

MCIS 360 HIGH SCHOOL MANUAL

For Teachers and Counselors



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MCIS 360 HIGH SCHOOL SUMMARY

MCIS 360 High School engages high school students in their career development and future planning. Through self-surveys, reflections, research tools, and activities, **MCIS 360 High School** helps students get excited for plans after high school and learn how further education can move them toward their career goals. The platform is accessible, intuitive, and easy to navigate for both classroom and independent use.

Key Features of MCIS 360 High School:

- All elements are written at a 9th grade reading level.
- Self-Survey Results, Favorites, and Career Plans transfer from MCIS 360 Junior.
- **My Dashboard** saves students' favorite clusters and careers, schools, programs of study, scholarships, self-survey results, personal notes, and allows them to pull quick reports. **My Best Career Matches** has a student's top 10 best matches based on self-survey results and favorites.
- **Career Plan** includes customized 9th-12th grade plans with a structured path through components, self-surveys, reflections, and activities.
- **Self-Surveys** are available in English and Spanish.
- **Careers** contains 650+ career profiles and 16 clusters, which represents 95% of the United States Labor Market.
- **Resume** and **Cover Letter** creator support students with content and format.

Resources for MCIS 360 High School:

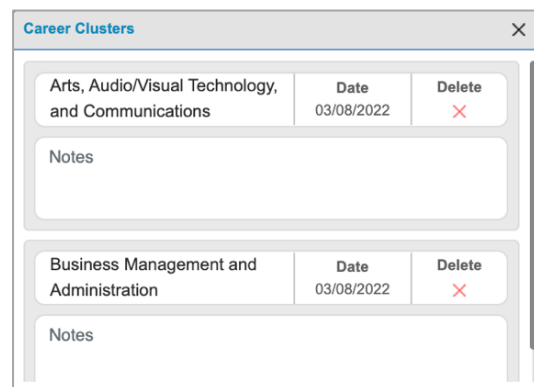
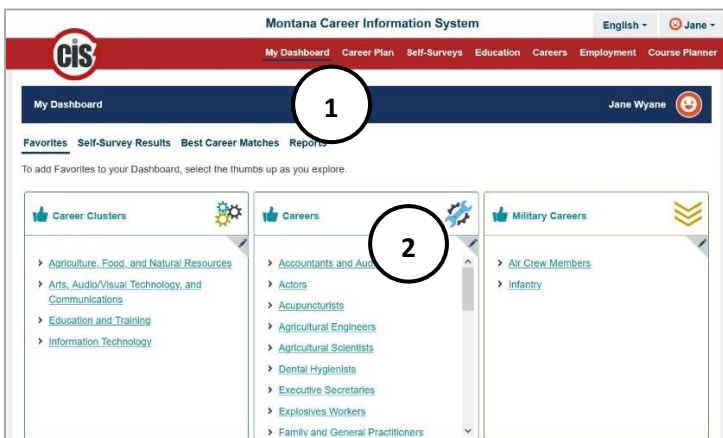
- **Career Plan Editor Guide**- Site-level features in the Career Plan editor
- **Career Plan Activity Library**- Copy of all activities within career plans 6-12 with details for sites and states
- **Career Plan Printable Activities**- Copy of all activities for hard copy distribution to students
- **Quick Starts**- Brief guides for operators, teachers, and counselors about frequently used features

Training Tips:

- Look for this bullet throughout the guide to share helpful training tips and tricks.

MY DASHBOARD: FAVORITES

Individual dashboards display favorites, notes, self-survey results, and generate reports.



1. The dashboard defaults to **Favorites** and shows favorite Careers, Military Careers, Clusters, Program of Study, Scholarships, and Schools. If no items are favorited, a message prompts them to begin. Contact intoCareers to change the default.
2. Leave personal notes, see the date of completion, and use the pencil icon to delete.

- **Training Tip:** Use notes as a reflection field and export for an assignment. Notes automatically save when a user selects out of the box. A green confirmation message shows it saved.

MY DASHBOARD: SELF- SURVEY RESULTS

1. Individual self-survey results display on the dashboard. Select the title of the self-survey to view results. If self-surveys are incomplete, a message prompts students to begin.
2. Leave personal notes, see the date of completion, and use the pencil icon to delete. Select **Restore** to see results or resume an in-progress self-survey.

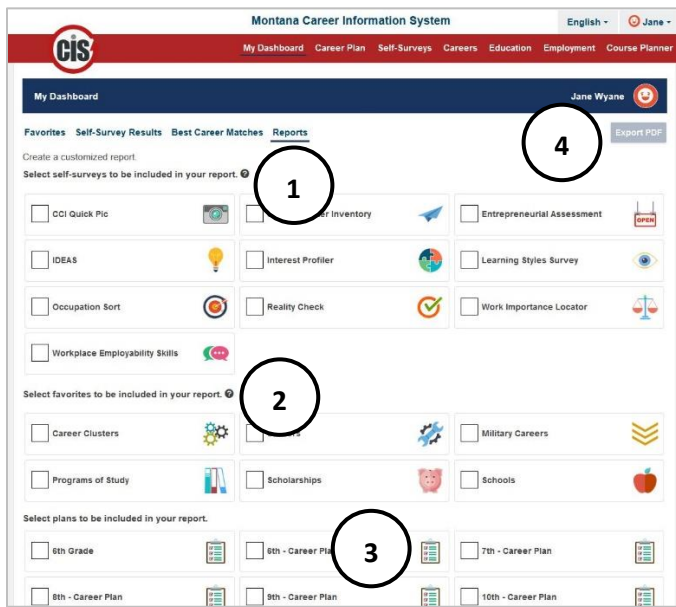
MY DASHBOARD: BEST CAREER MATCHES

Best Career Matches uses results from self-surveys and favorited careers/clusters to recommend up to 10 careers that are a match. Select the **career** or **cluster** to learn more.

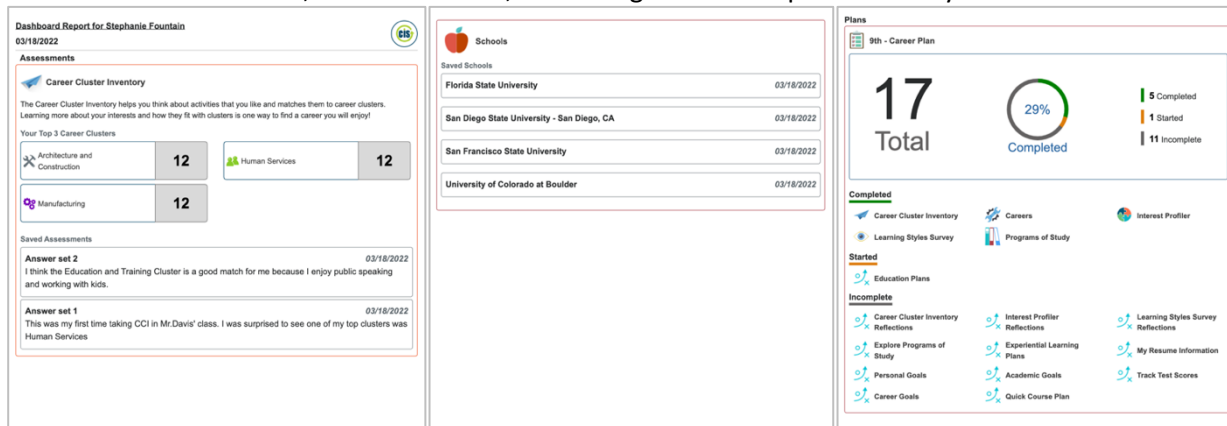
- Training Tip:** Best Career Matches can show 0-10 results. It populates when a career is matched in at least 2 places (favorites/self-survey results). The list displays between 0-10 careers depending on what the user has created. The results are in alphabetical order, not order of match.

MY DASHBOARD: REPORTS

Export a single PDF with self-survey results, favorites, and career plan reports.




1. Select **Self-surveys** to include on the PDF. If taken more than once, the report reflects dates of completion.
2. Select **Favorites** to include in the PDF report. The most recent six favorites display on the report.
3. Select **Career Plan** to include a summary of items completed, started, and incomplete.
4. Download a personalized report with **Export PDF**. A sample report below shows summary self-survey results with notes entered, favorite schools, and a 9th grade career plan summary.



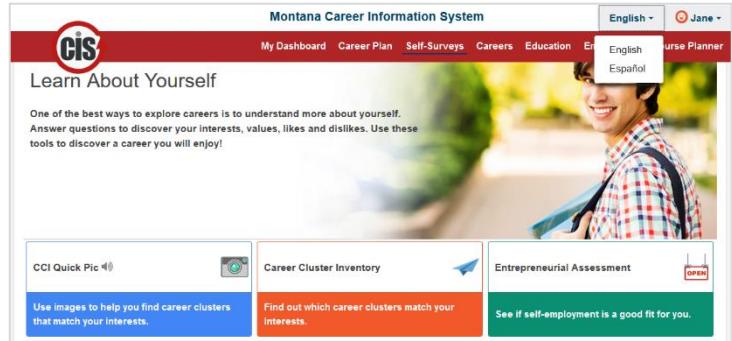
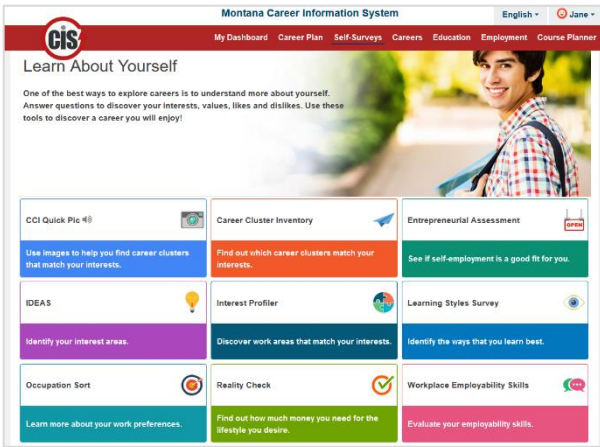
SELF-SURVEYS

Self-surveys help students learn more about themselves and provide a way to look at the world of work through personal characteristics. They are not designed to tell a person what careers they should or should not pursue, but instead begin a dynamic process of career exploration. It is important to prepare users to take self-surveys and to prepare them to interpret the results.

MCIS 360 High School is released with nine self-surveys: CCI Quick Pic, Career Cluster Inventory, Entrepreneurial Assessment, Interest Profiler, Learning Styles Survey, Occupation Sort, Reality Check, Workplace Employability Skills, and Work Importance Locator. Each self-survey features a reflection activity in Career Plan. This helps users develop a strategy to apply results to their individual education and career plans.

 **Training Tip:** Additional self-surveys display on the landing page if your state or site licenses them. They do **not** have a corresponding Career Plan activity.

Training Tip: All self-surveys are available in English and Spanish. Use the drop down to change the language setting. The self-survey landing page updates to show text in Spanish, and the ES icon to indicate Spanish. Questions and results are translated. CCI Quick Pic also features Spanish audio and audio translation.



CCI QUICK PIC








Career Cluster Inventory (CCI) Quick Pic contains images and audio to engage a wide range of users. The self-survey uses activity similarity to help users identify and explore career clusters that match their interests. The assumption behind activity similarity is that if an individual enjoys activities paralleling those of a career (within a given career cluster), they will find jobs in that cluster satisfying.

CCI Quick Pic is a highly visual, informal interest inventory that ranks the 16 career clusters identified by the States Career Cluster Initiative.

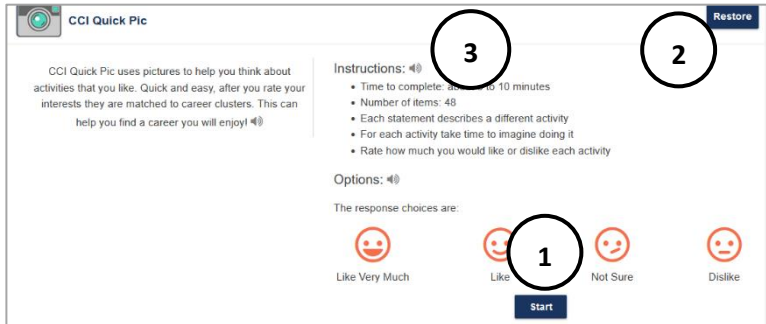
- Time to complete: 5 to 10 minutes
- Number of items: 48
- Available in Spanish or English, with audio also available in Spanish
- Each statement describes a different activity, rate how much they would like or dislike each activity.

CAREER CLUSTER DESCRIPTIONS

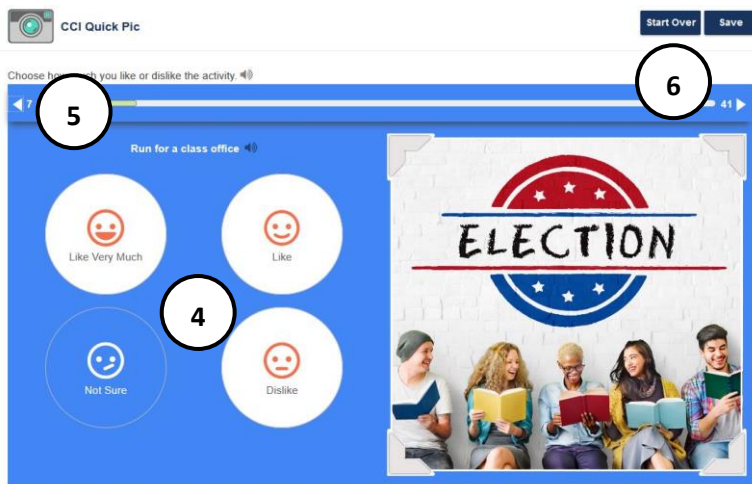
| | | |
|---|--|--|
|  | Agriculture, Food, & Natural Resources | Raise, sell, or make products from plants and animals, or work to conserve natural resources, protect the environment. |
|  | Architecture & Construction | Responsible for buildings and structures like highways and bridges. |
|  | Arts, Audio/Visual Tech, & Communications | Perform or create art, or work behind the scenes to make the performance or publication happen. |
|  | Business Management & Administration | Help businesses operate. |
|  | Education & Training | Guide and train individuals. |
|  | Finance | Help businesses or individuals keep track of money. |
|  | Government & Public Administration | Plan and perform government functions at the local, state, or federal level. |
|  | Health Science | Promote health and wellness, diagnose, and treat injuries and disease. |
|  | Hospitality & Tourism | Help restaurants, hotels, attractions, recreation events, and travel related services operate. |

| | | |
|---|--|---|
|  | Human Services | Work with individuals and families to meet their needs. |
|  | Information Technology | Work with computer hardware, software, multimedia, and network systems. |
|  | Law, Public Safety, Corrections, & Security | Enforce the law, provide fire protection, security, or legal services. |
|  | Manufacturing | Design a new product or determine how it is made, make the product, or install and repair the product. |
|  | Marketing | Help businesses sell products. |
|  | Science, Tech, Engineering, & Mathematics | Complete scientific research in laboratories or the field, plan and design products and systems, or provide support to scientists, mathematicians, and engineers. |
|  | Transportation, Distribution, & Logistics | Drive or pilot transportation to move people and products, repair vehicles, trains, planes, and ships, or work to make sure products and people get to the right place on time. |

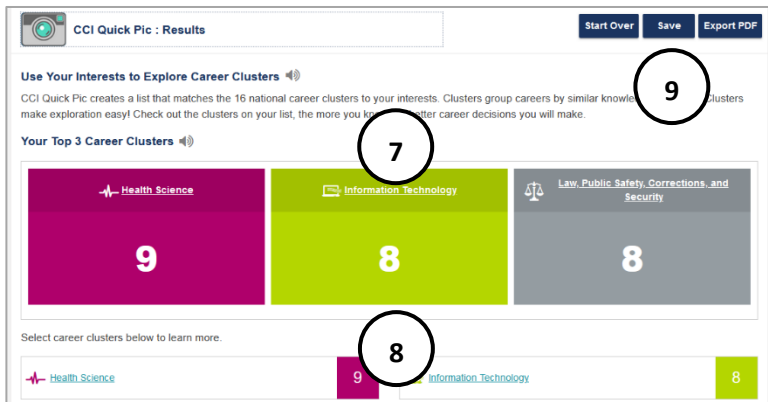
CCI QUICK PIC GUIDE:



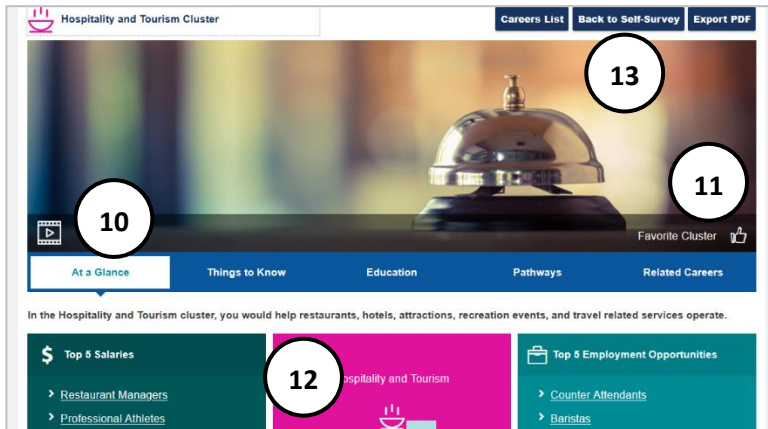
1. Select **Start** to begin self-survey.
2. Select **Restore** to restore a saved in-progress answer set or to see past results.
3. **Audio** is available throughout in both English and Spanish.



