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CONGRESS RETURNS FOR HOMESTRETCH ^{HS}

The 103rd Congress will return from its shortened August recess on September 12. Lawmakers are anxious for a short session so that they may return home and hit the campaign trail again. Having passed an anti-crime bill after much contentiousness (see p.2), members may only act on pieces of legislation where there is a well-developed consensus for passage.

Many routine bills, such as appropriations, remain on the agenda. Others such as the reauthorizations of elementary and secondary education, the national competitiveness act, the rewrite of the nation's telecommunications law, and a rewrite of the lobbying law, are still in conference. Welfare reform will wait until next year. Some minor congressional reform may pass, but major changes like biennial budgeting will not. And, there is always health care reform. The list is long, the time is short.

Of the thirteen appropriations bills that must pass before Fiscal Year 1995 begins on October 1, Congress has completed five, including Commerce, Justice, State (see p. 4). Conference committees have reached agreement on two others, including the VA-HUD-Independent Agencies bill (see story on this page). Six more conference committees need to finish, including the one working on the Labor, HHS, Education bill. It does appear that the deadline will be reached, although appropriations bills are always open to last minute mischief.

On health care reform, the choice has narrowed to legislation that will make small changes in the nation's health care system or no legislation at all. The now-dead bills introduced by Senate Majority Leader George Mitchell (D-ME) and House Majority Leader Richard Gephardt (D-MO) included a provision to establish a special fund that would provide the National Institutes of Health extra funds for research. Where and when this idea gets resurrected is unclear.

HOUSE AND SENATE AGREE TO DOUBLE PROPOSED INCREASE FOR NSF BUDGET ^{HS}

In mid-August, House and Senate conferees agreed on the National Science Foundation's FY 1995 appropriation. The NSF defied the tough budget year and wound up with a 12.5 percent increase over FY 1994, receiving a total of \$3.396 billion. This more than doubled the administration's request.

The generosity of the Congress toward NSF, included a 5.4 percent increase to \$2.280 billion for Research and Related Activities. This slight decrease of 3 percent from the request will necessitate alterations to the proposed budgets for individual directorates and programs when the NSF prepares its FY 1995 operating plan.

Social Science Initiatives Backed

The Congress wants to help NSF make some of those decisions by recommending, in report language, adjustments to the proposed budget. For the social and behavioral sciences, these include spending an extra \$5 million on research within the human capital initiative, an extra \$2 million for an interdisciplinary center to support research on violence, an extra \$6

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million for a center or consortium to research the human dimensions of global climate change, and an extra \$10 million for civil infrastructure systems.

The Education and Human Resources Directorate will receive \$606 million, a 6.4 percent increase over FY 1994. Recommended modifications to the request include: a \$5 million increase for the EPSCOR program, which helps small states build their capacities to support university-based scientific research; a \$5.8 million increase for advanced technology education and community college grants; an increase of \$4 million for the graduate traineeship program, allowing a new class to receive these awards; an increase of \$2 million for states to develop electronic libraries; extra funds for both the rural and urban systemic initiatives; and programs to help attract minorities into science and engineering.

\$250 Million for Research Infrastructure

The conferees provided NSF with \$250 million for academic research infrastructure activities. Of this amount, slightly over \$118 million will support standard NSF facilities and instrumentation programs, equally divided between the two activities. The remaining funds, according to the committee, should be allocated for a new interagency facilities and instrumentation modernization program managed by the NSF. These funds would be rescinded automatically if the administration does not propose a Fiscal 1996 budget of at least \$250 million for academic research infrastructure funds for the NSF.

CONSORTIUM OF SOCIAL SCIENCE ASSOCIATIONS

Executive Director:	Howard J. Silver
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Public Affairs:	Michael Buckley
Administrative Officer:	Karen Carrion

President: William Julius Wilson

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The conferees affirmed the language of the Senate committee report, calling for a National Science and Technology Council directed five-year interagency research infrastructure strategy.

The conference report still faces approval by the House and the Senate. Problems are not anticipated, but in an election year appropriations bills are vulnerable targets for a Congress rushing to adjourn while at the same time looking for constituent-pleasing votes that reduce spending.

