
CONSORTIUM OF SOCIAL SCIENCE ASSOCIATIONS

COSSA WASHINGTON UPDATE

Volume VII, Number 9
May 13, 1988

This Week . . .

- House Appropriations Subcommittee Cuts NSF Request *HS*
- Senate Passes Amended AIDS Bill; National Campaign Announced *BD*
- COSSA Supports NSF Increase to Senate Appropriations Committee *HS*
- Education Programs Supported in COSSA Testimony *HS*
- Education Statistics Center Re-Reorganized *SC*
- Sources of Research Support: Department of Health and Human Services *SC*

* * *

HOUSE APPROPRIATIONS SUBCOMMITTEE CUTS NSF REQUEST

On May 12, the House HUD-Independent Agencies Appropriations Subcommittee chaired by Rep. Edward Boland (D-MA) allocated to the National Science Foundation (NSF) a 9.8% increase for FY 1989, well below the 19.4% requested by the administration. The total NSF budget increased from \$1.72 billion in FY 1988 to \$1.89 billion in FY 1989. The Research and Related Activities appropriation increased from \$1.45 billion to \$1.58 billion (8.6%). The separate appropriation line to fund the Science and Technology Centers was eliminated. The Subcommittee suggested NSF start a limited number of centers in FY 1989 with the funds to come from the Research and Related Activities account. The Science and Engineering Education Directorate, a favorite of the Subcommittee, received \$171 million, a \$32 million (22.8%) increase over FY 1988, and \$15 million above the request. The NSF will be prohibited from spending any funds for the new facilities program, present in both the House and Senate versions of the authorization bill. The Senate is not expected to act until next month. Once again the promise of a large NSF increase looks like it will fall on the sword of the deficit.<<

COSSA Washington Update is published 20-24 times per year, normally biweekly, by the Consortium of Social Science Associations (COSSA), 1625 I Street, NW, Suite 911, Washington, D.C. 20006 (202/887-6166). Individual subscriptions are available for \$40.00; institutional subscriptions, \$90.00; overseas airmail, \$50.00. ISSN 0749-4394. COSSA Members, Affiliates, and Contributors are listed on the back. The Update is written and produced by the Consortium's staff: Howard J. Silver, Simon Cordery, Brian Daly, and Katrina R. Styles.

The Consortium represents more than 185,000 American scientists across the full range of the social and behavioral sciences, functioning as a bridge between the research world and the Washington community.

Victor G. Rosenblum, *President*

Howard J. Silver, *Acting Executive Director*

SENATE PASSES AMENDED AIDS BILL; NATIONAL CAMPAIGN ANNOUNCED

After an emotional debate, the Senate passed a comprehensive AIDS research, care, and education bill on April 28, by a vote of 87 to 4. As introduced by Sen Edward Kennedy (D-MA), the bill enjoyed widespread support among public health researchers and other health care experts; however, amendments proposed by Sen. Jesse Helms (R-NC) and accepted by the Senate--notably one restricting federal funding for AIDS education--were considered extremely damaging to the legislation.

The Kennedy bill is expected to serve as a policy statement, directing and authorizing federal efforts against AIDS and, more particularly, the spread of the HIV virus. Among other provisions, the legislation would:

- o declare AIDS to be a public health emergency;
- o require the Department of Health and Human Services (DHHS) to submit an annual AIDS plan to Congress;
- o provide increased staff support within the National Institutes of Health (NIH), the Centers for Disease Control (CDC), and the Food and Drug Administration;
- o put a 6-month ceiling on reviews of AIDS research grant proposals at NIH;
- o authorize up to \$50 million for cooperative research and disease prevention overseas; and
- o authorize up to \$150 million for state-level education and prevention programs.

The bill would also authorize up to \$100 million for national AIDS information programs, including materials development, a clearinghouse, hotlines for the public and for healthcare workers, and model programs. It would also direct an expanded, intensified, and coordinated research program on AIDS at NIH, including basic and clinical research on AIDS prevention. This move has been anticipated by NIH, which in April established an Office of AIDS Research, headed by Anthony Fauci, director of the National Institute of Allergy and Infectious Diseases, the institute that has been primarily responsible for studying AIDS.

The Helms amendment restricts the bill's education provisions by stating that federally funded AIDS programs could not "promote or encourage" homosexual activity, a provision identical to one passed in the Senate last year. Social and behavioral science researchers and health experts have continually argued that such restrictions on education efforts can only damage efforts to spur the changes in behavior necessary to stem the HIV spread. Despite what happened April 28, many are still confident that the amendment will be toned down when the bill goes to conference. A Kennedy-introduced counteractive amendment has already been successfully grafted onto the bill, blocking the federal government from restricting any AIDS education program's ability to "provide accurate information" about reducing the risk of HIV infection. It is expected that this will serve as a mechanism for conferees to soften the Helms amendment.