4. Imagine the activity, then select a facial expression to rate the level of like or dislike for the activity.
5. Select **back arrow** to see/change a previous response.
6. **Start Over** the self-survey from the beginning, **Save** responses in-progress and exit the self-survey.



7. The **Top 3 Career Clusters** results display. Select a cluster to learn more.
8. Results show a list that matches the 16 national career clusters to a user's interests. Students see all clusters with the number of their interests that belong in each cluster.
9. **Start Over** the self-survey from the beginning. **Save** results with a corresponding note box. **Export PDF** to download results.



10. Select a **Career Cluster** to see a description video, top 5 salaried careers in the cluster, and top 5 employment opportunities. Select the tabs to view **Things to Know** (overview, skills, employment outlook) **Education** (helpful high school courses and programs of study), **Pathways**, and **Related Careers**.
11. Select the **Thumbs up** to add to favorites.
12. **CCI Quick Pic results** shows the level of match for the cluster.
13. Select **Career List** to see all clusters. **Back to Self-Survey** displays CCI Quick Pic results. **Export PDF** to download results.







CAREER CLUSTER INVENTORY











Career Cluster Inventory (CCI) uses activity similarity to help users identify and explore career clusters that match their interests. The assumption behind activity similarity is that if an individual enjoys activities paralleling those of a career (within a given career cluster), they will find jobs in that cluster satisfying.

Users complete the interest inventory and receive immediate feedback about clusters that match their interests. They also receive information about careers associated with these clusters and related programs of study.

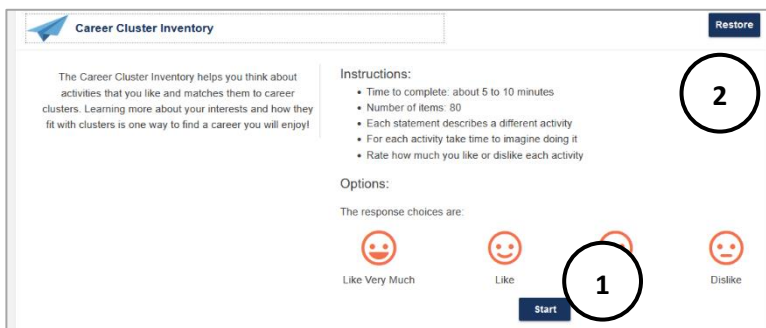
- Time to complete: 5 to 10 minutes
- Number of items: 80
- Available in Spanish or English
- Each statement describes a different activity, rate how much they would like or dislike each activity.

CAREER CLUSTER DESCRIPTIONS

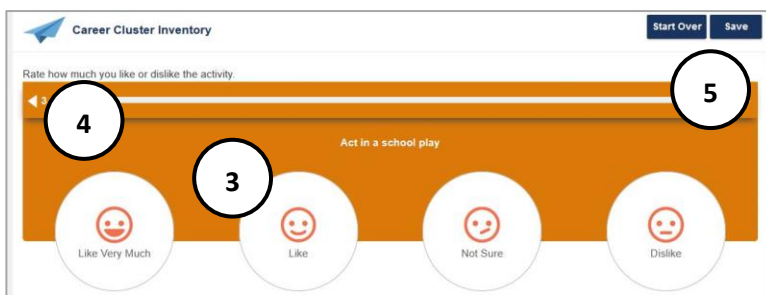
| | | |
|---|--|--|
|  | Agriculture, Food, & Natural Resources | Raise, sell, or make products from plants and animals, or work to conserve natural resources, protect the environment. |
|  | Architecture & Construction | Responsible for buildings and structures like highways and bridges. |
|  | Arts, Audio/Visual Tech, & Communications | Perform or create art, or work behind the scenes to make the performance or publication happen. |
|  | Business Management & Administration | Help businesses operate. |
|  | Education & Training | Guide and train individuals. |
|  | Finance | Help businesses or individuals keep track of money. |

| | | |
|---|--|---|
|  | Government & Public Administration | Plan and perform government functions at the local, state, or federal level. |
|  | Health Science | Promote health and wellness, diagnose, and treat injuries and disease. |
|  | Hospitality & Tourism | Help restaurants, hotels, attractions, recreation events, and travel related services operate. |
|  | Human Services | Work with individuals and families to meet their needs. |
|  | Information Technology | Work with computer hardware, software, multimedia, and network systems. |
|  | Law, Public Safety, Corrections, & Security | Enforce the law, provide fire protection, security, or legal services. |
|  | Manufacturing | Design a new product or determine how it is made, make the product, or install and repair the product. |
|  | Marketing | Help businesses sell products. |
|  | Science, Tech, Engineering, & Mathematics | Complete scientific research in laboratories or the field, plan and design products and systems, or provide support to scientists, mathematicians, and engineers. |
|  | Transportation, Distribution, & Logistics | Drive or pilot transportation to move people and products, repair vehicles, trains, planes, and ships, or work to make sure products and people get to the right place on time. |

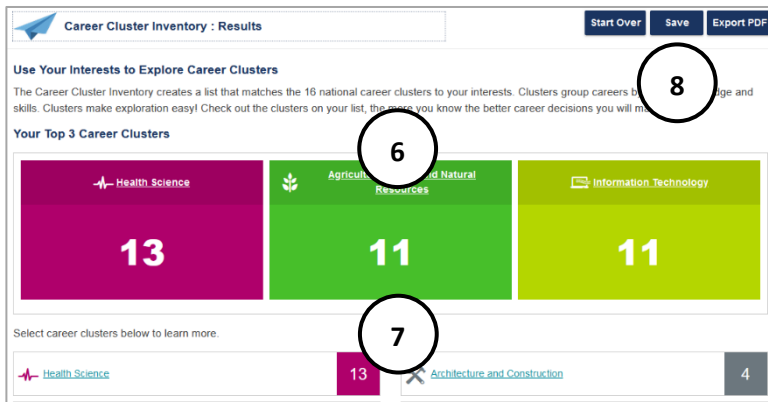
CAREER CLUSTER INVENTORY GUIDE:



1. Select **Start** to begin self-survey.
2. **Restore** a saved in-progress answer set or to see past results.



3. Imagine the activity and select a facial expression to rate the level of like or dislike.
4. Select **back arrow** to see/change a response.
5. **Start Over** to begin the self-survey from the beginning, **Save** responses in-progress and exit the self-survey.



6. **Top 3 Career Clusters** results display. Select a cluster to learn more.
7. Results show a list that matches the 16 national career clusters to interests. View all clusters with the number of interests that belong in each cluster.
8. **Start Over** the self-survey from the beginning. **Save** results with a corresponding note box. **Export PDF** to download results.



9. Select a **Career Cluster** to see description video, top 5 salaried careers in the cluster, and top 5 employment opportunities. Select the tabs to view **Things to Know** (overview, skills, employment outlook) **Education** (helpful high school courses and programs of study), **Pathways**, and **Related Careers**.
10. Select the **Thumbs up** to add to favorites.
11. **CCI results** show the level of match for the cluster.
12. Select **Career List** to see all clusters. **Back to Self-Survey** displays CCI Quick Pic results. **Export PDF** to download results.

ENTREPRENEURIAL ASSESSMENT

Entrepreneurial Assessment looks at the fit of entrepreneurship based on common 16 shared traits with links to careers with high self-employment. This survey can help users determine if self-employment is a good match for them.

- Time to complete: 5 to 10 minutes
- Number of items: 20
- Available in Spanish or English
- Rate how much they agree with a statement that describes common traits of Entrepreneurs.

ENTREPRENEURIAL COMMON TRAITS

| | |
|---------------------------|---|
| Works Hard | Self-employment requires a great deal of time and effort. The entrepreneur must perform a wide variety of time-consuming tasks. 77% of entrepreneurs report working 50+ hours per week, and 54% say that they work more than 60 hours per week. |
| Has Family Support | A successful entrepreneur needs family support. If you are married, your spouse must believe in your business because it requires that both of you sacrifice time and money. The stress may create disruptions in family relationships. If you have children, they need encouragement in understanding your need to spend so much time away from the family. The more positive support you receive from your family, the more you can concentrate on making the business a success. |
| Takes Risks | Entrepreneurs are risk takers. They risk their careers, time, and money to make a success of their businesses. A review of research on this finds that most entrepreneurs perceive risks differently than other people. An entrepreneur feels in control of a situation when others may feel at risk. Entrepreneurs try to organize a risky situation by identifying resources, ordering them for a purpose, and scheduling their use appropriately. |

| | |
|---|--|
| Sacrifices Employment Benefits | One of the realities of self-employment is that you won't receive a regular paycheck. You pay for your own fringe benefits. A nice office, secretarial assistance, equipment, and other features of employment you have grown to expect are no longer available unless you provide these for yourself. |
| Is Independent | Entrepreneurs like being independent and in control of situations. Many people who become self-employed consider the opportunity to be their own boss as one of the major benefits of self-employment. Although being independent may not be a major concern for you, it is certainly an aspect of self-employment that you need to feel comfortable with. If you cannot afford to hire other employees when you begin your business, you may at first be lonely as a self-employed person. |
| Wants Financial Success | A primary reason that entrepreneurs have for going into business is to achieve financial success. The desire for financial success provides motivational drive for the self-employed person. If you want to be an entrepreneur, you need to establish a reasonable financial goal that you want to achieve through self-employment. This goal helps you measure how well you are doing in fulfilling your personal needs through an entrepreneurial career. |
| Is Energetic | Self-employment requires long work hours. You are frequently unable to control the number of hours required to fulfill all the necessary tasks. The entrepreneur must have a high energy level to respond to the job's demands. In fact, an entrepreneur is often energized by the work and finds an energy loss when "relaxing." You need stamina that allows you to work 12- to 16-hour days, 6- to 7-day weeks, and 52-week years. |
| Has Internal "Locus of Control" | Successful entrepreneurs have an internal locus of control, or inner sense of responsibility for the outcome of a venture. Research evidence shows that an internal locus of control increases creativity and activity. To be an entrepreneur, you should have a strong sense of being a "victor" who is responsible for your actions. If, however, you frequently consider yourself a "victim" and blame other people, bad luck, or difficult circumstances for your failures, entrepreneurship might not be the right career move for you. |
| Has a Need to Achieve | Entrepreneurs have a strong need for achievement. They strive to excel and accomplish objectives that are quite high. If you want to become an entrepreneur, you should be willing to set high goals for yourself and enjoy striving to achieve these goals. |
| Has Business Experience | An entrepreneur should have extensive business experience to be successful. General management experience is beneficial because an entrepreneur should know about all types of management. Formal training and education in management also are helpful. |
| Has a Self-Employed Parent as a Role Model | Research has shown that entrepreneurs are more likely to have a parent who is self-employed. A parent's inspiration and knowledge about operating a business can contribute to an entrepreneur's success. If you have a parent who is self-employed, consider this a plus for your own success as an entrepreneur. |
| Has Self-Confidence | An important characteristic of entrepreneurs is self-confidence. This factor is particularly important when you face major challenges and difficulties with your business. You need to believe in yourself. Your belief helps you overcome the problems that inevitably affect all self-employed persons at some point in their careers. |
| Has Integrity | People often cite honesty and integrity as characteristics of entrepreneurs. Customers do not want to deal with business owners who are dishonest and unethical. You should feel positive about your ethical treatment of people and be committed to conducting your business with the utmost integrity. |
| Has Determination | One of the most important characteristics of entrepreneurs is determination. This trait is closely related to self-confidence. The more you believe in yourself, the more likely you are to continue to struggle for success when faced with tremendous obstacles. You need determination to overcome the problems that beset every new venture. |

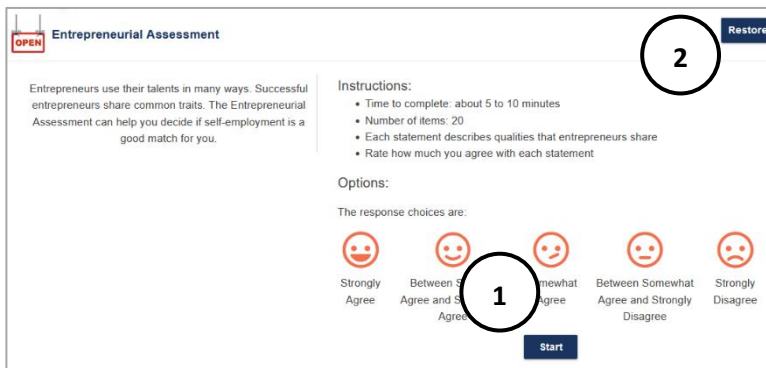
Adapts to Change

A new business changes rapidly, an entrepreneur must be able to adapt to change. Two primary skills are required for adaptation to change: the capacity to solve problems, and the ability to make quick decisions. Another skill is the ability to learn from your experiences and to seek formal learning that will help solve your problems. To be a successful entrepreneur, you will need all these capabilities.

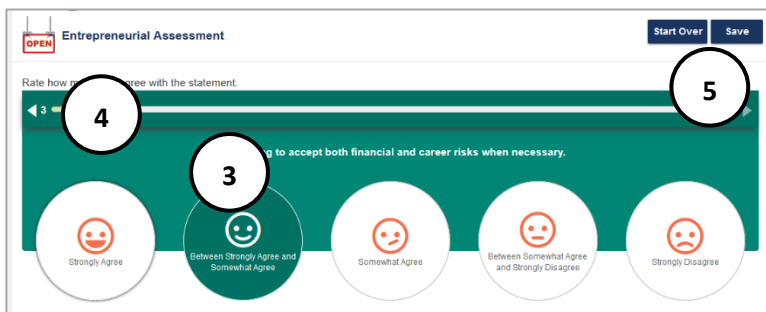
Has a Good Network of Professionals

An entrepreneur has a good network of professionals. This network provides access to those who can be consulted for advice, information, and referrals. You should have an extensive network of professionals to whom you can turn for assistance.

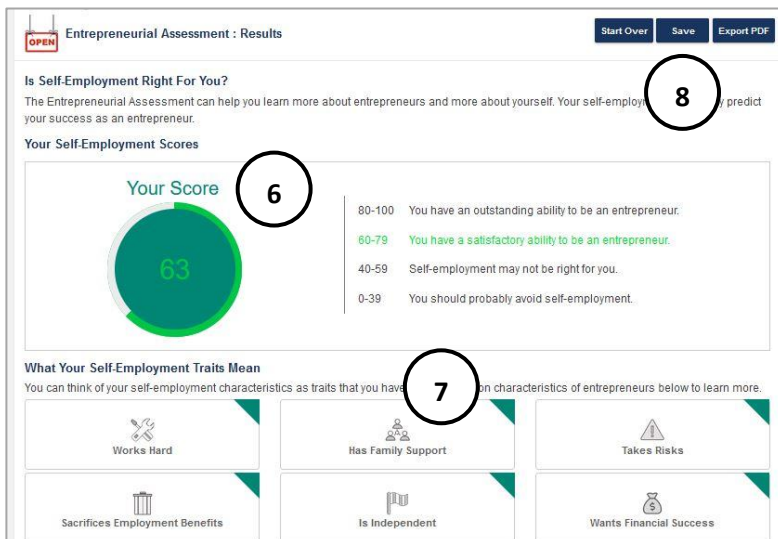
ENTREPRENEURIAL ASSESSMENT GUIDE:



1. Select **Start** to begin self-survey.
2. **Restore** a saved in-progress answer set or to see past results.



3. Read the characteristics that commonly describes entrepreneurs and rate **agree** or **disagree** with the statement.
4. Select **back arrow** to see/change a previous response.
5. **Start Over** to begin the self-survey from the beginning, **Save** responses in-progress and exit the self-survey.



6. **Self-employment score** indicates ability to be an entrepreneur.
7. Sixteen characteristics of entrepreneurs are listed. Select each to learn more.
8. **Start Over** the self-survey from the beginning. **Save** results with a corresponding note box. **Export PDF** to download results.

INTEREST PROFILER

The Interest Profiler (IP) explores how interests relate to careers. The O*NET based self-survey describes 60 work activities that represent a wide variety of careers, as well as a broad range of training levels. Students rate each activity according to their level of interest and be matched with Interest Areas. Interest Areas are compatible with Holland's R-I-A-S-E-C constructs: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.

