



# CAREER

Interests, Preferences, and Strengths

# INVENTORY

User Manual

# CIPSI



# CIPSI Career Interests, Preferences, and Strengths Inventory

## User Manual

Gary M. Clark

Katherine O. Synatschk

James R. Patton

Lawrence E. Steel



8700 Shoal Creek Boulevard  
Austin, Texas 78757-6897  
800/897-3202  
[www.proedinc.com](http://www.proedinc.com)



© 2012 by PRO-ED, Inc.  
8700 Shoal Creek Boulevard  
Austin, Texas 78757-6897  
800/897-3202  
[www.proedinc.com](http://www.proedinc.com)

All rights reserved. No part of the material protected by this copyright notice may be reproduced or used in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without prior written permission of the copyright owner.

#### Limited Photocopy License

Permission to reproduce these materials for these and other purposes must be obtained in writing from the Permissions Department of PRO-ED, Inc.



# Contents

<b>Acknowledgments</b> .....	vi
<b>1. Introduction</b> .....	1
Backdrop for Career Planning.....	1
School-to-Work Opportunities Act and Goals 2000: Educate America Act .....	1
National Career Development Guidelines and National Standards for School Counseling Programs.....	1
Individuals with Disabilities Education Act .....	1
The Importance of Exploration.....	2
A System for Organizing Careers—Career Clusters.....	2
Primary Purpose and Development of the CIPSI.....	4
Description and Uses of the CIPSI.....	5
Personal Interests Survey.....	5
Strengths Survey .....	7
General Preferences Survey .....	7
Careers Survey .....	7
<b>2. Quick Start to Using the CIPSI</b> .....	9
Activating Your CIPSI Account .....	9
Signing In to Your CIPSI Account.....	9
Adding Students to the CIPSI Account .....	10
Printing the Password List .....	11
Signing In as a Student.....	12
Printing the Paper CIPSI Form .....	13
Data Entry From the CIPSI Form .....	13
Printing Student Reports .....	14



Generating the CIPSI Group Report .....	14
Accessing CIPSI Resources .....	14
Adding Seats to Your CIPSI License .....	15
3. Using the CIPSI for Career Exploration .....	16
Informal Assessment for Career Planning .....	16
Student Reports.....	16
Personal Interests Report.....	17
Strengths Report .....	18
General Preferences Report .....	19
Careers Report .....	19
Summary Report .....	20
CIPSI Interpretive Report .....	20
Using CIPSI Results.....	21
Individual Guidance.....	21
IEP Planning.....	21
Follow-Up.....	22
Exploring Careers Activities.....	22
Planning for Careers Activities .....	22
References .....	23
About the Authors .....	24



## Acknowledgments

We are indebted to many people who supported our efforts to construct and test the *Career Interests, Preferences, and Strengths Inventory* (CIPSI). They were generous in their contributions, time, and advice, and we could not have completed the instrument without their assistance. We especially want to thank the following people: Martin E. Synatschk, Karen Wolffe, Kimi Patton, and numerous students and their teachers. We could not have produced the CIPSI without the help of these dedicated professionals—thank you to each and all.

We also want to thank the students who are using the CIPSI and participated in the field-testing. We appreciate your contributions as well.



## Chapter 1

# Introduction

Preparing students for life after high school is an exciting and worthwhile objective for professionals in schools today. As educators, we expect our students to be prepared to make successful transitions within our educational system and, upon leaving our K–12 institutions, to work or further education. Career planning can help students and families achieve these expectations.

## Backdrop for Career Planning

Federal law and various national standards support and guide career planning for all students. These major supports are discussed below.

### School-to-Work Opportunities Act and Goals 2000: Educate America Act

Some legislation supports school-to-work transition services for all students. The School-to-Work Opportunities Act of 1994, coupled with the Goals 2000: Educate America Act of 1994, prompted school-based education that is tied to employment and other adult outcomes.

### National Career Development Guidelines and National Standards for School Counseling Programs

National standards have been developed to guide career planning for all students. The National Career Development Guidelines (America's Career Resource Network, 2004) provide a framework of knowledge and skills that young people need to manage their careers effectively. Standard A of the National Standards for School Counseling Programs, established by the American School Counselor Association (Campbell & Dahir, 1997), specifies that students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

### Individuals with Disabilities Education Act

In 2004, Congress updated the nation's special education law, the Individuals with Disabilities Education Act (IDEA), seeking to improve transition planning for students with disabilities. To strengthen transition planning, several assessment-related requirements were added to IDEA.

IDEA 2004 requires that transition services be based on the student's strengths as well as his or her preferences, interests, and needs. The Act also includes a provision specifying that schools use age-appropriate assessments in the areas of employment, education, training, and when appropriate, life skills. Activities developed for transition services must be part of a results-oriented process, to ensure that these activities produce success for the individual. IDEA 2004's federal regulations make it clear that Individualized Education

Plan (IEP) teams are free to begin transition planning at an age younger than 16, if the team determines it is appropriate to do so. Many students with disabilities can benefit from transition planning activities that begin in middle school, and a number of states begin transition planning when students reach age 14.

Although it is challenging to facilitate the career development of every student, the task is achievable and, like so many things in life, it is a journey that begins with one small step.

## The Importance of Exploration

The process of career development begins with the small step of career awareness, which leads to career exploration and, eventually, career planning. This developmental process builds on the student's knowledge of self, knowledge of career information, skills, attitudes, and experiences. According to Pellegrino (2006), "Students come with preconceptions about how the world works which includes beliefs and prior knowledge acquired through various experiences" (p. 3). Unfortunately, these preconceptions, particularly concerning the nature and structure of the world of education and work, are often incomplete, inaccurate, and stereotypical. Therefore, before we ask students to have well-developed plans for the future, we must enrich their knowledge, skills, and experiences so they have ample data to set appropriate goals for the future.

Career awareness and career exploration are two steps of the process that are best begun early and repeated often. These steps require time and attention beginning in elementary school and should be revisited in middle and high school. Table 1 illustrates a recommended planning process that follows the sequence of awareness, exploration, and planning.

Time spent on exploration is a great investment in students' abilities to eventually make good, appropriate plans for themselves. The process goes like this:

1. In the first step, students learn about themselves—their interests, preferences, and strengths—before learning about the world of work.
2. Next, students become aware of how careers are organized by similarities.
3. Finally, once they have been assisted through the process of aligning what they have learned about themselves with the possibilities in the world of work, they have a relevant set of careers to begin to explore.

Throughout the career awareness and exploration steps, we avoid hard and fast decisions about career selection, keeping all options open as the student explores.

## A System for Organizing Careers—Career Clusters

The U.S. Department of Education's Career Clusters—groups of occupations and broad industries that share certain features—are organized into 16 broad categories that encompass virtually all occupations, from entry through professional levels. Career Clusters identify the knowledge and skills needed to follow a pathway toward career goals and provide a context for exploring the many occupational options available. Each Cluster is divided into different pathways, which are grouped by the knowledge and skills required for occupations in these career fields. The Architecture and Construction Cluster, for example, includes architects, carpenters, and electricians. Each of the 16 Clusters is explained below (U.S. Department of Education, 2000).

