

Section 3842, Pub. L. 97-35, title V, § 582, Aug. 13, 1981, 95 Stat. 475; Pub. L. 97-300, title I, § 183, Oct. 13, 1982, 96 Stat. 1357; Pub. L. 97-313, Oct. 14, 1982, 96 Stat. 1462, related to authorized activities.

EFFECTIVE DATE OF REPEAL

Repeal effective July 1, 1988, see section 6303 of Pub. L. 100-297, set out as an Effective Date of 1988 Amendment note under section 1071 of this title.

PART D—SECRETARY'S DISCRETIONARY FUNDS

§ 3851. Repealed. Pub. L. 100-297, title I, § 1003(a), Apr. 28, 1988, 102 Stat. 293

Section, Pub. L. 97-35, title V, § 583, Aug. 13, 1981, 95 Stat. 476; Pub. L. 98-312, § 4(b), June 12, 1984, 98 Stat. 234; Pub. L. 99-498, title XIV, § 1404, Oct. 17, 1986, 100 Stat. 1599, related to authorization of discretionary program.

EFFECTIVE DATE OF REPEAL

Repeal effective July 1, 1988, see section 6303 of Pub. L. 100-297, set out as an Effective Date of 1988 Amendment note under section 1071 of this title.

PART E—GENERAL PROVISIONS

§§ 3861 to 3863. Repealed. Pub. L. 100-297, title I, § 1003(a), Apr. 28, 1988, 102 Stat. 293

Section 3861, Pub. L. 97-35, title V, § 585, Aug. 13, 1981, 95 Stat. 477, related to funding requirements for program of consolidating Federal programs for elementary and secondary education.

Section 3862, Pub. L. 97-35, title V, § 586, Aug. 13, 1981, 95 Stat. 477, related to participation of children enrolled in private schools.

Section 3863, Pub. L. 97-35, title V, § 587, Aug. 13, 1981, 95 Stat. 480, related to repeal of various programs included in consolidation of Federal programs for elementary and secondary education.

EFFECTIVE DATE OF REPEAL

Repeal effective July 1, 1988, see section 6303 of Pub. L. 100-297, set out as an Effective Date of 1988 Amendment note under section 1071 of this title.

SUBCHAPTER III—GENERAL PROVISIONS

§§ 3871 to 3876. Repealed. Pub. L. 100-297, title I, § 1003(a), Apr. 28, 1988, 102 Stat. 293

Section 3871, Pub. L. 97-35, title V, § 591, Aug. 13, 1981, 95 Stat. 480; Pub. L. 98-211, § 15, Dec. 8, 1983, 97 Stat. 1416, related to Federal regulations.

Section 3872, Pub. L. 97-35, title V, § 592, Aug. 13, 1981, 95 Stat. 480; Pub. L. 98-211, § 16, Dec. 8, 1983, 97 Stat. 1417, related to withholding of payments.

Section 3873, Pub. L. 97-35, title V, § 593, Aug. 13, 1981, 95 Stat. 481; Pub. L. 98-211, § 17, Dec. 8, 1983, 97 Stat. 1417, related to judicial review.

Section 3874, Pub. L. 97-35, title V, § 594, Aug. 13, 1981, 95 Stat. 481, related to availability of appropriations.

Section 3875, Pub. L. 97-35, title V, § 595, Aug. 13, 1981, 95 Stat. 481, related to definitions.

Section 3876, Pub. L. 97-35, title V, § 596, Aug. 13, 1981, 95 Stat. 482; Pub. L. 98-211, § 18(a), Dec. 8, 1983, 97 Stat. 1417, related to application of other laws.

EFFECTIVE DATE OF REPEAL

Repeal effective July 1, 1988, see section 6303 of Pub. L. 100-297, set out as an Effective Date of 1988 Amendment note under section 1071 of this title.

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§ 3901. Statement of purpose

It is the purpose of this chapter to improve the quality of mathematics and science teaching and instruction in the United States.

(Pub. L. 98-377, § 2, Aug. 11, 1984, 98 Stat. 1267.)

SHORT TITLE OF 1985 AMENDMENT

Pub. L. 99-159, § 1, Nov. 22, 1985, 99 Stat. 887, provided: “That this Act [enacting sections 366, 1221e-1c, and 3911 to 3922 of this title, and section 1886 of Title 42, The Public Health and Welfare, amending sections 351a, 351c, 351d, 353, 1134h, 1221e-1b, 1411, 2007, 2311, 2312, 2322, 2323, 2333, 2361 to 2363, 2383, 2392, 2417, 2462, 2464, 2471, 2763, 3902, 3963 to 3973, 3982, 3983, 3985 to 3988, 4003, 4033, 4051, 4053, 4056, and 4059 of this title, sections 1503 and 1753 of Title 29, Labor, and sections 1862 to 1864, 1868 to 1872, 1873, 1874, 1881a, 1882, and 1885 to 1885d of Title 42, omitting sections 3911 to 3915, 3921 to 3923, 3931 to 3933, 3941, and 3951 to 3954 of this title, repealing sections 1873a and 1884 of Title 42, enacting provisions set out as notes under sections 351f, 1087bb, 1411, and 2311 of this title and section 1861 of Title 42, and amending provisions set out as notes under sections 1087bb and 2301 of this title and sections 1861 and 1882 of Title 42] may be cited as the ‘National Science, Engineering, and Mathematics Authorization Act of 1986.’”

