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<td>Barbara Tanabe</td>
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STATEMENT BY THE PRESIDENT  
(October, 1980)

I have received the Report of the White House Conference on Families, and I want to thank the 125,000 Americans who helped to produce it. I am determined that their efforts will lead to real improvement in policies and programs to strengthen and support the American family as an institution.

This Conference has reaffirmed the central role that families play in our national life. It has documented the ways in which our major institutions, including government, ignore and even undermine families. With unprecedented openness and broad participation, the Conference has produced a mandate and an agenda for action.

The consensus on the major recommendations is a remarkable achievement and shows how Americans of different backgrounds and beliefs can unite around a specific program. The delegates' principal recommendations lay out a practical, moderate and sensible agenda to combat the insensitivity that so often characterizes the attitude of our major institutions toward the family.

When I addressed the Conference in Baltimore, I said "I will do all I can to make sure your report does not sit on the shelves." We are already working to implement the recommendations of the White House Conference on Families:
1) We are today bringing into the White House leaders of major corporations to discuss the Conference recommendation dealing with family-oriented personnel policies. This meeting will be followed by an intensive seminar for personnel decision-makers on how to institute and expand upon policies in the workplace that reduce conflict between work and family responsibilities.

2) I have recently proposed a change in our tax laws to reduce the "marriage tax penalty." Enactment of this deduction will lessen the most obvious form of tax discrimination against families.

3) I have established an Office for Families in the Department of Health and Human Services to help ensure a voice for families and to follow up on these recommendations.

4) I am directing all federal departments and key agencies to undertake a thorough analysis of their policies and programs in light of the recommendations contained in the Final Report of the White House Conference on Families, and to develop detailed plans for implementing Conference proposals.

5) Within the White House, I am asking the Domestic Policy Staff to make Conference recommendations an invariable criterion for the evaluation of policies and programs.
6) We will continue to work with the National Advisory Committee of the White House Conference on Families, its Chairperson, Jim Guy Tucker and its Director, John Carr, who have done a superb job in making this Conference a success.

7) We will also continue to work with the private and voluntary organizations that represent and serve American families. Since many of the recommendations are directed not at government, but at business, labor, religious groups, social services, media and other private groups, their involvement in implementation is crucial.

These steps are only the beginning of a long-term effort to enhance family strengths and to reverse the neglect of families that characterizes all too many of the decisions and actions undertaken in our society.

I am proud of the way this Conference listened to and involved so many American families, of the way it has put families at the center of national discussion, of the way it has found consensus and agreement where many predicted only conflict. The White House Conference on Families has brought us from rhetoric to action, from principles to programs, from a vision to an actual plan for strengthening and supporting the families of our Nation.

[Signature]
WASHINGTON, D.C. -- The Defense Appropriations bill approved by a Senate-House conference committee directs the Defense Department to improve its programs to deal with child abuse and spousal violence in areas of high military concentration, such as Hawaii.

Senator Daniel K. Inouye, a member of the conference committee, had urged increased attention to supporting and strengthening family life in military communities.

The Defense Department would be required to provide preventive services and counseling, monitor the incidences of child abuse and spousal violence, and report its findings to Congress next year.

"Hawaii is already the site of a project by military and public agencies, to deal with these problems. This legislation should highlight the need for similar action in American military centers throughout the world," Senator Inouye said.

The bill also directs the Defense Department to provide health care to military dependents through Health Maintenance Organizations on a demonstration basis.

This would enable an estimated 70,000 military dependents and other participants in CHAMPUS (Civilian Health and Military Program of the Uniformed Services) in Hawaii, to enroll in group health programs if Hawaii is selected as an experimental site.

The measure now goes to the Senate and House floors for final passage.

--30--
December 4, 1980

Mrs. Genevieve T. Okinaga
Director
Office of Children and Youth
Office of the Governor
State of Hawaii
P. O. Box 3044
Honolulu, Hawaii 96802

Dear Genny:

I wish to acknowledge receipt of your letter of November 28, 1980, informing me of your recent meetings with Captain Peter Flynn of the Department of Defense.

I am pleased to hear that the meetings were highly productive, and that progress in the coordination of efforts between the civilian and military sectors in child abuse and neglect is continuing.

I look forward to hearing about the activities of the Military Family Resource Center in the area of child abuse.

Please be assured that I will continue to keep you informed about further developments.

Aloha,

DANIEL K. INOUYE
United States Senator

DKI:jmpl
The Honorable Daniel K. Inouye  
Room 105, Russell Senate Office Building  
Washington, D.C. 20510  

Dear Senator Inouye:

Thank you for sharing the announcement of the three-year demonstration project of the Military Family Resource Center (MFRC) by the Armed Services YMCA. We are very pleased that one of the regional resource centers will be located in Honolulu to serve the Pacific region.

You will be pleased to hear that Captain Peter Flynn of the Department of Defense in his recent visit to Honolulu was pleased with the ongoing planning and coordination efforts among the civilian and military sectors in the area of child abuse and neglect and family advocacy. We informed him that you were the mover to bring about this significant progress.

We have informed the Governor, the Governor's Advisory Council for Children and Youth, our task force and advisory committee on child abuse and neglect, of this new demonstration program of the MFRC to assist military families.

We appreciate your keeping this Office abreast on this new development and we are grateful to you for our children's sake. For your information we have enclosed an article on Captain Flynn.

Sincerely,

(Mrs.) Genevieve T. Okinaga  
Director

GTO:GN

Enclosure

cc: Col. David Peters
Center due to tackle abuse in GI families

By Janice Wolf
Advertiser Staff Writer

The U.S. military has declared war on child abuse in the Pacific.

Its weapon: A $300,000 federal grant to the Armed Forces YMCA to develop a regional resource center to deal with abuse among military families throughout the Pacific Basin.

The grant — an outgrowth of more than a year of talks between the Department of Defense and the National Center for Child Abuse and Neglect — is for the first year of a three-year project.

The Hawaii center will be one of three regional centers to deal with family violence in the military. Similar awards were granted to develop resource centers on the East and West coasts.

"The center is part of an increasing concern on the part of the military for dependents and their problems over the years," said Capt. Peter Flynn, surgeon attached to the office of the assistant secretary of defense for health affairs at the Pentagon.

Flynn was in Hawaii last week to familiarize himself with present military efforts to deal with domestic violence and to meet with military child abuse specialists, University of Hawaii medical school personnel and state and local officials.

His visit was coordinated by Sen. Daniel K. Inouye, a prime mover in the effort to establish a regional child abuse center here.

Although still in the formative stages, the center will be primarily an information base — a "gathering place for materials on child abuse," Flynn said.

"It will mainly involve training and education activities — gathering the kind of material that really doesn't sit in any one place," he said.

"Mainly, it will be to help child abuse professionals in the military do a better job."

Military families on Oahu accounted for 20 percent of all reported abuse and neglect last year, according to state Department of Social Services and Housing (DSSH) statistics.

Of the 332 reports involving military families, 159 were confirmed.

The statistics also show that 140 of the reports involved Army children; 116, Navy children; 44, Marine; 22, Air Force; and 7, Coast Guard.

Some 276 of the reports were from enlisted families and 31 from officers' families. The reports were from 156 career families and 128 short-term enlistees.

"Reporting of child abuse by the military has gotten much better," he said. "As the reporting gets better, it sounds like an epidemic."

He also believes family violence cuts across all military ranks — despite what the statistics say.

When abuse involves officers, he says, "the tendency is to solve it as quietly as possible."

"Whatever is being done about it doesn't occur in public view," he said.

Flynn also said a study being done by the U.S. Department of Health and Human Services should provide more complete information on family violence in both the military and civilian communities.

"We would-like to be able to find the high-risk families before something happens, so the first notice we get is not a battered child or a battered wife," he said.

According to Flynn, the military focus on child abuse "marks a change from some extent from the traditional role of medicine, where a person goes to a doctor for a specific problem and gets cured."

"Now we’re talking about prevention as we’ve never talked about it before," Flynn said military families have the same general problems as their civilian neighbors — as well as a few that are uniquely military.

"Most are stationed a few thousand miles from home. They’re away from their families and their friends," he said. "And they often find themselves in a completely different culture. Those stationed in places like Japan and Germany find themselves unable to even speak the language."

"And oftentimes the husband is stationed on a ship and is off somewhere in the world."

"There are a lot of young families in the military and they’re trying to find stable marriages with a lot of pressure on them."

Flynn also attended part of a three-day-wide child abuse conference last week at the Sheraton Moana Hotel sponsored by the Children’s Protective Services advisory board and several community organizations.

"I’m amazed at the large number of people who are involved in one way or another in dealing with child abuse," he said.

"I was also pleased to find the extent to which (military) people are talking to one another — and they are beginning to interact with the non-military people."

"When you have so many people involved in communication in itself is a full-time job."
December 2, 1980

Misses Genevieve T. Okinaga and
Josephine E. Day
Office of Children and Youth
State of Hawaii
P.O. Box 3044
Honolulu, Hawaii 96802

Dear Misses Okinaga and Day:

I wish to acknowledge receipt of your kind letter concerning
the passage of the Juvenile Justice and Delinquency Prevention
bill.

Please feel free to call on me whenever you feel that I can be
of assistance to your efforts.

Aloha,

DANIEL K. INOUYE
United States Senator

DKI:bhm
The Honorable Daniel K. Inouye  
United States Senate  
105 Russell Senate Office Bldg.  
Washington, D. C. 20510  

Dear Senator Inouye:

We are very grateful for your assistance in response to our request urging passage of HR 6704, the House Juvenile Justice and Delinquency Prevention bill. We are especially pleased at receiving word that this bill not only passed the House, but was also adopted by the Senate and sent to the President for signature.

Please accept our thanks and convey to your hard-working staff our appreciation for their prompt attention and helpful responses to our many calls and messages. The State Advisory Council for Children and Youth joins us in expressing our gratitude to you.

With warm personal regards,

[Signature]

Genevieve T. Okinaga  
Director  

[Signature]

Josephine E. Day  
Chairperson  
Advisory Council for Children and Youth
Mrs. Genevieve T. Okinaga  
Director, Office of Children and Youth  
Office of the Governor  
State of Hawaii  
P. O. Box 3044  
Honolulu, Hawaii 96802  

Dear Genny:  

Senator Inouye has asked me to respond to your request for recommendations for the improvement of the Hawaii Early Childhood Basic Data and Information Book. I have now reviewed the data book, and find it a very useful resource for our efforts to develop and support legislation which will enhance the quality of life for Hawaii's children and their families. 

In the future, would you consider providing further breakdowns by ethnic groups in your summary tables? This information will be extremely helpful in understanding and meeting the needs of federally targeted groups such as Native Hawaiians and refugees and immigrants. Since data on these groups are often unavailable at the federal level, your Office would provide a valuable service by collecting this information. 

In addition to Title XX services, children are affected by federal food and nutrition programs under the Department of Agriculture, including School Lunch, School Breakfast, WIC (Women, Infants, and Children), Summer Feeding, and Child Care Food programs. Since these programs are substantial in size, it would be important to have information on their coverage in Hawaii. 

Finally, it would be helpful to our office if information on the proportion of federal and state funds used to support programs for children and their families were included in the data book.
I very much appreciate your sending me a copy of the Data Book. Please contact me if I can be of assistance to you in the future.

Aloha,

RUBY TAKANISHI
Congressional Science Fellow

RT: mcb
November 25, 1980

Ms. Janice D. Curry
45-746 Anoi Road
Kaneohe, Hawaii 96744

Dear Ms. Curry:

I would like to acknowledge receipt of your thoughtful letter of November 18, 1980, requesting my support for H.R. 2977, Domestic Violence Prevention and Services Act.

I am sorry to inform you that H.R. 2977 was brought to the Senate floor by Senator Alan Cranston on November 17, 1980, but the Senate did not act favorably on it.

I am pleased, however, to inform you that the Senate has approved the Fiscal Year 1981 Department of Defense Appropriations Act, which includes my request for $3 million for the purpose of initiating pilot projects to develop ways of effectively addressing the problem of child and/or spouse abuse in areas of high military concentration. It is my expectation that one of these projects will be located in Hawaii.

Thank you for your kind words regarding my recent re-election. Please feel free to contact me if I can be of assistance to you in the future.

Aloha,

DANIEL K. INOUYE
United States Senator

DKI:jmpl
Dear Senator Inouye:  
45-746 Anoi Road  
Kaneohe, Hawaii 96744  

Nov. 18, 1980

Congratulations on your successful bid for re-election. I hope the many necessary services that have received Federal funding will not now be in jeopardy because of the recent elections. I know you will strive to continue to serve Hawaii well.

H.R. 2977, the Domestic Violence Prevention & Services Act will soon be acted upon by the Senate. This Act would provide $65 million in funding over a three year period for abused spouse shelters. The monies do not duplicate existing services, and funding is short-term in nature requiring the private sector to provide matching funds.

One out of every six couples experience some form of violence within the home. Many women are beaten while pregnant, while others have small children who watch violent acts. Often times these women depend on the husband for economic support, and see no way out of their current situation. There is a need for emotional, medical and financial support for such persons who make the decision to leave this violent home environment. Presently, there are only 300 shelters across the country, and many victims are turned away because the need is so great and the shelters are so few.

So little of the Federal budget is spent on direct human service programs; that it does not seem too much to ask that funding be allotted to provide services for those who are victims of domestic violence. I hope you will not only support this Act, but speak on it's behalf.

While I do not normally mention this--in reaction to the moral majority religious faction that is sweeping across the country--I mention that I am a Christian concerned that single-issue politics is offset by a more balanced view. While the Domestic Violence Act would appear to be a "mother pie" issue to me, perhaps that is an incorrect assumption and the moral majority may be against it!

Thanks for your interest & efforts on our behalf.

Sincerely,

Jan Curry
The Honorable John C. Stennis  
Chairman, Subcommittee on Defense  
Committee on Appropriations  
United States Senate  

Dear Mr. Chairman:

We have, for several months, monitored ongoing attempts between State of Hawaii and military officials to coordinate their programs to identify, investigate, and treat child abuse and neglect in military families. During an October 2, 1980, briefing of representatives from the offices of your Subcommittee and Senator Daniel K. Inouye, we were asked to summarize our views concerning the coordination of military and civilian child abuse services in Hawaii.

Child advocacy regulations of all three military services (Army, Navy, and Air Force) stress the importance of close cooperation between local military and civilian social service programs to assure effective use of all available resources, thereby providing the best possible service to military members and their dependents. This cooperation is intended to expand the military installations' capabilities to deal with child maltreatment problems by using civilian social service resources to provide better services than might otherwise be available.

The issue of child abuse was specifically addressed in Senate Report 96-393, which accompanied the fiscal year 1980 Department of Defense (DOD) appropriation bill. The Senate Appropriations Committee expressed concern about reports it had received describing the extent of child abuse and spousal violence in families of military personnel. Concerning child abuse incidents in Hawaii, the State reported that 27 percent of all its reported cases involved military families, although only 16 percent of its population was military. Accordingly, the Committee requested that we make an in-depth review of the situation in Hawaii. At the same time, the
military medical services were urged to explore the possibility of working with appropriate local and/or State officials to reduce the incidence of child abuse and neglect cases.

On February 15, 1980, our staff met with representatives of both the Subcommittee and Senator Inouye's office to discuss the scope of the request contained in Senate Report 96-393. During the meeting we discussed our report to the Congress, "Military Child Advocacy Programs--Victims of Neglect" (HRD-79-75, May 23, 1979), which summarized specific weaknesses we had identified during our comprehensive review of Army, Navy, and Air Force child advocacy programs. In our report, we noted that most of the individual services' child advocacy programs could be improved if greater priority and more resources (staff and funding) were provided at the local installation level. All the military installations we visited in Europe and California had ongoing programs to deal with child maltreatment problems. Each program contained some elements of an effective child advocacy program; however, with the exception of providing medical care for physical injuries, all could be greatly improved. The areas needing the most improvement were prevention and identification programs aimed at increasing the awareness of and the ability to recognize child maltreatment.

We recommended that DOD establish a small centralized group to develop consistent policies, organization, and management philosophies for the military services' child advocacy programs. We also suggested that the Department develop a single DOD-wide policy concerning the collection and use of child maltreatment information. DOD agreed with our recommendations but indicated that budget constraints would inhibit its ability to fully implement them.

During the February 15 meeting, we indicated that we would like to make further inquiries of military officials before formally initiating another comprehensive review of this matter in DOD. We believed that we could more accurately determine the military services' views on the situation in Hawaii while following up on DOD's actions to implement our May 1979 recommendations. The congressional representatives present agreed to this arrangement. We also agreed to meet again to determine, based on the information developed as a result of our meetings with military officials, what could be done to most effectively meet the Committee's needs on this matter.
In April 1980, we issued another report to the Congress, "Increased Federal Efforts Needed to Better Identify, Treat, and Prevent Child Abuse and Neglect" (HRD-80-66), which contained our observations on the problems States and localities were having in identifying, treating, and preventing child abuse and neglect. We also described how the National Center on Child Abuse and Neglect, Department of Health and Human Services, could improve child protective services and better assist States and localities in dealing with the problem. We found that child abuse and neglect—a serious nationwide problem—needed more Federal Government attention. State and local governments we visited had made progress in dealing with the problem, but their capabilities to identify, treat, and prevent child abuse and neglect were inadequate.

On May 27, 1980, we again met with representatives from the Subcommittee's and Senator Inouye's offices to further discuss this matter. We informed the representatives that, since our February meeting, we had focused on developing information concerning the situation in Hawaii and that our discussions with DOD officials had been limited to headquarters officials of the military services. Based on these discussions we believed our May 1979 report had focused increased attention on child abuse and neglect in the military. Also, we had identified efforts which had been initiated in DOD to address certain overall program weaknesses as well as the working relationship between State of Hawaii and military officials.

For example, the three military services had agreed on the wording of a forthcoming DOD-wide policy directive to:

--Encourage the development of programs or activities that develop and maintain a healthy family life, and restore to a healthy state families that are suffering from child or spouse abuse.

--Provide a uniform, coordinated DOD Family Advocacy Program for the prevention, identification, evaluation, treatment, followup, and reporting of child and spouse abuse and neglect.

Regarding child abuse and neglect involving military families in Hawaii, we found that a meeting had been held on April 23, 1980, in Hawaii to (1) assess available means
to overcome local child abuse program-related problems involving military families and (2) improve the interaction among State and military social service personnel. The meeting was sponsored by the State's Department of Social Services and Housing and was attended by key military, State, and other local representatives in Hawaii who were directly involved in programs to combat child abuse and neglect. The meeting was also attended by a representative from Senator Inouye's office and the Head, Family Advocacy Program, from the Department of the Navy's Bureau of Medicine and Surgery in Washington, D.C.

Based on these actions by DOD and State officials and in view of our recent reports concerning this overall issue, the congressional representatives agreed that a major review of the situation in Hawaii would be unnecessary. However, we were asked to continue to monitor the efforts initiated in Hawaii and to brief interested congressional representatives on this matter. This briefing was held on October 2, 1980, and the following matters were discussed.

Between July and September 1980, we met with military officials in Hawaii involved in the Army, Navy, and Air Force child advocacy programs; staff of the Office of the Commander-in-Chief, Pacific (CINCPAC); the Director, Office of Children and Youth, within the Office of the Governor of Hawaii; and officials in the State's Department of Social Services and Housing.

Our discussions with these officials and our review of documentation provided to us concerning child abuse and neglect in military families in Hawaii indicated that:

--The continuing increase in the number of military child abuse and neglect referrals made to the Department of Social Services and Housing has strained the State's limited resources, and its ability to respond adequately to the referrals from both the military and civilian communities is diminishing.

--The Chief, Social Work Services, at Tripler Army Medical Center has recently been chosen by the Assistant Secretary of Defense (Health Affairs) to coordinate all military family advocacy programs in Hawaii. However, no funding or staffing is specifically allocated for child advocacy programs. Currently, the demand for such military services must compete with other

4
social service needs for funding. Likewise, military social service staffs must perform their child advocacy responsibilities on a collateral basis with other duties.

--Increased attention and emphasis by the Commander-in-Chief, Pacific, to the military child advocacy programs in Hawaii could hasten implementation of more effective programs and improve coordination with the military's civilian counterparts in dealing with incidents of child abuse and neglect. In this regard, we understand that CINCPAC is considering a proposal to establish a military family advocacy coordinating council as part of the military's triservice regionalization program.

--In addition to problems associated with insufficient funding and personnel to implement needed programs, there appears to be a need for (1) greater sharing of information between the services and the Department of Social Services and Housing, (2) further training in child abuse and neglect, and (3) greater stabilization in child advocacy programs and services resulting from continuing turnover of military personnel.

The joint effort described above concerning the treatment of child abuse and neglect in military families was clearly begun as a result of the language contained in Senate Report 96-393. It appears that this impetus and the continuing interest expressed by Senator Inouye concerning this cooperative effort may eventually result in the establishment of a model for identifying, investigating, and treating child abuse and neglect in military families. If successful, this joint effort could serve both military and civilian populations by using personnel more efficiently and cost effectively.

As arranged with your office, we are sending copies of this letter to Senator Inouye.

Sincerely yours,

[Signature]

Gregory J. Shart
Director
November 12, 1980

Ms. Ann Hoadley
c/o Holiday Isle Hotel
270 Lewers Street
Honolulu, Hawaii 96815

Dear Ms. Hoadley:

I would like to share with you the announcement of a three-year demonstration project to the Armed Forces by the Department of Health and Human Services to design, develop, and operate a Military Family Resource Center (MFRC) for family advocacy in the Military. The MFRC will operate with a national headquarters, initially located in Washington, D.C. and three regional centers in conjunction with Armed Services YMCA. One of these centers will be located at the Armed Services YMCA in Honolulu and will serve the Pacific region.

The objectives of the MFRC are to raise professional awareness of family advocacy among the military; to disseminate information and provide technical assistance to those serving military families; to encourage inter-service cooperation; and to foster cooperation between military and community organizations. The YMCA will be appointing a national advisory committee which will include representatives of the Navy, YMCA, social workers, and the National Center for Child Abuse and Neglect. It is expected that representatives of the Army, Air Force, and Coast Guard will be included later when agreements are reached.

The funding of the MFRC represents significant progress in efforts to develop social services which will support family life in the military. I am enclosing, for your information, a copy of Senator Inouye's press release about the Military Family Resource Center. Please share it with interested individuals.

I will continue to keep you informed of further developments.

Aloha,

Ruby Takei
RUBY TAKANISHI
Congressional Science Fellow

RT:jmpl
Enclosures
WASHINGTON, D. C.--The Department of Health and Human Services has approved funds for a demonstration project which will establish a regional center in Honolulu to strengthen military family life and aid in the prevention of child abuse cases in the military community.

A $300,000 grant for the first year of a three-year project has been awarded to the Armed Services YMCA, announced Senator Daniel K. Inouye.

The Military Family Resource Center tentatively plans headquarters in Washington, D. C. with three regional centers operating from branch Armed Services YMCAs: Honolulu for the Pacific area; San Diego, California for the Midwest and West Coast; and Portsmouth, Virginia, serving the East Coast and European bases.

Senator Inouye has led Congressional efforts in improving military morale and family life, through increased attention to the high incidence of child abuse and neglect cases in military communities.

(MORE)
The Armed Services YMCA in Honolulu now operates several outreach programs for military families, under Executive Director Michael Ellis.

The new program proposed by the Armed Services YMCA and Defense Department, will disseminate information and provide technical assistance for military families; encourage inter-service cooperation; and work with military and civilian agencies on problems facing military families.

"Morale is an essential part of our military preparedness, retention and performance. The pressures of military life can be heavy for personnel and their dependents, but must be minimized if our military services are to perform at their highest capabilities," Senator Inouye said.

A recent General Accounting Office study requested by the Senator reported a need for better military and civilian government cooperation and resources in handling child abuse and neglect cases in the Hawaii military community. It suggested increased staff and funds to deal with the high number of child abuse problem cases.

"Military officials in Hawaii have been concerned and responsive to the need for more family advocacy support.

(MORE)
"CINCPAC has recently proposed the establishment of a Military Family Advocacy Coordination Council for Hawaii, to improve coordination with public agencies and between military bases," Senator Inouye said.

"These steps are important in focusing attention on the quality of military family life, and developing methods of strengthening it in our military communities throughout the world."

-30-
A three year demonstration project to design, develop and operate a MILITARY FAMILY RESOURCE CENTER (MFRC), for family advocacy in the Military, together with a first year $300,000 grant, has been awarded to the Armed Services YMCA by the U.S. Department of Health & Human Services (HHS).

The MFRC will serve as an international center to foster the development of social services to help strengthen family life and aid in the prevention of child abuse and neglect in military families and related programs. The resulting services are expected to help military families to learn to better cope with some of the pressures associated with military life.

The broad objectives of the MILITARY FAMILY RESOURCE CENTER are to raise professional awareness for family advocacy in the military; to disseminate information and provide technical assistance to those who serve military families; to foster interservice cooperation, as well as cooperation among military and civilian agencies; and to enhance the multi-disciplinary treatment practices of civilian and military entities who serve families in the military. Focus will be on the military population, the military as a professional organization, and the military as the provider of education to professionals in the military.

The MFRC promises substantial benefits both to the military and to military families. To the military, it offers a central planning and dissemination point for family advocacy and a source of materials especially adapted to military needs. To military families, the center will offer improved services through increased coordination of the two broad systems which serve them -- civilian and military. The professional skills of military family advocacy personnel should be greatly enhanced through training which will be provided. The civilian agencies and military personnel serving the large military population should profit from increased available knowledge generated by the center.

The proposal leading to the award of this project and grant was prepared by the Armed Services Department of the National Board of Young Men's Christian Associations of the United States, which functions as the national Armed Services YMCA, upon the invitation of and with assistance from related officials in the Department of Defense, the Navy Department and the HHS's National Center for Child Abuse and Neglect (NCCAN), who encouraged it. 1981 will mark 120 years of YMCA service for personnel of the nation's Armed Forces.

In announcing the grant, the Department of Health and Human Services noted a 1979 report of the General Accounting Office (GAO) on handling of child maltreatment in the military which identified stresses unique to military families.

Among the problems cited in the report were the absence of military men and women from their families for long periods of time and the frequent relocation of families. It also noted that military personnel are often assigned to relatively remote areas of the United States or to countries where the American military community is isolated from the surrounding society by language and cultural differences.

In general, the GAO report found that the Armed Forces lack the resources to provide adequate child protection and related services. Moreover, the report recommended an overall DOD policy on child advocacy and services based on the report.
The establishment of the resource center is the result of a year-long planning effort on the part NCCAN and representatives of the Department of the Army, Navy and Air Force. It is understood that once the decision was made to secure a voluntary agency for the operation of the center, the YMCA was chosen for several important reasons: (1) The YMCA's long record of service to the Armed Forces; (2) The Armed Services Department's understanding of and proven expertise in working with the military; (3) The creditable work being done today by a number of Armed Services YMCA branches with young military families; and (4), Recognition of the YMCA as a leading human care organization and its interest in strengthening family life. Civilian organizations, including local YMCAs, should be able to benefit from the MFRC, too, as it is expected that the resources developed can be made available to them.

The final organizational structure of the MFRC will depend upon a number of factors to be determined during the developmental stage. However, it is being designed to operate within the framework of a headquarters location and several regional centers. While the permanent location has yet to be finalized, initially the headquarters will be developed in Washington, D.C. However, three regional centers are being planned in conjunction with branch Armed Services YMCAs. Their location and the areas of special responsibility are projected as follows: Portsmouth, VA -- the East Coast and European area; San Diego, CA -- the Midwest and the West Coast areas; and Honolulu, HI -- the Pacific area. The Regional Centers, which will receive support and direction from headquarters, will be responsible for implementing program efforts for their respective regions.

The MFRC is expected to be staffed by six professional personnel when it becomes fully operational and will utilize any existing resources that may be made available to it by the Armed Forces and the civilian community. The Navy, in recognition of the aid it will receive in achieving its own goals, has already committed the support of several Medical Department family advocacy personnel for the proposed Regional Centers.

The MFRC will serve military families through their service providers by making additional resources and training opportunities available to them, not by direct services. It will not duplicate current or planned programs in the several Services, but will compliment and supplement them. For example, in the case of the Navy, it should help to enhance the development of its new Family Service Centers and BUMED programs, and do the same for the Army's Quality of Life programs.

A National Advisory Committee will be appointed by the YMCA to serve in an advisory capacity to the MILITARY FAMILY RESOURCE CENTER to provide guidance, entree to resources, and the development of policy. It will initially include designated representatives of the Navy, NCCAN, and the YMCA, as well as specialists in the field of social work, and, later as agreements are reached, representatives of the Air Force and the Coast Guard.

Fred D. Carl (212) 374-2139
Executive Director
Armed Services Department
National Board of YMCAs
291 Broadway, New York, N.Y. 10007
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(MORE)
Press Release
Military Family Grant
Wednesday, November 12, 1980
Page two

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-30-
November 12, 1980

Alvin T. Shim, Esq.
Shim, Sigal, Tam & Naito
Attorneys at Law
Suite 800
333 Queen Street
Honolulu, Hawaii 96813

Dear Mr. Shim:

I would like to share with you the announcement of a three-year demonstration project to the Armed Forces by the Department of Health and Human Services to design, develop, and operate a Military Family Resource Center (MFRC) for family advocacy in the Military. The MFRC will operate with a national headquarters, initially located in Washington, D.C. and three regional centers in conjunction with Armed Services YMCAs. One of these centers will be located at the Armed Services YMCA in Honolulu and will serve the Pacific region.

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I will continue to keep you informed of further developments.

Aloha,

RUBY TAKANISHI
Congressional Science Fellow
November 12, 1980

Denis Mee-Lee, M.D.
Chief, Mental Health Division
Department of Health
State of Hawaii
P. O. Box 3378
Honolulu, Hawaii 96801

Dear Dr. Mee-Lee:

I would like to share with you the announcement of a three-year demonstration project to the Armed Forces by the Department of Health and Human Services to design, develop, and operate a Military Family Resource Center (MFRC) for family advocacy in the Military. The MFRC will operate with a national headquarters, initially located in Washington, D.C. and three regional centers in conjunction with Armed Services YMCAs. One of these centers will be located at the Armed Services YMCA in Honolulu and will serve the Pacific region.

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Aloha,

RUBY TAKANISHI
Congressional Science Fellow

RT:jmpl
Enclosures
November 12, 1980

Professor John F. McDermott, Jr.
Chairman, Department of Psychiatry
John A. Burns School of Medicine
University of Hawaii at Manoa
1356 Lusitana Street
Honolulu, Hawaii 96813

Dear Professor McDermott:

I would like to share with you the announcement of a three-year demonstration project to the Armed Forces by the Department of Health and Human Services to design, develop, and operate a Military Family Resource Center (MFRC) for family advocacy in the Military. The MFRC will operate with a national headquarters, initially located in Washington, D.C. and three regional centers in conjunction with Armed Services YMCAs. One of these centers will be located at the Armed Services YMCA in Honolulu and will serve the Pacific region.

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Aloha,

RUBY TAKANISHI
Congressional Science Fellow
November 12, 1980

Ms. Genevieve T. Okinaga
Director, Office of Children and Youth
Office of the Governor
State of Hawaii
P. O. Box 3044
Honolulu, Hawaii 96802

Dear Mrs. Okinaga:

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Aloha,

RUBY TAKANISHI
Congressional Science Fellow

RT:jmpl
Enclosures
Mrs. Kathi Kreinik  
Executive Director, Hawaii Chapter  
National Association of Social Workers, Inc.  
250 South Vineyard Street  
Honolulu, Hawaii 96813

Dear Mrs. Kreinik:

I would like to share with you the announcement of a three-year demonstration project to the Armed Forces by the Department of Health and Human Services to design, develop, and operate a Military Family Resource Center (MFRC) for family advocacy in the Military. The MFRC will operate with a national headquarters, initially located in Washington, D.C. and three regional centers in conjunction with Armed Services YMCAs. One of these centers will be located at the Armed Services YMCA in Honolulu and will serve the Pacific region.

