Why CIS in High School?

Finding Meaningful Work and Education

The purpose of career development is to help people make meaningful decisions about their lives and teach them the skills they will need to manage their future. In schools, it can help engage students by connecting their schoolwork and activities to their future plans, empowering them to take the next step. As students engage with their own career development, they learn how to plan successful transitions between education levels and occupations. Good plans require accurate information in order to be effective.

The Oregon Career Information System (CIS) gathers detailed data from the national, state, and regional levels and presents it online in an easily navigable and interconnected system. The information in CIS is reviewed and updated at least annually so that students can make informed decisions based on current and local information. Each student can create a Portfolio with her unique username and password to access CIS through your school’s license.

https://oregoncis.uoregon.edu

Oregon CIS is accessed by students online using their own personal Portfolio login.
The Value of Localized Information
Oregon CIS is designed to meet the needs of all Oregonians. Besides being rigorously researched and updated annually, the information in CIS is localized throughout our components, assessments, exploration tools, and resources. This means that we include the most specific information about a region or locale within Oregon, or about the state itself. When applicable, we then compare the local data to national data using charts or graphs.

Helping Students Achieve Their Dreams
The level of specificity of information in CIS has a direct relationship to important life choices that your students will make.

For example, in our occupation descriptions we list the most recent statistics for how many people were employed in a particular region within Oregon. This level of specificity of information has a direct relationship to important life choices that your students will make. If a student in coastal Oregon is interested in accounting, she can use CIS to find out that, while the annual number of job openings for accountants in Oregon is very high, over half of accountants are employed in the Portland Metro area. It’s important for her to realize that she may have to move in order to find an entry-level job. This realization may lead to her considering attending a university in the Portland area in order to begin forming relationships with employers while still a student. She can then use CIS to look for scholarships at that university based on her interest area. She might also discover that she would prefer getting a two-year degree in bookkeeping so she can begin earning wages while working toward her 4-year accounting degree.

The “At a Glance” topic for the Accountants and Auditors occupations summarizes the occupation.
However, information in CIS is not limited to helping only college-bound students. We also include descriptions of every accredited or licensed postsecondary program of study or training offered in Oregon below the two-year level. Every year, we verify which schools are accredited and licensed in Oregon and survey them to update our information and program descriptions. For example, we include a detailed program description of Albany Weld-Trade School’s WIOA-eligible 10 week certificate program.

But we don’t stop there. Program descriptions also include, among other things: contact information for the program, tuition and fees, links to the program’s website, degree or certificate outcomes from the program including transfer degrees, whether the program is a Career Pathway Certificate, whether it is WIOA-eligible, and whether it is full time or part time.

From the general program description, students can view descriptions of programs at schools in Oregon.
Program descriptions are only one example of the level of detail that CIS strives for. Consider these examples of how we incorporate relevant and localized information into CIS:

- **Over 1100 Oregon-specific scholarships**: We survey various organizations in Oregon that offer scholarships and constantly add new scholarships to the system and remove discontinued ones. All Oregon scholarships are updated every year and coded so they appear in Financial Aid Sort, based on the criteria students select.
- **Regional wages**: We gather the most recently reported regional wage data for occupations with Oregon.
- **Employment and Outlook**: We include the most current employment statistics for regions within Oregon, as well as the projected 10-year growth rate of the occupation and the number of annual openings.
- **Barriers to Employment**: We research which occupations have barriers to employment for those with a criminal record within Oregon.
- **Licensing and Certification**: We list licensing and certification requirements for occupations within the state of Oregon, including associated fees and licensing boards or agencies.
- **WICHE: WUE, PSEP, and WRGP**: We include information about how Oregon residents can attend out-of-state schools at reduced tuition rates through WICHE. We then link to programs that are offered by out-of-state schools where Oregon residents can receive reduced tuition and list the schools that offer that program.
- **Oregon Transfer Policies**: We include the transfer polices of all the major four-year schools within Oregon in the system. We update the policies every year.
- **Career Learning Areas, Essential Skills, and Oregon Skill Sets**: We list the ODE’s six defined Career Learning Areas (CLAs) and incorporate comprehensive information about them and the Essential Skills. We also enable students to automatically pull in the Oregon Skill Sets to their CRLEs and Extended Application based on the occupation or CLA that they choose.

