Written by
Susan Roudebush, Consultant

Contact
Arizona Department of Education
ESS Special Projects Section
1535 West Jefferson Street Bin #24
Phoenix, Arizona 85007
Phone: 602-542-5353

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1: AzCIS Portal Page

Objective:
Become familiar with the AzCIS Portal Page

Access the Arizona Career Information system (AzCIS) portal page at: http://AzCIS.intocareers.org/ or use Clever¹ to access AzCIS if your site uses this tool. AzCIS is your source for accurate, local, and unbiased career information. Everyone’s first contact with AzCIS is this Portal Page, which contains substantive information about AzCIS and provides important technical and supplement ordering links. Bookmark this page using your browser’s bookmark tool.

Familiarize yourself with the Portal Page; note the shortcuts to resources, materials, and information about the annual enhancements. This year’s AzCIS enhancements, detailed later in this guide, include:

- ECAP Tracker Reports
- Clever Integration
- Curriculum Updates
- New Elementary Product

Note: This manual will reference the Standard High School version’s terms. Slight terminology differences exist for Adult and Junior product users. For example, the Adult version refers to “Users” and “Clients” instead of “Students”.

Study the annotated graphic of the portal on the following page:

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¹ If Clever is installed at your site, students use a single sign on. Clever uses a school or district-provided roster of usernames and passwords that is updated nightly. Clever provides AzCIS with a simple login, and a connection to your student information system at no cost to you. Go to: https://portal.azcis.intocareers.org/partners/clever/ to get started with Clever.
Assignment

- Explore the AzCIS Portal Page: [http://www.AzCIS.intocareers.org/](http://www.AzCIS.intocareers.org/). Review Portal Tools thoroughly. Next, log into AzCIS using Clever or your school user name and password. If you need your school’s user name and password, check with your counseling office. If you need help, go to the Tools for Users in the black footer area of the AzCIS home page. The numbers on the graphic above correspond to the numbered assignment points below:

1. Open the AzCIS versions tab to learn about various AzCIS versions.
2. Learn about what has been added to AzCIS this year (“What’s New”).
3. Find information about AzCIS premium features and supplemental products.
4. Find answers to technical and other frequently asked questions about AzCIS.
5. Contact AzCIS staff.
6. Enter your Site, User or the Administrator’s username and password.
7. Check out the Portfolio Quick start titled “Create and Use the Education Career Action Plan (ECAP) then create your own ECAP portfolio.”
NOTE: If your school uses Clever or Schoology, you can logon with ease. Call or email your AzCIS Administrator, Kay Schreiber, to learn more.

2: AzCIS Homepage

Objective:
Become familiar with the AzCIS homepage

One logged in through the Portal, students begin using AzCIS here. The logo on the upper left appears on nearly all AzCIS pages. When clicked, it always returns the user to this homepage. Your site name appears on the top right with the name of the school or site.

If the user logs on with a My ECAP Portfolio username and password, the bar will contain the user’s first name. If a user did not sign in with a personal username and password, the account settings link in the pull-down menu prompts the user to create or edit a portfolio or 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. Click any tab to see the mega menu overview of the contents in AzCIS for this topic.

From the homepage, users can access all tools and content. Users come to career development from a variety of perspectives, needs and interests. With AzCIS, they can begin the career process where they wish. Because AzCIS is a system; content is methodically interconnected. For example, when viewing Occupations, you can link directly to Related Occupations and Programs of Study.
Assignment

- Go the AzCIS homepage: http://www.AzCIS.intocareers.org/, explore contents or tools within the navigation bar’s tabbed categories.
3: Theories Underpinning AzCIS

Objective:
Introduce three career development theories used throughout AzCIS and show how these theories strengthen AzCIS organization.

Theory 1: **Trait-Factor Theory of Career Development**, introduced in 1906 by Frank Parsons, underpins most contemporary career development, including AzCIS. His model can be portrayed as a three-step process, graphically displayed using eyeglasses below:

1. **Know yourself**: AzCIS contains fourteen sorting and assessment tools that help develop self-knowledge;

2. **Know your options** (regarding the world of work and education): AzCIS contains encyclopedic areas of content under Occupations & Employment and under Education & Training to help users know their options;

3. **Bridge the two**: AzCIS contains four tools that help users bridge what they know about themselves with information about occupations, schools, and scholarships. AzCIS also uses a portfolio, the *My ECAP Portfolio*, to help users bridge learning, write reflections, save content and document academic, career and personal growth. See graphic below.

