

Calendar No. _____

118TH CONGRESS
1ST SESSION**S. 847****[Report No. 118-_____]**

To establish the International Children with Disabilities Protection Program within the Department of State, and for other purposes.

IN THE SENATE OF THE UNITED STATES

MARCH 16, 2023

Mr. MENENDEZ (for himself, Mr. MORAN, Mr. DURBIN, Mrs. BLACKBURN, Mr. CARDIN, Mr. TILLIS, Mrs. SHAHEEN, Mr. KAINE, Ms. DUCKWORTH, Mr. MERKLEY, Mr. MURPHY, and Mr. COONS) introduced the following bill; which was read twice and referred to the Committee on Foreign Relations

_____ (legislative day, _____), _____

Reported by Mr. MENENDEZ, with an amendment

[Strike out all after the enacting clause and insert the part printed in *italie*]

A BILL

To establish the International Children with Disabilities Protection Program within the Department of State, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

1 **SECTION 1. SHORT TITLE.**

2 This Act may be cited as the “International Children
3 with Disabilities Protection Act of 2023”.

4 **SEC. 2. FINDINGS.**

5 Congress makes the following findings:

6 (1) According to the United Nations Children’s
7 Fund (UNICEF), there are at least 240,000,000
8 children and youth with disabilities in the world, in-
9 cluding approximately 53,000,000 children under
10 age 5.

11 (2) Families and children with disabilities to-
12 gether make up nearly 2,000,000,000 people, or 25
13 percent of the world’s population.

14 (3) Millions of children, particularly children
15 with intellectual and other developmental disabilities,
16 are placed in large or small residential institutions
17 and most of those children are left to grow up with-
18 out the love, support, and guidance of a family. The
19 vast majority of children placed in residential insti-
20 tutions have at least one living parent or have ex-
21 tended family, many of whom would keep their chil-
22 dren at home if they had the support and legal pro-
23 tections necessary to do so.

24 (4) As described in the 2013 world report pub-
25 lished by UNICEF, many parents who wish to keep
26 their children with disabilities feel that they have no

1 choice but to give up their child to a residential in-
2 stitution because of prejudice and stigma against
3 disability, the lack of support and protection that
4 families receive, and the fact that education and
5 community services are often inaccessible or inap-
6 propriate for children with disabilities.

7 (5) Extensive scientific research demonstrates
8 that placing children in residential institutions may
9 lead to psychological harm, increased developmental
10 disabilities, stunted growth, rapid spread of infec-
11 tious diseases, and high rates of mortality.

12 (6) Leading child protection organizations have
13 documented that children and adolescents raised
14 without families in residential institutions face high
15 risk of violence, trafficking for forced labor or the
16 sex industry, forced abortion or sterilization, and
17 criminal detention.

18 (7) The danger of family breakup and institu-
19 tionalization has grown enormously as a result of the
20 COVID-19 pandemic. According to a study pub-
21 lished in *The Lancet*, as of September 2022, a min-
22 imum of 10,500,000 children globally have lost a
23 parent or co-residing caregiver to COVID-19 and
24 are now at increased risk of placement in a residen-
25 tial institution.

1 (8) The disability rights movement in the
2 United States has been a world leader and an inspi-
3 ration to the growth of a global disability rights
4 movement. The United States has many models of
5 practice that could be shared with countries around
6 the world to support laws, policies, and services to
7 promote the full inclusion of children with disabil-
8 ities in families around the world.

9 (9) The Advancing Protection and Care for
10 Children in Adversity strategy of the United States
11 Government (APCCA) and the Global Child Thrive
12 Act of 2020 (subtitle I of title XII of division A of
13 Public Law 116–283; 134 Stat. 3985) commit the
14 United States Government to investing in the devel-
15 opment, care, dignity, and safety of vulnerable chil-
16 dren and their families around the world, including
17 efforts to keep children with their families and re-
18 duce placement of children in residential institutions.