These examples of localized information are found throughout CIS and are updated or reviewed annually. Whatever the area, CIS includes the most detailed and comprehensive information available to help remove barriers for students and adults planning their education and careers. The level of accuracy and detail in CIS empowers students to make informed decisions about their next steps and to continue to use CIS during times of transition and planning throughout their lives.
An Interconnected System

CIS is a completely interconnected system. Relevant resources are linked to from within whatever topic you are exploring.

For example, if a student is looking at a particular occupation, she can link directly to a program of study that leads to that occupation. From within that general program description, she can view actual descriptions of programs at Oregon schools. She can then link to scholarships offered for that program of study.

Additionally, she can look at other occupations related to the occupation she’s viewing, or crosswalk the civilian occupation to a corresponding military occupation.

Related Information

Instruct students to explore the Related Information topics so they can find out more about other resources within CIS that are directly related to what they’re already exploring. These links help students explore careers and education and begin dreaming and planning what they want to do and achieve.

The Related Information topics are always located near the bottom of the left-hand navigation bar within occupations, military occupations, Career Learning Areas, program descriptions, and apprenticeships. The topics differ slightly depending on the applicable information for a particular occupation or program of study. For example, the “Self-Employment” link only shows up for occupations where at least 10% of people are self-employed.

The Related Information topic in an Occupation and a Program of Study

Relevant Resources

In addition to linking directly to related information within CIS, we also provide links to relevant resources outside of CIS, such as job posting websites, professional organizations, and licensing boards or agencies.
The Importance of a Student’s Portfolio

A student’s Portfolio empowers her to take control of her own career and educational development by using accurate information to make informed decisions about her future. Teachers and counselors can support students long after graduation by teaching them how to effectively use CIS to explore the world of work, set career goals, make decisions, and find the information they need in order to achieve their dreams.

The Portfolio facilitates student exploration and engagement by providing students with a repository of their saved assessments, favorite occupations, programs, and scholarships, career-related learning experiences, as well as valuable tools such as the Résumé Creator.

For example, a student can click on Sort and Assessment Results in her Portfolio to look at the results from the SKILLS assessment she took last year and then explore occupations. She could also export formatted résumés from the Résumé Creator to send to potential employers.

A student’s Portfolio gives her individualized access to all the resources in CIS.

Consider this example of career exploration: a high school student can take an assessment that gives her a list of several occupations. From that list she saves “Civil Engineer” to her Portfolio and reads about common work activities, required post-secondary education, employment projections, and wages for Civil Engineers. From the occupation, she links directly to related programs of study and saves the Civil Engineering program. She then looks at a detailed description of Oregon State University’s Civil Engineering BS degree. She learns from CIS about OSU’s accreditation, areas of concentration within the program, and views tuition costs and fees for the program. Within CIS, she can also find Oregon-specific scholarships for women in engineering and view Oregon-specific information about the occupation, such as licensing and certification requirements.
Fulfilling the Personalized Learning Requirements

In addition to providing students with a research-based structure for career development, the Career Plan fulfills Oregon’s Personalized Learning Requirements for the Oregon Diploma.

Oregon first adopted portions of what we now call the Personalized Learning Requirements in the 1990s. Although the requirements have evolved over the years, the fundamental commitment to instilling in students the ability to self-manage their education and career goals has not. There are four components to the Personalized Learning Requirements, as outlined by the Oregon Department of Education [1]:

- **Education Plan:** “A formalized plan and a process that involves student planning, monitoring, and managing their own learning and career development during grades 7-12. Students create a plan for pursuing their personal and career interests and post-high school goals connected to activities that will help them achieve their goals and successfully transition to next steps.”

- **Education Profile:** “Documentation of student progress and achievement toward graduation requirements, goals, and other personal accomplishments identified in the student’s education plan.”

- **Career-Related Learning Experiences (CRLEs):** “Career-related learning experiences are structured educational experiences that connect learning to the world beyond the classroom. They are planned in the student’s education plan in relation to his/her career interests and post-high school goals. Experiences provide opportunities in which students apply academic, career-related, and technical knowledge and skills and may also help students to clarify career goals.”

- **Extended Application:** “Extended application is the application of knowledge and skills in the context of the student’s personal and career interests and post-high school goals. Students use knowledge and skills to solve problems, create products, and make presentations in new and complex situations.”

