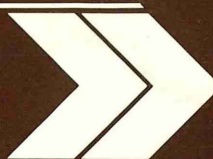


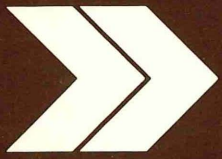
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**1979 Annual Report To The Consortium**

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**MINNESOTA OCCUPATIONAL INFORMATION SYSTEM**  
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**JUNE 1979**

## **TO THE CONSORTIUM:**

The Board of Directors and staff are pleased to forward this fourth annual report of system activities. This was the last year of the Federal demonstration project. In the four years since it began, M.O.I.S. has had some successes and some failures. We have been adapting ideas to the Minnesota environment and discovering our limits. The cooperative career information system has been both endorsed and questioned.

We were to be or to become an alliance of the "users and producers" of occupational and related training program information.

We planned to triple the number of agencies or schools supporting M.O.I.S. through user fees for computer delivery each year, beginning with 10 pilot sites in fall, 1976. By 1979, there were 325 such sites, 20% over the goal of 270 sites.

We planned to have an "alternative delivery system" for schools and agencies without economical access to computer delivery due to enrollment or isolation. We should get mixed reviews for this goal. We serviced 61 sites via manual delivery this year, but the education and training information available to computer users was not incorporated. Thanks to timely support by the Departments of Education and Employment Security, we can include this information next year.

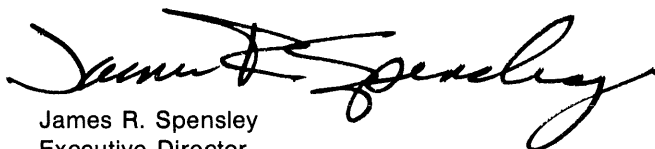
Over 100,000 persons used M.O.I.S. last year to get information they needed or wanted to make employment or training plans for themselves. This was a considerable achievement even if it was less than our hopes.

For a variety of reasons, the income derived from user fees was less than the cost of maintaining the services. As the Federal support decreased, we experienced financial difficulties and decided to ask the Legislature for support. We explained that we depended upon the availability of computer accesses on the Minnesota Educational Computing Consortium timeshare system and that these had been unavailable due to technical problems, changes in equipment, and actual shortages. We found that our many users are a constituency for continuation and support, but that their needs alone were not sufficient to justify a permanent new expenditure of State funds. The Legislature told us to seek long term support through fees or by consolidation with closely related activities. They wanted actual displacement of State and local expenditures for less appropriate or less useful career information. They wanted internal cost-effectiveness as well as social and economic impact. Indeed they said that the former may be a sign of the latter.

We had also planned that. We sought to gain support from information-producing agencies as our ability to disseminate information grew to include a larger and more selective consumer audience. M.O.I.S. has become well known, but public agencies and institutions are slow to modify programs specifically to use M.O.I.S. There are exceptions, of course. The Governor's Council on Employment and Training has made significant and meaningful grants to increase M.O.I.S. use in CETA programs. Educational Cooperative Service Units and other regional agencies have intervened to help establish and maintain M.O.I.S. in their areas.

The Legislature has asked for a comprehensive review of myriad information programs which seem close to career information for consumers, students, and job-seekers. The expectation that expensive, separate and duplicative efforts could be consolidated — and costs greatly reduced — is reasonable. Spurred by the Legislative mandate to again consider system effectiveness and funding requirements, an overall review may, perhaps, be made.

If it is, more of our hopes may yet be realized.



James R. Spensley  
Executive Director

# THE MINNESOTA OCCUPATIONAL INFORMATION SYSTEM

# ACCOMPLISHMENTS JULY 1978 to JUNE 1979

The Minnesota Occupational Information System provides current, accurate, and locally relevant information about careers, training, schools and more. Aided by this resource, Minnesotans can make more informed occupational decisions and choose education or training relevant to their employment goals.

## WHO USES IT?

Career changers and career seekers, teenagers and adults, researchers and counselors, students and teachers - anyone concerned with preparing for and choosing careers, or helping others to do so.