- **Agriculture, Food, and Natural Resources**—producing, processing, marketing, distributing, financing, and developing agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources
- **Architecture and Construction**—designing, planning, managing, building and maintaining the built environment
- **Arts, Audio/Video Technology, and Communications**—designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services
- **Business Management and Administration**—planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations
- **Education and Training**—planning, managing, and providing education and training services and related learning support services, such as administration, teaching/training, administrative support, and professional support services
- **Finance**—planning and related services for financial and investment planning, banking, insurance, and business financial management
- **Government and Public Administration**—planning and executing government functions at the local, state, and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations
- **Health Science**—planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development
- **Hospitality and Tourism**—planning, managing, and providing restaurant and food/beverage services, lodging, travel and tourism, recreation, amusement, and attractions
- **Human Services**—planning, managing, and providing services related to families and human needs, such as counseling and mental health services, family and community services, personal care, and consumer services
- **Information Technology**—designing, developing, supporting, and managing hardware, software, multimedia, and systems integration services
- **Law, Public Safety, Corrections, and Security**—planning, managing, and providing legal, public safety, protective services, and homeland security, including professional and technical support services
- **Manufacturing**—planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities, such as production planning and control, maintenance, and manufacturing/process engineering
- **Marketing**—planning, managing, and performing marketing activities to reach organizational objectives, such as brand management, professional sales, merchandising, marketing communications, and market research
- **Science, Technology, Engineering, and Mathematics**—planning, managing, and providing scientific research and professional and technical services, including laboratory and testing services and research and development services



- **Transportation, Distribution, and Logistics**—planning, managing, and moving people, materials, and goods by road, pipeline, air, rail, and water and related professional and technical support services, such as transportation, infrastructure planning and management, logistics services, mobile equipment, and facility maintenance

Basing career awareness and exploration efforts on the 16 Career Clusters allows students to identify a broad grouping of careers that matches their interests and offers a wide array of educational requirements. Programs of study are increasingly being aligned with the 16 Career Clusters, to guide students' high school and college experiences.

**Table 1 Career Planning Process**

Grade Level	Student Outcomes
Elementary school	Awareness of <ul style="list-style-type: none"> <li>■ Interests</li> <li>■ Career Clusters</li> <li>■ Values</li> <li>■ Sources for information</li> </ul>
Middle school	Exploration of <ul style="list-style-type: none"> <li>■ More in-depth information about careers</li> <li>■ Interests, strengths, and preferences</li> <li>■ The relationship of coursework and school learning opportunities to occupations</li> <li>■ Job shadowing experiences, mentors</li> </ul>
High school	Planning for <ul style="list-style-type: none"> <li>■ Opportunities to fine-tune their interests, strengths, and preferences through coursework and extracurricular activities</li> <li>■ Opportunities to enhance their employability skills</li> <li>■ Detailed career information searches</li> <li>■ Opportunities for internships, apprenticeships, and paid employment</li> </ul>

## Primary Purpose and Development of the CIPSI

The *Career Interests, Preferences, and Strengths Inventory* (CIPSI) has been developed to provide four exploration experiences for all students beginning the career planning process. The CIPSI offers a system to help students examine their personal interests, strengths, and general preferences in relation to the Career Clusters. Once students have focused on these factors, they can combine the results to explore careers that align across interests and strengths.

Based on analyses of the descriptions of interests, skills, and knowledge related to the occupations making up each of the 16 Career Clusters, items for each of the CIPSI surveys were developed. Items were selected on the basis of being relevant for students, being discretely aligned with the Career Clusters, and being representative of a range of occupations, from entry-level to professional-level skills. Survey items were field-tested with

students from fifth grade through college and were reviewed by a number of professionals, including teachers of students with disabilities, teachers in general education, transition specialists, career counseling professionals, and professional school counselors. The reading level of the items was adjusted as necessary to increase readability. Both the computerized version and the paper-and-pencil version of the CIPSI surveys were used with students in the field tests.

## Description and Uses of the CIPSI

The CIPSI is an informal tool for beginning the personal assessment and career exploration process with students from fifth grade through high school graduation. The CIPSI takes into account personal interests, strengths, general preferences, and favored careers and aligns the students' choices with the U.S. Department of Education's 16 Career Clusters. Students may examine each of these facets separately, and then in combination, so they can begin to explore the careers within the Clusters that most reflect their interests and strengths. Students identify and learn about the Career Clusters most relevant to them in four separate surveys: the Personal Interests Survey, the Strengths Survey, the General Preferences Survey, and the Careers Survey. The four surveys include short, low-reading-level items that represent careers requiring a broad range of educational and training levels.

The CIPSI can be administered to individuals or groups with either the computerized or the paper-and-pencil version. Uses of the CIPSI include the following:

- Examining the student's personal interests, general preferences, and strengths in one set of surveys
- Encouraging early exploration for students in middle school
- Allowing high school students to obtain information to develop a career choice action plan
- Generating information for employment and training goals for IEPs

The CIPSI is designed to facilitate the beginning steps of career awareness and career exploration by helping students reflect on their personal interests, strengths, and general preferences. Figure 1 illustrates the CIPSI Process. This process begins with the administration of each of the four surveys that are part of the CIPSI. After each survey is completed, students are invited to analyze how their responses align with the 16 Career Clusters. After students complete all four surveys, they can view a Summary Report that combines the results of the separate surveys. In-depth career exploration activities can follow using the Explore Careers Activities. Finally, students can use the Plan for Careers Activities for future planning.

### Personal Interests Survey

The Personal Interests Survey allows the student to select items of interest from everyday life at school, at home, and in the community. Interests express what we find intrinsically motivating (Ryan & Deci, 2000), and vocational interests have long been recognized as one of the cornerstones of career counseling (Kuder, 1939; Strong, 1927). If you want to know what decisions young people will make regarding courses, colleges, and careers, talk to them about their interests (Gysbers & Lapan, 2009). Whiston (2008) found that interest inventories are even better predictors of occupational choice than are expressed interests.

## Plan for Careers

## General Preferences

		Development		Design		Build/Release		Test		Deployment	
Category		<p>Figure 1.10: The SDLC process flow for the development of a new application</p>									
Phase											
Requirement											
Analysis											
Design											
Development											
Testing											
Deployment											
Monitoring											
Feedback											
Iteration											
Release											
Support											
End of Life											

Name _____	Date _____
<h3 style="text-align: center;">Career Planning—No Time Like the Present!</h3> <p>Complete these steps to make a plan for postsecondary training and career goals.</p>	
<input type="checkbox"/> Career Center _____	_____
<input type="checkbox"/> College Return to Consider _____	_____
<input type="checkbox"/> Training Programs to Consider _____	_____
<input type="checkbox"/> Courses that Support My Career Decision _____	_____
<input type="checkbox"/> Work-Based Learning Experiences I Plan to Join _____	_____
<input type="checkbox"/> Tests I Plan to Take to Reach My Goals _____	Date _____
<input type="checkbox"/> High School Graduation Plan I Am Pursuing _____	_____
<input type="checkbox"/> Required Courses I Need Right Now _____	_____
<input type="checkbox"/> Elective Courses to Support My Career Decision _____	_____
<input type="checkbox"/> Other Steps I Need to Take _____	_____

**CIPSI Summary**

[illegible]

6

In the Personal Interests Survey, students are asked to select a yes-or-no response to 69 items, such as “I like helping people with their problems” or “I like taking things apart and seeing how they work.” All items must be completed to generate a Personal Interests Report. Students may re-enter the survey at any time and adjust their responses as needed.

