



Training Manual



Montana Department of
LABOR & INDUSTRY

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Lesson 1: The MCIS Portal Page

Objective

To familiarize you with the MCIS Portal Page

The MCIS Portal Page contains information about MCIS and important links. It is your starting point for MCIS. Bookmark this page using your browser's bookmarking feature. From this page, you can:

1. Sign-in to MCIS using an individual portfolio user name and password or the site's user name and password.
2. Learn about various MCIS versions.
3. Find answers to technical and other frequently asked questions about MCIS.
4. Learn about what has been added to MCIS for the year ("What's New").
5. Find materials and resources for using MCIS and training others in MCIS usage.
6. Learn more about operator staff and how to contact staff at MCIS.
7. Access Administration Tools using the Administrator's username and password.

By familiarizing yourself with the MCIS Portal Page tools, you will learn a great deal about the Career Information System. The Portal Page tools also provide shortcuts to the various resources and materials within.

On the next page, you will find the MCIS portal page. The numbers on the next page correspond to the numbered points listed above. Every state customizes their portal page, though all contain this information.



ABOUT US

WHAT'S NEW

PRODUCTS

TECHNICAL SUPPORT

5

4

2

3



CREATE GOALS

It's never too early to
start planning your future.

CIS Login

General Use

Log in below with ANY of your MTCIS account
usernames or passwords.

1

Username:

Password:

6

Sign In

Forgot your username or password?



Montana Department of
LABOR & INDUSTRY
Research and Analysis Bureau

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Assignment

Go the MCIS Portal Page: <http://www.mtcis.intocareers.org/> and:

- Log into MCIS using your guest user name and password. If you do not know your guest user name and password, contact the site administrator listed at the bottom of the Portal Page.
- View the MCIS Portfolio Quick Start and the tutorial titled "Creating Your Portfolio" under **Tools for Users** in the footer area of the MCIS home page.
- Create a portfolio using the MCIS Portfolio Quick Start, or the "Creating Your Portfolio" tutorial, listed under More Resources on the Portal Page.
- Review each of the Portal Tools thoroughly.

Lesson 2: The MCIS Homepage

Objective

To familiarize you with the MCIS Homepage

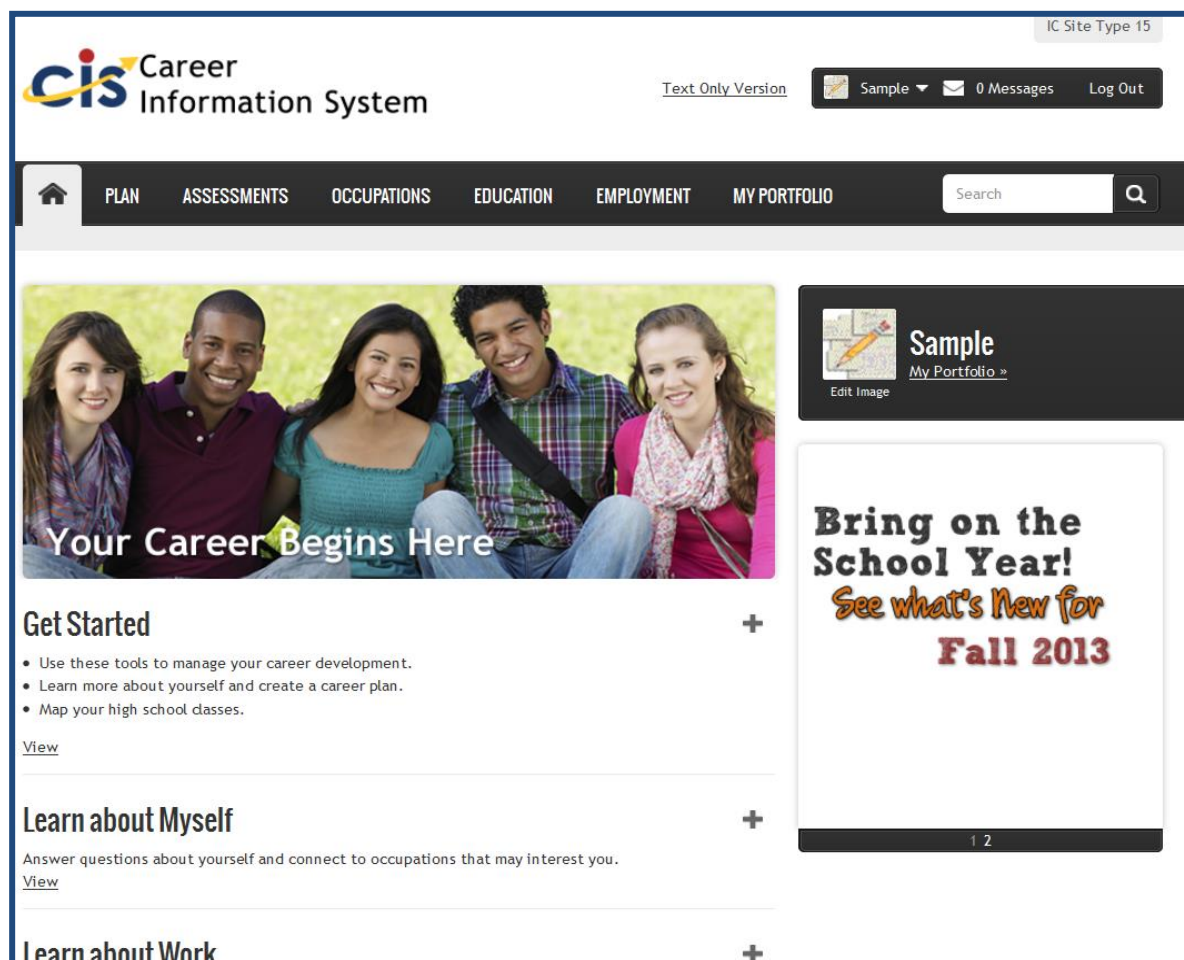


The home page is where users begin their use of MCIS.

The MCIS logo is on the upper left and appears there on most MCIS pages. When clicked, it *always* returns the user to this homepage. The site name appears on the top right and includes the name of the school or site.

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

The user badge allows instant access to the user's portfolio, as does the horizontal global navigation bar across the upper part of this page. Click any tab to see the mega menu overview of the contents in MCIS for this topic. You can also click the tab and read a more lengthy description of the contents in each tab. Each state can customize the layout below, but this is the typical layout of the home page.



From the MCIS homepage, you can access any of the content or tools in MCIS. We believe that our users come to career development from a milieu of perspectives, career developmental needs and with varying concerns and interests. Our home page allows users to begin the career development process where they wish.

Because MCIS is a *system*, the content is methodically interconnected. For example, when you are viewing Occupations, you will be able to link directly to the Related Occupations and Programs of Study. When you complete an assessment, you will be able to link directly to those Occupations most associated with your assessment results.

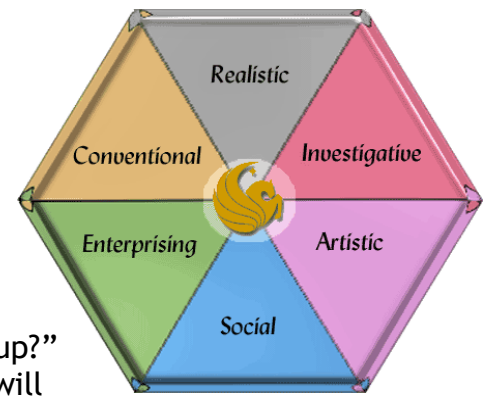
Assignment

Go the MCIS homepage: <http://www.mtcis.intocareers.org/> and briefly explore an area of content or tool under each of the header categories shown above.

Lesson 3: Key Theories Used in MCIS

Objective

To introduce two career development theories
To relate MCIS organizational structure to these theories

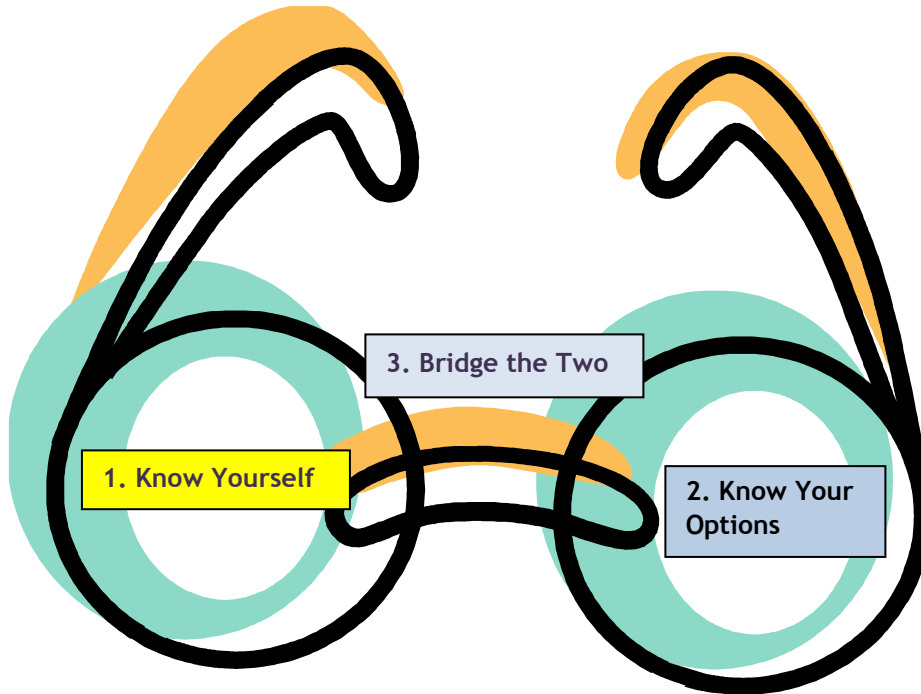
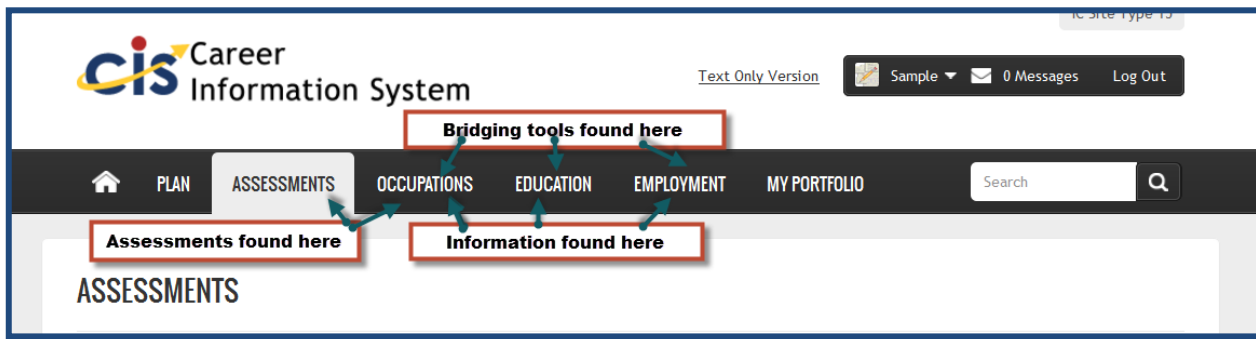


Think for a minute: What is a theory and why do I need it? When your users ask the question, "What should I be when I grow up?" how do you help them find the answer? What is the process that will help facilitate satisfying career choices and decisions? What methods/activities are most effective? What is career maturity and how do you facilitate it? A theoretical perspective of career development provides the foundation, or starting point, for understanding the answers to these questions. **Theories help us identify the orderly relationships that exist among many and diverse events.**

As Laura McCoid stated (Oregon MCIS Director, 2008), "Career development theory provides a framework for assisting users with career exploration, decisions, and plans identifying the kinds of information, skills, and experiences people need as they grow in terms of age, development, and work toward goals." **A theory is used to simplify a complex set of ideas**, represents only the essential elements, enables practitioners to answer important questions in a common way, and provides a rationale for practices. It can answer the questions: *What are we doing? Why are we doing this?* and *How are we doing this?* Two key theories underpin MCIS, and we will describe these here.

First, **Frank Parsons** articulated a model of career development early in 1906 that continues to influence contemporary career development, including MCIS, today. His model can be portrayed as a three-step process, portrayed on the graphic on the next page.

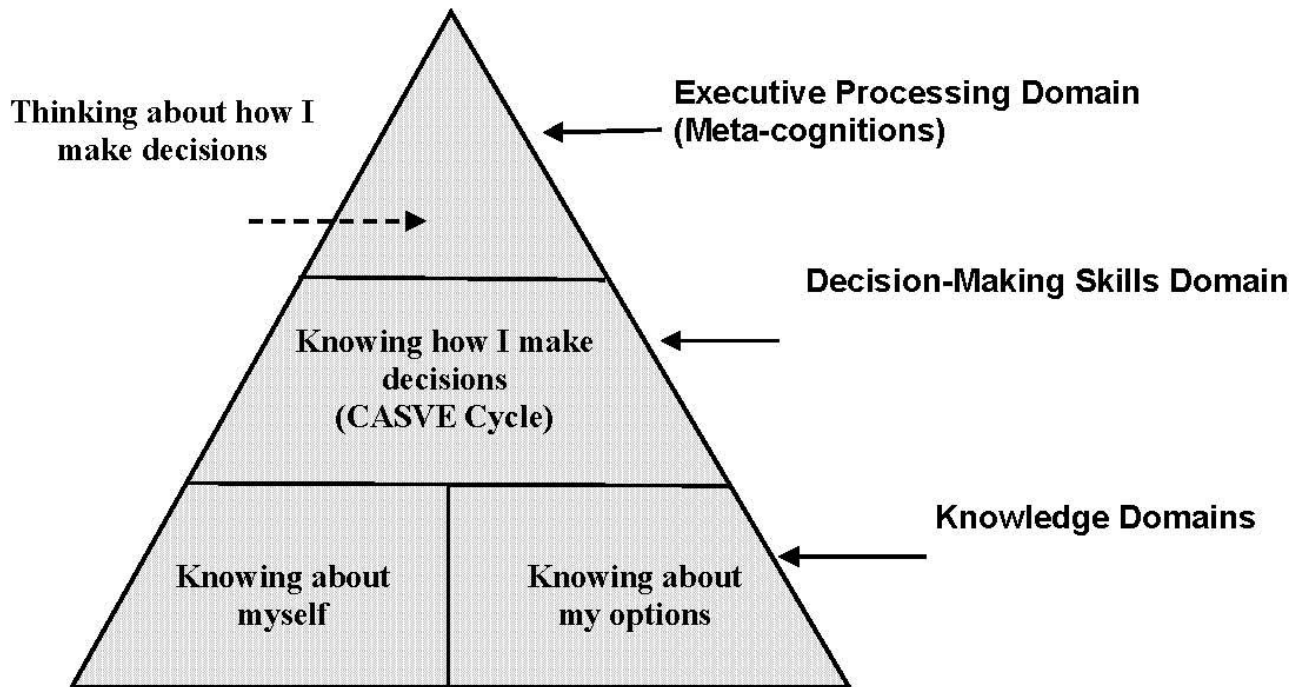
1. Know yourself: MCIS contains nine sorting and assessment tools that help develop self-knowledge;
2. Know your options (about the world of work and education): MCIS has ten encyclopedic areas of content--seven under Occupations & Employment (used for career exploration, career-related research, and the job search process) and three in Education & Training (used for education and school exploration, career pathway exploration, and financial aid); and
3. Bridge the two: MCIS contains four sorting tools that help users bridge what they know about themselves with what information analysts know about occupations, schools, and scholarships. MCIS also uses a personal portfolio, called the *My Portfolio*, to help users bridge learning, write reflections, save content and document academic, career and personal growth.



