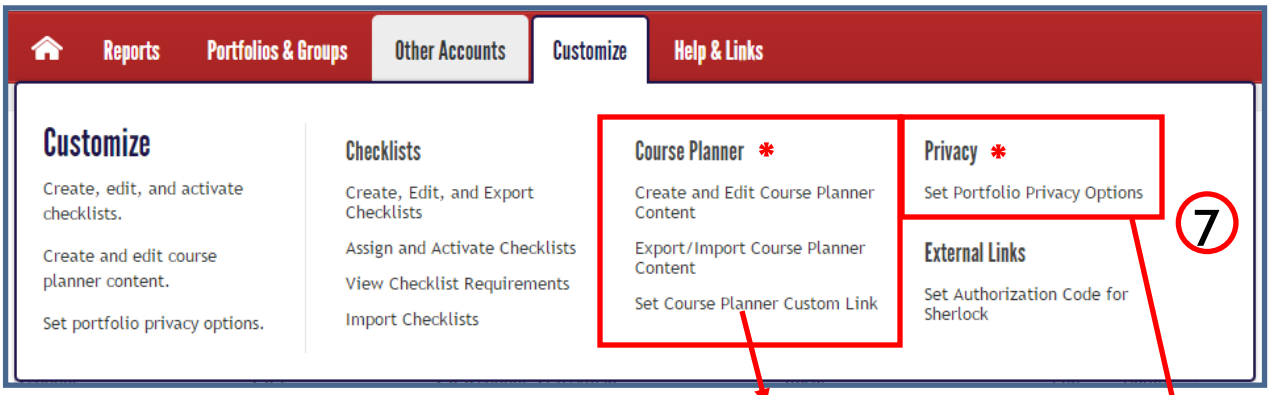
From here you can manage the accounts of staff, parents and advisors. 6 You can reset passwords for staff and parent accounts, add new staff and parent accounts and manage advisor access at your site.



*Only available using Site Administration login.

Customize

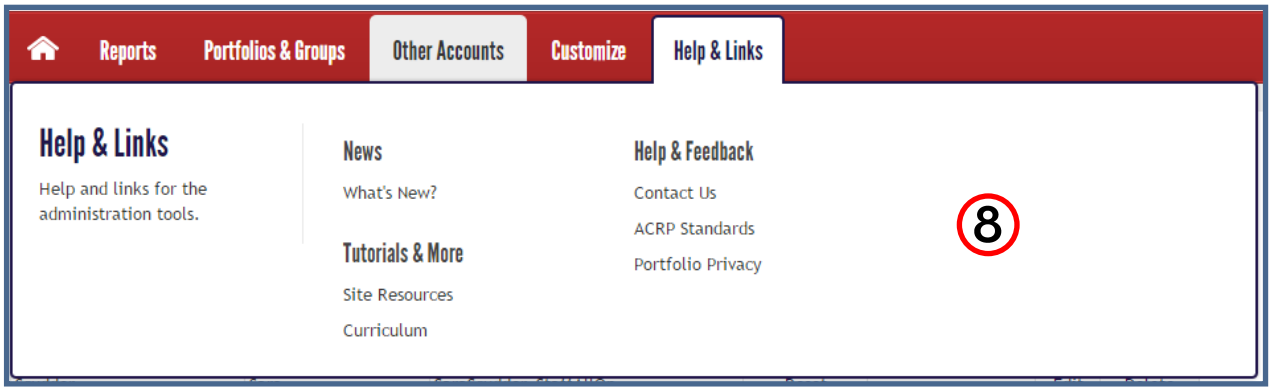
Customize is where to go to customize the CIS site. 7 Staff and Administrators can create, edit, assign, and activate checklists here. From this section of Site Administration the Password Manager can create and edit "Course Planner" content and set portfolio privacy options.



*Only available using Site Administration login.

Help & Links

Help and Links gives you quick access to "What's New" in the system, Site Resources and CIS Curriculum. 8 You can use the "Contact Us" feature to provide feedback on the CIS system.



Section 13: Activities

Objective: To provide you with activates between 30 and 50 minutes in length that you facilitate with students in a classroom and/or computer lab setting. (LK edit)

Career Card Activities

If you have a deck of "Career "cards of any type, you can use them in this activity Most career card activities do not require computer access and can be completed in 30-50 minutes.