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Aloha,

RUBY TAKANISHI  
Congressional Science Fellow

RT:jmpl
Marion Poirier, R.N.
Executive Director
Hawaii Nurses' Association
677 Ala Moana Boulevard
Suite 1014
Honolulu, Hawaii 96813

Dear Ms. Poirier:

I would like to share with you the announcement of a three-year demonstration project to the Armed Forces by the Department of Health and Human Services to design, develop, and operate a Military Family Resource Center (MFRC) for family advocacy in the Military. The MFRC will operate with a national headquarters, initially located in Washington, D.C. and three regional centers in conjunction with Armed Services YMCAs. One of these centers will be located at the Armed Services YMCA in Honolulu and will serve the Pacific region.

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Aloha,

RUBY TAKANISHI
Congressional Science Fellow
Mr. Franklin Y. K. Sunn  
Director  
Department of Social Services and Housing  
State of Hawaii  
P. O. Box 339  
Honolulu, Hawaii 96809  

November 12, 1980  

Dear Mr. Bunn:  

I would like to share with you the announcement of a three-year demonstration project to the Armed Forces by the Department of Health and Human Services to design, develop, and operate a Military Family Resource Center (MFRC) for family advocacy in the Military. The MFRC will operate with a national headquarters, initially located in Washington, D.C. and three regional centers in conjunction with Armed Services YMCA. One of these centers will be located at the Armed Services YMCA in Honolulu and will serve the Pacific region.

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Aloha,

Ruby Takanishi  
Congressional Science Fellow

RT: jmp1  
Enclosures
Ms. Barbara C. Yamashita
Area Coordinator, Region 9
Child Abuse Project
Kaukeolani Children's Hospital
Hawaii Family Stress Center
1319 Punahou Street
Honolulu, Hawaii 96826

Dear Ms. Yamashita:

I would like to share with you the announcement of a three-year demonstration project to the Armed Forces by the Department of Health and Human Services to design, develop, and operate a Military Family Resource Center (MFRC) for family advocacy in the Military. The MFRC will operate with a national headquarters, initially located in Washington, D.C. and three regional centers in conjunction with Armed Services YMCA's. One of these centers will be located at the Armed Services YMCA in Honolulu and will serve the Pacific region.

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Aloha,

RUBY TAKANISHI
Congressional Science Fellow
November 12, 1980

Dean Helen Burnside  
School of Nursing  
University of Hawaii at Manoa  
Honolulu, Hawaii 96822

Dear Dean Burnside:

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RUBY TAKANISHI  
Congressional Science Fellow

RT:jmpl  
Enclosures
Dean Daniel S. Sanders  
School of Social Work  
University of Hawaii at Manoa  
Hawaii Hall  
2500 Campus Road  
Honolulu, Hawaii 96822  

Dear Dean Sanders:

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RUBY TAKANISHI  
Congressional Science Fellow
Ms. Ann Hoadley  
c/o Holiday Isle Hotel  
270 Lewers Street  
Honolulu, Hawaii 96815  

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RUBY TAKANISHI  
Congressional Science Fellow  

RT:jmpl  
Enclosures
November 12, 1980

Mr. William J. Puette
UNISERV Field Representative
Central District
Hawaii State Teachers Association
2828 B&W Street, Suite 3150
Honolulu, Hawaii 96819

Dear Mr. Puette:

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RUBY TAKANISHI
Congressional Science Fellow
Ms. Ruby Takanishi  
Congressional Science Fellow  
United States Senate  
Prince Kuhio Federal Building  
300 Ala Moana Blvd., Rm. 6104  
Honolulu, HI 96850

Dear Ms. Takanishi:

Thank you for your letter of October 29 and the useful update on activities regarding child abuse in military families in Hawaii.

I am in contact with Lt. Col. Peter J. McNelis regarding the proposed visit of Captain Peter Flynn, M.D.

We appreciate your help in keeping us informed about further developments related to child abuse in military families in Hawaii.

Best wishes.

Sincerely,

Daniel S. Sanders  
Dean

DSS:ht
Letter

to Daniel Saunders
Genice Okinaga
Helen Burns
Ann Hoadley
Kathie Lennik
Denise McLean
John McDermott
William Puette
Marion Poirot
Albert T. Stern
Franklin Sun

Barbara Zamolka
Dr. Pat DeLeon
Office of Senator Inouye
U.S. Senate
Washington, DC 20510
WASHINGTON, D. C.--The Department of Health and Human Services has approved funds for a demonstration project which will establish a regional center in Honolulu to strengthen military family life and aid in the prevention of child abuse cases in the military community.

A $300,000 grant for the first year of a three-year project has been awarded to the Armed Services YMCA, announced Senator Daniel K. Inouye.

The Military Family Resource Center tentatively plans headquarters in Washington, D. C. with three regional centers operating from branch Armed Services YMCA's: Honolulu for the Pacific area; San Diego, California for the Midwest and West Coast; and Portsmouth, Virginia, serving the East Coast and European bases.

Senator Inouye has led Congressional efforts in improving military morale and family life, through increased attention to the high incidence of child abuse and neglect cases in military communities.

(MORE)
The Armed Services YMCA in Honolulu now operates several outreach programs for military families, under Executive Director Michael Ellis.

The new program proposed by the Armed Services YMCA and Defense Department, will disseminate information and provide technical assistance for military families; encourage inter-service cooperation; and work with military and civilian agencies on problems facing military families.

"Morale is an essential part of our military preparedness, retention and performance. The pressures of military life can be heavy for personnel and their dependents, but must be minimized if our military services are to perform at their highest capabilities," Senator Inouye said.

A recent General Accounting Office study requested by the Senator reported a need for better military and civilian government cooperation and resources in handling child abuse and neglect cases in the Hawaii military community. It suggested increased staff and funds to deal with the high number of child abuse problem cases.

"Military officials in Hawaii have been concerned and responsive to the need for more family advocacy support.

(MORE)
"CINCPAC has recently proposed the establishment of a Military Family Advocacy Coordination Council for Hawaii, to improve coordination with public agencies and between military bases," Senator Inouye said.

"These steps are important in focusing attention on the quality of military family life, and developing methods of strengthening it in our military communities throughout the world."

-30-
A three year demonstration project to design, develop and operate a MILITARY FAMILY RESOURCE CENTER (MFRC), for family advocacy in the Military, together with a first year $300,000 grant, has been awarded to the Armed Services YMCA by the U.S. Department of Health & Human Services (HHS).

The MFRC will serve as an international center to foster the development of social services to help strengthen family life and aid in the prevention of child abuse and neglect in military families and related programs. The resulting services are expected to help military families to learn to better cope with some of the pressures associated with military life.

The broad objectives of the MILITARY FAMILY RESOURCE CENTER are to raise professional awareness for family advocacy in the military; to disseminate information and provide technical assistance to those who serve military families; to foster interservice cooperation, as well as cooperation among military and civilian agencies; and to enhance the multi-disciplinary treatment practices of civilian and military entities who serve families in the military. Focus will be on the military population, the military as a professional organization, and the military as the provider of education to professionals in the military.

The MFRC promises substantial benefits both to the military and to military families. To the military, it offers a central planning and dissemination point for family advocacy and a source of materials especially adapted to military needs. To military families, the center will offer improved services through increased coordination of the two broad systems which serve them -- civilian and military. The professional skills of military family advocacy personnel should be greatly enhanced through training which will be provided. The civilian agencies and military personnel serving the large military population should profit from increased available knowledge generated by the center.

The proposal leading to the award of this project and grant was prepared by the Armed Services Department of the National Board of Young Men's Christian Associations of the United States, which functions as the national Armed Services YMCA, upon the invitation of and with assistance from related officials in the Department of Defense, the Navy Department and the HHS's National Center for Child Abuse and Neglect (NCCAN), who encouraged it. 1981 will mark 120 years of YMCA service for personnel of the nation's Armed Forces.

In announcing the grant, the Department of Health and Human Services noted a 1979 report of the General Accounting Office (GAO) on handling of child maltreatment in the military which identified stresses unique to military families.

Among the problems cited in the report were the absence of military men and women from their families for long periods of time and the frequent relocation of families. It also noted that military personnel are often assigned to relatively remote areas of the United States or to countries where the American military community is isolated from the surrounding society by language and cultural differences.

In general, the GAO report found that the Armed Forces lack the resources to provide adequate child protection and related services. Moreover, the report recommended an overall DoD policy on child advocacy and suggested coordination between agencies serving military families, recognizing the needs of military families.
The establishment of the resource center is the result of a year-long planning effort on the part NCCAN and representatives of the Department of the Army, Navy and Air Force. It is understood that once the decision was made to secure a voluntary agency for the operation of the center, the YMCA was chosen for several important reasons: (1) The YMCA's long record of service to the Armed Forces; (2) The Armed Services Department's understanding of and proven expertise in working with the military; (3) The creditable work being done today by a number of Armed Services YMCA branches with young military families; and (4), Recognition of the YMCA as a leading human care organization and its interest in strengthening family life. Civilian organizations, including local YMCAs, should be able to benefit from the MFRC, too, as it is expected that the resources developed can be made available to them.

The final organizational structure of the MFRC will depend upon a number of factors to be determined during the developmental stage. However, it is being designed to operate within the framework of a headquarters location and several regional centers. While the permanent location has yet to be finalized, initially the headquarters will be developed in Washington, D.C. However, three regional centers are being planned in conjunction with branch Armed Services YMCAs. Their location and the areas of special responsibility are projected as follows: Portsmouth, VA -- the East Coast and European area; San Diego, CA -- the Midwest and the West Coast areas; and Honolulu, HI -- the Pacific area. The Regional Centers, which will receive support and direction from headquarters, will be responsible for implementing program efforts for their respective regions.

The MFRC is expected to be staffed by six professional personnel when it becomes fully operational and will utilize any existing resources that may be made available to it by the Armed Forces and the civilian community. The Navy, in recognition of the aid it will receive in achieving its own goals, has already committed the support of several Medical Department family advocacy personnel for the proposed Regional Centers.

The MFRC will serve military families through their service providers by making additional resources and training opportunities available to them, not by direct services. It will not duplicate current or planned programs in the several Services, but will compliment and supplement them. For example, in the case of the Navy, it should help to enhance the development of its new Family Service Centers and BUMED programs, and do the same for the Army's Quality of Life programs.

A National Advisory Committee will be appointed by the YMCA to serve in an advisory capacity to the MILITARY FAMILY RESOURCE CENTER to provide guidance, entree to resources, and the development of policy. It will initially include designated representatives of the Navy, NCCAN, and the YMCA, as well as specialists in the field of social work, and, later as agreements are reached, representatives of the Army, Air Force and the Coast Guard.

Fred D. Carl (212) 374-2139
Executive Director
Armed Services Department
National Board of YMCAs
291 Broadway, New York, N.Y. 10007

DC/nd.
11/03/80
FOR RELEASE MONDAY A.M., November 10

NEW YORK -- A three year demonstration project to design develop and operate a Military Family Resource Center (MFRC), for family advocacy in the Military, together with a first year $300,000 grant, has been awarded to the Armed Services YMCA by the U.S. Department of Health & Human Services.

According to Fred D. Carl, YMCA Armed Services Department's national executive director, the MFRC will serve as an international center to foster development of social services to strengthen family life. Objective of the resulting services is to help military families learn to better cope with some of the pressures of military life, Carl said.

A 1979 General Accounting Office (GAO) examined stresses unique to military families. Two major causes of stress were identified as long absences from their families by military men and women, and frequent relocation of families. A third stress factor was assignments in relatively remote areas in the United States and other countries. The military community in such locations often is isolated from the surrounding society by language and cultural differences. The GAO report found that, in general, the Armed Forces lacked resources to provide adequate services for child welfare programs. Moreover, the report recommended an overall DoD policy on child advocacy and suggested coordination between the Armed Forces and community agencies in serving needs of military families. The establishment of the new resources center is in response to this report and the result of a year-long cooperative planning effort on the part of representatives of the Departments of Army, Navy

-MORE-
Air Force with the HHS's National Center on Child Abuse & Neglect.

Broad objectives of the MFRC are several, Carl explained. They include raising professional awareness for family advocacy among the military; disseminating information and providing technical assistance to those serving military families; encouraging inter-service cooperation, and fostering cooperation between military and community organizations. MFRC will focus on the military as a professional organization, the military population and the military as a provider of education to professionals in the Armed Forces, Carl added.

MFRC will operate with a national headquarters, initially in Washington, D.C., and three regional centers in conjunction with Armed Services YMCA's. These centers and their areas of responsibility are Portsmouth, VA., for the East Coast and Europe; San Diego, CA., for the Midwest and West Coast, and Honolulu, HI., for the Pacific area. Guidance, entree to resources and policy will come from a national Advisory Committee to be appointed by the YMCA, Carl said. The Committee will include representatives of the Navy, NCCAN, social work specialists and the YMCA. Later, as agreements are reached, representatives of the Army, Air Force and Coast Guard will be included on the Committee.
Ms. Joyce Brown
4163 Arcturus Street
Lompoc, California 93436

Dear Ms. Brown:

Thank you for sharing with me the concerns of the Military Early Childhood Alliance (MECA).

Senator Inouye has been deeply concerned about child abuse in military families and has worked actively during the last three years for effective strategies to address this important problem. The Senator included language in the Fiscal Year 1980 Appropriations Bill for the Department of Defense directing the Government Accounting Office (GAO) to conduct an in-depth review of military child advocacy programs in Hawaii. The Department of Defense was also requested to provide a report about progress in child abuse programs in time for the Fiscal Year 1981 Appropriations Bill.

During the last month, Patrick De Leon, the Senator's Executive Assistant, and I have had discussions with GAO and DoD representatives. When the Fiscal Year 1981 Appropriations Bill is considered, the Committee will include an additional $3 million expressly for the purpose of encouraging the DoD to initiate several pilot projects in order to explore effective ways of addressing child abuse in the military.

Please continue to keep me informed about the concerns of the Military Early Childhood Alliance.

Aloha,

RUBY TAKANISHI
Congressional Science Fellow

RT: jmp1
RUBY: Do you have Ms. Brown's letter so that I may attach it to the green?

JO ANN
October 17, 1980

Mrs. Geneovie T. Okinaga
State Director
Office of Children and Youth
P. O. Box 3044
Honolulu, Hawaii 96802

Dear Mrs. Okinaga:

On behalf of Senator Inouye, who is currently in Hawaii, I wish to acknowledge receipt of your letter of October 10, 1980.

As you know, Senator Inouye has been deeply concerned about child abuse in the military for several years, and has worked for the support of their family resource centers.

We will continue to keep your office informed about developments regarding the family resource centers in the military services.

Aloha,

RUBY TAKANISHI
Congressional Science Fellow

RT:jmpl

P.S. Pat wanted me to acknowledge your kind letter as I will be specializing in this area over the next 12 months as a AAAS Fellow.
The Honorable Daniel K. Inouye  
105 Russell Senate Office Bldg.  
Washington, D.C. 20510

Dear Senator Inouye:

We were delighted to hear from Dr. DeLeon today that Hawaii has been selected as one of the three sites for the military resource centers and that Captain Peter Flynn of the Department of Defense is expected to visit our State next month.

We greatly appreciate your thoughtful efforts in keeping this Office abreast of developments in this arena at the national level. We are grateful to you and your staff.

Sincerely yours,

(Mrs.) Genevieve T. Okinaga  
State Director

GTO:GN:ew

cc:  Dr. Patrick DeLeon  
Colonel David Peters
Mr. Elmer B. Staats
Controller General
General Accounting Office
441 G Street
Washington, D.C. 20548

Dear Mr. Staats:

I am very concerned about the effectiveness of our Armed Forces and of our personnel policies with respect to equal opportunity. I understand that the GAO may be in the process of studying the effectiveness of affirmative action and equal opportunity programs of the Army, Navy and Air Force.

I would appreciate receiving a report on the effectiveness of these programs and on the current status of equal opportunity in the military and civilian sectors of the Armed Forces. I am aware of the leadership which the Army has provided through the Army Research Institute in achieving equal opportunity, but I am not sure of the current status of these efforts or of similar efforts in the other services and in civilian Defense Department employment.

Has the excellent work reported in Pam 600-43, Measuring Changes in Institutional Racial Discrimination in the Army, been continued? The use of the "differance indicator" as illustrated in the Nordlie chapter in the book Discrimination in Organizations, 1979 appears to be a most helpful and useful way to measure and monitor equal opportunity. What measures are you recommending to the Armed Forces and to civilian agencies to measure and monitor changes in equal opportunity within organizations?

Which departments and agencies have done the best job of attaining equal opportunity and which ones have the furthest to go? Which of the various programs have been the most and least effective? How does one determine what has been effective? In all of these areas, the work of the Army Research Institute appears to be one of the most promising, but I would very much appreciate your assessment. Thank you for your assistance.

Cordially,
PAT -

I have gone over this material. It appears that the issue of predictive validity is involved at the minimum. However, it sounds like much larger issues are involved — certainly that of racial and sexual discrimination.

Is this something we might initiate a GAO study on?

It seems like the Armed Services are doing a sloppy job with testing and some of the issues involved therein. Given the concern about recruitment and the "quality" of military personnel, it might be useful to take this on.

What do you think?
HART couldn't fail,

By Mark Matsunaga
Advertiser Government Bureau

"How can it fail?" the city's mass-transit administrator asks of the proposed Honolulu Area Rapid Transit system.

John Hirten, the new HART chief, says Honolulu is ideally suited for a fixed-guideway system like HART. He says the system has been "studied to death" already, and the next step is to implement it, which he will perform as the responsibility in deciding whether to proceed.

Hirten hired for $35,000 annually on a two-year contract by outgoing Mayor Frank Fasi in September, will oversee a $47.75 million preliminary engineering study on HART.

Over the years, there's been talk about HART being 23, 14 or 8 miles long. It has been estimated that an 8-mile system, from the airport to the University of Hawaii, would cost $75 million.

The engineering study, Hirten said, will examine all the possibilities as well as their costs.

The former assistant U.S. secretary of transportation and Urban Mass Transit Administration deputy arrived here a week ago.

He has declined interviews with reporters until he meets with Mayor-elect Ella Anderson next week.

Yesterday, however, he spoke before the Transit Coalition for Honolulu, a community group composed of boosters and opponents of the fixed-rail system. He made it clear that he will not be the one to decide the future of the project.

"The unique configuration of central Honolulu as a linear city is ideal for operation of a system to serve as a core or backbone for an integrated bus-rail system," he said. "Nothing's perfect, but if there were perfect situation, this would be it."

"Seldom, if ever, has a system united all the major activity centers of the 23-mile corridor for which it was originally envisioned for HART," he said.

He listed all the major stops - from Pearl Harbor to downtown Honolulu - and out to Hawaii Kai.

"Never have I seen any kind of a system that linked up all of the principal major activity centers," Hirten said. "My subjective person says, 'How can it fail?'"

He said Honolulu's bus system has an average daily ridership of 190,000. If construction for HART started now and the system were finished in 10 years, he said, the 1990 statistics might show a combined bus-rail ridership of 250,000, with the rail portion having 60,000 passengers a day.

That, he said, is "a very reasonable expectation.

For Hirten, being a planner means "I worry. I worry about the future."

While he said he's "impressed far with the Bus," he added: "This is for today. What about tomorrow?"

"We have to look past five or 10 years," he said. "We cannot afford to be shortsighted."

Instead, he said, we should look 50 to 100 years into the future.

Citing his extensive travels worldwide, he said: "Growing communities have all kinds of transportation needs."

He described Honolulu as "the focal point for the Pacific basin in business, culture, education and recreation."

Hirten said a transit system does not generate growth but accommodates that growth. And, he added, "Growth is going to come to the Islands."

---

Administrator

Describing HART as a project which "has been studied to death," Hirten said "transit systems are often make "self-fulfilling prophecies" about inflated costs. Their opposition results in delays while further studies are conducted, thus allowing inflation to drive costs up, be said.

He has two goals for the preliminary engineering study:

- Get the best facts regarding construction and cost that the city, state and the Urban Mass Transit Administration can make a "proper decision."
- Establish basic design, construction and operation criteria in order to proceed if the decision is made to go ahead.

He said he hopes to have the study completed in 18 months. Then it will be up to government officials to decide whether to go ahead.

"If the decision is no, the project comes to a halt then and there," he said.

But all the statistics and projections won't answer the question of whether the people of Honolulu want HART or not.

"We are in a political process," he said. "What we have to do is address the more significant political ques-
Mr. Arthur H. Kube  
Center Director 
Hawaii Job Corps Center 
P.O. 25160  
Honolulu, Hawaii  96826

Dear Art:

Thank you for the letter of October 28th to Senator Inouye 
setting forth clearly the differences as to what is an 
acceptable candidate for Service entrance and some areas 
in which women do not seem to be treated equally.

The Senator's Washington office is being asked to review 
the matter of Service testing and applicant acceptability, 
and to initiate further action.

Your very helpful analysis is appreciated.

Aloha,

DAVID M. PETERS 
Executive Assistant 
Honolulu Office

DMP:pmm
THE CHART ABOVE shows percentages by racial groupings of recruits who scored in the lowest acceptable mental category, CAT IV, on military entrance tests during the last three fiscal years. In FY79, for example, 15 percent of the Navy’s white recruits, 44 percent of its black recruits and 31 percent of its other minority recruits were CAT IV's. Congress this month placed limits on the percentage of CAT IV’s that can be recruited in future years. In FY81, CAT IVs for DoD overall must not exceed 25 percent of all recruits, in FY82, the same limit will be placed on individual services, and in FY83 no service can accept more than 20 percent of CAT IV’s.

Mental Category Rules Could Be Minority Barrier

By TOM PHILPOTT
Times Staff Writer

WASHINGTON—Opportunities for blacks and other minorities to join the military could decline significantly in future years as a result of new legal restrictions on the number of recruits the services can take in the lowest acceptable category on military entrance exams.

Pentagon statistics obtained by The Times show 50 percent of all black recruits and 40 percent of other minority recruits last year placed in category IV on the Armed Forces Qualification Test. Twenty percent of all white recruits also scored in CAT IV, the lowest mental category accepted in the military.

The figures suggest that, unless the standardized test is changed substantially, minorities stand to lose the most ground to new “quality” guidelines expected to be approved this summer by Congress in the fiscal year defense authorization bill.

The bill, now signed into law, limits the number of CAT IV recruits that DoD can accept in FY81 to an all-service average of 25 percent. The limit will be tightened in FY82 to no more than 25 percent CAT IVs for each service, and in FY83, to no more than 20 percent for each service.

The Army, which apparently faces serious recruiting problems if the restrictions aren’t eased, says the AFQT does not measure intelligence, nor does it accurately estimate job performance in the military. Some analysts suggest the test discriminates against blacks and other minorities, who generally hail from different socioeconomic backgrounds than the World War II participants that AFQT scores are measured against.

Congress moved to restrict CAT IV recruits after the Defense Department announced last April that AFQT scores have been inflated since 1971. Many recruits listed as CAT III actually belonged in CAT IV.

After recalibrating or “renaming” the test results, DoD said the services inflated nearly six times as many CAT IVs in FY79 than otherwise reported. Thirty percent, rather than five percent, of Army recruits were CAT IVs. The revised figures showed the Army took the largest percentage of CAT IVs, with 90 percent.

Many Pentagon manpower officials feel that the new restrictions arbitrarily could screen out thousands of qualified volunteers, many of them minorities, who would perform adequately.

Some officials already see recruiting problems ahead. By one Pentagon estimate, unless a more valid entrance test is developed or the restrictions on CAT IVs are eased, the Army will fall seven to 11 percent short of recruits in FY81 and 35 to 45 percent short in FY82. Some services may be unable to meet their recruiting goals for Hispanics and other minorities, one official said.

An official Army spokesman said those projections are “pure speculation.” He said the Army does not consider recruitment a problem in filling its ranks, so the impact of the new CAT IV restrictions on minorities has not been examined.

The spokesman said whether the Army will have recruiting problems depends on a larger extent on the success of a new military entrance exam that will be introduced next month.

DoD officials say the new Armed Services Vocational Aptitude Battery, which includes the AFQT, has “content more appropriate for women and minorities.” It also will measure more accurately the specific aptitudes required for successful military service.

A recent Army study group suggests that the AFQT should be scrapped altogether and be replaced by a system of tests and cutoff scores directly related to performance standards.

The Army cautiously states that results of the AFQT indicate at best, “triviality,” the report said. “The evidence we have gathered, however, suggests that the test has been so misrepresented over time, and the predictions derived from mental category results so overstated, that the future utility of the AFQT is in some doubt.”

The Army report entitled “An Examination of the Use of the AFQT as a Screen and Measure of Quality,” says there is no “rational justification” for mental category cutoff scores and all references to such categories should be stopped immediately. The study reportedly influenced Army Secretary Clifford L. Alexander Jr.’s decision to pull AFQT scores from field personnel files last June.

But, unlike their Army counterparts, DoD officials appear reluctant to shelve the AFQT as a screening device, at least for the time being.

In its report to Congress on the test scores last July, DoD said 39 years of experience “suggests that individuals who score low on the AFQT are less likely to be successful in military training” and “are more likely to have disciplinary problems.” On the average, it said, “the higher an individual’s AFQT score, the greater the likelihood of successful military performance.

The report said, however, that there is no evidence that the enlistment of more personnel in AFQT Category IV has resulted in any insufficiencies in force capability.”
ARMD SERVICES VOCATIONAL APPTITUDE BATTERY
(ASVAB)
INFORMATION PAMPHLET

A square has
A 2 sides
B 3 sides
C 4 sides
D 5 sides

15 TEETH
10 TEETH

DoD 1304.12Z
Department of Defense

"PRODUCTION TEST"

We think actual test is much harder than this sample.
INSTRUCTIONS TO RECRUITERS FOR
USE OF THE ASVAB INFORMATION PAMPHLET

1. The attached pamphlet is authorized for use by applicants of all the services.

2. It contains general instructions for taking the test battery, sample questions for all ASVAB tests, a sample answer sheet and a scoring key showing the correct answers.

3. The pamphlet is to be used only to familiarize potential applicants with the nature of the test battery and thus maximize the likelihood of their performing as well as they can.

4. It contains all of the information that should be needed for a thorough understanding of the ASVAB.

5. Applicants should be encouraged to use the pamphlet so they know what to expect, and have an understanding of the types of questions on the official test.

6. All applicants should understand that this is not a screening test. It is strictly for information and familiarization.
This pamphlet is intended to give you general information about the ASVAB--the set of tests you will take to enter one of the armed services.

The armed services use the ASVAB for two purposes: (1) to help determine a person's qualifications for enlistment, and (2) to help indicate the vocational areas for which a person is best suited.

The ASVAB tests are not "IQ" tests or "education tests." Persons who do well in school generally make good scores on the ASVAB, but there are also many people who did not go very far in school, or who did not make high grades, who do very well on the ASVAB.

After reading this pamphlet and answering the sample questions it contains, you will understand more about the makeup of the test you will be taking.

You should do the best you can on these tests. By doing your best, you will increase the vocational opportunities available to you in the service of your choice. For the better positions, a person must do more than just barely pass the ASVAB, so do the best you can when you take it. This pamphlet will help you to do your best.

When you go to the examining station to take the ASVAB, you will be given a booklet with 10 short tests, each consisting of practice questions and actual test questions. You will also be given a separate answer sheet on which to mark your answers, a special pencil to use, and some scratch paper for doing any figuring you may want to do.

At the examining station, you will be given complete instructions as to what to do in taking the tests, and how much time you have to work on each test. After you have been given the instructions, you will be allowed to practice by answering some sample questions. Finally, you will be given plenty of opportunity to ask questions before you start, so that you will understand exactly what you are supposed to do on the tests.
## TESTS OF THE ASVAB

<table>
<thead>
<tr>
<th>Tests</th>
<th>Number of Questions</th>
<th>Working Time Allowed (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General Science</td>
<td>25</td>
<td>11</td>
</tr>
<tr>
<td>2. Arithmetic Reasoning</td>
<td>30</td>
<td>36</td>
</tr>
<tr>
<td>3. Word Knowledge</td>
<td>35</td>
<td>11</td>
</tr>
<tr>
<td>4. Paragraph Comprehension</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>5. Numerical Operations</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>6. Coding Speed</td>
<td>84</td>
<td>7</td>
</tr>
<tr>
<td>7. Auto &amp; Shop Information</td>
<td>25</td>
<td>11</td>
</tr>
<tr>
<td>8. Mathematics Knowledge</td>
<td>25</td>
<td>24</td>
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<tr>
<td>9. Mechanical Comprehension</td>
<td>25</td>
<td>19</td>
</tr>
<tr>
<td>10. Electronics Information</td>
<td>20</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total Questions</strong></td>
<td><strong>334</strong></td>
<td><strong>Total Time 2 hrs 24 mins</strong></td>
</tr>
</tbody>
</table>

### HOW TO TAKE THESE TESTS

In 9 of the 10 ASVAB tests, there are four possible answers for each question, labeled A, B, C, and D. The other test (Test 6) has five possible answers, labeled A, B, C, D, and E. Only one answer in each question is correct or best. Your job is to read each question carefully and decide which of the answers given is the best. Then you record your choice on the separate answer sheet by blackening out the space which has the same number and letter as that choice.

In all cases, you are to choose the best answer and mark your answer sheet in the space for it. You must not make any stray marks on the answer sheet, because the scoring machine might record those marks as wrong answers, and you also should not make any marks in the ASVAB test booklet.

In most of the tests, you will have enough time to try every question, and you should try every one. There are two tests (Tests 5 and 6) which you may not finish in the time allowed. Do not worry about them, most people don't finish them, but do work quickly and accurately.

Some tests will be easier for you than others, but do the best you can on each. All are important. Your score on each test of the ASVAB will be based on the number of answers you mark correctly. Wrong answers will not count against you in score computation.
SAMPLE ASVAB QUESTIONS

This is a sample test booklet. It contains a few of every type of question which is on the ASVAB that you will take for enlistment in one of the armed services.

Each test in this information pamphlet has 7 questions except Paragraph Comprehension which has 4 questions, Coding Speed which has 14 questions, and Electronics Information which has 6 questions. Some questions are easy, some moderately difficult, and some more difficult.

The correct answers to the sample questions in this booklet are on the last page, which shows an answer sheet with the questions answered perfectly.

Your recruiter will provide a blank answer sheet that is similar to the actual answer sheet you will use with the real test. You may practice by marking your answers to the questions on this blank answer sheet and then comparing them with the correct ones shown on the sample.

Part 1 General Science

This test has questions about general science, including biology and physics, as usually covered in high school courses:

1. Water is an example of a
   1-A solid.
   1-B gas.
   1-C liquid.
   1-D crystal.

2. Which of the following foods contains the most iron?
   2-A liver
   2-B cucumbers
   2-C eggs
   2-D candy

3. The chief nutrient in lean meat is
   3-A starch.
   3-B protein.
   3-C fat.
   3-D carbohydrates.

4. The chemical formula for water is
   4-A C₂H₂O₂.
   4-B H₂SO₄.
   4-C NaCl.
   4-D H₂O.

5. An eclipse of the sun throws the shadow of the
   5-A earth on the moon.
   5-B moon on the earth.
   5-C moon on the sun.
   5-D earth on the sun.

6. Lack of iodine is often related to which of the following diseases?
   6-A beriberi
   6-B scurvey
   6-C rickets
   6-D goiter

7. Substances which hasten chemical reaction time without undergoing change are called
   7-A buffers.
   7-B catalysts.
   7-C colloids.
   7-D reducers.
Part 2 - Arithmetic Reasoning

This is a test of your ability to solve arithmetic problems. Use your scratch paper for any figuring you wish to do.

