

**AMENDMENT IN THE NATURE OF A SUBSTITUTE  
TO H.R. 4864  
OFFERED BY MR. CASTRO OF TEXAS**

Strike all after the enacting clause and insert the following:

**1 SECTION 1. SHORT TITLE.**

2 This Act may be cited as the “Global Child Thrive  
3 Act of 2020”.

**4 SEC. 2. FINDINGS.**

5 Congress finds the following:

6 (1) According to a 2019 report from the United  
7 Nations Inter-Agency Group for Child Mortality Es-  
8 timation entitled “Levels & Trends in Child Mor-  
9 tality”, the annual number of deaths among children  
10 younger than 15 years of age dropped by 56 percent  
11 between 1990 and 2018, from approximately  
12 14,200,000 to approximately 6,200,000.

13 (2) According to a 2016 article published in  
14 The Lancet entitled “Early childhood development:  
15 the foundation of sustainable development”—

16 (A) an estimated 250,000,000 children in  
17 low-income and middle-income countries suffer

1 suboptimal development due to poverty and  
2 stunting alone; and

3 (B) children who do not meet develop-  
4 mental milestones are expected to lose about 25  
5 percent of their average yearly income once  
6 they become adults.

7 (3) According to a report from the United Na-  
8 tions Children’s Fund (UNICEF), entitled “The  
9 State of the World’s Children 2016: A fair chance  
10 for every child”, nearly 250,000,000 of the world’s  
11 650,000,000 primary school age children do not  
12 master basic literacy and numeracy.

13 (4) According to a 2018 report from the World  
14 Health Organization entitled “Nurturing Care for  
15 early childhood development”—

16 (A) the environment in which a child grows  
17 has a profound impact on future learning, be-  
18 havior, and health; and

19 (B) a country’s economic diversity and  
20 growth could be improved by investment in  
21 early childhood development.

22 (5) According to a 2017 UNICEF report enti-  
23 tled “UNICEF’s Programme Guidance for Early  
24 Childhood Development”, nurturing care, which is

1 key to early childhood development, consists of a  
2 core set of interrelated components, including—

3 (A) behaviors, attitudes, and knowledge  
4 about caregiving, including health, hygiene care,  
5 and feeding;

6 (B) stimulation, such as talking, singing,  
7 and playing;

8 (C) responsiveness, such as early bonding,  
9 secure attachment, trust, and sensitive commu-  
10 nication; and

11 (D) safety, including routines, protection  
12 from violence, abuse, neglect, harm, and envi-  
13 ronmental pollution.

14 (6) According to a 2016 report published in  
15 The Lancet entitled “Advancing Early Childhood  
16 Development: From Science to Scale”—

17 (A) nurturing care from parents, relatives,  
18 and other caregivers and services are formative  
19 experiences for young children;

20 (B) programs promoting nurturing care  
21 can improve early childhood development out-  
22 comes; and

23 (C) children who do not receive nurturing  
24 care display negative development outcomes,  
25 such as greater sensitivity to the effects of

1 stress or behavioral problems, especially chil-  
2 dren who do not receive nurturing care before  
3 their second birthday.

4 (7) According to the “Advancing Protection and  
5 Care for Children in Adversity 2019–2023: A U.S.  
6 Government Strategy for International Assistance”,  
7 children who live without protective family care, in  
8 abusive households, on the streets, or in institutions,  
9 or who are trafficked, are participating in armed  
10 groups, or are being exploited for their labor are  
11 more likely to be exposed to violence, exploitation,  
12 abuse, and neglect.

13 (8) According to a 2017 UNICEF report enti-  
14 tled “Early Moments Matter for every child”, vio-  
15 lence, abuse, neglect, and traumatic experiences  
16 produce toxic stress that limits neural connectivity  
17 in developing brains.

18 (9) According to a 2014 working paper from  
19 the National Scientific Council on the Developing  
20 Child at Harvard University entitled “Excessive  
21 Stress Disrupts the Architecture of the Developing  
22 Brain”—

23 (A) situations that produce toxic stress in-  
24 crease the production of cortisol in a child’s

1           brain, which disrupts its healthy development;  
2           and

3                   (B) chronic stress can potentially affect  
4           the expression of genes that regulate the stress  
5           response across the life course.