The second career theory that has been influential in the development of MCIS is the **Cognitive Information Processing (CIP)** theory. CIP describes how people make career decisions and use information. In CIP, a pyramid is used to depict the model of career development. The bottom of the pyramid represents the knowledge domains—knowledge of self, world of work, education and employment options. The decision-making skills domain represents the critical skills that people must learn to use to self-manage their careers and education—skills of analysis, evaluation, goal-setting and decision-making. The top level of the pyramid captures the executive processing or reflection skills—where people think about the choices they are making and the decisions they are planning.

Cognitive Information Processing (CIP) theory was related to career development by university researchers Peterson, Sampson, Lenz, and Reardon in 1991. These counseling psychology scholars study career development and also serve as practitioners in the career center at Florida State University. The CIP model is graphically portrayed on the following page.

MCIS contains eight assessment tools that help people know more about themselves, nine encyclopedic areas of content that help people learn about their options in the world of work and education, six sorting tools that help users learn more about how they make decisions, and My Career Plan, which helps users know themselves, know and evaluate their options, set goals, make plans, and reflect upon these decisions and plans.



The Career Plan is a process tool that allows users to extract more meaning from the content they discover and place the information in a context of what is important to them. In career development, this process is not a one-time event, rather it flows cyclically. Users repeat the process as they grow and mature, ideally annually. Users may enter this process at three different levels and with five distinct goals; the Career Plan logo to the right portrays these five goals.

The activities in The Career Plan constitute a developmentally organized curriculum. The three levels correspond to grade levels:

1. Getting Started (grades 8-9)
2. Looking Deeper (grades 10-11)
3. Next Steps (grade 12)

These activities have been designed to be used to meet the new career guidance graduation requirements many states have implemented and include self-directed lessons to teach users how to analyze and synthesize information, as well as to plan, make decisions, set goals, and develop problem-solving strategies and skills throughout these three time periods.



The Career Plan is a tool for users to document and reflect upon their career development across time. It includes notes to self and reflections to help users analyze and synthesize their career and education research. The Career Plan also allows users to save content, links, and their assessment results.

We'll look at the components of MCIS and the Career Plan in greater depth in the next several lessons.

Assignment

- See if you can find a resource in MCIS that helps users:
 1. Know themselves
 2. Learn about their options
 3. Bridge the two
- Explore My Career Plan. Open the Getting Started section of The Career Plan and explore the contents of each section (Know Myself, Research Options, etc.)

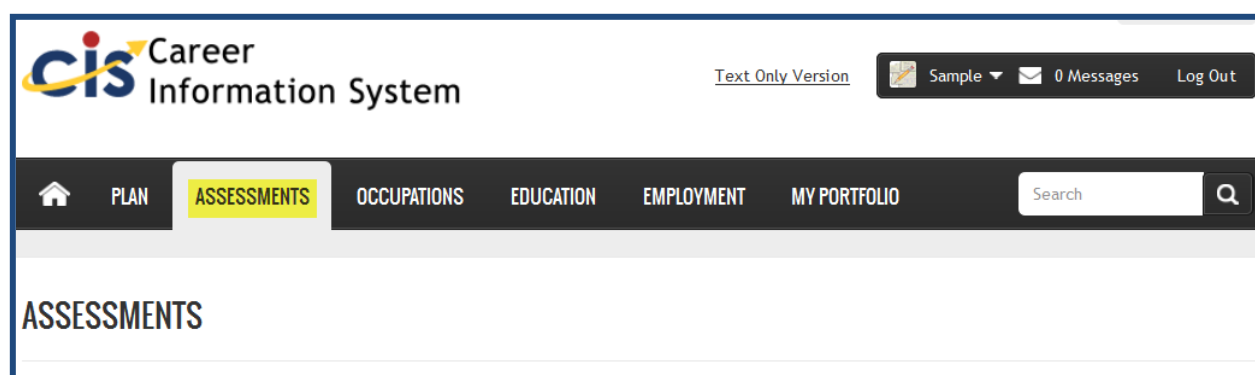
Lesson 4: Using and Interpreting Assessments in MCIS




Objective

To learn how to use and interpret the assessments found in MCIS

Assessments help users learn more about themselves. For example, if you are wondering if you would like to work as a chef, you could job shadow a chef for a few days to *informally* assess your question. If you are planning to use a MCIS assessment with your users, remember it is *your* responsibility to familiarize yourself well with the assessment, prepare your users to take the career assessment, and prepare to interpret the results well. The assessment experience will be most meaningful if users understand what they are doing and why they are doing it. The MCIS Tools for Counselors and Teachers has downloadable counselor manuals, activities, and instructional support handouts to help you. Be sure to read these.



The assessments in MCIS encourage people to view occupational exploration and choice as a dynamic process and one that can be viewed through a variety of lenses. All MCIS assessments are integrated into the curriculum for middle and high school users. Those with Spanish translations are so indicated with the symbol . Let's take a closer look at the formal assessments in MCIS, typically found under the Assessments tab on the MCIS homepage.

INTERESTS

Interest inventories are often the first type of assessment used for those who are new to career development. These instruments measure interests as they relate to occupations. The results display a list of occupations that match the users' interests. MCIS has three interest inventories:

Career Cluster Inventory

This 80-item survey of interests targets the younger user (grades 6-8) or the user with limited English proficiency or reading skills. Reading is at a 6th grade level. Results are displayed using the 16 National Career Clusters. Cluster results link to occupations.

IDEAS Assessment (optional)

The results of IDEAS include a graphical display and a list of clusters of occupations that best fit the interests the user identified by scoring 128 statements by how well they might like an activity. Language in IDEAS is controlled at a 6th-grade reading level. IDEAS is available in English and Spanish.

Interest Profiler

The result of the Interest Profiler is a list of occupations that best fit the interests the person identified by scoring 180 statements according to how well the user might like each activity. Language is controlled at an 8th-grade reading level.

SKILLS

Skills are key to job satisfaction, so identifying occupations that use skills that users find satisfying is important.

SKILLS

This assessment helps users recognize skills they enjoy and learn how these skills transfer between occupations. SKILLS can be used to select occupations to explore, identify ways to modify your career direction, or prepare for a job interview. SKILLS is a self-assessment tool. It begins with a skills selection process. Users can use the SKILLS worksheet or cards to review the list of 72 skills and select their preferences. SKILLS rates skills in several ways. It lists the "Top 30 Occupations" that best match the user's skills. It calculates a Holland Personality Type based on those skill preferences. It rates users' skills to clusters of occupations. SKILLS also lets users compare their skills to the skills required by any occupation.

VALUES

Work values assessments are very useful for the user who has had enough experience (paid or unpaid) with the world of work to know the work values they find important. For the user beginning career exploration, learning about work values can often prompt interest in career exploration.

Work Importance Locator

This assessment surveys work-related needs to identify work values. The outcome of The Work Importance Locator is a list of occupations that best fit the needs and values the person prioritized. To use the assessment, users rank twenty different aspects of work values, such as achievement, autonomy, and conditions of work.

ASSESSMENT LINK

MCIS also contains an Assessment Link that links the occupations or occupation categories resulting from an assessment instrument to the occupations in MCIS. Before using Assessment Link, the user needs to:

1. Take the test.
2. Get the results.
3. Have a counselor or other trained professional explain the results.

The following assessment results can be cross-walked to occupations in MCIS using the Assessment Link:

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

Entrepreneurial Career Assessment Form

In addition, the Entrepreneurial Career Assessment form, an informal measure of a person's likeliness to succeed within self-employment ventures, is found under Occupations & Employment. This 20-item assessment can be saved to the My Sorts & Assessments section of the portfolio, like the other assessments.

Interpreting Assessments Results with MCIS

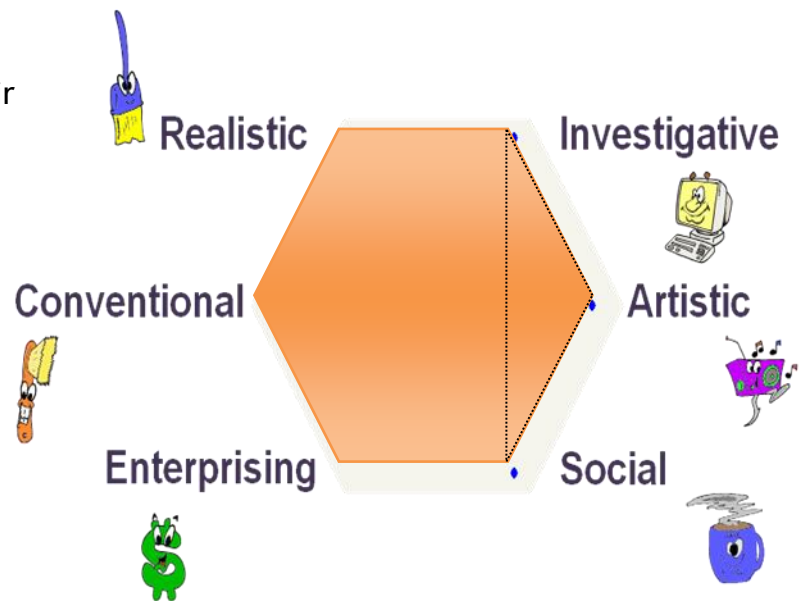
Career assessment results do not tell a person what occupations they should or should not pursue. Instead, the results provide a way for the user to look at the world of work based upon the personal characteristics the instrument is measuring.

After users receive the results of an assessment in MCIS, they need an opportunity to discuss what these results mean to them. They also need a strategy for applying these results to their career planning. If they don't agree with a result, or can't understand it, they will need assistance in learning from that experience. My Portfolio contains a section called **Sorts and Assessments** for recording assessment results and the user's reflections about these results. This is a useful tool, making the assessment process more meaningful over time.

Exploring the occupations that result from assessments helps users learn more about themselves (why they like or dislike an occupation), as well as improve their information gathering, analysis, synthesis, decision-making, and goal-setting skills. Most MCIS assessments use John Holland's typology to present the assessment results.

Holland's RIASEC model suggests that occupational choice is an extension of a person's personality. The model suggests that work environments have characteristics that correspond to personality types. The better the match between personality type and work environment, the greater the fit and satisfaction for the worker.

MCIS assessments guide users to their Holland Type. User can identify their highest three codes, representing three of the six personality types. Using a hexagonal model, a triangle is created from the three-letter code. Occupations that fall within that triangle are good occupations to explore.



Holland Types and the Holland Hexagram

The hexagram on the previous page portrays the IAS personality type with three blue dots and a grey triangle. Note: this type creates a small triangle. Many occupations can be found that are coded IAS, such as Appraisers and Assessors, Economists, and Editors. Users whose types create large triangles will be challenged finding goals that match their type, as they have significant personality characteristics in data, people, and things areas. Helping users understand their Holland Type further assists users in understanding the personalities of the world of work.

Assignment

- Use either the MCIS tutorial for the Assessment Link or SKILLS. Think: How might you use these tutorials?
- Use two assessments found in MCIS. Read and follow the instructions provided. Be sure to Save your results and thoughts.
- Read Setting the Stage for Using Formal Career Assessment Instruments or the Counselor's Manuals for an assessment you completed (found in the Tools for Counselors and Teachers in the footer of the MCIS home [age]). How might this help you?

Lesson 5: Learning about MCIS Content

Objective

To learn how to find and use MCIS content



MCIS contains two types of resources to help users learn about their career options: content areas and sorts. The content areas are literally information banks organized by topic. The sorts help users sort through the content in order to begin exploring options. MCIS contains nine content areas.¹ These provide a comprehensive view of work and education in your state and in the nation. Each area contains a veritable "encyclopedia" of information on that topic. Clicking on any one of these takes you to an alphabetical index of titles or to a cluster view. Content areas in MCIS are all found on the top horizontal menu bar the homepage under the "Occupations" "Education," and "Employment" headers.

Which occupations match my preferences?
These tools help you to narrow the list of occupations to those that match your likes, dislikes, level of education, desired wages, and other factors.
[View](#)

What can I learn about occupations?
Find out what people do in occupations and how much they earn. Learn how to prepare for an occupation. Learn about green jobs.
[View](#)

Explore different occupations and find out what people do at work.

Learn about industries and investigate career options in the military.