## Strengths Survey

The Strengths Survey assesses students’ perceptions of their strengths in school- and community-based activities. The results from this survey reveal students’ strengths, even if they are not so apparent in the academic environment. This survey presents students with items to help them indicate their strengths in relation to various abilities and skills associated with the world of work. The items reflect the students’ assessment of their general strengths related to demands such as reading, writing, perceptual abilities, manual dexterity, leadership, and the ability to understand and follow directions. They also reflect selected specific strengths related to demands such as drawing, painting, performing (music, dance, or theater), organizing, or using tools or machinery.

In the Strengths Survey, students are asked to select a yes-or-no response to 88 items, such as “I am good at paying attention to details” or “I am good at using maps, charts, graphs, and tables.” All items must be completed to generate a Strengths Report. Students may re-enter the survey at any time and adjust their responses as needed.

## General Preferences Survey

This survey allows students to demonstrate their preferences regarding work-related values that cut across the 16 Career Clusters. When the students are aware of their preferences, they are able to better discriminate among careers and make more appropriate choices for themselves.

In the General Preferences Survey, students are asked to select Very Important, Somewhat Important, or Not Important for 19 items, such as “The job allows me to make important decisions,” “This job is outdoors,” or “The job allows me to learn new skills and improve myself.” All items must be completed to generate a General Preferences Report. Students may re-enter the survey at any time and adjust their responses as needed.

## Careers Survey

This survey presents students with commonly recognized careers and asks them to note their interest in each career with a yes-or-no response. While the list is certainly not exhaustive given the thousands of job titles in existence, it presents an opportunity to gauge any interest the student may have in that or a related career. It contributes some additional information to the picture the student presents, along with stated personal interests, strengths, and general preferences.

In the Careers Survey, students are asked to select a yes-or-no response for 65 items, such as “Engineer,” “Landscaper,” “Doctor,” or “Teacher.” With each completed survey, students are provided a list of 20 additional careers as examples from their Career Cluster of interest. Further exploration of each of these careers leads to numerous additional careers. All items must be completed to show the survey as complete and to generate a Careers Report. Students may re-enter the survey at any time and adjust their responses as needed.

In the following chapters, we provide a manual for the administration and implementation of the CIPSI. In Chapter 2, we discuss activation and start-up procedures for the CIPSI. A discussion of the administrative reports follows. In Chapter 3, we discuss using the CIPSI for career exploration and provide in-depth information about each of the surveys and reports students may receive. We discuss using the CIPSI results for individual guidance, IEP planning, and group guidance. Finally, follow-up and extension activities are described.

It is a challenge to facilitate the career development of every student. It is our desire that the CIPSI materials will help you and your students take these first steps.



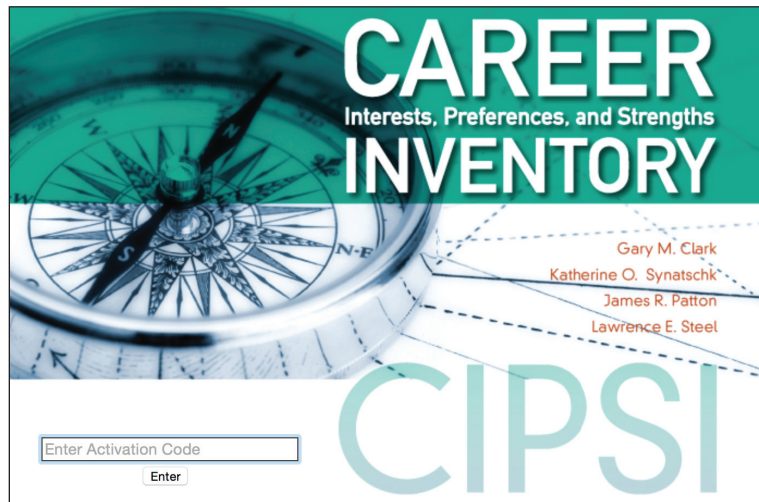


## CHAPTER 2

# Quick Start to Using the CIPSI

## Activating Your CIPSI Account


Once you have purchased a license for CIPSI, you will receive an e-mail message that includes a URL and an Activation Code. The CIPSI license is active for 12 months from the Date of Activation. All student seats expire at the time of the license expiration.



1. Follow the link to the Activation screen.
2. Enter the Activation Code (the 16-digit code unique to your order).
3. Click to Accept the License and Create an Account for CIPSI.
4. Enter your name, create a User ID, and Password (Passwords are case sensitive.).
5. Enter your email address.
6. Click Register Code.
7. Click to go to the CIPSI home page and Sign In to your account. Please bookmark the Sign In page for future use.

## Signing In to Your CIPSI Account

- Go to the CIPSI **Sign In** screen.
- Enter your User ID and Password.
- Click on **Sign In**.

- The Student List screen appears.
- To change the Administrator password, select **Account** on the Navigation bar on the Student List screen. Click on , enter new information, and click **Update**.

## Adding Students to the CIPSI Account

- To add an individual student, click the **Add User** tab on the Student List screen.

Students in **bold** have completed all surveys.

Students	Search <input type="text"/> <b>Add User</b> <b>Import Users</b>					
Reports	<b>Student ID</b>	<b>First Name</b>	<b>Last Name ↑</b>	<b>Grade</b>	<b>Group</b>	<b>Actions</b>
Resources	7563896	Michael	Anderson	10	Farrell	
Account	admin	Gary	Clark	11	admin	
Activation	7368903	Sierra	Cortez	9	Nguyen	
Log Out	7554820	Alice	Daniels	11	Nguyen	
	1234567	Good	Dinosaur	9	1234567	

- Complete all fields. Required fields have an asterisk. Use the Group field to place students in a grouping useful in your setting, for example, Transition Team or Advisory Group. Use the Comments field to include information you would like displayed in the Summary Report, such as test scores or internship experiences. Student passwords are generated automatically when a new student record is created and can be changed only by the Administrator, from the Student List screen.
- Click **Add** to save the record.

**Add** **Cancel**

**Student ID:**

**First Name:**

**Middle Initial:**

**Last Name:**

**Grade:**

**Gender:**

**Date of Birth:**

**Group:**

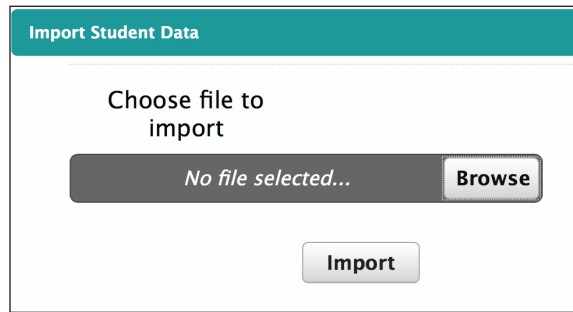
**Password:**

**Comments:**

- To add multiple students, import student names from a preexisting data file. Click the **Import Users** tab on the Student List screen.

Search <input type="text"/>	<b>Add User</b> <b>Import Users</b>					
<b>Student ID</b>	<b>First Name</b>	<b>Last Name ↑</b>	<b>Grade</b>	<b>Group</b>	<b>Actions</b>	
7563896	Michael	Anderson	10	Farrell		
admin	Gary	Clark	11	admin		
7368903	Sierra	Cortez	9	Nguyen		
7554820	Alice	Daniels	11	Nguyen		

- **Browse** to select your file.