Oregon CIS was specifically designed to document these four requirements and is designated as the Oregon’s official career information system by governmental executive order. The Career Plan provides activities that meet the Education Plan and Profile and directs students to the CRLE Planner and Senior Project/EA Project where students can document the completion of their experiences. The Education Profile also requires some additional formal student records, such as grades, which are stored outside of CIS.

How CIS fulfills Oregon’s Personalized Learning Requirements

**Career Plan:** Documented through 16 online reflection entries. The Career Plan also includes activities to help students write meaningful reflections. If the full scope of the Career Plan is followed, students also document the other Personalized Learning Requirements. *(Included in a student’s PEP report.)*

**Résumé Creator:** An online repository of activities, achievements, and experiences. Creates multiple styles of résumés and a scholarship activities chart. *(Included in a student’s PEP report.)*

**Course Planner:** An online six-year course planner. The Site Administrator can upload your school’s course listings and link courses together to create pathways. *(Included in a student’s PEP report.)*

**CRLE Planner:** A framework for documenting a student’s career-related learning experiences and identifying meaning in the process. *(Included in a student’s PEP report for some customized schools or districts.)*

**Senior Project/EA Project:** An in-depth framework for documenting the Extended Application, including fields for general project information, the essential question, the project proposal, skills and knowledge, the Oregon Skills Sets, the Career-Related Learning Standards, a work plan and journal, a reflective essay, and a project abstract, as well as structure for mentor evaluation.

*Note: In addition to the information stored in CIS, the Education Profile also requires some additional formal student records, such as grades, which are stored outside of CIS.
Using the Résumé Creator
One of the most valuable tools in CIS is the Résumé Creator. Throughout high school, students save information to the Résumé Creator about their education history, work history, volunteer work, achievements, activities, skills, and references, among other things.

Success after Graduation
You set your students up for success by teaching them how to use the Résumé Creator. CIS often receives phone calls from students several years out of high school who want to access their portfolios because of the information they saved in the Résumé Creator.

Seniors can use the information stored in the Résumé Creator to apply to schools, scholarships, and jobs. The Résumé Creator provides four standard résumé formats that students can choose from when exporting their résumé to a Word, PDF, or TXT document. After exporting résumés, students should review and edit them for the specific audience they’re addressing.

Students save information in the Résumé Creator and then choose what to include when exporting résumés.

Applying for OSAC Scholarships Using the Activities Chart
CIS has partnered with the Office of Student Access and Completion (OSAC) to help students apply for scholarships. As students complete the Career Plan over four years of high school, they enter activities and accomplishments in the Résumé Creator. This information can then be imported into the OSAC Scholarship Application to complete the Activities Chart section of the application.

To access the Activities Chart, students log into CIS using their Portfolios and go to: My Portfolio > Activities Chart. The OSAC Scholarship Application typically opens in November.
Training & Support from CIS

Part of our passion is providing you with the best support possible.

We are available during regular business hours to provide on-call support and technical assistance for any implementation, training, or software questions. We offer one hour professional development webinars and welcome suggestions for webinar topics.

We provide free online training using a third party screen-sharing product so you can watch as we walk through the system and answer your questions. We also provide on-site training, professional development, and customized workshops for an additional fee.

Contact us with any questions or suggestions: 800.495.1266 or CISservice@uoregon.edu.

Annual Calendar

CIS training and service specialists provide on-demand training and support year-round. Training staff also coordinate the Oregon CIS Regional Fall Workshops, which are hosted by community colleges throughout Oregon in late September, October, and early November.

Here is a brief overview of our calendar:

**August – September:** “Fall Release” of the updated system. This includes publishing our updated information on all schools, occupations, programs of study, scholarships, and reviewed and updated tools and informational components.

**September – November:** Trainers coordinate and present hands-on Fall Workshops in computer labs throughout Oregon as well as providing on-site training and webinars. Analysts survey Oregonians working in occupations to gather data for the Fall Release.

**December – January:** Planning and mini “Winter Release” of the system, including the updated minimum wage information.

**January – March:** Analysts update Oregon scholarships and financial aid information for the next Fall Release. Trainers provide on-site training and webinars.

**March – July:** Analysts update Oregon school and employment information for the next Fall Release. Trainers provide on-site training and webinars, as well as update support materials and begin planning for Fall Workshops.

**Ongoing:** Research and development projects, as well as service projects occur throughout the year.

Drop Us a Line

We welcome your feedback, input, and suggestions at any time during the year! Please contact us with any questions or suggestions: 800.495.1266 or CISservice@uoregon.edu.