1. A person buys a sandwich for 50¢, soda for 25¢, and pie for 40¢. What is the total cost?
   1-A $1.00
   1-B $1.05
   1-C $1.15
   1-D $1.25

2. If 12 men are needed to run 4 machines, how many men are needed to run 20 machines?
   2-A 24
   2-B 48
   2-C 60
   2-D 80

3. How many 36-passenger busses will it take to carry 144 people?
   3-A 4
   3-B 3
   3-C 5
   3-D 6

4. It cost a boy $13.50 to take a girl out for the evening. Sixty percent of this was for theater tickets. What was the cost for each ticket?
   4-A $3.95
   4-B $4.05
   4-C $5.40
   4-D $8.10

5. A pole 24 feet high has a shadow 8 feet long. A nearby pole is 72 feet high. How long is its shadow?
   5-A 16 feet
   5-B 24 feet
   5-C 32 feet
   5-D 56 feet

6. It cost $0.50 per square yard to waterproof canvas. What will it cost to waterproof a canvas truck cover that is 15' x 24'?
   6-A $6.67
   6-B $18.00
   6-C $20.00
   6-D $180.00

7. Mary put in a total of 16 1/2 hours babysitting during 5 days of the past week. What was her average work day?
   7-A 3 hours
   7-B 3 hours, 15 minutes
   7-C 3 hours, 18 minutes
   7-D 3 hours, 25 minutes
Part 4 - Paragraph Comprehension

This is a test of your ability to understand what you read. In this section you will find one or more paragraphs of reading material followed by incomplete statements or questions. You are to read the paragraph and select one of four lettered choices which best completes the statement or answers the question. When you have selected your answer, blacken in the correct numbered letter on your answer sheet.

1. The duty of the lighthouse keeper is to keep the light burning no matter what happens, so that ships will be warned of the presence of dangerous rocks. If a shipwreck should occur near the lighthouse, even though he would like to aid in the rescue of its crew and passengers, the lighthouse keeper must

1-A stay at his light.
1-B rush to their aid.
1-C turn out the light.
1-D quickly sound the siren.

In certain areas water is so scarce that every attempt is made to conserve it. For instance, on one oasis in the Sahara Desert the amount of water necessary for each date palm tree has been carefully determined.

2. How much water is each tree given?

2-A no water at all
2-B exactly the amount required
2-C water only if it is healthy
2-D water on alternate days

3. Twenty-five percent of all household burglaries can be attributed to unlocked windows or doors. Crime is the result of opportunity plus desire. To prevent crime, it is each individual's responsibility to

3-A provide the opportunity.
3-B provide the desire.
3-C prevent the opportunity.
3-D prevent the desire.

From a building designer's standpoint, three things that make a home livable are the client, the building site, and the amount of money the client has to spend.

4. According to the passage, to make a home livable

4-A the prospective piece of land makes little difference.
4-B it can be built on any piece of land.
4-C the design must fit the owner's income and site.
4-D the design must fit the designer's income.
Part 5 - Numerical Operations

This is a test to see how rapidly and accurately you can do simple arithmetic problems. For each problem, decide which answer is correct, then blacken the space on your answer sheet which has the same number and letter as your choice. This is one of the two speed tests on the ASVAB which you probably will not finish. The objective is to do as many questions as you can without making mistakes.

1. \(2 + 3 = \)
   - 1-A 1
   - 1-B 4
   - 1-C 5
   - 1-D 6

2. \(6 - 5 = \)
   - 2-A 1
   - 2-B 2
   - 2-C 3
   - 2-D 4

3. \(3 \cdot 9 = \)
   - 3-A 3
   - 3-B 6
   - 3-C 12
   - 3-D 13

4. \(60 \div 15 = \)
   - 4-A 3
   - 4-B 4
   - 4-C 5
   - 4-D 6

5. \(15 \div 3 = \)
   - 5-A 2
   - 5-B 3
   - 5-C 5
   - 5-D 6

6. \(3 \times 4 = \)
   - 6-A 1
   - 6-B 7
   - 6-C 12
   - 6-D 14

7. \(2 \times 6 = \)
   - 7-A 3
   - 7-B 4
   - 7-C 8
   - 7-D 12
Part 6 - Coding Speed

This is a test to see how quickly and accurately you can assign code numbers. At the top of each set of questions there is a code number "key." The key is a group of words with a code number for each word.

Each question in the test is a word taken from the key at the top. From among the possible answers listed for each question, you are to find the one which is the correct code number for that word. Then blacken the square for that answer on your answer sheet.

The sample questions below have already been answered for you. Make sure you understand them. Then try to answer the 14 questions following them as best you can.

Sample Question

Key

green ....... .2715 man ....... .3451 salt ....... .4586
hat ....... .1413 room ....... .2864 tree ....... .5972

Answers

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Notice that each of the questions is one of the words in the key. To the right of each question are possible answers listed under the letters A, B, C, and D. By looking at the key you see that the code number for the first word, "room," is 2864. 2864 is listed under the letter C so C is the correct answers. The correct answers for the other four questions are A, E, A, and B.

Questions

Key

bargain ....... .8385 house ....... .2859 owner ....... .6227
chin ....... .8930 knife ....... .7150 point ....... .4703
game ....... .6456 music ....... .1117 sofa ....... .9645
sunshine ....... .7489

Answers

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Part 7 - Auto & Shop Information

This test has questions about automobiles, shop practices, and the use of tools.

1. The most commonly used fuel for running automobile engines is
   1-A kerosene.
   1-B benzene.
   1-C crude oil.
   1-D gasoline.

2. Carburetors are usually adjusted with a
   2-A file.
   2-B chisel.
   2-C hammer.
   2-D screwdriver.

3. A car uses too much oil when which parts are worn?
   3-A pistons
   3-B connecting rods
   3-C piston rings
   3-D main bearings

4. A chisel is used for
   4-A cutting.
   4-B prying.
   4-C twisting.
   4-D grinding.

5. The saw shown above is used mainly to cut
   5-A across the grain of the wood
   5-B along the grain of the wood.
   5-C plywood.
   5-D odd-shaped holes in wood.

6. Sheet metal should be cut with
   6-A household scissors.
   6-B a hack saw.
   6-C tin shears.
   6-D a jig saw.

7. What tool is shown above?
   7-A countersink
   7-B keyhole saw
   7-C hole saw
   7-D grinding saw
Part 8 - Mathematics Knowledge

This is a test of your ability to solve problems using high school mathematics. Use your scratch paper for any figuring you wish to do.

1. If \( a + 6 = 7 \) then \( a \) is equal to

1-A 0  
1-B 1  
1-C -1  
1-D 7/6

2. What is the area of this square?

2-A 1 square foot  
2-B 5 square feet  
2-C 10 square feet  
2-D 25 square feet

3. If \( 50\% \) of \( x = 66 \), then \( x = \)

3-A 33  
3-B 66  
3-C 99  
3-D 132

4. Angle \( B \) is 90 degrees. Which line in the triangle is the longest?

4-A AB  
4-B AC  
4-C neither  
4-D can't be determined from the information given

5. If \( 3x = -5 \), then \( x = \)

5-A 3/5  
5-B -5/3  
5-C -3/5  
5-D -2

6. The first digit of the square root of 59043 is

6-A 2  
6-B 3  
6-C 4  
6-D 5

7. If you multiply \( x + 3 \) by \( 2x + 5 \), how many \( x \)'s will there be in the product?

7-A 3  
7-B 6  
7-C 9  
7-D 11
Part 9 - Mechanical Comprehension

This test has questions about general mechanical and physical principles. Understanding of these principles comes from observing the physical world, working with or operating mechanical devices, or reading and studying.

1. Which post holds up the greater part of the load?
   1-A Post A
   1-B Post B
   1-C Both equal
   1-D Not clear

2. If all of these are the same temperature, which will feel coldest?
   2-A A
   2-B B
   2-C C
   2-D D

3. Which of the other gears is moving in the same direction as gear 2?
   3-A Gear 1
   3-B Gear 3
   3-C Neither of the other gears
   3-D Both of the other gears
4. In this arrangement of pulleys, which pulley turns fastest?

4-A A
4-B B
4-C C
4-D D

![Pulley Diagram]

5. If gear A makes 14 revolutions, gear B will make

5-A 21.
5-B 17.
5-C 14.
5-D 9.

![Gear Diagram]

6. Liquid is being transferred from the barrel to the bucket by

6-A suction in the hose.
6-B fluid pressure in the hose.
6-C air pressure on top of the liquid.
6-D capillary action.
7. As cam A makes one complete turn, the setscrew will hit the contact point:

7-A once.
7-B twice.
7-C three times.
7-D not at all.
Part 10 - Electronics Information

This is a test of your knowledge of electrical, radio, and electronics information. This information can be learned through working on radios, electrical equipment, reading books, or taking courses.

1. The safest way to run an extension cord to a lamp is
   1-A under a rug.
   1-B along a baseboard.
   1-C under a sofa.
   1-D behind a sofa.

2. What does the abbreviation a.c. stand for?
   2-A additional charge
   2-B alternating coil
   2-C alternating current
   2-D ampere current

3. Which of the following has the least resistance?
   3-A rubber
   3-B silver
   3-C wood
   3-D iron

A. [Diagram]

B. [Diagram]

C. [Diagram]

D. [Diagram]

4. Which of the above is the symbol for a transformer?
   4-A A
   4-B B
   4-C C
   4-D D
5. In the schematic vacuum tube illustrated, the cathode is element

5-A A
5-B B
5-C C
5-D D

6. Flux is used in the process of soldering together two conductors in order to

6-A provide a luster finish.
6-B prevent oxidation when the connection is heated.
6-C maintain the temperature of the soldering iron.
6-D prevent the connection from becoming overheated.
KEY TO THE SAMPLE ASVAB QUESTIONS
(The correct answers have been marked on this answer sheet)

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**TABLE FOR DETERMINING RECOMPUTED AFQT SCORES FROM TESTS**

**CONDUCTED BEFORE 1 OCTOBER 1980**

"OLD" COLUMN INCLUDES ALL POSSIBLE AFQT SCORES FROM TESTS SCORED BEFORE 1 OCT 80.

"NEW" COLUMN IS WHAT RECOMPUTED AFQT WILL BE BASED ON THE SAME TEST.

NOTE: AFQT SCORES RANGE FROM 1 TO 99, BUT SOME SCORES ARE NOT POSSIBLE DUE TO THE NATURE OF THE TEST. YOU CANNOT GET AN AFQT SCORE OF "30" OR "17" FOR EXAMPLE, ON THE OLD TEST. EVERY POSSIBLE SCORE IS INCLUDED IN THE "OLD" COLUMN.

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</tbody>
</table>
Date 11/4
OFFICE OF SENATOR DANIEL INOUYE
HONOLULU

TO: PAT

FROM: DAVE AND ALVEY

Original Telecopied On _________________________

Per Telecon On _________________________

For:

Review of the matter of Service testing and applicant acceptability,
as set forth in the attachment addressed to the Washington office, and for
further action if you consider needed.
Reply to 
Attn of: Center Director

October 28, 1980

The Honorable Daniel K. Inouye
United States Senator
442 Russell Senate Building
Washington, D.C. 20510

Dear Sir:

This letter is being forwarded at the request of your Administrative Aide, Mr. David Peters.

On October 16, 1980, I discussed with him some of the "pros" and "cons" of current Service entrance testing procedures and some of the frustrations and inequities the Hawaii Job Corps Program is experiencing with the various Services.

As part of a federal contract agreement, we encourage qualified enrollees to join the Service. Over the last eight years it is estimated we have placed approximately 500 trainees into various Services.

For the last five years, this Center has sponsored each quarter the Armed Services Vocational Aptitude Battery Test (ASVAB). We find the results of the test of some minor use as a vocational and guidance tool. However, as of October 1, working with the Services using these tests for enlistment purposes has become even more complicated for a number of reasons.

The Department of Defense converted to a new method of scoring Armed Forces Qualification Test Scores (AFQT). The result has been that many of our young people who used to be able to enter the Service can no longer do so.

A first reaction to this might be that the Services are raising their standards to get better qualified enlistments, but we would have to take issue with that idea. We feel, as with many others, that the present ASVAB Test and the current Production Test, a test given at the Armed Forces Examining Stations, are really not valid tests for what they were designed to do. These tests appear not only antiquated, but definitely prejudicial to minority groups and other classifications of disadvantaged youths; the tests reflect learning levels one might expect from seniors of a white, middle or upper class environment, and a suburban high school.

"AN EQUAL OPPORTUNITY EMPLOYER"
If basic intelligence is one of the areas screened, then please note the difference each Service presently recognizes as minimum intelligence entrance levels.

(AFQT)

(Male)

<table>
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<tr>
<th></th>
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<th>NAVY</th>
<th>MARINES</th>
<th>AIR FORCE</th>
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(Female)

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*See other requirements

In addition to these so-called intelligence or academic scores, each Service also requires other scores derived from sub-score computations. It is assumed that these sub-scores indicate vocational aptitude ability though there is some doubt as to how accurate these sub-scores measure real "aptitude" ability.

Other requirements in addition to passing the AFQT score are:

**ARMY** -- A male applicant must have at least one score of 85 if he is a high school graduate, or three scores of 85 if a non-high school graduate. The same applies for a female high school graduate. Female non-high school graduates are not eligible.

**NAVY** -- A male applicant has no other requirement beyond minimum acceptable AFQT. Female high school graduates need only a 17 AFQT if a sub-score qualifies them for a Naval School.

**MARINES** -- A male applicant requires a General Technical (GT) computed sub-score of 85 for a high school graduate and 95 for a non-high school graduate. A GT score is not required for a female.

**AIR FORCE** -- A male applicant must have a minimum computed GT sub-score of 45, with the same standards for female. The same sub-score is required for non-high school graduates, male or female.

We utilize the testing services of Kaimuki Adult Education School for G.E.D. testing after eligible students have been adequately prepared here at the Center.

The State Department of Education issues identical certificates for students that have passed the G.E.D. as regular high school graduates -- with one exception, the word "Adult School" appears on the G.E.D. Certificate.
The State Department of Education also considers the G.E.D. Certificate equivalent to a high school diploma and advertises that two out of three regular high school graduate cannot meet G.E.D. graduation requirements. Yet, as you will note, the Armed Services take a varied stand on the acceptability of the State G.E.D. which we feel is especially discriminatory towards many G.E.D. student in Job Corps and in this State. We also understand the Army's policy in this State is not the same throughout the U.S.

(G.E.D.)

<table>
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<tr>
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<td>Will not accept as H.S. grad.</td>
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(Female)

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<td>GED graduate</td>
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<td>Will not accept</td>
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As most Services will not accept a G.E.D. graduate as a high school equivalent, it is interesting to note that the Army, as an example, will accept as a high school graduate, a student that has completed 12 years of school, whether he or she received a diploma or not. Further, after a youth enters the Service, he can earn his high school diploma by attending a Service-sponsored G.E.D. program.

To further complicate matters, the acceptable scores as outlined in this letter may be changed at any time.

Perhaps through your office we can get some clarification as to what an acceptable candidate for Service entrance is and you might also note the several areas where women are not treated equally, such as where test scores, sub-scores and G.E.D. requirement are applied.

At the end of each month, when the Armed Services submits a report to Congress that they either made their recruiting objectives or not, it would appear their figures could well be open to a lot of questions. Current Service recruiting regulations would certainly appear supportive of efforts to re-institute the draft based on these argumentative statistics.

We feel this whole matter of Service testing and applicant acceptability deserves a complete review. From our vantage point, we feel there are too many well qualified young people being screened out by test results based on highly questionable tests and even more questionable eligibility criteria.
Enclosed for your information and reference is a copy of the ASVAB Test for institutions; a pamphlet on the Production ASVAB given at the Armed Forces Examining Stations; the ASVAB result; ASVAB booklet; a Navy Times article dated October 6, 1980; and the new table for recomputing the AFQT scores.

Sincerely,

Arthur H. Kube
Center Director

By: Joseph Stevens
Placement Counselor

AHK:JS:cly

Enclosures

cc: Counseling Supervisor
## TO THE COUNSELOR

The above detachable portion of the ASVAB Score Sheet is for your use in recording ASVAB scores in the student's guidance file. Identical information is also recorded on the gummed label. Composite scores are recorded in the first box above. The bottom two boxes contain raw scores, number of possible items and grade percentiles for each of the 12 ASVAB subtests. The letter codes for each test are:

- **G** General Information
- **K** Word Knowledge
- **M** Mathematics Knowledge
- **D** General Science
- **N** Numerical Operations
- **A** Arithmetic Reasoning

The tear-off portion at the right is the student's record of test results, and is to be used in connection with the student interpretive guide "How to Use Your ASVAB Results" and the ASVAB post-test film "Discover Yourself.

Composites are made up of the following combinations of tests:

- **Verbal**
  - WK: Word Knowledge
  - GA: General Information
  - MK: Mathematics Knowledge
- **Math**
  - SP: Spatial Reasoning
  - AR: Arithmetic Reasoning
  - TW: Theoretical Reasoning
- **Speed/Perceptual**
  - PS: Perceptual Speed
  - RL: Recognition Learning
- **Mechanical**
  - SP: Spatial Relations
  - MC: Mechanical Comprehension
  - EE: Electronic Information
- **Technical**
  - AV: Auto Information
  - SI: Shop Information
  - SC: Science Knowledge
- **Academic**
  - EL: English Language
  - SS: Social Science
  - RS: Reading Speed
  - GT: General Science

### ASVAB NATIONAL PERCENTILE BY GRADE/SEX

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*grade and or sex not indicated on student answer card.

### YOUR ASVAB SCORE SHEET (YOUR BEST INFORMATION SOURCE IS YOUR COUNSELOR)

The six composite scores in the box on the left side of the page above are made up of a combination of two or more parts of the ASVAB. Each part of the test measures specific skills or abilities. The scores you made on each part of the test are combined to get the composite scores and may be obtained from your counselor. Scores shown in the box above are:

- **The number correct** for each of the composite scores is the number of questions for which you selected the correct answer.

- **The number possible** is the total number of questions on parts which make up the composites.

- **Grade Percentile (%ile)** indicates the number of students you scored higher than, out of every 100 students nationwide who took the test.

- **Grade/Sex Percentile (%ile)** shows the number of students you scored higher than, out of a national group of students of your own grade and sex that took the test.

On the graphs above, the percentile score you achieved on each composite has been marked with an X. Since this single score is not, however, a perfect measure of your ability, you can be reasonably sure that your "true score" lies somewhere in the area covered by the band enclosed in brackets [ ].

(Example: A grade percentile of 60 for the Math composite on the top graph would show that you scored better than 60 out of every 100 students in your same grade nationwide that took the test. That means that 40 students out of 100 scored higher than you.

The actual score would be marked by an X on the graph at 60. However, you can be reasonably sure your "true score" on each composite lies somewhere in the range of the band.)

Please use your ASVAB Result Sheet along with the student interpretive guide "How to Use Your ASVAB Results" and additional information furnished by your counselor. Remember, your counselor is your best source of help on how to interpret your test scores, how to relate test scores to careers, and what other information you should consider along with your test scores in career exploration.
WHAT AN APTITUDE TEST MEASURES

-Aptitude tests are not the kind of test you can pass or fail. In fact, your scores should not be viewed as "good or bad." To use the test results in career exploration, you should use them in connection with other important things you know about yourself such as your interests, school grades, motivation, personality, and your career goals. The aptitude test score is only one very general indicator, along with all of these other factors, to be used in exploring those occupational areas you are considering for the future.

-Keep in mind the limits of all aptitude tests. They are not absolute measures of abilities or predictors of success or failure. Just as a high score doesn't guarantee success, a low score doesn't necessarily mean failure in any future job or occupation. If, for example, you have never worked with shop equipment, electronics or automobiles, you might be unfamiliar with certain terms and could score low on the Trade Technical composite. This does not mean you could not learn these abilities, but rather that you should recognize that you do need further training in these career fields.

-Any aptitude test score is merely an estimate of your general level of ability. You may not have felt well or performed to the best of your ability on the day you took the test. In any event, your "true score" can very well fall higher or lower than the exact percentile scores shown on the front of this score sheet. But you can be reasonably sure that your "true score" is somewhere in the band on the graph.

USING ASVAB

-ASVAB was initially developed to indicate the areas of vocational training with the military services in which newly assigned enlisted personnel are most likely to perform well. The test is useful in career counseling for both civilian and military jobs.

-The important ASVAB score for you to use is the composite. Your composite scores shown on the front of this sheet make up your aptitude profile. The profile is important when there are significant differences between two or more bands of composite percentiles. For example, if your scores in Math and Perceptual Speed are higher and do not overlap with other composite score bands, you may wish to consider the job fields related to these two composites.

-Always use your ASVAB scores in relationship to career fields (groups of jobs) and not to specific occupations.

RELATING YOUR COMPOSITE SCORES TO CAREER FIELDS

Listed in the boxes above are samples of jobs within broad career fields which are related to the ASVAB composites. These samples give you some idea as to the type of work related to each career field. This list is by no means complete.

Your score on the ACADEMIC ABILITY (AA) composite indicates your potential for formal advanced academic training beyond the high school level. The skills that make up the AA composite are Word Knowledge and Arithmetic Reasoning. These skills are related to careers in fields that are post-high school training or education such as in the professions, arts and sciences, and most management fields. Job areas related to the AA composite within the military services are also shown in the box above.

MILITARY OPPORTUNITIES

The ASVAB is used by the Armed Services for recruiting purposes, particularly for high school juniors and seniors. You should expect to be contacted by a military recruiter. After graduating from high school, you might also want to consider the many career opportunities available through the four branches of the Armed Services and the U.S. Coast Guard. Each service offers high school graduates an excellent starting salary, skill training, advanced educational opportunities, an opportunity to qualify for veterans educational benefits, and in-service benefits such as travel, housing, and medical care. The military services use differing combinations of the ASVAB tests to determine enlistment eligibility for specific training courses. Your local service recruiter can provide you with more specific information if you wish.

USE OF INFORMATION

-Information about individuals who have taken the ASVAB will be maintained on a computer tape and on microfiche for not more than two years. Test scores and demographic data required for research purposes will be kept for a longer period of time. However, personal identification information, i.e. name, Social Security Number, street address, and telephone number will be erased from research records after two years.

-Information on an individual's identity and related test information will not be released to any agency outside of the Department of Defense except to the U.S. Coast Guard, which is under the jurisdiction of the Department of Transportation, and the student's school system. Information on the individual and his related test scores will not be used for any purpose other than for recruiting by the Armed Services, counseling in the school system, and for research on test development and personal measurement. Information on test scores provided to the school systems are to be handled and disposed of in accordance with the The large part of this report is for the student. The top part of the graph shows the student's ranking (percentile) compared to a representative nationwide sample of high school students encompassing the same grade (upper portion), and the same grade and sex (lower portion) groups.

These graphs indicate the performance of an individual relative to the norm, based on students tested during the preceding year on ASVAB. It is vitally important that the student realizes the necessity of considering factors other than ASVAB test scores. You, as a counselor, can point out the inaccuracy of any such factors as past achievement records, previous work experience, interests, goals, and motivation. These "other" factors not only affect what the student will do in the future, but also probably have had an effect on how he or she did on various portions of the battery. It is also important that composite scores represent aptitudes related to training in general career areas and not to success or failure in specific jobs.
ASVAB

Specimen Set

This specimen set is much like the real thing as to the difficulty of questions.

AFQT derived from Word Knowledge, Arithmetic Reasoning & Space Perception.
PREFACE

The information contained herein is presented as an aid for those persons who are or may consider the use of ASVAB as an additional tool when helping students make realistic decisions about their future. It is intended primarily for use by qualified school personnel for evaluating the types of questions and subject matter contained in the actual battery. This document is not intended for use as a pre-test, short version, or "coaching" tool; and such use is prohibited.
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<td>Automotive Information (AI)</td>
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SECTION I

INTRODUCTION

The following pages present an outline of the organization of the Armed Services Vocational Aptitude Battery, Form 5, and of the basic skills which each test is purported to measure. The user should keep in mind that many items contain an overlap of skills. However, each test was developed to measure a specific factor which the services believe has validity for predicting performance in a particular training area within the military services. However, the ASVAB's ability for determining civilian job skills has not yet been proven.

NOTE: The items in this Specimen Set were taken from items rejected from actual test forms and are typically of a much higher level of difficulty than items appearing in the high school version of ASVAB.

PURPOSE OF THE BATTERY

The Armed Services Vocational Aptitude Battery, Form 5, (ASVAB-5), provides a set of measures of a student's ability to use and manipulate abstract and symbolic relationships. Symbolic representation is but one method used for communication; however, this is one which plays an important part in everyday performance.

Three types of symbols have been identified which are considered to contribute substantially to the mental processes of an individual especially in the vocation, technical, and career educational areas. The three symbolic forms are represented by words, quantities and spatial patterns. The ASVAB provides the means to assess competencies in each of these three areas.

In addition, ASVAB-5 was developed to:

1. Serve as an instrument for counseling high school students regarding career choices.
2. Provide appropriate military service qualification data.
3. Make job classification decisions about military enlistees.

USE OF INFORMATION

The ASVAB is used by the Armed Services for recruiting purposes and by school counselors for vocational guidance counseling. Test scores are provided to the school counselor, who in turn furnishes them to the student, and to the recruiting services of the Armed Services and the Coast Guard.

Information about individuals who have taken the ASVAB will be maintained on a computer tape and on microfiche records for not more than two years. Test scores and demographic data required for research purposes will be kept for a longer period of time; however, personal identity information: name, Social Security number, street address, and telephone number will be erased from research records after two years.
Information on an individual’s identity and the related test information will not be released to any agency outside of the Department of Defense except to the U.S. Coast Guard, which is under the jurisdiction of the Department of Transportation, and the student’s school system. Information on the individual and the related test scores will not be used for any purpose other than for recruiting by the Armed Forces, career counseling in the school system, and for research on test development and personnel measurement. Information on test scores provided to school systems is handled and disposed of in accordance with the policies of the governing state or local school system.

TESTING TIME

The ASVAB-5 requires 2 hours and 15 minutes with an additional 45 minutes for administration or a total time of 3 hours.

GRADE RANGE

The ASVAB was primarily developed for testing high school seniors. Statistical data on the performance of students in all secondary grades shows that the ASVAB is most effective in measuring the aptitudes of students in the 11th and 12th grades. The ASVAB can also be used to measure the aptitudes of students in the 9th and 10th grades. The average ASVAB scores of students in these grades is less than the optimum which tends to reduce the reliability to the reported scores. When schools request that the ASVAB be administered to students in the 9th and/or 10th grades, school officials and counselors should recognize this limitation and insure that appropriate cautions are applied in interpreting and explaining ASVAB scores to students. To assist in this matter, descriptive information on the performance of students by sex within grade and corresponding normative data is available in the ASVAB Counselor’s Guide.

ORGANIZATION OF THE ASVAB-5

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<td>Arithmetic Reasoning (AR)</td>
<td>20</td>
<td>31-50</td>
<td>20</td>
</tr>
<tr>
<td>Space Perception (SP)</td>
<td>12</td>
<td>51-70</td>
<td>20</td>
</tr>
<tr>
<td>Mathematics Knowledge (MK)</td>
<td>20</td>
<td>71-90</td>
<td>20</td>
</tr>
<tr>
<td>Electronic Information (EI)</td>
<td>15</td>
<td>91-120</td>
<td>30</td>
</tr>
<tr>
<td>Mechanical Comprehension (MC)</td>
<td>15</td>
<td>121-140</td>
<td>20</td>
</tr>
<tr>
<td>General Science (GS)</td>
<td>10</td>
<td>141-160</td>
<td>20</td>
</tr>
<tr>
<td>Shop Information (SI)</td>
<td>08</td>
<td>161-180</td>
<td>20</td>
</tr>
<tr>
<td>Automotive Information (AI)</td>
<td>10</td>
<td>181-200</td>
<td>20</td>
</tr>
</tbody>
</table>

135 minutes Admin 45 minutes 295 total items 180 minutes

2
CONTENT OF THE BATTERY

The following section attempts to describe the characteristics that may be associated with the tests of ASVAB-5. Concepts which may be associated with ASVAB-5 tests are identified.

**General Information (GI):** Measures a portion of a student's developed ability to recognize factual information characterized by the cumulative influences of his learning experiences. In addition, it is considered by the Army to be a measure of the general ability required of good performers in selected noncombat military occupation specialties.

**Numerical Operations (NO):** Measures an individual's developed ability to rapidly and accurately compute simple number computations. The number computations indicate a student's ability to express a solution to simple problems:
- a. Addition
- b. Subtraction
- c. Multiplication
- d. Division

**Attention to Detail (AD):** Designed to measure the ability of an individual to perceive simple relationships, to retain these relationships mentally and to make decisions based upon the relationships involved quickly and accurately. Speed and accuracy in perceiving details are considered of importance for a clerical worker.

**Word Knowledge (WK):** Measures verbal comprehension which entails the ability to understand written and spoken language. It is represented most heavily in what is often termed as reading skill. Vocabulary is only a factor which characterizes reading skill; but it provides a "good" measure of verbal comprehension.

**Arithmetic Reasoning (AR):** Designed to measure general reasoning. It is concerned with the ability to generate solutions to problems. It is different from numerical operations in that the student must construct a solution by some principle in order to solve the given problem.

**Space Perception (SP):** Measures an individual's spatial aptitude. This infers an ability of an individual to visualize and manipulate objects in space. This ability seems to be important when performing in engineering, mechanics and a variety of technical courses.

**Mathematics Knowledge (MK):** Measures functional ability in the use of learned mathematical relationships. Factors measured by this area tend to overlap the areas of Numerical Operations and Arithmetic Reasoning. The similarities are in the functions performed. The differences lie in the complexities of the functions.
Electronic Information (EI): Measures functional ability in the use of learned electronic relationships. A number of factors appear to be measured by this subtest. Arithmetic reasoning seems to be measured in the form of simple electronic calculations. Verbal comprehension may also be an important factor in terms of the person's reading level with respect to electronic terminology. A level of general reasoning is also indicated by having the individual make use of electronic principles in order to arrive at the correct answer.

Mechanical Comprehension (MC): Measures the ability of an individual to learn, comprehend and reason with mechanical terms. Even though familiarity with common tools and mechanical relations is a prerequisite, further technical knowledge is not necessary other than that acquired through day-to-day experiences. This test has pictures of mechanisms whose functions call for comprehension.

General Science (GS): Measures a level of verbal comprehension in the general area of science. This subtest was designed to measure a form of reasoning which involves the ability to see the relationship between two factors or scientific ideas. Some Arithmetic reasoning may also be involved.

Shop Information (SI): Measures the functional ability of an individual who has had experience with and is knowledgeable about the use of a variety of tools found in a shop. In addition, it appears that a level of verbal comprehension is also measured as indicated by the understanding needed of the terminology used.

Automotive Information (AI): Measures the functional ability of an individual who has had some experience working with automobiles. This subtest also relies upon an individual's reading ability and verbal comprehension. The questions may pertain to diagnosing malfunctions of a car, the use of a particular part(s) on a car or meaning of terminology.
SECTION II

GENERAL DIRECTIONS

Do not write or mark in this booklet. Write your name and mark your answers on the separate answer forms. Use the scratch paper which was given you for any figuring you need to do. Return this scratch paper with your other papers when you finish the test.

This booklet contains 12 tests. Each test has its own instructions and time limit. When you finish one test do not turn the page to the next one until the examiner tells you to. Do not turn back to a previous test at any time.

Each test has a separate section on the answer forms. Be sure you mark your answers for each test in the section that belongs to that test.

For each question be sure to pick the best one of the possible answers listed. When you have decided which one of the choices given is the best answer to a question, blacken the space on your answer form which has the same number and letter as your choice. Mark only in the answer space. Make no stray marks.

Sample Question 1

1. A square has
   1-A 2 sides
   1-B 3 sides
   1-C 4 sides
   1-D 5 sides

The correct answer to Sample Question 1 is C. Note how space C opposite number 1 has been blackened above. Your marks should look like this and be placed in the space with the same number and letter as the correct answer to each question. Remember, there is only one best answer for each question. If you are not sure of the answer, make the best guess you can. If you want to change your answer, erase your first mark completely.

Answer as many questions as possible. Do not spend too much time on any one question. Work fast but work accurately.

DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO.
PART 1
GENERAL INFORMATION

DIRECTIONS

This is a test to find out how much you know about different kinds of things. Pick the best answer for each question, then blacken the space on your separate answer form which has the same number and letter as your choice.

Here are five sample questions.