6           (10) According to a 2018 article in the North  
7           Carolina Medical Journal entitled “Adverse Child-  
8           hood Experiences (ACEs): An Important Element of  
9           a Comprehensive Approach to the Opioid Crisis”,  
10          adverse childhood experiences (ACEs) are traumatic  
11          or stressful experiences, including emotional, phys-  
12          ical, or sexual abuse, domestic violence, household  
13          substance abuse, household mental illness, parental  
14          separation or divorce, and the incarceration of a  
15          household family member.

16          (11) According to a 2016 report in Develop-  
17          ment and Psychopathology entitled “Childhood Ad-  
18          versity and Epigenetic Regulation of Glucocorticoid  
19          Signaling Genes: Associations in Children and  
20          Adults”—

21                   (A) children and adults are at risk of de-  
22          veloping psychiatric disorders and other medical  
23          conditions if they have had an adverse child-  
24          hood experience; and

1 (B) adults who have had numerous ACEs  
2 die nearly 20 years earlier, on average, than  
3 adults who have not had numerous ACEs.

4 **SEC. 3. SENSE OF CONGRESS.**

5 It is the sense of Congress that—

6 (1) the United States Government should con-  
7 tinue efforts to reduce child mortality rates and in-  
8 crease attention on prevention efforts and early  
9 childhood development programs;

10 (2) investments in early childhood development  
11 ensure healthy and well-developed future generations  
12 that contribute to a country's stability, security and  
13 economic prosperity;

14 (3) efforts to provide training and education on  
15 nurturing care could result in improved early child-  
16 hood development outcomes and support healthy  
17 brain development; and

18 (4) integration and cross-sector coordination of  
19 early childhood development programs is critical to  
20 ensure the efficiency, effectiveness, and continued  
21 implementation of such programs.

22 **SEC. 4. ASSISTANCE TO IMPROVE EARLY CHILDHOOD OUT-**  
23 **COMES GLOBALLY.**

24 (a) **AUTHORIZATION OF ASSISTANCE.**—Amounts au-  
25 thorized to be appropriated to carry out section 135 in

1 chapter 1 of part 1 of the Foreign Assistance Act of 1961  
2 (22 U.S.C. 2151 et seq.) for each of the fiscal years 2021  
3 through 2025 are authorized to be made available to sup-  
4 port early childhood development activities in conjunction  
5 with relevant, existing programming, such as water, sani-  
6 tation and hygiene, maternal and child health, basic edu-  
7 cation, nutrition and child protection.

8 (b) ASSISTANCE TO IMPROVE EARLY CHILDHOOD IN-  
9 COMES GLOBALLY.—Chapter 1 of part I of the Foreign  
10 Assistance Act of 1961 (22 U.S.C. 2151 et seq.) is amend-  
11 ed by adding at the end the following:

12 **“SEC. 137. ASSISTANCE TO IMPROVE EARLY CHILDHOOD**  
13 **OUTCOMES GLOBALLY.**

14 “(a) DEFINITIONS.—In this section:

15 “(1) APPROPRIATE CONGRESSIONAL COMMIT-  
16 TEES.—The term ‘appropriate congressional com-  
17 mittees’ means—

18 “(A) the Committee on Appropriations of  
19 the Senate;

20 “(B) the Committee on Foreign Relations  
21 of the Senate;

22 “(C) the Committee on Appropriations of  
23 the House of Representatives; and

24 “(D) the Committee on Foreign Affairs of  
25 the House of Representatives.

1           “(2) EARLY CHILDHOOD DEVELOPMENT.—The  
2 term ‘early childhood development’ means the devel-  
3 opment and learning of a child younger than 8 years  
4 of age, including physical, cognitive, social, and emo-  
5 tional development and approaches to learning that  
6 allow a child to reach his or her full developmental  
7 potential.