One way to find a career that individuals enjoy is connecting interests to careers.

- Time to complete: 5 to 10 minutes
- Number of items: 60
- Available in Spanish or English
- Each item describes activities related to careers. Rate how much they like or dislike the activity.

INTEREST PROFILER MINI SIX INTEREST AREAS

REALISTIC

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 careers that mainly involve doing paperwork or working closely with others.

CONVENTIONAL

People with conventional interests like work activities that follow set procedures and routines. They prefer working with data and detail more than with ideas. They prefer work in which there are precise standards rather than work in which you must judge things by yourself. These people like working where the lines of authority are clear.

INVESTIGATIVE

People with investigative interests like work activities that have to do with ideas and thinking more than with physical activity. They like to search for facts and figure out problems mentally rather than to persuade or lead people.

SOCIAL

People with social interests like work activities that assist others and promote learning and personal development. They prefer to communicate more than to work with objects, machines, or data. They like to teach, to give advice, to help, or otherwise be of service to people.

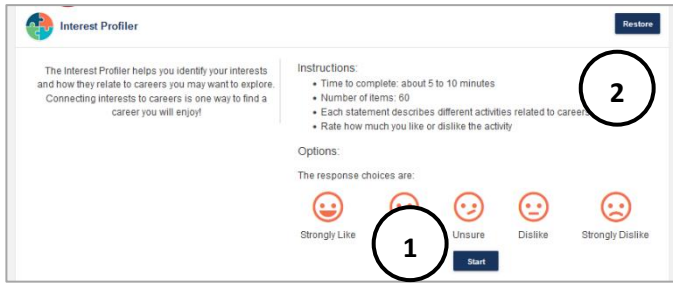
ARTISTIC

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.

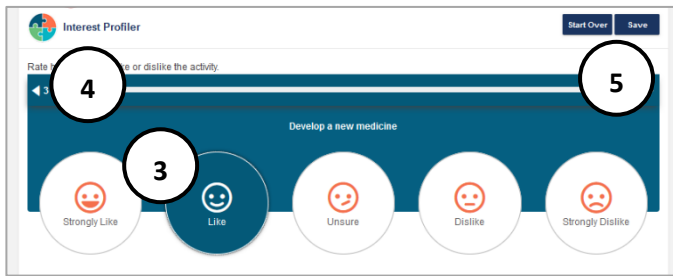
ENTERPRISING

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.

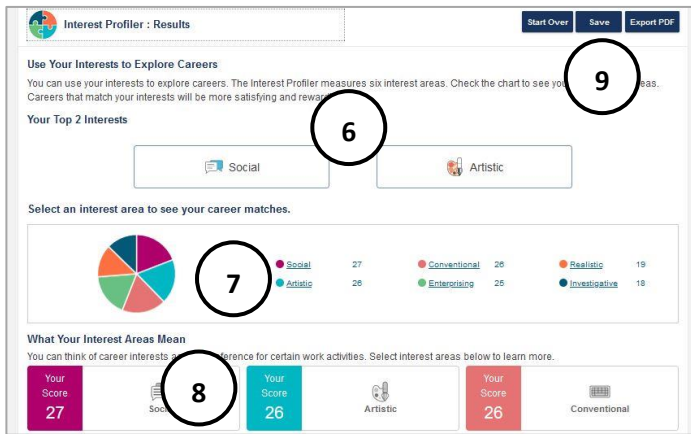
INTEREST PROFILER GUIDE:



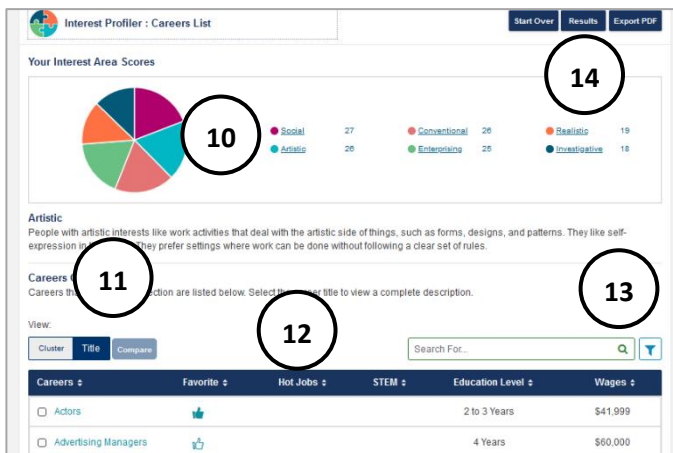
1. Select **Start** to begin self-survey.
2. **Restore** a saved in-progress answer set or to see past results.



3. Select a facial expression to rate level of like or dislike for the activity.
4. Select **back arrow** to see/change a previous response.
5. **Start Over** to begin the self-survey from the beginning, **Save** responses in-progress and exit the self-survey.



6. The **Top 2 Interest Areas** display when the self-survey is complete. Think of career interests as a preference for certain work activities.
7. A visual pie chart shows how responses match with each interest area. Select each **Interest Area** to explore.
8. Select an interest area to see a brief definition and see score match.
9. **Start Over** the self-survey from the beginning. **Save** results with a corresponding notes box. **Export PDF** to download results.



10. View a description of the **Interest Area** with work preferences and values. Select a different interest area to explore.
11. View **Clusters** and **Career Titles** that match the interest area. **Compare** two different clusters or careers. Select each Cluster or Career Title to learn more. Give **thumbs up** to add to favorites.
12. Use the **arrows** to sort results by name, favorite status, hot jobs, STEM, Education Level, and Wages.
13. **Filters** and **Search** features are available.
14. Use the **Results** button to view full results.

LEARNING STYLES SURVEY

The Learning Styles Survey prompts students to think about themselves and to consider learning alternatives. Students may develop new strategies to enhance their learning by evaluating their learning style and information processing preferences. Students should only use the Learning Styles Survey as a general guide to their learning style.

1. Time to complete: about 5 to 10 minutes
2. Number of items: 24
3. Available in Spanish or English
4. For each item, users choose the frequency that best describes them (often, sometimes, not often).
5. Results rate primary, secondary, and third learning style. Each include study tips.

LEARNING STYLES

Auditory



| Description | Study Tips |
|--|--|
| You learn best through your ears. You 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. You may hum or talk to yourself when you are bored. You remember things through the sounds related to the experience. | <ul style="list-style-type: none">• Record lessons or your notes and re-listen later.• Quietly say words out loud when you read• Talk to yourself about important points in notes.• Ask teachers to give directions out loud or have someone read them to you.• Put key ideas or facts into a song or rhythm.• Join or organize a study group.• Do homework with friends.• Ask a visual or tactile study partner to create a verbal quiz for you. |

Visual



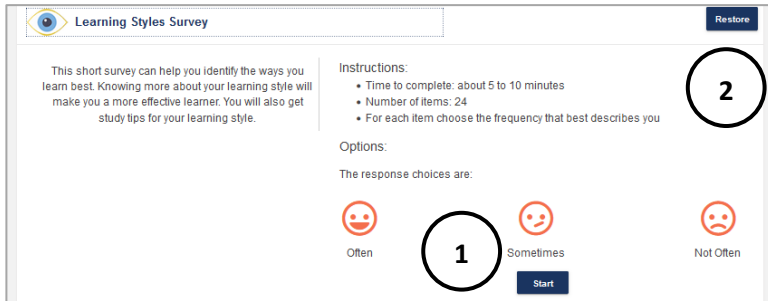
| Description | Study Tips |
|--|---|
| You learn best through your eyes. Learning is easier for you when information is presented visually. Charts, diagrams, images, or written materials make concepts clearer. You prefer to learn from a book rather than a teacher who lectures. Sitting in the front of the room lets you look at the teacher and helps you focus. It may be difficult for you to complete work while talking with someone. You may like to picture ideas in your head, watch TV or videos. You probably take detailed notes. | <ul style="list-style-type: none">• Look at people when they are talking.• Recopy notes in color.• Use post-it notes to write down key ideas.• Make to-do lists.• Use diagrams, charts, and maps.• Arrange color coded flash cards on a wall or poster.• Visually organize notes using columns, categories, outline forms, and charts.• Study in a quiet place, sound may distract you.• Write out everything so you can look at it for review. |

Tactile

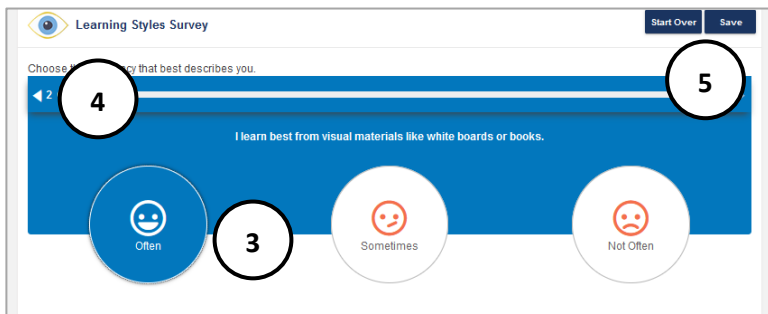


| Description | Study Tips |
|--|--|
| You learn best through physical experience. You are a hands-on person, probably an athlete. You like to share your opinions with others. The more you can manipulate and touch information the better. Physical activity while learning helps you remember; like working on a lab experiment or going on a field trip. You like to doodle, eat a snack, or move frequently to help with concentration. | <ul style="list-style-type: none">• Take notes to give your hands something to do.• Rewrite your notes or type them on a computer.• Make charts, grids, outlines, diagrams.• Underline while reading, write notes in the book.• Exercise while you problem solve.• Take short breaks while studying.• Play music in the background.• Act out ideas or role play situations. |

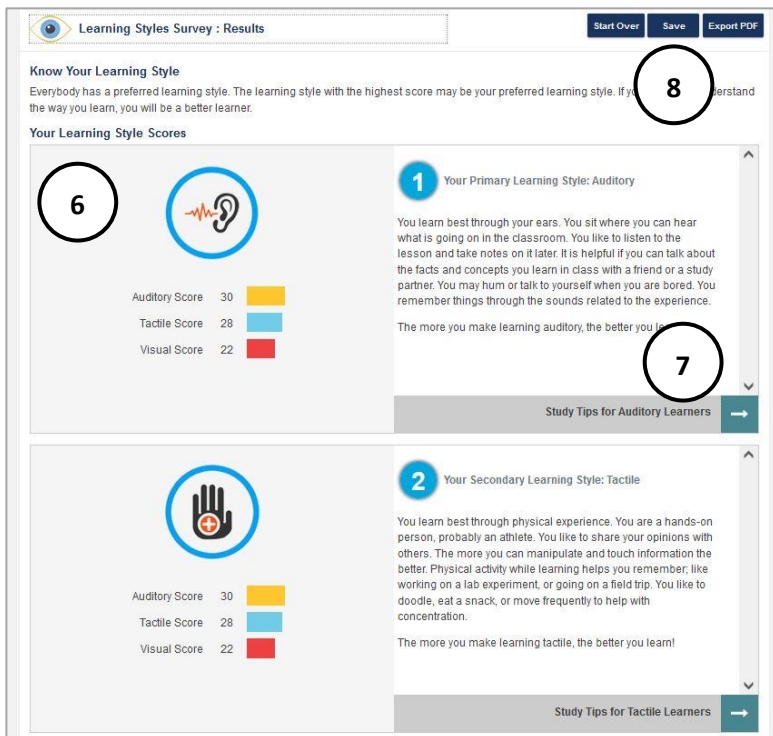
LEARNING STYLES SURVEY GUIDE:



1. Select **Start** to begin self-survey.
2. **Restore** a saved in-progress answer set or to see past results.



3. Select a facial expression to express the frequency (often, sometimes, not often).
4. Select **back arrow** to see/change a previous response.
5. **Start Over** to begin the self-survey from the beginning, **Save** responses in-progress and exit the self-survey.



6. The **primary, secondary, and tertiary** learning style display along with the score for each. Read a description of each style.
7. For each learning style, use the **arrow** to view specific study tips for that style, as well as general study tips for everyone.
8. **Start Over** the self-survey from the beginning. **Save** results with a corresponding reflection box. **Export PDF** to download results.

OCCUPATION SORT

Occupation Sort uses 28 highly important factors for career decision-making. It applies career decision making and choice theory. It is not strictly a Sort but a hybrid tool. Individuals prioritize factors, create an acceptable range for each factor, and compromise. Once results are generated, users may change their minds, and learn why a career is eliminated from the list.

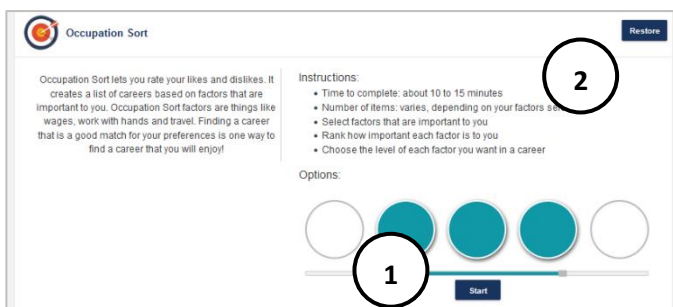
1. Time to complete: about 10 to 15 minutes
2. Number of items: varies with factors selected
3. Available in Spanish or English
4. Rank how important each factor is.
5. Choose the level that you want each factor in a career.

OCCUPATION SORT CATEGORY DESCRIPTIONS

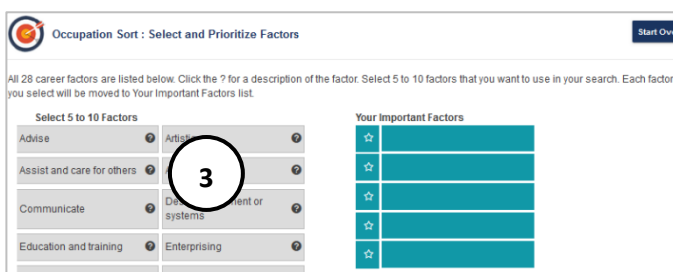
| | |
|------------------------------------|--|
| Advise | In some jobs, workers discuss topics with individuals or groups. Then they guide, suggest, or recommend options or solutions. |
| Artistic | In some jobs, workers express themselves through music, dance, words, or visual arts. In other jobs, workers design or create visually interesting, yet functional objects. |
| Assist and care for others | In some jobs, workers provide personal assistance, medical attention, emotional support, or other personal care to others. They work with patients, customers, or coworkers. |
| Attention to detail | Some jobs require workers to pay close attention to details and make sure they complete all tasks. |
| Communicate | Some jobs require workers to speak or write clearly to communicate with others. |
| Design equipment or systems | In some jobs, workers design equipment or products (e.g., factory machines, airplanes). In other jobs, workers design systems or processes to solve problems (e.g., computer networks). |
| Education and training | Some jobs require four or more years of school or training, others require a few hours of on-the-job training. Some require several years of experience or a combination of experience and training. |
| Enterprising | Some jobs give workers chances to start up and carry out new projects, activities, or ideas. |
| Flexible hours | Some jobs require working 9 a.m. – 5 p.m., Monday through Friday. Others do not have rigid schedules and work time may be flexible. |
| Independence | Some jobs allow workers to do their tasks in their own way with little direction. In other jobs, supervisors tell workers what to do. |
| Indoors or outdoors | In some jobs, workers spend most of the day outside. In other jobs, workers spend most of the day indoors. Some people work both indoors and outdoors. |
| Influence others | In some jobs, workers try to convince people to change their minds or their behavior. This may include getting people to buy something or interact differently with others. |
| Job prospects | Careers need new workers every year to fill new jobs or replace workers. Some careers need a lot of new workers; others don't need many at all. The number of job openings may affect how easy it is to find a job. Over time the job prospects for a career may change. |
| Math or science | Some jobs require workers to select the correct math formulas or methods to solve problems. Other jobs require workers to use scientific rules and methods to solve problems or create new knowledge. Often a career uses similar amounts of math and science. |
| Organize | In some jobs, workers schedule events, programs, and activities for groups of people. In other jobs, workers organize data or other types of information. |
| Physical activity | Some jobs require physical activity, like walking, climbing, or lifting. Other jobs require sitting or standing in one place most of the time. |
| Plants or animals | In some jobs, workers care for or work with plants or animals. |

| | |
|----------------------------------|---|
| Problem solving | In some jobs, workers identify problems and review related information. They develop solutions. |
| Responsibility for others | In some jobs, workers are responsible for products or services created by other workers. In other jobs, workers take care of others who are hurt, in danger, or otherwise in need of protection. |
| Shift work | Some jobs require working nights or evenings. This may be only some of the time or it could be your regular schedule. These jobs may also require working on holidays. |
| Supervise | In some jobs, workers supervise others. This includes guiding, directing, encouraging, and evaluating other people's work. This may include hiring and firing. |
| Teach | In some jobs, workers teach others new subjects or how to do things. Teaching may occur in classrooms or work settings. |
| Travel | Some jobs require frequent travel away from home for one or more nights per week. Yet other jobs rarely require travel or workers travel during the day but return home at night. |
| Urban or rural | Some jobs are found only in large cities, while others occur only in rural areas. Many jobs can be found everywhere. |
| Variety | In some jobs, workers do different tasks every day or perform many different tasks during the day. |
| Wages | Some jobs pay workers a lot of money. Other jobs pay modestly or pay little. How much must a career pay before you would consider it? Even though inexperienced workers will probably receive less pay to start, answer as a person who has experience working in the career. |
| Work with hands | Some jobs require workers to use their hands to manipulate physical objects. This may involve using one's hands to pick up, move, or put together objects; use tools; or operate vehicles or machines. |
| Work with the public | In some jobs, workers deal directly with the public, such as greeting or serving customers. In other jobs, working with the public includes performing for audiences. |

