

§ 1862q. Informal STEM education**(a) Grants**

The Director of the National Science Foundation, through the Directorate for Education and Human Resources, shall continue to award competitive, merit-reviewed grants to support—

- (1) research and development of innovative out-of-school STEM learning and emerging STEM learning environments in order to improve STEM learning outcomes and engagement in STEM;
- (2) research that advances the field of informal STEM education; and
- (3) a national partnership of institutions involved in informal STEM learning.

(b) Uses of funds

Activities supported by grants under this section may encompass a single STEM discipline, multiple STEM disciplines, or integrative STEM initiatives and shall include—

- (1) research and development that improves our understanding of learning and engagement in informal environments, including the role of informal environments in broadening participation in STEM;
- (2) design and testing of innovative STEM learning models, programs, and other resources for informal learning environments to improve STEM learning outcomes and increase engagement for K–12 students, K–12 teachers, and the general public, including design and testing of the scalability of models, programs, and other resources;
- (3) fostering on-going partnerships between institutions involved in informal STEM learning, institutions of higher education, and education research centers; and
- (4) developing, and making available informal STEM education activities and educational materials.

(Pub. L. 114–59, §3, Oct. 7, 2015, 129 Stat. 540; Pub. L. 114–329, title III, §311, Jan. 6, 2017, 130 Stat. 3013.)

CODIFICATION

Section was enacted as part of the STEM Education Act of 2015, and not as part of the National Science Foundation Act of 1950 which comprises this chapter.

AMENDMENTS

2017—Subsec. (a)(3). Pub. L. 114–329, §311(a), added par. (3).

Subsec. (b)(3), (4). Pub. L. 114–329, §311(b), added pars. (3) and (4).

§ 1862r. Research in disabilities education**(a) Program**

Nothing in this section and section 1862r–1 of this title alters the National Science Foundation’s Research in Disabilities Education program for fundamental and implementation research about learners (of all ages) with disabilities, including dyslexia, in science, technology, engineering, and mathematics (STEM). The National Science Foundation shall continue to encourage efforts to understand and address disability-based differences in STEM education and workforce participation, including differences for dyslexic learners.

(b) Line item

The Director of the National Science Foundation shall include the amount requested for the Research in Disabilities Education program in the Foundation’s annual congressional budget justification.

(Pub. L. 114–124, §3, Feb. 18, 2016, 130 Stat. 120.)

CODIFICATION

Section was enacted as part of the Research Excellence and Advancements for Dyslexia Act or READ Act, and not as part of the National Science Foundation Act of 1950 which comprises this chapter.

FINDINGS

Pub. L. 114–124, §2, Feb. 18, 2016, 130 Stat. 120, provided that: “The Congress finds the following:

“(1) As many as 1 out of 6, or 8,500,000, American school children may have dyslexia.

“(2) Since 1975, dyslexia has been included in the list of qualifying learning disabilities under the Education for All Handicapped Children Act of 1975 [see Short Title of 1975 Amendment note set out under section 1400 of Title 20, Education] and the Individuals with Disabilities Education Act [20 U.S.C. 1400 et seq.]”

§ 1862r–1. Dyslexia**(a) In general**

Consistent with subsection (c), the National Science Foundation shall support multi-directorate, merit-reviewed, and competitively awarded research on the science of specific learning disability, including dyslexia, such as research on the early identification of children and students with dyslexia, professional development for teachers and administrators of students with dyslexia, curricula and educational tools needed for children with dyslexia, and implementation and scaling of successful models of dyslexia intervention. Research supported under this subsection shall be conducted with the goal of practical application.

(b) Awards

To promote development of early career researchers, in awarding funds under subsection (a) the National Science Foundation shall prioritize applications for funding submitted by early career researchers.

(c) Coordination

To prevent unnecessary duplication of research, activities under this this section and section 1862r of this title shall be coordinated with similar activities supported by other Federal agencies, including research funded by the Institute of Education Sciences and the National Institutes of Health.

(d) Funding

The National Science Foundation shall devote not less than \$5,000,000 to research described in subsection (a), which shall include not less than \$2,500,000 for research on the science of dyslexia, for each of fiscal years 2017 through 2021, subject to the availability of appropriations, to come from amounts made available for the Research and Related Activities account or the Education and Human Resources Directorate under subsection (e). This section shall be carried out using funds otherwise appropriated by law after February 18, 2016.