![AzCIS Diagram](image-url)
Theory 2: Cognitive Information Processing (CIP) theory also shapes AzCIS. It describes how people make career decisions and use information. The pyramid below depicts career development using CIP. The bottom 1/3 of the pyramid represents knowledge areas—knowledge of self, world of work, education and employment options. Then, above that, decision-making is shown, critical skills people must develop to manage career development—analyzing, evaluating, setting goals and deciding. The top level shows the executive processing—or reflecting—skills, thinking about choices and the decisions they are planning.

AzCIS contains assessment tools that help users know more about themselves, encyclopedic areas of content that help learn about their options in the world of work and education, sorting tools that help users learn more about decision-making, and Career Plan, which helps users know themselves, know and evaluate their options, set goals, make plans, and reflect upon these decisions and plans.

AzCIS Career Plan allows users to extract meaning from the content they discover and place information in a context of what is important. In career development, this process is not a one-time event, it repeats cyclically. Users may enter this process at three levels and with five 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)
Activities in the planner meet the Arizona ECAP graduation requirements and include self-directed lessons to teach students how to analyze and synthesize information, as well as to plan, make decisions, set goals, and develop problem-solving skills.

The Career Plan helps users document and reflect upon their career development across time. It includes Notes to Myself and Reflections to help users analyze/synthesize career and education research. It also allows users to save content, links, and assessment results.

**Theory Three: John Holland’s Typology** underpins most AzCIS assessments and the results presentation. Holland’s model suggests that occupational choice is an extension of a person’s personality, and six work environments have characteristics that correspond to six personality types. The better the match between personality and work environment, the greater the fit and satisfaction for the person. These six types are portrayed in the graphic below. With Holland-based assessments, users identify three highest types. A triangle is created from the user’s three-letter code. Occupations that fall within that triangle are good matches. Helping users understand Holland Type assists them in understanding their personalities of the world of work.

**NOTE:**
Arizona Department of Education produces two related and useful planning resources: 1) the Grades 6-12 Career Development Implementation Framework, accessible via a link within AzCIS, and 2) Checklists, which will be introduced in a later chapter, available within AzCIS.
Assignment

1. See if you can find a resource in AzCIS that helps users:
   A. Know themselves
   B. Learn about career options
   C. Bridge the two

2. Explore the Career Plan. Open **Getting Started** and explore the five contents of each section (Know Myself, Research Options, etc.)
4: Using and Interpreting Assessments

Objective:
Learn to use and interpret the assessments found in AzCIS

Career assessments help people learn more about themselves. If you plan to use an AzCIS assessment with your students, it is your responsibility to familiarize yourself with the assessment, prepare users to take the assessment, and prepare to interpret the results. The assessment experience is only meaningful if users understand what they are doing and why they are doing it. The AzCIS Tools for Educators has counselor manuals, activities, and instructional support handouts to help. About Assessments contents helps you and users learn more about interpreting results.

Assessments in AzCIS encourage users to view occupational exploration and choice as dynamic. All AzCIS 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 assessments in AzCIS, typically found under the Assessments tab on the AzCIS homepage.

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

Career Cluster Inventory/Career Cluster Inventory Short Form
The standard 80-item survey of interests targets the younger user (grades 6-8). Reading is at a 6th grade level. Results are displayed using the 16 National Career Clusters. Cluster results link to occupations. The short form is very similar with just 48 items comprising the survey, more ideal for the user with limited English proficiency or lower than grade 6 reading ability.

Interest Profiler/Interest Profiler Short Form
The Interest Profiler lists occupations that best fit the interests the user identified by scoring 180 items according to how much the user might like each activity. Language is at an 8th grade reading level. The short form, useful for younger student, is comprised of 60 items that parallel the items in the standard version.

IDEAS Assessment (standard in high school version; optional purchase for others)
Results of IDEAS include a graphical display and a list of occupation clusters that best fit interests the user identified by scoring 128 items by how well they might like an activity. Language in IDEAS is at a 6th grade reading level. IDEAS is available in English and Spanish.

**SKILLS**
Skills are central to job satisfaction and success; identifying occupations that use the skills users find satisfying is crucial.

**SKILLS**
The SKILLS assessment helps users identify skills they enjoy and occupations that use these. SKILLS can be used to identify best match occupations or to prepare for a job interview. SKILLS is a self-assessment tool. It begins with a skills selection process. Users use a worksheet or cards to review 72 skills and select their preferences.

**VALUES**
Work values assessments are very useful for those who have had enough experience (paid or unpaid) to know the work values they find important. For the user beginning career exploration, learning about work values often prompts 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. To use the assessment, users rank twenty different aspects of work values, such as achievement, autonomy, and conditions of work.

**Entrepreneurial Career Assessment Form**
In addition, the Entrepreneurial Career Assessment, an informal measure of a person’s values for and 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 My ECAP portfolio, like the other assessments. This assessment is available in Spanish.