**Import Student Data**

Choose file to import

No file selected... **Browse**

**Import**

- The CIPSI program will **Import** the following fields: Student Id #, First Name, MI, Last Name, Grade, Gender, and Group. The number of remaining licenses is displayed in the blue band at the top of the Student List screen and the Add Student screen.
- To edit a Student's record, click on , enter new information in editable fields and select **Update**.

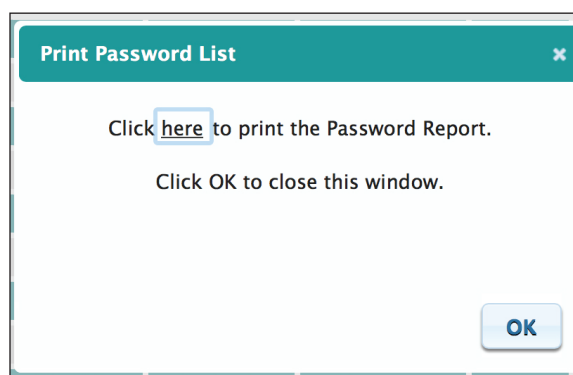
## Printing the Password List

Provide Sign In information for each student with the Password List report.

- Click **Reports** on the Navigation bar on the Student List screen.
- Click the box to the left of **specific students** who will receive a Password card, or click the box to the left of Student ID to include all students.
- Click the **Password List** tab, then click **here** to print and view the Password cards.

Students in **bold** have completed all surveys.

Students	Search	Student ID	First Name	Last Name ↑	Grade	Group
<input type="checkbox"/>						
<input checked="" type="checkbox"/>		7563896	Michael	Anderson	10	Farrell
<input checked="" type="checkbox"/>		admin	Gary	Clark	11	admin
<input checked="" type="checkbox"/>		7368903	Sierra	Cortez	9	Nguyen



**Print Password List** ✕

Click [here](#) to print the Password Report.

Click OK to close this window.

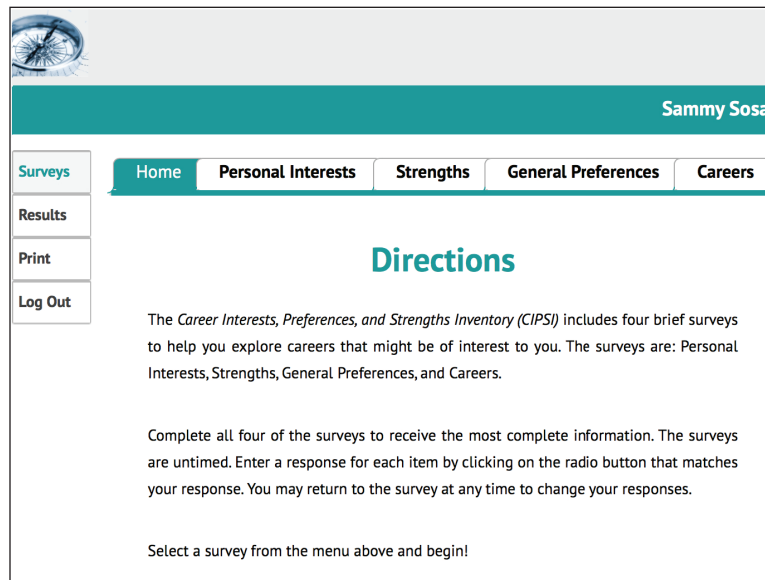
**OK**

Student: <b>Michael Anderson</b> User ID: <b>7563896</b> Password: <b>ander904</b>
Student: <b>Sierra Cortez</b> User ID: <b>7368903</b> Password: <b>corte383</b>

- Use your browser's **Print** function to print preperforated card sheets and distribute cards to students.
- Click the **OK** button or the "X" to close **Print Password List** box.

## Signing In as a Student

- Give students the URL to the CIPSI Sign In screen, their User ID, and password.
- Have students go to the CIPSI Sign In screen.
- Have students enter their **User ID** and **Password**.
- Click on **Sign In**.
- The Survey Directions screen appears.



The screenshot shows the CIPSI web interface. At the top left is a compass icon. The top right corner displays the user's name, **Sammy Sosa**. Below this is a navigation bar with tabs: **Home**, **Personal Interests**, **Strengths**, **General Preferences**, and **Careers**. On the left side, there is a vertical menu with buttons: **Surveys**, **Results**, **Print**, and **Log Out**. The main content area is titled **Directions** in large teal text. Below the title, there is a paragraph explaining that the CIPSI includes four brief surveys to help explore careers. Another paragraph states that the surveys are untimed and can be returned to at any time. At the bottom, it says "Select a survey from the menu above and begin!"

Once signed in, students have access to their CIPSI surveys, and completed survey results and reports are available. When the four surveys are completed, the student's name appears in boldface type in the Student List, and the Summary Report and Interpretive Report can be viewed, e-mailed, and printed.

## Printing the Paper CIPSI Form

One way to provide a print alternative to the online CIPSI is with the CIPSI Form. The CIPSI Form is a personalized paper response protocol for all selected students. The CIPSI Form will display each student's name, identification number, and the date the form was created.

- Click **Reports** on the Navigation bar of the Student List screen.
- Click the box to the left of **specific students** to receive a print CIPSI Form or click the box to the left of Student ID to include all students.
- Click on **CIPSI Form** tab, then click **here** to print.

**Career Interests, Preferences, and Strengths Inventory (CIPSI)**

**Student:** Sammy Sosa  
**Student ID#:** 3456789  
**Date:** 04/05/2016

**Personal Interests** - Choose Yes or No for each item. Complete each item.


	Yes	No	
1. I like writing.	<input type="checkbox"/>	<input type="checkbox"/>	1.
2. I like following clearly defined instructions.	<input type="checkbox"/>	<input type="checkbox"/>	2.
3. I am interested in living in a foreign country.	<input type="checkbox"/>	<input type="checkbox"/>	3.
4. I like contributing my thoughts and ideas to group discussions.	<input type="checkbox"/>	<input type="checkbox"/>	4.
5. It is most important for me to be honest.	<input type="checkbox"/>	<input type="checkbox"/>	5.
6. I like spending time outdoors.	<input type="checkbox"/>	<input type="checkbox"/>	6.
7. I like being active in student government.	<input type="checkbox"/>	<input type="checkbox"/>	7.
8. I enjoy doing research.	<input type="checkbox"/>	<input type="checkbox"/>	8.
9. I am interested in environmental issues.	<input type="checkbox"/>	<input type="checkbox"/>	9.
10. I like speaking in public.	<input type="checkbox"/>	<input type="checkbox"/>	10.

- Click your browser's **Print** function to print.

An alternative to printing forms is to purchase #14254 CIPSI Inventory Booklets (pack of 25) for preprinted booklet of the four surveys.

## Data Entry From the CIPSI Form

After administering the preprinted or self-printed CIPSI Form, administrators can enter student responses quickly from the Student List screen.


- Click on  by the student's name.
- Select the appropriate **Survey** tab.
- Click the box beside the **No** response. Click **OK**. All responses will then be shown as No. The default choice for the General Preferences survey is Not Important.