19 **SEC. 3. SENSE OF CONGRESS.**

20 It is the sense of Congress that—

21 (1) stigma and discrimination against children
22 with disabilities, particularly intellectual and other
23 developmental disabilities, and lack of support for
24 community inclusion have left people with disabilities

1 and their families economically and socially
2 marginalized;

3 ~~(2)~~ organizations of persons with disabilities
4 and family members of persons with disabilities are
5 often too small to apply for or obtain funds from do-
6 mestic or international sources or ineligible to re-
7 ceive funds from such sources;

8 ~~(3)~~ as a result of the factors described in para-
9 graphs ~~(1)~~ and ~~(2)~~, key stakeholders have often been
10 left out of public policymaking on matters that af-
11 fect children with disabilities; and

12 ~~(4)~~ financial support, technical assistance, and
13 active engagement of people with disabilities and
14 their families is needed to ensure the development of
15 effective policies that protect families, ensure the full
16 inclusion in society of children with disabilities, and
17 promote the transition of children with disabilities to
18 independent living as adults.

19 **SEC. 4. DEFINITIONS.**

20 In this Act:

21 ~~(1)~~ DEPARTMENT.—The term “Department”
22 means the Department of State.

23 ~~(2)~~ FAMILY.—The term “family” includes mar-
24 ried and unmarried parents, single parents, adoptive

1 families; kinship care; extended family; and foster
2 care.

3 ~~(3) ORGANIZATION OF PERSONS WITH DISABIL-~~
4 ~~ITIES.—The term “organization of persons with dis-~~
5 ~~abilities” means a nongovernmental civil society or-~~
6 ~~ganization with staff leadership and a board of di-~~
7 ~~rectors the majority of which consists of—~~

8 (A) people with disabilities;

9 (B) individuals who were formerly placed
10 in a residential institution; or

11 (C) family members of children or youth
12 with disabilities.

13 ~~(4) RESIDENTIAL INSTITUTION.—The term~~
14 ~~“residential institution”—~~

15 (A) means a facility where children live in
16 a collective arrangement that is not family-
17 based and that—

18 (i) may be public or privately man-
19 aged and staffed;

20 (ii) may be small or large; and

21 (iii) may or may not be designated for
22 children with disabilities; and

23 (B) includes an orphanage; a children’s in-
24 stitution; a group home; an infant home; a chil-
25 dren’s village or cottage complex; a boarding

1 school used primarily for care, and any other
2 residential setting for children.

3 **SEC. 5. STATEMENT OF POLICY.**

4 It is the policy of the United States to—

5 (1) assist countries abroad in creating rights
6 protection programs for people with disabilities and
7 developing policies and social supports to ensure that
8 children with disabilities can grow up as members of
9 families and make the transition to independent liv-
10 ing as adults;

11 (2) promote the development of advocacy skills
12 and leadership abilities of people with disabilities
13 and family members of children and youth with dis-
14 abilities so that such individuals can effectively par-
15 ticipate in their local, regional, and national govern-
16 ments to promote policy reforms and programs to
17 support full inclusion in families of children with dis-
18 abilities;

19 (3) promote the development of laws and poli-
20 cies that—

21 (A) strengthen families and protect against
22 the unnecessary institutionalization of children
23 with disabilities; and

24 (B) create opportunities for youth with dis-
25 abilities to receive the resources and support

1 needed to achieve their full potential and transi-
2 tion to independent living as adults;

3 (4) promote participation by different groups of
4 people with disabilities and their families in advo-
5 cating for disability rights and reforms to legal
6 frameworks; and

7 (5) promote the sustainable action needed to
8 bring about changes in law, policy, and programs to
9 ensure full family inclusion of children with disabil-
10 ities and the transition of children with disabilities
11 to independent living as adults.