**LEARNING STYLES, EMPLOYABILITY SKILLS**
Though a user’s learning style and employability skills are not conventional career assessments, these are very pertinent aspects to developing academic and career-related skills.

**Learning Styles Survey**
This informal Assessment contains 24 quick items and helps users identify the ways they learn best. It also provides study tips for each learning style. This can help students study well and learn better. Results saved to the students’ portfolios.

**Workplace Employability Skills Survey**
This informal test measures nine employability skills via 36 quick questions. Users build these skills in school and life. Upon completion, users see proficient skills and those that need improvement.

**ASSESSMENT LINK**
AzCIS also contains an Assessment Link that links the occupations or occupation clusters that resulted from taking an assessment outside AzCIS to occupations within AzCIS. **Before** using Assessment Link, the user needs to:

1. Take one of the listed tests.
2. Get the results.
3. Have a counselor or other trained professional explain the results.

**Interpreting Assessments Results with AzCIS**

Career assessment results do not tell a person what occupation(s) they should or should not pursue. Instead, they provide a way for the user to look at options based upon the characteristics the instrument measures, for example: values.

After receiving assessment results, users need to reflect upon their results, and they need a way to apply these results to future plans. If they don’t agree with a result, or can’t understand it, they will need interpretation assistance. **My ECAP Portfolio contains a section called Sorts and Assessments** for recording assessment results and the user’s reflections on the results.
**Assignment**

- Use one of the AzCIS Assessment tutorials. Think: How might you use these tutorials?
- Use two assessments found in AzCIS. Read and follow the instructions provided. Save your results and thoughts.
5: AzCIS Content

Objective
Learn how to find and use AzCIS content

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

Occupations opens to an alphabetical list of occupations, whereas Programs of Study opens to an index of Program Clusters. AzCIS 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. When users link to contents, they are taken to the tab the developers thought most useful, but they can switch to any tab for related content. We will now review the contents within each tab:

Occupations

Occupations: An occupation is a group of jobs with common tasks. Occupations are found at more than one organization. Middle and high school students read AzCIS Occupations to 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. Users can watch videos and read interviews of people working in many occupations.

Choosing an occupation provides pertinent information to help the user think about things to consider when selecting an occupation or career. All occupation data and information is updated annually.

Green Jobs: AzCIS includes information on eighty green occupations that impact the environment in positive ways, such as saving energy. In addition, the green jobs contain videos about six important industries creating green jobs. Students use the green jobs file when seeking occupations that helps care for the Earth.

Industries and About Industries: Industries are groups of occupations that share common goals, eg. construction. Industries are groups of occupations that produce similar goods/services. Students
use industry information to track trends, research businesses and learn about related occupations.

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

**Entrepreneurial Career Assessment and Self-Employment:** Self-employment includes substantive content about working for yourself and includes the self-employment quiz, The Entrepreneurial Career Assessment Form. This information 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 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. Direct users to the *About the Military* tab to learn more about the realities of military work life.

**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. Users can view admissions requirements to certain programs (e.g., some nursing programs have admissions requirements beyond that of the school admissions requirements).

**Arizona Schools:** Annually, AzCIS 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 the 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 the applications exist. Users can compare schools, including admissions requirements, costs, general information, information and program information or graduate study. Users can also generate an automatic letter to schools, requesting a catalog, financial aid information, and admissions forms.

**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. AzCIS purchases this database, and it might contain some errors. For those interested in attending an Arizona school, we recommend that you use Arizona Schools sort. *Choosing a school* helps you learn how to make better college choices.

**Financial Aid:** contains both scholarship and paying for school content. There is a variety of information 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 characteristic, interest, or talent.

**Financial Aid Sort, Undergraduate School Sort and Graduate School Sort:** These three sorting
programs allow users sort through pertinent content to more readily find what is needed. Discuss in depth within Lesson 6.

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

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

**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 AzCIS.

**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.

**Job Success:** 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 AzCIS users who use screen readers (visually impaired).

**Titles and Topics**

Each content area contains many titles. For example, AzCIS includes 559 occupation titles and 21 mini occupation titles). Under each title is a list of topics that relate to the titles. For example, the occupation Writers contains 23 topics. The topics are the same for every title, with one exception: only about 1/4 of the occupations contain Real World Interviews. When you click on these topics, the content regarding that topic/occupation title, displays in the middle of the screen. Each title also has Related Information that connects the content title to other content that may be important to explore.
Assignment

- Beginning with an occupation, explore all associated topics, leading to a related program of study, school and a scholarship. Explore each content area thoroughly.
6: AzCIS Sorts

Objective:
Learn to use the six sorting tools in AzCIS

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

Sorts are the only place in AzCIS where individuals answer questions and have zero results. This occurs when user’s choices narrow results too far. All sorts (excepting Graduate School Sort) are integrated into the Career Plan for 8th-12th grade users. AzCIS includes several tools, quick starts and tutorials to help use sorts. Consult Tools for Users and Tools for Educators to access these resources.