OCCUPATION SORT GUIDE:

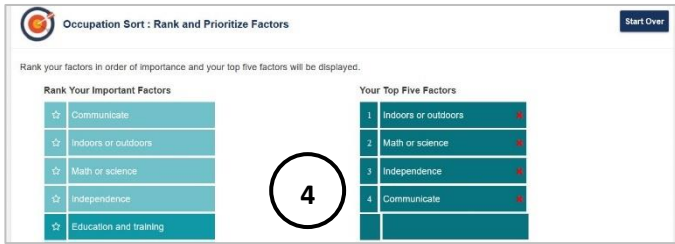


1. Select **Start** to begin self-survey.
2. **Restore** a saved in-progress answer set or to see past results.

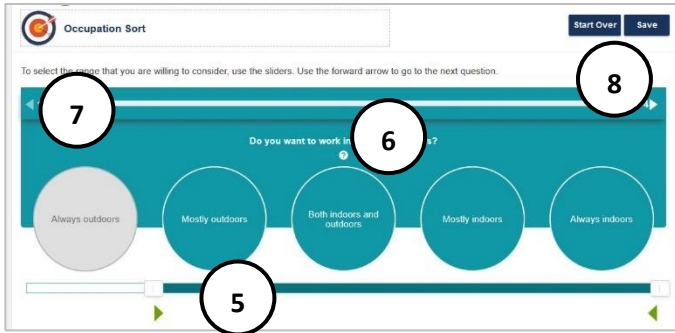


3. Select **5 to 10 Factors** to use in search. Select the ? for a description of the factor. Each factor selected moves to **Your Important Factors** list.

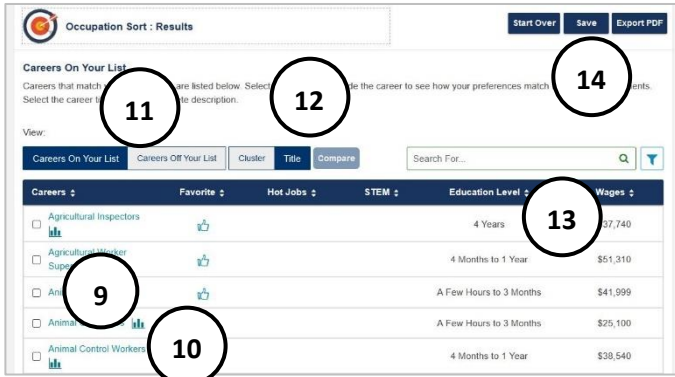
Note: Some factors are important because they are desired in a job, others are important because they are not desired.



4. Select five top factors in order of importance. These factors display in **Your Top Five Factors**.



5. For each question, move the slider to create a range of consideration for a career.
6. Select the ? for more information.
7. Select **back arrow** to see/change a previous response, and the **forward arrow** to advance to the next question.
8. **Start Over** from the beginning, **Save** responses in-progress, leave a note, and exit the self-survey.



9. Results display in a list. Select a bar graph to view how preferences match the career.
10. Select a Title for more details about the career.
11. Select to view **Careers on Your List** or **Careers Off Your List**, and by **Title** or **Cluster** view.
12. Check two boxes to compare two careers.
13. Use the **Search** and **Filter** features to narrow down careers on list by specific criteria.
14. **Start Over** from the beginning. **Save** results with a reflection box. **Export PDF** to download results.











REALITY CHECK

How much money will a user need to support their lifestyle? What careers match those financial needs? Use reality check to get a realistic view of how much it will cost to live after school, how much a user will need, and what they can make in various careers. Reality Check may be localized to a state, featuring specific cities and cost of living that is adjusted to the location.

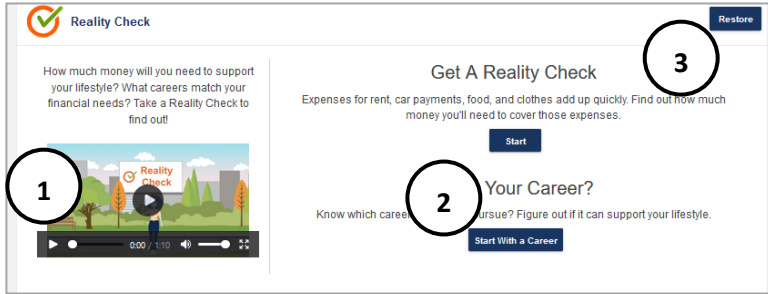
Reality Check is available in English or Spanish and is used in two ways:

- The user selects various lifestyle options and sees which careers and wages fit their lifestyle choice.
- The user begins with a career and wage, then sees if their lifestyle goals fit that career choice.

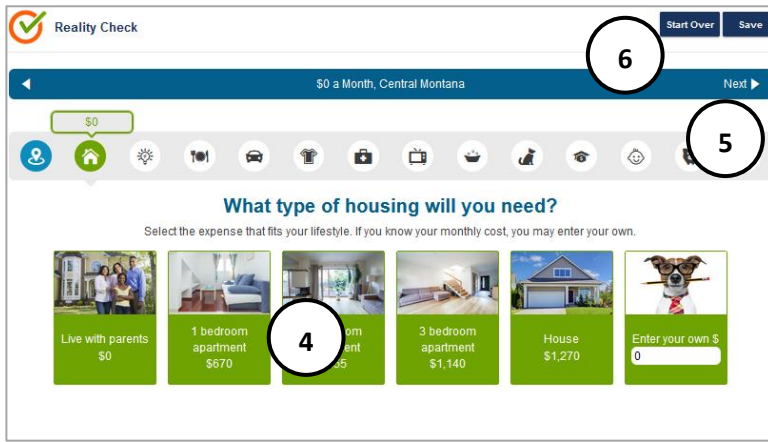
REALITY CHECK CATEGORIES

| Location  | Type of Housing  | Utilities *  | Food  |
|--|--|---|--|
| Rural or country Small city or town Medium-size city Large city Very large city | Live with parents 1-bedroom apartment 2-bedroom apartment 3-bedroom apartment House Enter your own \$ | Electricity Water and gas Internet Cell phone Cable Enter your own \$ | Home Home and fast food Restaurants Enter your own \$ |
| Transportation  | Clothing *  | Health Care  | Entertainment *  |
| Human power Public transportation Basic auto Average auto Luxury auto Enter your own \$ | Basics Extras Work clothes Shopping spree Enter your own \$ | No health insurance Buy work insurance Buy own insurance Enter your own \$ | Homebody Fun around town Explorer Live it up Enter your own \$ |
| Personal Care *  | Miscellaneous *  | Student Loans  | Children  |
| Basics Extras Health and fitness Salon services Luxuries Enter your own \$ | Small stuff Pet care Furniture Electronics Travel Enter your own \$ | No debt Certificate (public, private) Associate (public, private) Bachelor's (public, private) Graduate (master's, doctoral, professional) Enter your own \$ | None One Two Three + Enter your own \$ |
| Savings  | * Indicates multiple answers can be selected | | |
| 0% 2% 5% 7% 10% Enter your own \$ | | | |

REALITY CHECK GUIDE:



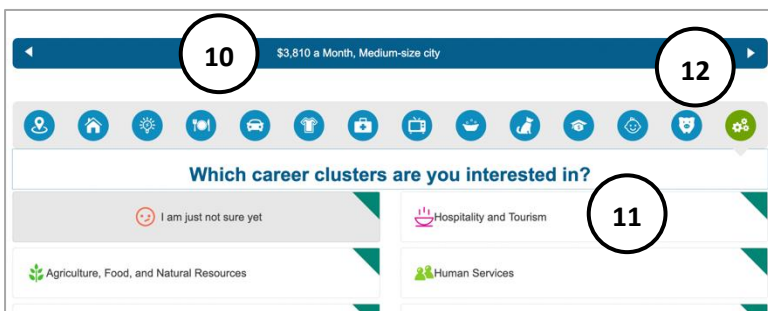
1. Watch a 1-minute intro video to meet Alex and hear their reality check story. The video includes closed captioning.
2. **Reality Check** has two options to start. Select **Start** to choose an area in Montana and find out projected monthly expenses. If a user knows a career they would like to pursue, select **Start with a Career**.
3. **Restore** a saved in-progress answer set or to see past results.



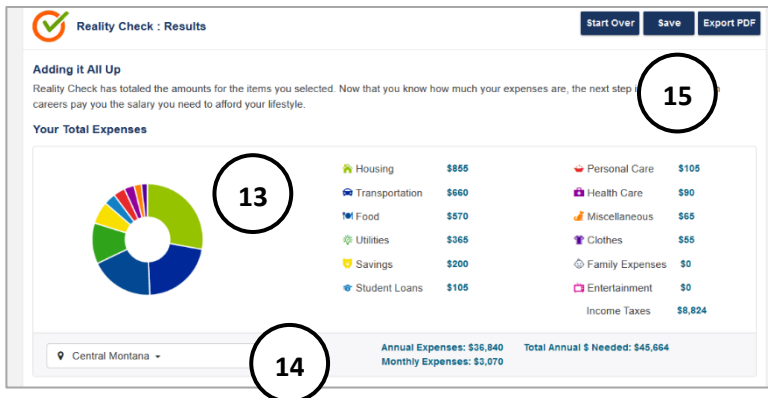
4. If **Start** is selected to find monthly expenses, there are 13 categories to rank anticipated expenses. Users select where they will live. A green check indicates a selection.
5. Use the forward **arrow** to advance, and the back **arrow** to revisit a category.
6. **Start Over** from the beginning, **Save** in-progress and exit the self-survey.



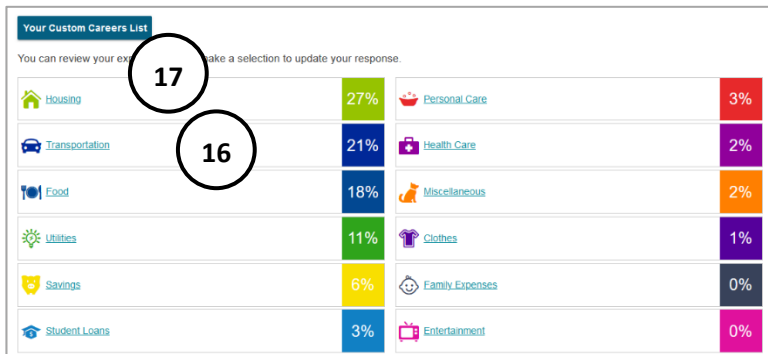
7. Continue through each category. Some categories allow users to select more than one icon. To remove a selection, select the icon again.
8. Hover over icons to read a description
9. Students can enter their own amount if they want to customize their expense.



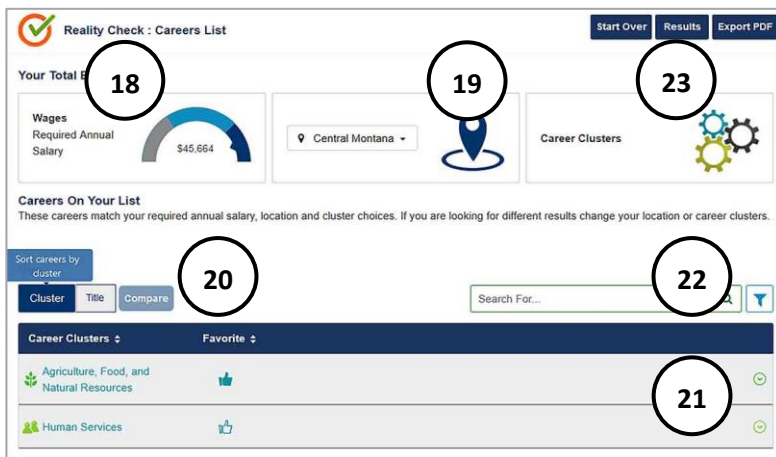
10. Selections calculate in the bar on the top.
11. Select **career clusters** of interest, or **I am just not sure yet**.
12. Select the forward arrow to advance to results.



- Results calculate each category to show monthly and annual costs, as well as the total annual wage needed to support selections. If the survey is started with a career, results show whether the lifestyle fits the career.
- Use the **drop down** to change location.
- Start Over** from the beginning. **Save** results with a corresponding note box. **Export PDF** downloads results.



- Each category and percentage of budget is found below. Select a **category** to update responses. Then use the **forward** arrow to advance to results.
- View **Your Custom Careers List** to see what careers match wage requirements.












- Required annual salary** displays with a list of careers that match requirement. If preferred **career clusters** were selected, they display.
- Select **Career Clusters** to change preferred clusters. Use the **drop down** to change location.
- Compare** two different Clusters or Careers Titles. Select each Cluster or Career Title to learn more. Students can give a **thumbs up** to add to their favorites.
- Use the **arrow** to expand and view careers within each cluster, wages, education, and hot job/STEM information.
- Filters** and **Search** features are available.
- Use the **Results** button to view full results page.

WORKPLACE EMPLOYABILITY SKILLS

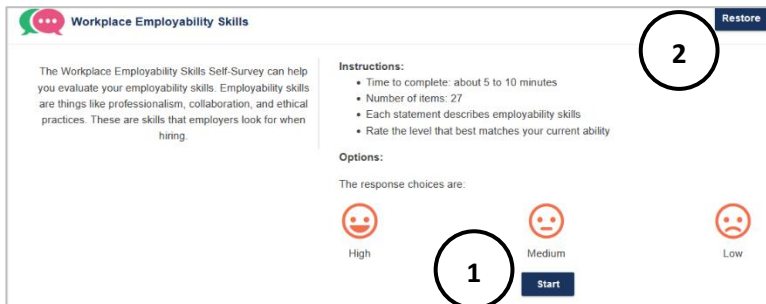
The Workplace Employability Skills self-survey can help a user evaluate proficiency with nine skill areas. Employability skills are things like professionalism, collaboration, and innovation. These are skills that employers look for when hiring. Results reflect strengths as well as areas of improvement. Knowing more about skill level helps build strengths and focus on things that need improvement.

- Time to complete: 5 to 10 minutes
- Number of items: 27
- Each statement describes employability skills, rate level that best matches current ability (high, medium, or low).

WORKPLACE EMPLOYABILITY SKILLS

| | | |
|---|---|--|
|  | Diversity Competence Skills | Adjust your communication to engage other cultures or other generations and working with diverse people. |
|  | Collaboration Skills | Contribute to a team, respect contributions of others, and take responsibility for your role in a team. |
|  | Complex Communication Skills | Listen, make presentations, and summarize information. |
|  | Workplace Environment Skills | Adapt to change, be open to learning new ways of doing things, and explain the policies, procedures, and guidelines of your school. |
|  | Financial Practices and Skills | Effectively organize personal finances, handle financial activities responsibly, and demonstrate knowledge of financial concepts. |
|  | Initiative and Self-Direction Skills | Continuously improve your performance or behaviors, pursue your work with drive, investigate resources, and seek out new responsibilities. |
|  | Ethical Practices Skills | Respectfully use the property of your school, take responsibility for your actions, know the difference between personal and school-related activities, and be reliable. |
|  | Professionalism Skills | Dress appropriately for school, manage your time productively, and take ownership of your work. |
|  | Thinking and Innovation Skills | Identify problems and propose solutions, transfer your knowledge and skills into other situations. |

WORKPLACE EMPLOYABILITY SKILLS GUIDE:



Workplace Employability Skills Restore

The Workplace Employability Skills Self-Survey can help you evaluate your employability skills. Employability skills are things like professionalism, collaboration, and ethical practices. These are skills that employers look for when hiring.