8           “(3) EARLY CHILDHOOD DEVELOPMENT PRO-  
9 GRAM.—The term ‘early childhood development pro-  
10 gram’ means a program that ensures that every  
11 child has the conditions for healthy growth, nur-  
12 turing family-based care, development and learning,  
13 and protection from violence, exploitation, abuse,  
14 and neglect, which may include—

15           “(A) a health, clean water, sanitation, and  
16 hygiene program that serves pregnant women,  
17 children younger than 5 years of age, and the  
18 parents of such children;

19           “(B) a nutrition program, combined with  
20 stimulating child development activity;

21           “(C) age appropriate cognitive stimulation,  
22 especially for newborns, infants, and toddlers,  
23 including an early childhood intervention pro-  
24 gram for children experiencing at-risk situa-

1           tions, developmental delays, disabilities, and be-  
2           havioral and mental health conditions;

3           “(D) an early learning (36 months and  
4           younger), preschool, and basic education pro-  
5           gram for children until they reach 8 years of  
6           age or complete primary school; or

7           “(E) a child protection program, with an  
8           emphasis on the promotion of permanent, safe,  
9           and nurturing families, rather than placement  
10          in residential care or institutions, including for  
11          children with disabilities.

12          “(4) FEDERAL DEPARTMENTS AND AGEN-  
13          CIES.—The term ‘Federal departments and agencies’  
14          means—

15                 “(A) the Department of State;

16                 “(B) the United States Agency for Inter-  
17                 national Development;

18                 “(C) the Department of the Treasury;

19                 “(D) the Department of Labor;

20                 “(E) the Department of Education;

21                 “(F) the Department of Agriculture;

22                 “(G) the Department of Defense;

23                 “(H) the Department of Health and  
24                 Human Services, including—

1 “(i) the Centers for Disease Control  
2 and Prevention; and

3 “(ii) the National Institutes of  
4 Health;

5 “(I) the Millennium Challenge Corpora-  
6 tion;

7 “(J) the Peace Corps; and

8 “(K) any other department or agency spec-  
9 ified by the President for the purposes of this  
10 section.

11 “(5) RESIDENTIAL CARE.—The term ‘residen-  
12 tial care’ means care provided in any non-family-  
13 based group setting, including orphanages, transit or  
14 interim care centers, children’s homes, children’s vil-  
15 lages or cottage complexes, group homes, and board-  
16 ing schools used primarily for care purposes as an  
17 alternative to a children’s home.

18 “(b) STATEMENT OF POLICY.—It is the policy of the  
19 United States—

20 “(1) to support early childhood development in  
21 relevant foreign assistance programs, including by  
22 integrating evidence-based, efficient, and effective  
23 interventions into relevant strategies and programs,  
24 in coordination with partner countries, other donors,  
25 international organizations, international financial

1 institutions, local and international nongovernmental  
2 organizations, private sector partners, civil society,  
3 and faith-based and community-based organizations;  
4 and

5 “(2) to encourage partner countries to lead  
6 early childhood development initiatives that include  
7 incentives for building local capacity for continued  
8 implementation and measurable results, by—

9 “(A) scaling up the most effective, evi-  
10 dence-based, national interventions, including  
11 for the most vulnerable populations and chil-  
12 dren with disabilities and developmental delays,  
13 with a focus on adaptation to country re-  
14 sources, cultures, and languages;

15 “(B) designing, implementing, monitoring,  
16 and evaluating programs in a manner that en-  
17 hances their quality, transparency, equity, ac-  
18 countability, efficiency and effectiveness in im-  
19 proving child and family outcomes in partner  
20 countries; and

21 “(C) utilizing and expanding innovative  
22 public-private financing mechanisms.

23 “(c) IMPLEMENTATION.—

24 “(1) IN GENERAL.—Not later than 1 year after  
25 the date of the enactment of this section, the Admin-

1       istrator of the United States Agency for Inter-  
2       national Development, in coordination with the Sec-  
3       retary of State, shall direct relevant Federal depart-  
4       ments and agencies—

5               “(A) to incorporate, to the extent practical  
6               and relevant, early childhood development into  
7               foreign assistance programs to be carried out  
8               during the following 5 fiscal years; and

9               “(B) to promote inclusive early childhood  
10              development in partner countries.