Occupations opens to an *alphabetical list by title*

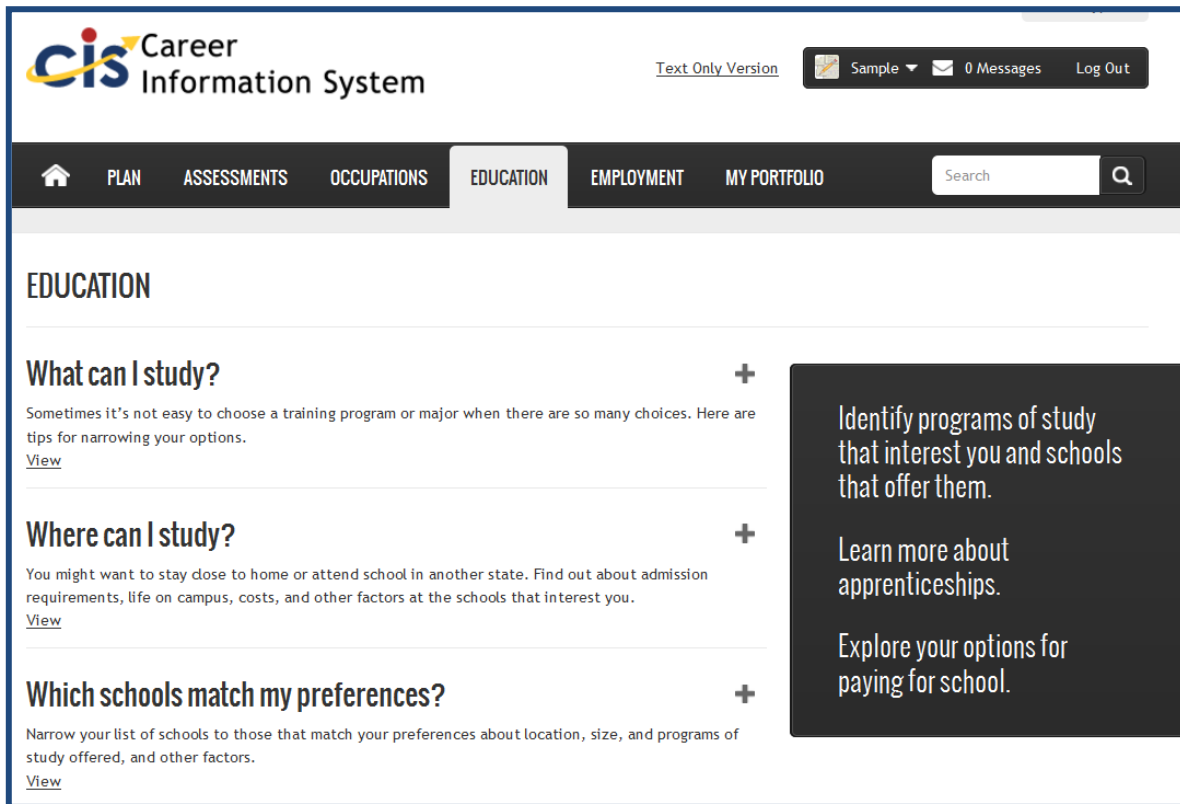
Compare Occupations
You can compare 2 occupations at one time.
Occupations on your list to compare:
1.
2.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

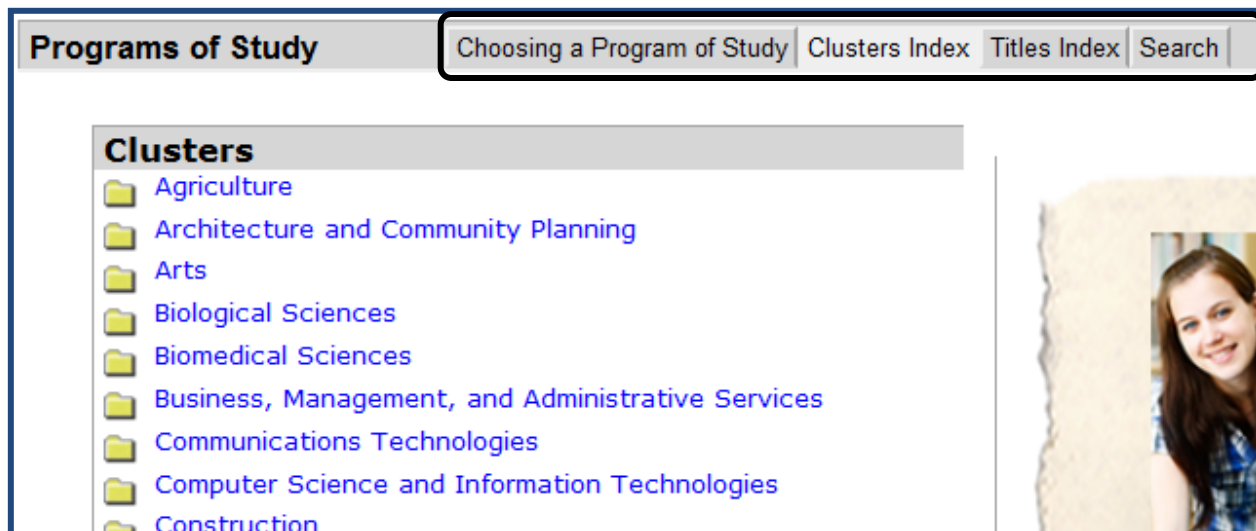
A

- Abuse Counselors (included in: [Social Workers](#))
- Academic Deans (included in: [College and University Administrators](#))
- Account Executives (included in: [Advertising Managers](#))
- [Accountants and Auditors](#)
- Accounting Clerks (included in: [Bookkeeping and Accounting Clerks](#))
- [Actors](#)
- Actresses (included in: [Actors](#))

¹ The 9th content area is state schools, not included in the national version.



Programs open to a Cluster Index



MCIS content has a consistent structure. The tabs across the top of the screen show users what types of content can be found within that tab. There can be a total of five tabs in each area.

The **Choosing a Program** tab contains sources for the content and presents answers to several frequently asked questions associated with the topic.

The **Index** tab organizes the content by related groups/topics.

The **Title Index** tab lists all content by title.

The **Compare** tab contains a tool that helps users compare three schools or two occupations side-by-side.

The **Search** tab contains a tool that helps users sort through all the content using a keyword.

Occupations

Occupations and Choosing and Occupation: An occupation is a group of jobs with common tasks. Occupations are found at more than one organization. Middle and high school users use Occupations to help them learn more about their dream occupations, plan high school coursework, and find professional organizations and resources that can provide additional guidance for career-related learning. Adults often use Occupations to find preparation requirements, licensing requirements, wages, outlook information, physical demands, and to see if there are barriers to working in the occupation. Users can watch videos and read interviews of people working in the occupations. Choosing an Occupation provides pertinent information to help the user think about things to consider when selecting an occupation or career.

Green Jobs: MCIS includes information on seventy-one green jobs, occupations that impact the environment in positive ways, such as saving energy or recycling and reusing goods. In addition, the green jobs information contains videos about six important industrial sectors creating green jobs. Individuals might use the green jobs file when seeking a career or occupation that helps care for the earth and a filter sorting tool that allows you to rapidly sort green jobs based on wages and educational requirements.

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

Occupation Sort and Occupation Filter (see next chapter for information on these sorting tools.)

Entrepreneurial Career Assessment and Self-Employment: Self-employment includes substantive content about being self-employed and a self-employment quiz, The Entrepreneurial Career Assessment Form, designed to help users evaluate whether they have what it takes to be their own boss. Self-Employment can be useful when considering if self-employment is right for an individual. An at-risk youth might see a reason to stay in school, for example.

Military Occupations and About the Military: The military is actually a large *industry* with many occupations. Although the content in Military Employment functions similarly to the content in Occupations, direct comparisons cannot be made because much of the content, such as benefits and wages, is calculated differently. Veterans often view the Military Occupation Codes (MOCs) to connect their branch specialties to civilian occupations and to identify transferrable skills. Users interested in the military should research military occupations to view objective and unbiased career information. Instruct them to read *About the military* to learn more about the realities of military work life, to consider if the military fits their needs, and to learn about any special requirements by branch.

Education

Programs of Study and About Programs of Study: 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 content area connects occupations to schools that provide training and to scholarships related to that training. You can view admissions requirements to certain programs (e.g., some nursing programs have admissions requirements beyond that of the school admissions requirements). You can also discover unique information about programs that interest you.

State Schools: MCIS surveys schools to collect current data on their programs of study, cost and financial aid, school setting, special programs, and contact information. State Schools includes your state's private trade and technical schools registered with the state, as well as all universities, colleges, and community colleges. Links to electronic applications are provided, when these applications exist. Users can compare schools, including admissions requirements, costs, general information, graduate study information and program information. Users can also generate an automatic letter to schools, requesting a catalog, financial aid information, and admissions forms.

US Colleges & Universities and Choosing a School: US Colleges & Universities includes all two- and four-year institutions in the U.S. with the same topics found in State Schools. MCIS purchases this database, and it might be more likely to contain errors than State Schools. For those interested in attending an in-state school, it is recommended that you use State Schools. choosing a school helps you learn how to make better college choices.

Financial Aid: Financial aid contains both scholarship and paying for school content. There is a great deal of content about the financial aid process, paying for college, and links to state and federal aid sites. Most of the scholarship content relates to local, state, and national scholarships and grants available to prospective users. The search function is particularly useful here, for identifying a list of scholarships specific to a particular characteristic, interest, or talent.

Financial Aid Sort, Undergraduate School Sort and Graduate School sort These three sorting programs allow you to sort through pertinent content to more readily find what you need. We will discuss these more in Lesson 6.

Compare Schools: Sometimes it helps to compare school information. This tool helps you view information for up to three schools side by side.

Paying for School: The cost of tuition, housing, books, and supplies add up very quickly. Find detailed information about scholarships and grants. Generate a list of financial aid awards that match you.

Employment

Resume Creator: Users complete a thorough job application data sheet that can then be transformed into four resume styles or the user can create a custom resume.

Saved and Uploaded Resumes: Allows the user to upload and save resumes created outside MCIS.

Job Search: Job Search contains ten comprehensive job search topics plus resources, tips, and an overview. Activities and videos are integrated into several topics to support user and client work throughout the job search process. Sample resumes and interview questions and possible answers to these questions are also provided. These topics can teach the user how to conduct an informational interview and practice interview strategies. Content on the soft skills employers want is presented along with tips for special groups, including workers with a disability, younger workers, veterans, and ex-offenders.

Job Success: This section contains skill-building content and activities to help users develop good work habits, improve themselves, deal with others and deal with problem situations. This content area includes fillable, savable, and accessible worksheets for those MCIS users who use screen readers (visually impaired).

Titles and Topics

Each content area contains many titles (in Occupations, for example, there are 522 titles). Under each title is a list of topics that relate to the titles. For example, in Occupations, the title Writers contains 23 topics on what it is like to work as a writer, including how to prepare to work as a writer. The topics are the same for every title in a content area, with one exception: currently only 157 occupations have real world interviews. When you click on any of these topics, the content regarding that topic--as it relates to the title--will display in the middle of the screen. See example topic Employment and Outlook with linked content on the following page.

Each title also has Related Information. Related Information connects the content title being viewed to other content that may be important to exploration and research. It takes one or two mouse clicks to link to related titles. First you click the topic under Related Information, second you click on the specific title of interest from the list provided. See example for Related Information regarding Programs of Study. See the example, also on the following page. Click any directly related or associated program to learn more about the program.

Occupations
Choosing Occupations
Clusters Index
Titles Index
Compare
Search
Filter

Actuaries
[☆ Save | Print]

- Overview
- Task list
- Common work activities
- Working conditions
- Physical demands
- Skills and abilities
- Knowledge
- Helpful high school courses
- Preparation
- Hiring practices
- Wages
- Employment and outlook**
- Interests
- Advancement opportunities
- Resources

Employment and outlook

The table below provides information about the number of workers in this occupation in various regions. It also provides information about the expected growth rate and future job openings.

Location	Employment	&	Growth	→	Annual openings
United States	Very small	&	-30% _ 0% _____ 70% This occupation All occupations	→	Few
			-30% _ 0% _____ 70%		

Related Information

- Occupations
- Programs of Study
- Industries
- US.jobs

Real World Interviews

- Actuary

Videos

- View Video

[View number version](#)

Employment

Most jobs in this occupation are located in urban areas, but opportunities vary by area of the country. States in which actuary jobs are concentrated include Illinois, New Jersey, New York, and Connecticut.

Major employers:

Occupations
Choosing Occupations
Clusters Index
Titles Index
Compare
Search
Filter

Actuaries
[☆ Save | Print]

- Overview
- Task list
- Common work activities
- Working conditions
- Physical demands
- Skills and abilities
- Knowledge
- Helpful high school courses
- Preparation
- Hiring practices
- Wages
- Employment and outlook
- Interests
- Advancement opportunities
- Resources

Programs of Study

The Programs of Study listed below are the recommended areas of study to pursue if you wish to enter the occupation you are currently exploring.

Programs of Study Directly Related to this Occupation

- Actuarial Science
- Mathematics
- Statistics

Other Programs of Study to Consider

- Accounting
- Business Economics
- Economics
- Insurance

Related Information

- Occupations
- Programs of Study**
- Industries
- US.jobs

Real World Interviews

- Actuary

Videos

Assignment

- Beginning with an occupation of interest, explore all of the topics associated with this occupation, leading you to a related program of study, related school and a scholarship related to your program of study interest. Explore each content area thoroughly.
- Complete the Entrepreneurial Career Assessment Form and save your results.

Lesson 6: MCIS Sorts



Objective

To learn how to use the sorts in MCIS

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

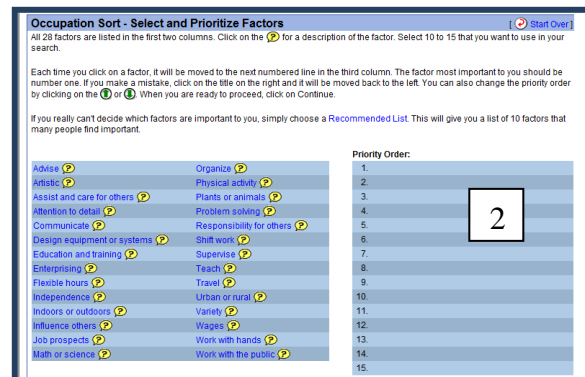
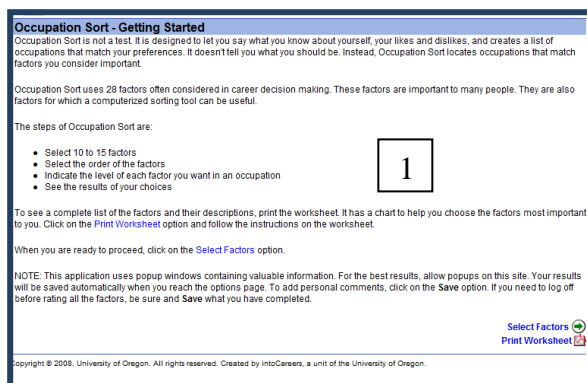
1. Occupation Sort
2. School Sort
3. Financial Aid Sort
4. Reality Check (not on national version; requires local data)
5. SKILLS
6. Occupation Filter

We'll explore and locate each of these in this lesson. In MCIS, begin by exploring content in the black highlighted boxes below, which correspond to the sorts listed above:

These sorts are the only place in MCIS where individuals can have no (zero) results; this will occur when the factors selected are too narrow and/or when one factor cancels another out. All sorts, with the exception of Graduate School Sort, are integrated into the Career Plan for 8th-12th grade users. For most states, My Portfolio is the MCIS resources that stores evidence that students meet the career-related graduation requirement for your state.