## WHERE IS IT?

In secondary schools, community colleges, vocational technical institutes, private and public colleges and universities, CETA agencies, vocational rehabilitation offices, correctional institutions, social service agencies, and corporations. This year M.O.I.S. served students and clients in 387 sites, widely dispersed throughout Minnesota. About 130,000 persons used the system to obtain information suited to their individual career planning needs.

## WHAT IS IT?

M.O.I.S. provides quality occupational and career planning information and stimulates local programs in career counseling, career development and career education. Studies have shown that people are more successful in getting and keeping jobs if they had information about the world of work while they were deciding about and preparing for their occupation and employment.

M.O.I.S. researches and synthesizes occupational and educational information for Minnesota and for regions within Minnesota. Topics treated are duties, abilities, interests, working conditions, equipment, advancement, earnings, employment outlook, current employment, training and education, entry, and employment hints for 351 occupations which comprise over 90% of the Minnesota labor force. Also, information is provided about virtually all post-secondary education and training programs in Minnesota and the institutions providing these services.

M.O.I.S. trains local school, employment, and social service agency counselors to use its information system in ongoing programs; it promotes the development of local programs to make occupational and career planning information available to students and job seekers.

## HOW DOES IT WORK?

The system, in either its computer delivery or manual delivery form, is operated by participating schools and agencies as a counseling or instructional resource. Pertinent, appropriate and useful information is selected by and furnished to the users, to be shared with parents or advisors and to aid in important personal decisions.

The information is provided via interactive terminals and timeshared computer, via a manual system (Needlesort), and through publications.

The information was completely reviewed and corrected during the year. Over 1,700 employers, practitioners and educators assisted in validating currency, applicability to the local situation, and accuracy.

A special grant from CETA Youth funds by the Governor's Council on Employment and Training was used to help create and provide information services to 112 community career counseling centers. These centers, operated in CETA offices and schools, provided career information, career counseling, and local connections to CETA youth employment programs. Schools provided use of their terminals and computer access daytime and during the late afternoon and evening. In metropolitan areas, CETA youth centers had access through brokered ports. Many small communities used needlesort.

Over 130,000 individuals used M.O.I.S. during the year. Service was available at 387 separate locations serving a population of over 300,000 possible users. Service reached about one-sixth of the target population and was available at about one-third of the Minnesota schools and institutions involved in career education and career counseling.

A study of M.O.I.S. services was conducted by the Board and also by the Minnesota Higher Education Coordinating Board at Governor Perpich's request. It was recommended that M.O.I.S. be continued and subsidized by State appropriations for the 1980-81 biennium. The M.O.I.S. Board found that financing from user fees alone was not desirable so long as limits and inequalities existed at MECC affecting computer delivery. As a result of these studies and other input, Governor Quie requested a subsidy of \$150,000 per year as part of his education budget. The Legislature appropriated the subsidy for the first year of the biennium and required a report to the 1980 session regarding need, financing, and organization of the career information service for the future.

A joint project was begun to improve the accessibility and reliability of M.O.I.S. on the MECC Timesharing System. New production and delivery computer programs were to be completed and tested. Several experimental occupational files were developed including candid interviews with selected workers, job-seeking skills resources, and detailed apprenticeship information. However, the joint re-programming project has been delayed and testing has been postponed until summer. Final incorporation of the new files will be delayed beyond that time.

The information available on education and training was enlarged. System modifications were made to allow users to get program information specifically for each school or institution offering the training. In May, a grant was made by the Department of Economic Security to enable M.O.I.S. to produce school and program information in printed, bound-volume form. These changes will make the manual delivery system more attractive and useful to employment offices, libraries, and resource centers.

Several ways to correlate use of M.O.I.S. with aptitude and preference tests were identified. Indices for standard instruments to allow easy reference to M.O.I.S. occupations and programs are being developed. The system's own structured-search mechanism, QUEST, was revised in conjunction with other state systems and its developer, Dr. Bruce McKinlay. QUEST II will replace QUEST next year.

Arrangements were made in June to provide M.O.I.S. services to private, commercial companies for employee and applicant use.