12 **SEC. 6. INTERNATIONAL CHILDREN WITH DISABILITIES**
13 **PROTECTION PROGRAM AND CAPACITY**
14 **BUILDING.**

15 (a) INTERNATIONAL CHILDREN WITH DISABILITIES
16 PROTECTION PROGRAM.—

17 (1) ESTABLISHMENT OF PROGRAM.—There is
18 established within the Bureau of Democracy,
19 Human Rights, and Labor of the Department a
20 grant and capacity-building program to be known as
21 the “International Children with Disabilities Protec-
22 tion Program” (in this section referred to as the
23 “Program”).

24 (2) PURPOSE.—The purpose of the Program is
25 to assist organizations of persons with disabilities

1 and family members of children with disabilities in
2 communicating about and advocating for policies
3 that ensure the family inclusion and transition to
4 independent living of children with disabilities to ad-
5 vance the policy described in section 5.

6 ~~(3) CRITERIA.—~~The Secretary of State, in con-
7 sultation with leading civil society groups with exper-
8 tise in global disability rights, shall establish criteria
9 for—

10 ~~(A)~~ applications for grants awarded under
11 paragraph (4); and

12 ~~(B)~~ the selection of—

13 ~~(i)~~ the countries or regions targeted
14 under the Program;

15 ~~(ii)~~ priority activities funded through
16 grants awarded under paragraph (4); and

17 ~~(iii)~~ capacity-building needs of recipi-
18 ents of grants awarded under paragraph
19 (4).

20 ~~(4) DISABILITY INCLUSION GRANTS.—~~

21 ~~(A) IN GENERAL.—~~The Secretary of State
22 may award grants to eligible implementing
23 partners to administer grant amounts directly
24 or through subgrants.

1 (B) ELIGIBLE IMPLEMENTING PART-
2 NERS.—For purposes of this paragraph, an eli-
3 gible implementing partner is a nongovern-
4 mental organization or other civil society orga-
5 nization that—

6 (i) has the capacity to administer
7 grant amounts—

8 (I) directly; or

9 (II) through subgrants that can
10 be effectively used by emerging new
11 organizations of persons with disabil-
12 ities; and

13 (ii) has expertise in disability rights.

14 (C) PRIORITY.—The Secretary of State
15 shall prioritize awarding grants under this
16 paragraph to eligible implementing partners
17 with experience operating or administering sub-
18 grants in countries for which the Assistant Sec-
19 retary of State for Democracy, Human Rights,
20 and Labor, in consultation with the United
21 States Government Special Adviser and Senior
22 Coordinator for the Administrator of the United
23 States Agency for International Development
24 on Children in Adversity, has determined that

1 there are significant populations of children liv-
2 ing in residential institutions.

3 (D) SUBGRANTS.—An eligible imple-
4 menting partner that receives a grant under
5 this paragraph should seek to—

6 (i) provide not less than 50 percent of
7 the grant amount through subgrants to
8 local organizations of persons with disabili-
9 ties and other nongovernmental organiza-
10 tions working in country to advance the
11 policy described in section 5; and

12 (ii) provide, of any amount distributed
13 pursuant to clause (i)—

14 (I) 75 percent to organizations of
15 persons with disabilities; and

16 (II) 25 percent to other non-
17 governmental organizations.

18 (b) CAPACITY-BUILDING PROGRAMS.—The Secretary
19 of State is authorized to provide funds to nongovernmental
20 organizations with expertise in capacity building and tech-
21 nical assistance to develop capacity-building programs
22 to—

23 (1) develop disability leaders, legislators, policy-
24 makers, and service providers to plan and implement

1 programs to advance the policy described in section
2 5;

3 (2) build the advocacy capacity and knowledge
4 of successful models of rights enforcement, family
5 support, and disability inclusion among disability,
6 youth, and allied civil society advocates, attorneys,
7 and professionals to advance the policy described in
8 section 5;

9 (3) create online programs to train policy-
10 makers, activists, and other individuals on successful
11 models of reform, services, and rights protection to
12 ensure that children with disabilities can live and
13 grow up with families and become full participants
14 in society, which—

15 (A) are available globally;

16 (B) offer low-cost or no-cost training ac-
17 cessible to persons with disabilities, family
18 members of such persons, and other individuals
19 with potential to offer future leadership in the
20 advancement of the goals of family inclusion,
21 transition to independent living as adults, and
22 rights protection for children with disabilities;
23 and

24 (C) should be targeted to government pol-
25 icymakers, disability activists, and other poten-

1 tial allies and supporters among civil society
2 groups; and

3 (4) create study tours so activists and policy-
4 makers from abroad can observe and better under-
5 stand the operation of successful models of family
6 and community inclusion and rights advocacy, in-
7 cluding exposing such activists and policymakers to
8 models of good practice in the United States.