Your Occupation of Choice

Students select an occupation card and then use CIS to find out more about their occupation of choice. (Requires computer access).

Occupation Trader Game

Students are assigned occupations via cards and asked to imagine what it would be like to work in this occupation.

Skills and Abilities Match

Students get a better understanding of the skills and abilities required for different occupations.

The Wage Game

Students see the relationship between education and earnings in real-life examples.

Scavenger Hunts

Scavenger Hunts are included in appendix B of this manual and can also be found on the "Get Started" page of Site Resources. Scavenger Hunts require computer access and on average can be completed in 30 -50 minutes.

Education and Training

Helps students learn about programs of study and how to find and compare schools that offer them.

Health Occupations and Education

Uses health occupations and programs of study to help students learn how to navigate CIS using tabs, home and search features.

Occupations

Teaches students how to find occupations using the "Occupation Titles" and "Cluster Indexes."

Occupations and Education in the Arts

Uses occupations and programs of study found in the field of art to help students learn to navigate "CIS Occupations," "Programs of Study" and "Paying for School" content areas.

Paying for School

Helps familiarize students with financial aid terminology, Idaho's tuition reduction and interstate cooperative programs, how to find scholarships and how increased education can lead to increased earnings.

CIS Curriculum

The two tables below represent CIS Curriculum lessons that on average take 50 minutes to complete. The first table identifies lessons which do not require access to a computer lab while the second identifies those lessons which do require a computer lab.

No Computer Lab Required

Title	Difficulty	Common Core Standard	Subject
Home Manager	Easy	English	Health
This or That?	Easy	English	Mathematics, Health
Learning about Ourselves	Easy	English	Can be adapted for any class
Tools for Today	Easy	English/Math	Social Studies
I have Skills	Easy	English/Math	Can be adapted for any class
SKILLS Bingo	Easy	English	Social Studies
Pyramid of Needs	Easy	English/Math	Can be adapted for any class
Diversionism	Easy	English	Can be adapted for any class
The Bobilator	Easy	English	Financial Literacy
Follow My Heart	Moderately Easy	English	Can be adapted for any class
Relax and Enjoy Life	Moderately Easy	English	Health
Ten Things I Love to Do	Moderately Easy	English	Can be adapted for any class
Learning Styles Survey	Moderately Easy	English	Can be adapted for any class

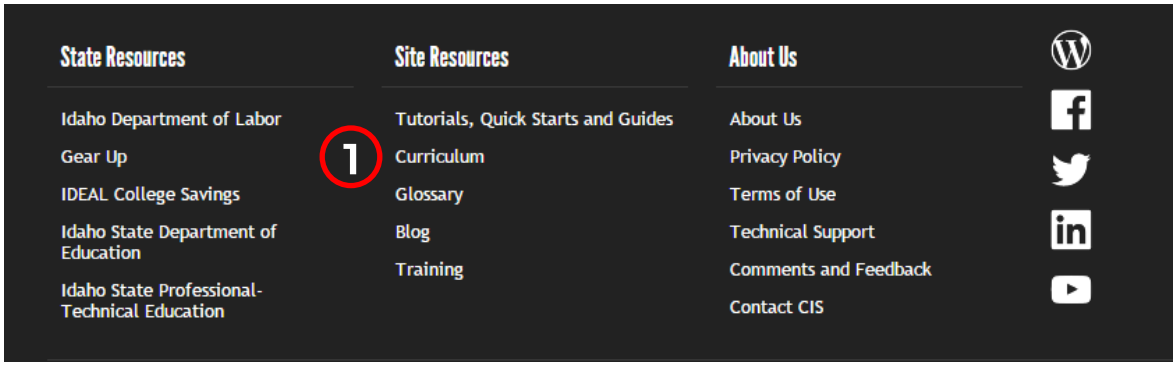
(LK edit)