<b>Students</b> <b>Surveys</b> <b>Reports</b> <b>Resources</b> <b>Account</b> <b>Activation</b> <b>Log Out</b>	Home	Personal Interests	Strengths	General Preferences	Careers
	<div>Personal Interests</div> <div>Yes No</div> <div> <input type="checkbox"/> <input type="checkbox"/> </div>				
	1.	I like writing.	<input checked="" type="radio"/>	<input type="radio"/>	1.
	2.	I like following clearly defined instructions.	<input type="radio"/>	<input type="radio"/>	2.
	3.	I am interested in living in a foreign country.	<input checked="" type="radio"/>	<input type="radio"/>	3.
	4.	I like contributing my thoughts and ideas to group discussions.	<input type="radio"/>	<input type="radio"/>	4.

- Click **Yes** for the items the student answered as Yes.
- Click **Save Responses** button.



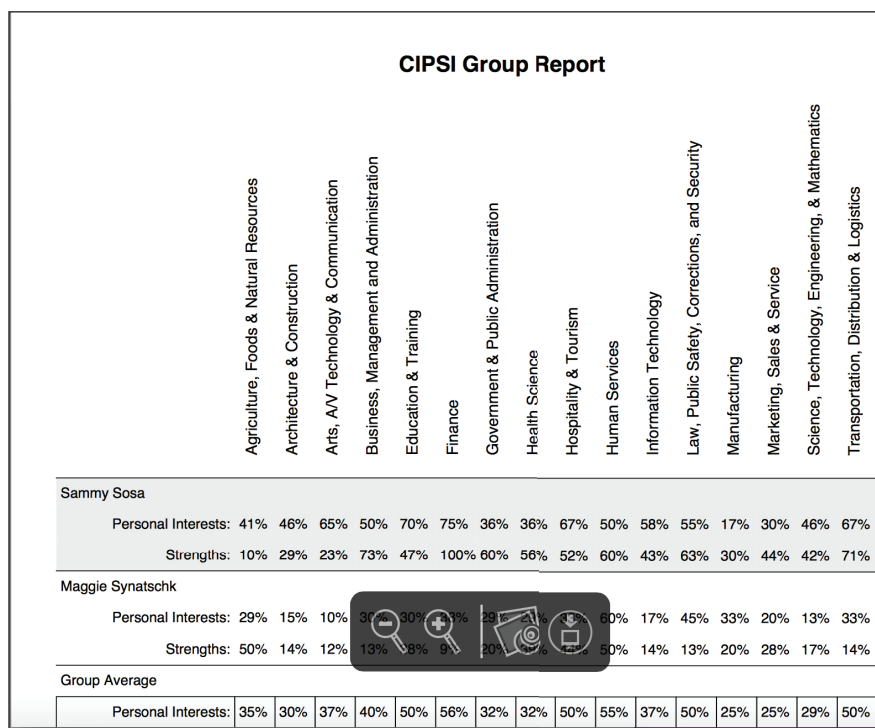
## Printing Student Reports

- Click the  in the Actions column by the student's name.
- Choose from the selection of Student Reports.
- Click your browser's **Print** function to print.

## Generating the CIPSI Group Report

Compare selected students' strengths and interests to customize group instruction by focusing on careers that may be of interest to many students in the group. The report displays and generates group averages for students' personal interests and strengths in each of the 16 Career Clusters.

- Click **Reports** on the Navigation bar on the Student List screen.
- Click the box to the left of **specific students** to be included in a Group Report, or click the box to the left of Student ID to include all students.
- Click the **Group Report** tab, click [here](#) to print.

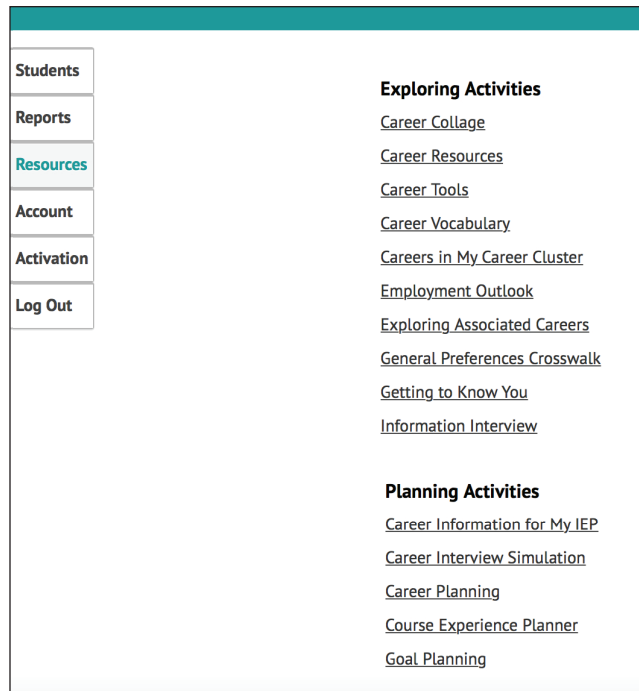


- Click your browser's **Print** function to print.

## Accessing CIPSI Resources

Promote exploration and planning skills with the CIPSI Resources. There are 10 Exploration and 5 Planning Activities for use with your students using the CIPSI.

- Click **Resources** on the Navigation bar on the Student List screen.
- Click on the desired activity's title.
- Use your browser's **Print** function to print.



## Adding Seats to Your CIPSI License

After purchasing additional seats for your CIPSI license, you will receive an e-mail message that includes a URL and an Activation code.

1. If you are adding seats to your **existing** account, follow **your usual link to the Sign In** screen, sign in with your ID and password, and click on **Sign In**.
2. Select **Activation** on the Navigation bar on the Student List screen.
3. Click **Add New Code**. Enter the new Activation code.
4. Click **Add**.

Newly added seats will have an expiration date 12 months from the date activated. **Note any remaining seats on previous licenses and plan to use them before expiration.**

## CIPSI License Expiration

All licenses expire 12 months from the date of activation. To check expiration dates:

1. **Sign In**
2. Click on **Activation** on the Navigation bar and note the Expiration Date for the license(s) in your account.

After the license has expired, Admin Users are able to Sign In and access Student Reports only. After expiration, reports can be downloaded, e-mailed, or printed. No changes can be made to the Student Record or survey choices after expiration.



## Chapter 3

# Using the CIPSI for Career Exploration


The *Career Interests, Preferences, and Strengths Inventory* (CIPSI) is a tool that facilitates career awareness and exploration by helping students examine their personal interests, strengths, and general preferences, along with their interests in particular careers. Students' responses are compared to the interest and strength profiles of the 16 Career Clusters, which were created by the U.S. Department of Education to help job seekers know what careers are available and how to prepare for them.

## Informal Assessment for Career Planning


The CIPSI is an example of an informal assessment that helps students manage the transition from school to postsecondary education and career planning. Informal assessments are desirable because of their subjective flexibility (Clark, 2007). In the CIPSI, students reflect on their interests, preferences, strengths, and values, and their responses are compared to the Career Cluster profiles. As students' interests, preferences, and values change, so can their CIPSI results. Increases in knowledge and awareness can be reflected in the program's results. Informal assessments are well suited to frequent use.