1. A rose is a kind of
   1-A animal.
   1-B bird.
   1-C flower.
   1-D fish.

   Now look at the section of your answer sheet labeled Part 1, “Practice.” Notice that answer space C has been marked for question 1. Now do practice question 2 through 5 by yourself. Find the correct answer to the question, then mark the space on your answer form that has the same letter as the answer you picked. Do this now.

   2. An ally of the United States during WWII was
      2-A Japan.
      2-B Germany.
      2-C Italy.
      2-D Great Britain.

   3. How many degrees apart are the foul lines on a baseball field?
      3-A 60°
      3-B 90°
      3-C 120°
      3-D 180°

   4. For which of the following taxes was it necessary to amend the US Constitution?
      4-A Income.
      4-B Sales.
      4-C Liquor.
      4-D Tobacco.

   5. Picasso was a famous
      5-A poet.
      5-B painter.
      5-C philosopher.
      5-D soldier.

   You should have marked D for question 2, B for question 3, A for question 4, and B for question 5. If you made any mistakes, erase your mark carefully and blacken the correct answer space. Do this now.

   Your score on this test will be based on the number of questions you answer correctly. You should try to answer every question. Do not spend too much time on any one question.

   When you begin, be sure to start with question number 6 of Part 1 of your test booklet, and number 6 in Part 1 on your answer form.

   DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO.
6. Which one of the following states does not border Canada?
   6-A Washington.
   6-B Idaho.
   6-C Wyoming.
   6-D New York.

7. The Rosetta stone provided the key for translating
   7-A The Mosaic Tablets.
   7-B Babylonian Cuneiform.
   7-C New Testament Papyri.
   7-D Egyptian Hieroglyphs.

8. A women writer famous for her books about China is
   8-A Pearl Buck.
   8-B Ellen Glasgow.
   8-C Willa Cather.
   8-D Edith Wharton.

9. During the period from 1963 to 1974, which collegiate basketball team won the most NCAA titles?
   9-A North Carolina State University.
   9-B Marquette University.
   9-C University of California at Los Angeles.
   9-D University of Houston.

10. Which flower below is grown from a bulb?
    10-A Petunia.
    10-B Cosmos.
    10-C Gladiola.
    10-D Poppy.

11. A fabric woven from smooth surface yarn spun from long, stapled wool is
    11-A Gingham.
    11-B Convert Cloth.
    11-C Worsted.
    11-D Shetland Tweed.

12. Which city below has a Spanish name?
    12-A New Orleans.
    12-C Seattle.
    12-D Monterey.

13. A coarse acid bread made of unbolted rye is called
    13-A Black bread.
    13-B Pumpernickel.
    13-C French bread.
    13-D Vienna bread.

14. Citrus fruits include
    14-A Apples.
    14-B Bananas.
    14-C Oranges.
    14-D Peaches.

15. Margaret Chase Smith is a noted
    15-A Interior decorator.
    15-B Political figure.
    15-C Business executive.
    15-D Television commentator.

16. Cork is obtained from
    16-A An animal skeleton.
    16-B A tree.
    16-C A mineral.
    16-D A deep-sea plant.

17. The author of the Pulitzer prize winning play “Death of a Salesman” is
    17-A Arthur Miller.
    17-B Henry Miller.
    17-C Sidney Miller.
    17-D Mitchell Miller.

18. The state which has the smallest area is
    18-A Nevada.
    18-B Rhode Island.
    18-C Connecticut.
    18-D Delaware.

GO ON TO THE NEXT PAGE.
19. A man of the Renaissance who worked in many fields of art and science was
19-A Niccolo Machiavelli.
19-B Sir Thomas More.
19-C Erasmus.
19-D Francis Bacon.

20. In the United Nations, one difference between the General Assembly and the Security Council is that the General Assembly
20-A Permits use of the veto.
20-B Includes Communist China.
20-C Does not deal with military matters.
20-D Gives more power to the smaller nations.
DIRECTIONS

This is a test to see how rapidly and accurately you can do arithmetic problems. Each problem is followed by four answers, only one of which is correct. Decide which answer is correct, then blacken the space on your answer form which has the same number and letter as your choice.

Now look at the example problem below.

\[ 3 \times 3 = \]

A - 6
B - 0
C - 9
D - 1

The answer is 9, so the C answer is correct.

This is a speed test, so work as fast as you can without making mistakes. Do each problem as it comes. If you finish before time is up, go back and check your work. When the signal is given, you will turn the page and begin with question 21 in Part 2 of your test booklet and answer space 21 in Part 2 of your answer form.

DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO.
21. 2 + 3 = 28. 2 × 8 = 35. 9 - 4 = 42. 5 + 8 =
21-B 4 28-B 6 35-B 5 42-B 7
21-C 5 28-C 16 35-C 6 42-C 12
21-D 6 28-D 4 35-D 7 42-D 13

22. 8 - 5 = 29. 9 - 6 = 36. 10 ÷ 2 = 43. 20 ÷ 2 =
22-A 3 29-A 1 36-A 8 43-A 6
22-B 1 29-B 2 36-B 7 43-B 8
22-C 4 29-C 3 36-C 6 43-C 10
22-D 2 29-D 4 36-D 5 43-D 12

23. 9 ÷ 3 = 30. 3 - 2 = 37. 7 - 2 = 44. 15 - 7 =
23-A 2 30-A 1 37-A 5 44-A 5
23-B 3 30-B 2 37-B 7 44-B 8
23-C 6 30-C 3 37-C 9 44-C 10
23-D 4 30-D 4 37-D 10 44-D 12

24. 4 × 2 = 31. 1 - 1 = 38. 3 - 3 = 45. 6 ÷ 2 =
24-A 2 31-A 2 38-A 0 45-A 3
24-B 4 31-B 3 38-B 5 45-B 4
24-C 6 31-C 0 38-C 6 45-C 5
24-D 8 31-D 1 38-D 9 45-D 8

25. 7 - 3 = 32. 2 × 9 = 39. 4 - 3 = 46. 9 - 1 =
25-A 5 32-A 16 39-A 0 46-A 2
25-B 3 32-B 17 39-B 1 46-B 5
25-C 2 32-C 18 39-C 2 46-C 6
25-D 4 32-D 20 39-D 4 46-D 8

26. 9 + 1 = 33. 9 + 3 = 40. 8 - 3 = 47. 10 - 2 =
26-A 10 33-A 3 40-A 3 47-A 8
26-B 8 33-B 7 40-B 4 47-B 7
26-C 2 33-C 11 40-C 5 47-C 5
26-D 7 33-D 12 40-D 6 47-D 4

27. 8 - 4 = 34. 8 + 6 = 41. 7 × 4 = 48. 1 + 6 =
27-A 4 34-A 2 41-A 28 48-A 5
27-B 12 34-B 10 41-B 30 48-B 7
27-C 10 34-C 12 41-C 32 48-C 8
27-D 2 34-D 14 41-D 34 48-D 9

GO ON TO THE NEXT PAGE.
PART 3

ATTENTION TO DETAIL

DIRECTIONS

This is a test of your ability to find an important detail. For each problem in the test, there are five possible answers. There is only one correct answer for each problem. Look at each problem carefully, and decide which one of the five answers is correct.

Now look at Sample Problem S1

There are two lines of O's with some C's mixed in. You are to count the total number of C's in both lines of the problem. There are 13 C's in both lines of Sample Problem S1, so 13 is the correct answer. After the number S1, below, are five numbers: 11, 12, 13, 14, and 15. The space under the number 13 is blackened out to show that 13 is the correct answer.

Now look at Sample Problem S2.

Count the number of C's in both lines of the problem. You may find 11, 12, 13, 14, or 15 C's. Do this now.

There are 12 C's, so 12 is the correct answer.

This is a speed test, so work as fast as you can without making mistakes.

When you begin be sure to start with question number 71 in Part 3 of your test booklet and number 71 in Part 3 on your answer form.

DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO.
PART 4

WORD KNOWLEDGE

DIRECTIONS

This test has questions about the meanings of words. Each question has an underlined boldface word. You are to decide which one of the four words in the choices most nearly means the same as the underlined boldface word, then mark the space on your answer form which has the same number and letter as your choice.

Now look at the sample question below.

It was a small table.
A · sturdy
B · round
C · cheap
D · little

The question is which of the four words means the same as the boldface word—the word small.

Little means the same as small so the D answer is the best one.

Your score on this test will be based on the number of questions you answer correctly. You should try to answer every question. Do not spend too much time on any one question.

When you begin, be sure to start with question number 1 in Part 4 of your test booklet and number 1 in Part 4 on your answer form.

DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO.
1. **Inform** most nearly means
   1-A Ask.
   1-B Heed.
   1-C Tell.
   1-D Ignore.

2. **Crimson** most nearly means
   2-A Crisp.
   2-B Neatly Pressed.
   2-C Reddish.
   2-D Colorful.

3. **Caution** most nearly means
   3-A Signals.
   3-B Care.
   3-C Traffic.
   3-D Haste.

4. **Intermittently** most nearly means
   4-A Constantly.
   4-B Annually.
   4-C Using intermediaries (to stay).
   4-D At irregular intervals.

5. **Occurrence** most nearly means
   5-A Event.
   5-B Place.
   5-C Occupation.
   5-D Opinion.

6. **Deception** most nearly means
   6-A Secrets.
   6-B Fraud.
   6-C Mistrust.
   6-D Hatred.

7. **Cease** most nearly means
   7-A Start.
   7-B Change.
   7-C Continue.
   7-D Stop.

8. **Acclaim** most nearly means
   8-A Amazement.
   8-B Laughter.
   8-C Booing.
   8-D Applause.

9. **Erect** most nearly means
   9-A Paint.
   9-B Design.
   9-C Destroy.
   9-D Construct.

10. **Relish** most nearly means
    10-A Care.
    10-B Speed.
    10-C Amusement.
    10-D Enjoy.

11. **Sufficient** most nearly means
    11-A Durable.
    11-B Substitution.
    11-C Expendable.
    11-D Appropriate.

12. **Fortnight** most nearly means
    12-A Two weeks.
    12-B One week.
    12-C Two months.
    12-D One month.

13. **Blemish** most nearly means
    13-A Defect
    13-B Mixture.
    13-C Accusation.
    13-D Decoration.

14. **Impose** most nearly means
    14-A Disguise.
    14-B Escape.
    14-C Require.
    14-D Purchase.

15. **Jeer** most nearly means
    15-A Peek.
    15-B Scoff.
    15-C Turn.
    15-D Judge.

16. **Alias** most nearly means
    16-A Enemy.
    16-B Sidekick.
    16-C Hero.
    16-D Other name.

GO ON TO THE NEXT PAGE.
17. **Impair** most nearly means.
   17-A Direct.
   17-B Improve.
   17-C Weaken.
   17-D Stimulate.

18. **Itinerant** most nearly means.
   18-A Traveling.
   18-B Shrewd.
   18-C Insurance.
   18-D Aggressive.

19. **Abandon** most nearly means.
   19-A Relinquish.
   19-B Encompass.
   19-C Infiltrate.
   19-D Quarantine.

20. **Resolve** most nearly means.
   20-A End.
   20-B Understand.
   20-C Recall.
   20-D Forget.

21. **Ample** means
   21-A Plentiful.
   21-B Enthusiastic.
   21-C Well shaped.
   21-D Fat.

22. **Stench** most nearly means.
   22-A Puddle of slimy water.
   22-B Pile of debris.
   22-C Foul odor.
   22-D Dead animal.

23. **Sullen** most nearly means.
   23-A Grayish yellow.
   23-B Soaking wet.
   23-C Very dirty.
   23-D Angrily silent.

24. **Rudiments** most nearly means.
   24-A Basic methods and procedures.
   24-B Politics.
   24-C Promotion opportunities.
   24-D Minute details.

25. **Clash** most nearly means:
   25-A Applaud.
   25-B Fasten.
   25-C Conflict.
   25-D Punish.

26. **Camaraderie** most nearly means.
   26-A Interest in photography.
   26-B Close friendship.
   26-C Petty jealousies.
   26-D Arts and crafts projects.

27. **Superficial** most nearly means.
   27-A Excellent.
   27-B Official.
   27-C Profound.
   27-D Cursory.

28. **Tapestry** most nearly means.
   28-A Fabric of woven designs.
   28-B Tent.
   28-C Piece of elaborate jewelry.
   28-D Exquisite painting.

29. **Terse** most nearly means.
   29-A Pointed.
   29-B Trivial.
   29-C Oral.
   29-D Lengthy.

30. **Concoction** most nearly means.
   30-A Combination of ingredients.
   30-B Appetizer.
   30-C Drink made of wine and spices.
   30-D Relish tray.

STOP! **DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO.**
PART 5

ARITHMETIC REASONING

DIRECTIONS

This test has questions about arithmetic. Each question is followed by four possible answers. Decide which answer is correct, then blacken the space on your answer form which has the same number and letter as your choice. Use your scratch paper for any figuring you wish to do.

Here is a sample question.

A boy buys a sandwich for 20 cents, milk for 10 cents, and pie for 15 cents. How much does he pay for all?

A - 30 cents  
B - 35 cents  
C - 45 cents  
D - 50 cents

The total cost is 45 cents; therefore, the C answer is the right one.

Your score on this test will be based on the number of questions you answer correctly. You should try to answer every question. Do not spend too much time on any one question.

Notice that Part 5 begins with question number 31. When you begin, be sure to start with question number 31 in Part 5 of your test booklet and number 31 in Part 5 on your answer form.

DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO.
31. A fruit picker gets $2.00 an hour plus 48¢ for every bushel over 40 that he picks in a day. If he works 8 hours and picks 50 bushels, how much will he get?
31-A $16.00
31-B $19.84
31-C $20.80
31-D $24.00

32. How many 36 passenger buses will it take to carry 144 people?
32-A 4
32-B 3
32-C 5
32-D 6

33. A gallon contains 4 quarts. A cartoning machine can fill 120 one-quart cartons a minute. How long will it take to put 600 gallons of orange juice into cartons?
33-A 1 minute and 15 seconds
33-B 5 minutes
33-C 10 minutes
33-D 20 minutes

34. A man who runs a filling station greased 168 cars in 28 days. What was his daily average of cars greased?
34-A 5
34-B 6
34-C 7
34-D 8

35. What is the fifth term in the series: 4½; 8¼; 13; 17½; _________?
35-A 20¾
35-B 21
35-C 21½
35-D 21¾

36. Three girls assemble 360 switches per hour, but 5% of the switches are defective. How many good (nondefective) switches will these 3 girls assemble in an 8-hour shift?
36-A 2736
36-B 2880
36-C 2944
36-D 3000

37. The butcher made 22½ pounds of beef into hamburger and wrapped it in 1¼-pound packages. How many packages did he make?
37-A 15
37-B 16
37-C 17
37-D 18

38. A car-renting agency charges a fixed rate of $8 per day plus 8 cents per mile. If a family paid the agency $260 for the use of a car on a 2,450-mile trip, how many days was the car used?
38-A 8 days
38-B 24½ days
38-C 26 days
38-D 32 days

39. It cost a boy $13.50 to take a girl out for the evening. Sixty per cent of this was for theater tickets. What was the cost for each ticket?
39-A $3.95
39-B $4.05
39-C $5.40
39-D $8.10

40. Soap, ordinarily priced at 2 bars for $0.66, may be purchased in lots of one dozen for $3.48. What is the saving per bar when it is purchased in this way?
40-A 4 cents
40-B 8 cents
40-C 16 cents
40-D 19 cents

41. Twenty men contribute $25 each for a Christmas party. Forty percent of the money is spent for food and drinks. How much is left for other expenses?
41-A $125
41-B $200
41-C $300
41-D $375

GO ON TO THE NEXT PAGE.
42. A pole 24 feet high has a shadow 8 feet long. A nearby pole is 72 feet high. How long is its shadow?
   42-A 16 feet
   42-B 24 feet
   42-C 32 feet
   42-D 56 feet

43. The price of a $250 item after successive discounts of 20% and 30% is
   43-A $125
   43-B $130
   43-C $140
   43-D $180

44. If the following series will continue in the same pattern, what is the next number in the series 1, 10, 7, 16, ________?
   44-A 10
   44-B 13
   44-C 14
   44-D 25

45. A home has a tax rate of 2%. If the tax is $550.00, what is the assessed value of the home?
   45-A $1,100.00
   45-B $2,750.00
   45-C $11,000.00
   45-D $27,500.00

46. The parcel post rate in the local zone is 18 cents for the first pound and 1½ cents for each additional pound. How many pounds can be sent in the local zone for $1.50?
   46-A 88
   46-B 89
   46-C 100
   46-D 225

47. The minute hand fell off a watch but the watch continued to work accurately. What time was it when the hour hand was at the 17-minute mark?
   47-A 3:02
   47-B 3:17
   47-C 3:24
   47-D 4:17

48. A dressmaker has 3,375 yards of material on hand. If the average dress takes 3¾ yards of material, how many dresses can he make?
   48-A 844
   48-B 1000
   48-C 1125
   48-D 1250

49. It cost $0.50 per square yard to waterproof canvas. What will it cost to waterproof a canvas truck cover that is 15' x 24'?
   49-A $6.67
   49-B $18.00
   49-C $20.00
   49-D $180.00

50. Mary put in a total of 16½ hours babysitting during 5 days of the past week. What was her average work day?
   50-A 3 hours
   50-B 3 hours, 15 minutes
   50-C 3 hours, 18 minutes
   50-D 3 hours, 25 minutes

STOP! DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO.
This test has questions about folding cardboard patterns into boxes. The first row of pictures below shows what this means. The dotted lines show where folds are to be made. The last picture shows the box that has been made by folding.

In the test, the first picture in each row shows a cardboard pattern that is to be folded. There are also four boxes in each row, labeled A, B, C, D. Your job is to find which box could be made by folding the pattern.

Look at the sample question. Which box could this pattern make?

The B answer is correct.

Here is another type of question. Which of the four patterns would result when the box is unfolded?

The D answer is correct.

Your score on this test will be based on the number of questions you answer correctly. You should try to answer every question. Do not spend too much time on any one question.

Notice that Part 6 begins with question number 51. When you begin, be sure to start with question number 51 in Part 6 of your test booklet and number 51 in Part 6 on your answer form.
PART 7

MATHEMATICS KNOWLEDGE

DIRECTIONS

This is a test of your ability to solve general mathematical problems. You are to select the correct response from the choices given. Then mark the space on your answer form which has the same number and letter as your choice. Use the scratch paper that has been given to you to do any figuring that you wish.

Now look at the sample problem below.

\[ 3 + 2 = \]

A - 2
B - 3
C - 4
D - 5

The correct answer is 5, so D is the correct response.

Your score on this test will be based on the number of questions you answer correctly. You should try to answer every question. Do not spend too much time on any one question.

When you are told to begin, be sure to start with question number 71 in Part 7 of your test booklet and number 71 in Part 7 on your separate answer form.

DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO.
71. If you subtract 6a - 4b + 3c from a polynomial, you get 4a + 9b - 5c. What is the polynomial? 
71-A 10a - 5b + 2c
71-B 10a + 5b - 2c
71-C 2a + 13b - 8c
71-D 2a + 5b + 8c

72. If 50% of x = 66, then x = 
72-A 33
72-B 99
72-C 122
72-D None of these

73. If 3x = -5, then x equals 
73-A 3/5
73-B -5/3
73-C -3/5
73-D -2

74. The first digit of the square root of 59043 is 
74-A 2
74-B 3
74-C 4
74-D 5

75. A mixture of 200 pounds of coffee costing $1.06 and $1.26 a pound was sold for $1.15 a pound. If x is the number of pounds of $1.06 coffee in the mixture, how would you express the value of the $1.26 a pound coffee? 
75-A $1.26 - $1.06x
75-B $1.26(200 - x)
75-C $1.15(200) - $1.26x/$1.06x
75-D $1.15($1.06x - 200)

76. The value of 27/8 x 24/9 ÷ 3/2 = 
76-A 6
76-B 7 2/9
76-C 8 1/4
76-D 9 5/8

77. If the perimeter of an equilateral triangle is 6n-12, what is the length of the base? 
77-A 3(2n-4)
77-B 2(3n-6)
77-C 3n-6
77-D 2n-4

78. Which one of the following is a polygon? 
78-A Circle
78-B Ellipse
78-C Star
78-D Parabola

79. A man walks once around a regular hexagonal (six-sided) field. If he starts in the middle of a side and follows the contour of the field, he will make 6 turns. 
79-A 30° turns
79-B 45° turns
79-C 60° turns
79-D 120° turns

80. The area of a rectangle 12 feet by 18 feet is equal to 
80-A 8 sq yds
80-B 24 sq yds
80-C 36 sq yds
80-D 72 sq yds

81. Given the formulas d = rt and A = r + d/t, which formula below correctly expresses the value of A without using t? 
81-A A = dr
81-B A = r + 2d/r
81-C A = 2r + d
81-D A = 2r

82. If a + 6 = 7, then a is equal to 
82-A 0
82-B 1
82-C -1
82-D 7/6

GO ON TO THE NEXT PAGE.
PART 8

ELECTRONICS INFORMATION

DIRECTIONS

This is a test of your knowledge of electrical, radio, and electronics information. You are to select the correct response from the choices given. Then mark the space on your answer form which has the same number and letter as your choice.

Now look at the sample question below.

What does the abbreviation AC stand for?
A · Additional charge
B · Alternating coil
C · Alternating current
D · Ampere current

The correct answer is alternating current, so C is the correct response.

Your score on this test will be based on the number of questions you answer correctly. You should try to answer every question. Do not spend too much time on any one question.

When you are told to begin, be sure to start with question number 91 in Part 8 of your test booklet and number 91 in Part 8 on your separate answer form.

DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO.
91. The most likely cause of a burned-out fuse in the primary circuit of a transformer in a rectifier is
   91-A grounding of the electrostatic shield.
   91-B an open circuit in a bleeder resistor.
   91-C an open circuit in the secondary winding.
   91-D a short-circuited filter capacitor.

92. The primary coil of a power transformer has 100 turns and the secondary coil has 50 turns. The voltage across the secondary will be
   92-A four times that of the primary.
   92-B twice that of the primary.
   92-C half that of the primary.
   92-D one-fourth that of the primary.

93. The best electrical connection between two wires is obtained when
   93-A the insulations are melted together
   93-B all insulation is removed and the wires bound together with friction tape.
   93-C both are wound on a common binding post.
   93-D they are soldered together.

94. Excessive resistance in the primary circuit will lessen the output of the ignition coil and cause the
   94-A battery to short out and the generator to run down.
   94-B battery to short out and the plugs to wear out prematurely.
   94-C generator to run down and the timing mechanism to slow down.
   94-D engine to perform poorly and hard to start.

95. In the schematic vacuum tube illustrated, the cathode is element
   95-A A.
   95-B B.
   95-C C.
   95-D D.

96. The main reason for making wire stranded is
   96-A to make it easier to insulate
   96-B so that the insulation will not come off.
   96-C to decrease its weight.
   96-D to make it more flexible.

97. The oscilloscope image shown above represents
   97-A steady DC.
   97-B resistance in a resistor.
   97-C AC.
   97-D pulsating DC.

98. Voltage drop in a circuit is usually due to
   98-A inductance.
   98-B capacitance.
   98-C resistance.
   98-D conductance.
99. If an increase in grid voltage no longer produces an increase in plate current, the tube has reached its
   99-A inversion point.
   99-B saturation point.
   99-C class C operating point.
   99-D class A operating point.

100. Earphones are generally not used with radio receivers having more than three tubes because
   100-A earphones can handle only alternating current.
   100-B the amplification factor makes them unnecessary.
   100-C only one person may hear them at a time.
   100-D earphones are too delicate for normal use.

101. Of the non-metallic elements listed below, which one is the best conductor of electricity?
   101-A Mica.
   101-B Carbon.
   101-C Formica.
   101-D Hard rubber.

102. If an electric motor designed for use on AC is plugged into a DC source, what will probably happen?
   102-A Excessive heat will be produced.
   102-B It will operate the same as usual.
   102-C It will continue to operate, but will not get so warm.
   102-D It cannot be predicted what will happen.

103. Most electrical problems involving voltage, resistance, and current are solved by applying
   103-A Ohm's Law.
   103-B Watt's Law.
   103-C Coulomb's Law.
   103-D Kirchoff's Voltage and Current Laws.

104. If every time a washing machine is started the circuit breaker must be reset, the best solution would be to
   104-A oil the motor in the washer.
   104-B replace the circuit breaker.
   104-C tape the breaker switch closed.
   104-D repair the timing mechanism.

105. In most AC-DC radio circuits when one tube filament burns out, it will
   105-A cause the others to burn out
   105-B open the circuit and keep the others from operating.
   105-C cause the remaining ones to operate at higher current ratings.
   105-D cause the line voltage to drop.

106. The most stable type of radio oscillating circuit is the
   106-A electron-coupled.
   106-B crystal.
   106-C heterodyne.
   106-D colpitts.

107. The ampere is the unit of measurement of
   107-A inductance.
   107-B resistance
   107-C voltage.
   107-D current.

108. Hoping to make his car run faster, a "hot-rodder" decides to try changing the ignition mechanism. He finds all the components in good working order, so he decides to
   108-A use a larger capacitor on the points.
   108-B retard the ignition several degrees.
   108-C put hotter spark plugs in the engine.
   108-D check the ignition timing.
109. A mixer, in radio terminology, would function to
109-A jumble a carrier wave for security transmissions.
109-B couple the stages of two succeeding circuits.
109-C coordinate the triodes in a push-pull power amplifier circuit.
109-D combine the incoming and local oscillator frequencies.

110. Flux is used in the process of soldering together two conductors in order to
110-A provide a luster finish.
110-B prevent oxidation when the connection is heated.
110-C maintain the temperature of the soldering iron.
110-D prevent the connection from becoming overheated.

111. Which of the following devices converts heat energy directly into electrical energy?
111-A A piezoelectric crystal.
111-B A photoelectric cell.
111-C A steam driven generator.
111-D A thermocouple.

112. One use of a coaxial cable is to
112-A ground a signal.
112-B pass a signal from the set to the antenna of a mobile unit.
112-C carry the signal from a ballast tube.
112-D carry grid signals in high altitude areas.

113. Which of the following has the least resistance?
113-A silver.
113-B aluminum.
113-C copper.
113-D iron.

114. A rectifier is used to convert
114-A alternating current into direct current.
114-B static current into direct current.
114-C direct current into alternating current.
114-D low frequency current into high frequency current.

115. The length of a radio transmitter antenna system is primarily determined by
115-A transmitter power.
115-B transmitter frequency.
115-C oscillator voltage.
115-D distance from receiving antenna.

116. Which one of the following may best be compared to electrical voltage?
116-A Tension.
116-B Resistance.
116-C Flow.
116-D Pressure.

117. The extent to which a radio receiver converts the signals received into sounds that are undistorted is called
117-A fidelity.
117-B sensitivity.
117-C selectivity.
117-D resonance.

GO ON TO THE NEXT PAGE.
PART 9

MECHANICAL COMPREHENSION

DIRECTIONS

This test has questions about mechanical and physical principles. Study the pictures and decide which answer is correct. Then mark the space on your separate answer form which has the same number and letter as your choice.

Here is a sample question.

Which bridge is the strongest?

A - A
B - B
C - C
D - All are equally strong

The C answer is correct.

Your score on this test will be based on the number of questions you answer correctly. You should try to answer every question. Do not spend too much time on any one question.

When you are told to begin, be sure to start with question number 121 in Part 9 of your test booklet and number 121 in Part 9 on your separate answer form.

DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO.
121. Which shelf could support the most weight?
   121-A A.
   121-B B.
   121-C C.
   121-D D.

122. The weight is being carried entirely on the shoulders of the two men shown. Which man bears the most weight on his shoulder?
   122-A A.
   122-B B.
   122-C Both men are carrying the same.
   122-D It is impossible to tell.

123. The follower is at its highest position between points
   123-A Q and R.
   123-B R and S.
   123-C S and T.
   123-D T and Q.

124. All of the wires are of the same substance, the same diameter, and under the same tension. Which will vibrate at the highest frequency?
   124-A A.
   124-B B.
   124-C C.
   124-D They will vibrate at equal frequency

125. A man in an elevator is carrying a heavy suitcase. The suitcase will feel heaviest to him when the elevator
   125-A has not yet started moving.
   125-B is gaining speed in descent.
   125-C is maintaining a rapid steady speed of descent.
   125-D is gaining speed in ascent.

126. At which point was the basketball moving slowest?
   126-A A.
   126-B B.
   126-C C.
   126-D D.

GO ON TO THE NEXT PAGE.
127. If gear A makes 14 revolutions, gear B will make
   127-A 21.
   127-B 17.
   127-C 14.
   127-D 9.

128. If pulley A is the driver and turns in direction 1, which pulley turns fastest?
   128-A A.
   128-B B.
   128-C C.
   128-D D.

129. As cam A makes one complete turn, the setscrew will hit the contact point
   129-A Once.
   129-B Twice.
   129-C Three times.
   129-D Not at all.

130. If arm H is held fixed as gear B turns in direction 2, gear
   130-A A must turn in direction 1.
   130-B A must turn in direction 2.
   130-C I must turn in direction 2.
   130-D I must be held fixed.

131. If shaft X turns in direction 2 as shaft Y is held fixed, shaft F will turn in direction
   131-A 3 and gear A in direction 1.
   131-B 3 and gear A in direction 2.
   131-C 4 and gear A in direction 1.
   131-D 4 and gear A in direction 2.

GO ON TO THE NEXT PAGE.
132. A 150-pound man jumps off a 600-pound raft to a point in the water 12 feet away. Theoretically, the raft would move

132-A 12 feet in the same direction.
132-B 6 feet in the same direction.
132-C 3 feet in the opposite direction.
132-D 1 foot in the opposite direction.

133. Which of the angles is braced most securely?

133-A A.
133-B B.
133-C C.
133-D All equally braced.

134. Gear B is intended to mesh with

134-A gear A only.
134-B gear D only.
134-C gear E only.
134-D all of the above gears.

135. The amount of gas in the balloons is equal. The atmospheric pressure outside the balloons is highest on which balloon?

135-A A.
135-B B.
135-C C.
135-D The pressure is equal on all balloons.

136. If shaft X turns in direction 1 and shaft Y is held fixed, gear C will turn in direction

136-A 3 and gear E in direction 3.
136-B 3 and gear E in direction 4.
136-C 4 and gear E in direction 3.
136-D 4 and gear E in direction 4.
137. Liquid is being transferred from the barrel to the bucket by
137-A Suction in the hose.
137-B Fluid pressure in the hose.
137-C Air pressure on top of the liquid.
137-D Capillary action.

138. If water is pumped rapidly through the pipe in the direction shown by the arrow, it will
138-A Rise higher in tube A than in tube B.
138-B Rise higher in tube B than in tube A.
138-C Rise in tube A but not in tube B.
138-D Rise in tube B but not in tube A.

139. If gear N turns at a constant rpm, gear M turns at
139-A The same constant rpm as N.
139-B A faster constant rpm than N.
139-C A slower constant rpm than N.
139-D A variable rpm.

140. If gear M turns at a constant rpm, gear N turns at a number of rpm that
140-A Is constant and less than that of M.
140-B Is constant and the same as M.
140-C Reaches its maximum four times each revolution.
140-D Reaches its maximum eight times each revolution.

STOP! DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO.
DIRECTIONS

This test has questions about science. Pick the best answer for each question, then blacken the space on your separate answer form which has the same number and letter as your choice.

Here is a sample question.

The chemical formula for water is
A - C₂H₂O₂
B - H₂O
C - H₂SO₄
D - NaCl

H₂O is the correct formula, so B is the correct answer.

Your score on this test will be based on the number of questions you answer correctly. You should try to answer every question. Do not spend too much time on any one question.

When you are told to begin, be sure to start with question number 141 in Part 10 of your test booklet and number 141 in Part 10 on your separate answer form.

DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO.
141. Which of the following operates by suction?
   141-A A riveting hammer.
   141-B A balloon.
   141-C A vacuum cleaner.
   141-D An electric fan.