The Sorts

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

School Sort is accessed from the home page, under the Education tab and includes two sorts, Undergraduate School Sort and Graduate School Sort. Undergraduate School Sort locates two-and four-year schools that match characteristics the user selects as important, using eleven topics considered important in school choice. Users can search schools that offer majors they wish to explore. Identifying a well-matched college reduces transfer rates and education costs. Private career schools are not in Undergraduate School Sort. Graduate School Sort works much like Undergraduate School Sort. Graduate School Sort locates schools that match characteristics an individual identifies as important.

Financial Aid Sort locates local, regional, state, and national scholarships that match user selected characteristics. We recommend that users conduct multiple sorts. For example, sorts based upon the scholarship due month or sorts based on specific majors of interest. The results of Financial Aid Sort are inclusive rather than exclusive; user selections add items to their lists. Users can elect to answer all characteristics to generate a more targeted list. Access Financial Aid Sort on the AzCIS Homepage, under the Education tab.

Reality Check helps users sort through lifestyle preferences, then identify occupations that match those preferences. Reality Check can be used in three ways: users can select lifestyle options then see occupations that match the costs of these choices; the user can begin with salary preferences
and find occupations that match this salary, and the user can begin with an occupation and view the lifestyle that can be purchased with the chosen occupation’s salary. Watch the video 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 to the skill requirements of occupations, to Holland personality types, and to occupation clusters, providing lists for cursory exploration and self-awareness. Users select five most satisfying skills, ten moderately satisfying skills, and 20 somewhat satisfying skills using the computer program. These skill preferences are correlated with the skill requirements of occupations. Users see a Summary Report and can then view their Holland Types, their top clusters, and their Top 30 occupations. Users can view the skill-coding of any occupation and compare that coding to their desired use of skills by clicking the eyeglasses (확대). Users can also click Occ Select to begin SKILLS with the skill-coding of any occupation of interest, identifying occupations that use similar skills to the occupation of interest.

The **Occupation Filter** allows the user to sort through occupations on three factors: median wages, years of education required, and “green.” Select the filter tab when you link to Occupations, then select factors that are important, and click Get Results at any time. Filtering occupations is a powerful way for students to decide the priority of education wages, etc. as they view occupations on their lists.
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, then Save occupations of interest to your portfolio.
7: Integrated and Systematic Nature of AzCIS

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

AzCIS is a system; in a system all parts are connected. The integrated system in AzCIS facilitates decision-making. When a user seamlessly transitions from one piece of important content to another, their thoughts flow with the decision-making process.

The systematic and flexible design of AzCIS is intentional. The navigation tabs atop the home page encourage users to begin where they want. Suggested options on the overview page guide users to make wise choices regardless of where they begin. The Checklist, found under the My ECAP Portfolio tab, offers a structured process for using AzCIS.

Users begin with interests and, using links, explore relevant and related content and components, eventually crafting plans and making decisions about their future. The Career Plan, the Checklists, and AzCIS Curriculum, provide structure. The more time you spend with AzCIS, the more you will intuitively grasp the flexibility of its integrated, systematic nature.
Assignment

- Design a structured use of AzCIS for a classroom, group, or individual setting.
- Design a flow chart for the structured use with an assessment and follow-up exploration.
8: Writing Reflections in AzCIS

Objectives:
Learn the reflective elements in AzCIS and why to use these

Think for a minute: why would a person reflect upon their career development? Reflecting is crucial to learning; it's how we make meaning of information and learning. Reflective self-talk enhances our self-awareness and contributes to self-monitoring of our activities.

Reflecting is a key element of goal analysis, synthesis and other information processing aspects of career development. Reflective writing is a consummate example of experiential learning—the process of learning through reflection on doing. David Kolb said that reflection may be the most valuable part of this learning mode. Norm Gysbers identified reflecting as one of six evidence-based strategies to enhance student achievement and career development. Brown and Krane (2000) found reflecting to have a statistically significant impact on engagement and commitment to goals and plans.

In AzCIS, users reflect in three areas. First, when they save any content or test result, they are prompted to save thoughts or reflections. Second, when users complete the activities in the Career Plan they reflect. Within each level of the Career Plan they are asked 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
• 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.