CONGRESS ADOPTS CRIME BILL; INCLUDES RESEARCH AND DATA PROVISIONS *MB*

Ending months of rancor, Congress adopted the Violent Crime Control and Law Enforcement Act of 1994, popularly known as the Crime Bill, before adjourning for August recess. Numerous crime prevention programs, such as midnight basketball leagues, drew the ire of some in Congress, including Senator Minority Leader Bob Dole (R-KS), who characterized the bill as one "that could have been concocted by a university sociology department."

The joint House-Senate compromise is a six-year, \$30 billion package that provides funds for more police, prisons, and prevention programs, and also bans assault weapons and strengthens sentencing laws. Receiving less attention were provisions supporting research and data collection efforts. The bill mandates:

- The establishment of a 28-member National Commission on Crime Control and Prevention, whose members are to be appointed by the President and congressional leaders. In outlining qualifications for panelists, the legislation specifically cites sociology, psychology and ethnography among others. The committee is charged with examining a wide range of issues during its two-year tenure;
- A National Academy of Sciences panel to "develop a research agenda to increase the understanding and control of violence against women, including rape and domestic violence." The bill requires that the panel include members from the social sciences;

- A collection of data about the use of excessive force by law enforcement officers, to be used for research and statistical purposes;
- A national baseline study examining the scope of campus sexual assault and the effectiveness of policies addressing this problem;
- A report on the medical and psychological basis of "battered women's syndrome" and the extent to which evidence of the syndrome has been included in criminal trials;
- A report on the confidentiality of addresses for victims of domestic violence, and proposed methods of protecting these victims;
- A study of how states may collect centralized databases on sexual and domestic violence within a state;
- A Department of Transportation special grants program to study increasing security for women on public transit systems; and
- A study conducted either by the Department of Justice or Department of Labor on the training accomplishments and employment outcomes of prisoners who took part in job training programs while incarcerated.

Many of these efforts will be carried out under the auspices of the National Institute of Justice and the Bureau of Justice Statistics, though fiscal and programmatic details remain uncertain at this time.

SENATE PANEL APPROVES NSF REAUTHORIZATION

On August 9 the Senate Labor and Human Resources Committee, chaired by Senator Edward Kennedy (D-MA) approved legislation reauthorizing the National Science Foundation for 5 years. Heavily influenced by panel member Barbara Mikulski (D-MD), who in another capacity chairs the Senate committee overseeing NSF funding, the legislation differs sharply from the House-passed version which included only \$3.15 billion for FY 1994 and continued to authorize funding for the directorates (see *Update*, May 16).

The Senate bill is quite generous to the Foundation; the NSF would grow to a \$5.1 billion agency by FY 1999. The legislation reinforces the notion that the NSF must support research in "strategic areas" and puts into statute the eight current "strategic research" initiatives by authorizing funding for them through FY 1999. They are: advanced manufacturing, advanced materials and processes, biotechnology, civil infrastructure systems, global change research, environmental research, high performance computing and communications, and science, mathematics, engineering and technology education. In terms of authorized funding, in FY 1995 through FY 1999, the strategic initiatives should, according to the bill, account for 60 percent of NSF research and education spending.

The NSF Director, with the advice and consent of the National Science Board and in consultation with the Office of Science and Technology Policy can support, modify, add or eliminate strategic initiatives in research and education "based on emerging national needs."

Differences with House bill

Unlike the House bill, the Senate legislation does not include the administration's proposed "pause" on indirect costs, any anti-earmarking provisions, or the requirements that institutions of higher education provide data on a number of indicators devised to measure commitment to the teaching of undergraduates. Rather the Senate bill includes a new program called the National University Teaching Fellows program that will award fellowships to individual faculty members and departments to support activities to improve undergraduate education.

The bill must now be reviewed by the Senate Commerce committee and the reported to the Senate floor. The time needed to complete Senate action and reconcile House-Senate differences may be greater than the life of the 103rd Congress.