9 (c) AUTHORIZATION OF APPROPRIATIONS.—

10 (1) IN GENERAL.—There are authorized to be
11 appropriated to carry out this section amounts as
12 follows:

13 (A) \$2,000,000 for fiscal year 2024.

14 (B) \$10,000,000 for each of fiscal years
15 2025 through 2029.

16 (2) CAPACITY-BUILDING AND TECHNICAL AS-
17 SISTANCE PROGRAMS.—Of the amounts authorized
18 to be appropriated by paragraph (1), not less than
19 \$1,000,000 for fiscal year 2024 and not less than
20 \$3,000,000 for each of fiscal years 2025 through
21 2029 are authorized to be available for capacity-
22 building and technical assistance programs to sup-
23 port disability rights leadership and to train and en-
24 gage policymakers, professionals, and allies in civil
25 society organizations in foreign countries.

1 **SEC. 7. BRIEFINGS AND REPORTS ON IMPLEMENTATION.**

2 (a) ANNUAL BRIEFING REQUIRED.—

3 (1) IN GENERAL.—Not less frequently than an-
4 nually through fiscal year 2029, the Secretary of
5 State shall submit to the Committee on Health,
6 Education, Labor, and Pensions, the Committee on
7 Foreign Relations, and the Committee on Appropria-
8 tions of the Senate a briefing on—

9 (A) the programs and activities carried out
10 to advance the policy described in section 5;
11 and

12 (B) any broader work of the Department
13 in advancing that policy.

14 (2) ELEMENTS.—Each briefing required by
15 paragraph (1) shall include, with respect to each
16 program carried out under section 6—

17 (A) the rationale for the country and pro-
18 gram selection;

19 (B) the goals and objectives of the pro-
20 gram, and the kinds of participants in the ac-
21 tivities and programs supported;

22 (C) a description of the types of technical
23 assistance and capacity building provided; and

24 (D) an identification of any gaps in fund-
25 ing or support needed to ensure full participa-
26 tion of organizations of persons with disabilities

1 or inclusion of children with disabilities in the
2 program.

3 (b) ~~REPORTS REQUIRED.~~—

4 (1) ~~IN GENERAL.~~—Not less frequently than
5 once every 3 years through fiscal year 2029, the
6 Secretary of State shall submit to the Committee on
7 Health, Education, Labor, and Pensions, the Com-
8 mittee on Foreign Relations, and the Committee on
9 Appropriations of the Senate a report on the mat-
10 ters described in subsection (a)(1).

11 (2) ~~ELEMENTS.~~—Each report required by para-
12 graph (1) shall include the elements described in
13 subsection (a)(2).

14 (3) ~~CONSULTATION.~~—In preparing each report
15 required by paragraph (1), the Secretary of State
16 shall consult with organizations of persons with dis-
17 abilities.

18 **SEC. 8. PROMOTING INTERNATIONAL PROTECTION AND**
19 **ADVOCACY FOR CHILDREN WITH DISABIL-**
20 **ITIES.**

21 (a) ~~SENSE OF CONGRESS ON PROGRAMMING AND~~
22 ~~PROGRAMS.~~—It is the sense of Congress that—

23 (1) all programming of the Department and the
24 United States Agency for International Development
25 related to childcare reform, improvement of health

1 care systems, primary and secondary education, dis-
2 ability rights, and human rights should seek to be
3 consistent with the policy described in section 5; and

4 (2) programs of the Department and the
5 United States Agency for International Development
6 related to children, health care, and education—

7 (A) should—

8 (i) engage organizations of persons
9 with disabilities in policymaking and pro-
10 gram implementation; and

11 (ii) support full inclusion of children
12 with disabilities in families; and

13 (B) should aim to avoid support for resi-
14 dential institutions for children with disabilities
15 except in situations of conflict or emergency in
16 a manner that protects family connections as
17 described in subsection (b).