Instructions:

- Time to complete: about 5 to 10 minutes
- Number of items: 27
- Each statement describes employability skills
- Rate the level that best matches your current ability

Options:

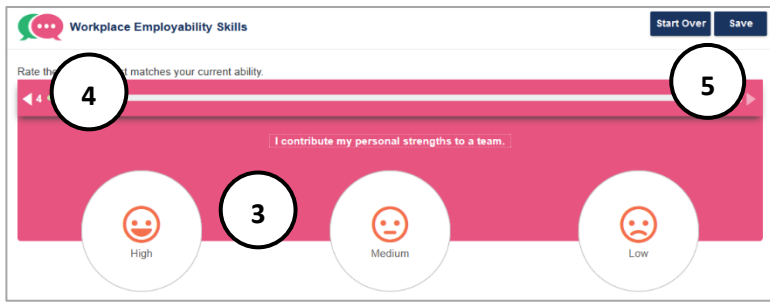
The response choices are:

High Medium Low

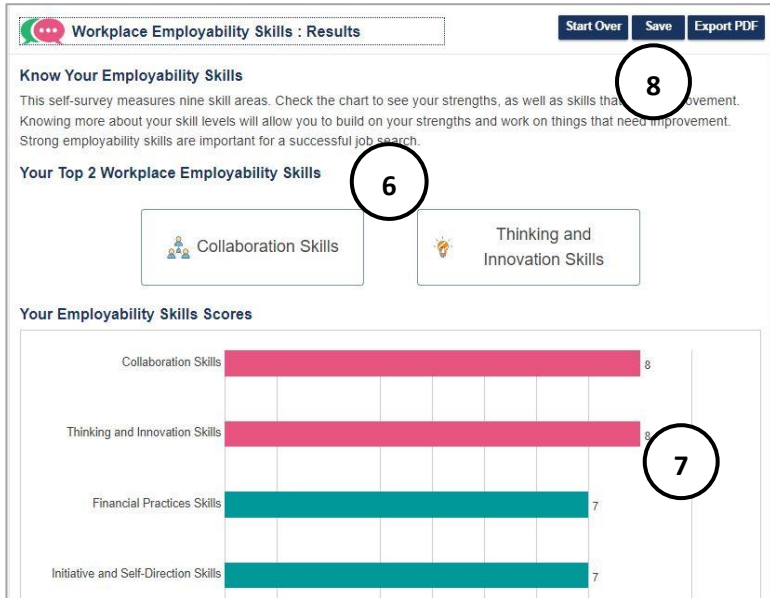
1 Start

2

1. Select **Start** to begin self-survey.
2. **Restore** a saved in-progress answer set or to see past results.



3. Select a facial expression to match current ability (high, medium, low).
4. Select **back arrow** to see/change a previous response.
5. **Start Over** from the beginning, **Save** responses in-progress and exit the self-survey.



6. The **Top 2 Employability Skills** display at the top. Scroll to the bottom to see all nine employability skills and select for a definition.
7. A **bar graph** shows rank for each of the nine employability skills:
 - Pink- proficient
 - Teal- knowledgeable
 - Blue- needs improvement
8. **Start Over** to begin the self-survey from the beginning. **Save** results with a corresponding notes box. **Export PDF** to download results.

WORKPLACE IMPORTANCE LOCATOR

The Workplace Importance Locator is a work values self-survey that helps users identify their highest work values and careers associated with those values. The O*NET based self-survey looks at work values such as achievement, work environment, and work relationships. Working in a place that matches values can help make careers more satisfying.

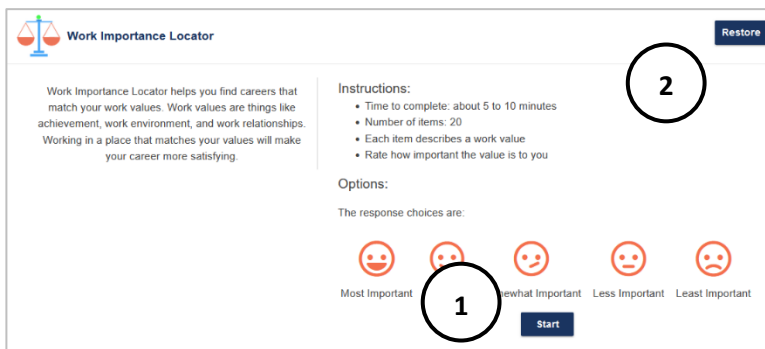
- Time to complete: 5 to 10 minutes
- Number of items: 20
- Rate the importance of each value from most important, important, somewhat important, less important, and least important. Each rating is used four times and answers can change along the way.

WORK VALUE DEFINITIONS

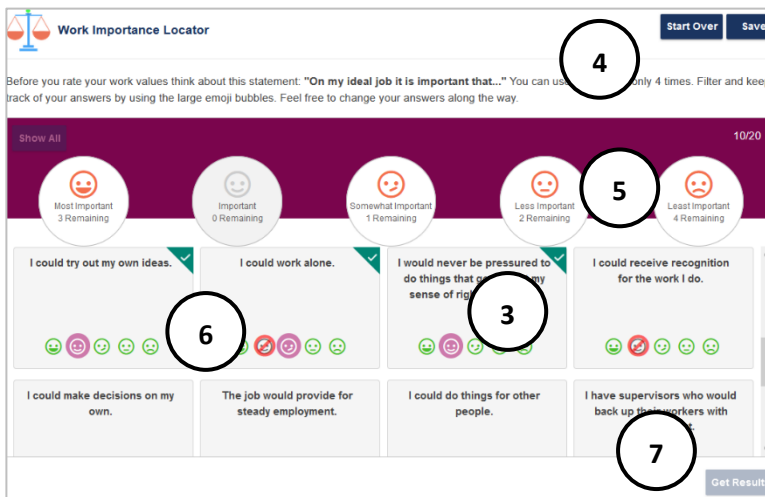
| Independence | Working Conditions | Support |
|---|---|--|
| People for whom independence is important like to make decisions and try out ideas on their own. They prefer jobs where they can plan their work with little supervision. | People for whom good working conditions are important like jobs offering steady employment and good pay. They want employment that fits their individual work style. They may prefer doing a variety of tasks, working alone, or being busy all the time. | 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. |

| Recognition | Achievement | Relationships |
|---|---|---|
| <p>People for whom recognition is important like to work in jobs which have opportunities for them to advance, be recognized for their work, and direct and instruct others. They usually prefer jobs in which they are looked up to by others.</p> | <p>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.</p> | <p>People for whom relationships are important like to work in a friendly, non-competitive environment. They like to do things for other people. They prefer jobs where they are not pressured to do things that go against their sense of right and wrong.</p> |

WORK IMPORTANCE LOCATOR GUIDE:



1. Select **Start** to begin self-survey.
2. **Restore** a saved in-progress answer set or to see past results.



3. Use the **small facial expression** to rate the level of importance. Each expression can only be used four times, so answers may need to be changed along the way.
4. **Start Over** from the beginning, **Save** responses in-progress and exit the self-survey.
5. Use the large facial expression button to filter and keep track of responses. Select **Show All** to return to the main page.
6. A rating can be used four times. After four uses, cannot be selected unless the user changes a previous answer.
7. Complete the ratings and select **Get Results**.

Work Importance Locator : Results

Use Your Values to Explore Careers

Your Top 2 Work Values

Achievement Recognition

Select a career value to see your career matches.

Achievement & Recognition 9

What Your Work Values Mean

Your Score 24 Achievement

Your Score 20 Recognition

Your Score 16 Support

Your Score 16 Working Conditions

Your Score 14 Independence

- The **Top 2 Work Values** display at the top. Select work values at the bottom to learn more about each value.
- The top 2 work values display as a combined link, along with the other work values and a corresponding score. Select to view a list of careers that match the value(s).

Work Importance Locator : Careers List

Your Work Values Scores

Achievement & Recognition 13

Relationships

Careers On Your List

View: Cluster Title Compare

| Careers | Favorite | Hot Jobs | STEM | Education Level | Wages |
|---|-------------------------------------|----------|------|-----------------|----------|
| <input type="checkbox"/> Actors | <input checked="" type="checkbox"/> | | | 2 to 3 Years | \$41,999 |
| <input type="checkbox"/> Addictions Counselors | <input checked="" type="checkbox"/> | | | 4 Years | \$39,360 |
| <input type="checkbox"/> Administrative Services Managers | <input checked="" type="checkbox"/> | | | 4 Years | \$86,090 |
| <input type="checkbox"/> Adult...ers | <input checked="" type="checkbox"/> | | | 4 Years | \$49,255 |
| <input type="checkbox"/> Sales... | <input checked="" type="checkbox"/> | | | 2 to 3 Years | \$45,120 |

- Select a **Title** for more information about the career and give **thumbs up** to add to favorites.
- Select the check box next to two careers to **compare** them.
- Use the **filter** to sort on criteria like wage, education, hot job, self-employment, and STEM.
- Select another value to see corresponding careers.

CAREERS

Research careers by title or cluster with the **Career Index**. MCIS 360 contains 650+ career profiles and 16 industry profiles that represents 95% of the United States Labor Market. The industry profiles are largely based on the North American Industry Classification System (NAICS). The career profiles consist of curated and validated data compiled from multiple sources including, but not limited to, the U.S. Department of Labor Occupational Information Network (O*NET) digital database which is widely recognized as the nation’s primary source of career data.

Montana Career Information System

English - Jane

My Dashboard Career Plan Self-Surveys **Careers** Education Employment Course Planner

Careers List

View: Cluster Title Compare

Search for...

| Careers | Favorites | Hot Jobs | STEM | Education Level | Wages |
|---|-----------|----------|------|-----------------|----------|
| Accountants and Auditors | 👍 | | | 4 Years | \$63,240 |
| Actors | 👍 | | | 2 to 3 Years | \$41,999 |
| Actuaries | 👍 | | 🌱 | 4 Years | \$60,000 |
| Acupuncturists | 👍 | | 🌱 | 5 or More Years | \$96,490 |
| Addictions Counselors | 👍 | | | 4 Years | \$39,360 |
| Administrative Services Managers | 👍 | 🔥 | | 4 Years | \$86,090 |
| Adult and Vocational Education Teachers | 👍 | | 🌱 | 4 Years | \$49,255 |
| Advertising Managers | 👍 | | | 4 Years | \$60,000 |

1. The **Careers Index** defaults to **title** view. Select **Cluster** to see the 16 career cluster categories.
2. Use the headings to sort careers by **Favorites**, **Hot Jobs** (fast growing, many openings, generally pay well), **Education Level**, **STEM**, and **Wages**.
3. Use the filter to narrow down results based on **favorites**, **education level**, **wages**, **hot job**, **STEM**, and **high self-employment**. Results can also be filtered on results from **completed self-surveys**.
4. Select the **thumbs up** to add to favorites.
5. Hover mouse over any **Career Title** to see a description and select the **Career Title** to see the **Career Profile**.

Agricultural Engineers

Compare Careers List Export PDF

7

8

9

Favorite Career

At a Glance Job Description Wages Employment & Outlook Education & Training Personal Qualities Related Careers

Wages Above \$60,000

Education & Training 4 Years

Employment Opportunities

Agricultural engineers design or improve farm equipment and products.

Job Tasks

- Visit sites to observe environmental problems, talk with contractors, and oversee any construction.
- Design and use equipment and computer-aided design to evaluate and process farm products.
- Design and direct construction of buildings that house and process plants and animals.
- Test machines and equipment to ensure good performance.

STEM Career

Career Cluster

Agriculture, Food, and Natural Resources

Work Setting

- Have a medium to high level of social contact.
- Usually work indoors in office buildings, plants, and laboratories. Most work sites are heated or have air conditioning.
- Must be very accurate and complete in their work. Errors could lead to serious problems with farm equipment and products.
- Generally work a set schedule. Most

6. **Career at a Glance** gives an overview of wages, education, and employment outlook. Hover text gives context for tiles. The page contains a career description, job tasks, career cluster, designations if applicable (hot jobs, STEM, high self-employment) and information on work setting.
7. Each Career has a descriptive video.
8. Select the **thumbs up** to add to favorites.
9. **Compare** two careers of interest, **Career Lists** returns to the **Career Index**, and **Export PDF** creates a PDF to save or print.

Training Tip: Career Profiles adapt based on information available for the career. A career that is not designated as STEM, hot job, or high self-employment features a definition in the tile. A career marked as **Emerging** has fewer details available in the career profile.

At a Glance Job Description Wages Employment & Outlook Education & Training Personal Qualities Related Careers

Overview

10

Agricultural engineers design or improve farm equipment and products.

Agricultural engineers help farmers find the best ways to produce crops. They research seeds, fertilizers, and other farm chemicals. Some agricultural engineers design and test machinery that is used to turn soil and harvest crops. They may design machines that process and store food. Others find methods to control plant and animal diseases.

Agricultural engineers design and supervise the construction of farm buildings. They may offer advice on heating, ventilation, plumbing, and electrical systems. They discuss ideas, plans, and changes with contractors, consultants, and farmers.

A number of agricultural engineers work on power systems. They may plan irrigation, flood control, and rural electrical systems. They may also advise farmers on the use of different power sources, such as solar and wind energy.

As the world's population grows, agricultural engineers work to help farmers produce more food. They find ways to conserve resources such as water and soil. They often manage or control systems that gather information on the environment. Some agricultural engineers work to control pollution. These engineers design and build equipment to treat waste or test water quality. They may also design land reclamation projects.

Job Tasks

Skills & Abilities

Work Setting

Physical Demands

10. **Job Description** includes:

- **Overview**
- **Job Tasks** specific to the career
- **Skills & Abilities** required for the career
- **Typical Work Setting**
- **Physical Demands** of the career

At a Glance Job Description Wages Employment & Outlook Education & Training Personal Qualities Related Careers

Annual Monthly Hourly

Annual Wages
Actuaries (15-2011)

| Location | Entry Wage | Median Wage | Experienced Wage |
|---------------|------------|-------------|------------------|
| United States | \$83,550 | \$111,030 | \$151,060 |

Select States

11

12

13

Top five states with the highest salary

New York Washington Connecticut New Hampshire North Carolina

11. **Wages** provides national wage data broken out by annual, monthly, or hourly as well as entry, median, and experienced wages.

12. Localize wages with **Select State**. Compare multiple states to populate cities and corresponding wage details for entry, median, and experienced level.

13. **Top five states with the highest salary** for the career are featured at the bottom.

Training Tip: A wage displays as **(1)** with a notation if it is greater than \$100/hr., \$208,000/year, or if wage data is not available.

At a Glance Job Description Wages Employment & Outlook Education & Training Personal Qualities Related Careers

Montana

Current Employment

Unavailable

Job Openings

Unavailable

United States

Current Employment

1,200 People

Job Growth

Floor

0.0%

Job Openings

Below Average

100 Jobs

Select States

14

15

16

Major Employers

- > Engineering services
- > Federal government
- > Agriculture manufacturing

Outlook

Demand for agricultural engineers will grow as the need for more efficient agricultural production increases. Even though this is a very small occupation, there are many opportunities for agricultural engineers who design new machinery and design applications for water resource management and alternative energies. As US firms market farm equipment globally, there are more job opportunities.

17

Find Jobs

> Agricultural Engineers

US National Labor Exchange

18

Top five states with the most job openings

Iowa Puerto Rico South Dakota Illinois Oregon

14. **Employment and Outlook** gives national employment outlook data broken out by current employment, job growth, and employment opportunities.

15. Localize employment results with **Select State**. Select multiple states to compare.

16. Information about major employers and outlook is listed.

17. **Find Jobs** links directly to openings on the **US National Labor Exchange** website.

18. **Top five states with the most openings** are featured at the bottom.

At a Glance Job Description Wages Employment & Outlook **Education & Training** Personal Qualities Related Careers

Preparation

Helpful High School Courses

Knowledge

Related Programs of Study

Licensing/Certification

Pension actuaries typically must be licensed by the US Department of Labor and US Department of Treasury's Joint Board for the Enrollment of Actuaries.

For more information about becoming an enrolled actuary, contact:

Joint Board for the Enrollment of Actuaries

19. **Education and Training** includes:

- **Preparation-** education after high school, work experience, on-the-job training
- **Helpful High School Courses**
- **Knowledge** areas
- **Related Programs of Study** link to the **Program of Study Profile**
- **Licensing/Certificate** requirements

At a Glance Job Description Wages Employment & Outlook Education & Training **Personal Qualities** Related Careers

Interests
Your Interest Profiler scores show that your top 2 interests are:

- Artistic
- Enterprising

Actuaries typically have the following interests:

- > Have conventional interests. They like work activities that follow set procedures, routines, and standards. They like to work with data and detail. They prefer working where there is a clear line of authority to follow.

Values
Your Work Importance Locator scores show that your top 2 values are:

- Recognition
- Relationships

Actuaries typically have the following work values:

- > Consider good working conditions important. They like jobs offering steady employment and good pay. They want employment that fits their individual work style. They may prefer doing a variety of tasks, working alone, or being busy

20. **Personal Qualities** use a student's self-survey results for Interest Profiler and Work Importance Locator to match **Interests** and **Values** to the selected career. If a user has not completed one of these self-surveys, it provides general information about the career's interests and values.

