

tional support under the Program if that State provides assurances of new matching funds and submits an acceptable new plan for using Program funds and matching funds to build the research capabilities of the State.

(Pub. L. 100-570, title I, §113, Oct. 31, 1988, 102 Stat. 2870; Pub. L. 114-329, title I, §103(e)(2), Jan. 6, 2017, 130 Stat. 2975.)

#### CODIFICATION

Section was enacted as part of the National Science Foundation Authorization Act of 1988, and not as part of the National Science Foundation Act of 1950 which comprises this chapter.

#### AMENDMENTS

2017—Pub. L. 114-329, §103(e)(2)(A), substituted “Established” for “Experimental” in section catchline.

Subsec. (a). Pub. L. 114-329, §103(e)(2)(B), substituted “a program to stimulate competitive research (known as the ‘Established Program to Stimulate Competitive Research’)” for “an Experimental Program to Stimulate Competitive Research” in introductory provisions.

Subsec. (b). Pub. L. 114-329, §103(e)(2)(C), substituted “the Program” for “the program”.

#### PLANNING GRANTS

Pub. L. 107-368, §26, Dec. 19, 2002, 116 Stat. 3067, provided that: “The Director is authorized to accept planning proposals from applicants who are within .075 percentage points of the current eligibility level for the Experimental Program to Stimulate Competitive Research. Such proposals shall be reviewed by the Foundation to determine their merit for support under the Experimental Program to Stimulate Competitive Research or any other appropriate program.”

[For definitions of terms used in section 26 of Pub. L. 107-368, set out above, see section 4 of Pub. L. 107-368, set out as a note under section 1862n of this title.]

### § 1862h. Congressional statement of findings and declaration of purposes respecting scientific and technical education and training

#### (a) Findings

The Congress finds that—

(1) the position of the United States in the world economy faces great challenges from highly trained foreign competition;

(2) the workforce of the United States must be better prepared for the technologically advanced, competitive, global economy;

(3) the improvement of our work force’s productivity and our international economic position depend upon the strengthening of our educational efforts in science, mathematics, and technology, especially at the associate-degree level;

(4) shortages of scientifically and technically trained workers in a wide variety of fields will best be addressed by collaboration among the Nation’s associate-degree-granting colleges and private industry to produce skilled, advanced technicians; and

(5) the National Science Foundation’s traditional role in developing model curricula, disseminating instructional materials, enhancing faculty development, and stimulating partnerships between educational institutions and industry, makes an enlarged role for the Foundation in scientific and technical education and training particularly appropriate.

#### (b) Purposes

It is the purpose of sections 1862h to 1862j of this title to—

(1) improve science and technical education at associate-degree-granting colleges;

(2) improve secondary school and post-secondary curricula in mathematics and science;

(3) improve the educational opportunities of postsecondary students by creating comprehensive articulation agreements and planning between 2-year and 4-year institutions; and

(4) promote outreach to secondary schools to improve mathematics and science instruction.

(Pub. L. 102-476, §2, Oct. 23, 1992, 106 Stat. 2297.)

#### REFERENCES IN TEXT

Sections 1862h to 1862j of this title, referred to in subsec. (b), was in the original “this Act”, meaning Pub. L. 102-476, Oct. 23, 1992, 106 Stat. 2297, known as the Scientific and Advanced-Technology Act of 1992, which enacted this section and sections 1862i and 1862j of this title and amended section 1862 of this title. For complete classification of this Act to the Code, see Short Title of 1992 Amendment note set out under section 1861 of this title and Tables.

#### CODIFICATION

Section was enacted as part of the Scientific and Advanced-Technology Act of 1992, and not as part of the National Science Foundation Act of 1950 which comprises this chapter.

### § 1862i. Scientific and technical education

#### (a) National advanced scientific and technical education program

The Director of the National Science Foundation (hereafter in sections 1862h to 1862j of this title referred to as the “Director”) shall award grants to associate-degree-granting colleges, and consortia thereof, to assist them in providing education in advanced-technology fields, and to improve the quality of their core education courses in science and mathematics. The grant program shall place emphasis on the needs of students who have been in the workforce (including work in the home), and shall be designed to strengthen and expand the scientific and technical education and training capabilities of associate-degree-granting colleges through such methods as—

(1) the development of model instructional programs in advanced-technology fields and in core science and mathematics courses;

(2) the professional development of faculty and instructors, both full- and part-time, who provide instruction in science, mathematics, and advanced-technology fields;

(3) the establishment of innovative partnership arrangements that—

(A) involve associate-degree-granting colleges and other appropriate public and private sector entities,<sup>1</sup>

(B) provide for private sector donations, faculty opportunities to have short-term assignments with industry, sharing of program costs, equipment loans, and the cooperative use of laboratories, plants, and other facilities, and provision for state-of-the-art work experience opportunities for students enrolled in such programs; and

(C) encourage participation of individuals identified in section 1885a or 1885b of this title;

<sup>1</sup> So in original. The comma probably should be a semicolon.