

Subsec. (g). Pub. L. 115-402, §3(1), redesignated subsec. (d) as (g). Former subsec. (g) redesignated (j).

Subsec. (h). Pub. L. 115-402, §3(5), substituted “Funding” for “Limitation on funding” in heading, designated existing provisions as par. (3) and inserted heading, and added pars. (1) and (2).

Pub. L. 115-402, §3(1), redesignated subsec. (e) as (h). Subsec. (i). Pub. L. 115-402, §3(1), redesignated subsec. (f) as (i).

Subsec. (j). Pub. L. 115-402, §3(1), redesignated subsec. (g) as (j).

Subsec. (j)(5) to (9). Pub. L. 115-402, §3(6), added pars. (5) and (6), redesignated former par. (5) as (7), and added pars. (8) and (9).

2007—Subsec. (a)(3)(A). Pub. L. 110-69, §7031(a)(1)(A), which directed striking out “and” after the semicolon, was executed by striking out “and” after the comma, to reflect the probable intent of Congress.

Subsec. (a)(3)(B), (C). Pub. L. 110-69, §7031(a)(1)(B), (C), substituted “; and” for semicolon in subpar. (B) and added subpar. (C).

Subsec. (c)(3). Pub. L. 110-69, §7031(a)(2), added par. (3).

2002—Subsec. (a). Pub. L. 107-368, §21(a)(1), inserted “, and to improve the quality of their core education courses in science and mathematics” after “education in advanced-technology fields” in introductory provisions.

Subsec. (a)(1). Pub. L. 107-368, §21(a)(2), inserted “and in core science and mathematics courses” after “advanced-technology fields”.

Subsec. (a)(2). Pub. L. 107-368, §21(a)(3), substituted “who provide instruction in science, mathematics, and advanced-technology fields” for “in advanced-technology fields”.

Subsec. (c)(1)(B)(iii), (iv). Pub. L. 107-368, §21(b), added cls. (iii) and (iv).

1998—Subsec. (g)(2), (3). Pub. L. 105-244 substituted “section 101 of the Higher Education Act of 1965” for “section 1201(a) of the Higher Education Act of 1965 (20 U.S.C. 1141(a))”.

#### EFFECTIVE DATE OF 1998 AMENDMENT

Amendment by Pub. L. 105-244 effective Oct. 1, 1998, except as otherwise provided in Pub. L. 105-244, see section 3 of Pub. L. 105-244, set out as a note under section 1001 of Title 20, Education.

#### FINDINGS

Pub. L. 115-402, §2, Dec. 31, 2018, 132 Stat. 5343, provided that: “Congress finds the following:

“(1) To remain competitive in the global economy, foster greater innovation, and provide a foundation for shared prosperity, the United States needs a workforce with the right mix of skills to meet the diverse needs of the economy.

“(2) Evidence indicates that the returns on investments in technical skills in the labor market are strong when students successfully complete their education and gain credentials sought by employers.

“(3) The responsibility for developing and sustaining a skilled technical workforce is fragmented across many groups, including educators, students, workers, employers, Federal, State, and local governments, civic associations, and other stakeholders. Such groups need to be able to coordinate and cooperate successfully with each other.

“(4) Coordination among students, community colleges, secondary and post-secondary institutions, and employers would improve educational outcomes.

“(5) Promising experiments currently underway may guide innovation and reform, but scalability of some of those experiments has not yet been tested.

“(6) Evidence suggests that integration of academic education, technical skills development, and hands-on work experience improves outcomes and return on investment for students in secondary and post-secondary education and for skilled technical workers in different career stages.

“(7) Outcomes show that mentoring can increase STEM student engagement and the rate of completion of STEM post-secondary degrees.”

#### § 1862j. Authorization of appropriations

There are authorized to be appropriated, from sums otherwise authorized to be appropriated, to the Director for carrying out sections 1862h to 1862j of this title—

- (1) \$35,000,000 for fiscal year 1992; and
- (2) \$35,000,000 for fiscal year 1993.

(Pub. L. 102-476, §5, Oct. 23, 1992, 106 Stat. 2301.)

#### REFERENCES IN TEXT

Sections 1862h to 1862j of this title, referred to in text, 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 1862h and 1862i 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.

#### § 1862k. Findings; core strategies

##### (a) Findings

Congress finds the following:

(1) The United States depends upon its scientific and technological capabilities to preserve the military and economic security of the United States.

(2) America’s leadership in the global marketplace is dependent upon a strong commitment to education, basic research, and development.

(3) A nation that is not technologically literate cannot compete in the emerging global economy.

(4) A coordinated commitment to mathematics and science instruction at all levels of education is a necessary component of successful efforts to produce technologically literate citizens.

(5) Professional development is a necessary component of efforts to produce system-wide improvements in mathematics, engineering, and science education in secondary, elementary, and postsecondary settings.

(6)(A) The mission of the National Science Foundation is to provide Federal support for basic scientific and engineering research, and to be a primary contributor to mathematics, science, and engineering education at academic institutions in the United States.

(B) In accordance with such mission, the long-term goals of the National Science Foundation include providing leadership to—

(i) enable the United States to maintain a position of world leadership in all aspects of science, mathematics, engineering, and technology;

(ii) promote the discovery, integration, dissemination, and application of new knowledge in service to society; and

(iii) achieve excellence in United States science, mathematics, engineering, and technology education at all levels.