MCIS includes several tools, quick starts and tutorials to help those who use these sorts. Consult Tools for Users and Tools for Counselors and Teachers from the footer of the home page to access these resources. Let's take a look at each sort:

Occupation Sort uses 28 factors, identified by career development professionals as highly useful in career decision making. It is a process-driven experience that applies career decision making and choice theory, and it is not *strictly* a Sort but a hybrid tool. Individuals can prioritize factors, create an acceptable range for each factor, and compromise. Once results are generated, users may also change their minds, learn why an occupation was eliminated from the list, and then generate new results. Below you see (1) the Getting Started (instructional) screen and (2) the Select and Prioritize Factors screen for Occupation Sort.



School Sort is accessed from the home page, under the Education & Training Header, as shown on the right. This sorting tool includes two sorting tools, the Undergraduate School sort and the Graduate School Sort. Undergraduate School Sort locates two-and four-year schools that match characteristics that a user identifies as important. Undergraduate School Sort uses several topics considered important in school choice. Users can search schools that offer any majors they wish to explore. Identifying the school that offers the major you desire can reduce transfer rates and education costs.

School Sort

School Sort uses your preferences to find schools that interest you. It is an exploratory tool that can be used more than once to create lists based on different criteria.

- Select the criteria that are important to you. It is not necessary to answer every item.
- Click on Get My Results at any time to view a list of schools.
- Change your criteria to modify your list.
- Organize your list and research the schools that interest you.

[Tutorial](#)

Undergraduate Schools
Search for 2- and 4-year colleges and universities offering associate and bachelor's degrees.

Graduate Schools
Search for universities offering graduate and first professional degree programs.

Although all private career schools are included in State Schools, private career schools are not included in Undergraduate School Sort. The screen above shows the School Sort instruction page, including directions use. The Graduate School Sort works much like Undergraduate School Sort. It is accessed via the School sort link, listed under the Education tab on the top of most states' home page. Graduate School Sort locates graduate schools that match characteristics an individual

identifies as important. Graduate School Sort uses just five characteristics often considered important in school choice.

Financial Aid Sort locates local, regional, state, and national scholarships and grants that match characteristics an individual identifies as important. Financial Aid Sort uses ten sorting characteristics. It is recommended that users do multiple sorts. For example, sorts based upon the month the scholarship application is due or sorts based on specific majors of interest.

Financial Aid Sort

Financial Aid Sort uses your criteria to help you find awards that you may qualify for. It is an exploratory tool that can be used more than once to create lists based on different criteria.

- Select criteria that match your educational plans, abilities, and background.
- When you begin, no awards are on your list.
- View your award list at any time by clicking on Get My Results. Get more information for any award on your list, or review and change your criteria to generate a new list.

[Tutorial](#)

Financial Aid Sort
Begin your Financial Aid Sort now.

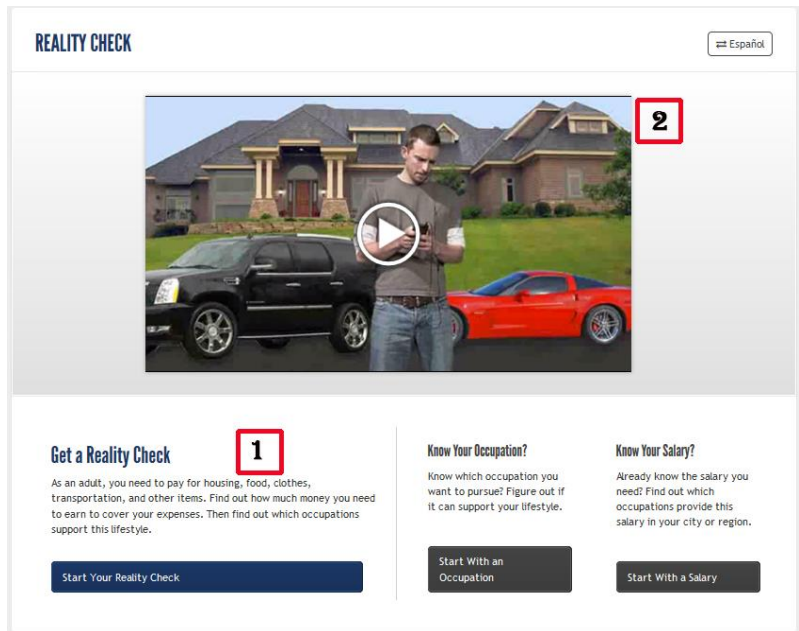
[Go!](#)

Search Financial Aid by Keyword
If you have a specific award in mind, search for it now:

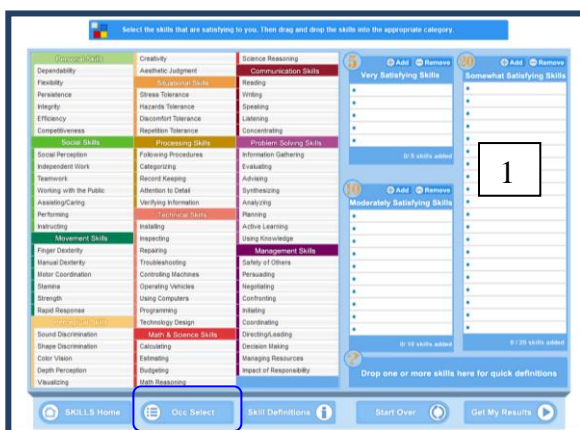
The results of Financial Aid Sort are *inclusive* rather than *exclusive*; users' selections add items to their lists. (As recommended earlier, consider using the "Search" function in Financial Aid for shorter lists.) Users

can elect to answer all characteristics to generate a more targeted list. Access **Financial Aid Sort** on the MCIS Homepage, under the Education tab. The screen above shows the sorting instructions, which work identically to the instructions in the **School Sort** described above.

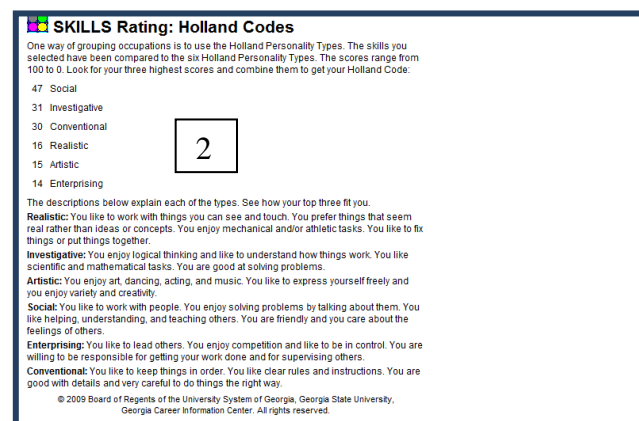
Reality Check helps users sort through the lifestyle factors they want, then identifies occupations that match these preferences. **Reality Check** can be used in three ways: the user can select various lifestyle options then see occupations that are available based upon the costs of these choices; the user can begin with the salary they want to earn and find occupations that match this salary, and the user can begin with an occupation and view the lifestyle items that can be purchased with the salary of the chosen occupation. Begin by clicking **Reality Check** from the homepage, which takes you to the introduction shown to the right (1). Next, watch the video (2) and select the version you want to use, as discussed above.



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



Occ Select



SKILLS Rating: Occupational Clusters
 Clusters group occupations with similar duties, preparation, and skills. The cluster ratings show how well your skills match the skills needed in each cluster. The higher your rating, the better the match. Cluster ratings range from +100 to -44.

Rate Clusters

40	Agriculture, Food, and Natural Resources
14	Architecture and Construction
50	Arts, Audio/Visual Technology, and Communications
61	Business, Management, and Administration
83	Education and Training
63	Finance
61	Government and Public Administration
61	Health Science
49	Hospitality and Tourism
65	Human Services
49	Information Technology
56	Law, Public Safety, and Security
16	Manufacturing, Installation, and Repair
65	Marketing, Sales, and Services
40	Science, Technology, Engineering, and Mathematics
29	Transportation, Distribution, and Logistics

3

SKILLS Rating: * Top 30 Occupations
 The occupational ratings can go from +100 to -44. The higher the rating, the better the match between your skills and the skills required by the occupation. All of the occupations on your * Top 30 list are good matches with your skill preferences.

Click on next to an occupation to compare your skills to the skills of the occupation.

Rate * Top 30 Occupations

69 *	Agriculture, Food, and Natural Resources
	Farm and Home Management Advisors
63 *	Arts, Audio/Visual Technology, and Communications
63 *	Archivists
	Curators
67 *	Business, Management, and Administration
	Employment Interviewers
63 *	Office Managers
	Education and Training
100 *	Adult and Vocational Education Teachers
74 *	Elementary School Teachers
76 *	High School Teachers
96 *	Instructional Coordinators
69 *	Librarians
76 *	Middle School Teachers

4

The **Occupation Filter** allows the user to sort through occupations on factors of importance: median wages, years of education required, and “green.” Select the filter tab when you link to Occupations, then select factors that are important then. Click Get Results at any time. Lists can be organized by any factor and criteria can be changed once lists are viewed to modify results. Filter sorting is an instructional resource that quickly shows occupational characteristics for factors of importance for users. See the filter sort landing page below and a sample results page. Access the Occupation Filter from the Occupations tab.

Occupation Filter Landing Page and Occupation Filter Results Page

Filter

The Filter uses your preferences to find occupations that interest you. It is an exploratory tool that can be used more than once to create lists based on different criteria.

- Select only the criteria that are important to you.
- Click on Get Results at any time to view a list of occupations based on your selected criteria.
- Change your criteria to modify your list.
- Organize your list and research the occupations that interest you.

Education Level Required for Occupations
 Select the amount of education and training you are interested in.

☐ A few hours to 3 months
☐ 4 months to 1 year
☐ 2 to 3 years
☐ 4 years
☐ 5 or more years

Median Wages for Occupations
 Select the annual wage you want to receive. We assume you are willing to accept more and will check the higher amounts for you.

☐ Less than \$15,080 (Minimum wage)
☐ \$15,080 - \$23,999
☐ \$24,000 - \$35,999
☐ \$36,000 - \$47,999
☐ \$48,000 - \$59,999
☐ More than \$60,000

Green
 Select the box below for a list of occupations that have green content.

☐ Yes

Occupations [FAQs](#) | [Clusters Index](#) | [Titles Index](#) | [Compare](#) | [Search](#) | [Filter](#)

List Ordered by Cluster

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

	Education Level	Wages	Green
Agriculture, Food, and Natural Resources			
Conservation Scientists	4 years	\$59,310	Yes
Farmers and Farm Managers	4 years	\$60,750	Yes
Architecture and Construction			
Construction Managers	4 years	\$83,860	Yes
Landscape Architects	4 years	\$62,090	Yes
Business Management and Administration			
Employee Training Specialists	4 years	\$54,160	Yes
General and Operations Managers	4 years	\$94,400	Yes
Regulatory Affairs Managers	4 years	\$96,450	Yes
Regulatory Affairs Specialists	4 years	\$58,720	Yes
Supply Chain Managers	4 years	\$96,450	Yes
Finance			
Financial Analysts	4 years	\$74,350	Yes
Government and Public Administration			
Transportation Inspectors	4 years	\$57,640	Yes
Human Services			
Financial Counselors	4 years	\$64,750	Yes
Manufacturing			
Geothermal Production Managers	4 years	\$87,160	Yes
Marketing			
	Education Level	Wages	Green

Assignment

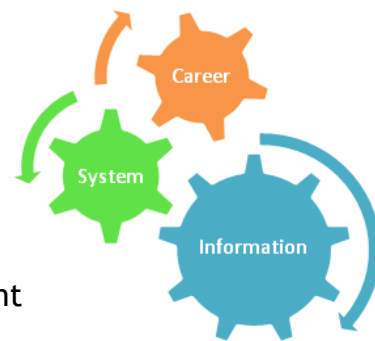
- View the Occupation Sort tutorial and the quick starts for School Sort, Financial Aid Sort or Occupation Sort.
- Use at least two sorts and the Occupation Filter Sort in MCIS.