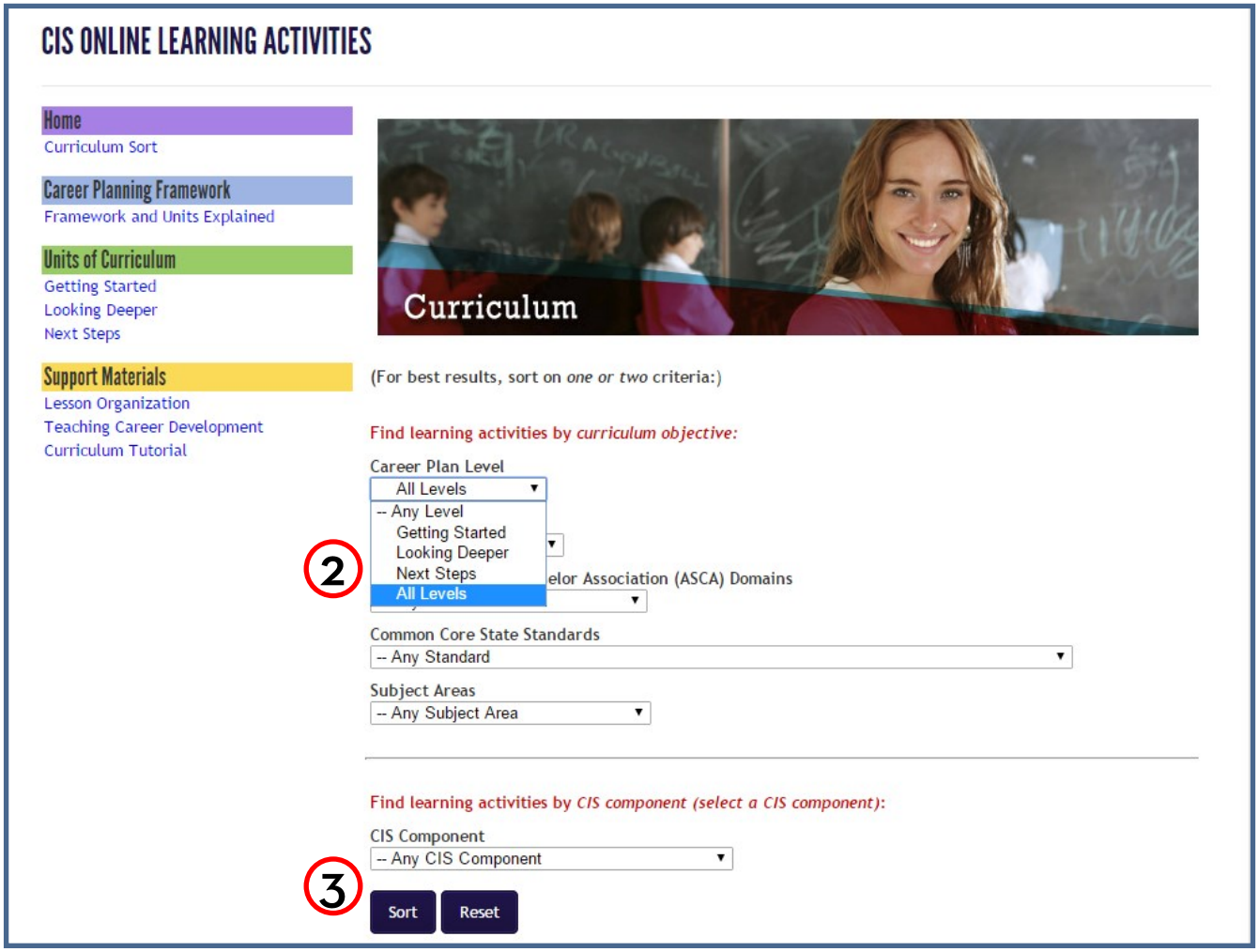
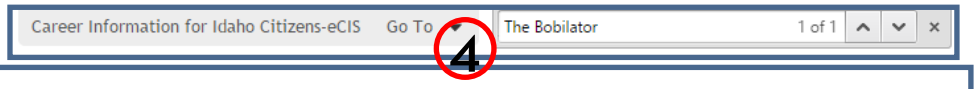
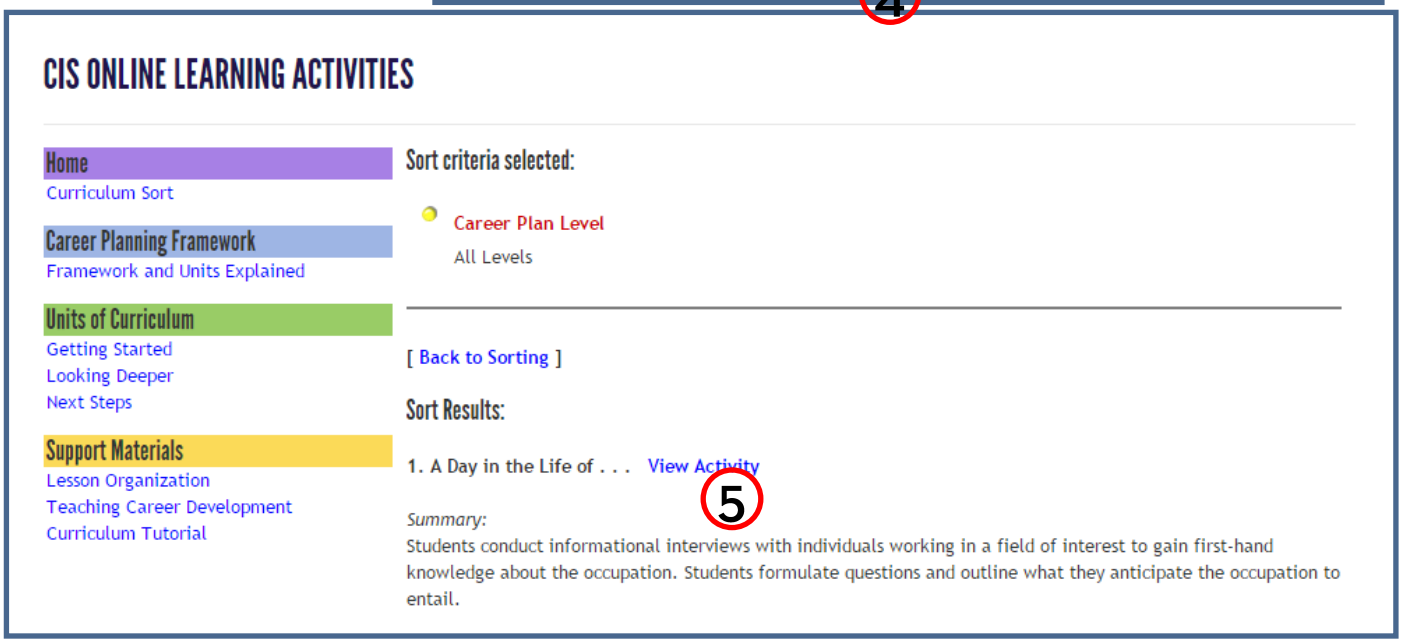
Computer Lab Required