Third, when completing lessons in AzCIS’ curriculum, users are asked to post reflections about their learning. Reflections can help create a plan or roadmap for the person’s future and teach career and life planning skills. Written reflections appear in user’s checklists and fuel completion of the ECAP.
Assignment

- Review the reflective questions in AzCIS. Do you see any that are missing in terms of your district’s requirements?
- Consider: how might you implement the My ECAP process in your school?
9: Using My ECAP Portfolio

Objectives:
Familiarize users with the elements of My ECAP
Learn how to use the My ECAP

Arizona requires students to have Education Career Action Plans (ECAP) for academic, career, postsecondary goals, and extracurricular documentation. My ECAP is a student portfolio that supports this by: storing students’ developing plans, warehousing favorite career and educational content, storing assessment results, managing course plans, and organizing education and work history for resume creation. My ECAP Portfolio also stores Career Plan reflections. ECAP planning should begin in middle school and continue to be refined throughout high school.

My ECAP Portfolios can transfer between sites in a state, but not between states. Users can transfer portfolios or simply continue using the portfolios when they move to a new site. When users graduate/leave one location, portfolios can follow them to their next educational/agency site. Easily transfer portfolios; click Account Settings, found under the Name Bar (top right of the homepage) enter your new site’s user name and password.

The first page of the portfolio can be customized to reflect the user’s style preference; click “edit image” within the center color block on the home page. The menu provides 103 choices. Once selected, the style is implemented throughout the system; it appears in a modified fashion behind each page and on all reports.

Below we will review each of the 12 My ECAP Portfolio storage area.

1. Checklists
Checklists display graduation requirements. Additional checklists can be created 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 AzCIS-assigned activities, the checklist will automatically update and “check” the activity when you complete it in AzCIS. Use the checklist to track student status for meeting and achieving state 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 these activities and update them over time. The Career Plan has five steps that repeat across three developmental levels. Each step contains developmentally sequenced activities designed for completing the steps.

Once users select a level and step, an overview displays and prompts the user to select the activities in the order displayed. Each activity can be used at any grade level, if career development has begun in earlier grades. Activities, instructions, links to worksheets and AzCIS components display by level:
2. Favorites
User-saved content is kept in the Favorites folder. Users can write notes to highlight content they want to remember or record, by clicking Save when in any content area or assessment. The header, My Saved [Occupations, Programs, etc.] lists the titles the user saved in alphabetical order. Click on the title to see the topics. The header My Thoughts contains the reflections 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 to structure and facilitate writing. Site Coordinators and staff with access to AzCIS Administration Tools can generate reports on what users have saved.

3. Sort and Assessment Results
Sort and Assessment Results stores the results of the assessments/sorts users complete in AzCIS. 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.

4. Course Planner
The Course Planner allows the user to create an academic plan to map out courses. At the top of the Course Planner there is a link to Arizona’s graduation requirements. Begin by choosing which grade you wish to plan, then select 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 Course Planner tabulates number of credits planned for year, allowing the user to see if more courses are needed each year. If the user selects an Arizona pathway, the course plan can be populated with recommended courses for any or all years. These suggested courses can be edited by the user.

5. 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 is used to generate resumes. When kept up, the dated, the Resume Creator contains all the information needed to complete job, school, or scholarship applications. When the user wishes to create a resume, click Create Resume and select the style and topics from among those listed. Select whether to list or attach references and the resume format. The RTF version can be opened and edited in any word processing program. The PDF format requires the full Adobe or another illustrator/designer software program for editing.

6. Stored Files and Links
Stored Files and Links allows users to upload and store up to five megabytes of information or files. Each file can be only three megabytes in size. Stored Files and Links is a good place to store work samples or scanned artifacts to accompany a resume or college application. Links to pertinent sites can be viewed, added, and deleted as desired.
7. **Application Tracker**  
The Application Tracker helps students track and record key elements of the 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. Application Tracker reports can be printed.

8. **My ECAP Report**  
The My ECAP Report can be printed, compiling key information from high school years and from checklists into a report for use in: student-led/other conferences, planning/guidance meetings, or evidential documentation to the Arizona Department of Education. This report can be used in classrooms to organize a comprehensive career exploration experience. If students fill all cells, they have a thorough education and career plan. Students can update and edit these reports inside the reporting tool itself. These reports are fully integrated with AzCIS.

9. **Parent Accounts and Visitor Accounts (Optional Tools)**  
Use the Parent and Visitor accounts to allow others to see student portfolios. Site administrators set up Parent Accounts. Students share portfolios with others using the visitor account tool.