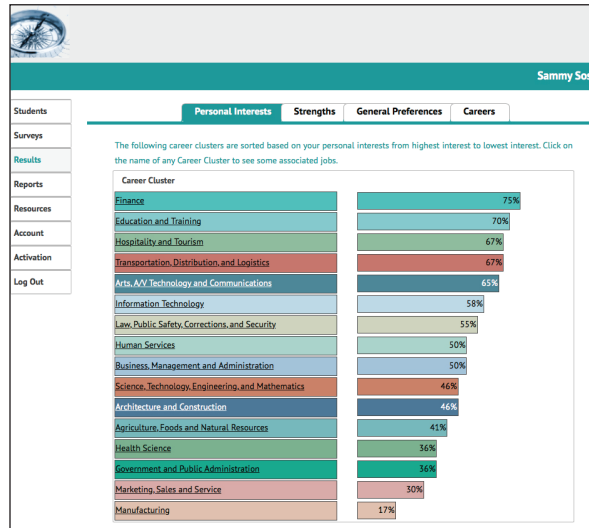
The content validity of the CIPSI is based on the degree to which the items align with documented descriptions of the Career Cluster profiles. Because the CIPSI is based on the established descriptions of the 16 Career Clusters created by the U.S. Department of Education and the descriptions of careers made available from the U.S. Department of Labor and verified by career professionals, the CIPSI has content validity.

## Student Reports

When students complete all responses in an individual CIPSI survey, they can print a report for that particular survey. Once all four surveys have been completed, the Summary Report becomes available. As students exit a completed survey, they can click on Results on the navigation bar. When all four surveys have been completed, they will be able to view the Summary. Administrators can print reports by selecting  by the student's name from the Student List screen. Each of the survey options is described in the following sections.


## Personal Interests Report

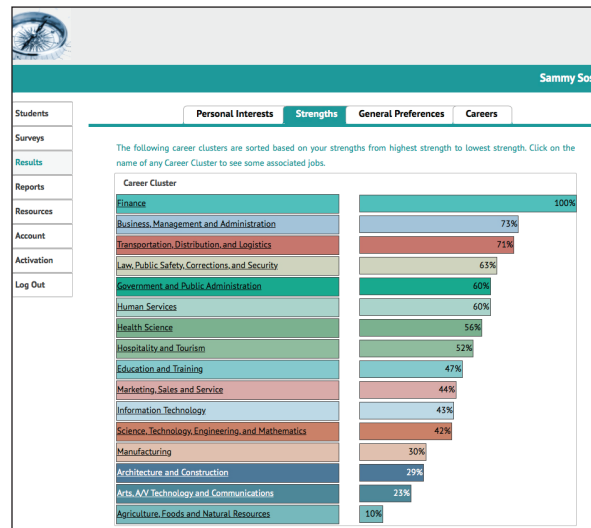
This report sorts the Career Clusters based on the student's personal interests, from highest interest to lowest interest, and shows the Yes responses selected by the student. The percentage listed by each Career Cluster reflects the number of the student's indicated interests out of the total interests possible for that Cluster. When the title is selected, the Personal Interests—Related Careers Report, which displays 20 jobs within that Cluster with SOC Codes and minimum education requirements, displays. The report may be printed by selecting  by the student's name and click on Personal Interests.




Career Name	SOC #	Minimum Education
Tax Preparer	13-2082	Moderate-term on-the-job training
Insurance Appraiser	13-1052	Long-term on-the-job training
Bookkeeping Clerk	43-3031	Moderate-term on-the-job training
Financial Advisor	13-2052	Bachelor's degree
Financial Analyst	13-2051	Bachelor's degree
Customer Service Representative	43-4051	Moderate-term on-the-job training
Bill and Account Collector	43-3011	Short-term on-the-job training
Insurance Sales Agent	41-3021	Bachelor's degree
Brokerage Clerk	43-4011	Bachelor's degree
Actuary	15-2011	Bachelor's degree
Personal Finance Advisor	13-2052	Bachelor's degree
Bank Teller	43-3071	Short-term on-the-job training
Payroll and Time Keeping Clerk	43-3051	Moderate-term on-the-job training
New Accounts Clerk	43-4141	Work experience in a related occupation
Loan Counselor	13-2071	Bachelor's degree
Tax Examiner and Revenue Agent	13-2081	Bachelor's degree
Survey Researcher	19-3022	Master's degree
Insurance Underwriter	13-2053	Bachelor's degree
Stock Broker	41-3031	Bachelor's degree
Mortgage Title Agent	23-2093	Bachelor's degree

## Strengths Report


This report sorts the Career Clusters based on the student's self-reported strengths, from highest to lowest, and shows the Yes responses selected by the student. The percentage listed by each Career Cluster reflects the number of the student's indicated strengths out of the total strengths possible for that Cluster. When the title is selected, The Strengths-Related Careers Report, which displays 20 jobs within that Cluster with SOC Codes and minimum education requirements, is generated. More extensive information may be viewed by selecting any occupation title. The report may be printed by selecting  by the student's name and clicking on Strengths.

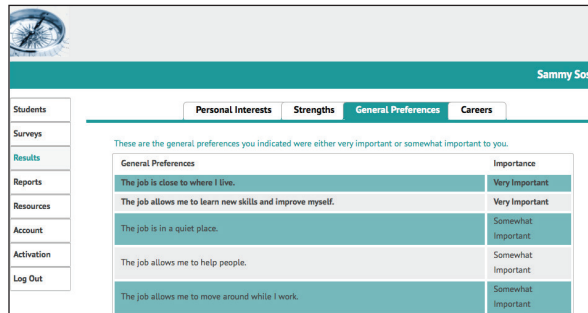



Career Name	SOC #	Minimum Education
Receptionist	43-4171	Short-term on-the-job training
Stock Clerk	43-5081	Short-term on-the-job training
Accountant and Auditor	13-2011	Bachelor's degree
Manager	11-1021	Bachelor's degree
Medical Secretary	43-6013	Postsecondary award
Network Systems and Data Communications Specialist	15-1081	Associate's degree
Human Resources Specialist	13-1079	Bachelor's degree
Computer Software Engineer	15-1051	Bachelor's degree
Cargo and Freight Agent	43-5011	Associate's degree
Industrial Production Manager	11-3051	Associate's degree
Sales Manager	11-2022	Bachelor's degree
Sports or Performer Agent	13-1011	Bachelor's degree
Employment Recruitment and Placement Specialist	13-1071	Bachelor's degree
Venture Capitalist	11-9199	Bachelor's degree
Financial Manager	11-3031	Bachelor's degree
Office Clerk	43-9061	Short-term on-the-job training
Tax Preparer	13-2082	Moderate-term on-the-job training
Statistician	15-2041	Master's degree
Budget Analyst	13-2031	Bachelor's degree
Training and Development Specialist	13-1073	Bachelor's degree



## General Preferences Report

This report shows general preferences that the student rated as either Very Important or Somewhat Important. The responses are sorted according to importance. The report may be printed by selecting  by the student's name and clicking on General Preferences.




Sammy Sosa

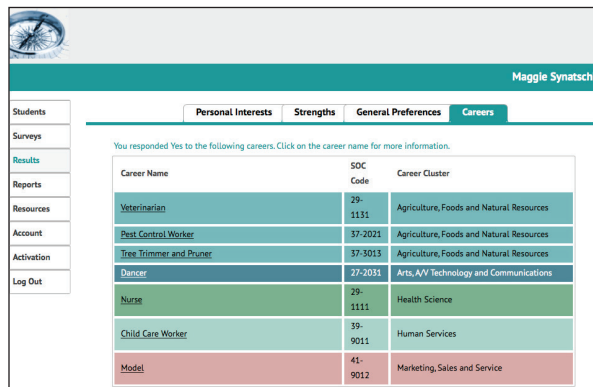
Personal Interests Strengths **General Preferences** Careers

These are the general preferences you indicated were either very important or somewhat important to you.