18 (b) SENSE OF CONGRESS ON CONFLICT AND EMER-
19 GENCIES.—It is the sense of Congress that—

20 (1) programs of the Department and the
21 United States Agency for International Development
22 serving children in situations of conflict or emer-
23 gency, among displaced or refugee populations, or in
24 natural disasters should seek to ensure that children

1 with and without disabilities can maintain family
2 ties; and

3 ~~(2) in situations of emergency, if children are~~
4 ~~separated from parents or have no family, every ef-~~
5 ~~fort should be made to ensure that children are~~
6 ~~placed with extended family, in kinship care, or in~~
7 ~~a substitute family.~~

8 **SECTION 1. SHORT TITLE.**

9 *This Act may be cited as the “International Children*
10 *with Disabilities Protection Act of 2023”.*

11 **SEC. 2. SENSE OF CONGRESS.**

12 *It is the sense of Congress that—*

13 *(1) stigma and discrimination against children*
14 *with disabilities, particularly intellectual and other*
15 *developmental disabilities, and lack of support for*
16 *community inclusion have left people with disabilities*
17 *and their families economically and socially*
18 *marginalized;*

19 *(2) organizations of persons with disabilities and*
20 *family members of persons with disabilities are often*
21 *too small to apply for or obtain funds from domestic*
22 *or international sources or ineligible to receive funds*
23 *from such sources;*

24 *(3) as a result of the factors described in para-*
25 *graphs (1) and (2), key stakeholders have often been*

1 *left out of public policymaking on matters that affect*
2 *children with disabilities; and*

3 (4) *financial support, technical assistance, and*
4 *active engagement of persons with disabilities and*
5 *their families is needed to ensure the development of*
6 *effective policies that protect families, ensure the full*
7 *inclusion in society of children with disabilities, and*
8 *promote the ability of persons with disabilities to live*
9 *in the community with choices equal to others.*

10 **SEC. 3. DEFINITIONS.**

11 *In this Act:*

12 (1) *DEPARTMENT.*—*The term “Department”*
13 *means the Department of State.*

14 (2) *ELIGIBLE IMPLEMENTING PARTNER.*—*The*
15 *term “eligible implementing partner” means a non-*
16 *governmental organization or other civil society orga-*
17 *nization that—*

18 (A) *has the capacity to administer grants*
19 *directly or through subgrants that can be effec-*
20 *tively used by local organizations of persons with*
21 *disabilities; and*

22 (B) *has international expertise in the rights*
23 *of persons with disabilities, including children*
24 *with disabilities and their families.*

1 (3) *ORGANIZATION OF PERSONS WITH DISABIL-*
2 *ITIES.—The term “organization of persons with dis-*
3 *abilities” means a nongovernmental civil society or-*
4 *ganization run by and for persons with disabilities*
5 *and families of children with disabilities.*

6 **SEC. 4. STATEMENT OF POLICY.**

7 *It is the policy of the United States to—*

8 (1) *assist partner countries in developing poli-*
9 *cies and programs that recognize, support, and pro-*
10 *tect the civil and political rights of and enjoyment of*
11 *fundamental freedoms by persons with disabilities, in-*
12 *cluding children, such that the latter may grow and*
13 *thrive in supportive family environments and make*
14 *the transition to independent living as adults;*

15 (2) *promote the development of advocacy and*
16 *leadership skills among persons with disabilities and*
17 *their families in a manner that enables effective civic*
18 *engagement, including at the local, national, and re-*
19 *gional levels, and promote policy reforms and pro-*
20 *grams that support full economic and civic inclusion*
21 *of persons with disabilities and their families;*