10. **Sherlock (optional, for additional cost)**  
The Sherlock guidance assessment is a survey with results that help users and staff identify individual student and guidance program needs. Users can view, change, or delete their answers or complete a new profile of their academic, personal-social, and career interests, needs, and preferences.

11. **Practice Tests (optional, for additional cost)**  
If sites purchase a practice test package, users see these tests within the My ECAP portfolio. Packages include multiple timed/untimed practice tests with instructions. Tests and courses correspond to the 2019 SAT format. Users select the test then select whether they want to complete a full test or partial test, in a timed or untimed fashion. They review incorrect answers to prepare for the next practice test or the actual test. Academic tests packages and options:

<table>
<thead>
<tr>
<th>SAT Practice Tests</th>
<th>AP Test Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology E/M</td>
<td>AP Calculus AB</td>
</tr>
<tr>
<td>French</td>
<td>AP Calculus BC</td>
</tr>
<tr>
<td>Chemistry</td>
<td>AP Chemistry</td>
</tr>
<tr>
<td>Literature</td>
<td>AP English Lang/Comp.</td>
</tr>
<tr>
<td>Math Level 1</td>
<td>AP English Lit/Comp.</td>
</tr>
<tr>
<td>Math Level 2</td>
<td>AP European History</td>
</tr>
<tr>
<td>Physics</td>
<td>AP Physics B</td>
</tr>
<tr>
<td>Spanish</td>
<td>AP Physics C</td>
</tr>
<tr>
<td>U.S. History</td>
<td>AP Spanish</td>
</tr>
<tr>
<td>World History</td>
<td>AP US History</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Tests Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Armed Forces Vocational Aptitude Battery</td>
</tr>
<tr>
<td>American College Testing Assessment</td>
</tr>
<tr>
<td>General Educational Development</td>
</tr>
<tr>
<td>Peterson's Practice Tests for the CLEP English Composition</td>
</tr>
</tbody>
</table>
A third optional package, Civil Service Tests, exists for those entering civil service. Packaged into full-length, timed practice tests, they include tests for these civil service occupations: Case Worker, Corrections Officer, Court Officer, Firefighter, Police Officer, Police Promotion, State Trooper, Parole Officer, Realtor, and American Foreign Service Officer. Order Practice Tests from the AzCIS Portal, the Order Form link.
Assignment

- Go to Tools for Users, and view one of the My ECAP Portfolio tutorials
- Review each section of the My ECAP Portfolio. Create sample entries within each section for demonstration purposes.
- Add a personal avatar, following the instructions found when you click edit image.
10: Using the Name Bar

Objective:
Learn where to locate and edit personal information and message others

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

1. Account Settings
Account Settings helps site administrators manage portfolios and users manage the site association for their portfolios. From this screen, users can transfer their portfolios to another location, click the Change Schools/Organizations link. Users can update personal information and read the AzCIS privacy statement. Note: If the State 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 is used for organizing and generating reports in the Administration Tools. We recommend that users provide an email address, so that they can recover forgotten user names and recreate passwords. Staff can send messages to users with email accounts.

2. Share My ECAP Portfolio
This feature, listed under the name pulldown menu on the top right of the homepage, allows the student to share the 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 AzCIS 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 of their portfolios.

3. Messages
Messages only display when the user has received a message from a site administrator, staff, visitor, advisor or parent. When a message exists, and the user clicks the messages link, they will see a list of received messages. From here the user can view, save, delete or reply to messages. Click on My Messages and messages with date sent, sender, sender type, and subject display.

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.
11: Tutorials & Training Materials

Objective:
Learn about system tutorials and training materials, and where to find them

AzCIS contains several tutorials, which can be found in two places: Tools for Users, lists user tutorials, and Tools for Educators, lists administrative tutorials. These tutorials can guide those using AzCIS and support training, when face-to-face training is not an option.

Under Training Materials, various resources exist for meeting Arizona state requirements, the ASCA Model, this Guide, and specific materials, by category, for high schools, middle schools and agencies using AzCIS.

Assignment

- Review two tutorials in Tools for Users. Design an independent assignment using one of these tutorials for your students.
• Review two tutorials in Tools for Educators. Design an activity for staff using one of these tutorials.
12: Tools for Users and Tools for Educators

Objective:
Become familiar with the resources within Tools for Users and Tools for Educators

These resource tools can be retrieved from the bottom footer on the homepage and most other pages in AzCIS:

Tools for Users
The Tools for Users link contains Quick Starts and Tutorials, Support Materials, and Parent and Student Resources. 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 Educators
The Tools for Educators include: Administrative Tools, Guides and Instructional Notes, and Other Information. The News item contains information on changes and upcoming developments in AzCIS. Administrative Tools contains tips and tools for the site administrator as well as tutorials for using the AzCIS Administrative Tools. The On-Line Curriculum contains 178 lesson plans that support integration of AzCIS components into classroom settings. Each lesson includes a PowerPoint presentation, worksheets and a scoring rubric in both Word and PDF formats. Search curriculum units using options presented. Written for eighth through twelfth graders, many of these are appropriate for use with adults and younger middle students with simple modifications. Other materials include a bookmark to help students recall user names and passwords, abstracts of research using AzCIS and an alphabetical list of the Real-World Interviews and Videos in Occupations.