General Preferences	Importance
The job is close to where I live.	Very Important
The job allows me to learn new skills and improve myself.	Very Important
The job is in a quiet place.	Somewhat Important
The job allows me to help people.	Somewhat Important
The job allows me to move around while I work.	Somewhat Important

## Careers Report

This report shows the career titles for which the student indicated an interest, sorted alphabetically by Career Cluster. Listed also are the SOC Codes for each career to facilitate obtaining further information. More extensive information may be viewed by selecting  by the student's name and clicking on Careers.




Maggie Synatschk

Personal Interests Strengths General Preferences **Careers**

You responded Yes to the following careers. Click on the career name for more information.

Career Name	SOC Code	Career Cluster
Veterinarian	29-1131	Agriculture, Foods and Natural Resources
Pest Control Worker	17-2021	Agriculture, Foods and Natural Resources
Tree Trimmer and Pruner	17-3013	Agriculture, Foods and Natural Resources
Dancer	27-2031	Arts, AV Technology and Communications
Nurse	29-1111	Health Science
Child Care Worker	39-9011	Human Services
Model	41-9012	Marketing, Sales and Service

## Summary Report

This report becomes available after the student has completed all four surveys. After clicking  and selecting Summary, the Summary is presented. The Summary Report compiles all CIPSI data into one report. The report first displays a table that compares the student's personal interests and strengths percentages to the 16 Career Clusters. The next section displays careers that received Yes responses. The last section shows general preferences; Very Important general preferences are in boldface type.

**CIPSI Summary**

**Student:** Sammy Soia  
**Student ID#:** 3456789  
**Date:** 04/05/2016

**Personal Interests and Strengths**  
 The percentage listed by each career cluster shows the number of items you selected out of the total number possible for that cluster.

Career Cluster	Personal Interests	Strengths
Agriculture, Foods and Natural Resources	41%	10%
Architecture and Construction	48%	29%
Arts, AV Technology and Communications	65%	23%
Business, Management and Administration	50%	73%
Education and Training	70%	47%
Finance	75%	100%
Government and Public Administration	36%	60%
Health Science	38%	58%
Hospitality and Tourism	87%	52%
Human Services	50%	60%
Information Technology	58%	43%
Law, Public Safety, Corrections, and Security	55%	63%
Manufacturing	17%	30%
Marketing, Sales and Service	30%	44%
Science, Technology, Engineering, and Mathematics	48%	42%
Transportation, Distribution, and Logistics	87%	71%

**Careers**  
 The student responded yes to the following careers. They are sorted by career cluster.

Career	SOC Code	Career Cluster
Veterinarian	29-1131	Agriculture, Foods and Natural Resources
Floral Designer	27-1023	Agriculture, Foods and Natural Resources
Tree Trimmer and Pruner	37-3013	Agriculture, Foods and Natural Resources
Carpenter	47-2031	Architecture and Construction
Graphic Designer	27-1024	Arts, AV Technology and Communications
Accountant and Auditor	13-2011	Business, Management and Administration
Manager	11-1021	Business, Management and Administration
School Counselor	21-1012	Education and Training
Financial Advisor	13-2082	Finance
Family Doctor	26-1062	Health Science
Home Health Aide	31-1011	Health Science
Chef	35-1011	Hospitality and Tourism
Child Care Worker	30-9011	Human Services
Barber or Hairdresser	35-6012	Human Services
Computer Programmer	15-1021	Information Technology
Web Developer	15-1069	Information Technology
Multimedia Artist and Animator	27-1014	Information Technology
Upholsterer	51-6063	Manufacturing
Fashion Designer	27-1022	Marketing, Sales and Service

Page 1/2

Real Estate Agent or Broker	41-9021	Marketing, Sales and Service
Forensic Science Technician	19-4002	Science, Technology, Engineering, and Mathematics
Flight Attendant	39-8031	Transportation, Distribution, and Logistics

**General Preferences**  
 The following are the student's general preferences. General preferences identified as very important are in **bold**.

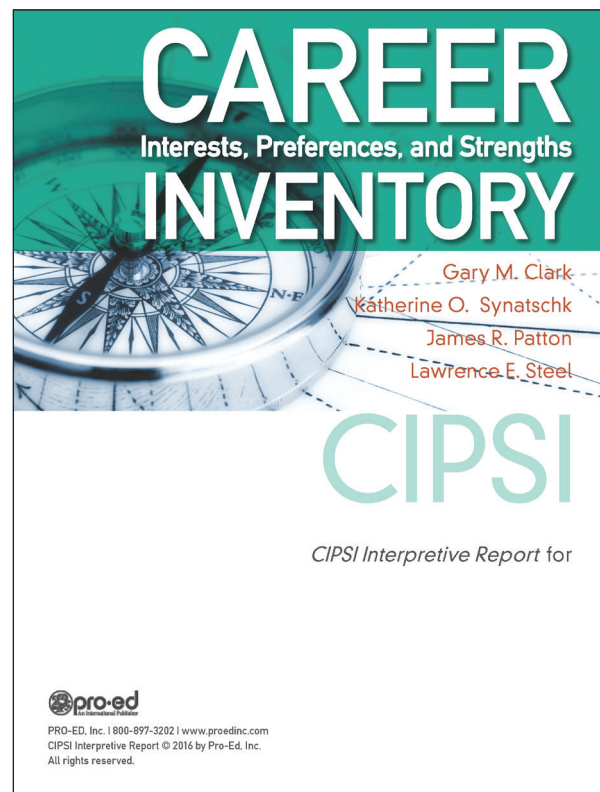
1. The job pays a lot of money.	Not Important
2. The job allows me to get promoted to have a higher paying position with more responsibility.	Not Important
3. <b>The job is close to where I live.</b>	<b>Very Important</b>
4. The job has a health insurance plan.	Not Important
5. The job has paid vacation.	Not Important
6. The job has paid sick days.	Not Important
7. The job will impress people that I work there.	Not Important
8. <b>The job allows me to learn new skills and improve myself.</b>	<b>Very Important</b>
9. The job is a place to meet new people.	Not Important
10. The job makes me proud to work there.	Not Important
11. The job is in a setting that is clean and neat.	Not Important
12. The job is in a quiet place.	Somewhat Important
13. The job allows sitting to do most of the work.	Not Important
14. The job is outdoors.	Not Important
15. The job has job security.	Not Important
16. The job allows me to work with people.	Not Important
17. The job allows me to help people.	Somewhat Important
18. The job allows me to move around while I work.	Somewhat Important
19. The job allows me to make important decisions.	Not Important

**Additional Comments:**

Page 2/2

## CIPSI Interpretive Report

With the four surveys completed, the student is given the option of viewing the CIPSI Interpretive Report and receiving a copy via email. The Interpretive Report illustrates the results of the four surveys and the CIPSI summary, and allows the student to access career cluster information, occupations, and extensive information about the occupation.



## Using CIPSI Results

Once students have completed the CIPSI surveys, it is important to help them understand the results indicated by their responses. The primary goal of the CIPSI is to indicate areas for further exploration. Students should be encouraged to review the data, decide if it fits them, and make plans for more investigation.

### Individual Guidance

The foundation for student planning is established during the elementary school years through guidance activities. Self-concept development, interpersonal relationship skill development, decision-making skill building, and awareness and beginning exploration of educational and occupational possibilities are subjects to be covered during these years. These subjects should continue to be covered during middle and high school, providing new information and experiences to enable students to regularly update, monitor, and manage their plans effectively.