FY 1995 CRIME RESEARCH, CENSUS, USIA EXCHANGE FUNDING APPROVED MB

The conference report setting final Fiscal Year 1995 funding levels for the Departments of Commerce, Justice and State and related agencies was approved by the House on August 18, with the Senate following suit the next day.

For FY 1995, the **National Institute of Justice** (NIJ) will receive \$27.0 million, up from its current \$22.5 million. The increase is earmarked for NIJ's efforts to transfer technology from defense to law enforcement. The **Bureau of Justice Statistics** received a slight boost, from FY 94's \$20.9 million to a level of \$21.4 million for FY 95. The **Office of Juvenile Justice and Delinquency Prevention** will see an increase from its current \$107.0 million to \$144.0 million. Most of the office's work supports training and technical assistance programs, though it does support some research.

At the **Bureau of the Census**, Salaries and Expenses were funded at \$136.0 million, up from the current level of \$128.3 million. Periodic Censuses and Programs were appropriated \$142.6, an increase over FY 94's \$110.0 million to support the 1995 test census. This will also support intercensal poverty estimates. While the report language yet again called for greater financial accountability, the Bureau was spared the strong rebukes of previous appropriations reports.

"Green GDP" Initiative Halted

While the **Economics and Statistics Administration** at the Commerce Department was given \$46.9 million, an increase of \$1.7 million, it is ordered to suspend work on developing a "Green Gross Domestic Product" Standard. Concerned about the program's "objectivity, methodology, and applicability," the appropriators halted the program pending a study by the National Academy of Sciences.

Educational and Cultural Exchanges at the **U.S. Information Agency** were funded at \$238.3 million, down from the FY 1994 level of \$242.0 million.

JUSTICE RESEARCH AND STATISTICS LEADERS NEAR CONFIRMATION MB

President Clinton's nominees for key Justice Department research and statistics positions were approved by the Senate Judiciary Committee in late August and are expected to win confirmation of the full Senate upon its mid-September return.

As mentioned in greater detail in the April 18 *Update*, Laurie Robinson was chosen as Assistant Attorney General for the Office of Justice Programs, Jeremy Travis as Director of the National Institute of Justice, and Jan Chaiken as Director of the Bureau of Justice Statistics. Since that article was written, Sheldon C. "Shay" Bilchik was nominated as Director of the Office of Juvenile Justice and Delinquency Prevention. He is currently an Associate Deputy Attorney General, focusing on youth-related matters.

MERTON WINS NATIONAL MEDAL OF SCIENCE HS

Robert K. Merton, professor emeritus of sociology at Columbia University, has been named one of eight recipients of the National Medal of Science by President Clinton. He is the first sociologist to receive the medal, the nation's highest scientific honor.

Merton, whose work in theoretical sociology spans a career of more than 50 years, was cited for his "encyclopedic" work on the sociology of science, and for his pioneering contributions to the study of social life, especially the self-fulfilling prophecy, the unintended consequences of social action, and the focus group. In addition, Merton, according to the White House press release, "has illuminated the connections between religion and science, the tension between innovation and the status quo, and the ways in which the reward system in science affects scientists' behavior and decisions."

A former president of the American Sociological Association, and a founding trustee of the Center for Advanced Study in the Behavioral Sciences, Merton was associated with the Bureau of Applied Social Research from 1942-71, collaborating on many research projects with the Bureau's founder, Paul Lazarsfeld, and mentoring many of the most distinguished sociologists of the late 20th century,

such as James Coleman and Seymour Martin Lipset. The author, co-author or editor of more than 20 books and 200 articles, Merton was also one of the first sociologists elected to the National Academy of Sciences.

In April, Merton was honored by the American Council of Learned Societies as the Charles Homer Haskins "A Life of Learning" Lecturer (see *Update* May 16).

Among the other new recipients of the science medal was Frank Press, former President of the National Academy of Sciences and science adviser to former President Jimmy Carter.

Previous social and behavioral scientists who have received the medal since its inception in 1962 include: B.F. Skinner, Harry Harlow, Herbert Simon, George Stigler, Anne Anastasi, Milton Friedman, Roger Sperry, Patrick Suppes, Leonid Hurwicz, Robert Kates, George Miller, and Eleanor Gibson.