142. If a 33 1/3 rpm phonograph record is played at a speed of 45 rpm, it will
   142-A Sound lower-pitched.
   142-B Sound higher-pitched.
   142-C Give no sound.
   142-D Play louder.

143. The chief nutrient in lean meat is
   143-A Starch.
   143-B Protein.
   143-C Fat.
   143-D Carbohydrates.

144. Which one of the following metals is a liquid at room temperature?
   144-A Mercury.
   144-B Molybdenum.
   144-C Cobalt.
   144-D Magnesium.

145. The absence of any gravitational pull on an object is called
   145-A Weightlessness.
   145-B Mass.
   145-C Kinetic energy.
   145-D Force.

146. "Shooting stars" are
   146-A Exploding stars.
   146-B Cosmic rays.
   146-C Planetoids.
   146-D Meteors.

147. Two children are seated on a seesaw. The first child, seated 4 feet from the center, weighs 80 pounds. If the second child weighs 40 pounds, how far from the center must he sit to balance the seesaw?
   147-A 1 foot.
   147-B 2 feet.
   147-C 8 feet.
   147-D 16 feet.

148. A test for the presence of oxygen is that it
   148-A Turns limewater milky.
   148-B Turns litmus red.
   148-C Puts out a match.
   148-D Causes a glowing splinter to burst into flame.

149. An eclipse of the sun throws the shadow of the
   149-A Earth on the moon.
   149-B Moon on the earth.
   149-C Moon on the sun.
   149-D Earth on the sun.

150. Hearing an echo is most like seeing
   150-A Around the corner through a periscope.
   150-B Fine print under strong illumination.
   150-C Stars at night that are invisible in the daytime.
   150-D One's image in a mirror.

151. A thermometer which indicates the freezing point of water at zero degrees and the boiling point of water at 100 degrees is called the
   151-A Centigrade thermometer.
   151-B Fahrenheit thermometer.
   151-C Reaumer thermometer.
   151-D Kelvin thermometer.
152. Refraction of light affects the aim one should take when
   152-A Shooting at a fish that has jumped out of the water.
   152-B Spearing a fish in the water from the bank.
   152-C Spearing a fish under water when one is swimming under water.
   152-D Casting a fly on the surface of the water.

153. The primary reason designers seek to lower the center of gravity in automobiles is to
   153-A Reduce wind resistance.
   153-B Provide smoother riding.
   153-C Increase stability.
   153-D Reduce manufacturing costs.

154. Substances which hasten a chemical reaction without themselves undergoing change are called
   154-A Buffers.
   154-B Catalysts.
   154-C Colloids.
   154-D Reducers.

155. The change from ice to water is
   155-A A chemical change.
   155-B An elementary change.
   155-C A physical change.
   155-D A solid-state change.

156. The principle function of an air conditioner, aside from regulating heat, is to regulate the air's
   156-A Speed of motion.
   156-B Moisture content.
   156-C Oxygen content.
   156-D Density.

157. Lack of iodine is often related to which of the following diseases?
   157-A Beriberi.
   157-B Scurvy.
   157-C Rickets.
   157-D Goiter.

158. Why will a given quantity of steam always produce a more severe burn than that produced by the same quantity of boiling water?
   158-A Steam always penetrates the epidermis.
   158-B Steam causes the skin to contract and break.
   158-C Steam always releases more heat per gram than water.
   158-D Steam always covers more area of the skin.

159. A lead sinker weighs 54 grams in air, 23.8 grams in liquid A, and 28.6 grams in liquid B. From this information, what conclusions can be drawn concerning the densities of the two liquids?
   159-A Liquid A has a greater density than liquid B.
   159-B Both liquids are more dense than water.
   159-C Both liquids are less dense than water.
   159-D No conclusions can be drawn concerning the densities of the two liquids.

160. After adding a solute to a liquid, the freezing point of the liquid is
   160-A Lowered.
   160-B The same.
   160-C Raised.
   160-D Inverted.
PART 11

SHOP INFORMATION

DIRECTIONS

This test has questions about shop practices and the use of tools. Pick the best answer for each question, then blacken the space on your separate answer form which has the same number and letter as your choice.

Here is a sample question.

Thin sheet metal should be cut with
A - ordinary scissors.
B - a hack saw.
C - tin shears.
D - a jig saw.

Tin shears are used to cut thin sheet metal, so C is the correct answer.

Your score on this test will be based on the number of questions you answer correctly. You should try to answer every question. Do not spend too much time on any one question.

When you are told to begin, be sure to start with question number 161 in Part 11 of your test booklet and number 161 in Part 11 on your separate answer form.

DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO.
161. The saw shown above is used mainly to cut
161-A across the grain of wood.
161-B along the grain of wood.
161-C plywood.
161-D odd-shaped holes in wood.

162. Concrete is usually made by mixing
162-A only sand and water.
162-B only cement and water.
162-C lye, cement, and water.
162-D rock, sand, cement, and water.

163. The set of a saw is the
163-A angle at which the handle is set.
163-B amount of springiness of the blade.
163-C amount of sharpness of the teeth.
163-D distance the points stick out beyond
the sides of the blade.

164. The principal reason for “tempering” or
“drawing” steel is to
164-A reduce strength.
164-B reduce hardness.
164-C increase strength.
164-D increase maleability.

165. Sheet metal is dipped in sulphuric acid to
165-A clean it.
165-B soften it.
165-C harden it.
165-D prevent it from rusting.

166. The cut of a file refers to the
166-A shape of its handle.
166-B shape of its edge.
166-C kind of metal it is made of.
166-D kind of teeth it has.

167. In grinding a good point on a twist drill,
it is necessary that
167-A the point be extremely sharp.
167-B both cutting edges have the same lip.
167-C a file be used for the entire cutting
process.
167-D the final grinding be done by hand.

168. The tool used to locate a point directly be-
low a ceiling hook is a
168-A a plumb bob.
168-B line level.
168-C transit.
168-D drop gauge.

169. The sawing of a piece of wood at a particu-
lar angle, for example 45 degrees, is ac-
complished by using a
169-A jointer.
169-B cant board.
169-C miter box.
169-D binder.

170. The tool above is a
170-A marking gauge.
170-B knurling tool.
170-C thread cutter.
170-D pipe cutter.

171. A high speed grinder operator will check
the abrasive wheel before starting the ma-
cine because
171-A it must be wetted properly before use.
171-B if cracked or chipped, it could in-
jure someone.
171-C a dry wheel will produce excessive
sparks.
171-D previous work may have clogged
the wheel.

GO ON TO THE NEXT PAGE.
172. When marking wood, an allowance of 1/16" to 1/8" should be made to allow for
   172-A drying of the wood.
   172-B absorption of water by wood.
   172-C the width of the saw.
   172-D knots in the wood.

173. A "pinch bar" is used for
   173-A joining.
   173-B leveling.
   173-C prying.
   173-D tightening.

174. The tool shown above is used for
   174-A pressure lubricating.
   174-B welding steel plate.
   174-C drilling small holes in tight places.
   174-D holding small parts for heat treating.

175. The primary function of a power driven sabresaw is to
   175-A cut angles.
   175-B saw heavy wood stock.
   175-C cut curves in flat wood.
   175-D make perfectly straight cuts.

176. What tool is shown above?
   176-A countersink.
   176-B keyhole saw.
   176-C hole saw.
   176-D grinding wheel.

177. The tip of a soldering iron is usually made of
   177-A iron
   177-B steel
   177-C lead
   177-D copper

178. Which of the following is used with a miter box?
   178-A back saw.
   178-B keyhole saw.
   178-C coping saw.
   178-D compass saw.

179. The length of a six penny nail is about
   179-A 1 inch.
   179-B 2 inches.
   179-C 3 inches.
   179-D 4 inches.

180. High oil content or so-called "spar" varnish is used primarily for
   180-A Finishing furniture.
   180-B Obtaining a high-gloss finish.
   180-C Finishing weather exposed surfaces.
   180-D Finishing interior trim.

STOP! DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO.
PART 12

AUTOMOTIVE INFORMATION

DIRECTIONS

This test has questions about automobiles. Pick the best answer for each question, then blacken the space on your separate answer form which has the same number and letter as your choice.

Here is a sample question.

The most commonly used fuel for running automobile engines is

A - kerosene.
B - benzine.
C - crude oil.
D - gasoline.

Gasoline is the most commonly used fuel, so D is the correct answer.

Your score on this test will be based on the number of questions you answer correctly. You should try to answer every question. Do not spend too much time on any one question.

When you are told to begin, be sure to start with question number 181 in Part 12 of your test booklet and number 181 in Part 12 on your separate answer form.
181. Which of the following devices prevents the generator/alternator from overcharging the battery in an automobile?

181-A Governor.
181-B Solenoid switch.
181-C Current regulator.
181-D Voltage regulator.

182. A torsion bar might be found in the

182-A Transmission.
182-B Distributor.
182-C Speedometer.
182-D Suspension.

183. A black gummy deposit in the end of the tail pipe of an automobile indicates that

183-A The automobile “burns” oil.
183-B There is probably a leak in the exhaust manifold.
183-C The timing is late.
183-D There are leaks in the exhaust valves.

184. What would be the most probable cause if an automobile has a weak spark at the plugs, “turns over” very slowly, and has dim headlights?

184-A Weak battery.
184-B Faulty condenser.
184-C Faulty ignition cable.
184-D Worn contact breaker points.

185. An automobile engine won’t “turn over.” If the battery charge is found to be normal, the next test would normally be for

185-A Defective starter motor.
185-B Short-circuited switches.
185-C Faulty battery cable connections.
185-D Defective generator.

186. The generator or alternator of an automobile engine is usually driven by the

186-A Camshaft.
186-B Flywheel.
186-C Fan belt.
186-D Cranking motor.

187. What source of trouble can be tested by removing a spark plug and holding a thumb over the spark plug hole while the engine is being cranked?

187-A Poor ignition.
187-B Low compression.
187-C High oil consumption.
187-D High fuel consumption.

188. If an automobile engine overheats while the radiator remains cold, the difficulty probably lies in

188-A Lack of engine oil.
188-B Stuck thermostat.
188-C Improper ignition timing.
188-D An overloaded engine.

189. It is best for an automobile’s gas tank to be full or nearly-full to prevent

189-A gasoline from vaporizing in the fuel lines.
189-B moisture from condensing in the gas tank.
189-C drying out of the fuel pump.
189-D loss of vacuum in the vacuum line.

190. In troubleshooting the rear axle, an automobile is driven on a smooth road at 25 mph, and the accelerator is lightly pressed and released. If there is a “slapping” noise, the most probable trouble is

190-A a worn universal joint.
190-B an incorrect drive line angle.
190-C loose accelerator linkage.
190-D a bent transmission shaft.
ANSWERS TO TESTS

Part 1
General Information

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Part 2
Numerical Operations

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U.S. GOVERNMENT PRINTING OFFICE: 1979 — 752—599
October 20, 1980

Ms. Jane Okubo
Assistant Program Administrator
for Day Care
Department of Social Services and
Housing
State of Hawaii
P. O. Box 339
Honolulu, Hawaii 96809

Dear Jane:

I appreciated the opportunity to talk with you about child-care needs in the State, and to learn about your concerns regarding the Department of Health and Human Services' Day Care Regulations.

As more and more mothers of young children enter the labor force, quality child care will continue to be an important policy issue in the human services area.

I am enclosing some material regarding the DHHS Day Care Regulations which you may find of interest. Please contact me if you should have any questions about these regulations.

Aloha,

RUBY TAKANISHI
Congressional Science Fellow

RT:jmpl
Enclosure
ANALYSIS OF PROPOSAL TO POSTPONE DAY CARE REGULATION IMPLEMENTATION DATE UNTIL OCTOBER 1, 1981

Issue

What are the Federal budget savings, if any, of postponing the Health and Human Services Day Care Regulations' effective date from October 1, 1980 to October 1, 1981?

Background

HHS regulations for day care provided under State social services plans are to take effect on October 1, 1980. In taking steps to reduce total FY 81 Federal expenditures, the Senate has passed a recommendation that the effective date of implementation be postponed for one year. Since the House reconciliation bill does not have a comparable position, the Conference Committee will reconcile the two positions.

Discussion and Summary

The Senate action was taken on the basis of a Congressional Budget Office (CBO) cost estimate which concluded that $20 million in Federal outlays for AFDC could be saved by postponement. The CBO assumption was that if the regulations were implemented in FY 81, States would try to meet the requirements by raising per child costs, providing day care to fewer children under Title XX, and using the AFDC work expense disregard as a means for serving AFDC children who were removed from Title XX day care. The rationale for this estimate is highly speculative because:

- data to make reasonable estimates of the impact implementation of the day care regulations will have on decreasing the supply of Title XX day care for AFDC recipients do not exist, and

- CBO assumes full implementation of the regulations in FY 81, a condition which will not occur. The full costs will be phased over the next several years and therefore time for full realization cannot be estimated.

Even if we could predict with certainty that States would follow the CBO course of action, the AFDC savings which would result from postponement would not be $20 million. The attachment to this analysis shows that under the above assumption, AFDC savings would be in a range from $5.2 million to $6.8 million. From the HHS perspective, however, the assumption is extremely unlikely and will not be included as part of our estimate of Federal outlays which could possibly be decreased if the effective date of the regulations were postponed for a year.
It is the HHS position that savings in FY 81 which would be realized by postponing the effective date of the regulations would accrue primarily from elimination of the direct costs associated with implementation of the regulations.

The following analysis indicates that those savings would be in a range from $1.7 million to $3.3 million.

Analysis

The Regulatory Analysis published at the time of final rulemaking concluded that in FY 81, the added costs associated with implementation of the day care regulations would be between $26 million and $34 million, and would come from the following components:

- Health ................. $12 million
- Nutrition ................ $ 8 million
- Training .................. $ 4 million
- Group Composition (child to staff ratios) .................. $-7 to +1 million
- Other (generally Federal and State administrative expenses) ........... $ 9 million

The assumption cannot be made that postponement of the effective date of the regulations would save the Federal government all of the additional direct costs in FY 81 since:

- the range of $26 to $34 million represents a total additional outlay that would not all be borne entirely by the Federal government but would include State funds and other non-governmental resources; and

- since Title XX is a capped social services entitlement program to the States, no decrease in total Title XX expenditures would result from postponement unless the authorized ceiling were changed. Postponement would simply mean that States would be free to purchase other services instead of those mandated by the regulations.

Estimate of the Potential Effects of Postponement by Each Component

- **Health (+$12 million)**

  This cost increase is due to the requirement that immunizations and health assessments be provided to children who are not now receiving them. Of the potential $12 million increase, we estimate that:
-- MCH and other non-income tested public health programs would provide $2 million;

-- Title XX would pay $1 million for children who are income-eligible but do not receive AFDC;

-- parents' fees would comprise $3 million; and

-- EPSDT would cover approximately $6 million of the costs for AFDC and other eligible children (a Federal share of approximately $3.3 million).

Thus, only $6.3 million of the additional health costs would be Federal outlays.

Postponing the effective date does not necessarily mean that all, or even portions of these Federal costs would be saved. In determining probable savings, the following factors should be considered:

-- The Public Health Service (PHS) has instituted a major initiative to have all children, particularly those eligible for HHS programs, immunized. Under this initiative, health assessments will also be performed. It is likely that MCH and other health programs will incur a large share of the costs of the initiative and will provide the same services to children in FY 81 regardless of the implementation status of day care regulations.

-- As stated above, since Title XX is a fixed entitlement program, postponement would not mean that the $1 million Title XX share would be saved. States would use the money in other ways and there would be no change in total Title XX expenditures.

-- The $12 million may represent an overestimation of the potential outlays for this component, since many parents with children in Federally funded centers would choose to have immunizations and health assessments performed by their private physicians regardless of the regulations.

We conclude that in the Health component, postponing the effective date would at best save only the $6 million EPSDT share, of which $3.3 million would be a Federal outlay. Since EPSDT would presumably participate in the PHS initiative, a more reasonable estimate would be that postponement would save $3 million, of which $1.7 would be a Federal outlay.
o Nutrition (+$8 million)

This cost increase is due to the requirement that breakfast be provided for those Title XX children whose parents so request because they cannot provide it themselves. It is anticipated that the majority of these costs would be absorbed by the CCNP, with a lesser share coming from Title XX. We believe that the monetary impact of postponement would be negligible for both programs. Since the CCNP is not an entitlement program, it is highly unlikely that its appropriation level would change regardless of whether the regulation were implemented or postponed. In the case of Title XX, postponement might reduce the pressure for more CCNP dollars, but would not reduce total Title XX outlays. Again, the States could shift resources to other areas. There would be no savings in the Nutrition area in FY 81 in the event of postponement.

o Training (+$4 million)

This increase would be due to the requirement that training must be provided to non-credentialed caregivers. Since this particular requirement was not to take effect until April 1, 1981, its impact would only be partially felt in FY 81 if the effective date were not postponed. If the regulations were to become effective on October 1, 1980, additional training funds would come from Title XX Training. PL 96-272, recently signed into law, places a ceiling on those funds. Thus far, Congress has taken actions which provide fewer funds than States claim they are spending (or need to spend) for training. HHS estimates that all but 10 States are at their ceiling. Postponing the day care training requirement might change State training priorities, but would not change Federal outlays. There would be no savings in the Training area in FY 81.

o Group Composition (-$7 to +$1 million)

This increase is due to requirements which specify child-to-staff ratios and group sizes by age. The Regulatory Analysis concluded that the requirements could result in a $1 million increase for additional staff to meet the ratios and up to $7 million in savings in facilities that have more staff than required. Since the Federal outlays for this component would come from Title XX, postponement would not decrease expenditures. As in many of the above areas, funds could be shifted to other priorities. There would be no savings in the Group Composition area in FY 81.
Other (+$9 million)

Other additional costs are generally Federal and State administrative expenses associated with implementation of the regulations and would be funded by Title XX appropriations. If postponement occurred, these funds would be channeled to other purposes. We conclude that there would be no savings in this area.

In summary, postponement of the effective date would at maximum result in a reduction of $3.3 million in Federal costs that are directly associated with implementation in FY 81. Since these costs represent outlays for EPSDT activities, many of which will occur even with postponement, a more probable estimate of savings is $1.7 million.

Attachment
ATTACHMENT

Estimate of Potential Savings in AFDC

Assumptions:

1. Without postponement of the effective date of the regulations, States would try to meet the requirements in FY 81 by raising per child costs, providing day care to fewer children under Title XX, and using the AFDC work expense disregard as a means for serving AFDC children who were removed from Title XX day care.

2. The base Title XX day care outlays in FY 81, excluding costs related to implementation of the regulations, would be $2,700 per child for 650,000 children — a total of $1,755 million. States would not exceed this total.

3. Additional costs for implementation would range from $26 million to $34 million, an additional cost per child of from $40 to $52.

4. Only AFDC children would be removed from Title XX day care because of increased costs.

5. Alternative day care under AFDC would cost $1,000 per child.

Analysis:

With implementation, the costs per child would range from $2,740 to $2,752 (base cost + additional costs). With a fixed amount of $1,755 million, from 640,511 to 637,718 children could be served (fixed amount divided by per child cost). This would mean that there would be from 9,489 to 12,828 children who could not be served in Title XX day care (number of children served before implementation minus number who could be served with implementation). Since all these children would be AFDC recipients, alternative day care would cost from $9.5 to $12.3 million. The federal share would be 55%, or from $5.2 million to $6.8 million.

If the above assumptions were valid, postponing the effective date of implementation of the day care regulations could save from $5.2 million to $6.8 million in FY 81 AFDC costs.
The Honorable William H. Natcher  
Chairman, Subcommittee on Labor, Health,  
Education, and Welfare  
Committee on Appropriations  
House of Representatives  
Washington, D.C. 20515

Dear Mr. Chairman:

It is my understanding that during your Subcommittee's markup session today, the issue of a delay in the new day care standards for Social Security Act programs, beyond their scheduled October 1, 1980 implementation date, may be discussed. I would like to take this opportunity to share with you my views on this matter.

On March 19, 1980 the Department of Health and Human Services published revised standards for children in federally funded day care. I am opposed to any delay of these standards for the following reasons:

1. The standards emphasize basic health and safety protections for infants and young children in day care directly funded by this Department. Young children will be safeguarded against risks to their health through required immunization and health evaluations; safety will be enhanced by an adequate number of adults on hand to give babies and preschoolers attention and care, and to protect and evacuate children in case of fire or other emergencies. Currently, many state licensing requirements do not provide these basic safeguards to children eligible for day care under Title XX who are primarily the children of the working poor.

2. No child care program failing to meet these standards in FY 1981 would necessarily have to close, turn away children, or even lose funding. Rather, these programs can show how they will work towards compliance over a reasonable timetable. These standards have been deliberately and carefully designed to provide for steady, phased-in improvement of quality in HHS funded care. At the same time, these standards do provide authority to protect federally funded children from programs which, in the judgment of state authorities, are seriously deficient.

Three mechanisms are available to states or providers experiencing problems in complying with the standards:

(a) All states are eligible to apply for a two-year extension in the staffing standards, if they so desire. This Department is committed to prompt response to states' requests, which are to be filed by October 1, 1980.
(b) States and day care providers will not face immediate fiscal penalties if they are not in compliance with Federal day care standards. Rather, any state or provider which is out of compliance is expected to provide a corrective action plan, describing how it intends to achieve compliance over a reasonable period of time. This Department is also committed to prompt response to states submitting corrective action plans.

(c) All day care centers serving a relatively modest number of HHS funded children (20 percent of the center or 10 children, whichever is less) are eligible for individual center waivers of the staffing standards, at the state's discretion, if these programs meet state standards.

We know that, on the average nationally, most programs will not have difficulty meeting these revised standards. Staff-child ratios for three to five year old children were relaxed during the revision, consistent with the research finding that it would not harm children to do so. Seventy-five percent of all day care centers now participating in Title XX already meet the three to five year old staffing standards. For those individual states and for those providers who may have to make adjustments in order to protect children better, there will be time for gradual phase-in of the requirements and careful, thorough assessment of any fiscal costs that accrue in a particular state or community.

3. These standards were developed through an open, widespread public process, which reached out to more than 150,000 persons, and included 10 regional hearings and more than 200 State and local meetings. They represent a compromise of many different positions on this issue. Like other compromises, not every feature will satisfy all those involved in shaping the standards. But this compromise was reached after a fair process and reflects a resolution of different perspectives. These standards will be reviewed and revised, if appropriate, over the next three years. We welcome Congressional input regarding revisions which appear desirable or necessary.

I believe the revised day care standards offer essential, minimal protections to children in day care which we fund. Congress has never -- even when suspending the more stringent staff-child ratios of the 1968 regulations -- acted to eliminate all Federal regulations and monitoring which could deprive children in Title XX day care of basic health and nutritional safeguards; nor has Congress ever wanted to suspend Federal assurances of parental rights for families using federally funded day care.
I firmly believe that delay is both unnecessary and unfair to hundreds of thousands of very young children and their parents whose daily struggle to maintain self-reliance deserves our respect and our assurances of safeguards for their children.

Sincerely yours,

Patricia Roberts Harris
Additional paragraph to "Estimate of Potential Savings in AFDC"

However, two other features of the regulations have to be factored into this analysis

1. Available to every state who applies and sends in information regarding day care practices in their state is a two-year extension of the group composition requirement, moving the effective date for that part of the regulation from October 1, 1980 to October 1, 1982. (Sec. 7.66)

2. States can phase-in these requirements over a reasonable period of time by describing in a plan of correction how they plan to do so. (Sec. 71.8)

The availability of these extensions and phase-in mechanisms adds an additional assumption to the above:

1. In FY 1981, states experiencing difficulty in meeting the new requirements are likely to make use of the two-year extension and plan of correction mechanisms available to them, to assess cost and supply impacts for their state, rather than reduce the number of children served under Title XX or increase the number of children served under the AFDC Income Disregard.

Conclusion

For fiscal year 1981, there are likely to be few, if any children who could not be served by Title XX because of these regulations. Therefore, postponing the effective date of the implementation of the day care regulations would not be likely to result in any real AFDC savings in FY 1981.
The Honorable Alan Cranston
United States Senate
Washington, D.C. 20510

Dear Senator Cranston:

As Secretary of Health and Human Services, I strongly oppose the Senate Finance Committee recommendation deferring, until October 1, 1981, the implementation of new day care regulations for Social Security Act programs. Such an across-the-board deferral cannot be justified either as a means of saving significant amounts of Federal funds in fiscal year 1981, or as necessary to alleviate undue hardship on the States from the regulations. We understand the concerns of the Committee, but believe that the regulations themselves were designed with provisions more effective than the recommended postponement for minimizing potential disruptions in State day care programs.

In developing the new regulations, I acknowledged and took into account not only the increased Federal costs they might require, but also the additional costs to the States which their enforcement might entail. I recognized that the additional resources needed to meet the regulations, particularly the staffing requirements, would vary from State to State. Those States already enforcing staffing standards comparable to the new Federal requirements would have little or no problem complying. Those States with staffing standards substantially less stringent than Federal requirements would need more time and more resources to meet the higher Federal standards. We therefore built in a mechanism for tailoring responses to the needs of the particular State. The regulations provide a mechanism for addressing each State's particular situation in an individualized and orderly manner. Under the regulations, the effective date of the staffing requirements could be postponed for up to two years, rather than the one year recommended by the Finance Committee. The length of the delay would depend on the particular circumstances in each State. Two States have already taken advantage of the delayed effective date provision and have applied to the Department for a postponement. All other States have until October 1, 1980, to request a postponement.
There are two other mechanisms built into the regulations which were deliberately designed to provide flexibility to States and providers while at the same time encouraging them to work toward higher quality in their day care programs.

First, Federal money will be available to noncomplying States and facilities for a reasonable period of time during which they work to correct any deficiencies. States will have the discretion to determine the amount of time within which a noncomplying day care facility must meet Federal requirements.

Second, States will be allowed to waive the application of staffing requirements for facilities serving a small percentage of federally funded children as a means of maintaining and expanding the supply of day care opportunities for these children. The waiver provision gives States the flexibility to place federally funded children in centers not meeting Federal staffing rules where day care services would otherwise not be available.

The new HHS day care regulations reflect painstaking consideration of the needs and interests of low income children and families relying on federally funded day care, and of the costs which the new requirements will impose. The balance struck in the regulations between these often competing concerns is reasonable.

The Office of Management and Budget advises that deferral of the implementation of the day care regulations would not be consistent with the Administration's objectives.

Sincerely yours,

/signed/ Patricia Roberts Harris

Patricia Roberts Harris
Must Budget Ax Fall on Children?

By Edward Zigler

The new standards were developed after a four-year, $5 million study of Federally funded child-care programs and a Congressionally mandated report by the department on the appropriateness of Federal standards. The conclusion was that new standards were essential, and they were drafted. They were subject to a year of public comment. A coalition of 30 concerned child-care groups endorsed them. Even private, for-profit day-care centers, who would presumably be most interested in keeping operating costs low, formed a coalition to endorse the new standards. Just when it seemed that the standards would be enacted, the Senate Finance Committee voted for the moratorium as part of the budget-trimming Reconciliation Act of 1980. But the House-Senate conference committee, which will meet to resolve the differences between the House and Senate versions of the bill, can still let the standards take effect.

The Senate vote was obviously motivated by the desire to trim the budget. The Congressional budget office estimated that carrying out the standards would cost about $20 million, about one percent of annual national expenditures for day care. According to an analysis by the department, full enforcement would cost $200 to $300 million less than enforcement of the 1968 standards. Also, delaying implementation seems unnecessary because the Finance Committee exceeded its required savings recommendations by $200 million.

It seems, therefore, that what lies behind the Senate vote is a growing trend toward deregulation and decentralization. Even advocates of the new standards oppose overregulation. No one wants a bureaucratic, monolithic system of Federally administered day care with identical programs in all communities. The new standards are intended to impose requirements only for nutritious meals, protection from fires, parental visitation rights and, perhaps most important, training for caregivers.

Without Federal regulations, we run the risk of scandals like those in the nursing-home field that have periodically shocked the country. Although some states have regulations, other states do not, and if regulations are left entirely to states, the outlook for quality day care will be bleak. As Frances Walker of the California Department of Education testified at a hearing on the new regulations, "When it gets down to services for poor children and their families, the password in most states tends to be 'cheap.'"

In 1970, the White House Conference on Children voted quality day care the No. 1 need of American children and families. This year, three regional meetings for the White House Conference on Families — in Baltimore, Minneapolis and Los Angeles — all emphasized that a solution was needed to the growing day-care problem. Federal policy makers should take notice and act.

Edward Zigler is a professor of psychology at Yale.
HOW TO USE
YOUR ASVAB RESULTS
HOW TO USE YOUR ASVAB RESULTS:

You can find out what your top aptitudes are — and can use them to explore specific occupations and career fields.

From your ASVAB Results Sheet, record your composite Grade and Sex percentile scores (the scores in the lower chart) in the box to the right.

- Now, circle your top two or three composite scores. These scores should be some 15 to 20 points above the rest of your scores.

- Next, look at the list of sample occupations and related jobs on pages 6 to 11 of this guide and make a check beside those you are interested in. These are the job areas you should explore further. You should find out more about those, which fall in your higher aptitude areas, from your counselor, school career center or vocational guidance center.

- What's the value of this for you?
  - It gives you some ideas about job areas you are interested in, related to your best aptitudes.
  - It gives you and your counselor a chance to see if the sample of jobs you checked form a general pattern of occupational interest.
  - If the positions you checked reflect a lot of different interests, or if all of your composite scores are about the same (all within 20 percentile points), you may wish to ask your counselor about the possibility of taking an Interest Inventory to supplement your aptitude test scores. Your counselor can then help you relate your interests to one or more career fields.

Since ASVAB is a vocational aptitude test, its primary value is in relating your test scores to jobs in the vocational-technical career fields. Even if you plan on going on to college, you should at least be aware of the range of jobs in the trades, what skills and training they require, and how much they can pay. (Some technical careers pay surprisingly very well).

- You should also know that the majority of job openings during the next 5 years will not require a college degree. Additionally, during the same time period, a large number of college graduates (estimated at around 900,000) will be unable to find work in jobs related to their main field of study. You should check out the future possibilities for every job you are interested in by looking it up in the Occupational Outlook Handbook published by the Department of Labor. You can usually find the Handbook in your library, career center, or counseling office.

- Although you may not have to make a firm commitment to any specific career choice at this time, you probably are not spending as much time as you should in exploring future career options. Work through your counselor and school career center. Find out what types of skills and training are required for various jobs. Read the want ads; visit local businesses and industries; talk with people currently employed in the jobs you may be interested in. Again, your scores on an aptitude test are only one factor among many that you should use in helping you choose a career.
Use your aptitude test results to find out what type of skills and training you need to perform various jobs.

- Very seldom will you be able to move directly from high school into any job at the full performance level without some form of intermediate training. Most technical/vocational occupations, including those in the military services, require some technical training after high school.
- As a general rule, you have a better chance of both improving your skills and in performing well in training in those aptitude areas where you already have the higher scores.
- Your aptitude test results can show you areas where you may need additional specialized training. For example, if you scored high in the trade technical composite and are definitely interested in electronics, a career in electronics is a definite possibility. You may wish to take additional course work such as electronic trouble-shooting, use of electronic schematics and drawings, computer electronic repair or electronic theory. Even if you plan on going on to college, your test scores can indicate areas where you may desire to acquire further training.
- If you are an underclassman, you may want to use your scores to give you some idea as to the courses you should take during your remaining years in high school. See your counselor. At the underclass level, you should be thinking about very broad career areas, as opposed to a specific job or occupation.
- Don’t think that a lower score must mean a lack of aptitude. That is why your scores are reported within percentile bands. Many factors that have nothing to do with aptitude could have influenced your score (Examples: lack of experience with the subject matter tested; you may not have taken school courses on the information tested; coming to the test tired, ill or upset; lack of interest in doing well; noise/distractions during the test) Remedy — Retake the test.

You can find out about the many job opportunities with the military services (Air Force, Army, Marine Corps. & Navy) and the U.S. Coast Guard.