Lesson 7: The Integrated and Systematic Nature of MCIS

Objective

To familiarize you with the systematic nature of MCIS and the role this plays in quality career development and decision-making

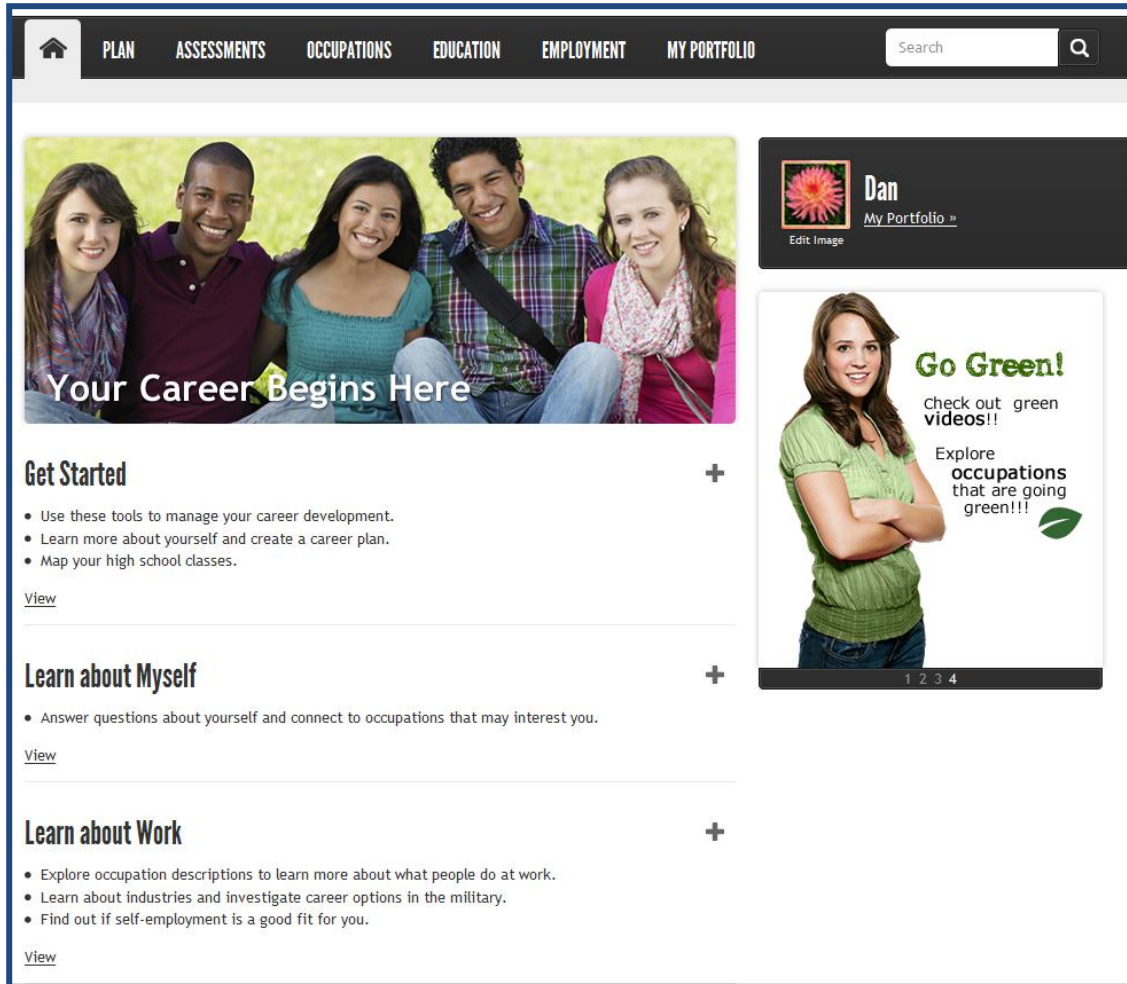
MCIS is a system of career information. In a system all parts are connected. The integrated system in MCIS facilitates decision-making. When a user seamlessly transitions from one piece of important content to another, their thoughts are able to flow with the decision-making process. The example below shows some connections between an assessment result and Occupations (Addictions Counselors title), and Programs of Study. You could also easily transition to US Colleges and Universities or Financial Aid opportunities (scholarships).



The example below reflects only one possible route (of several) to explore using assessment results. Providing comprehensive content with multiple paths of exploration reinforces effective career exploration and decision-making. Users save their exploration tool results, titles they like, and notes to themselves in their portfolios. They also can complete activities to facilitate decision-making and planning.

Here, the user sees high school teacher on the IDEAS assessment results, links to the occupation, then to the program of study, then a related school.

The systematic and flexible design of MCIS is intentional. The navigation tabs on the top of the home page encourage the user to begin where he/she wants. The suggested options on the overview page guide users to make wise choices regardless of where they begin. The **Checklist**, found under the **PLAN** tab in most states, offers a highly structured process for using MCIS.



This structure allows users to begin with whatever their interests or readiness and then explore-- through links-- relevant and related content and components, eventually crafting plans and making decisions about their future. Sometimes new users request a more prescriptive process for using MCIS. The **Career Plan**, **Checklist**, and **MCIS Curriculum**, which we will explore in Chapters 8 and 9, provide this structure. We believe that the more time you spend with MCIS, the more you will learn to appreciate the flexibility of its integrated and systematic nature.

Assignment

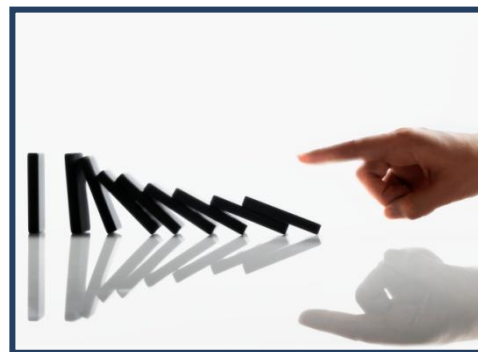
- Design a structured use of MCIS for a classroom, group, or individual setting.
- Design a flow chart for the structured use an assessment with several areas of content.

Lesson 8: Writing Reflections in MCIS

Objectives

To understand the reflective elements in MCIS

To understand the rationale for writing reflections in MCIS



Think for a minute: why would a person reflect upon their career development? Because reflecting is key to learning; it's how we make meaning of information and our learning. James Sampson refers to reflecting as a "metacognitive event in executive processing," by that he infers that reflective self-talk enhances our self-awareness and contributes to the self-monitoring of our activities.

Reflecting is a key element of goal analysis, synthesis and other information processing elements of career development. As the Digital Learning Community states, "Opportunities for student reflection lead to self-assessment and revision skills, which increase user learning." (2008) Reflective writing is a consummate example of experiential learning—the process of learning through reflection on doing. David Kolb has shown the highly effective and engaging value of experiential education, noting that reflection may be the most valuable part of this learning mode.² Norm Gysbers identified reflecting as one of six evidence-based strategies to enhance student achievement and career development.³ Brown and Krane (2000) found reflecting to have a statistically significant impact on engagement and commitment to goals and plans.⁴

In MCIS, users reflect in three areas. First, when they save any content or test result, they are prompted to save their thoughts or reflections. Second, when users complete the activities in the **Career Plan's** three levels (Getting Started, Looking Deeper, and Preparing for Next Steps), they reflect. Within each level of the **Career Plan** they are provided an opportunity to reflect and build individual education plans by completing activities with the following reflective prompts:

From **Know Myself**

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

From **Research Options**

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

From **Evaluate Options**

² Kolb, D. A. and Fry, R. (1975) Toward an applied theory of experiential learning. in C. Cooper (ed.) *Theories of Group Process*, London: John Wiley

³ Gysbers, N.S. and Lapan, R.T. (2009) *Strength-based career development for school guidance and counseling programs*, Chelsea, MI: Counseling Outfitters.

⁴ Brown, S.D. and Krane, N.E. (2000). Four sessions and a cloud of dust, in *Handbook of Counseling Psychology* (3rd edition, pp. 740-766). New York: Wiley.

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

From **Set Goals**

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

From **Make Plans**

- Education Plans
 - What are your educational plans after high school?
 - What high school courses are you considering?
 - What extra-curricular activities do you plan to participate in?
 - What high school programs are you considering?
- Experiential Learning Plans
 - What other plans for career-related learning do you have?
 - Exploration/Job shadowing?
 - Mentoring?
 - Internship?
 - Community Service Learning?
- Financial Plans
 - What are your financial plans now?
 - What are your financial goals?
 - What did you learn about yourself from the financial research you completed?
- Action Plan and Supports
 - What is your action plan for this year?
 - What are your long-term plans?
 - Who will support and encourage you to achieve your goals?

From **Writing Worksheet**

- Use the writing worksheet's text entry area to save writing samples in your portfolio, such as a college essay or career narrative.

When completing lessons in MCIS' curriculum users are asked to post reflections about what they learned, just like they are asked upon completion of activities within the Career Plan. These reflections help users process what they are learning about themselves and their career development, making meaning of the array of content MCIS displays. Reflections serve literally to create a plan or a roadmap for the person's future and to teach career and life planning skills. MCIS integrated a reflective writing element into the My Portfolio to promote the rigor, relevance and reflection recommended across the literature for individual education planning and college and career readiness.

Assignment

- Review the reflective questions in MCIS. Do you see any that are missing in terms of your State's requirements?
- Consider: how might you implement the My Portfolio process in your school?

Lesson 9: Using the My Portfolio

Objectives

To familiarize users with the elements of My Portfolio

To show you how to use the My Portfolio



What is MY Portfolio? The My Portfolio supports users in: creating career plans, developing personalized portfolios to save thoughts and reflections, saving favorite career and educational content, storing assessment results, generating course plans, and organizing their education and work history for resume creation. The My Portfolio helps users better understand how to make plans and decisions by providing an organizational structure for saving career development plans, assessments, work samples and links. My Portfolio also contains the **Career Plan** tool, which allows users to engage in self-directed formalized career planning beginning in 8th grade. This planning continues and is refined throughout high school. This year, the My MCIS Portfolio added three optional features: Checklists, Parent Accounts, and Visitor Accounts.

All portfolios contain these elements; these elements can vary in their order, as state MCIS operators set the order, as you see from the front page of My Portfolio below:
Portfolio below:

1. Checklists
2. Career Plan
3. Favorites
4. Sorts and Assessment Results
5. Course Planner
6. Resume Creator/Saved and Uploaded Resumes
7. Stored Files and Links
8. Application Tracker
9. (Optional) Universal Encouragement Program
10. (Optional) Practice Tests

Portfolios can be transferred between sites in a state, but not between states. Users can transfer their portfolios or simply continue to use the portfolios if they change schools or agencies. When users graduate or leave your school or agency, their portfolio can follow them to their "next step" site. Transfer a portfolio under Account Settings found within the Name Bar on the top right of the homepage..

The first page of the portfolio can be customized to reflect the user's style preference, by clicking "edit image" within the center color block on the home page. The menu allows up to fifty-three choices, some states offer less options. The selected style is carried through usage of the system; it appears in a modified fashion behind each page and on all reports.

Many states require each student to have an individualized learning plan for academic, career, postsecondary goals and extracurricular documentation. Let's look at how the My Portfolio can meet these requirements.

1. Checklists

Checklists, an optional portfolio component, display your state-defined graduation requirements. You may also find additional checklists that list teacher, advisor, or counselor-defined requirements. Several checklists may exist in a site or for an individual user. When school or site requirements relate to MCIS-assigned activities, the checklist will automatically update and “check” the activity when you complete these in MCIS. Use the checklist to track student status for meeting and achieving state graduation requirements, classroom assignments, or counselor/advisor assignments.

2. Career Plan

The Career Plan process requires users to explore themselves and career opportunities, research post-secondary options, evaluate these options, set goals, and make plans. The Career Plan provides the opportunity to do each of these activities and update goals as time passes. The Career Plan has three levels and five sections. Each section contains developmentally sequenced activities designed for completing five career development steps.

Once users select a section, an overview displays and prompts the user to select the activities in the order displayed, as shown to the right. Activities, instructions, links to worksheets and MCIS components display by level:

- Getting Started - grades 8-9
- Looking Deeper - grades 10-11
- Next Steps - grade 12

Each of these activities can be used at any grade level, if career development has begun in earlier grades.

3. Favorites

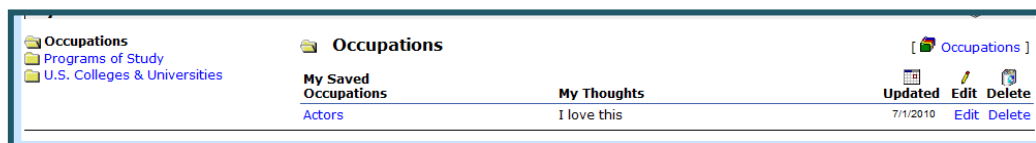
Any content saved by a user is kept in this folder. Users can write notes to highlight content they want to remember or record, by clicking Save when in any content area or assessment. Site Coordinators and staff with access in MCIS Administration Tools can generate reports on what users have saved. When a user saves a title it is saved under the component's name. Click the component name to view all titles saved. The header, **My Saved [Occupations, Programs, etc.]**



lists beneath it the titles the user has saved in alphabetical order. Click on the title to see the topics. The header **My Thoughts** contains the reflections to oneself about this title or the user's thoughts about what they want to remember. **Updated** tells the user when the title was last saved; **Edit** allows users to edit My

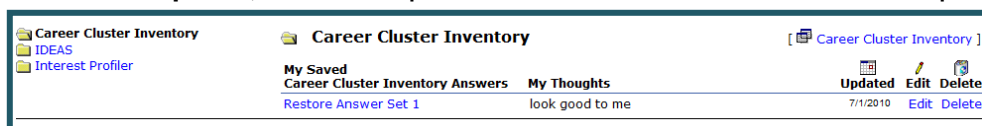
Thoughts entries. **Delete** allows the user to delete the stored

title or result. You might wish to provide a script for those new to career development; this will structure and facilitate their writing as they save titles. Example: *I researched this occupation because _____ [assessment results, hobby, someone I know does this, etc.]. I like this occupation because _____. I can prepare for this occupation by attending [school]*



4. Sort and Assessment Results

Sort and Assessment Results stores the results of the assessments and sorts users complete in MCIS. It works much like Favorites: when a user saves an assessment or sort, it is saved under the component's name. Click on the component name to restore the results. An additional feature of My Sorts and Assessments is **Reports**, which helps users combine the results of multiple tests and sorts to see the recurring occupations. To generate the report, click Reports and select the components you want to include on the report. The resulting table can help users interpret the results of multiple assessments and sorts.



5. Course Planner

The Course Planner allows the user to create an individual academic plan to map out courses during grades 6-14. If you need some help, you can view and print the Recommended Course Plans (listed as a link at the top of the Course Planner page), which include State's graduation requirements, State's university graduation requirements, and the national career cluster plans of study. Begin by choosing which grade you wish to plan. Then select the pathway (if available), subject, course title, and term and indicate if it is a required or elective class, the units of credit, and, upon completion, post grades. The user can add more cells for more classes as these fill. The Course Planner tabulates your number of credits planned for year, allowing the user to instantly see if more courses are needed for any given year.

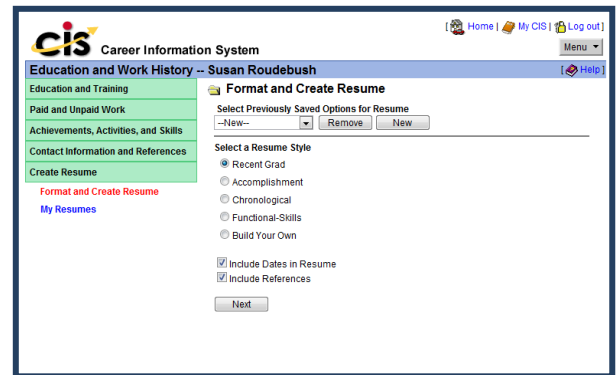
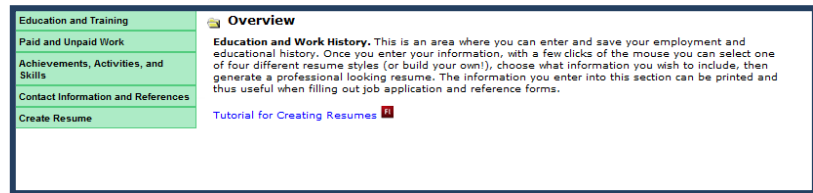
The Course Planner puts the student in the driver's seat for planning and monitoring academic progress towards meeting goals. It also provides a personal record of academic achievement and accomplishment of state academic requirements. If the user selects a pathway, the course plan can be populated with recommended courses for any or all years. These suggested courses can be edited by the user.