11             “(2) ELEMENTS.—In carrying out paragraph  
12             (1), the Administrator, the Secretary, and the heads  
13             of other relevant Federal departments and agencies  
14             as appropriate shall—

15               “(A) build on the evidence and priorities  
16               outlined in ‘Advancing Protection and Care for  
17               Children in Adversity: A U.S. Government  
18               Strategy for International Assistance 2019–  
19               2023’, published in June 2019 (referred to in  
20               this section as ‘APCCA’);

21               “(B) to the extent practicable, identify evi-  
22               dence-based strategic priorities, indicators, out-  
23               comes, and targets, particularly emphasizing  
24               the most vulnerable populations and children

1 with disabilities and developmental delays, to  
2 support inclusive early childhood development;

3 “(C) support the design, implementation,  
4 and evaluation of pilot projects in partner coun-  
5 tries, with the goal of taking such projects to  
6 scale;

7 “(D) support inclusive early childhood de-  
8 velopment within all relevant sector strategies  
9 and public laws, including—

10 “(i) the Global Water Strategy re-  
11 quired under section 136(j);

12 “(ii) the whole-of-government strategy  
13 required under section 5 of the Global  
14 Food Security Act of 2016 (22 U.S.C.  
15 9304 note);

16 “(iii) the Basic Education Strategy  
17 set forth in section 105(c);

18 “(iv) the U.S. Government Global Nu-  
19 trition Coordination Plan, 2016–2021; and

20 “(v) APCCA; and others as appro-  
21 priate;

22 “(E) improve coordination with foreign  
23 governments and international and regional or-  
24 ganizations with respect to official country poli-  
25 cies and plans to improve early childhood devel-

1           opment, maternal, newborn, and child health  
2           and nutrition care, basic education, water, sani-  
3           tation and hygiene, and child protection plans  
4           which promote nurturing, appropriate, protec-  
5           tive, and permanent family care, while reducing  
6           the percentage of children living in residential  
7           care or on the street; and

8                   “(F) consult with partner countries, other  
9           donors, international organizations, inter-  
10          national financial institutions, local and inter-  
11          national nongovernmental organizations, private  
12          sector partners and faith-based and community-  
13          based organizations, as appropriate.

14          “(d) ANNUAL REPORT ON THE IMPLEMENTATION OF  
15          THE STRATEGY.—The Special Advisor for Children in Ad-  
16          versity shall include, in the annual report required under  
17          section 5 of the Assistance for Orphans and Other Vulner-  
18          able Children in Developing Countries Act of 2005 (22  
19          U.S.C. 2152g), which shall be submitted to the appro-  
20          priate congressional committees and made publicly avail-  
21          able, a description of—

22                   “(1) the progress made toward integrating early  
23          childhood development interventions into relevant  
24          strategies and programs;

1           “(2) the efforts made by relevant Federal de-  
2           partments and agencies to implement subsection (c),  
3           with a particular focus on the activities described in  
4           such subsection;

5           “(3) the progress achieved during the reporting  
6           period toward meeting the goals, objectives, bench-  
7           marks, described in subsection (c); and

8           “(4) the progress achieved during the reporting  
9           period toward meeting the goals, objectives, bench-  
10          marks, and timeframes described in subsection (c) at  
11          the program level, along with specific challenges or  
12          gaps that may require shifts in targeting or financ-  
13          ing in the following fiscal year.

14          “(e) INTERAGENCY TASK FORCE.—The Special Advi-  
15          sor for Assistance to Orphans and Vulnerable Children  
16          should regularly convene an interagency task force, to co-  
17          ordinate—

18                 “(1) intergovernmental and interagency moni-  
19                 toring, evaluation, and reporting of the activities  
20                 carried out pursuant to this section;

21                 “(2) early childhood development initiatives  
22                 that include children with a variety of needs and cir-  
23                 cumstances; and

1           “(3) United States Government early childhood  
2           development programs, strategies, and partnerships  
3           across relevant Federal departments and agencies.”.

4 **SEC. 5. SPECIAL ADVISOR FOR ASSISTANCE TO ORPHANS**  
5 **AND VULNERABLE CHILDREN.**

6           Section 135(e)(2) of the Foreign Assistance Act of  
7 1961 (22 U.S.C. 2152f(e)(2)) is amended—

8           (1) by amending subparagraph (A) to read as  
9 follows:

10                   “(A) Coordinate assistance to orphans and  
11           other vulnerable children among the relevant  
12           Executive branch agencies and officials.”; and

13           (2) in subparagraph (B), by striking “the var-  
14           ious offices, bureaus, and field missions within the  
15           United States Agency for International Develop-  
16           ment” and inserting “the relevant Executive branch  
17           agencies and officials”.

18 **SEC. 6. RULE OF CONSTRUCTION.**

19           Nothing in the amendments made by this Act may  
20 be construed to restrict or abrogate any other authoriza-  
21 tion for United States Agency for International Develop-  
22 ment activities or programs.