Less than a week after Senate passage of the AIDS research and education bill, Otis Bowen, secretary of DHHS, unveiled plans for the long-awaited national household mailing of an AIDS information brochure. More than 107 million English-language copies of the brochure, entitled "Understanding AIDS," will be distributed to every home and post office box in the U.S. between May 26 and June 30, and a Spanish language version will be sent to every home in Puerto Rico. The congressionally mandated, 7-page brochure explains in frank and explicit terms what does and does not constitute "risky" behavior, dispelling myths and urging parents to discuss AIDS with their children.

Great Britain began a similar large-scale education campaign in early 1986, using radio and television announcements and, in January 1987, sending leaflets to the country's 21 million households. At the time the leaflets were distributed, the British government reported that about 600 people in that country had been diagnosed as having AIDS, while CDC put the number of AIDS cases at that time in the United States at about 28,000.

Although the U.S. mass mailing has gained wide support among public health experts and institutions, some have suggested that the money could be better spent elsewhere, such as on targeted mailings and education programs that are said to have shown clearer proof of being effective. Addressing both sides of the issue, June Osborn, dean of the school of public health at the University of Michigan, remarked in a statement released by DHHS: "Clearly, [the mailing] cannot be expected to do the whole job of AIDS education, but it constitutes a very fundamental and important piece of the national education."

If the British experience is any indication, the mass mailing will at least have some impact on public perceptions of AIDS. A report released in July 1987 by the British Market Research Bureau (BMRB) suggests that Great Britain's AIDS education campaign (particularly the mass mailing) was substantially successful. Based on the findings of four waves of interviews conducted between February 1986 and February 1987, the report finds "considerable" evidence "that major progress has been made over the year in terms of the objectives of the Government's publicity campaign to increase awareness and knowledge, to change attitudes and thereby to modify behavior." It noted, however, the difficulty of discerning how much of this could be attributed to the government's campaign compared to outside stimuli, such as the media. Nevertheless, BMRB reported that of those interviewed after the mass mailing, 81% of adults, 82% of youths, and 76% of gays (the study's only high-risk group) said they saw the leaflet; 48% of adults, 44% of youths, and 53% of gays surveyed said they read it all the way through. The final set of interviews revealed that only 4% of the sample said they had made no changes in their sexual behavior as a result of what they had learned about AIDS. However, BMRB considered it "unlikely" that the government campaign alone brought about behavior changes since these "were strongly in evidence throughout 1986 as trends that were gaining momentum." <<

COSSA SUPPORTS NSF INCREASE TO SENATE APPROPRIATIONS COMMITTEE

Charles O. Jones, Professor of Government at the University of Virginia and a visiting fellow at the Brookings Institution, represented COSSA before the Senate HUD-Independent Agencies Appropriations Subcommittee chaired by Sen. William Proxmire (D-WI) on May 9. Professor Jones strongly supported the \$333 million increase proposed by the administration for the National Science Foundation (NSF) in FY 1989.

He also advocated support for the requested 10% increase for research and related activities, noting that funding for this basic core function of NSF has remained relatively flat in real terms since 1985. Citing the decline in federal funding for social and behavioral science research relative to other disciplines, Jones urged the subcommittee to increase funding for social and behavioral science research at NSF.

Speaking of his own discipline of political science, Jones noted NSF provides funding for research projects for which alternative sources of support is not often available. He cited the national election studies, as well as diverse projects usually funded at less than \$50,000, such as comparisons of state legislatures, foreign policy decision making, the historical development of legislatures, the presidential nominating process, adaptations to tax reform, and changes in the federal bureaucracy. He reminded the subcommittee of the importance of these and other social science studies in generating information useful to policy makers.

Following the testimony was a lively discussion between Sen. Alfonse D'Amato (R-NY), who presided, Professor Jones and other witnesses who supported NSF, and James Payne, representing Lytton Research and Analysis, who opposed federal funding of science. The Senator called NSF "one of the best [programs] we got," and suggested Payne's laissez-faire argument put him in league with OMB Director James C. Miller III, who, D'Amato claimed, wanted the federal government "out of everything." The New York Senator did have some misgivings about the peer review system, which Payne also criticized, using the "old boy network" argument. Jones and other supporters of NSF defended the system.