At a Glance Job Description Wages Employment & Outlook Education & Training Personal Qualities **Related Careers**

The careers listed below are similar to the career you are currently exploring. The careers may have similar work duties, use similar skills, be on the same career ladder, have a similar level of education, or be related in another way.

Careers

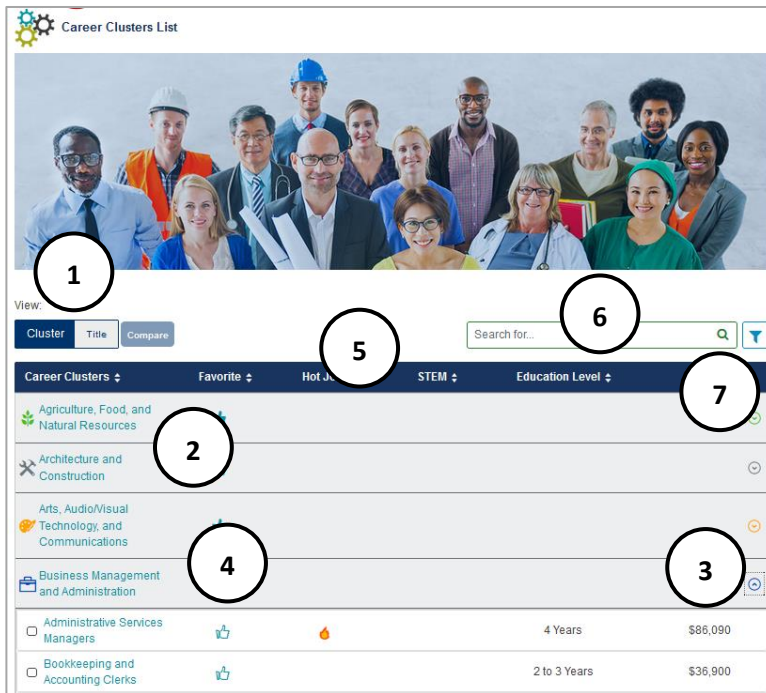
- > Agents and Business Managers
- > Announcers
- > Dancers
- > Models
- > Producers and Directors
- > Professional Makeup Artists
- > Singers

Career Cluster

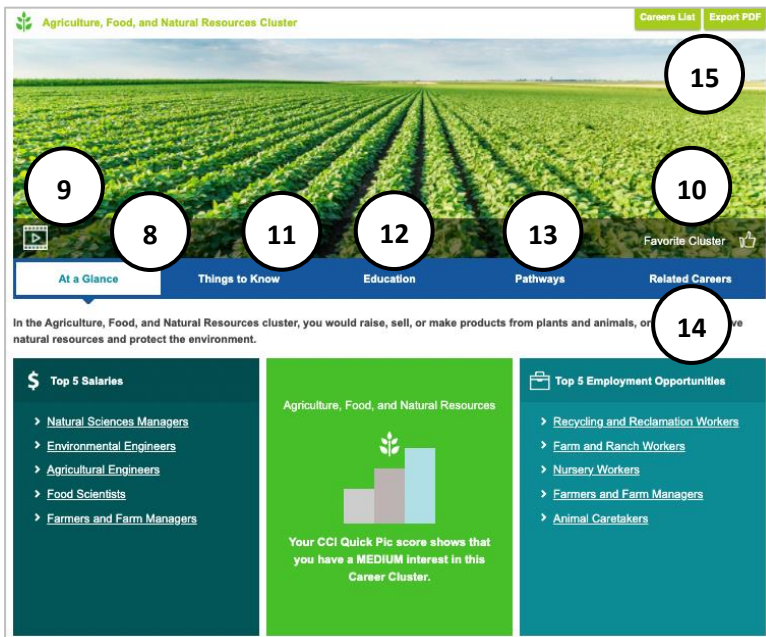
- > Arts, Audio/Visual Technology, and Communications

21. **Related Careers** links directly to career and cluster profiles that share similarities.

CAREER CLUSTERS



1. Select **Cluster** to view index by cluster.
2. **Cluster Titles** link to **Cluster Profiles**.
3. The **down arrow** expands a cluster to show **Career Titles** in the cluster.
4. **Hover** over any cluster, career, or category to read a description.
5. Use the headings bar to sort careers in a cluster by **Title, Favorites, Hot Jobs** (fast growing, many openings, generally pay well), **STEM, Education Level, and Wages**.
6. Search for careers or clusters with the **search bar**. Results display as a cluster and expand to view specific job titles.
7. Use the filter to narrow down results based on **favorites, education level, wages, hot job, STEM, and high self-employment**. Results can also be filter on a user's results from **completed self-surveys**.



8. Within the **Cluster Profile, At a Glance** gives a description, top 5 salaried careers with links, top 5 employment opportunities, and CCI Quick Pic results if available.
9. Clusters contain a descriptive video.
10. Select the **thumbs up** to add to favorites.
11. **Things to Know** has an overview, required skills, and information about employment and outlook.
12. **Education** has helpful high school courses and links to related programs of study.
13. **Pathways** represent an organization of related career areas within a specific career cluster.
14. Select **Related Careers** within the cluster to learn more.
15. Select **Career Cluster List** to return to results, **Export PDF** to download the cluster profile.

COMPARE CAREERS

View:

| Cluster | Title | Compare | Life | Hot Jobs | STEM | Education Level | Wages |
|-------------------------------------|----------------------------------|-------------------------------------|------|----------|------|-----------------|----------|
| <input checked="" type="checkbox"/> | Accountants and Auditors | <input checked="" type="checkbox"/> | | | | 4 Years | \$63,240 |
| <input checked="" type="checkbox"/> | Actors | <input checked="" type="checkbox"/> | | | | 2 to 3 Years | \$41,999 |
| <input type="checkbox"/> | Actuaries | <input type="checkbox"/> | | | | 4 Years | \$60,000 |
| <input type="checkbox"/> | Acupuncturists | <input type="checkbox"/> | | | | 5 or More Years | \$96,490 |
| <input type="checkbox"/> | Addictions Counselors | <input type="checkbox"/> | | | | 4 Years | \$39,360 |
| <input type="checkbox"/> | Administrative Services Managers | <input type="checkbox"/> | | | | 4 Years | \$86,090 |

1. On the **Careers** index page, compare two different careers.
2. Select check boxes next to two different careers and **compare**.

Compare Careers

Accountants and Auditors | Actors

- Overview
- Job Tasks
- Wages
- Employment & Outlook
- Work Setting
- Preparation

3. The two careers display. Use the **down arrow** to expand and compare the overview, job tasks, wages, employment outlook, work setting, and how to prepare.
4. Select **Career List** to return to the **Career index**.

MILITARY CAREERS

View the **Military Career Index** by title or cluster. MCIS 360 contains 140+ career and 15 cluster profiles. The information consists of curated and validated data compiled from multiple sources including, but not limited to, the U.S. Department of Labor Occupational Information Network (O*NET) digital database and the Department of Defense.

The screenshot shows the 'Military Careers List' page. At the top, there is a navigation bar with 'CIS' logo and links for 'My Dashboard', 'Career Plan', 'Self-Surveys', 'Careers', 'Education', 'Employment', and 'Course Planner'. Below the navigation bar is a header with 'Military Careers List' and a search bar. A table lists various career titles with columns for 'View', 'Cluster', 'Title', 'Favorite', and 'Personnel Type'. Callouts 1-5 point to the 'View' dropdown, the 'Cluster' and 'Title' columns, the search bar, the 'Favorite' column, and the 'Personnel Type' column respectively.

| View: | Cluster | Title | Favorite | Personnel Type |
|-------|---------|------------------------------------|----------|----------------|
| | | Administrative Officers | 👍 | Officer |
| | | Administrative Support Specialists | 👍 | Enlisted |
| | | Aerospace Engineers | 👍 | Officer |
| | | Air Crew Members | 👍 | Enlisted |
| | | Air Traffic Control Managers | 👍 | Officer |

1. The **Military Index** defaults to **title** view. Select **Cluster** to see the 15 clusters.
2. Use the headings to sort careers by **Title**, **Favorites**, or **Personnel Type**.
3. Use the filter to narrow down results based on **favorites**, **military personnel type**, and **branch of service**.
4. Select **thumbs up** to add to favorites.
5. Hover mouse over any **Career Title** to see a description and select the **Career Title** to see the **Career Profile**.

The screenshot shows the 'Administrative Officers' career profile page. It features a header with 'Administrative Officers', 'Military Careers List', and 'Export PDF'. Below the header is a large image of soldiers' legs. A navigation bar includes 'At a Glance', 'Job Description', 'Education & Training', and 'Related Careers'. The main content area is divided into three sections: 'Job Tasks', 'Military Careers', and 'Work Environment'. Callouts 6-11 point to the 'At a Glance' tab, the 'Job Description' section, the 'Job Tasks' list, the 'Military Careers' section, the 'Work Environment' section, the 'Favorite Military Career' button, the 'Export PDF' button, and the 'Related Careers' section respectively.

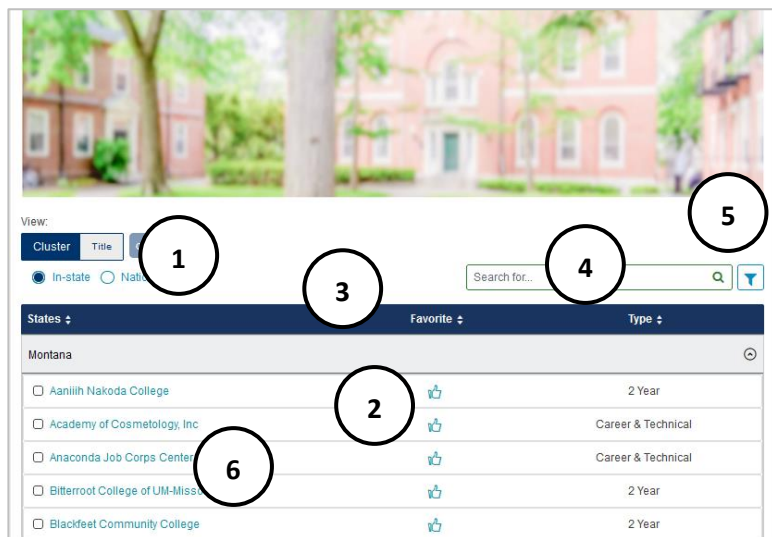
6. **At a Glance** has an overview of job tasks, personnel type (Office or Enlisted), and work environment.
7. Select the **thumbs up** to add to favorites.
8. **Military Career Lists** returns to the Military Career Index, and **Export PDF** creates a PDF to save or print.
9. **Job Description** contains an overview, job task list, work environment, wages, helpful attributes, physical demands, hiring practices, and employment and outlook.
10. **Education & Training** contains education required, training provided, helpful fields of study, and special requirements (ex: a four-year college degree).
11. **Related Careers** gives links to related careers and civilian counterpart details.

EDUCATION


Education houses indexes for **Schools**, **Scholarships**, and **Program of Study**. Indexes contain curated and validated data compiled from multiple sources, including Peterson's, the US Department of Education, and Professional Organizations.

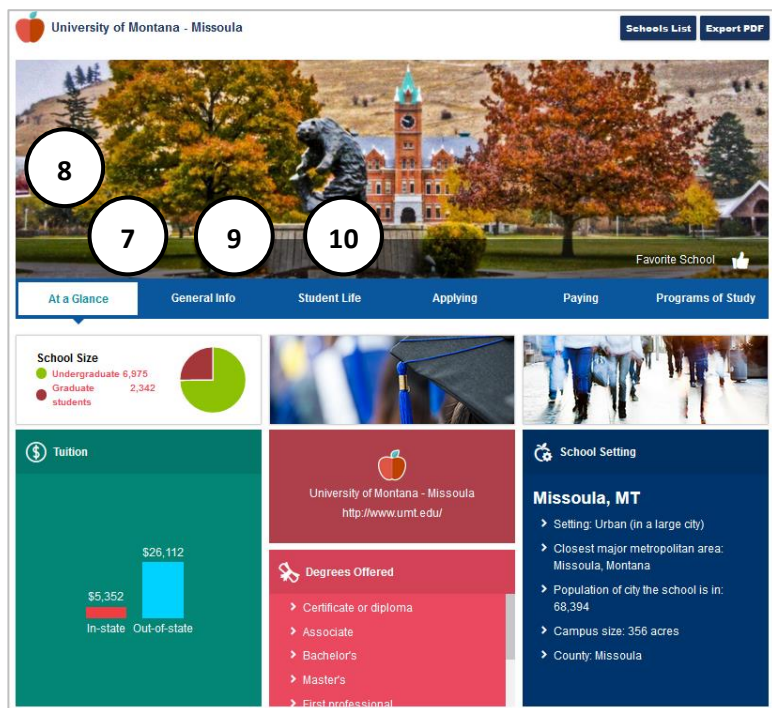
SCHOOLS

The **Schools Index** has 5,000+ Career and Technical, 2 Year, and 4 Year schools, including Undergraduate and Graduate Schools. The index defaults to **In-State** schools with the option to view **National**.



1. View schools by **cluster** (state) or **title**. Search **In-state** or **National** with the radio buttons.
2. Select **thumbs up** to add to favorites.
3. Sort results by **title**, **favorite**, **type** (2 or 4 year), or **financial aid eligibility** with the header.
4. Use the **search bar** to find a specific school.
5. **Filter** schools by **favorite**, **school type**, **degree level**, **school size**, **admissions difficulty**, **financial aid**, and **location**.
6. Select a **title** to see the **school profile**.

 **Training Tip:** School profiles adapt depending on the type of school and degree. The categories and information included varies.



7. **At a Glance** has school size, graduation rate, admission deadlines, tuition, degrees offered, and school setting overview.
8. Schools may have a campus image and video.
9. **General Info** may include:
 - **Date founded**
 - **Type of school**
 - **Returning freshman %**
 - **Address**
 - **Academic statistics**
10. **Student Life** may include:
 - **Student body** (gender, racial-ethnic background, in-state vs. out of state, enrollment, international students, and age of students)
 - **Housing** (options and % living on campus)
 - **Activities** (student activities and clubs)
 - **Sports**
 - **Services** (academic, health and legal, disability, women and families, campus security, and career services)

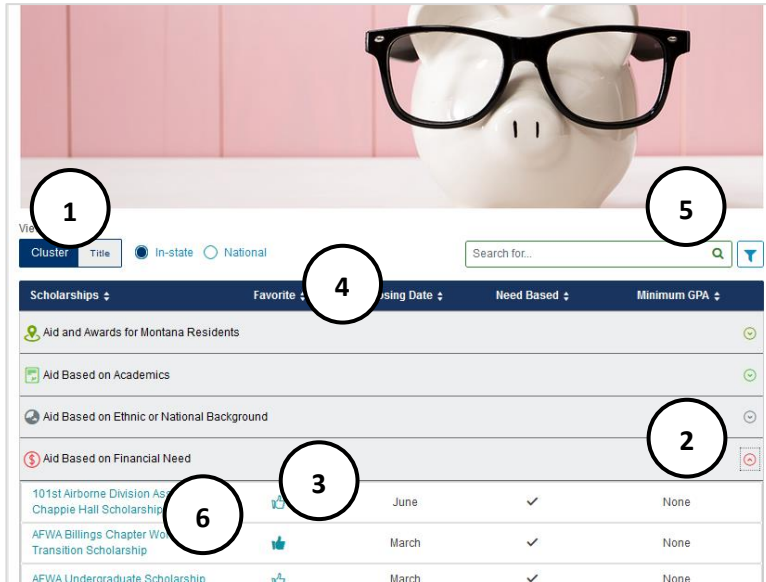
11. **Applying** may include:
 - **Contact** information
 - **Entrance difficulty** for incoming students and program of study
 - **Last year's applicants**- applied, accepted, and enrolled numbers
 - **Education required**
 - **Application dates** for new and transfer
 - **Application requirements** including application fee information
 - **Exams**
 - **Factors considered**- rates factors like high school GPA, course difficulty, exams, etc.
 - **Other admissions information**- wait list or deferral information
 - **Transfer students**
 - **Test scores of freshmen** enrolled at school
 - **High school performance**- high school GPA of those who enrolled at the school

12. **Paying** may include:
 - **Annual Costs for Full-Time Students**- undergraduate or graduate, in-state, or out-of-state
 - **Things to Know**- tuition variables, payment plan, and waiver information
13. **Financial Aid** may include:
 - **Contact**- financial aid office and scholarship website
 - **Applying for financial aid**- forms and deadlines
 - **Financial aid awarded**- statistics on past financial aid packages
 - **Who received financial aid**- number who received financial aid
 - **Loans**- % who took out loans to pay for school and average loan debt
 - **Financial aid programs**


14. **Program of Study** may include:
 - **Degrees offered** with links
 - **Certificates offered** with links
 - **Student Faculty Ratio**
15. Expand each category to see the programs of study included, and what type of degree it is. Select a program of study to view the **Program of Study Profile**.