Assignment

- 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. Contemplate: would you use this? How?
• Complete one of the new Informal Assessments: The Learning Styles Survey or the Employability Skills Survey.
13: Using Global Search and Search

Objective
Become familiar with the global search and search

Global Search and Search are designed to facilitate the location of content within AzCIS. Global Search is found on the upper right side of the homepage. It helps users find any content anywhere within AzCIS. Search, found on the tabbed menu bar on the first page of any content component, finds matches to the words you enter. Search looks for titles and a list of keywords.

AzCIS 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 AzCIS (e.g., child) is not the word you entered (e.g., children). If the search includes words of no interest, simply ignore them. Tip: when using Search, type as few letters as necessary. For example, for “Counseling” type in “counsel” to include the greatest number of results.

Assignment
• Use Search or Global Search to find content about an occupation or training program that you don’t see listed in AzCIS.
• Go to Financial Aid. Click the Search tab and enter a topic of interest.
14: Using the Business Finder

Objective:
Learn to use the Business Finder

Ever wondered how to find employers for a specific occupation? The Business Finder is a product developed and sponsored by the U.S. Department of Labor and delivered through Career One Stop programs. AzCIS links to this web site, which offers career resources and employment information to job seekers, users, businesses, and other workforce professionals. While using AzCIS, you can link to the Business Finder 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 Business Finder link on the lower right side of the footer on any page. Next, select your preferred search tab option: 1) Search by business name, industry, or occupation, or 2) Search by location.

Follow the instructions on each page to obtain your results. If you need help, select Business Finder 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.

Assignment
• Use the Business Finder to find an employer for carpenters within your zip code.
• Try a search by keyword. Use the keyword "massage" and your state.
15: Administration Tools

Objective:
Learn to use the Administration Tools

Are you the AzCIS Site Coordinator? The AzCIS administration tools help the Site Coordinator and other key staff to reset passwords, generate reports, and maintain and edit various pieces of administrative data.

When established, every site receives a Site Coordinator user name and password. To login as an administrator, simply type in the user name and password provided to you by the state AzCIS Operator. Note: if you forget your login codes, they will need to be reset by the AzCIS Administrator, cited on the portal page, and you will be asked to establish security questions, so that in the future you can retrieve your own forgotten password.

Only the AzCIS Site Coordinator can assign staff accounts in AzCIS, which provide individual staff with their own user names and passwords for administration tool access. Note the Quick Links on the dashboard. Use these to easily reset one or more passwords, find a portfolio, access curriculum, or go to Tools for Educators.
The Five Tabbed Headers in the Administration Tools

1. Reports

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

- **Summary** lets you view the number of logins at your site, the overall activity by portfolio users, and see the modules with saved records by user.

- Adjust report settings so that you can sort reports by group, graduation year or include the entire site using the **Report Settings** tool, found in the upper right corner of each report screen.

- **Favorites** lets you run reports of AzCIS content areas.

- **Stored Files & Links** lets you run various reports on uploaded resumes and files as well as view users’ saved links. Under the Sorts header, you can run reports on saved financial aid, school and occupations sorts.

- **Sorts** lets you run reports on Occupation Sort, Schools Sort, and Financial Aid Sort.

- **Planning Tools** lets you run reports on Application Tracker, Career Plan, Checklists, Course Plan, ECAP Tracker, and the Resume Creator. Since Arizona requires that every high school student have an ECAP, the ECAP Tracker documents several years of exploration, activity and goal setting, while graphically displaying levels of completion. With the new ECAP Tracker, administrators can determine which activities and documents comprise a complete portfolio at each grade level, then track students’ completion of these components. Site Administrators can create custom reports to track progress.

- **Related Accounts** lets you run reports on Parent and Visitor accounts.

- **Assessments** allows you to run reports on each of the AzCIS assessments or show all assessments and completers of each of those assessments.

- If your site uses the Peterson’s Tests or Sherlock, you can run reports on these by clicking the appropriate title under the Other Reports. View reports of Sherlock’s survey by individual, group or factor. Click a factor and see a list of the students who responded to having this concern. This tool helps counselors and teachers plan effective and efficient guidance interventions. Send email to target users who present concerns in their survey responses.