The arrival of Sen. Barbara Mikulski (D-MD) at the hearing raised another issue. She floated the idea of a unified science budget--putting all civilian research agencies under one budget function. Presently, NSF and energy research are in the science function, while the National Institutes of Health are in the health function. Mikulski suggested Congress needed a way to examine and make choices among competing scientific projects in order to achieve what the Senator called "the wisest use of the dollar." Jones suggested that changing the mechanism, the budget process, may not yield the desired result.<<

EDUCATION PROGRAMS SUPPORTED IN COSSA TESTIMONY

On May 5, COSSA Acting Executive Director Howard Silver appeared before the House Labor, Health and Human Services, Education, and Related Agencies Appropriations Subcommittee, chaired by Rep. William Natcher (D-KY), to urge support for a number of programs in the Department of Education. Speaking for the American Educational Research Association, the American Psychological Association, and the Federation of Behavioral, Psychological and Cognitive Sciences as well as COSSA, Silver focused his remarks on support for the conduct of education research, the collection of education statistics, programs to aid graduate and law students, and programs to enhance international education research and training.

He asked the subcommittee to appropriate full funding for the Office of Educational Research and Improvement (OERI) to provide an increase for field-initiated studies and the new structure and functions of the National Center for Education Statistics (NCES; see related story, this issue). Citing XEROX CEO David Kearns's plea last year for \$300 million in federal funding of "research on school and classroom organization, learning theories and instructional techniques, and on emerging technologies," Silver pointed out the rather paltry request of \$23.3 million for the Office of Research within OERI. He also emphasized the 6% success rate for applicants to the field-initiated studies program in urging a doubling of that appropriation to \$1 million.

Silver further commented that "it is interesting to note that a government that believes education to be a significant key to the future economic health and security of this country currently funds educational data collection, analysis, and dissemination at one-ninth of its labor statistics activity and one-half of its health statistics activity." He argued that since the structure of the new NCES was supposedly based on the Bureau of Labor Statistics (BLS), it would be appropriate to model its funding on BLS, too. Finally, he requested the subcommittee increase funding for the graduate and professional fellowship programs of Title IX of the Higher Education Act and the international education programs of Title VI of the Higher Education Act. The subcommittee markup will probably occur in the next month as the House tries to move its appropriations bills quickly.<<

EDUCATION STATISTICS CENTER RE-REORGANIZED

Calls for improving the collection and dissemination of statistics by the Department of Education's Center for Education Statistics (CES) reached a crescendo in 1986 with the release of Creating a Center for Education Statistics: A Time for Action by the National Academy of Sciences. Prepared by the Committee on National Statistics (CNSTAT), this report offered suggestions for upgrading the federal education statistics collection and dissemination effort, including making CES a quasi-independent

agency headed by a presidentially appointed Commissioner, creating a mechanism to foster federal-state governmental cooperation, initiating a series of "education indicators" to measure educational progress, and strengthening privacy protection statutes for individual CES survey respondents. Legislators and educators, concerned that CES was not producing the high-quality data needed for the lively and occasionally rancorous debate over education reform, supported the proposals for a thorough examination of the federal education statistics system.

As reported last year (see Update, June 5, 1987), the substance and much of the language of the CNSTAT proposals was incorporated into an amendment put forward by Rep. Peter Visclosky (D-IN) to H.R. 5, the School Improvement Act of 1987. Despite some crucial differences between the House and Senate versions, the conference committee prepared a compromise bill which, on April 28, 1988, President Reagan signed into law. H.R. 5 (now titled the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988), is a sweeping law designed to impact all aspects of the educational system.

One area of impact is education statistics, which experiences its second major reorganization in less than four years. Until July, 1985, CES was the National Center for Education Statistics (NCES); Title III of H.R. 5 puts the National back in the Center. NCES remains within the Office of Educational Research and Improvement (OERI) but becomes logistically separate. The newly designated Commissioner of Education Statistics will be a presidential appointee assisted by at least two associate commissioners, one for programs and another for methodology (current CES director Emerson Elliott serves as acting Commissioner until 1991). The legislation specifically mandates five regular education indicator studies: school dropout and retention rates; educational attainment; teacher populations; condition of school libraries; and financial aid. In addition to these studies, NCES will conduct a decennial census of student populations by school district using data collected by the Census Bureau, and a National Longitudinal Study of elementary and secondary education.

The logistical separation of NCES from OERI means NCES will have a separate line-item in the federal budget and will be authorized to act independently of OERI in several important respects. This independence can be summarized as the "three Ps," procurement, personnel, and publication. In reforming the Center, legislators seem to have used the Bureau of Labor Statistics as a model. OERI personnel have expressed amazement at the speed with which the bill passed from the floor to the president's desk; even more stunning, according to one official, is the timetable the Department of Education is expected to follow in implementing the NCES provisions of H.R. 5. A study panel to examine dropout and retention rates must report within 12 months, while a second panel has 18 months to prepare recommendations on appropriate education indicators topics.<<

SOURCES OF RESEARCH SUPPORT: DEPARTMENT OF HEALTH AND HUMAN SERVICES

COSSA provides this information as a service, and encourages readers to contact the agency rather than COSSA for further information or application materials.