SCHOLARSHIPS

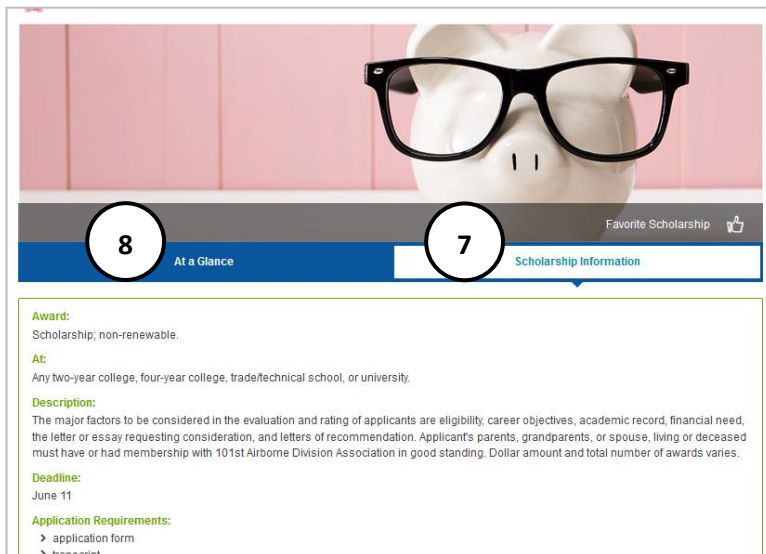
The **Scholarships Index** has 2,700+ scholarships sorted by cluster or title. The title view defaults to **In-State** scholarships with the option to view **National**.



1. View scholarships by **cluster** (category) or **title**. Title view defaults to **in-state**. Use radio buttons to change search to national.
2. Use the **arrow** to expand a **cluster** and see scholarships in that category.
3. Select **thumbs up** to add to favorites.
4. Use the **header** to sort by **scholarship, favorite, closing date, need-based, or minimum GPA**.
5. Use the **search bar** or filter by **favorite, application closing date, need based, or minimum GPA**.
6. Select a **title** to see scholarship details.

 **Training Tip:** Track scholarship application status with the **Career Plan Track Scholarships** activity.

 **Training Tip:** Scholarship profiles adapt depending on the type of award. The categories and information included varies.



7. **Scholarship Information** may include:
 - **Award type** (scholarship, grant, loan, renewable/nonrenewable)
 - **To Study** lists which programs of study can use the award
 - **At** which colleges, universities, trade/technical schools can the award be used.
 - **Description**
 - **Deadline**
 - **Application Requirements** (application form, essay, etc.)
 - **Contact** (address, email, website)
8. **At a Glance** includes general financial aid information:
 - **Types of Financial Aid** Definitions (scholarships, grants, loans)
 - **Financial Aid** Definition
 - **Explore Scholarship** link
 - **FAFSA** definition and link

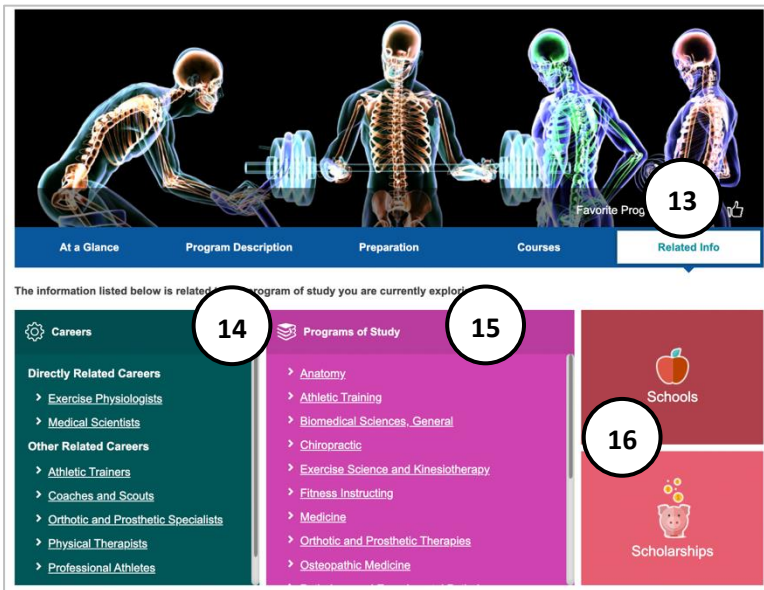
PROGRAM OF STUDY

The **Program of Study Index** contains over 650 programs of study and 40 clusters. A program of study is a sequence of courses that leads to a degree or certificate. At colleges and universities, programs of study are called "majors." This index connects careers to schools that provide training and to scholarships related to that training.

1. View program of study by **cluster** or **category**.
2. In **cluster** view, the **arrow** expands the cluster and shows corresponding programs of study.
3. Select a **Program of Study** to see the profile, select **thumbs up** to add to favorites, and hover for a brief description.
4. Use **title** to list programs of study by name.
5. Use **search bar** to find a specific program of study.
6. Select a **Program of Study** to see the profile, select **thumbs up** to add to favorites, and hover for a brief description.

Training Tip: Program of Study profiles adapt depending on the type of program, school, and degree. The categories and information included varies by Program of Study.

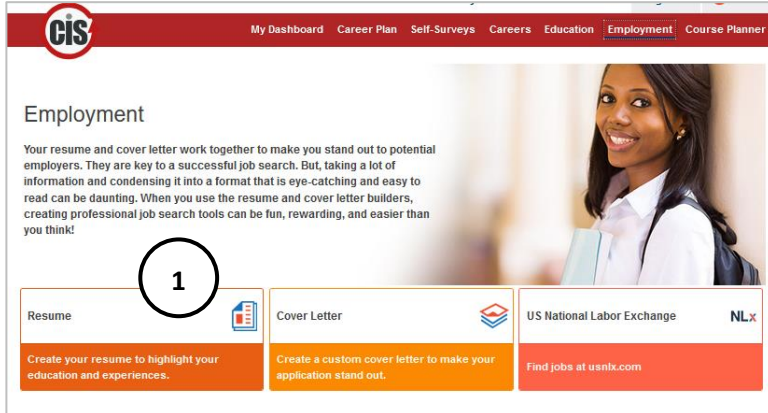
7. **At a Glance** has a brief **description** of program of study, an **overview**, **topics** studied, and a link to schools that offer the program of study.
8. **Program of Study List** returns to the index, **Export PDF** of profile.
9. Select **thumbs up** to add to favorites.
10. **Program Description** may include:
 - **In-depth overview**
 - **Concentration**
 - **Schools** indicates the type(s) of school(s) that offer the program of study
 - **Things to know**
11. **Preparation** may include:
 - **Helpful High School Courses**
 - **Program Preparation**
 - **Graduate Program Preparation**
12. **Courses** has courses common in the program



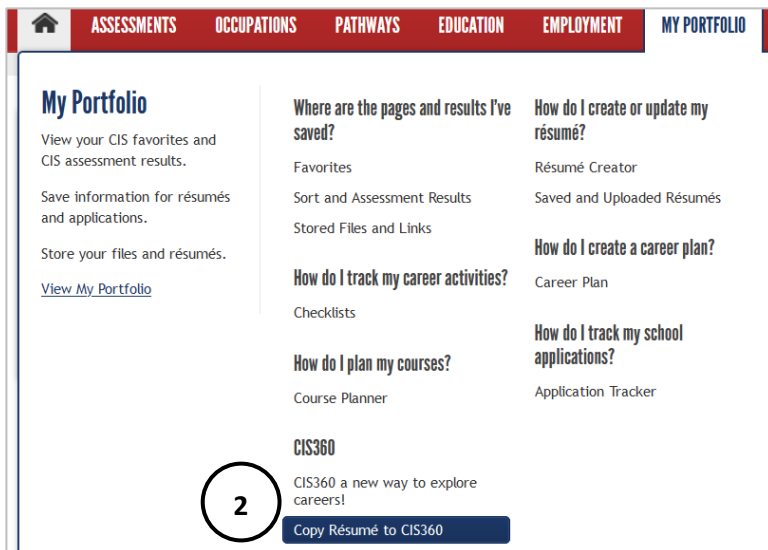
13. **Related Info** provides resources in MCIS 360 to items related to the program of study
14. **Careers** links to profiles for careers directly related to the program of study, and other related programs.
15. **Programs of Study** links to other related program of study profiles.
16. **Schools** links to the schools index filtered on schools that have the program of study.
17. **Scholarships** links to the scholarship index filtered on scholarships applicable to the program of study.

RESUME

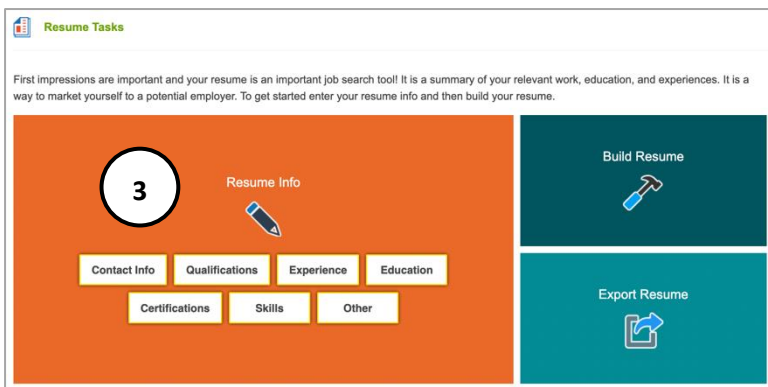
A resume and cover letter work together to make a candidate stand out to potential employers. The **Resume** builder is a tool to help summarize relevant work, education, and experiences for potential employers.



1. Customize a resume and create an exportable PDF or Word document. Select **Employment** and then **Resume** to go to the **Resume Task** landing page.



2. If a user has a resume in Enterprise, they can copy it to MCIS 360. In Enterprise, use the top menu **My Portfolio** tab and select **Copy Resume to MCIS 360**. Uploaded resume files and some options may not be copied. Copying a resume could overwrite changes made in MCIS 360 if a resume was transferred over previously.



3. To create a new resume, enter **Resume Information**. There are seven categories. For a full description of each category and what information is collected, see [Resume Category Field Descriptions](#).

Experience

List any paid or unpaid work you have done, as well as any military service. Include information about responsibilities, accomplishments, and awards.

Professional Volunteer Military

Saved

| Experience Name | Actions |
|---------------------------|---------|
| Professional | |
| Jr. Camp Counselor | |
| Volunteer | |
| Student Council President | |

4. Select the orange **category box**. Some categories have more than one box option (ex: professional, volunteer, or military experience). Enter the category fields. Select **save** when complete.
5. A list of saved entries displays within each category. To add another entry within the same category, select the orange **category box**.
6. Use the **pencil** to edit past entries, and the red **x** to delete past entries.
7. Select **Resume Tasks** to return to the resume task landing page.

Resume Tasks

First impressions are important and your resume is an important job search tool! It is a summary of your relevant work, education, and experiences. It is a way to market yourself to a potential employer. To get started enter your resume info and then build your resume.

Resume Info

Contact Info Qualifications Experience Education

Certifications Skills Other

Build Resume

Export Resume

8. Complete all desired resume information and select **build resume** to add the information into a resume format.

Build Resume

Use the information you entered in Resume Info to create your resume.

Enter a name for your resume.

* Resume Name

9th Grade Resume

Select a style.

* Resume Styles

Style 1 Style 2

10

Lynn Bavin

775.535.8956 | lynn@open.com | 1300 Royal Oaks Blvd, NV 89002

Qualifications

Summary/Purpose

With over 10 years of experience in marketing, I have exceptional skills and experience in analyzing marketing programs and sales techniques to secure profits. I am looking to further my career as a marketing manager for a leading Fortune 500 company.

Experience

Marketing Analyst, Open Gate Inc. Reno, NV 2010 to present

Lynn Bavin

775.535.8956 | lynn@open.com | 1300 Royal Oaks Blvd, NV 89002

Qualifications

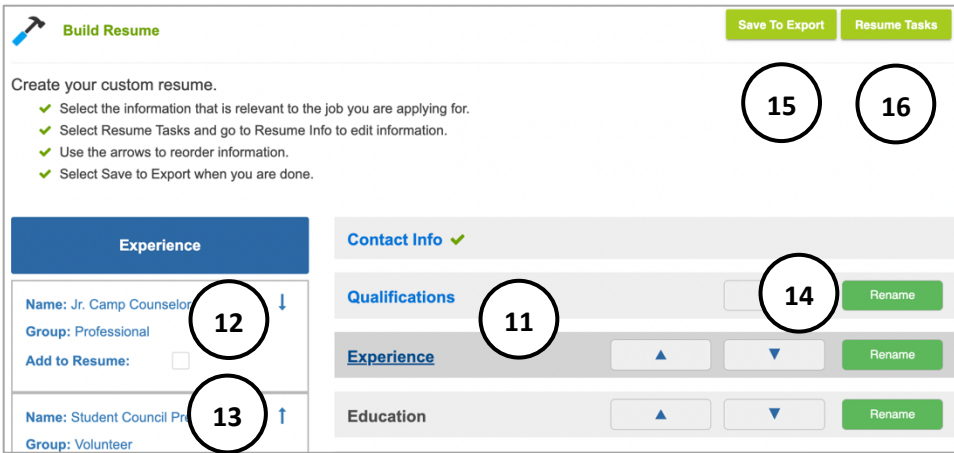
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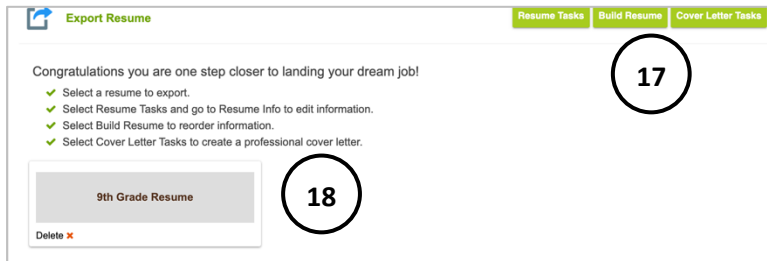
Experience

Marketing Analyst, Open Gate Inc. Reno, NV 2010 to present

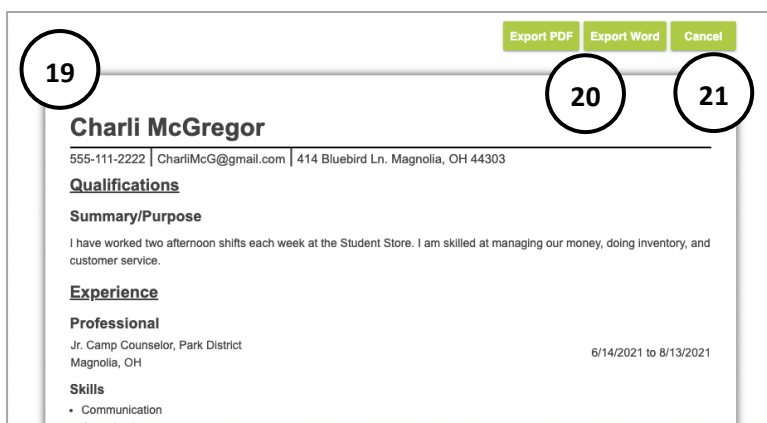
9. Enter a **unique name** to manage multiple resumes in CIS360. This is a required field and does not display on the resume. It is the default file name when exported.
10. Resume builder provides two style templates to choose from. Select which **template** to use.




11. Inside **Resume Builder** lists the categories from Resume Task Info. If category has entries from the **Resume Task** screen, it displays as blue text with a link. If it does not have entries, it is black and does not have an active link. Select each **category** to see entries on the left. Note that **Contact Info** is automatically added to the resume and is required.
12. Choose a category and see entries on the left, select the checkbox to **add to resume**.
13. Use the **up and down arrows** to reorder entries within each category for resume.
14. Use the **up and down arrows** to move a whole category up or down on resume. Select **rename** to change the name of a category (ex: change *other* to *leadership* based on the entry).
15. Select **Save to Export** to move on to the export resume screen.
16. Select **Resume Tasks** to make edits to the information in a category.



17. In **Export Resume**, select **Resume Tasks** to change entries and info, **Build Resume** to make edits to format and order, or **Cover Letter Tasks** to advance to cover letter.
18. Select **resume title** to see a preview of the resume. Select **delete** to remove resume.



19. **Resume preview** shows the selected categories, entries, and format. Use this screen to proof resume.
20. **Export** resume to PDF or Word.
21. Select **cancel** to return to the resume export landing page. This is helpful to make changes to the resume task information or the order.

 **Training Tip:** Exported resume file name matches the user-entered resume name, ex: 9th Grade Resume.

RESUME INFORMATION CATEGORY FIELDS

Every category entry requires a unique name. This helps manage multiple entries for that section when building a resume. The name does not display on a resume and is for a user's reference.