SHORT TITLE

Pub. L. 98-377, § 1, Aug. 11, 1984, 98 Stat. 1267, provided: “That this Act [enacting this chapter] may be cited as the ‘Education for Economic Security Act.’”

Part A of title III of Pub. L. 98-377, as amended, which enacted part A of subchapter III of this chapter, is known as “Partnerships in Education for Mathematics, Science, and Engineering Act”, see note set out under section 3981 of this title.

Title V of Pub. L. 98-377, which enacted subchapter V of this chapter, is known as “Asbestos School Hazard Abatement Act of 1984”, see note set out under section 4011 of this title.

Title VIII of Pub. L. 98-377, which enacted subchapter VIII of this chapter, is known as “The Equal Access Act”, see note set out under section 4071 of this title.

Title IX of Pub. L. 98-377, which enacted subchapter IX of this chapter, is known as the “Star Schools Program Assistance Act”, see note set out under section 4081 of this title.

INCREASING ACCESS TO HIGH-QUALITY SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM) EDUCATION

Memorandum of President of the United States, Sept. 25, 2017, 82 F.R. 45417, provided:

Memorandum for the Secretary of Education

By the authority vested in me as President by the Constitution and the laws of the United States of America, it is hereby directed as follows:

SECTION 1. Policy. A key priority of my Administration is to better equip America’s young people with the relevant knowledge and skills that will enable them to secure high-paying, stable jobs throughout their careers. With the growing role of technology in driving the American economy, many jobs increasingly require skills in science, technology, engineering, and mathematics (STEM)—including, in particular, Computer Science. These skills open the door to jobs, strengthening the backbone of American ingenuity, driving solutions to complex problems across industries, and improving lives around the world. As part of my Administration’s commitment to supporting American workers

and increasing economic growth and prosperity, it is critical that we educate and train our future workforce to compete and excel in lucrative and important STEM fields.

Today, too many of our Nation’s K–12 and post-secondary students lack access to high-quality STEM education, and thus are at risk of being shut out from some of the most attractive job options in the growing United States economy. Courses in Computer Science are especially scarce in too many schools and communities, despite the job opportunities that these skills create. Nearly 40 percent of high schools do not offer physics and 60 percent of high schools do not offer computer programming. Of the nearly 17,000 high schools that were accredited to offer Advanced Placement exams in 2015, only 18 percent were accredited to teach Advanced Placement Computer Science (AP-CS). Minorities and students in rural communities often have even less access to Computer Science education. Nationwide, only 34 percent of African American students and 30 percent of rural high school students have access to a Computer Science class. Furthermore, even where classes are offered, there is a serious gender gap: less than a quarter of the students who took the AP-CS A exam nationally in 2016 were girls.

Shortages in high-quality STEM teachers at all levels, particularly in Computer Science, often drive these problems. The Department of Education, therefore, should prioritize helping districts recruit and train teachers capable of providing students with a rigorous education in STEM fields, focusing in particular on Computer Science. This will help equip students with the skills needed to obtain certifications and advanced degrees that ultimately lead to jobs in STEM fields.

SEC. 2. Expanding Access to Computer Science and STEM Education. (a) *Establish promotion of high-quality STEM education, with a particular focus on Computer Science, as a Department of Education priority.* The Secretary of Education (Secretary) shall, consistent with law, establish the promotion of high-quality STEM education, including Computer Science in particular, as one of the priorities of the Department of Education. The Secretary shall take this priority into account, to the extent permitted by law, when awarding grant funds in fiscal year 2018 and in future years.

(b) *Funding level.* The Secretary shall, to the extent consistent with law, establish a goal of devoting at least \$200 million in grant funds per year to the promotion of high-quality STEM education, including Computer Science in particular. Within 30 days of the Congress passing final appropriations for each fiscal year for which the priority established under subsection (a) of this section is in effect, the Secretary shall identify the grant programs to which the STEM priority will apply and estimate the total amount of such grant funds that will support high-quality STEM education, including Computer Science. The Secretary shall communicate plans for achieving this goal to the Director of the Office of Management and Budget (OMB Director) each fiscal year.

(c) *Explore administrative actions to promote Computer Science at the Department of Education.* The Secretary shall explore appropriate administrative actions, to the extent consistent with law, to add or increase focus on Computer Science in existing K–12 and post-secondary programs. As part of this effort, the Secretary shall identify and take action to provide guidance documents and other technical assistance that could support high-quality Computer Science education.

(d) *Report.* Not later than 90 days after the end of each fiscal year, the Secretary shall submit to the OMB Director a report on the activities carried out during the preceding fiscal year under subsections (b) and (c) of this section. In particular, the report shall describe how the grant funds referenced in subsection (b) were spent, any administrative actions that were taken, guidance documents that were released, or technical assistance that was provided pursuant to subsection (c) of this section, and whether these actions succeeded in promoting and expanding access to high-quality STEM