KRUEGER NOMINATED AS CHIEF ECONOMIST AT LABOR DEPARTMENT MB

President Clinton has nominated Alan Krueger as the Labor Department's Chief Economist, replacing Lawrence Katz who is returning to Harvard.

Krueger has been Bendheim Professor of Economics and Public Affairs at Princeton University since July 1992, where he has taught since 1987. He has also been the director of the university's Survey Research Center. In 1993 he was a consultant to the administration's health care task force.

He is the author of many articles and papers on labor economics and is co-editor of the American Economic Association's *Journal of Economic Perspectives* and of *Economics Letters*. Krueger was named a Sloan Fellow in economics in 1993. He received his doctorate in economics from Harvard University.

CHILD DEVELOPMENT PROGRAM RECEIVES POSITIVE EVALUATION SP

Secretary of Health and Human Services Donna Shalala recently submitted an interim report to Congress evaluating the Comprehensive Child Development Program (CCDP), a program authorized by the Comprehensive Child Development Centers Act. The goals of the program are: 1) to prevent educational failure by addressing the medical, psychological, institutional, and social needs of infants, young children, and their parents; 2) to reduce the likelihood that young children will be caught in a cycle of poverty; and 3) to prevent welfare dependency and promote self-sufficiency and educational achievement. Begun in fiscal years 1989 and 1990, the CCDP spends \$25 million annually to fund 24 projects for a 5-year period.

Shows Remarkable Success

The evaluation focused on the program's implementation, service delivery, and cost, and its impact on children and families. Even for families in the program only two years or less, the study showed remarkable success. According to the report:

- CCDP is serving the low-income, multirisk families it was intended to serve.
- CDP has been implemented successfully in diverse cities and rural areas, requiring a startup period of about one year;
- CCDP programs nationwide have coordinated the services of thousands of community agencies, both public and private;
- CCDP is coordinating and delivering a wide range of services to children and families, including health care and screenings; early childhood education; parent training; adult education; counseling and rehabilitation; housing assistance; and subsidies for child care, medical payments and emergencies;
- Services are reaching a high proportion of participating families;
- Between 80 percent and 95 percent of participants have either achieved the goals they identified at entry or have made significant progress toward achieving them.
- Compared to a randomly selected control group:
 - CCDP mothers are more likely to be enrolled in academic classes or job training;

- CCDP families make more use of community resources, such as early childhood programs, health services, and public assistance;
- CCDP mothers interact more positively with their children, have higher them; and exhibit fewer attitudes associated with child and neglect; and
- CCDP children score higher on a standard developmental scale, exhibit more prosocial behavior and suffer fewer injuries requiring hospitalization.

The report said that, typically, services for low-income families are "fragmented, confusing and often inaccessible." Three features of the program distinguish it from other programs offering services to children and/or families: 1) parents rather than program staff set goals for their families and control the services they receive; 2) CCDP focuses equally on the child and the family; and 3) CCDP involves the whole community in serving children and families. To participate in the program, families must have an income below the poverty line, have an unborn child or a child under the age of 1, and agree to participate for five years.

The final report is expected to be completed in 1996, after families have been in the program the full five years. For further information or copies of the report, contact the Head Start Bureau at (202) 205-8573.

ACADEMY STUDY LOOKS AT LEARNING AND HUMAN PERFORMANCE *MB*

A new study by the National Research Council of the National Academy of Sciences says that the effectiveness of some modern techniques used to help people learn while in training is limited unless students also have a firm grasp of fundamental concepts. Techniques such as simulation and game-playing can be effective, but need to be balanced with old-fashioned learning of basic concepts that underlie the immediate task, the report concluded.

"Simulating real-world conditions during training is very important, but the teaching of abstract principles also plays a role, especially in helping people acquire skills that can be applied broadly," said committee chair Robert A. Bjork, professor of psychology at the University of California, Los Angeles. "Training programs that include abstract

principles, varied situations, and general procedures allow learners to adapt to new situations that they may encounter on the job, but are not specifically part of the training," he commented.