National Institutes of Health

The Human Learning and Behavior Branch (HLBB) of the National Institute of Child Health and Human Development (NICHD) and the Behavioral and Social Research Program (BSRP) of the National Institute on Aging (NIA) are soliciting applications for research on the development of planning skills in childhood and subsequent changes in those skills in adulthood. The proposed research should address changes in planning skills in the context of the refocusing of such studies from research on near-term planning to medium- and long-term planning across the life-term.

The development of theoretical models using both observation and experimentation is encouraged. Particularly welcome is research on the variables that influence planning, including: motivation; cross-cultural variations; individual differences (such as internal versus external locus of control, cognitive maturity, and beliefs about the importance of planning); effects of specific domains and kinds of activity on planning; individual versus collaborative planning; and short-term or long-term planning. Applications for theory-guided research exploring cognitive, motivational, social, emotional, and contextual contributions to these aspects of planning is encouraged.

Eligible Activities: Both observational and experimental research methodologies are encouraged; cross-sectional and longitudinal approaches should be adopted as appropriate.

Budget: Contingent upon the availability of funding.

Funding Mechanism: Up to 8 grants (4 each by NICHD and NIA) are anticipated.

Review Process: Standard NIH peer review.

Deadline: July 29, 1988 for awards beginning April 1, 1989.

Contact:

Dr. Sarah L. Friedman
Health Scientist Administrator
HLBB - NICHD
National Institutes of Health
9000 Rockville Pike
Executive Plaza North, Room 633
Bethesda, MD 20892
301/496-6591

Dr. Ronald P. Abeles
Deputy Associate Director
BSRP - NIA
National Institutes of Health
9000 Rockville Pike
Building 31, Room 5C32
Bethesda, MD 20892
301/496-3136 <<

CONSORTIUM OF SOCIAL SCIENCE ASSOCIATIONS

MEMBERS

American Anthropological Association
American Economic Association
American Historical Association
American Political Science Association
American Psychological Association
American Sociological Association
American Statistical Association
Association of American Geographers
Association of American Law Schools
Linguistic Society of America

AFFILIATES

American Assembly of Collegiate Schools
of Business
American Association for Public Opinion
Research
American Educational Research
Association
American Society of Criminology
Association for Asian Studies
Association for Social Sciences in Health
Eastern Sociological Society
Federation of State Humanities Councils
Gerontological Society of America
History of Science Society
International Studies Association
Law and Society Association
Midwest Sociological Society
National Council on Family Relations
National Council for the Social Studies
North Central Sociological Association
Northeastern Anthropological Association
Operations Research Society of America
Population Association of America

Regional Science Association
Rural Sociological Society
Social Science History Association
Society for the History of Technology
Society for Research on Adolescence
Society for Research in Child Development
Society for the Scientific Study of Religion
Southern Sociological Society
Southwestern Social Science Association
Speech Communication Association
The Institute of Management Sciences

CONTRIBUTORS

American Council of Learned Societies
Boston University
University of California, Berkeley
University of California, Irvine
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
University of Colorado
Columbia University
Cornell Institute for Social and
Economic Research
Cornell University
Duke University
Florida State University
Harvard University
Howard University
University of Illinois
Indiana University
Institute for Research in Social
Science, UNC-Chapel Hill

Institute for Social Research,
University of Michigan
University of Iowa
The Johns Hopkins University
University of Maryland
Massachusetts Institute of Technology
Maxwell School of Citizenship and
Public Affairs, Syracuse University
University of Michigan
National Opinion Research Center
University of Nebraska
Graduate Faculty, New School
for Social Research
New York University
University of North Carolina,
Chapel Hill
Ohio State University
University of Oregon
University of Pennsylvania
Pennsylvania State University
University of Pittsburgh
Princeton University
Rutgers University
Social Science Research Council
University of Southern California
Stanford University
State University of New York at
Stony Brook
University of Tennessee, Knoxville
Texas A & M University
Tulane University
University of Virginia
University of Washington
University of Wisconsin, Madison
University of Wisconsin, Milwaukee
Yale University

CONSORTIUM OF SOCIAL SCIENCE ASSOCIATIONS

1625 I STREET, N.W., SUITE 911, WASHINGTON, D.C. 20006

FIRST CLASS