

(C) A description of how such activity or activities may inform programming that engages students in PreK–12 in STEM.

(D) A description of how such activity or activities may inform programming that promotes student academic achievement in STEM.

(E) An evaluation plan that includes, at a minimum, the use of outcome-oriented measures to determine the impact and efficacy of programming being researched.

#### (5) Evaluations

Each recipient of an award under this subsection shall provide, at the conclusion of every year during which the award funds are received, a report in a form prescribed by the Director.

#### (6) Encourage applications

In making awards under this subsection, the Director shall encourage applications which, for the purpose of the activity or activities funded through the award, are from or include eligible nonprofit programs serving students that attend elementary schools or secondary schools (including high schools) that—

(A) are implementing comprehensive support and improvement activities or targeted support and improvement activities under paragraph (1) or (2) of section 6311(d) of title 20; or

(B) serve high percentages of students who are eligible for a free or reduced-price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.) (which, in the case of a high school, may be calculated using comparable data from the schools that feed into the high school).

#### (7) Accountability and dissemination

##### (A) Evaluation required

The Director shall evaluate the activities established under this subsection. Such evaluation shall—

(i) use a common set of benchmarks and tools to assess the results of research conducted under such awards; and

(ii) to the extent practicable, integrate the findings of the research resulting from the activity or activities funded through the award with the current research on serving students with respect to the pursuit of degrees or careers in STEM, including underrepresented and rural students, in PreK–12.

##### (B) Report on evaluations

Not later than 180 days after the completion of the evaluation under subparagraph (A), the Director shall submit to Congress and make widely available to the public a report that includes—

(i) the results of the evaluation; and

(ii) any recommendations for administrative and legislative action that could optimize the effectiveness of the program under this subsection.

#### (8) Coordination

In carrying out this subsection, the Director shall, for purposes of enhancing program effec-

tiveness and avoiding duplication of activities, consult, and coordinate with other relevant Federal agencies.

(Pub. L. 114–59, § 3, Oct. 7, 2015, 129 Stat. 540; Pub. L. 114–329, title III, § 311, Jan. 6, 2017, 130 Stat. 3013; Pub. L. 117–167, div. B, title III, §§ 10311(b), 10319(b), Aug. 9, 2022, 136 Stat. 1511, 1536.)

#### Editorial Notes

##### REFERENCES IN TEXT

The Richard B. Russell National School Lunch Act, referred to in subsec. (c)(6)(B), is act June 4, 1946, ch. 281, 60 Stat. 230, which is classified generally to chapter 13 (§ 1751 et seq.) of this title. For complete classification of this Act to the Code, see Short Title note set out under section 1751 of this title and Tables.

##### 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

2022—Subsec. (a)(4). Pub. L. 117–167, § 10319(b)(1), added par. (4).

Subsec. (b)(5). Pub. L. 117–167, § 10319(b)(2), added par. (5).

Subsec. (c). Pub. L. 117–167, § 10311(b), added subsec. (c).

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.)

#### Editorial Notes

##### 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.

#### Statutory Notes and Related Subsidiaries

##### 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 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.

#### (e) Authorization

For each of fiscal years 2016 through 2021, there are authorized out of funds appropriated to the National Science Foundation, \$5,000,000 to carry out the activities described in subsection (a).

(Pub. L. 114-124, § 4, Feb. 18, 2016, 130 Stat. 120.)

#### Editorial Notes

##### 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.

#### Statutory Notes and Related Subsidiaries

##### DEFINITION OF SPECIFIC LEARNING DISABILITY

Pub. L. 114-124, § 5, Feb. 18, 2016, 130 Stat. 121, provided that: “In this Act [see Short Title of 2016 Amendment note set out under section 1861 of this title], the term ‘specific learning disability’—

“(1) means a disorder in 1 or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations;

“(2) includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia; and

“(3) does not include a learning problem that is primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.”

### § 1862s. Reaffirmation of merit-based peer review

#### (a) Sense of Congress

It is the sense of Congress that—

(1) sustained, predictable Federal funding of basic research is essential to United States leadership in science and technology;

(2) the Foundation’s intellectual merit and broader impacts criteria are appropriate for evaluating grant proposals, as concluded by the 2011 National Science Board Task Force on Merit Review;

(3) evaluating proposals on the basis of the Foundation’s intellectual merit and broader impacts criteria should be used to assure that the Foundation’s activities are in the national interest as these reviews can affirm that—

(A) the proposals funded by the Foundation are of high quality and advance scientific knowledge; and

(B) the Foundation’s grants address societal needs through basic research findings or through related activities; and

(4) as evidenced by the Foundation’s contributions to scientific advancement, economic growth, human health, and national security, its peer review and merit review processes have identified and funded scientifically and societally relevant basic research and should be preserved.

#### (b) Merit review criteria

The Foundation shall maintain the intellectual merit and broader impacts criteria, among other specific criteria as appropriate, as the basis for evaluating grant proposals in the merit review process.

#### (c) Updates

If after January 6, 2017, a change is made to the merit-review process, the Director shall submit a report to the appropriate committees of Congress not later than 30 days after the date of the change.

(Pub. L. 114-329, title I, § 101, Jan. 6, 2017, 130 Stat. 2970.)

#### Editorial Notes

##### CODIFICATION

Section was enacted as part of the American Innovation and Competitiveness Act, and not as part of the