## FINANCING

The Board of Directors annually adopts a budget and a cost-of-service policy. In order to fairly share costs, using schools and agencies are charged fees on a per capita basis to support information development and system improvements. Also, the schools and agencies pay fees for training and materials.

The Board found that use of M.O.I.S.' computer delivery option was limited by the combined cost of computer services, terminals, telephone service and M.O.I.S. For small agencies, the effective cost of these items was over \$5.00 per end user, to which the M.O.I.S. fee contributed only 70¢. Adding users among secondary schools, or other MECC-member locations with subsidized MECC access, was limited by saturation of the educational computing timeshare system. In order to continue services at a reasonable rate, either a substantial increase in available computer delivery hours or alternative financing was necessary. The Board determined that user fees for 1979-80 would support about 45% of the system's cost based on 400 sites.

As a solution to this dilemma, the Board sought support for the system until additional computer delivery or an alternative could be developed. A subsidy of \$150,000 was voted for fiscal year 1980 only and further review was requested by the Legislature. Hearings will be held sometime during the next session. A report to the Legislature is due on January 15, 1980.

During fiscal year 1979, the system received \$139,250.00 in Federal funds, \$62,867.29 in user fees and \$68,195.70 from other grants and contracts. M.O.I.S. paid about \$40,000 to MECC for access, programming, and other support. About one-half of this was for the "brokered" ports.

The reported costs of the system do not include "delivery" and in-kind support. Delivery costs could not be paid by the Federal grant or used as matching contributions. Computer delivery, the major vehicle, has been provided by MECC. M.O.I.S. users separately paid MECC fees totaling about \$100,000 during the year.

## NEXT YEAR - 1979-80

Activities planned for next year include re-organization, completion of the new computer delivery system, initiation of services to private employers on a market-rate computer service system, and creation of new school and educational program publications to enhance manual delivery services.

By September 30, 1979, when the Federal grant ends, administrative responsibility for M.O.I.S. is to be shifted to the State Department of Education. Inter-agency cooperation and user concerns are to be communicated through an advisory task force similar to the existing Board.

A transition plan, under development by the Minnesota Higher Education Coordinating Board, the State Department of Education, and the M.O.I.S. Board, will detail how current functions and staff are to be transferred.

For fiscal year 1980, income will be about 45% user fees, 45% direct appropriations and 10% related grants and contracts. The planned budget of about \$310,000 compares to a four-year average of \$340,000 per year. However, in-kind and overall support in the new setting should support services at about the same level for more user sites.

The report to the Legislature must express the real costs and benefits of the service and the several alternatives for financing the system. The consortium must evaluate its commitment to this service and the available ways and means to reduce overall costs for the production and dissemination of career information.

## FINANCIAL NOTES

July 1, 1978 — June 30, 1979

### REVENUES

Federal OIS Grant	\$151,657
User Fees Paid	135,822
Other Income	1,043
Total Receipts	288,522
User Fees Receivable	28,707
Total Revenues	317,229

### EXPENSES

Personnel	182,164
Fringe Benefits	31,785
Travel	6,210
Supplies	7,704
Rents and Leases	14,956
Contractual	
MECC	43,197
HECB	30,000
Other Contracts	16,593
Other Direct Costs	9,674
Refunds	980
Total Expenses	343,263
Deficit*	(26,034)
Total	\$317,229

\*Part of the deficit is a carry-over from last fiscal year. The balance may be acquired from federal funds through the State Department of Education.

# A BRIEF HISTORY OF THE CONSORTIUM

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## - PREPARATION - 1975-1976

In 1975 the U.S. Department of Labor funded eight states, including Minnesota, to develop occupational information systems. Minnesota's grant, approximately \$900,000, was to be distributed in decreasing portions over four years. The grant period ends in September 1979.

The Federal grant defined a "consortium" uniting users and suppliers of occupational information. This concept implies cooperation in policy, operation and promotion, and eventually, in full support. In this way, M.O.I.S. has a separate identity and independent policy, and also benefits from direct communications with consortium agencies.