Attempting to fix the conditions of training to simulate closely the anticipated work environment runs the risk of creating inflexible knowledge and skills, the study panel said. Training procedures need to prepare learners not only for business as usual, but also for the unanticipated crises and other unusual events that characterize typical work environments.

Interactive games also have limited effectiveness on enhancing performance when used in training programs. "The research we have on interactive games shows that they are effective at instilling a positive attitude toward the subject matter and contributing toward learning in the short-term, but -- at least as currently implemented -- they are not effective for learning complex concepts over longer periods of time," said study director Dan Druckman.

The report, the third in a series on enhancing human performance, examines the implications of recent research for improving individual and team performance. Among the topics addressed are: the value of "situating" training in real-world settings, illusions of comprehension, cooperative learning; team building; the role of self-confidence; and the effects of altered states produced by hypnosis and meditation on work performance. The report also assesses two new directions in research: the effects of the nonverbal transfer of emotions from one person to another during social interactions and the intentional avoidance of a thought or category of thoughts. The report concludes with a summary of the organizational values, attitudes, and structures that the committee feels acts as impediments to effective training.

The study, *Learning, Remembering, Believing: Enhancing Human Performance*, was supported by the Army Research Institute. For more information, contact the National Research Council at (202) 334-3313.

**SOURCES OF RESEARCH SUPPORT:
DEPARTMENT OF EDUCATION** *KE*

COSSA provides this information as a service and encourages readers to contact the agency for further information or application materials. Additional application guidelines and restrictions may apply.

Fund for the Improvement of Postsecondary Education

The purpose of this program is to provide grants or to enter into cooperative agreements to improve postsecondary education opportunities.

Priorities: The Secretary is particularly interested in applications that meet one or more of the following priorities:

- Supporting new ways of ensuring equal access to postsecondary education, and to improve rates of retention and program completion, especially for low-income and underrepresented minority students;
- Creating programs that prepare students for entering the workforce and that serve the continuing education and retraining needs of workers;
- Improving the campus climate by creating an environment that is safe, welcoming, and conducive to learning for all students;
- Restructuring institutions in ways that reassert the primacy of teaching and learning; and to increase learning productivity;
- Promoting cooperation between colleges and universities and elementary and secondary schools in order to improve students' preparation for, access to, and success in college;
- Supporting innovative reforms of undergraduate, graduate, and professional curricula that improve not only what students learn, but how they learn; and
- Supporting the development of faculty as professionals by assessing and rewarding effective teaching; helping institutions and faculty find ways to increase their emphasis on teaching and other means of involvement with student learners; promoting new and more effective teaching methods; and improving the teaching skills of graduate students who will be future faculty members.

Funding Mechanism: It is anticipated that approximately \$5,250,00 will be available for an estimated 75 new awards under the Comprehensive Program. Awards will range from \$15,000 to \$150,000, with the average award being \$70,000.

Review Process: In evaluating applications for grants under this program competition, the Secretary uses the following selection criteria: (a) *Significance for Postsecondary Education*; (b) *Feasibility*; (c) *Appropriateness of funding projects*. For pre-applications more weight is given to the selection criteria under *Significance for Postsecondary Education*.

Deadlines: Pre-applications are due by **October 18, 1994**, with final applications due **March 15, 1995**.

Contact: For more information contact: Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education, 400 Maryland Avenue, SW, Room 3100, ROB-3, Washington, DC 20202-5175,

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The Institute for Management Sciences

CONTRIBUTORS

American Council of Learned Societies
American University
University of Arizona
Arizona State University
Brookings Institution
University of California, Berkeley
University of California, Los Angeles
University of California, San Diego
University of California, Santa Barbara
Carnegie-Mellon University
Center for Advanced Study in the Behavioral Sciences
University of Chicago
Clark University
University of Colorado
Cornell Institute for Social and Economic Research
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University of Wisconsin, Madison
University of Wisconsin, Milwaukee
Yale University

Consortium of Social Science Associations

1522 K Street, NW, Suite 836, Washington, DC 20005