22 (3) *promote the development of laws and policies*
23 *that—*

1 (A) *strengthen families and protect against*
2 *the unnecessary institutionalization of children*
3 *with disabilities; and*

4 (B) *create opportunities for children and*
5 *youth with disabilities to access the resources*
6 *and support needed to achieve their full potential*
7 *to live independently in the community with*
8 *choices equal to others;*

9 (4) *promote the participation of persons with*
10 *disabilities and their families in advocacy efforts and*
11 *legal frameworks to recognize, support, and protect*
12 *the civil and political rights of and enjoyment of fun-*
13 *damental freedoms by persons with disabilities; and*

14 (5) *promote the sustainable action needed to*
15 *bring about changes in law, policy, and programs to*
16 *ensure full family inclusion of children with disabili-*
17 *ties and the transition of children with disabilities to*
18 *independent living as adults.*

19 **SEC. 5. INTERNATIONAL CHILDREN WITH DISABILITIES**
20 **PROTECTION PROGRAM AND CAPACITY**
21 **BUILDING.**

22 (a) *INTERNATIONAL CHILDREN WITH DISABILITIES*
23 *PROTECTION PROGRAM.—*

24 (1) *IN GENERAL.—There is authorized to be es-*
25 *tablished within the Department of State a program*

1 to be known as the “International Children with Dis-
2 abilities Protection Program” (in this section referred
3 to as the “Program”) to carry out the policy described
4 in section 4.

5 (2) *CRITERIA.*—In carrying out the Program
6 under this section, the Secretary of State, in consulta-
7 tion with leading civil society groups with expertise
8 in the protection of civil and political rights of and
9 enjoyment of fundamental freedoms by persons with
10 disabilities, may establish criteria for priority activi-
11 ties under the Program in selected countries.

12 (3) *DISABILITY INCLUSION GRANTS.*—The Sec-
13 retary of State may award grants to eligible imple-
14 menting partners to administer grant amounts di-
15 rectly or through subgrants.

16 (4) *SUBGRANTS.*—An eligible implementing
17 partner that receives a grant under paragraph (3)
18 should provide subgrants and, in doing so, shall
19 prioritize local organizations of persons with disabili-
20 ties working within a focus country or region to ad-
21 vance the policy described in section 4.

22 (b) *AUTHORIZATION OF APPROPRIATIONS.*—

23 (1) *IN GENERAL.*—Of funds made available in
24 fiscal years 2024 through 2029 to carry out the pur-
25 poses of the Foreign Assistance Act of 1961 (22 U.S.C.

1 *2151 et seq), there are authorized to be appropriated*
2 *to carry out this Act amounts as follows:*

3 *(A) \$2,000,000 for fiscal year 2024.*

4 *(B) \$5,000,000 for each of fiscal years 2025*
5 *through 2029.*

6 *(2) CAPACITY-BUILDING AND TECHNICAL ASSIST-*
7 *ANCE PROGRAMS.—Of the amounts authorized to be*
8 *appropriated by paragraph (1), not less than*
9 *\$1,000,000 for each of fiscal years 2024 through 2029*
10 *should be available for capacity-building and tech-*
11 *nical assistance programs to—*

12 *(A) develop the leadership skills of persons*
13 *with disabilities, legislators, policymakers, and*
14 *service providers in the planning and implemen-*
15 *tation of programs to advance the policy de-*
16 *scribed in section 4;*

17 *(B) increase awareness of successful models*
18 *of the promotion of civil and political rights and*
19 *fundamental freedoms, family support, and eco-*
20 *nomie and civic inclusion among organizations*
21 *of persons with disabilities and allied civil soci-*
22 *ety advocates, attorneys, and professionals to ad-*
23 *vance the policy described in section 4; and*

24 *(C) create online programs to train policy-*
25 *makers, advocates, and other individuals on suc-*