2. Portfolios and Groups

You can reset passwords for an individual or group here. You can also find and search for individual portfolios and groups to take various management actions upon these portfolios: transferring portfolios; merging portfolios; hiding, deleting, or adding portfolios; or activating checklists. You can add portfolios here for an individual, group, grade or entire school here as well. In addition, you can add portfolios to a group, class, graduation year or school using the 2019 Export to Upload tool. This is also the tab you select to create and manage groups.
3. **Other Accounts**

Select the **Other Accounts** tab to create and maintain parent, staff and advisor accounts.

4. **Customize**

Select **Customize** to create, customize, edit, import and activate checklists. Also use this tab to create and edit course plans and course plan pathways within the Course Planner or set the link available for your use in the Course Planner. This is the place to go to edit your site’s graduation requirements within the Personal Learning Plans. You also can change your site’s portfolio privacy options, here as well, thereby requiring students to share their reflections or allow them to keep these private.

5. **Help & Links**

The Help & Links tab contains the What New for this year in an AZCIS document. It also contains links to: Tools for Educators (for tutorials and other supports), the CIS curriculum, and a Contact Us link to secure immediate assistance with any difficulty you are experiencing. View the ACRP Standards and CIS’ Portfolio Privacy Policy here.

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**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
  - Customize the state checklist for a class you teach or a group you lead
- View any tutorials you have not yet seen
16. AzCIS Junior

Objective:
Secure an overview of AzCIS Junior

AzCIS Junior provides components designed for 5th through 8th grade users. Using AzCIS at these grade levels can support reading, writing, decision-making, and critical thinking skills while developing self-awareness, career exploration, research, and planning skills.

AzCIS Junior helps middle schoolers plan for high school and beyond. AzCIS 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 AzCIS Junior help teachers and counselors address the career development and guidance needs of this age group. Using the ECAP helps middle schoolers meet state content standards and graduation requirements. AzCIS 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.
Students can also click **Start Here** on the lower left of the home screen for a tutorial and guidance on how to navigate and use the system. Or you and they can see an activity map listing all the lessons/activities in AzCIS Junior.

**Content**

AzCIS Junior includes 559 standard occupations and 21 mini 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 AzCIS Junior include the Career Cluster Inventory (short forms), the IDEAS Interest Inventory (optional product), the Interest Profiler Short Form, the Learning Styles Inventory, the Employability Skills Survey, and Reality Check.

**My ECAP Portfolio Includes:**

1. **The Checklist**

2. **The Career Plan Report**, which organizes the results of students’ education and planning process completed in AzCIS Junior into logical reflections.

4. **The Combined Report of Assessments**, which shows all assessment results and how they relate to one another.

5. **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 AzCIS)

6. **The Resume Creator**, which allows middle school students to create their first resume.

7. **Saved and Uploaded Resumes**, which allows students to upload and store resumes created outside AzCIS Junior.

8. **Favorites** stores links to and reflections about any content in AzCIS.

9. **Sort and Assessment Results** records the results of the Exploration Tools.

10. **Stored Files and Links**, which stores work sample files and links to web pages where other work samples, such as PowerPoint and YouTube presentations may be housed. Resumes created outside Junior can be stored here too.

11. **The Sherlock Assessment Program (Optional)**

**NOTE:** If your middle school is linked to a high school version, you can link to the high school site/version by clicking the link at the top of the Home page. High school saved files will not be stored in AzCIS Junior however.

**Additional Resources**

AzCIS Junior provides various resources for students and staff. These are found at the bottom of the landing page in the black footer and on most pages in the system. **See sample page below:**

Curriculum: links to AzCIS 8-12th grade curriculum.
Tools for Users contains various quick starts, tutorials and support materials to help students use AzCIS Junior more autonomously and to help parents as they assist their youth with career development.

Tools for Educators contains curriculum materials, tutorials, quick starts, a bookmark, and an Implementation Framework, which can help structure the use of AzCIS Junior in one of three basic fashions. This is also where you can go annually to learn "What's New" in AzCIS Junior.

Tools for Parents contain activities, articles and ideas for involving parents in children's career development. There are helpful tips and resources to help parents keep their students on track for their academic and career futures.

Training materials and resources can help to train for using AzCIS. Arizona-specific resources, such as the Arizona state guidance handbook, CTE Standards, and the Arizona Program of Study guide are linked from AzCIS Junior in this area.

Assignment

- Link to or use AzCIS Junior and review the contents.
- Review the Implementation Framework; identify how you would use Junior in your site.
- Review the ECAP and identify a key activity for your classroom or guidance group.