- Approximately 400,000 students enter into one of the military services each year. Your ASVAB test scores are good for enlistment purposes for two years after you took the test. Phone or ask a service recruiter to determine whether you would:
  - Qualify to enter that service (assuming that you meet other qualifications for enlistment such as age, physical requirements, etc.)
  - Qualify for specialty training or education in one of the more than 150 specialty training schools operated by the Armed Services, in an area of your interest. Again, contact a service recruiter to find out which of these specialized training opportunities you might be eligible for.

Use the job groupings on the following pages as a general guide for career exploration.

- Remember, the sample jobs and related jobs listed in the following pages do not include all occupations. They are merely examples of the types of occupations related to each ASVAB composite.
- Use all the information available if you want to find out more about any job:
  - Military Positions — Military/Civilian Occupational Source Book and various service guides.
  - Ask at your Career Center.
  - Check at the library.
  - Ask your counselor.
### 1. VERBAL (VE) COMPOSITE

**MEASURES:**
- Vocabulary
- Word knowledge
- Ability to understand scientific principles and written materials

**TESTS INCLUDED:** WK & GS
- WK — Word Knowledge
- GS — General Science (Questions on biological and physical science)

**SOME SAMPLE OCCUPATIONS RELATED TO THIS COMPOSITE —**

**GENERAL:** Occupations which involve information processing, verbal fluency, public speaking, writing, translation or reading, public relations and working with people.

**SAMPLE POSITIONS:**
- Air Traffic Control
- Copy Writer
- Journalist
- Information Clerk
- Medical Services
- Personnel Work
- Public Relations
- Translator
- Librarian

**SOME RELATED OCCUPATIONAL GROUPS —**

- Public Relations
- Secretary-Steno
- Library Aid/Specialist
- Personnel Clerk
- Legal Services Specialist
- Public Affairs Specialist
- Communications
- Language Interpreter
- Broadcast Journalist
- Radio-TV Announcer
- Copy Writer
- Press Information Specialist
- Interpreter
- News Editor
- Screen Writer
- Personnel/Personal Relations
- Counselor
- Training Specialist
- Correctional Counselor
- Educational Assistant
- Instructor
- Personal Services
- Medical Services Specialist
- Airline Attendant
- Hospital Corpsman
- Physician’s Assistant
- Physical Therapy Aid
- Air Passenger Specialist

### 2. MATH (MA) COMPOSITE

**MEASURES:**
- Math reasoning ability
- Knowledge of basic math processes (e.g. algebra, trig.)
- Simple arithmetic

**TESTS INCLUDED:** AR & MK
- AR — Arithmetic Reasoning (applied to practical word problems)
- MK — Math Knowledge

**SOME SAMPLE OCCUPATIONS RELATED TO THIS COMPOSITE —**

**GENERAL:** Occupations involving word or data processing, accuracy in transposing or the simple addition of numbers, the practical application of mathematical principles.

**SAMPLE POSITIONS:**
- Computer Operator
- Data Processing Specialist
- Inventory Control Clerk
- Finance Specialist
- Air Cargo Specialist
- Operations Specialist
- Purchasing Specialist
- Wireman
- Surveyor
- Communications Technician
- Radio-Teletype Operator
- Radio Operator

**SOME RELATED OCCUPATIONAL GROUPS —**

- Data/Word Processing
- Card and Tape Writer
- Data Processing Technician
- Statistical Clerk
- Data Analyst
- Machine Operation and Repair
- Telecommunications Center Specialist
- Motion Picture Equipment & Repairer
- Electrical Communications Repairer
- Multichannel Commd. Operator
- Voice Radio Operator
- Teletype Operator
- Accounting
- Travel Clerk
- Accounts Maintenance Clerk
- Finance Specialist
- Accounting Clerk
- Bookkeeper
- Budget Specialist
3. PERCEPTUAL SPEED (PS) COMPOSITE

MEASURES:
- Speed and accuracy in perceiving small object differences
- Speed in working simple arithmetic computations

TESTS INCLUDED: AD & NO
AD — Attention to Detail
NO — Numerical Operations
(Simple arithmetic problems performed under timed conditions)

SOME SAMPLE OCCUPATIONS RELATED TO THIS COMPOSITE

GENERAL: Occupations which require detailed and accurate office and numerical work. Positions involving eye-hand coordination and fine finger dexterity.

SAMPLE POSITIONS:
- Administrative Specialist
- Clerk-Typist
- Court Reporter
- File Clerk
- Key Punch Operator
- Disbursing Clerk
- Legal Clerk
- Stock Control Clerk
- Supply Clerk

4. MECHANICAL (ME) COMPOSITE

MEASURES:
- Elementary understanding of practical mechanics and physics principles
- Visualization of objects in three-dimensional space

TESTS INCLUDED: MC & SP
MC — Mechanical Comprehension
SP — Space Perception of folded objects

SOME SAMPLE OCCUPATIONS RELATED TO THIS COMPOSITE

GENERAL: Occupations involving visualization of objects in 3-dimensions, overall comprehension of mechanical principles.

SAMPLE POSITIONS:
- Aircraft Sheetmetal Worker
- Fire Control Technician
- Draftsman
- Drill Press Operator
- Aircraft Maintenance Specialist

SOME RELATED OCCATIONAL GROUPS

Clerical
Billing Clerk
Administrative Clerk
Cryptology Technician
Typist
License Clerk
Pay-Roll Clerk
Shipping Clerk
Freight Clerk

Technical Layout/Drafting
Draftsman
Patternmaker
Mapmaker
Photo Interpreter

General Maintenance
Wheeled Vehicle Mechanic
Machine Repairer
Aircraft Repairer (General)
Machinist Helper
General Factory Worker
Layout Worker

Supply
Storekeeper
Disbursing Clerk
Supply Services Specialist
Inventory Manager
Stock Controller
Parts Clerk

Machine Shop Work
Drill Press Operator
Lathe Operator
Electrician's Helper
Tool & Die Maker
Aircraft Sheetmetal Worker
Machinist
Plastics Worker

General Administrative
Tape Librarian
Production Controller
Hospital Administrator
Traffic Manager
Procurement Specialist

Assembly/Calibration Work
Optical Repair Specialist
Inertial Guidance Repairer
Calibration Specialist
Fire Control Technician

-8-

-9-
5. TRADE TECHNICAL (TT) COMPOSITE

MEASURES:
- Basic knowledge of elementary theory, practice, layout, and blueprints in the subject matter of automotive/engine repair, basic electronics, and shop tools and practices

TESTS INCLUDED: SI & AI & EI
SI — Shop Information
AI — Automotive Information
EI — Electronic Information

— SOME OCCUPATIONS RELATED TO THIS COMPOSITE —

GENERAL: Occupations involving vehicle and engine repair and maintenance; electronic component assembly and repair; heavy equipment repair.

SAMPLE POSITIONS:
- Auto Mechanic
- Power Plant Mechanic
- Engine Equipment Repairer
- Ship Fitter
- Jet Engine Repairer
- Aircraft Hydraulic Repairer
- Diesel Mechanic
- Electronics Technician
- Transmission Specialist
- Computer Repair Technician

— SOME RELATED OCCATIONAL GROUPS —

Motor Maintenance
Transmission Specialist
Diesel Mechanic
Motor Mechanic
Jet Engine Mechanic
Aircraft Hydraulic Repairer
Auto Mechanic
Brake Specialist
Fixed/Heavy Equipment Repair
Boilerman
Ship Fitter
Engineering Equip. Mechanic
Engineman
Bulldozer/Heavy Equip. Mechanic
Plumber-Steamfitter
Recovery Specialist

Power Plant Maintenance
Heavy Construction Equip.
Operation & Repair

Electronic Assembly/Repair
Electronic Computer Repairer
Electronic Technician
T.V. Repairer
Sonar/Radar Repair Technician
Avionics Systems Specialist
Aviation Electronics Technician
Tele-Communications Specialist
Radio-Communications Repairer
Aerial Camera Technical
T.V. Sound Technician
T.V. Systems Specialist

6. ACADEMIC ABILITY (AA) COMPOSITE

MEASURES:
- General abilities needed for formal education or training after high school (college, university or post-secondary technical or specialty school)

TESTS INCLUDED: WK & AR
WK — Word Knowledge
AR — Arithmetic Reasoning

— SOME CAREER FIELDS WHERE THIS ABILITY IS IMPORTANT —

GENERAL: The Academic Ability composite indicates a general potential for advanced training beyond the high school level. Related to career fields that require formal post-high school training such as the professions, arts and sciences, and most management fields.

JOBS FOR WHICH THE AA COMPOSITE HAS PROVEN USEFUL:
- Dental Technician
- Law enforcement and Security Specialists
- Medical Technician
- Personnel Management Specialist
- Supply Management Specialist
- Transportation Management
November 18, 1980

Mr. Jonah M. Iaea
Hawaii State Prison
2109 Kamehameha Highway
Honolulu, Hawaii 96819

Dear Mr. Iaea:

I wish to acknowledge receipt of a copy of your letter to Congressman Akaka.

I appreciate your sharing this matter with me, and hope that you will be able to come to some resolution of this matter shortly.

Aloha,

DANIEL K. INOUYE
United States Senator

DKI: mcB
The Honorable Daniel K. Akaka  
House of Representatives  
Washington, D.C. 20515  

August 7, 1980

Dear Congressman Akaka:

As Food Chairman here at Hawaii State Prison, I am recognized and acknowledged as spokesman by the current prison administration. The Prison Food Committee was formed after a recent peaceful demonstration concerning prison reform. Thus I feel that the burden is on me to shed some light on these matters. It has been brought to my attention on many occasions that the forming of this committee was a mere ploy to subdue tension and ease the many complaints of the inmate population. For you see sir, since the birth of the "Food Committee" there has been little or no change in food preparation, nor has there been any change in the nutritional balance of our daily meals. There is absolutely no type of communication with the prison administration and the kitchen stewards. I have tried diligently, albeit in vain, to meet with prison officials regarding this problem. Though I am recognized by the prison administration, all efforts to meet and discuss problems concerning food have been deliberately postponed to future dates unknown.

Since the administration has not satisfactorily attempted to correct this matter, I feel a letter to you, our Congressman, is in order. That is why there are many other major problems within these prison walls. These problems originally stem from the lack of concern about our food crisis. I feel with appropriate action from you, on our plea for a balanced daily diet, that this would ease and help reduce our other problems.

That is why I am asking you for your utmost concern and consideration in this urgent matter. I would like to suggest that you or someone from your staff come and visit me and my representatives so you can become familiar with our real day to day struggle to get decent food and consideration. I sincerely feel that with your help and with the help of other concerned public officials, our problems here, as well as administration problems, can once and for all be solved. I have also taken time to write to other concerned public officials about our grave and immediate problems here at Hawaii State Prison. My representatives and I sincerely thank you for your time and concern regarding "our" problem. I am sure you will tend to this matter as soon as possible, now that some light has been shed on this matter. I sincerely hope to hear from you soon, on this request.

J. M. Iaea

cc: Governor George R. Ariyoshi  
Senator Daniel K. Inouye  
Larry Price, KITV News  

cc: Congressman Cecil Heftel  
Attorney General Wayne Minami  
Mike Kakesako, Corrections Administrator
The Honorable Daniel K. Inouye
United States Senate
Washington, D.C. 20515
October 7, 1980

Mr. Franklin Sunn
Director
Department of Social Services
and Housing
State of Hawaii
Honolulu, Hawaii 96813

Dear Mr. Sunn:

On behalf of Senator Inouye, who is currently in Hawaii, I wish to acknowledge receipt of your most thoughtful communication of September 30, 1980.

Your kind words are deeply appreciated and I would just like to take this opportunity to also express my deepest congratulations on your appointment.

Aloha,

PATRICK H. DE LEON
Executive Assistant

PHD: jmpl
September 30, 1980

Honorable Daniel K. Inouye
United States Senator
Roon 105, Russell Senate Building
Washington, D.C. 20510

Dear Senator Inouye:

I am most appreciative and grateful to receive your letter on my appointment. I look forward to our continued working relationship in my new capacity.

My heartfelt mahalo for your kind words.

Sincerely,

Franklin Y. K. Sunn
Director
September 23, 1980

Mrs. Genevieve T. Okinaga, Director
Office of Children and Youth
Office of the Governor
State of Hawaii
P. O. Box 3044
Honolulu, Hawaii 96802

Dear Genny:

I wish to acknowledge receipt of your recent memorandum providing me with copies of various newspaper articles describing programs in Hawaii that address the needs of our State's children and youth.

Your continued assistance in keeping me informed of your activities is deeply appreciated.

Aloha,

DANIEL K. INOUYE
United States Senator

DKI: mcb
The Honorable Daniel K. Inouye

From Genevieve T. Okinaga

Please return ______ Need not return ______

Please:

_____ For your signature.
_____ Prepare reply for my signature.
_____ Direct reply, cc this office.
_____ Review and comment.
_____ Appropriate attention.
_____ Your information.
_____ Please see me.

Remarks:

We are assisting in these two arenas with DSSH, Family Court, Department of the Attorney-General, and the State Law Enforcement and Planning Agency (SLEPA). We hope to prepare some recommendations to the Governor and the 1981 Legislature.
Minami: Low pay causing ‘problems’ in state AG’s office

By Douglas Woo
Advertiser Government Bureau

State Attorney General Wayne Minami, acknowledging that low pay is causing a problem in his office, said yesterday he is re-examining the salary scale of his deputy attorneys for “possible adjustments.”

Minami made the comment in response to a query by The Advertiser, which learned that seven deputy attorneys general have left the office in the past few months and at least three more plan to leave soon.

The list ranges from Nelson Chang, a 10-year veteran and former head of litigation, to an attorney specializing in child abuse who was with the department only four months. In addition, Rick Eichot who heads the department’s Medicaid Fraud Control Unit, has turned in his resignation.

Most of those contacted said job dissatisfaction was not a factor in their departure. In fact, several said they enjoyed working in the department.

Minami also said he personally knows of only one who cited heavy workload as a reason.

“I think they left for a variety of reasons but not because of dissatisfaction,” he said. “For many, private practice was the goal and they were able to fulfill their desires.”

But the departure list — as even Minami admits — is unusually large. And several sources told The Advertiser that there is dissatisfaction within the office because of workload and dissatisfaction with supervisors and especially pay.

Salaries paid deputy attorneys general — who are non-civil service workers — range from $34,000 to $35,500 annually. Minami said a rough estimate of the average pay would be in the low $20,000s.

By comparison, deputy city prosecutors earn between $21,408 to $41,700, with an average $26,500 annual salary. Beginner city prosecuting attorneys “make substantially more than deputies in our office with two years’ experience,” Minami noted.

“I don’t see that as affecting morale,” he added, but said, “It’s a problem I recognize and will try to correct.

“However,” he added, “I do have a fixed budget and have to live within that.”

Minami said his department was permitted a 7 percent increase for base salaries in the 1980-81 fiscal year, but not all attorneys got a pay hike.

He explained he determines who gets the increase, based on such things as “ability and workload — not just seniority.” Much of the salary hike, he added, has been used to push up the lower end of the pay scale.

Minami said the heavy workload might have been the primary reason for the resignation of his only two deputy attorneys handling child abuse cases. But he said replacements have been hired and he has requested authorization for a third attorney to help with the cases.

Minami felt the workload and supervisory concerns were not unusual compared to any other office and did not rate them as serious a problem as the low pay.

Morale in the office, he said, is good.

High turnovers in government legal offices, where many new attorneys go for experience before moving into private practice, is a widespread problem.

“I think it’s a continuing problem,” Minami said. “How do you keep the experienced deputies in the office? I think we’ve done a pretty good job so far.”
to Help Out

Just Shoulder Military Cases

State concerns about military child abuse problems and the impact on the state social services and court system led to a meeting of all concerned officials in April.

Since then, Kali said, military branches have held their own meetings to determine their needs and look for solutions to the problems. And there has been an increased interchange of information between military and state officials working with child abuse.

U.S. SEN. Daniel Inouye also inserted a paragraph in the Department of Defense appropriations bill requiring an in-depth review of military child abuse in Hawaii by the General Accounting Office.

For Families

“I wish we could look at it in depth,” said Dave Young, with the GAO in Honolulu. However, he said, “From an auditing standpoint, there is very little for an organization like us to look at in depth. There is no specific program, no funding and no staffing.”

As a result, he said it was agreed with Inouye and the defense committee that the GAO simply will monitor military progress toward child advocacy programs and the extent of coordination with the state in addressing the problems.

“Both of those things are in their infancy,” he said. “They are just starting to work out the problems.”

Among recent changes was the appointment of a coordinator for all military family advocacy programs in Hawaii by the assistant secretary of Defense for Health Affairs.

“Telling on that responsibility is Lt. Col. Peter McNelis, chief of social work services at Tripler Hospital.”

“IN MY OPINION, burnout (of child abuse workers) comes less from the seriousness of cases and more with the frustration we have with a system that has a lot of snags,” he said.

“We have no money or manpower allocated for child advocacy programs. It comes out of our hide, and this needs to be changed.”

However, he said, “I think we are really beginning to make some headway. A lot is going on that’s really good.”

“The attempt on the military’s part to develop family advocacy programs is, in a sense, leapfrogging ahead.”

In his new role as coordinator of the programs, McNelis hopes to establish an integrated military system which can be interwoven with the civilian system dealing with child abuse.

“There is no question that a portion of the backlog (of cases) deals with military cases,” he said.

“But our statistics do not indicate a disproportionate share of the problem for Hawaii,” he said. “That doesn’t mean that we don’t have a significant problem. We do it also won’t be true, hopefully, in the next couple of years,” he added.

“THE PROBLEM we’ve had for decades of military families not counting in the census has been overcome in the 1980 census, but it will take a couple of years for the data to filter through the system,” he said.

This will affect federal funding for local programs which is based on population figures.

“But it still doesn’t get the military off the hook,” he said. “We do have a share in the problem and the solution and we have been trying much more diligently in the last couple of years to carry our own load and work out a cooperative system with the state...”

“We get tremendous support from the Child Protective Services. I am amazed that they are able to do as well as they do,” McNelis said.

“We’ve really had a problem and we’re not out of the woods yet, but at least people are asking the right questions.”

Town said he also is disturbed by the constantly changing faces appearing in his courtroom from the DSSH on child abuse cases.

“It is traumatic in itself for a child to be removed from home, then to go into a foster home, which may be short term. And at the same time, if the workers start changing, the child has a whole variety of people to deal with in a very stressful time.

“They should have fairly stable households, and that goes for social workers.”

Town said he also has a lot of military families in his court and these cases pose special problems for the court and the DSSH.

“Once we take jurisdiction over a child and the family is transferred back to the Mainland, or leaves the military, we still have jurisdiction over the child,” he said.

“Oftentimes, our Child Protective Services Units have to work with a variety of agencies on the Mainland.”

“THERE is a lot of literature about stress and burnout in these jobs,” Town added. “The DSSH has addressed that, but the problem is not abating. There must be other measures taken.”
The social workers have such precise ... abuse it.

But he says, "the law is read, ... and neglected children are special,

And it's hard sometimes for ... children."

He form erly han dled 

Married with two children — an 

eight-year-old and a five-year-old. The couple has great satisfaction from seeing their

Although the CPS may grant ... court in a foster home. With his parents under the 

If the child may be removed to 

Some of them (cases) are just shock

If the case is old enough, the

"I have run into some very inter-

Parents should be rewarded for children 

Some of the cases are just shock

Communications skills particular 

said the CPS, "we need to not hit them, he

He noted that the service plan has 

specia list is working

CPS workers may be called upon by the judge to put the children back into the home.

Yet, the state receives no federal money to fulfill this pressure on ad

Court Judge Michael A.

It's an 'Incredible Strain' on Foster

This year involved military families, 

but it's difficult if the judge is not 

sameness between children in civil and military cases. It's hard to be fair between their kids and have to the bell out of their kids.

The law is read, "the law is read, ... and neglected children are special, ...

But he says, "the law is read, ... and neglected children are special, ..."
Child Abuse Cases Increase

By Helen Altonn
Star-Bulletin Writer

Child abuse and neglect cases in Hawaii have increased so significantly — particularly violent cases — that social workers say the less dangerous ones almost have to go on a waiting list.

They note a substantial growth especially in sex abuse cases, from 107 reports and 72 confirmed cases in 1978 to 157 reports and 93 confirmed cases last year.

These and other serious cases involving mistreatment of children are automatically channelled to the state attorney general’s office and the Family Court from the Child Protective Service Units.

All of the agencies are suffering under the strain of the caseload.

Workers quickly become “burned out” not only from the increased number of cases but from emotional stress, and there is a constant turnover of personnel dealing with child abuse.

The state attorney general’s Office recently lost the two deputy attorneys assigned to child abuse cases.

AND SOCIAL workers generally don’t last longer than six months at the Child Protective Service Units of the state Department of Social Services and Housing.

Henry Kiluta, supervisor of CPS Unit One, which screens and investigates child abuse cases, stressed the seriousness of the situation, speaking not only as a CPS worker for eight years but “as a family man and a citizen.”

“It is bad; it is really bad,” he said.

“It’s not only that there are more cases, but the intensity of the cases,” he said. “More and more children are really getting beat up.

There is more sex abuse.”

Three children died last year from abuse and neglect. Two deaths have occurred thus far this year — a 4-month-old infant on July 1 and a 5-year-old child on Aug. 1.

A law passed in 1967 requires registered nurses, doctors, dentists, teachers and other professional persons in contact with children to report suspected abuse and neglect.

THE INCREASED number of cases could be due to better report-

Child Abuse and Neglect
Cases of Child Abuse, Neglect Up; Case Workers Are Alarmed

Continued from Page One

After immediate physical custody is determined, Town said there is a time gap of about two to three months before the case comes before him for review to determine if the court should take jurisdiction of the child.

Meanwhile, the child may be in a foster home. "A month is an awfully long time for a child," Town said, noting that in most cases even an abused child misses his parents.

"It's tougher for the child," he said.

"We've got a lot of people in the system who want to help, but they don't know how to help." He said that case workers are sometimes overwhelmed by the demand for services.

The court has a great backlog of cases, he said. "It's a case of not providing for the safety of the child," said Betty Vitousek, Family Court senior judge. Preliminary hearings to determine immediate physical custody are held within 48 hours after the DSSH takes a case to court, she said.

"It's a question of how soon they get back into court for review," she said.

Family Court Judge Michael A. Town, who handles most of the child abuse and neglect cases, noted that the number of reported cases jumped from 500 in 1975 to 2,296 last year. The 1979 caseload went up from 1,845 in 1978.

"So we've got a system that may have worked quite well in 1975, but that is a bit overloaded now," he said.

Attorney General Wayne Minami and Judge Town both said they want to see more cases scheduled faster in court and they are trying to find some means of doing it.

However, Town said, "The DSSH has limited resources, the attorney general has limited resources, and we do not have all the judges we need."
Child Abuse and Neglect

DSSH Chief Leaves for HUD

Chang Calls Critics Unjust

Continued from Page One

Andrew Chang

DSSH Chief Leaves Post for HUD

problems—the recent riot at Halawa,” he said. “But it must be viewed in proper context. These were unmanageable persons at the prison—the kind of persons Halawa was built for.”

“Every one of us is concerned,” he said, “but it is a disservice to the department and the staff at Halawa to use as an election year issue.”

“We’re dealing with a very, very closed community where violence is a part of their lives, and all of them confined together. It’s just asking for trouble.

“Constructing a prison is not like building a new school with no operational requirements. You’re dealing with people who want out at the same time that you’re constructing these facilities.

“Try to construct a facility while school is going on and see the disturbance of teachers and students...

“We need public support and understanding during a very trying period.”

CHANG SAID he hopes a study now being done of sentencing practices will include “well-defined criteria for incarceration based on danger to the public.”

A FADING OF traditional customs and an infusion of new residents has brought a change in the concept of welfare, he said. “Where it was once a last resort...some people now view welfare as a matter of right.”

But he said, “I sense that social values have become more conservative. The community has been very supportive of helping those who really need help, but not those able to assist themselves such as single, able-bodied persons. It was in that climate that we were able to make some significant changes.”

He said the department “got creamed” during earlier attempts to make changes unpopular with recipients.

“But if we didn’t do something to restore integrity to the welfare program, the public wouldn’t support them, and who would lose—the children and the elderly, the recipients.”

STILL OTHER changes are needed, Chang said, including:

—Congressional action to provide a flat grant for work-related expenses deducted in computing welfare eligibility—now a “wild range of items” which Chang said
by Helen Atkinson

Star Bulletin Writer

After nine years at the state Department of Social Services and Housing—his "second home"—Andrew T. Chang will begin work Monday as the new Honolulu area manager for the U.S. Department of Housing and Urban Affairs.

He left the DSSH director's seat today with a parting shot at certain political candidates "who are blaming the department and the Hawaii Paroling Authority for the rising crime rate."

"I take personal affront to that," he said, pointing to changes in inmate population and continuous construction of facilities to house them.

"How can we be used as an election year issue when we have responded to public cries?"

He said in just six days, from Aug. 24 to Sept. 1, the statewide inmate population jumped from 798 to 877.

The department may have to ask the Legislature's approval to look for another prison site if the public continues to demand that all criminals be locked up, he said.

"But there is always a question whether you are going to build a white elephant at tremendous cost to the taxpayers. To achieve a balance, we face criticism for not building enough."

LOOKING AT welfare benefits, Chang said he feels the system "has recaptured a sense of integrity" because of significant changes in recent years to eliminate inequities and cut out able-bodied recipients and crack down on fraud and abuse.

The department has turned around under his leadership some 35 years of demonstrations, soaring caseloads and year-end deficits to improved benefits, reduced caseloads and a budget surplus.

The huge agency has 2,500 employees and touches about 100,000 residents in some way through its welfare, housing, vocational rehabilitation and corrections programs.

Chang, 41, has had the longest

Turn to Page A-2, Col. 1.
Federal Aid for Juveniles May Be Lost

Continued from Page One

Hale Kipa’s Kamaila Homes project, which provides short-term placement for abused children and first-time runaways in volunteer homes.

Koga said officials of the projects were told at the time they received the federal grants that SLEPA could only guarantee three years of funding and they should try to find alternate sources of support.

"I think they all realized that. However, if they can’t find funding, the programs will die."

MOST OF them probably will be able to continue through September under the current year’s grant, she said.

"We are concerned, and so is the Legislature," Koga said.

She referred to the Juvenile Justice Masterplan, passed during the last session, which calls for creation of an intake center in Family Court for crisis intervention and separation of status offenders into a community setting instead of a secure facility like the Detention Home.

However, no money was appropriated to carry out the law’s comprehensive mandates for reorganization of the juvenile justice system.

"That was the sad thing," Koga said. "I guess somehow juveniles don’t have enough people supporting them or lobbying for them. People just seem to want to turn their heads or forget about them."

"Hopefully, the Legislature will make some appropriation next session to get the program off the ground.

"Now, we’re just trying to do some basic planning . . . projects that can be done without finances," she said.

By Helen Altom
Star-Bulletin Writer

Failure to reduce the number of children confined at the Detention Home for reasons other than law violations has resulted in a potential loss of $250,000 annually in federal funds for state juvenile projects.

Lorraine Koga, juvenile specialist at the state Law Enforcement Planning Agency (SLEPA), confirmed reports yesterday that the funds are being withheld for 1981 until the state complies with federal requirements.

This compliance isn’t likely to occur in the near future since all social agencies are having serious problems providing foster care for children, particularly teen-agers. As a result, many are confined at the Detention Home awaiting placement elsewhere.

The funds are provided annually to Hawaii under the Juvenile Justice Delinquency Prevention Act.

The state had three years under the act — until last October — to remove status offenders, such as runaways, truants and curfew violators, from the Detention Home, Koga said.

However, she said the status offender population at the facility decreased only 12 percent instead of 75 percent as required by the Law Enforcement Administration Association (LEAA).

Using the federal criteria, she said SLEPA counted 670 status offenders in the facility in 1975-76. The figure should have dropped to 158 by last October, she said. "But we reported 559 cases."

"THE REASON we are in noncompliance is that parents and the agency (the state Department of Social Services and Housing) use the Detention Home for these kids when they can’t control them or have nowhere else," said Judy Lind, Family Crisis Services administrator for the Family Court.

"It’s a terrible problem for the Family Court," she said. "We’re trying to get them out, and they’re putting them in."

Koga said a number of projects may be jeopardized without the federal money. Ironically, most of them are aimed at reducing the status offender problems. Among them are:

— The Corbett House established by the Family Court in Kailua-Palama to take some of the female status offenders.

— A counselor provided by SLEPA at the police level on the Big Island to divert children from the juvenile justice system.

— A youth intake system at Susanah Wesley Community Center that

Turn to Page A-2, Col. 3

Federal Aid for Juveniles May Be Lost

Because of Detention Home Problem

State Could Lose $250,000

By Helen Altom
Star-Bulletin Writer

Federal Aid for Juveniles May Be Lost

Continued from Page One

works with Honolulu police on counseling and intervention services.

Hale Kipa’s Kamaila Homes project, which provides short-term placement for abused children and first-time runaways in volunteer homes.

Koga said officials of the projects were told at the time they received the federal grants that SLEPA could only guarantee three years of funding and they should try to find alternate sources of support.

"I think they all realized that. However, if they can’t find funding, the programs will die."

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"We are concerned, and so is the Legislature," Koga said.

She referred to the Juvenile Justice Masterplan, passed during the last session, which calls for creation of an intake center in Family Court for crisis intervention and separation of status offenders into a community setting instead of a secure facility like the Detention Home.

However, no money was appropriated to carry out the law’s comprehensive mandates for reorganization of the juvenile justice system.

"That was the sad thing," Koga said. "I guess somehow juveniles don’t have enough people supporting them or lobbying for them. People just seem to want to turn their heads or forget about them."

"Hopefully, the Legislature will make some appropriation next session to get the program off the ground.

"Now, we’re just trying to do some basic planning . . . projects that can be done without finances," she said.
"THEY ARE NOT thrust into public attention," she said, adding that it is the same with Family Court, where the public clamor is centered on serious law violators.

"The natural constituency for fighting for these kids would be their parents, but their parents have rejected them or unable to care for them," Lind said.

Consequently, she said, there is no lobbying force pushing for resources for these children.

"We have tried to tell people how tight placement is, so they just don't dump kids for the state to take over," she said.

Kamaolipua Miyamoto, supervisor of the DSSH's Foster Homefinding Unit, said, "The number of children needing placement is increasing, and children's problems are getting more difficult."

One child — a retarded 12-year-old girl — had to be moved four times in 24 hours because none of the foster parents could handle her, she said.

EVEN THE most devoted long-time foster parents aren't willing to take teen-agers because of the stress and the costs, she said. They say teen-agers are "too much trouble. . . . Kids aren't the same as before."

Miyamoto and her homefinders note an increasing problem with gay teens and transvestites, who run away "because parents can't understand their lifestyle."

The homefinding unit had about four gay teen-age girls to place in the past month.

Now on its waiting list are 25 teen-agers and transvestites, who run away "because parents can't understand their lifestyle."

The homefinding unit had about four gay teen-age girls to place in the past month.

Now on its waiting list are 25 teen-age boys — three of whom are homosexuals — nine boys under school age, and a gay teen-age girl.

The DSSH has 277 approved foster homes on Oahu — 68 of which are
Problem of Unwanted Teenageers

By Helen Aitom
Star-Bulletin Writer

Many of Hawaii's teenagers are living in the streets or in the Detention Home, alienated from a community that has no place for them. They come from all kinds of racial and economic backgrounds. They are rebellious and frustrated and need someone to listen and give them a sense of security.

They are abused and neglected physically, mentally or emotionally handicapped. They are runaways, drug users, law violators, homosexuals and prostitutes.

Their parents don't want them or can't cope with them, and state and private social agencies don't have adequate resources to care for all of them.

Many turn to crime as a means of survival.

Hale Kipa, with a capacity of 24 to 30 in three shelter homes, has had to turn away at least 200 children since January.

"By the end of the year it will be 300," said Sam Cox, executive director.

The state Department of Social Services and Housing has about 550 children a month to house, and a capacity for 463 in shelters and foster homes.

The agencies report little difficulty in finding homes for "normal" youngsters with a minimum of problems. Abused and neglected children — increasing in number — also receive high priority.