6. Resume Creator

The resume creator is a repository for activities, work experiences, education and training experiences, skills and interests, and contact information for references.

Information users store the Resume Creator is used to generate resumes and the college/scholarship application activity charts. When kept up to date, the Resume Creator contains all the information needed to complete job, school, or scholarship applications. The categories for data entry are shown in the graphic above.

If the user wishes to create a resume, click **Create Resume** at the bottom; select the style and topics from among those listed. Finally, select whether to list or attach references and the resume format. The RTF version can be opened and edited in any word processing program as can text. PDF format requires the full Adobe or other illustrator/designer software program for editing.



7. Stored Files and Links

Stored Files and Links allows users to upload and store files and links in their portfolios. Users can save up to five megabytes of information or links in this file. However, each file can be only three megabytes in size. Stored Files and Links is a good place to store samples of work or scanned artifacts to accompany a resume or college application. Links to pertinent sites can be added and deleted as desired. Users can view and delete items placed in Stored Files and Links.

8. Application Tracker

The Application Tracker helps students track and record key elements of their college application process: researching schools, completing school and scholarship applications, and managing acceptance. It stores information in an orderly way to help students track important dates and college application actions. Students land on the *Before Applying* (tab) where they can track: enrollment-related tests taken, advisor meetings, scholarship applications/status of applications, campus visits, and key dates. They click *Help* to learn more about options or click *Add New* to add personal data. They can print anytime using the print link in the upper right of each page. The second tab, *Apply*, helps users track important information about schools of interest, such as: applications submitted, school deadlines, letters of recommendation, transcripts, essays, fees, and FAFSA. The third tab, *After Applying*, helps users manage school acceptance, financial aid, and housing application activities, as well as monitor what still needs to be done before attending college.

9. Practice Tests (Optional Implementation)

If a site purchases a practice test package, users will see the option for access within their My Portfolios. This ensures that the tests are linked to a specific user account. The packages include multiple timed practice tests with explanations for the Peterson's Practice Tests links in the portfolio. The user selects which type of practice test they want to take. Next the user selects whether they want to take the full test or just a portion of the selected test. Then they answer all the questions in their selected timed or untimed fashion. Finally, they review incorrect answers to prepare for either the next practice test or the actual test.

These tests prove to be a valuable resource in geographic areas where classes for learning to do well on these tests are not available or are very expensive. The academic tests are packaged in the following purchase options:

SAT Practice Tests	AP Test Preparation
Biology E/M	AP Calculus AB
French	AP Calculus BC
Chemistry	AP Chemistry
Literature	AP English Lang/Comp.
Math Level 1	AP English Lit/Comp.
Math Level 2	AP European History
Physics	AP Physics B
Spanish	AP Physics C
U.S. History	AP Spanish
World History	AP US History
Additional Tests Available	
Armed Forces Vocational Aptitude Battery	GMAT
American College Testing Assessment	LSAT
General Educational Development	TOFEL
Peterson's Practice Tests for the CLEP English Composition	ACT WorkKeys
Peterson's Practice Tests for the CLEP The Humanities	DSST
Peterson's Practice Tests for the CLEP Mathematics	ASQB
Peterson's Practice Tests for the CLEP Natural Sciences	Graduate ACT
Peterson's Practice Tests for the CLEP Social Sciences and History	Graduate SAT
AFOQT	MCAT
Prep	MAT
Civil Service Practice test package is based on Thomson Peterson's ARCO series	

In addition, a third optional package exists for users entering the workforce and for career changers. Civil service tests are packaged in one to two full-length timed practice tests. Assessments identify areas which require additional study; questions are designed to simulate actual test questions with detailed answer explanations. These tests include tests for the

following civil service occupations: Case Worker, Corrections Officer, Court Officer, Firefighter, Police Officer, Police Promotion, State Trooper, Parole Officer, Realtor, and American Foreign Service Officer. My Practice Tests can be ordered from the MCIS Portal under the Order Form link.

Assignment

- Go to Tools for Users, and view one of the following My Portfolio tutorials: Reading, Saving, and Deleting Messages or Creating Course Plans. Then practice creating your own portfolio or course plan. Save your work.
- Review each section of your MCIS portfolio. Make sure that you have sample entries within each section for demonstration purposes.
- Change the style of your portfolio to something that reflects your personality.

Lesson 10: Using the Name Bar

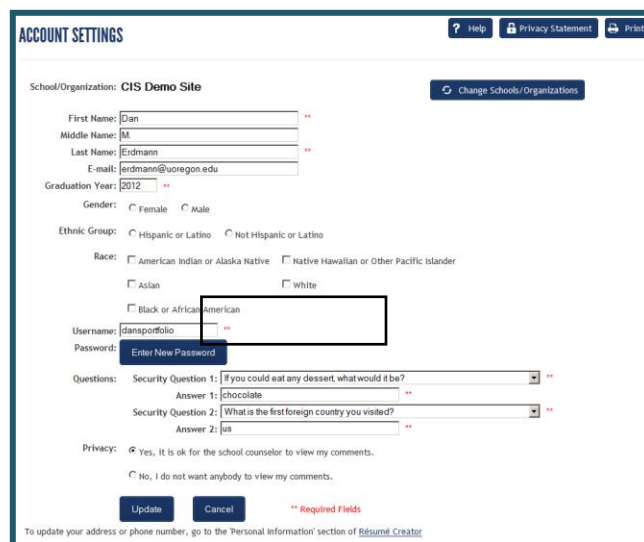
Objective

To learn where to locate and edit personal information and message others

The name bar at the top of the page helps your performs various activities. It is where you link to message others and where you go to edit your personal information or account settings.

1. Account Settings

Account Settings helps sites manage portfolios and users manage the site association for their portfolios. From this screen, users can transfer their portfolios to another location, by clicking the **Change Schools/Organizations** link. Also, they can update personal information, read the MCIS privacy statement or set the privacy setting for the portfolio. Note: If the operator pre-establishes a privacy setting for all portfolios, the user will not have a choice. Users should be instructed to provide their graduation year, as this information can be used for organizing and generating reports in the MCIS Administration Tools. Users can optionally provide demographic information if the State Operator has chosen to implement this feature. We recommend that users provide an e-mail addresses before graduation or before users leave your organization. With an e-mail address, MCIS system administrators can help users recover forgotten usernames and recreate passwords. Also staff at your site can send messages to the users email account and follow-up with the user.



2. Share My Portfolio

This feature, listed under the name pulldown menu on the top right of the homepage, allows you to share your portfolio with several types of people as described below:

a. My Parent/Guardian (Optional Implementation)

My Parent/Guardian allows students to view when their parent or guardians view their portfolio. Access to portfolios by parents and guardians is established by the MCIS site Administrator.

b. My Visitors (Optional Implementation)

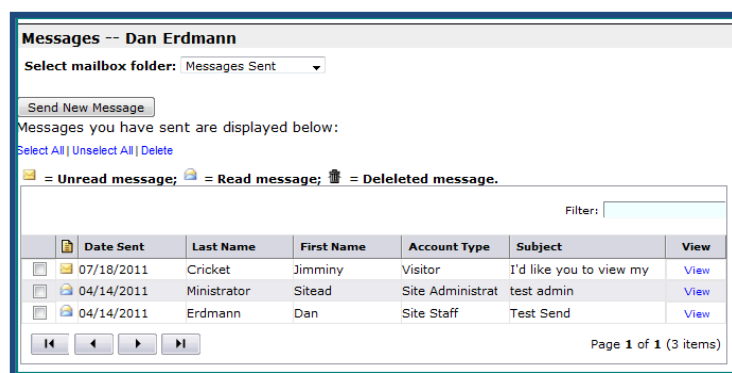
Students can opt to allow others to view and comment upon their portfolios and determine what contents of their portfolios they wish to share using My Visitors.

c. My Advisors (Optional Implementation)

Students can select which advisors they wish to provide access to their portfolios. Advisors must first be selected and approved by the Site Administrator for the site, and then students select whom of these they wish to allow viewing their portfolios.

3. Messages

Messages only displays when the user has received a message from a site administrator, staff member, visitor, advisor or parent. When a message exists, and the user clicks the messages link, they will see the list of received messages. From here the user can view, save, delete or reply to messages. Clicking on **My Messages** displays messages with date sent, sender, sender type, and subject. From here the user can view or delete the messages. Once a message has been viewed, the envelope icon appears as an open envelope. Once deleted, it appears as a trash can.



In the screenshot above, the user can see the three messages sent. The message screen shows one received unopened message and two earlier viewed messages. To view any of these messages, the user clicks **View** on the far right of the table.

Assignment

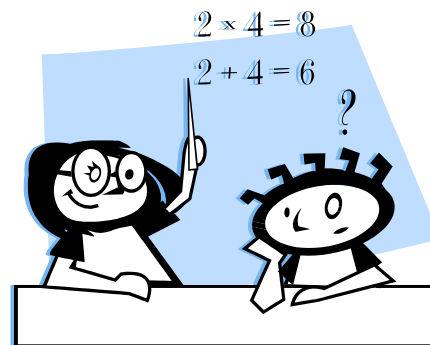
- Send a message to one of the people listed under **Share my Portfolio**.
- Add your graduation year or email if not already listed in your Account Settings.

Lesson 11: Tutorials

Objective

To learn where to locate and use the various tutorials

MCIS contains several tutorials which can be found in two locations. The Portal page lists the user and administrative/educator tutorials under the Materials header. On the MCIS Homepage, under **Tools for Users**, user tutorials are listed, and under **Tools for Counselors and Teachers**, the administrative/educator tutorials are also listed.



The Administrative Tutorials include:

1. **Administering Portfolios:** Learn how to add, delete, hide, and transfer users' portfolios. Learn various strategies to locate student portfolios.
2. **Site Reports:** Learn how to create reports showing your site's logins for specific time periods and portfolios.
3. **Creating Groups:** Learn how to create, edit, or delete groups. Also, learn how to view and add or remove individual portfolios to a group.
4. **Group Reports:** Learn how to create reports showing use of various components of MCIS by group for specific date ranges.
5. **District Reports:** Learn how to retrieve district data and student portfolio for users from various sites.
6. **Peterson's Practice Tests:** Learn how to retrieve students' Peterson's Practice test scores and results.
7. **Finding User Names and Passwords:** Learn various strategies to search through your site's portfolios to find user names and passwords.
8. **Creating and Using Advisor Accounts:** Learn how to create and use an advisor account.
9. **Retrieving Student Resumes, Files and Links.** Learn how to view student uploaded files, links, and resumes.
10. **Checklists:** Learn how to implement and monitor students' checklists.
11. **Universal Encouragement Program Reports:** Obtain various reports on the results of student Universal Encouragement Program surveys.
12. **Individual Portfolio Reports:** Learn how to view the contents of individual portfolios.
13. **Creating and Using Staff Accounts:** Learn how to create, edit and delete fixed term accounts for staff that allow staff access to MCIS Portfolio Administration Tools.
14. **Sending and Receiving Messages:** Learn how to create, send, and manage messages.
15. **Uploading Portfolios:** Learn how to create portfolios in a batch using an Excel template.
16. **Course Planner Editor:** Learn how to upload courses, pathways, and create sequences between these two.
17. **Retrieving Student Uploaded Files:** how to view students' uploaded files and see student-defined links.
18. **Portfolio Policy:** Learn how to set the policy on whether users are required to Opt-in or have the choice.
19. **Exporting Portfolios:** Learn how to export Portfolio content to an Excel spreadsheet.
20. **Setting Site Options:** Establish a link of your choice. This link is implemented within the Course Planner.
21. **Application Tracker:** learn how to run Application Tracker reports.

22. **Parent/Guardian Accounts:** How to set up these accounts.
23. **Using the Curriculum:** how to access and use MCIS curriculum components.

The Users Tutorials include:

1. **Creating Your Portfolio (Standard and Junior MCIS versions):** Learn how to set up your My Portfolio.
2. **Printing any or all Content of Your Portfolio:** Learn how to print portfolio contents.
3. **Sending and Receiving Messages:** Learn how to manage your messages.
4. **Transfer to a New Site:** Learn how to transfer a portfolio to a new school or site.
5. **Using the Course Planner:** Learn how to create a plan of courses for grades 6-14.
6. **Assessment Link:** Learn how to link the results of assessments taken elsewhere to MCIS information.
7. **Using SKILLS:** Learn how to use the SKILLS assessment program and understand your results.
8. **Occ Select:** how to use this powerful subset of the SKILLS program
9. **Occupation Sort:** Learn how to get the most out of the Occupation Sort tool and understand your results.
10. **Creating Resumes:** Learn how to create and save resumes in the MCIS portfolio.
11. **Uploading Files and Links:** Learn how to upload files and links into the My Portfolio.
12. **Combined Report of Assessments:** Learn how to generate a report combining assessment results in the My Portfolio.
13. **Print Portfolio Contents:** how to print any or all contents of the portfolio.
14. **Universal Encouragement Program:** Learn about the benefit of the UEP for students and how to take the survey and read a report.
15. **Parent Accounts:** Learn how to monitor parent/guardian views of the portfolio.
16. **Advisor Accounts:** Learn how to add and remove advisors.
17. **Visitor Accounts:** Learn how to authorize visitor views of the portfolio and identify portfolio components to share with visitors.
18. **School Sort:** Learn how to sort and evaluate colleges and schools.
19. **Filter Sorting:** Learn how to filter and sort occupations based on four key characteristics.
20. **Application Tracker** Learn how to use the Application Tracker to record your efforts to secure a school for post-secondary education.
21. **(For Junior Sites) Using Junior:** an overview of how to user MCIS Junior.

These tutorials can guide those using MCIS and support training, when face-to-face training is not an option. They can be used to help users begin an assessment, create a portfolio or explore independently. The Administrative/staff tutorials can help an educator use the MCIS Administrative Tools without having an instructor to introduce these. These tutorials may also serve as reminders post training.

Assignment

- Review a couple of the tutorials in Tools for Users in MCIS. Design an independent assignment using one of these tutorials for your users/clients.
- Review a couple of the tutorials in Tools for Counselors and Teachers in MCIS. Design an activity for other staff members using one of these tutorials.