Governor Anderson established the Minnesota Occupational Information System through Executive Order 118/118A to perform under the terms of the Federal grant. The Governor appointed a Board of Directors to represent both users and suppliers of occupational information. The Minnesota Higher Education Coordinating Board (HECB) was designated as fiscal and personnel agent. In 1977 Governor Perpich continued M.O.I.S. by Executive Order 147. Eight Board members are from participating agencies. Seven others represent the served population. Additional representatives from education, business and labor participate in policy decisions through M.O.I.S. advisory committees and task forces.

The Minnesota Educational Computing Consortium (MECC) agreed to provide computer delivery to its users who also were M.O.I.S. clients.

## - THE FIRST YEAR - 1976-1977

In March, 1976, staffing was completed and work begun. Information was gathered from Minnesota labor market statistics, the U.S. Department of Labor, and individuals in each occupation listed. Much of the file organization was modeled after Oregon's Career Information System, a similar program begun there in 1972.

Following pilot testing in the fall of 1976, M.O.I.S. offered computer delivery in January, 1977. Forty-two schools and agencies implemented M.O.I.S. that spring.

## - THE SECOND YEAR - 1977-1978

During 1977-78 M.O.I.S. research provided significant improvements to the system's content. New occupations were added, and the resulting 351 occupations were reviewed and evaluated by employers, educators and practitioners throughout the state. This validation process not only insures the accuracy of the information, but also provides valuable data about the nature and dimensions of occupations as they are practiced in Minnesota. Education and training program descriptions were added for each school or institution offering the program. Information on private colleges and professional schools, proprietary vocational schools and teaching hospitals was added so that 206 post-secondary schools or institutions were included.

Joint purchase contracts by "associations" of users were originated during the second year. Regional ECSU's, existing computer consortiums, and others cooperated to reduce training and administrative expenses and the savings were passed on to user institutions. As the system became better known, participating user sites increased rapidly. By spring 1978 there were over 200 computer users and about 60 needlesort sets were in use. An estimated 75,000 persons used M.O.I.S. during the year.

The Board began a serious review of alternative computer systems for delivery. By year's end, the Board had decided to broker computer ports and to seriously pursue alternative computer resources for the third year's operations.

In April 1978 Governor Perpich asked for recommendations concerning the operation and financing of M.O.I.S. when the Federal grant ends on September 30, 1979. The Board of Directors unanimously concluded that M.O.I.S. services should be continued.

## EVALUATION

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For any new government program, the question is rightly asked: what is the public good this program provides, and how do we determine if it is worth the cost? In a formal way, this question requires evaluation criteria and an independent and objective means of applying the criteria.

Evaluation of the Minnesota Occupational Information System has involved:

- 1) DEMAND - to determine if there is an unmet need for occupational and career planning information and its delivery to consumers (expressed by the educational, employment, and social service agencies with program responsibility for career education and career counseling).
- 2) QUALITY - to judge the projects against established criteria for public information generally and for career planning designs specifically; such notices as accuracy, fairness, comprehensiveness, currency, and objectivity.

- 3) EFFICIENCY - to measure the suitability and utility of the system as a means of disseminating consumer information; such facts as user acceptance, ease of use, reliability, and cost per user compared with alternatives.
- 4) EFFECTIVENESS - to determine the extent to which the desired public good results from the program. Are individuals making "better" education and job choices and more often matching skills in the labor force (supply) to needs of the economy (demand)?

In order to collect efficiency or process evaluation data, the staff has questioned a representative sample of end users (1977) and guidance counselors (1978). The 1978 survey also collected quality data indirectly by asking counselors to comment upon the comparative relevancy, accuracy, appropriateness, usefulness and currency of the occupational information.

# HUMAN RIGHTS STATEMENT

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The Minnesota Occupational Information System has committed itself to the policy that there shall be no discrimination on the basis of race, creed, color, sex, age, handicap, or national origin in its programs, activities or employment policies as required by Title IX of the Education Amendments of 1972, Rehabilitation Act of 1973, and other applicable laws, regulations and executive orders.

Inquiries regarding compliance may be directed to Office of Personnel and Affirmative Action, Minnesota Higher Education Coordinating Board, 400 Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101, (612)296-3974, or to the Director of the Office of Civil Rights, Department of Health, Education and Welfare, Washington, D.C. 20201.



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