Title	Difficulty	Common Core Standard	Subject
Prospective Hindsight	Easy	English/Math	Social Studies
Assessing My Career Clusters	Easy	English/Math	Can be adapted for any class
Thinking About Me	Easy	English	Health
Tracking My Activities	Easy	English/Math	Can be adapted for any class
What Matters Most to Me?	Easy	English/Math	Can be adapted for any class
Which College is for Me?	Easy	English/Math	Social Studies
What's Next for Me?	Moderately Easy	English	Can be adapted for any class
Keep that Job	Moderately Easy	English	Social Studies, English
Relevance and Relationship	Moderately Easy	English	Health
Where Do I Want to Be?	Moderately Easy	English	Mathematics, Social Studies
Career Cluster Mobiles	Medium	English	Can be adapted for any class
Making Decisions and Plans	Medium	English	Health
Profile of My Work Values	Medium	English	Can be adapted for any class
Using CIS with the Career Occupational Preference System	Medium	English/Math	Social Studies
Using SKILLS across the Curriculum	Medium	English/Math	Can be adapted for any class

Instructions for locating specific lessons in CIS Curriculum

In order to access the above-mentioned lessons, locate "Curriculum" in the global footer. 1



(LK edit)

Once on the "Curriculum" landing page, select "All Levels" from Career Plan Level (2) and then click the "Sort' button (3). A page will then open listing all 113 lessons. In order to find your specific lesson, click both the Ctrl and F buttons on your keyboard and then type the lesson title you're looking for into the find feature of your browser. (4) Finally click on "View Activity" next to the lesson title. (5)