Lesson 12: Tools for Users and Tools for Counselors and Teachers



Objective

To familiarize you with the supplemental resources within **Tools for Users** and **Tools for Counselors and Teachers** contained in MCIS

Tools for Users

The Tools for Users section contains Quick Starts and Tutorials, Support Materials, and Parent and Student Resources. You learned earlier that Quick Starts are documents that help users navigate MCIS components. These can be used as handouts in a classroom or distributed for a self-directed homework assignment that requires MCIS. The tutorials are detailed in Lesson 10. Support Materials include worksheets and cards for the assessment and exploration tools. The Parent and Student Resources include articles for parents and a useful checklist for students, organized by each year of high school.

Tools for Counselors and Teachers

The Tools for Counselors and Teachers include: Administrative Tools, Classroom Activities, Guides and Instructional Notes, and Other Information. The News item contains information on changes and upcoming developments expected in MCIS. Administrative Tools contains tips and tools for the site administrator as well as tutorials for using the MCIS Administrative Tools. The Classroom Activities include the Practical Learning Activities with 600 activities, designed to infuse career information and development concepts into various secondary curriculum areas. The On-Line Curriculum contains 127 lesson plans that support integration of MCIS components into classroom settings. This curriculum contains three curriculum units at the levels: Getting Started, Looking Deeper, and Next Steps. Each of these contemporary 127 lessons includes a PowerPoint presentation, worksheets and a scoring rubric in both Word and PDF formats.

Educators can search the curriculum units using the options presented. Although written for middle and high schools, many of these are also appropriate for use with adults with minor modifications. The Classroom Activities also include a sampling of activities used within MCIS trainings that are useful within regular classroom settings.

Guides and Instructional Notes contain helpful contents for teachers presenting the MCIS components and learning activities. This section also contain counselor's manuals and guides for the assessments in MCIS. The Career Plan Implementation Framework suggests specific strategies for implementing MCIS in developmental levels that are appropriate to your site and user population. These guides and the associated user materials can help educators implement MCIS assessments for the first few times.

The More Resources in Tools for Counselors and Teachers includes Best Practices, containing some examples of how MCIS is being used across the country by institutions helping users explore career and educational opportunities. There is also a bookmark or card that you can provide to users to help them recall their MCIS user names and passwords, and alphabetical lists of the Real World Interviews and Occupational Videos.

Assignment

- Review all of the contents in Tools for Users and Tools for Counselors and Teachers.
- Customize the letter to users and letter to teachers found within the Career Plan Implementation Framework for use at your site.
- Review the Student Checklist, found in Tools for Users, Parent & User Resources. Would you use this? How?

Lesson 13: Using the Global Search, Search and Glossary in MCIS



Objective

To familiarize you with the global search, search, and glossary found in MCIS

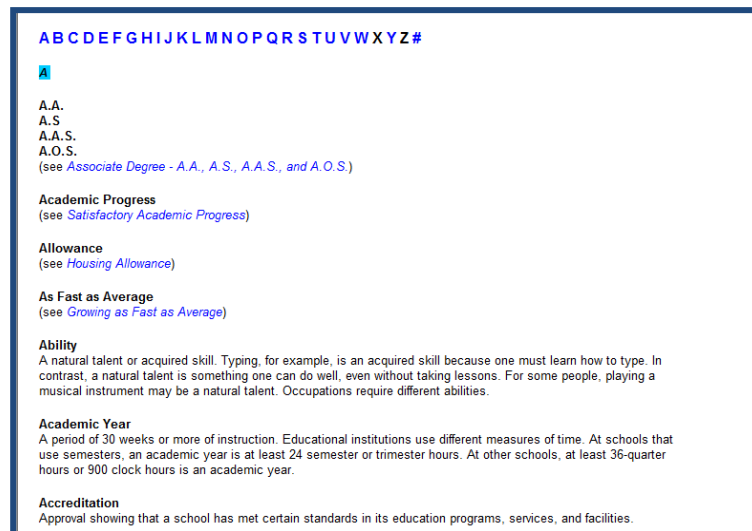
Global Search and **Search** in MCIS are designed to facilitate the location of content within MCIS. The glossary helps user understand unfamiliar terms. **Global Search** is typically found on the upper left side of the homepage. It helps users find any content anywhere within MCIS. For example, type "Astronaut" in the Global Search text box and click "Go," and this page displays. Click on any of the six results listed, and the related topics containing the word Astronaut appears. For example, we click Occupations and we see that Astronomers and Physicists both have content about Astronauts.

Search, found on the tabbed menu bar on the home page and on the first page of any content component, looks for matches to the words you enter.

Search looks at the titles and a list of keywords. MCIS **Search** works differently than other search tools, because it looks for words that match *the first five characters* you enter. This approach is designed to find matches in case the word used in MCIS (e.g., child) is not the word you entered (e.g., children). If the search includes words of no interest to you, simply ignore them.

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

The MCIS **Glossary**, accessed from the right side of the Homepage, contains a long list of specialized terms and words used in MCIS with the definitions of these words. Simply click **Glossary** and then click the alphabet letter that corresponds to the word or term you need.



Assignment

- Use Global Search to find content about an occupation or training program that you don't see listed in MCIS.
- Find the glossary definition for SAR.
- Go to Financial Aid. Click the Search tab and enter a topic of interest.

Lesson 14: Using the Employer Locator in MCIS

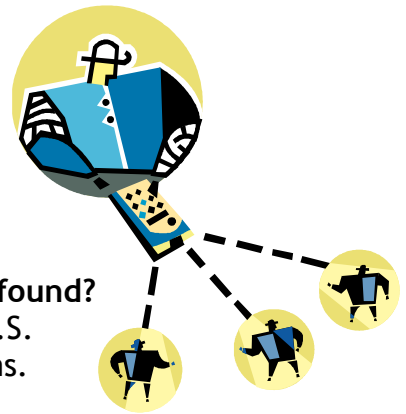
Objective

To familiarize you with the Employer Locator found in MCIS

Ever wondered where employers for a specific occupation can be found?

The Employer locator is a product developed and sponsored by the U.S. Department of Labor and delivered through Career One Stop programs.

MCIS links to this web site, which offers career resources and employment information to job seekers, users, businesses, and other workforce professionals. While using MCIS, you can link to the Employer Locator and its employer bank to find contact information about a specific employer or list of employers. It is necessary to contact listed employer to see if they have current job openings; vacancies are not accessible through this link.



To begin, click on the Employer Locator link on the lower right side of the MCIS homepage. Next, select the search tab option from among those listed: Industry, Occupation, Location, or Keyword.

Follow the instructions on each page to obtain your results. If you need help, select Employer Locator Help. Remember, these are not posted vacancies, only employers who hire people in specified occupations. You will need to contact the employer to see if they have vacancies.

careeronestop
PATHWAYS TO CAREER SUCCESS

Disaster Recovery Services

Print This Page | Email This Page | FAQs | Rate This Page | A

Topics A to Z | Site Search

State Job Banks

More Resources: America's Career InfoNet

Explore Careers : Salary + Benefits : Education + Training : Job Search : Resumes + Interviews : People + Places to Help

browse occupations : help a job seeker : salary info : write job descriptions : military transition : regional economic development

Explore Careers

Home > Career InfoNet > Career Tools > Employer Locator

America's Career InfoNet

Employer Locator

Use the Employer Locator to find contact information about a specific employer or list of employers. It will be necessary to contact each employer to see if they have job openings available. **Start your search by selecting a tab option below.** Follow the instructions on each page to get your results. If you need help select Employer Locator Help below.

Search By Industry

Select an Industry Sector (Choose One):

- Accommodation and Food Services
- Administrative and Support and Waste Management and Remediation Services
- Agriculture, Forestry, Fishing and Hunting
- Arts, Entertainment, and Recreation
- Construction
- Education Services
- Finance and Insurance

Next

Assignment

- Use the Employer Locator and find a local employer for carpenters within your zip code.
- Try a search by keyword. Use the keyword "massage" and your state.

Lesson 15: Administration Tools

Objective

To familiarize you with the **Administration Tools** found in MCIS

Are you the MCIS Site Administrator? MCIS administration tools allow the MCIS Site Administrator and other key staff to generate reports and maintain and edit various pieces of administrative data. When established, every site receives a Site Administrator user name and password. To login as an administrator, simply type in the user name and password provided to you by your state MCIS Operator. Note: if you forget your password, it will need to be reset, just as with student passwords, and you will be asked to establish security questions, so that in the future you can retrieve a forgotten password.

Only the MCIS Site Coordinator can assign staff accounts in MCIS, which provide individual staff with their own user names and passwords for administration tool access. Contact the MCIS Administrator, cited on the portal page for help obtaining your site's administrative log in codes.



Administration Tools -- Main Menu
CIS Demo Site

Reports

- Site Reports**
View number of logins and summary reports for your site.
- Group Reports**
View selected content for a group of portfolios.
- Individual Portfolio**
View all content for an individual portfolio; retrieve portfolio user names and passwords.

Data Maintenance

- My Account**
Edit your own account.
- Staff Accounts**
Create, edit, or delete staff accounts.
- Groups**
Create, edit, or delete groups. Add or remove portfolios.
- Portfolios**
Create, edit, or delete portfolios. Transfer portfolios to another site or exclude portfolios from your site reports. Add Parent Accounts.
- Messages**
Send, receive, and manage messages.
- Upload Portfolios**
Upload portfolio accounts using an Excel template.
- Site Options**
Set course planner link. Set portfolio privacy options. Set parent account introduction. Select advisors for your site.
- Course Planner Editor**
Create site-specific courses and pathways.
- Checklist Viewer**
View the state-defined checklist.
- Universal Encouragement Program**
Set up the Universal Encouragement Program for your site.

Links

- Tutorials**
View tutorials for using the administration tools.
- Go to Career Information System**
Go to Career Information System. You will be logged in as a portfolio user.
- Universal Encouragement Program**
View Universal Encouragement Program reports for your site.

Site Reports

You can pull several types of reports from under the **Site Reports** header.

You can view the number of logins at your site and the overall use of portfolios by clicking **Site Usage**. For the number of logins, simply select the date range, and then click Generate Report. Note: report record-keeping in MCIS began in July, 2006; no usage statistics can be retrieved prior to this date. For the total number of

portfolios, regardless of date for the site, click **Portfolio Summary Report**. You can view the content saved for most MCIS content areas. View the use of selected components in MCIS by clicking the component's name. You will be provided with a list of compiled results by selected date range.

[Return to Main Menu](#)

Select Report

<input checked="" type="radio"/> Site Usage	<input type="radio"/> Interest Profiler
<input type="radio"/> Portfolio Summary	<input type="radio"/> Occupation Sort
<input type="radio"/> Content Saved	<input type="radio"/> Reality Check
<input type="radio"/> My Personal Plan of Study	<input type="radio"/> SKILLS
<input type="radio"/> My Career Plan	<input type="radio"/> Undergraduate School Sort
<input type="radio"/> Career Cluster Inventory	<input type="radio"/> Work Importance Locator
<input type="radio"/> Financial Aid Sort	<input type="radio"/> Education and Work History
<input type="radio"/> Graduate School Sort	

[Next](#)

Group Reports

Group Reports allow you to create reports for a group of users. Note: you must first create a group to be able to run a report on the group's usage. Group reports can be run for the same component and categories as site reports. Group Reports also allow you to retrieve and view student resumes, uploaded files and links.

Portfolios matching your search criteria are listed below. (Last Name Begins with 'rou')

Filter:

Last Name	First Name	Username	Password	Last Use	Grad Year	Edit Command
roudebush	susan	susanro	peachey2	11/19/2008		View

Page 1 of 1 (1 items)

[Return to Main Menu](#)

Individual Reports

You can retrieve portfolio content saved for individual users by using the Individual reports tool. Select name, graduation year, group or all users and see a list of those matching your sort, then view individual portfolio contents.

Data Maintenance

Various pieces of administrative data can be maintained in MCIS. The data maintenance tools allow staff to create groups, send messages, upload and view portfolios, run reports and create and edit checklists. The site administrator can do these functions plus set policy, activate the UEP, add links, edit courses, and create staff accounts. These utilities will be explained below.

- 1) The Site Administrator can create, edit or delete her own or staff accounts by using **My Accounts and Staff Accounts**. Simply click Staff Accounts, then click Add New Staff Account, and then provide a

CIS Career Information System

[Home] [Log out]

Administration Tools -- Individual Portfolio Select Portfolios

CIS Demo Site

[Return to Main Menu](#)

Select Portfolios

Select on Last Name:

Select all Users:

Select Graduation Year:

Select Group:

Username, Password, and the First and Last Name of the staff, coupled with the person's email address and expiration date for this account. Then click Add. Only those with the Site Administrator username and password can use this utility. Note: You might choose to have a Staff Account expire upon completion of a particular class or school year.

- 2) Staff, District Administrators and Site Administrators can create, edit or delete groups and add or delete portfolios to these groups by clicking **Groups**. Begin by clicking Add New Group then once you enter the group name and click Add, you can edit the group name, delete the group, and add members to the group by using the editing commands on the right.
Staff

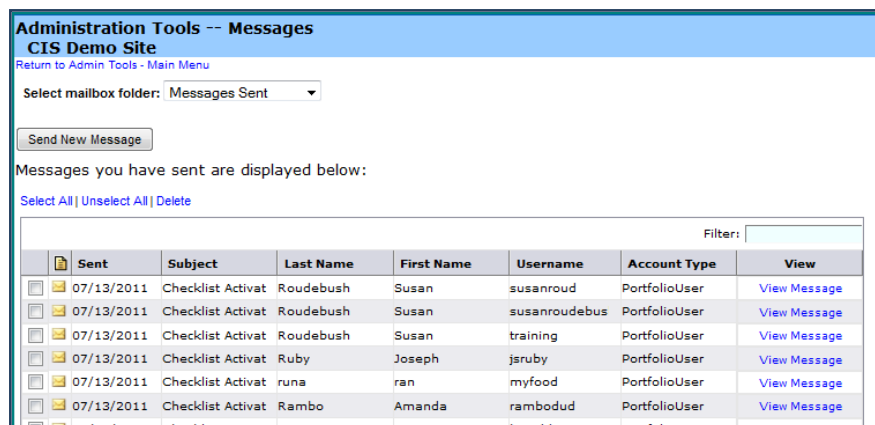
- 3) Staff, District Administrators and Site Administrators can create, edit, or delete portfolios using the **Portfolios** feature. You can also transfer portfolios to another site or exclude portfolios from your site reports with this component. Begin by selecting the action you wish to take, either adding a new portfolio or selecting an existing portfolio or group of portfolios from amid a group of existing portfolios. You can also select hidden or recently deleted portfolios and change the hidden or deleted status of these portfolios.