HALE KIPA expects to accommodate about 100 children this year through a new program started in May called Kamala Homes, which recruits volunteer parents for over-night care of child abuse and first-time runaway cases.

Child and Family Service also established a new group home in July for sexually abused girls. But Patti Lyons, the director, said there is a waiting list of two to 15 teenagers for the agency's three group homes, offering treatment services for boys and girls 12 through 17.

Judy Lind, Family Crisis Services administrator for the Family Court, said the situation "couldn't be any worse, because it's always been terrible."

"We have never had enough homes for difficult adolescents, and most adolescents who need placement are difficult," she said.

"If they're not making it at home because of their behavior, it's difficult to ask foster families to take them."

"I think these kids are low priority — they must be," she said, noting that the number of children who need foster care is small compared with the huge responsibilities of the DSSH for the prison system and welfare services.
Stress and Costs Discourage Foster Parents

The Homeless Teen-Agers

Continued from Page One

inactive — and three shelter homes for emergency placement, for girls up to 17 and for boys up to six years old.

Its only shelter home for older boys recently closed because of accumulated damage by the foster children.

With all available facilities for children full, Lind said, "A lot of kids are sitting in Detention Home. The overcrowding causes all kinds of management problems — real morale problems for the kids — awaiting placement that isn't there.

ONE OF THE biggest obstacles to the child placement crisis, she said, is that we pay people so poorly that they wind up paying for foster care out of their own pockets.

"A foster kid eats more than we pay and in this economy it is difficult to ask people to subsidize the state.

"It's just disgraceful how we treat and use our foster parents. These people get so little, and they give so much. You've got to be a special kind of person to be a foster parent," Lind said.

Miyamoto said the unit receives many inquiries from potential foster parents, but they don't call back after finding out what the foster board payments are.

The rates are set by the Legislature and range from about $112 a month for a child under six to $161 for teenagers 13 to 17.

The fee must be stretched to cover food, clothing, haircuts, school supplies, Boy Scout fees, graduation expenses, increased energy costs — everything except medical services.

In one case, a foster son racked up a $177 telephone bill, which the foster parents had to pay.

THE VOLUNTEER parents also have to foot the bill for any damage caused by the children, because the state has no insurance coverage for the program.

Beatrice Yuh, DSSH assistant program administrator for foster care, said she has sent a request to the director for an increase in the board rates. She said the staff also is working with the Foster Parents Association on a proposed insurance plan for program participants.

As one of the homefinders pointed out, "The children are hard on a home." The list of damages and losses to the state shelter homes is staggering.

The foster parents of one home had to replace 165 towels in six months because they were lost, stolen or destroyed by the children to use for paint and glue-sniffing.

The homes commonly have broken window screens — from children sneaking out and in. Furnishings are destroyed, mattresses ripped, cars and personal property stolen and walls defaced with burns and writing.

In one case, a family dog's jaw was broken.

The state's group home for older boys was closed down because the landlord told the foster parents who rented the home that they would have to repair the damage or move out.

PEOPLE WILL make room for abused children. Miyamoto said, "Their heart goes out to them. But we have a tremendous need for teenagers' group homes. We've thought and we've talked. It comes down to the dollar and community acceptance."

Miyamoto questions whether many of these teenagers belong in a foster home setting. Many of them only want "a flop house" to sleep and eat, she said.

"A lot of them are not interested in developing a relationship with a foster mother or father. They would rather be on the street."

She said more group homes would help, "but everybody doesn't want a group home in their neighborhood."

She suggested that perhaps the age factor should be waived to allow some teenagers who are nearly 18 to live independently.

"We need alternative living pro-
But, he said, it's a question of money.

IT TAKES three adults to provide 24-hour supervision for one shelter with eight children, "and that can be expensive," he said.

He said the Kamala Homes program is "cost-effective" because it helps to prevent children from becoming "chronic runners." Hale Kipa handles the children during the daytime, and the foster parents have them only for dinner and overnight, receiving a nominal $7 a night for the service.

"It has really helped, and if we had twice as many homes, we could serve twice as many children," Cox said.

Lyons said she expects placements to be more scarce and more in demand because of pressure to remove status offenders from the Detention Home. These are problem children, such as runaways and truants, without any legal violations.

"There is a real dichotomy between the need and the reality of what can be provided," Lyons said. "If you look at all the hullabaloo — stories written over the past several years — communities seem to want resources for children, but they also say, 'Don't put them next to me.'"

She said any group home planned for more than five children either must qualify as two single-family dwellings or a conditional use permit must be obtained, which involves hearings and "the whole community."

Lind said, "If we could recruit people specifically for teenagers, give them training and support services and pay them well, I don't believe we would have this problem. But we don't do any of that, so it's not too surprising that we have difficulty."

SOME OF the problems reportedly arise from a continuing controversy between the Family Court and the DSSH about which agency is responsible for working with the children.

However, the agencies say coordination has improved with the formation of a group called Juvenile Placement about three years ago.

Concerned staff members of all the agencies - public and private — organized the group outside of their jobs to share resources and develop new ones for foster homes.

"One thing we want to do is educate legislators on the problems," Lind said.

Yuh said the DSSH is required under recent federal legislation to place greater emphasis on day care and home services to help children remain with their parents.

"Parents need help," she said. "If we could do this, we wouldn't need so much substitute care."

"But another problem we face in this department is workload. It's hard to give a lot of attention to so many children all the time."

But the problem is not just children. It's also adults. Some 13-year-olds who are pregnant may not want to lead a normal life. They need help, too.

The attitudes of the public are too casual. We need to make people aware of the facts — the reality of what we are faced with. We need the public to help us in this problem," Cox said.
September 23, 1980

Mr. Raymond S. Sumikawa
Veterans Affairs Counselor
Public Welfare Division
Department of Social Services
and Housing
P. O. Box 339
Honolulu, Hawaii 96809

Dear Mr. Sumikawa:

I wish to acknowledge receipt of your thoughtful communication of September 9, 1980, providing me with an updated listing of the various veterans organizations and commanders/presidents in Hawaii.

Your assistance is deeply appreciated.

Aloha,

DANIEL K. INOUYE
United States Senator

DKI: mcb
The Honorable Daniel K. Inouye  
The United States Senate  
Washington, D.C.

Dear Sir,

Our latest listing of veterans organizations and commanders/presidents is enclosed for your information and use.

A new listing will be prepared by this office in February 1981.

Very truly yours,

FRED SHIMABUKURO  
Oahu Branch Administrator

RAYMOND S. SUMIKAWA  
Veterans Affairs Counselor

Encl.
STATE OF HAWAII
OAHU VETERANS ORGANIZATIONS AND COMMANDERS/PRESIDENTS
As of September 3, 1980

AMERICAN LEGION, DEPT OF HAWAII
Mr. O. Tom Shonk, Commander
94-122 Kiuha Loop
Mililani, Hawaii 96789 623-6696

CLUB 100
Mr. Hideo Kajikawa, Pres
47 Palimalu Drive
Honolulu, Hawaii 96817 59S-3976

DISABLED AMERICAN VETERANS (DAV)
Mr. Norima Morimoto
171-A Makawao Avenue
Wahlu, Hawaii 96786 622-1028

DAV NATIONAL SERVICE OFFICER
Mr Vincent Cui
c/o VA Regional Office
P.O. Box 50188
Honolulu, Hawaii 96850 546-3129

FIL-AMERICAN VETERANS CLUB
Mr. Vincent S. Anno, Pres
1526 Amelia Street
Honolulu, Hawaii 96819 845-3344

FLEET RESERVE ASSOCIATION, UNIT #46
Mr. Norman F. Pearson, Pres.
1310 Heule Street #201
Honolulu, Hawaii 96822 422-2121

442ND VETERANS CLUB
Mr. Edward Tamanaha, Pres.
c/o 442 Veterans Club
933 Wiliwali Street
Honolulu, Hawaii 96826 949-7997

HAWAII STATE VETERANS COUNCIL
Mr. John Sheady, Pres
34 Nuhi Street
Honolulu, Hawaii 96821 373-1716

M. l. S. VETERANS CLUB
Mr. Minoru Shinoda, Pres
5505 Pia Street
Honolulu, Hawaii 96821 373-3726

MILITARY ORDER OF WORLD WARS (MOW)
Mr. John Cheney, Commander
7016 Kalaniaole Hwy
Honolulu, Hawaii 96825 395-9757

NAVAL ENLISTED RESERVE ASSOCIATION
Mr. Bob Benevick, Pres
3071 Pualei Circle #308
Honolulu, Hawaii 96715 922-8500

PEARL HARBOR SURVIVORS ASSOCIATION
Mr. Lynn O. Robinson
41-116 Bayview Haven Place
Panoe, Hawaii 96714 235-2372

RESERVE OFFICERS ASSOCIATION
CoL Warren I. McCord, Pres
Rural Route #2, Box 298
Kula, Maui, Hawaii 96790

RETIRED OFFICERS ASSOCIATION
Lt Col Clement J. Lenhoff, Pres
1329 Fukila Street
Honolulu, Hawaii 96816 422-2036

RYUKYU INTERPRETERS CLUB
Mr. Arthur Kubota, Pres
3456 Mauo Road
Honolulu, Hawaii 96822 984-3244

13994th VETERANS CLUB
Mr. Earl Y. Iguchi, Pres
2433-1 Pauoa Road
Honolulu, Hawaii 96813 536-7614

VETERANS OF FOREIGN WARS (VPW)
Mr. Zoilo A. Kupukaa, Commander
927 Lauai Drive
Honolulu, Hawaii 96816 737-4947

VPW DISTRICT SERVICE OFFICER
Mr. Kelvin E. Mossman
C/o VA Regional Office
P.O. Box 50188
Honolulu, Hawaii 96850 546-3149

VETERANS OF WORLD WAR I
Mr. Charles J. Utterback
National Deputy Chief of Staff
90-965 Alea Heights Drive
Aiea, Hawaii 96701 485-4222
LADIES AUXILIARIES

AMERICAN LEGION, DEPT OF HAWAII AUXILIARY
Mrs. Ramona T. Carden, President
1720 Ala Moana Blvd, Apt #1106-A
Honolulu, Hawaii 96815  949-5047

DISABLED AMERICAN VETERANS AUXILIARY, OAHU UNIT #1
Mrs. Womi Minn Lee, commander
3223-1 Monsarrat Avenue
Honolulu, Hawaii 96815  734-1905

FLEET RESERVE ASSOCIATION, UNIT #16
Mrs. Annette Price, President
91-945 Komanu Street
Ewa Beach, Hawaii 96706  689-5282

VETERANS OF FOREIGN WAR, DEPT OF HAWAII AUXILIARY
Mrs. Olive Goodwin, President
1612 Kalakaua Avenue
Honolulu, Hawaii 96815  516-2121

VETERANS OF WORLD WAR I, LADIES AUXILIARY
Mrs. Mae D. Gomes
National Assistant Chief of Staff
174 N. Kainalu Drive
Kailua, Hawaii 96734  262-0166
WASHINGTON, D.C. -- Senator Daniel K. Inouye has asked the U.S. General Accounting Office to investigate the penalizing effect that an increase in Social Security benefits has had on other government benefits received by Hawaii retirees.

"I have received numerous complaints from my constituents that since the July 1980 Social Security cost-of-living increase, many retired persons in Hawaii find themselves in worse financial straits than they were before," Senator Inouye said in a letter to Comptroller General Elmer Staats.

Recipients complained that the Social Security increase triggered reductions in other federal programs, such as Food Stamps, Medicaid and housing subsidies.

"I have asked the GAO to assess the impact of the recent Social Security increase on other benefits received by retirees in Hawaii, and to determine how widespread this problem is," Inouye said.

The GAO is an arm of Congress which conducts studies and audits at the request of Congressional members.

Senator Inouye has discussed this problem with officials in the Hawaii State Department of Social Services and Housing, and with State Representative Byron Baker, whose legislative committee has reviewed the issue. All officials in Hawaii have offered their assistance to the GAO investigation.

This problem is national in scope and it reflects the detrimental effect that conflicting federal policies and programs can have on local communities, Senator Inouye said.
Access to articles **restricted** to University of Hawai’i affiliates only.

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Twelve pages of constituent casework (documenting Senator Inouye assisting constituents with inquiries relating to Social Security and educational financial aid) have not been scanned. In accordance with this collection’s gift agreement, constituent casework will be made available to requesting individuals in the Moir Reading Room upon review and approval by the archivist or librarian.
Ms. Elaine Higa  
Department of Social Services and  
Housing  
State of Hawaii  
P.O. Box 339  
Honolulu, Hawaii 96809  

Dear Ms. Higa:  

I appreciate receiving the annual reports of ISSH for 1976 and 1977. They are precisely what is needed for our study on Federal funds flowing into Hawaii.  

Thank you very much for your reply.  

Aloha,  

ROBERTA CHANG  
Legislative Assistant  

RC:vqbf
Memo

from

ANDREW I. T. CHANG 4/25/80

Attn: Ms. Roberta Chang

As requested per your phone call of 4/24/80, we are sending you the Annual Report for 1976 and 1977.

Annual reports for 1978 and 1979 have not been printed as of this date but we will place you on our mailing list.

Elaine Higa, sec.
Director's Office
April 16, 1980

The Honorable Daniel Patrick Moynihan
United States Senate
Washington, D.C.

Dear Pat:

I wish to share with you a copy of a letter I recently received from Mr. Andrew I. T. Chang, Director of the State of Hawaii's Department of Social Services and Housing, expressing his appreciation for your personal assistance in attempting to satisfactorily address the work-related expense item during the recent conference deliberations on H.R. 3434.

Although at this time the Senate provision did not prevail, I did want you to know of the State's deep appreciation for your efforts.

Aloha,

DANIEL K. INOUYE
United States Senator

DKI:jmpl
Enclosure
April 10, 1980

Mr. Andrew I. T. Chang
Director
Department of Social Services
and Housing
State of Hawaii
P. O. Box 339
Honolulu, Hawaii 96801

Dear Andy:

On behalf of Senator Inouye, who is currently in Hawaii, I wish to acknowledge receipt of your thoughtful communication of March 31, 1980, regarding the conference report on H.R. 3434 and, especially Mr. Joe Humphries' assistance on your behalf.

Your kind words are deeply appreciated and you may be assured that I shall bring them to the Senator's personal attention upon his return to Washington, D.C.

Aloha,

PATRICK H. DE LEON
Executive Assistant

PHD:jmpl
March 31, 1980

Honorable Daniel K. Inouye
United States Senator
United States Senate
Room 105, Russell Senate Building
Washington, D.C. 20510

Dear Senator Inouye:

I was sorry to learn that the Senate amendment to H.R. 3434 providing for a standardized work expense allowance was deleted in the Senate-House Conference Committee. As you know, we have been greatly concerned about the inequities of the present system which allows the itemizing of all expenses that each individual welfare recipient can attribute as work related. Further, the existing method of accounting for these items in computing welfare grants is cumbersome and highly vulnerable to computation errors. Hence, the states will experience great difficulty in meeting the mandates of the Michel's amendment which requires a 4% error rate in welfare grants by 1982.

We appreciate the support that the Senate has given to our proposal for a standardized work expense allowance but are disappointed that the House did not approve that measure.

I also wanted you to know that the efforts of Mr. Joe Humphries of Senator Moynihan's staff in providing the Senate with the research and informational data on this important measure is very much appreciated. I had several opportunities to meet with him personally and was very pleased by his warm reception and his expressions of understanding to our proposal.

With sincere appreciation of your past assistance to us, our mahalo.

Sincerely,

Andrew I. T. Chang
Director
March 4, 1980

Mr. Andrew I. T. Chang
Director, Department of Social Services and Housing
State of Hawaii
P.O. Box 339
Honolulu, Hawaii 96809

Dear Andy:

For some time now I have intended to review all of the current Federal funds in the Department of Health, Education, and Welfare that have been utilized by the State of Hawaii.

I would appreciate receiving the financial reports of your department for the years 1979, 1978, 1977, and 1976 which would include Federal funds that were disposed to the department, and the extent of the current funds.

Although I realize the magnitude of my request, your assistance in providing me with these reports as soon as possible would be most appreciated.

Aloha,

DANIEL K. INOUYE
United States Senator
February 5, 1980

Mr. Andrew I. T. Chang  
Director  
Department of Social Services and Housing  
State of Hawaii  
Honolulu, Hawaii 96813

Dear Andy:

I have enclosed, for your files, a copy of an additional report I have recently received from Secretary Patricia Harris, regarding the status of the "Michel Amendment".

You may be assured that I shall continue to work closely with my colleagues on the Senate Finance Committee to see if, perhaps, they might not be able to address this issue through the Welfare Reform Bill.

Aloha,

DANIEL K. INOUYE  
United States Senator

DKI:jmpl  
Enclosure
February 5, 1980

The Honorable Patricia Harris  
Secretary  
Department of Health, Education  
and Welfare  
Washington, D.C. 20201

Dear Secretary Harris:

I wish to acknowledge receipt of your letter of January 31, 1980, providing me with an up-dated report on the status of the Michel Amendment.

Your assistance in sharing this information with me and in alerting me that it is your view that your department does not have any flexibility other than that proposed under the Welfare Reform Bill, is especially appreciated.

Aloha,

DANIEL K. INOUYE  
United States Senator
The Honorable Daniel K. Inouye  
United States Senate  
Washington, D.C. 20510

Dear Senator Inouye:

Thank you for your letter on behalf of Mr. Andrew Chang, Director of the Hawaii Department of Social Services and Housing who opposes HEW's proposed regulations implementing the Michel Amendment. Mr. Chang's comments were considered in preparing the final regulations which were published on January 25. I have enclosed a copy for your review.

The regulations implement a Congressional directive to the Secretary of HEW to issue AFDC error rate regulations requiring the States to reduce their payment error rates to 4 percent in equal steps by September 30, 1982. In accordance with that directive Federal financial participation will not be made for incorrect payments that exceed the interim target error rates. Although the Department shares the concern expressed by you and Mr. Chang about the impact of the Michel Amendment on Hawaii as well as other States, we believe that the statute affords the Department no flexibility in this matter.

In testimony before the Senate Finance Subcommittee on Public Assistance last November the Department noted that provisions in the Welfare Reform Bill provide an alternative to the stringent error rate reductions required by the Michel Amendment. The provisions set a national AFDC error rate goal of 4 percent and specify the Department's March 7, 1979 regulations as the guideline for gradual error rate reduction. The States worked with HEW on these regulations. This type of cooperation among Federal, State and local governments will
result in continued improvement in the administration of these complex and sensitive Federal-State public assistance programs. The provisions incorporated in the Welfare Reform Bill would serve to enhance this effort and the Department supports their enactment.

Please let me know if I can be of further assistance to you on this matter.

Sincerely yours,

Patricia Roberts Harris

Enclosure
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Health Care Financing Administration

Social Security Administration

42 CFR Part 431

45 CFR Part 205

Fiscal Disallowance for Erroneous Payments in Aid to Families with Dependent Children and Medicaid Programs; Calculating Reduction in Federal Financial Participation for Incorrect Payment by States After September 1980

AGENCY: Department of Health, Education, and Welfare.


SUMMARY: These final regulations implement a directive in Sec. 201 of the Labor-HEW Appropriation bill for Fiscal Year 1980 (H.R. 4389), as referenced in the Continuing Resolution for Fiscal Year 1980 (Pub. L. 96-123). Sec. 201 directs the Secretary of HEW to issue regulations requiring States to reduce their payment error rates in Aid to Families with Dependent Children (AFDC) and Medicaid to 4 percent by September 30, 1982. States must make one-third progress to the 4 percent goal by September 30, 1980 and two-thirds progress by September 30, 1981. Federal matching will be denied for erroneous expenditures in excess of the standards.

On September 25, 1979, a notice of proposed rulemaking was published in the Federal Register (44 FR 55314).

Comments were received on Medicaid issues from 34 State and local welfare and health departments, and 3 private organizations, and from nearly the same number of commenters on AFDC issues. All comments were considered in preparing the final rule. These comments and responses are discussed below.

Changes from the proposed rule resulting from comments received are indicated in the discussion.

DATES: The standards established in these regulations become effective October 1, 1980, when they will supercede the standards promulgated March 7, 1979. The March 7, 1979 standards will remain effective through September 30, 1980.

FOR FURTHER INFORMATION CONTACT: For AFDC: Sean Hurley, Division of AFDC Quality Control (202) 245-8999.

For Medicaid: John Berry, Bureau of Quality Control (301) 597-1354.

SUPPLEMENTARY INFORMATION: A major issue in the history of quality control in AFDC and Medicaid has been the Federal government's authority to extend Federal financial participation to erroneous expenditures, particularly in instances where the level of erroneous expenditures exceeds prescribed tolerance levels. The current payment accuracy standards were promulgated March 7, 1979 after extensive consultation with State and local governments and other affected parties.

In the course of deliberations on the Fiscal Year 1980 Labor-HEW Appropriation bill (H.R. 4389), the House-Senate conference added a provision (Sec. 201) directing the Secretary of HEW to issue regulations requiring States to reduce their AFDC and Medicaid payment error rates to 4 percent by September 30, 1982. Although the conference bill is still awaiting passage, the Congress has acted through a Continuing Resolution (P.L. 96-123) to appropriate Fiscal Year 1980 funds to HEW "to the extent" and "in the manner of" H.R. 4389, as adopted by the House of Representatives on August 2, 1979, including the directive contained in Sec. 201. The regulations now being issued implement the new error rate standards.

1. Description of new error rate standards.—The new standards require States to maintain a 4 percent payment error rate in AFDC and Medicaid by September 30, 1982 and to make progress from a base period payment error rate towards the 4 percent standard "in equal amounts each year beginning in Fiscal Year 1980." The base period is April-September 1978 for AFDC and July-December 1978 for Medicaid. The requirement of a phased reduction to 4 percent establishes interim goals of one-third progress to be attained by September 30, 1980 and two-thirds progress to be attained by September 30, 1981. For example, if a State had a payment error rate of 10 percent in the base period, the congressional directive would require the State to reduce its payment error rate to 8 percent by September 30, 1980 (constituting one-third progress from 10 percent to the 4 percent goal), to 6 percent by September 30, 1981, and to 4 percent by September 30, 1982.

The Department will retain its current quality control measurement systems in AFDC and Medicaid. These measurement systems provide error rate estimates for the semi-annual periods October-March and April-September, rather than for a specific point in time (e.g., September 30). In determining State compliance with an error rate target to be reached by a calendar date, the Department will use the weighted average of the State's error rates for the two six-month reporting periods that follow the target date. The weights will be established as the percent of total annual payments that occur in each of the six-month periods. This procedure permits a State to benefit fully from error reduction that occurs near the end of a fiscal year.

Since error rates will presumably decline over time, it would be unfair to hold a State to a standard for a calendar period if that target is not to be met until the end of the period. Thus, the requirement that one-third progress be achieved by September 30, 1980 establishes a first interim standard to be applied in a succeeding period (i.e., October 1980-March 1981 and April-September 1981). The requirement that two-thirds progress be achieved by September 30, 1981 establishes a second interim standard, to be applied in October 1981-March 1982 and April-September 1982. The 4 percent goal will then become the standard for October 1982-March 1983 and April-September 1983, and for all succeeding annual assessment periods.

Continuing the above example, if a State's base period rate were 10.0 percent, the following schedule would apply:

<table>
<thead>
<tr>
<th>Quality control reporting period</th>
<th>Progrss toward 4 percent</th>
<th>Error rate target</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. October 1982-March 1983 and April-September 1983, and each succeeding year</td>
<td>1.0</td>
<td>4.0</td>
</tr>
</tbody>
</table>

*This assumes a base period error rate of 10.0 percent. Compliance will be determined on the basis of a weighted average of error rates for the semi-annual reporting periods in each fiscal year.

2. Transition from current standards.—Prior to the implementation of these targets, the Department will maintain the disallowance policy established in the regulations issued on March 7, 1979. To revoke the present set of standards and then impose targets that are ultimately stricter would be inconsistent with the congressional mandate. Furthermore, the Department believes that the present policy is a reasonable approach to improved management in AFDC and Medicaid. Accordingly, the provisions of the current regulation will be retained for the quality control reporting periods April-September 1979, October 1979-March 1980, and April-September 1980.

3. Criteria for waiving disallowances.—Section 201 of the Fiscal Year 1980 Labor-HEW Appropriation bill states that "the
requirements pertaining to AFDC and Medicaid error rates ... shall be carried out except where the Secretary determines, in certain limited cases, that States are unable to reach the required reduction in a given year despite a good faith effort." The Statement of Conference Managers states the intention of the conferences that the "waiver process is to be limited to extraordinary circumstances." The March 7, 1979 regulations allow the Department to waive or reduce a fiscal disallowance if the State can establish a good reason for not meeting the error target. To grant a waiver under the March 7, 1979 regulations, the Secretary must find that "factors beyond the control of the State" precluded the State from achieving the error rate standard. The March 7, 1979 regulations give a number of examples of mitigating circumstances considered sufficient to justify a waiver:

- Disasters such as fire, flood, or civil disorders, that required the diversion of significant personnel normally assigned to eligibility administration, or destroyed or delayed access to significant records needed to make or maintain accurate eligibility determinations;
- Strikes of State staff or other government or private personnel necessary to the determination of eligibility processing of case changes;
- Sudden and unanticipated workload changes which result from changes in Federal law and regulation, or rapid, unpredictable caseload growth in excess of, for example, 15 percent for a 6-month period; and
- State actions resulting from incorrect written policy interpretation to the State by a Federal official reasonably assumed to be in a position to provide such interpretation.

In implementing the provision on "good faith effort" in the appropriation bill, the rules now being published establish a waiver provision that is broader than the one contained in the March 7, 1979 regulations. In particular, the basis on which the Secretary may grant a waiver is being broadened from (a) a finding that factors beyond the control of the State precluded achievement of the error rate standard to (b) a finding that, despite a State's good faith effort, the State was unable to attain the error rate standard. Such a finding will be limited to extraordinary circumstances. Both the criteria and the list of examples in the March 7, 1979 regulations imply a finding that intervening external forces made achievement impossible. Given the criteria in the March 7, 1979 regulations, the Secretary would be unable to waive or reduce a penalty in a State that made an all-out, conscientious effort that substantially reduced its error rate, but nevertheless did not fully achieve the error rate standard. Thus, in the new rules we are adding the following to the illustrative list of qualifying situations:

- The State developed and implemented, in a timely manner, a corrective action plan reasonably designed to meet the target error rate, but the target error rate was not met. In evaluating whether the State has made a good faith effort in these circumstances, the Department will consider the following factors:
  - Demonstrated commitment by top management to the error reduction program, e.g., priorities and goals clearly enunciated to staff, accountability for performance, availability of resources;
  - Sufficiency and quality of operational systems designed to reduce errors, e.g., BENDEX, IDEX, monthly reporting, retrospective budgeting, error prone profiles, local agency monitoring systems, computer clearances;
  - Use of effective systems and procedures for the statistical and program analysis of QC and related data, e.g., statistical tests, tabulations and cross-tabulations, error prone profiles, corrective action committees, special studies; and
  - Effective management and execution of the corrective action process, e.g., assignment of responsibilities, milestones for completing tasks, completion of tasks, monitoring of progress.

4. Changes from September 25, 1979 Notice of Proposed Rulemaking.—These final regulations do not significantly differ in any respect from the Notice of Proposed Rulemaking published September 25, 1979. Some minor language changes have been made to clarify the meaning. Some of these clarifications are discussed below in the Department's responses to public comments.

HFW Response to Public Comments on Notice of Proposed Rulemaking Issues Common to Both Medicaid and to Aid to Families With Dependent Children Programs

Counting Client Errors

Comment: Many State and local welfare and health departments objected to including client errors in the error rate because these errors are not controllable.

Response: Client errors have been included in the QC measurement system since its inception in 1970. Past QC findings show that client errors are controllable and can be reduced. In
on this issue after the study is completed.

Appeal Process/Waiver

Comment: Several States and other commenters believe that the final regulations need to define "good faith" precisely, describe the appeals and waiver process in more detail, and broaden the examples of good faith exceptions.

Comments and recommendations on these subjects were as follows: the final regulations should define good cause precisely and clarify that the good faith provisions are not exhaustive but will be considered as examples; the regulations should specify that the development and submittal of corrective action plans alone are not sufficient basis for a good faith exception; the department should remove the word "unanticipated" from the examples in 45 CFR 204.42(g) (2) (B) (iii) and 42 CFR 431.802(e) (B) (iii) of when good faith applies; good faith examples should be broadened to include staffing ratios and the rate of staff turnover, rapid but short term increases in workload due to layoffs, strikes, etc.; the time for requesting a good faith waiver should be 90 days, not 65 days; the duration of the waiver process and the level of our review and judgment should be addressed in the regulations; States should be given sufficient time to make necessary budgetary changes before FFP is withheld; and the federal government should be restricted to the same time limits to decide a disallowance appeal as the States have to make such an appeal.

Response: The examples of good faith effort provided in the regulations are not intended to be exhaustive or exclusive. They are intended to provide examples that identify for States the kinds of circumstances for which the Secretary would grant a waiver. The examples cited cover broad general areas: (1) circumstances beyond the State's control, and (2) employment of all appropriate management measures. States may request a waiver whenever they believe they have made a "good faith" effort to meet the target error rate or 4 percent standard, but have not met the appropriate target.

The decision to grant a good faith waiver will be made based on the documentation presented by the State, and on recommendations made by Regional and headquarters operating components.

We have not established a formal administrative process for the Secretary's review of the State's good faith request because we believe this process must be informal, allowing a free interchange between the Secretary and the State.

These regulations provide a State with 65 days to request a good faith waiver after our intended action to reduce Federal matching funds. We believe this period is adequate. If a State is granted a good faith waiver, we will adjust the disallowance, if appropriate. If a State does not agree with the disallowance decision, it will have 30 days from the date of that decision to request an appeal through existing appeal procedures, including review by the Grant Appeals Board. (See 45 CFR 201.14 and 45 CFR Part 16.)

We believe this provides States with an adequate time to appeal the Secretary's decision and to make necessary budgetary adjustments.

We intend to respond to disallowance appeals in a timely manner. However, it would not be feasible at this time to set time limits within which appeals must be decided.

Technical Assistance to States

Comment: Several States indicated that we should make further attempts to provide technical assistance to them instead of imposing unrealistic penalties.

Response: We are providing technical assistance to States and will make every effort to expand this assistance, especially in States that may have difficulty meeting error rate reduction targets.

Regulation Revision Date

Comment: One commenter suggested that Federal regulations should only be revised October 1 of each year with no retroactive implementation of administrative decisions.

Response: While it might be easier for us and States if regulations were revised only on one set day of the year, it is usually not administratively possible. In many instances, a regulation needs to be revised because of a recent law, a court decision, or a State request. Also, if a law requires that a regulation go into effect immediately or be implemented retroactively, we must follow this directive.

The 4% Standard Is Unreasonable

Comment: Most States were against the use of the 4 percent standard. They cited the lack of any data to support this goal and suggested that no goal be established until the Department's study on national standards is completed. Some States suggested that a hold harmless margin above 4 percent be established to protect against seasonal and other limited fluctuations in error rate performance which would initially disadvantage low error rate States. A few States questioned whether our authority to promulgate these regulations was limited to one year because of their linkage to an appropriation bill.

Response: We recognize that the 4 percent standard represents a more stringent error reduction goal than that provided for in the March 7, 1979 regulations. We have, however, been directed by the Congress to publish regulations providing for a 4 percent standard. We will be continuing our study to determine what level of error performance can be achieved cost effectively and whether that level is the same for all States. Although Congress has established 4% as the absolute goal for all States, this study will seek to provide the Department and Congress with data on which to base any future evaluation of that standard.

We have no authority to establish a hold harmless margin above 4% for States with low error rates. Furthermore, we do not believe that States which have error rates just above the 4 percent standard will be at a disadvantage when compared to States with high error rates. For these States, achieving the 4 percent standard will not involve such an ambitious effort as those with higher error rates. The good faith provisions of the regulations are equally applicable to all States.

