

hance the effectiveness of the program under this section.

(Pub. L. 114-329, title III, § 305, Jan. 6, 2017, 130 Stat. 3007; Pub. L. 116-102, § 4, Dec. 24, 2019, 133 Stat. 3263.)

Editorial Notes

CODIFICATION

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

AMENDMENTS

2019—Subsec. (d)(3). Pub. L. 116-102 added par. (3).

Statutory Notes and Related Subsidiaries

FINDINGS

Pub. L. 116-102, § 2, Dec. 24, 2019, 133 Stat. 3263, provided that: “Congress finds the following:

“(1) The National Science Foundation is a large investor in STEM education and plays a key role in setting research and policy agendas.

“(2) While studies have found that children who engage in scientific activities from an early age develop positive attitudes toward science and are more likely to pursue STEM expertise and careers later on, the majority of current research focuses on increasing STEM opportunities for middle school-aged children and older.

“(3) Women remain widely underrepresented in the STEM workforce, and this disparity extends down through all levels of education.”

SUPPORTING EARLY CHILDHOOD AND ELEMENTARY STEM EDUCATION RESEARCH

Pub. L. 116-102, § 3, Dec. 24, 2019, 133 Stat. 3263, provided that: “In awarding grants under the Discovery Research PreK-12 program, the Director of the National Science Foundation shall consider the age distribution of a STEM education research and development project to improve the focus of research and development on elementary and prekindergarten education.”

DEFINITIONS

For definitions of terms used in this section, see section 2 of Pub. L. 114-329, set out as a note under section 1862s of this title.

§ 1862s-6. Presidential awards for excellence in STEM mentoring

(a) In general

The Director of the Foundation shall continue to administer awards on behalf of the Office of Science and Technology Policy to recognize outstanding mentoring in STEM fields.

(b) Annual award recipients

The Director of the Foundation shall provide Congress with a list of award recipients, including the name, institution, and a brief synopsis of the impact of the mentoring efforts.

(Pub. L. 114-329, title III, § 307, Jan. 6, 2017, 130 Stat. 3010.)

Editorial Notes

CODIFICATION

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

Statutory Notes and Related Subsidiaries

PRESIDENTIAL AWARDS FOR EDUCATORS AND MENTORS IN FIELDS RELATING TO CYBERSECURITY

Pub. L. 116-283, div. H, title XCIV, § 9405(d), Jan. 1, 2021, 134 Stat. 4812, provided that: “The Director of the National Science Foundation shall ensure that educators and mentors in fields relating to cybersecurity can be considered for—

“(1) Presidential Awards for Excellence in Mathematics and Science Teaching made under section 117 of the National Science Foundation Authorization Act of 1988 (42 U.S.C. 1881b); and

“(2) Presidential Awards for Excellence in STEM Mentoring administered under section 307 of the American Innovation and Competitiveness Act (42 U.S.C. 1862s-6).”

DEFINITIONS

For definitions of terms used in this section, see section 2 of Pub. L. 114-329, set out as a note under section 1862s of this title.

§ 1862s-7. Computer science education research

(a) Findings

Congress finds that as the lead Federal agency for building the research knowledge base for computer science education, the Foundation is well positioned to make investments that will accelerate ongoing efforts to enable rigorous and engaging computer science throughout the Nation as an integral part of STEM education.

(b) Grant program

(1) In general

The Director of the Foundation shall award grants to eligible entities to research computer science and cybersecurity education and computational thinking.

(2) Research

The research described in paragraph (1) may include the development or adaptation, piloting or full implementation, and testing of—

(A) models of preservice preparation for teachers who will teach computer science and computational thinking;

(B) scalable and sustainable models of professional development and ongoing support for the teachers described in subparagraph (A);

(C) tools and models for teaching and learning aimed at supporting student success and inclusion in computing within and across diverse populations, particularly poor, rural, and tribal populations and other populations that have been historically underrepresented in computer science and STEM fields;

(D) high-quality learning opportunities for teaching computer science and, especially in poor, rural, or tribal schools at the elementary school and middle school levels, for integrating computational thinking into STEM teaching and learning; and

(E) tools and models for the integration of cybersecurity and other interdisciplinary efforts into computer science education and computational thinking at secondary and postsecondary levels of education.

(3) Uses of funds

The tools and models described in paragraph (2)(C) may include—