- 4) If you wish to add an individual portfolio, begin by a) clicking Add New Portfolio, then b) enter the user information in the required fields and click Add (see below). Remember, adding Graduation Year may assist you in creating useful reports later. Staff and administrators can activate checklists, and merge portfolio accounts (when students inadvertently create duplicate portfolios) using the **Portfolios** tools. See the *Administering Portfolios* tutorial to learn how.

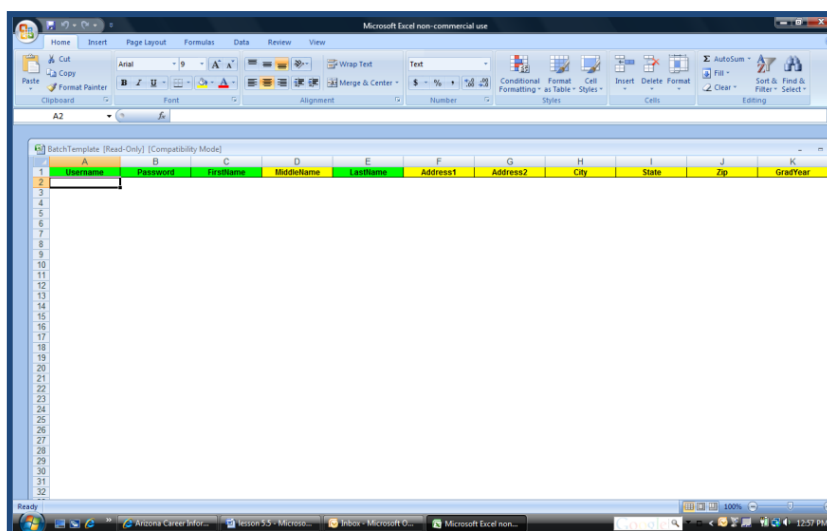
If you wish to view the contents of individual portfolios, edit, or delete a portfolio, begin by selecting the portfolio. When the list of portfolios appears, select the editing command you wish to use.

- 5) Staff, Site Administrators, and District Account personnel can also send, receive and manage messages to portfolio users with the **Messages** feature. To send a message, click Send New Message, then select the group or individuals to whom you wish to send the message. Next compose the subject and message text and click Send Message. Messages that you have

sent appear when you click the Messages component. You can view these by clicking View Messages. You can also see if the user has viewed or deleted the message by observing the opened or unopened envelope or the trash can on this page and track messages received using the **Select Mailbox Folder** pulldown menu, then select **Messages Received**.



- Staff and Administrators can upload single or groups of portfolios efficiently using the **Upload Portfolios feature**. Follow the instructions precisely. You will need an Excel spreadsheet with user data organized as the sample template in MCIS suggests. Alternatively, you can cut and paste data into the MCIS template, then upload this into MCIS. Next you upload the Excel file containing user data into MCIS, following the instructions provided on the screen. The processing status of your upload will be reported at the bottom of the page, allowing you to view instantly if your portfolios uploaded successfully. If uploading problems occur, these will be specified, so that you can correct any errors.



7) **Site Options** allows you to do three activities:

- Set the portfolio privacy policy to either always require portfolio users to opt-in or to let the user decide whether their portfolio is private or viewable by administrators and staff with MCIS accounts. Click the radio button of your choice and then click Save Changes. Only portfolios created from this point forward will be affected by your choice. In several states, all portfolios are set to opt-in to reveal passwords. This ensures that users do not forget their passwords, and allows others to help them retrieve forgotten passwords.
- Add a link allows the site administrator to implement a URL of their choice in the **Course Planner**. Simply title and type the URL where prompted to enter "Link Text" and "Link URL," then click Save Changes. The title of the URL will appear as a link on the first page of the Course Planner.
- Identify advisors, from a state-defined list, who can advise your students and view portfolios within your site.


Set site options.

Course Planner Custom Link:

Link Text:

Link URL:

- 6) **Course Plan Editor** allows the Site Administrator to create: templates for the course planner, default course lists and default pathways. Select the template with which you wish to begin by linking on it in the left column, then enter or edit your data and upload the file, as in the Upload Portfolios feature. You can generate reports of courses, export and import existing data files within this utility. See the *Course Plan Site Guide* in Tools for counselors and Teachers.


Career Information System

[Home](#) | [Log out](#)

Administration Tools -- Site Course Planner
CIS Demo Site

[Maintain Site default tables](#)
[Courses](#)
[Pathways](#)
[Delete all Pathways and Courses](#)
[Report, Export, Import](#)
[Reports, Export, Import](#)
[Close Window](#)

Please select a subject
Career And Technical Education

Edit Courses for CIS Demo Site

Subject	Course	Special Notes	Edit/Update	Delete
Career And Technical Education	Accounting I	a note	Edit	Delete
Career And Technical Education	Accounting II		Edit	Delete
Career And Technical Education	Accounting III		Edit	Delete
Career And Technical Education	Architectural Drafting		Edit	Delete
Career And Technical Education	Auto Tech I		Edit	Delete
Career And Technical Education	Auto Tech II		Edit	Delete
Career And Technical Education	Auto Tech III		Edit	Delete
Career And Technical Education	Basic Computer Skills		Edit	Delete
Career And Technical Education	Business Co-Op Work Experience		Edit	Delete
Career And Technical Education	CAD - Architectural, Mechanical and Special		Edit	Delete
Career And Technical Education	Career Planning		Edit	Delete
Career And Technical Education	Computer		Edit	Delete

- 7) The **Checklist Editor** allows you to activate and view your state-defined student checklist for each grade level. The state-defined default checklist is developed by your state MCIS operator. You can also create site-specific checklists and view or link to default checklists using the editor pictured below.

Administration Tools -- Checklists - Main Menu
CIS Demo Site

Return to Admin Tools - Main Menu

Checklists - Main Menu

Introductory Message (All Checklists): [Edit](#)
To get where you want to go, you need a good road map and a plan. The following checklist includes a set of activities for each grade that will help you take charge of and plan your future, as well as meet our state's graduation requirements. After all, graduating is one important step in achieving your future goals. You may not need to complete all activities in the grade designated, but all activities must be completed prior to graduation. As you progress through each year's checklist, dreaming about and planning your future, enjoy yourself. Remember, success is the quality of the journey.

Supporting Documents (All Checklists): [Edit](#)

- [intoCareers Checklist User Manual](#)
- [Differences Phase I and Phase I Checklist](#)

Visible Site Checklists Show Hidden Site Checklists

Sequence Number	Site Checklist Name	Linked Default Checklist	Edit	View	Activation Status	Reports	Duplicate	Site Visible	Delete
1	District Grade 9	Grade 9	Edit	View	Activation	Reports	Duplicate	Hide	Delete
2	District Grade 10	Grade 10	Edit	View	Activation	Reports	Duplicate	Hide	Delete
3	District Grade 11	Grade 11	Edit	View	Activation	Reports	Duplicate	Hide	Delete
4	District Grade 12	Grade 12	Edit	View	Activation	Reports	Duplicate	Hide	Delete
5	Careers Class		Edit	View	Activation	Reports	Duplicate	Hide	Delete
		--None--	Add New						

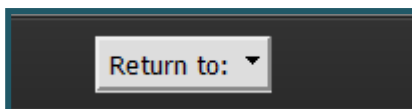
Default Checklists

Sequence Number	Checklist Name	Link Use	View	Activation Status	Reports	Duplicate	Site Visible / Linkable
1	Grade 9	1	View	Activation	Reports	Duplicate	Hide
2	Grade 10	1	View	Activation	Reports	Duplicate	Hide
3	Grade 11	1	View	Activation	Reports	Duplicate	Hide
4	Grade 12	1	View	Activation	Reports	Duplicate	Hide

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Links

As mentioned earlier, the administrative tools also allow you to link to the administrative tools tutorials, which walk you through these administrative features in detail. Click Tutorials to view the list of tutorial titles. In addition, you can link directly to the front end of MCIS, where you will be logged in as an administrator, by clicking the MCIS link at the bottom of the page. Use this link to easily toggle back and forth between the front and back ends of MCIS, viewing administrative changes you have made to the system. When logged in as an administrator on the front of MCIS, click the Return to link at the top left of the Home Page.



Assignment

- Use the Administration Tools and:
 - Add a portfolio for yourself to use in training others
 - Add your course schedule
 - Create a group and add some users
 - Add a list of users (perhaps incoming freshman?)
 - Add a URL for your site in the Course Planner
 - Send a message to a group of users
 - Add an advisor for your students
- View the tutorials you have not yet seen

Addendum A: MCIS Junior

Objective

To provide an overview of MCIS Junior

MCIS Junior provides components designed for 6th through 8th grade users. Using MCIS at these grade levels can support reading, writing, decision-making, and critical thinking skills while developing self-awareness, career exploration, research, and planning skills.



MCIS Junior helps middle school users plan for high school and beyond. MCIS Junior cultivates student self-awareness and helps students build education and career plans and portfolios that can be transferred to and augmented during high school, for a lifetime of career development. The classroom activities in MCIS Junior help teachers and counselors address the career development and guidance needs of this age group. Using the My Portfolio helps middle schoolers meet state content standards and graduation requirements. MCIS Junior is organized uniquely. Users are directed at the homepage to begin with one of three career guidance framework area questions:

- Who am I?
- Where am I going?
- How do I get there?



The site then links them to content, assessments and activities linked with the framework area of their choice. Users can also begin with any of the following components:

MCIS Content

MCIS Junior includes 386 Occupations, 16 national clusters, and several content areas targeted to middle user needs, such as content on volunteering, life after high school, and making decisions.

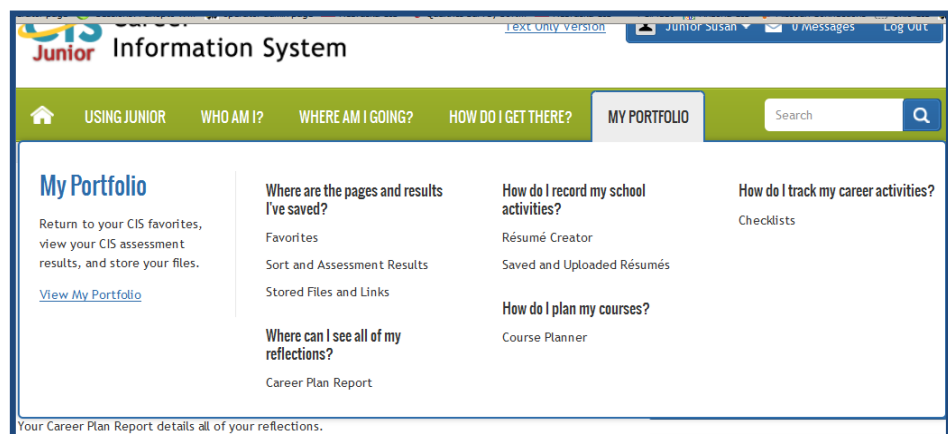
Exploration Tools

The exploration tools in MCIS Junior include the Career Cluster Inventory and Reality Check. The IDEAS Assessment can be added for an additional license fee.

The My Portfolio

My Portfolio includes:

1. **The Checklist**
2. **The Career Plan Report**, which organizes the results of students' education and planning process completed in MCIS Junior into logical reflections.
3. **The Course Planner**, which helps the user generate a first course plan based upon career and education goals (same planner as in the high school version of MCIS), and
4. **The Resume Creator**, which allows middle school students to create their first resumes.
5. **Saved and Uploaded Resumes**, which allows users to upload and store resumes created outside MCIS Junior.
6. **Favorites** stores links to and reflections about any content in MCIS and
7. **Sort and Assessment Results** records the results of the Exploration Tools.
8. **Stored Files and Links**, which stores work sample files and links to web pages where other work samples, such as PowerPoint and You Tube presentations may be housed. Resumes created outside Junior can be stored here too.



Additional Resources

MCIS Junior provides various resources for students and staff as well.

- **MCIS High School:** If your middle school is linked to a high school version, you can link to the high school site by clicking the link at the top of the home page.

- **Tools for Users** contains various quick starts, tutorials and support materials to help students use MCIS Junior more autonomously and to help parents as they assist their youth with career development. It also contains the Implementation Framework, which can help you structure your use of MCIS Junior in one of three basic fashions.

Site Resources	About Us
Article Directory	About Us
Glossary	Privacy Statement
Tools for Counselors and Teachers	Terms for Use
Tools for Users	Comments
Tools for Parents	
Technical Support	

- **Tools for Counselors** contains curriculum materials, tutorials, quick starts, a bookmark, and an implementation framework for delivering MCIS Junior. This is also where you can go annually to learn "What's New" in MCIS for this year. As well as tools for parents with activities, articles and ideas for involving parents in their children's career development.

- The **Glossary** helps users understand career development terms that may exceed the typical middle schooler's reading level.
- State specific resources, such as state guidance handbooks and content standards, are often linked from MCIS Junior in this area.

Assignment

- Link to or use MCIS Junior, review the contents.
- Review the Junior Implementation Framework and identify how you would use MCIS junior in your own site.

Addendum B: MCIS Accounts and their Unique Characteristics

MCIS Accounts and Characteristics:	Parent	Visitor	District	User	Staff	Advisor
Student creates/authorizes:		X		X		X
Site Administrator/District Account creates:	X			X	X	X
MCIS Operator can create:			X			X
Can view all user portfolio contents:	X	X***	X	X*	X	X
Views only student-selected contents:		X				
Logs in using MCIS portal page:	X	X		X		X
Uses Portfolio Administration login:					X	
Uses District login (requires 8-character password)			X			
Site Admin and District Admin can send <i>email</i> messages through MCIS to:	X			X	X**	
User can initiate <i>email</i> messages through MCIS to:	X	X			X	X
Site Admin and District Admin can send messages through MCIS to:				X		
User can send messages through MCIS to:	X	X	X		X	X

* Can only view one's own portfolio

**Site Administrator/District Administrator can only send an *automatic email notification* when the staff account is established

*** Only with user permission