The fact that the Michel Amendment appears in an annual appropriation act does not limit its applicability to the current fiscal year. Appropriation acts, at times, include provisions which are applicable beyond a particular fiscal year, e.g., provisions that constitute permanent legislation.

Interim Targets and Their Calculation

Comment: Many commenters objected to the nature of and basis for the interim error reduction targets. Specifically, these commenters suggested the following: change the base period; measure error reduction on a national average rather than an individual State performance basis; provide for hold harmless margins around interim targets; use of semi-annual measurement period rather than an annual weighted average to determine compliance; extend the reduction target dates to provide more time for corrective action planning and implementation; provide incentive payments for States that exceed error reduction targets; and clarify the interpretation of error rates below the targets.

Response: We have been directed by Congress to publish regulations that require States to reduce payment error rates in equal annual increments down
to 4 percent by September 30, 1982. The first reduction period begins in fiscal year 1980. The Michel Amendment directed that the base period to be used shall be the April-September 1978 sample period for the AFDC program and the July-December 1978 sample period for the Medicaid program. We believe the schedule of phased reduction provided in these regulations gives States the maximum time period in which to accomplish error reductions, given the constraints of the Congressional mandate. For example, attainment of the interim target error rate for September 30, 1980 will be measured by data obtained in the sampling periods following that date, i.e. the October 1980-March 1981/April-September 1981 sampling periods. The same procedure will be used to determine compliance with the 1981 and 1982 target error rates. In addition, we do not believe that these regulations limit the time allowed for corrective action. Corrective action is an ongoing process. It is not merely based on analysis of data obtained at the end of a sample review period. Error trends should be identified on a monthly basis and corrective actions should be implemented immediately upon identification of a problem.

We believe that an annual assessment period rather than a semi-annual assessment period is more consistent with the intent of Congress. We also believe that it is the most advantageous alternative, because it provides the States more time to demonstrate that a target had been reached in a prior period.

We do not have the latitude to provide for a hold harmless margin around the interim target error rate. We also have to apply the one-third reduction to the national mean, because to do so would be inconsistent with the Michel Amendment.

There is no statutory basis for giving incentive payments to States for achieving error rates below their interim targets other than those provided in Section 403(j) of the Social Security Act. The final regulations for implementing these incentive provisions (45 CFR 205.43) were published in the Federal Register November 26, 1979. These regulations provide that States with AFDC overall dollar error rates below 4 percent will receive a percentage share of Federal savings as a result of reduced erroneous expenditures.

We will not penalize States if their error rates increase but remain below their interim target rate. For example, if a State's error rate was 10 percent in the base period and was reduced to 5 percent for the first annual assessment period (October 1980-September 1981) and as long as the rate did not increase above 6 percent for the second annual assessment period (October 1981-September 1982), the State continues to meet interim reduction requirements. States with less than 4 percent error rates will not be penalized if the error rate increases, but remains below 4 percent.

**Payments to Clients Should Not Be Curtailed**

**Comment:** A number of States expressed the opinion that despite the statement of the Conference managers on the Michel Amendment that payments to eligible recipients not be curtailed or delayed, States may be forced to cut benefit levels and services due to disallowance of Federal funds.

**Response:** We are currently exploring various alternatives that may be available to protect recipient's benefit levels in the event disallowances are assessed.

**Michel Amendment Directive to Issue Regulations**

**Comment:** One commenter asked whether the Department is legally obligated to implement the Michel Amendment directive to issue regulations, since the 1980 Appropriations Act has not been enacted.

**Response:** The Department is required to implement the Michel Amendment directive. Even though the FY 1980 Appropriation Bill, which includes the Michel Amendment directive in section 201 has not been enacted, imposition of the directive is by virtue of the provisions of the Continuing Resolution (Pub. L. 96-123) which appropriates funds for HEW for FY 1980. Section 101(g) provides funds for HEW “to the extent and in the manner provided for in the Labor-HEW Appropriation Bill as adopted by the House of Representatives on August 2, 1979. Since the Appropriation Bill includes the Michel Amendment directive, we are obligated to issue regulations in implementation of that directive.

**Medicaid Issues**

**Remove Third Party Liability (TPL) Errors From Fiscal Sanctions**

**Comment:** One commenter recommended that we remove TPL errors from fiscal sanctions because these are a reason for many errors that occur in the Medicaid Quality Control (MQC) systems.

**Response:** Third Party Liability errors have never been included as part of the State payment error rate in determining if a State is subject to a FFP disallowance. The definition of State payment error rate under the March 7, 1979 regulation and this regulation is the rate of eligibility payment errors detected under the MQC system for an annual assessment period or a review period.

**Percentage Improvement Goal for MQC Should Be Based on MQC Data. Not on Aid to Families With Dependent Children-Quality Control (AFDC-QC) Data**

**Comment:** One commenter recommended that if a percentage improvement goal is necessary for MQC, it should be based on the rate of improvement in comparing the initial MQC reviews, not on AFDC-QC data.

**Response:** The target error rates are based on State MQC data, not AFDC-QC data.

**Type of Error Rate Used for Fiscal Sanctions**

**Comment:** One commenter said that the regulations do not specify which type of error rate will be used as a basis for fiscal sanctions.

**Response:** The regulations specify that the State payment error rate will be used as the basis for a FFP disallowance. This is included in § 431.802(b)(1) of the definition of the State payment error rate.

**Setting the State Payment Error Rate**

**Comment:** One commenter indicated that the procedures listed for disallowance of FFP in § 431.802(e)(2) are not clear. The procedures do not indicate that we are excluding erroneous eligibility determinations made by the Social Security Administration (SSA) of Supplemental Security Income (SSI) eligibility in our determination of the State's payment error rate. The reason for this is that the dollar base cited for disallowance includes those Medicaid cases whose eligibility was based upon SSI eligibility determinations.

**Response:** The dollar rate for the disallowance will not include Medicaid cases where eligibility is determined by SSI. The dollar amount to be disallowed will be calculated as the weighted rate using error data from AFDC and Medical Assistance Only or Medical Assistance and Others strata. The Medical Assistance Only stratum includes medical assistance cases for recipients who do not receive AFDC or SSI payments. The Medical Assistance and Others stratum includes Medical Assistance only cases and SSI cases for States where Medicaid eligibility was not determined by SSA. In the final
regulation, we have changed the wording in § 431.802(e)(3) to clarify this point.

Comment: This commenter also stated that the precise methodology to be used in this determination is unspecified; therefore, it appears that at least two methods can be used to determine the payment error rate. These two methods are as follows:

Method 1—Determine the mispayment rate by considering only cases from the AFDC eligible and medically needy strata, disregard the SSI eligible stratum, and apply the disallowance of FFP as stated in the regulation.

Method 2—Consider all three strata (AFDC eligible, medically needy, and SSI eligible strata) in the determination of the payment error rate, but deem the SSI strata to have a zero mispayment rate.

Response: The dollar base for the disallowance will only include Federal matching funds for expenditures made for the AFDC and Medical Assistance Only or Medical Assistance and Others universes. The disallowance will be calculated by subtracting the target error rate from the computed weighted error payment rate for the two appropriate universes. If the difference is greater than zero, it will be multiplied by the Federal matching funds for the AFDC and Medical Assistance Only or Medical Assistance and Others universes. This product will be the amount of the disallowance. This clarification has been included in the final rule as a new § 431.802(e)(4) and (5)(i), (ii).

Fiscal Liability Policy Should be Reexamined

Comment: Some commenters believe we should be made responsible for erroneous SSI eligibility determinations which lead to the erroneous payment of State Medicaid dollars. One commenter also believes State losses due to erroneous SSI eligibility determinations in Medicaid should be used to offset fiscal sanctions.

Response: This regulation is confined to implementation of the Michel amendment directive that a regulation be issued requiring the States to reduce their AFDC and Medicaid error rates and providing for disallowances against the States for failure to achieve the prescribed reductions. Erroneous Medicaid payments resulting from erroneous SSI eligibility determinations will not be included in the State's Medicaid payment error rate. The issue of Federal liability for erroneous SSI eligibility determinations is outside the scope of this regulation.

That issue was the subject of negotiations between HEW and the States before an agreement was reached on Federal Medicaid eligibility determinations. The agreement does not call for Federal liability for erroneous SSI eligibility determinations.

AFDC Issues

Complexity of Eligibility Rules and Inconsistency Between Programs

Comment: Several States cited the contributing role that complex eligibility requirements play in error rates. Also noted was the inconsistency between AFDC and Food Stamps requirements.

Response: We are reissuing the AFDC regulations to identify the Federal requirements more clearly and concisely. To this end we have also been working with the Department of Agriculture to identify inconsistencies in eligibility standards between the Departments and develop administrative remedies where possible.

Counting Technical and Underpayment Errors

Comment: Most respondents were against the inclusion of "technical" errors such as the absence of WIN registration, a child support assignment, or a social security number as part of the payment error rate on the grounds that such errors would not have affected the eligibility or benefit determination if corrected. A number of respondents cited a colloquy between Senators Magnuson and Javits in the Senate on September 24, 1979 as indicating that the intent of the conference was not to include technical errors in the 4 percent error rate standard. One respondent suggested that underpayment errors not be included as part of the standard.

Response: We have determined to include so-called "technical" errors in the payment error rate because the Michel Amendment seeks reduction of payments to ineligible persons. Registration for WIN, assignment of child support rights, and furnishing social security numbers are statutory conditions of eligibility for making this determination. We have taken into account the colloquy between Senators Magnuson and Javits. While the Senators concluded that "administrative procedural" errors should not be counted as errors, the colloquy does not indicate that the Senators construed the Michel Amendment to require the exclusion from the error rate definition of payments to ineligible persons, i.e., persons who did not comply with the statutory condition of eligibility. We believe, moreover, that while elimination of technical errors may not result in immediate savings, they may well result in long term savings. For example, the failure of a recipient to assign child support rights to the State could result in future loss of funds to the AFDC program. If the State had this assignment, it could pursue the collection of child support and recoup benefit payments. Underpayment errors are recorded but are not included in calculating a State's payment error rate.

Federal Technical Assistance in Computer Support

Comment: Several respondents suggested that we should provide greater availability of computerized systems for detection of unreported income and benefits.

Response: The 1977 amendments to the Social Security Act provide States with access to wage information maintained by State unemployment compensation agencies or the Social Security Administration. Social Security benefit information is available to States through the Bendex system. We have initiated action to evaluate and help States upgrade existing information systems. Additionally, we have proposed legislation to increase the Federal matching for AFDC management information systems.

Appeal of Individual Case Findings

Comment: Several States requested that effective appeal procedures on individual quality control case findings be developed.

Response: There are informal procedures for States to register disagreement with individual Federal re-review findings. These procedures have routinely been used by States to appeal individual case differences. They have been revised and will be formally issued in the near future as part of the AFDC-QC Manual.

Computation of the Disallowance

Comment: One State questioned the fairness of the proposed method of computing a disallowance where a State's Federal matching funds are based on the regular formula.

Response: We have addressed this comment by revising sections 205.41(f) and 205.42(f). If a State uses the regular Federal percentage for FFP and has an average monthly payment per recipient of more than $32 in a 6-month sample period, an adjustment will be made to the State's error rate for purposes of determining the amount of reduction in our matching funds.

Offset of Reduction by Recoupment

Comment: Several States thought we should consider reducing the
disallowance of Federal matching funds by the amounts States recovered from overpaid or ineligible beneficiaries.

Response: We are currently studying our policies on the subject of recoupments in general in the AFDC program and will give serious consideration to this comment.

Use of Point Estimate

Comment: Several respondents suggested that error rates be calculated using the lower limit of the point estimate in recognition of sampling error.

Response: The point estimate is the most accurate estimate of a State’s true error rate and it is the estimate generally used in conventional statistical practice. We will continue to use the point estimate to calculate error rates.

Valid Sample

Comment: One respondent questioned the procedure that will be used when a State failed to complete a valid sample.

Response: States failing to complete a valid and reliable sample will normally be assigned an error rate based on the average of their last three official error rates unless this average error rate is at or below their required target. When this average is at or below the required target, we may still use the average of the last three official error rates; or a special Federal sample, audit, or Federal subsample will be used.

If a State does not follow the directions prescribed in the AFDC QC manuals and does not conduct its sample in accordance with its approved or an approvable sampling plan, its results may be invalid, unreliable, or both. Similarly, if a State does not complete its federally prescribed minimum number of reviews, the sample will be considered incomplete.


W. J. Driver,
Commissioner of Social Security.


Earl M. Collier,
Acting Administrator, Health Care Financing Administration.

Approved: January 21, 1980.

Patricia Roberts Harris,
Secretary of Health, Education, and Welfare.

[FR Doc. 80-5253 Filed 1-24-80; 8:45 am] BILLING CODE 4110-07-M

Health Care Financing Administration

42 CFR Part 431

Medicaid Program; Quality Control System Error Rate

AGENCY: Health Care Financing Administration (HCFA), HEW.

ACTION: Final rule.

SUMMARY: Current Medicaid Quality Control regulations provide for a reduction of Federal matching funds under title XIX, Social Security Act, to any State that has an eligibility determination error rate exceeding a specified target. The changes implement a directive in Section 201 of the Labor-HEW Appropriation Bill for Fiscal Year 1980 (H.R. 4389), as adopted by the House of Representatives on August 2, 1979, and the Continuing Resolution for FY 1980 (Pub. L. 96-123), to the Secretary of HEW to issue Medicaid error rate regulations, requiring the States to reduce their payment error rates to 4 percent by September 30, 1982, in equal steps beginning in FY 1980.


FOR FURTHER INFORMATION CONTACT: John Berry, 301-597-1354.

SUPPLEMENTARY INFORMATION: Comments and responses are addressed in the Policy Statement and Discussion of Comments on Proposed Rules which is contained in this issue of the Federal Register.


1. Section 431.801 is amended by revising the title, paragraph (a), and paragraph (c) to read as follows:

Subpart P—Quality Control

§ 431.801 Disallowance of Federal financial participation for erroneous State payments (effective through September 1980).

(a) Purpose and applicability.

(1) Purpose. This section establishes rules and procedures for disallowing Federal financial participation (FFP) in erroneous Medicaid payments due to eligibility errors, as detected through the Medicaid Quality Control (MQC) system required under § 431.800 of this subpart.

(2) Applicability. This section applies to States through the end of the April—September 1980 MQC review period.

After September 30, 1980, HCFA will apply the performance standards specified in § 431.802.

(b) Setting the State’s payment error rate.

(1) A payment error rate for each State will be determined for each annual assessment period in accordance with instructions issued by HCFA. Erroneous eligibility determinations by the Social Security Administration (SSA) of Supplemental Security Income (SSI) eligibility will not be included in determining the State’s error rate. (If a State fails to complete a valid MQC review as required for any review period, HCFA will assign the State an error rate based on either the weighted average of its error rate in the last three review periods, a special Federal sample or audit, or Federal subsample.)

2. A new § 431.802 is added as follows:

§ 431.802 Disallowance of Federal financial participation for erroneous State payments (effective beginning October 1, 1980).

(a) Purpose and applicability. (1) Purpose. This section establishes rules and procedures for disallowing Federal financial participation (FFP) in erroneous Medicaid payments due to eligibility errors, as detected through the Medicaid Quality Control (MQC) system required under § 431.800 of this subpart.

(2) Applicability. This section will apply to States for each 12 month annual assessment period beginning with the October 1980—September 1981 period.

(b) Definitions. For purposes of this section—“Annual Assessment Period” means the 12 month period, October 1 through September 30 and includes two 6-month review periods (October-March and April-September).

“Base period” means the 6 month MQC sample period from July through December 1976, used to calculate each State’s error rate.

“Eligibility errors” has the same meaning as specified in § 431.800(b).

“National standard” means a 4 percent payment error rate.

“State payment error rate” means the rate of eligibility payment errors detected under the MQC system for an annual assessment period or a review period.

“State target error rate” means the error rate that a State must achieve in order to avoid a disallowance of FFP under this section.

(c) Setting the State’s payment error rate.

(1) A payment error rate for each State will be determined for each annual assessment period in accordance with instructions issued by HCFA.

(2) The State’s payment error rate will not include erroneous eligibility determinations made by the Social Security Administration (SSA) of Supplemental Security Income (SSI) eligibility.
(3) If a State fails to complete a valid MQC review as required for any review period, HCFA will assign the State a payment error rate based on either—

(i) The weighted average of its payment error rate for the last three review periods;

(ii) A special Federal sample or audit; or

(iii) The Federal subsample.

(d) Establishing the target error rate.

(1) Each State with a base period payment error rate in excess of 4 percent must reduce its payment error rate to 4 percent by the October 1982-September 1983 annual assessment period.

(2) This reduction must be made in three equal increments for each October-September annual assessment period beginning with the October 1980-September 1981 period.

(3) HCFA will establish each State's target error rate for the October 1980-September 1981 annual assessment period as follows:

(i) Multiply one-third times the amount by which the State's base period error rate exceeds 4 percent; and

(ii) Subtract this product from the State's base period error rate.

(4) HCFA will establish each State's target error rate for the October 1981-September 1982 annual assessment period as follows:

(i) Multiply two-thirds times the amount by which the State's base period error rate exceeds 4 percent; and

(ii) Subtract this product from the State's base period error rate.

Example

Assume HCFA is establishing target error rates for the October 1981-September 1982 annual assessment period, and that the State in question has a base period error rate of 4 percent. HCFA will use the following formula to compute the State's target error rate:

(i) Four percent (the national standard) subtracted from sixteen percent (the State's base period error rate) equals 12 percent;

(ii) Twelve percent multiplied by two-thirds equals 8 percent; and

(iii) Eight percent subtracted from 16 percent equals an 8 percent target error rate.

(5) The State must meet the 4 percent national standard for all annual assessment periods after September 30, 1982.

(6) States with error rates in the base period at or below the 4 percent national standard must maintain that standard as their target error rate; but the rate may increase without penalty as long as it does not exceed the 4 percent national standard.

(7) Beginning with the October 1980-September 1981 annual assessment period and for all subsequent annual assessment periods, HCFA will notify each State agency of its progress in achieving the target error rates.

(e) Computation for disallowance of FFP.

(1) If a State fails to meet its target error rate, HCFA will disallow FFP, as provided in this section, for each annual assessment period as appropriate (see paragraph (f) of this section for good faith examples).

(2) If a State fails to meet its target error rate, HCFA will compute the dollar amount to be disallowed.

(3) The dollar amount to be disallowed will be calculated as the weighted rate using error data from the AFDC and Medical Assistance Only or Medical Assistance and Others strata. The Medical Assistance Only stratum includes medical assistance cases for recipients who do not receive AFDC or SSI payments. The Medical Assistance and Others stratum includes Medical Assistance Only cases and SSI cases for States where Medicaid eligibility was not determined by SSA.

(4) The dollar amount to be disallowed will only include Federal matching funds for expenditures made for the AFDC and Medical Assistance Only or Medical Assistance and Others universes.

(5) HCFA will compute the dollar amount to be disallowed as follows:

(i) Subtract the target error rate from the computed weighted error payment rate;

(ii) If the difference is greater than zero, it will be multiplied by the Federal matching funds for the AFDC and Medical Assistance Only or Medical Assistance and Others universes. This product will be the amount of the disallowance.

(6) A State payment error rate for an annual assessment period will be the sum of the weighted payment error rates in the two 6-month review periods.

(7) The weights will be established as the percent of total annual payments that occur in each of the six month periods.

Example

The State's target error rate was 8 percent. During the first 6-month review period the payment error rate was 10 percent and the total payments made during that 6-month period were $20 million. During the second 6-month review period, the payment error rate was 9 percent and total payments were $30 million. The total payments in the annual assessment period were $50 million.

(i) The weight applied to the payment error rate for the first 6-month period would be .4 ($20 million divided by $30 million).

(ii) The weight applied to the payment error rate for the second 6-month period would be .6 ($30 million divided by $50 million).

(iii) Therefore, the payment error rate for the annual assessment period would be 9.4 percent or 4 percent (.4 x 10 percent for the first 6-month period) plus 5.4 percent (.6 x 9 percent for the second 6-month period).

(iv) Since the target error rate was 8 percent and the payment error rate was 9.4 percent, HCFA would disallow 1.4 percent of the amount of FFP claimed by the State for its Medicaid program for the annual assessment period.

(f) Notice to States and showing of good faith.

(1) HCFA will notify a State that it will disallow matching funds because the State does not meet its target error rate.

(i) The State will have 65 days from the date on this notification to show that this disallowance should not be made because it made a good faith effort to meet the target error rate.

(ii) If the Secretary finds that the State did not meet its target error rate despite a good faith effort, HCFA will reduce the disallowance in whole, or in part, as the Secretary finds appropriate under the circumstances shown by the State.

(iii) A finding that a State did not meet the target error rate despite a good faith effort will be limited to extraordinary circumstances.

(2) Some examples of circumstances under which the Secretary may find that a State did not meet the target error rate despite a good faith effort are—

(i) Disasters such as a fire, flood, or civil disorders that—

(A) Require the diversion of significant personnel normally assigned to Medicaid eligibility administration, or

(B) Destroyed or delayed access to significant records needed to make or maintain accurate eligibility determinations;

(ii) Strikes of State staff or other government or private personnel necessary to the determination of eligibility or processing of case changes;

(iii) Sudden and unanticipated workload changes which result from changes in Federal law and regulation, or rapid, unpredictable caseload growth in excess of, for example, 15 percent for a 6 month period;

(iv) State actions resulting from incorrect written policy interpretation to the State by a Federal official;
reasonably assumed to be in a position to provide such interpretation; and
(v) The State timely developed and implemented a corrective action plan reasonably designed to meet the target error rate, but the target error rate was not achieved. In evaluating whether the State made a good faith effort in these circumstances, the Secretary will consider the following factors—
(A) Demonstrated commitment by top management to the error reduction program, e.g., priorities and goals clearly enunciated to staff, accountability for performance, availability of resources;
(B) Sufficiency and quality of systems designed to reduce errors that are operational in the State, e.g., BENDEX, SDX, monthly reporting, error prone profiles, local agency monitoring systems, computer clearances;
(C) Use of effective system and procedures for the statistical and program analysis of QC and related data, e.g., statistical tests, tabulations and cross-tabulations, error prone profiles, corrective action committees, special studies; and
(D) Effective management and execution of the corrective action process, e.g., assignment of responsibilities, milestones for completing tasks, substantial completion of tasks, monitoring of progress.
(3) The failure of a State to act upon necessary legislative changes or to obtain budget authorization for needed resources is not a ground for a waiver.
(4) A State may request reconsideration of a disallowance under this section in accordance with the procedures specified in 45 CFR Part 16. ([Sec. 1102 of the Social Security Act (42 U.S.C. 1302)] (Catalog of Federal Domestic Assistance Program No. 13.714, Medical Assistance Program.)
Earl M. Collier,
Acting Administrator, Health Care Financing Administration.
Approved: January 21, 1980.
Patricia Roberts Harris,
Secretary.
[FR Doc. 80-2534 Filed 1-24-80; 8:45 am]
BILLING CODE 4110-35-M
Social Security Administration
45 CFR Part 205
General Administration; Public Assistance Programs; Calculating Reduction in Federal Financial Participation for Incorrect Payment by States After September 1980
AGENCY: Social Security Administration (SSA), HEW.
ACTION: Final rules.
SUMMARY: These regulations change the quality control standards published on March 7, 1979 (44 FR 12579) for the reduction of incorrect payments in Aid to Families with Dependent Children (AFDC). The changes implement a directive in section 201 of the Labor-HEW Appropriation Bill for fiscal year 1980 (H.R. 4389), as adopted by the House of Representatives on August 2, 1979, and the Continuing Resolution for FY 1980 (Pub. L 96-123) to the Secretary of HEW to issue AFDC error rate regulations, requiring the States to reduce their payment error rates to 4 percent by September 30, 1982, in equal steps beginning in FY 1980. Federal financial participation will not be made for incorrect payments exceeding the amounts allowed.
DATES: These regulations are effective on January 25, 1980.
FOR FURTHER INFORMATION CONTACT: Sean Hurley, Division of Quality Control, telephone (202) 245-8999.
SUPPLEMENTARY INFORMATION:
Comments and responses are addressed in Policy Statement and Discussion of Comments on the Proposed Rules which is contained in this issue of the Federal Register.
45 CFR Part 205 is amended as follows:
1. Section 205.41 is amended by revising the title and revising paragraphs [a](1), [d](1), and [f], and by adding paragraph [a](3) to read as follows:
§ 205.41 Reduction of FFP for incorrect payments by States (effective through September 1980)
(a) Purpose and applicability. (1) This section provides the rules we will use to determine whether we will reduce the amount of Federal matching funds (Federal financial participation or FFP) we give to a State, and, if so, the amount of the reduction. We will reduce the amount of our matching funds if a State makes more incorrect payments in its AFDC program than allowed under the rules in this section. These rules apply to all States which have AFDC programs.
(2) (d) How we establish a national standard. (1) Information we will use. We will use the information provided by the Federal/State quality control system. This system measures the dollar amount of incorrect payments for every 6-month period (April–September and October–March). If a State fails to complete a valid and reliable sample for any 6-month sample period, we will assign to the State an error rate based on either the weighted average of the State’s payment error rate for the last three sample periods, a Federal sample, an audit, or a Federal subsample.
(3) The rules in (d) (2) apply to the error rate for purposes of determining the amount of reduction in our FFP.
Example—If the State’s target error rate was 10 percent and the State’s actual payment error rate was 12 percent, we will reduce our matching funds by 2 percent of the Federal share of the dollars the State paid under its AFDC program.
(b) Definitions. For the purposes of this section—
“Annual assessment period” means the 12-month period October 1–September 30.
"Base period" means the April-September 1978 quality control system review period.

"Incorrect payments" means payments to people who are ineligible for a payment and overpayments to eligible people.

"National standard" means a 4 percent payment error rate.

"Payment error rate" means the dollar amount of incorrect payments a State has made expressed as a percentage of the State's total payments.

"We," "us" or "our" means the Department or the Social Security Administration as appropriate.

In this General Notice, we are establishing a national standard for incorrect payments in the AFDC programs. This standard will be used to measure performance of the States in each annual assessment period beginning with the October 1980-September 1981 period. A State whose payment error rate is below the national standard in the base period must go above the standard, without risking reduction in Federal matching funds. A State whose payment error rate is above the standard must reduce its error rate to the national standard or to the State's target error rate established under these rules.

(d) How we establish acceptable levels for State performance using the national standard.

(1) Target error rates for States above the national standard in the base period.

In this rule, we are establishing a national standard for incorrect payments in the AFDC programs. This standard will be used to measure performance of the States in each annual assessment period beginning with the October 1980-September 1981 period. A State whose payment error rate is below the national standard in the base period must go above the standard, without risking reduction in Federal matching funds. A State whose payment error rate is above the standard must reduce its error rate to the national standard or to the State's target error rate established under these rules.

(2) States that have met the national standard or to the target error rate.

We, "us" or "our" means the Department or the Social Security Administration as appropriate.

In this General Notice, we are establishing a national standard for incorrect payments in the AFDC programs. This standard will be used to measure performance of the States in each annual assessment period beginning with the October 1980-September 1981 period. A State whose payment error rate is below the national standard in the base period must go above the standard, without risking reduction in Federal matching funds. A State whose payment error rate is above the standard must reduce its error rate to the national standard or to the State's target error rate established under these rules.

(e) Information we will use. We will use the information provided by the Federal/State quality control system.

This system measures the dollar amount of incorrect payments for every 6-month period. (April-September and October-March). A State's payment error rate for the annual assessment period will be the sum of the weighted payment error rates in the State for the two corresponding 6-month sample periods. The weights will be established as a percentage of the total annual payments that occur in each of the 6-month periods. If a State fails to complete a valid and reliable sample for any 6-month sample period, we will assign to the State an error rate based on the weighted average of the State's payment error rate for the last three sample periods, a Federal sample, an audit, or a Federal subsample.

(f) If a State fails to meet the established rate. If a State does not meet the national standard or its target error rate for any 12 month annual assessment period, we will reduce our matching funds to the State to those 12 months, unless the State can show that it made a good faith effort to meet the target rate. We will reduce our matching funds by the amount we would have paid if the State had reached its goal (the national standard or the target error rate). If a State uses the regular Federal percentage for FFP and has an average monthly payment per recipient of more than $32 in a 6-month sample period, an adjustment will be made to the State's error rate for purposes of determining the amount of reduction in our matching funds.

Example. The State's target payment error rate was 8 percent. During the first 6-month sample period the actual payment error rate was 10 percent and the total payments made during that 6-month period were $20 million. During the second 6-month sample period, the payment error rate was 9 percent and total payments were $30 million. The total payments in the annual assessment period were $50 million.

The weight applied to the payment error rate for the first 6-month period would be 0.4 ($20 million divided by $50 million) and the weight applied to the payment error rate for the second 6-month period would be 0.6 ($30 million divided by $50 million).

Therefore the payment error rate for the annual assessment period would be 9.4 percent or 4 percent (10% x 0.4 for the first 6 months) plus 5.4% (9% x 0.6 for the second 6 months).

Since the target error rate was 8 percent and the payment error rate was 9.4 percent, we will reduce our matching funds by 1.4 percent of the Federal share of the dollars the State paid under its AFDC program.

(g) When we will reduce a disallowance because a State has made a good faith effort. (1) We will notify a State that we are going to reduce (or disallow) matching funds because the State did not meet the national standard or the target error rate established for the State. The State will have 60 days from the date on this notification to show that it made a good faith effort to meet the established error rate target. If we find that the State did not meet the national standard or the target error rate despite a good faith effort, we will reduce the funds being disallowed in whole or in part as we find appropriate under the circumstances shown by the State. A finding that a State did not meet the national standard or the target error rate despite a good faith effort will be limited to extraordinary circumstances.

(2) Some examples of circumstances under which we may find that a State did not meet the target error rate despite a good faith effort are—

(i) Disasters such as fire, flood or civil disorders, that—

(A) Require the diversion of significant personnel normally assigned to AFDC eligibility administration, or

(B) Destroyed or delayed access to significant records needed to make or maintain accurate eligibility determinations;

(ii) Strikes of State staff or other government or private personnel necessary to the determination of eligibility or processing of case changes;

(iii) Sudden and unanticipated workload changes which result from changes in Federal law and regulations, or rapid, unpredictable caseload growth in excess of, for example, 15 percent for a 6-month period;

(iv) State actions resulting from incorrect written policy interpretation to the State by a Federal official reasonably assumed to be in a position to provide such interpretation; and
(v) The State timely developed and implemented a corrective action plan reasonably designed to meet the target error rate but the target error rate was not met. In evaluating whether the State has indeed made a good faith effort in these circumstances, we will consider the following factors—

(A) Demonstrated commitment by top management to the error reduction program e.g., priorities and goals clearly enunciated to staff, accountability for performance, availability of resources;

(B) Sufficiency and quality of systems designed to reduce errors that are operational in the State, e.g., BENDEX, IDEX, monthly reporting, retrospective budgeting, error prone profiles, local agency monitoring systems, computer clearances;

(C) Use of effective system and procedures for the statistical and program analysis of QC and related data, e.g., statistical tests, tabulations and cross-tabulations, error prone profiles, corrective action committees, special studies; and

(D) Effective management and execution of the correction action process, e.g., assignment of responsibilities, milestones for completing tasks, completion of tasks, monitoring of progress.

(3) The failure of a State to act upon necessary legislative changes or to obtain budget authorization for needed resources is not a basis for finding that a State failed to meet the target error rate despite a good faith effort.

(h) Disallowances subject to appeal. If a State does not agree with our decision to reduce (disallow) FFP, it can appeal to us within 45 days from the date of our decision. The regular procedures for appeal of disallowance will apply, including review by the Grant Appeals Board (see 45 CFR Part 16).


(Catalog of Federal Domestic Assistance Program Nos. 13.714—Medical Assistance Program; 13.808 Assistance Payments—Maintenance Assistance (State Aid).)


William J. Driver,
Commissioner of Social Security.

Approved: January 21, 1980.

Patricia Roberts Harris,
Secretary of Health, Education, and Welfare.