Different students have different levels of familiarity with career vocabulary and terminology. If students have limited knowledge of terms, they may choose responses that result in interests or strengths profiles that surprise them. These students may discover career interests they were not aware of; however, if the results seem to not fit the student, it may be useful to revisit survey responses with the student to determine and adjust responses to affect the results. Another option is to try alternative interest assessments.

Individual guidance allows students to see that their everyday interests and non-academic strengths have real connections to possible careers. When students can begin to think of themselves as fitting a career or a Career Cluster, the school courses and extracurricular activities needed to achieve those career goals seem much more relevant. Students who have experienced career guidance activities do better in school and in their educational and occupational transitions (Lapan, Aoyagi, & Kayson, 2007).

### IEP Planning

Depending on your state or local policies, transition planning may begin in the IEP at age 14 or 16. The IEP must include a student's postsecondary outcome goals in the areas of employment, education, training, and when appropriate, life skills for independent or supported living. CIPSI's assessment results yield information directly related to an employment postsecondary outcome goal and an education and training postsecondary outcome goal.

The younger a student is, the less likely his or her CIPSI results will remain consistent for the next 2 or 3 years of schooling. But for students who do not have any previously developed ideas about work or further education and training after leaving school, the results may be used as starting points for planning. CIPSI results for older students should be viewed with more confidence, and IEP goals and recommended actions or services should be more obvious.

The IEP should include any annual goals related to the achievement of a student's postsecondary outcome goals. It should also specify actions the IEP team recommends. Goals and recommendations should be directly related to such things as the student's course of study, knowledge for career decision making, employment preparation, and development

of needed skills in self-determination (including self-advocacy), communication skills, and skills in interpersonal relationships.

Completing the Plan for Careers Activities, for example, will inform the student, family, and others on the IEP team about possible appropriate goals or actions that would promote success in the student's postsecondary outcome goals. If the school has classes for career awareness and exploration, these are ideal courses for students needing extensive opportunities to learn more about themselves and options in the world of work. Clubs, organizations, and skills/interest groups may be used as alternatives or supplements to coursework. In some instances, individual guidance activities or services may be recommended in the IEP through the school counseling program, mentor programs, or related services.

The IEP team may find further assessment is needed for students to explore their interests, preferences, strengths, and needs in developing and planning for postsecondary outcome goals. Keep in mind that adolescents, both with and without disabilities, change their perspectives on life and the future from year to year; thus, repeated assessments with the CIPSI and related instruments are appropriate. The IEP can specify such ongoing assessment annually.

## Follow-Up and Extension Activities

After students have completed the four surveys that make up the CIPSI, they will receive the information necessary to examine how their personal interests, strengths, and general preferences align with the 16 Career Clusters. In Figure 1 (see Chapter 1), we show the sequence of the CIPSI process.

### Exploring Careers Activities

Once students have found Career Clusters of interest, they may wish to identify the careers within Clusters in which they are most interested. These become excellent careers to explore further. CIPSI includes 10 reproducible activities to provide a format for further exploration, click *Resources* from the Navigation bar, then choose among the Exploring Activities.

### Planning for Careers Activities

As students become more familiar with their careers of interest through extensive exploration, they may be ready to begin setting goals and making plans to achieve those goals. CIPSI includes five reproducible activities to provide a format for planning. Click *Resources* from the Navigation bar, then choose among the Planning Activities.



## References

- America's Career Resource Network. (2004). *National career development guidelines*. Washington, DC: U.S. Department of Labor.
- Campbell, C., & Dahir, C. (Eds.). (1997). *The national standards for school counseling programs*. Alexandria, VA: American School Counselor Association.
- Clark, G. M. (2007). *Assessment for transitions planning* (2nd ed.). Austin, TX: PRO-ED.
- Clark, G. M., & Patton, J. R. (2006). *Transition planning inventory-Updated version*. Austin, TX: PRO-ED.
- Goals 2000: Educate America Act, 20 U.S.C. § 5801 *et seq.* (1994).
- Gysbers, N. C., & Lapan, R. T. (2009). *Strengths-based career development for school guidance and counseling programs*. Chelsea, MI: Counseling Outfitters.
- Individuals with Disabilities Education Act, 20 U.S.C. §1400 *et seq.* (amended 2004).
- Kuder, F. (1939). *Kuder preference record-Personal, Form A*. Chicago, IL: University of Chicago Bookstore.
- Lapan, R. T., Aoyagi, M., & Kayson, M. (2007). Helping rural adolescents make successful postsecondary transitions: A longitudinal study. *Professional School Counseling, 10*, 266-272.
- Pellegrino, J. W. (2006). *Rethinking and redesigning curriculum, instruction and assessment: What contemporary research and theory suggests*. Washington, DC: National Center on Education and the Economy.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*(1), 68-78.
- School-to-Work Opportunities Act, 20 U.S.C. § 6101 *et seq.* (1994).
- Sittlington, P. L., Patton, J. R., & Clark, G. M. (2008). *Informal assessments for transition: Postsecondary education and training*. Austin, TX: PRO-ED.
- Strong, E. K., Jr. (1927). *Strong vocational interest blank*. Palo Alto, CA: Stanford University Press.
- Synatschk, K. O., Clark, G. M., & Patton, J. R. (2008). *Informal assessments for transition: Independent living and community participation*. Austin, TX: PRO-ED.
- Synatschk, K. O., Clark, G. M., Patton, J. R., & Copeland, L. R. (2007). *Informal assessments for transition: Employment and career planning*. Austin, TX: PRO-ED.
- U.S. Department of Education. (2000). *Career clusters initiative*. Washington, DC: Author.
- Wall, J. E. (2005). *What do I LIKE to do? 101 activities to identify interests and plan careers*. Austin, TX: PRO-ED.
- Whiston, S. C. (2008). *Principles and applications of assessment in counseling* (3rd ed.). Belmont, CA: Brooks/Cole/Thomas.



## About the Authors

**Gary M. Clark, EdD**, Professor Emeritus, was on the University of Kansas, Department of Special Education, faculty from 1970–2008. His professional interests currently focus on assessment for transition planning. He can be reached at [gclark@ku.edu](mailto:gclark@ku.edu).

**Katherine O. Synatschk, PhD, LPCS**, has been the director of counseling for a large, urban school district, a school counselor, and a high school special education teacher. Currently, she is an adjunct associate professor at Texas State University, Department of Counseling, Leadership, Adult Education, and School Psychology and the Executive Editor at PRO-ED, Inc. Her professional interests include transition, solution-focused counseling, and self-regulation. She can be reached at [ksynatschk@proedinc.com](mailto:ksynatschk@proedinc.com).

**James R. Patton, EdD**, is an independent consultant and adjunct associate professor at the University of Texas at Austin, Department of Special Education. Some of his professional interests include real-life skills instruction, transition assessment, and individuals with intellectual disabilities in the criminal justice system. He can be reached at [jpatton@austin.rr.com](mailto:jpatton@austin.rr.com).

**Lawrence E. Steel** is a high school special services teacher for the Howard County Public School System in Maryland. He often creates productivity software programs to help fellow educators and school administrators streamline paperwork tasks. He also creates scoring and reporting software for various standardized assessments. He can be reached at [tsteel@gmail.com](mailto:tsteel@gmail.com).