Contact Info

Enter contact information for display in the header of the resume and cover letter.

- Contact information name (required): Enter a unique name that does not display on resume.
- First and last name: required
- Address
- Email Address
- Professional Web Profile (ex: LinkedIn)

Qualifications

Summarize work achievements, skills, and experience at the start of resume. This is an optional statement.

- Qualifications- Summary/Purpose (required): Enter a unique name that does not display on resume.
- Qualifications Summary (required): paragraph or bullet

Select **Save** and **Summary/Purpose** to list more than one qualification.

Experience

List any paid or unpaid work, such as volunteering, service learning, internships, work-based learning, community-based learning, cooperative education, and apprenticeships. Include information about skills, responsibilities, accomplishments, and awards. Select **Save** and **Professional, Volunteer, or Military** to list more than one experience.

Professional

- Professional Name: a unique name not displayed on resume- required
- Employer name: required
- Skills: paragraph or bullet
- Responsibilities: paragraph or bullet
- Accomplishments: paragraph or bullet
- Awards: paragraph or bullet
- City, State/Province
- Position/Title
- Start /End Date (or to Present)

Volunteer

- Volunteer Name: a unique name not displayed on resume- required
- Organization name: required
- Experience Summary: paragraph or bullet
- City, State/Province
- Position/Title
- Start Date/End Date (or to Present)
- Number of Hours (option to write per week, per month, etc.)

Military

- Military Name: a unique name not displayed on resume- required
- Branch: required
- Summary/Training: paragraph or bullet
- Position/Title
- Start Date/End Date (or to Present)

Education

List education received. Include information about positions held, awards, honors, athletics, and relevant courses. Select **Save** and **High School, College, or Trade School** to create more than one entry in each category.

High School

- High School Name (required): a unique name not displayed on resume
- School name (required)
- City, State/Province
- Degree: GED, High School Diploma, International Baccalaureate Diploma
- Date awarded
- Additional description: paragraph or bullet. Include positions held, awards, honors, courses, etc.

College

- College Name (required): a unique name not displayed on resume
- School name (required)
- City, State/Province
- Date awarded
- Degree: Associates, Bachelor of Arts, Bachelor of Science, Master of Art, Master of Science, Other
- Major
- Additional description: paragraph or bullet. Include minors, awards, honors, courses, etc.

Trade School

- Trade School Name (required): a unique name not displayed on resume
- School name (required)
- City, State/Province
- Date awarded
- Degree: enter text
- Major
- Additional description: paragraph or bullet. Include awards, honors, courses, etc.

License/Certificate

List licenses or certificates, such as CPR, babysitting, food safety and handling, or programming languages. Include the training required and what it allows you to do.

- License/Certificate Name (required): a unique name not displayed on resume
- License/Certificate Name (required)
- Licensing/Certifying Organization
- Date Awarded/License Date
- Description: paragraph or bullet

Select **Save** and **License/Certificate** to create more than one entry in the category.

Skills

List skills with a summary. Include languages, specialized equipment, computer software, and any other special skills.

- Skills- Skill Name (required): Enter a unique name that does not display on resume.
1. Skill Summary: paragraph or bullet

Select **Save** and **Skill** to create more than one entry in the category.

Other

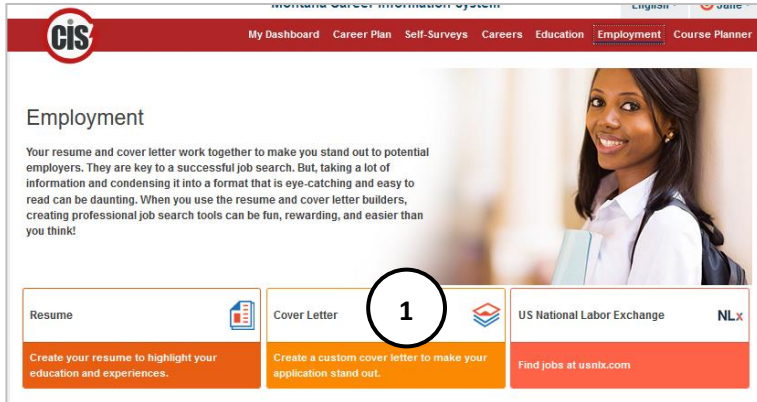
List achievements, such as athletics, club participation, student leadership, activities, professional affiliations, or study abroad experience, with a summary.

- Other- [Other] Name (required): Enter a unique name that does not display on resume.
2. Summary: paragraph or bullet

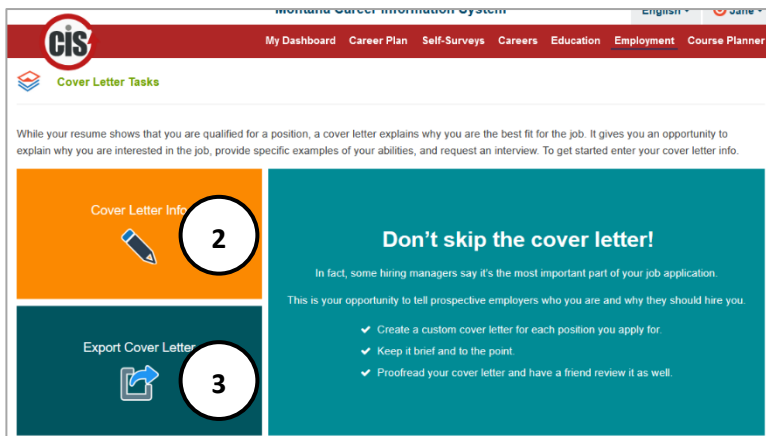
Select **Save** and **Achievements, Activities, Professional Affiliations, or Study Abroad** to create more than one entry in each category.

COVER LETTER

A cover letter explains why someone is the best fit for the job. It gives an opportunity to explain interest in the job, provide specific examples of abilities, and request an interview. The **Cover letter** builder is a tool to help create a customized cover letter that explains interest in a position.



1. Use **Cover Letter** builder to create a document with consistent format to **Resume Builder**. Select **Cover Letter** to go to the **Cover Letter Task landing page**.



2. Select **Cover Letter Info** to create a new cover letter and enter information.
3. Select **Export Cover Letter** to export a previously created and saved cover letter.



4. Select **Cover Letter Info** on the **Cover Letter Task landing page**, then select **Create a Cover Letter** to enter cover letter information in the builder.

Create a Cover Letter Save

Cover Letter - Create a Cover Letter Name 11

7th Grade Cover Letter 5

Your Contact Info 6

Middle school information

Recipient Name

Stanley Smith 7

Recipient Address

42 Monterey Lane, Magnolia, OH 44303

Intro

Dear Mr. Smith, 8

Body

I am excited to apply for the position of Assistant Camp Counselor at the Magnolia Park District. I worked as a Junior Camp Counselor this last year and really enjoyed working with the kids and counselors in each group. 9

I am a dependable worker. One example of this is that when I was a Junior Camp Counselor, I always arrived 15 minutes early to organize supplies for the day. I learned how to be responsible. I am good at making sure the kids all stay with the group, have the supplies they need for activities, and when they have trouble. These are all qualities that would help me be an Assistant Camp Counselor this year. 10

Valediction

5. Enter a **unique name** to manage multiple cover letters in MCIS 360. This is a required field and does not display on the cover letter. It is the default file name when exported.
6. Enter **your contact info** or select the contact information saved from a resume or previous entry (required).
7. Enter the **recipient's name and address** to display at the top of the cover letter (required).
8. Create an **intro** greeting, ex: Dear Hiring Manager (required).
9. Create **body** text, in paragraph or bullet format (required).
10. Enter **closing** (required).
11. Proofread and select **save**.

Make a great first impression on a prospective employer. Explain why you are interested in the position, state your qualifications, and request an interview.

+
Create a Cover Letter

Saved

| Cover Letter Name | Actions |
|--|---|
| 7th Grade Cover Letter 12 | 13 |

12. Find the document in the list of saved cover letters. This is where the unique name is displayed.
13. Options to **edit**, **export**, or **delete** cover letter.

Export PDF Export Word Cancel

Charli McGregor 15

555-111-2222 | CharliMcG@gmail.com | 414 Bluebird Ln. Magnolia, OH 44303 16

February 7, 2022

Charli McGregor 14


Dear Hiring Manager,

I am excited to apply for the position of Assistant Camp Counselor at the Park District. I have been a Junior Camp Counselor this year and really enjoyed working with the kids in each group. I am a dependable employee. One example of this is that I always show up 15 minutes early to make sure I am organized for the day. As a Junior Camp Counselor, I learned a lot about how to be responsible. I am good at making sure all of the kids are in the group, helping them with activities and crafts, and stepping in when someone has trouble. These are all qualities that would help me as an Assistant Camp Counselor this summer.

Sincerely,

Charli McGregor

14. The **cover letter preview** displays format and field entries. Use this screen to proofread the cover letter.
15. **Export** cover letter to PDF or Word.
16. Select **cancel** to return to the cover letter export landing page.

 **Training Tip:** Exported cover letter file name matches the user-entered cover letter name, ex: 9th Grade Cover Letter.

ACCOUNT SETTINGS

Montana Career Information System

English - Jane -

Account Settings

My Dashboard Career Plan Self-Surveys Careers Education

1

Account Settings
Go To MCIS
Sign Out

2

Personal Information

First Name** Jane Middle Name Last Name** Wiyane

Email Enter email High School Graduation Year** 0

3

Set Password

New Password Re-type Password

Security Questions**

Question 1 Question 2

If you could eat any dessert, what would it be? What food do you most dislike?

Answer 1 Answer 2

cake liver

4

Privacy**

Yes, it is ok for the school counselor to view my comments.

No, I do not want anybody to view my comments.

After a student's portfolio is established, they can log in and make edits to their settings.

1. Select name in the top corner and **account settings**.
2. Update information including name, email, and high school graduation year. ** indicates a required field that state or site sets.
3. Use this option to change a log in password or update security questions.
4. States have the option to determine if a student or site has control over privacy options. See [Adding a Site](#) for more information.

Change School/Organization

Select School/Organization

5

6

Images

Set Dashboard Image

Enter a URL to use an image from the web. The URL must end in .jpg, .jpeg, .png, .gif, .svg, or .bmp.

Enter the URL to use an image from the web

Or select an image

Set Dashboard Banner Image

Enter a URL to use an image from the web. The URL must end in .jpg, .jpeg, .png, .gif, .svg, or .bmp.

Enter the URL to use an image from the web

5. If an account needs to be moved to another school/organization, students are prompted to ask the new site for its username and password and enter it here.
6. Students can customize their profile image and dashboard banner. They can insert a URL that ends in .jpg, .jpeg, .png, .gif, .svg, or .bmp., or pick an emoji from the list.

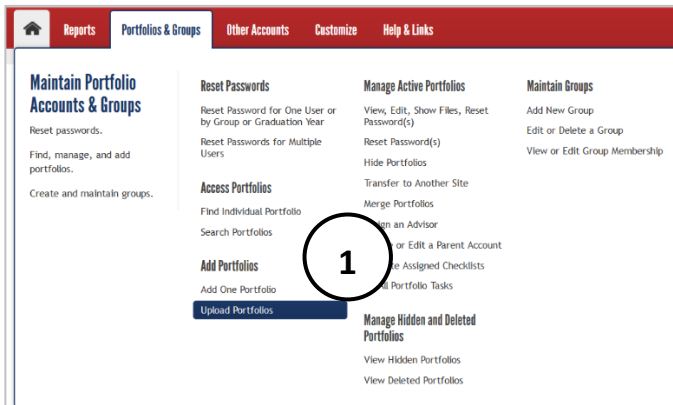
ADMIN TOOLS

CREATING PORTFOLIOS

Sites have two options to set up new users in MCIS 360: batch upload profiles or user creates profile.

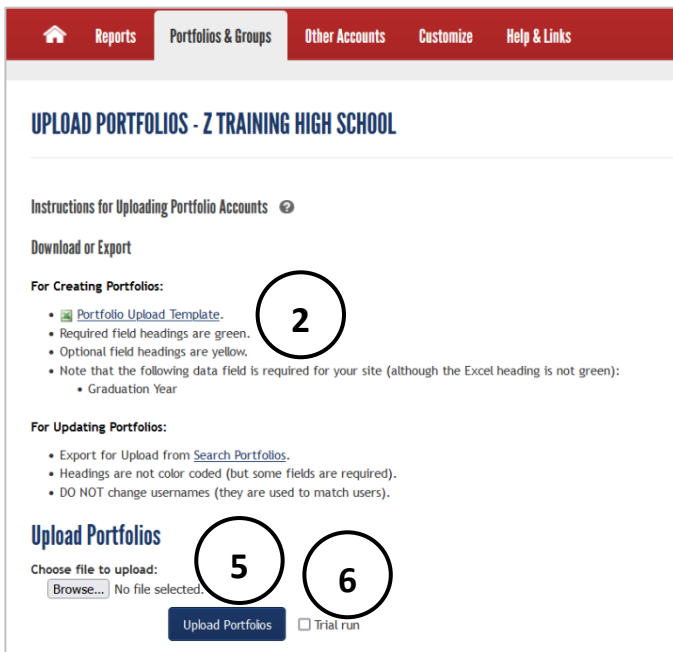
Use Clever as a single sign on: if your school has access to Clever contact us for more information on setting up portfolios through Clever.

Batch Upload Profiles: The site sets up student profiles, usernames, and passwords and sends information to students.

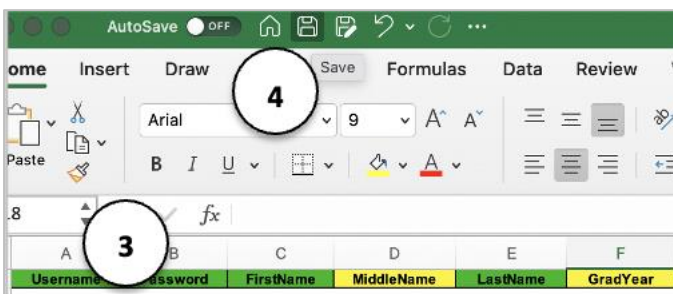


1. Log in to Administrative Tools with your Site Administrator or staff username and password. Select **Upload Portfolios** under the **Portfolios & Groups** tab.
2. Download the **Portfolio Upload Template**.
3. Fill out the template with students or clients listed on individual lines.

- Green fields are required; yellow fields are optional. **Note:** some states require Graduation Year, but the Graduation Year field header will never display green. Graduation year is required for Montana Schools.



4. When finished with data entry, save this file to your computer with a new name.
5. Return to **Upload Portfolios** and **Browse** for your saved template.
6. Check the **Trial Run** box and select **Upload Portfolios** to find out if the file will upload successfully or if there are errors that need to be corrected.



Upload Portfolios

Choose file to upload:
 No file selected.

Trial run

Processing Status:
 1/4/2023 1:31:28 PM Process Status: Started
 1/4/2023 1:31:28 PM File Conversion: File converted
 1/4/2023 1:31:28 PM Process Status: Trial Import Started
 1/4/2023 1:31:28 PM Process Status: Trial Import Completed (check messages and grid below for errors)
 1/4/2023 1:31:28 PM Process Status: **One or more records failed validation**

Review (check for errors in the Status column)
 Status Codes Export to Excel

| Status | Username | Username | First Name | Middle Name | Last Name | Grad Year | E-mail |
|--------|---------------------|--------------|------------|-------------|-----------|-----------|--------------------------------|
| | smorton_pop | Smorton2023 | Sandy | | Morton | 2023 | sandy.morton@someschool.net |
| | lnichols_2023 | Lnichols2023 | Lynda | | Nichols | 2023 | lynda.nichols@someschool.net |
| | orlando.ramirez2023 | Orlando | | | Ramirez | 2023 | orlando.ramirez@someschool.net |
| P2 P4 | tonirose | rose | Toni | | Rose | 2023 | tonirose@someschool.net |
| P4 | njenkins | Njenkins | Norman | | Jenkins | 2023 | norman.jenkins@someschool.net |

- A list displays with the portfolios in your spreadsheet.
 - Portfolios that contain no errors show nothing in the **Status** column.
 - Portfolios that will not process properly include a status code error in the **Status Column** in **red**.

- If you see an error code, select **the Status Codes** PDF, and locate the status code error. In this example, **P4** means the passwords were not formatted correctly. Fix the identified error in the spreadsheet and save changes to your computer.

- Fix errors in the spreadsheet, **browse** for the document again, select **Trial Run**, and **Upload Portfolios**. If necessary, repeat steps 7 and 8 until no status code errors appear for any portfolios.

- When no status code errors appear, uncheck **Trial Run** and select **Upload Portfolios**. A list of successfully uploaded portfolios displays.

Upload Portfolios

Choose file to upload:
 No file selected.

Trial run