1 *cessful models to advance reforms, services, and*
2 *protection measures that enable children with*
3 *disabilities to live within supportive family envi-*
4 *ronments and become full participants in soci-*
5 *ety, which—*

6 *(i) are available globally;*

7 *(ii) offer low-cost or no-cost training*
8 *accessible to persons with disabilities, fam-*
9 *ily members of such persons, and other indi-*
10 *viduals with potential to offer future leader-*
11 *ship in the advancement of the goals of fam-*
12 *ily inclusion, transition to independent liv-*
13 *ing as adults, and protection measures for*
14 *children with disabilities; and*

15 *(iii) should be targeted to government*
16 *policymakers, advocates, and other potential*
17 *allies and supporters among civil society*
18 *groups.*

19 **SEC. 6. ANNUAL REPORT ON IMPLEMENTATION.**

20 *(a) ANNUAL REPORT REQUIRED.—*

21 *(1) IN GENERAL.—Not less frequently than an-*
22 *nually through fiscal year 2029, the Secretary of*
23 *State shall submit to the Committee on Foreign Rela-*
24 *tions and the Committee on Appropriations of the*
25 *Senate and the Committee on Foreign Affairs and the*

1 *Committee on Appropriations of the House of Rep-*
2 *resentatives a report on—*

3 *(A) the programs and activities carried out*
4 *to advance the policy described in section 4; and*

5 *(B) any broader work of the Department in*
6 *advancing that policy.*

7 *(2) ELEMENTS.—Each report required by para-*
8 *graph (1) shall include, with respect to each program*
9 *carried out under section 5—*

10 *(A) the rationale for the country and pro-*
11 *gram selection;*

12 *(B) the goals and objectives of the program,*
13 *and the kinds of participants in the activities*
14 *and programs supported;*

15 *(C) a description of the types of technical*
16 *assistance and capacity building provided; and*

17 *(D) an identification of any gaps in fund-*
18 *ing or support needed to ensure full participa-*
19 *tion of organizations of persons with disabilities*
20 *or inclusion of children with disabilities in the*
21 *program.*

22 *(3) CONSULTATION.—In preparing each report*
23 *required by paragraph (1), the Secretary of State*
24 *shall consult with organizations of persons with dis-*
25 *abilities.*

1 **SEC. 7. PROMOTING INTERNATIONAL PROTECTION AND AD-**
2 **VOCACY FOR CHILDREN WITH DISABILITIES.**

3 (a) *SENSE OF CONGRESS ON PROGRAMMING AND PRO-*
4 *GRAMS.—It is the sense of Congress that—*

5 (1) *all programming of the Department and the*
6 *United States Agency for International Development*
7 *related to health systems strengthening, primary and*
8 *secondary education, and the protection of civil and*
9 *political rights of persons with disabilities should seek*
10 *to be consistent with the policy described in section 4;*
11 *and*

12 (2) *programs of the Department and the United*
13 *States Agency for International Development related*
14 *to children, global health, and education—*

15 (A) *should—*

16 (i) *engage organizations of persons*
17 *with disabilities in policymaking and pro-*
18 *gram implementation; and*

19 (ii) *support full inclusion of children*
20 *with disabilities in families; and*

21 (B) *should aim to avoid support for resi-*
22 *dential institutions for children with disabilities*
23 *except in situations of conflict or emergency in*
24 *a manner that protects family connections as de-*
25 *scribed in subsection (b).*

1 **(b) SENSE OF CONGRESS ON CONFLICT AND EMER-**
2 **GENCIES.**—*It is the sense of Congress that—*

3 *(1) programs of the Department and the United*
4 *States Agency for International Development serving*
5 *children in situations of conflict or emergency, among*
6 *displaced or refugee populations, or in natural disas-*
7 *ters should seek to ensure that children with and*
8 *without disabilities can maintain family ties; and*

9 *(2) in situations of emergency, if children are*
10 *separated from parents or have no family, every effort*
11 *should be made to ensure that children are placed*
12 *with extended family, in kinship care, or in an adop-*
13 *tive or foster family.*