

115TH CONGRESS
1ST SESSION

S. CON. RES. 24

Providing for a correction in the enrollment of H.R. 601.

IN THE SENATE OF THE UNITED STATES

SEPTEMBER 7, 2017

Mr. McCONNELL submitted the following concurrent resolution; which was considered and agreed to

CONCURRENT RESOLUTION

Providing for a correction in the enrollment of H.R. 601.

1 *Resolved by the Senate (the House of Representatives*
2 *concurring),*

3 That in the enrollment of the bill H.R. 601, the Clerk
4 of the House of Representatives shall make the following
5 corrections:

6 (1) *Amend the long title so as to read: “Making*
7 continuing appropriations for the fiscal year ending
8 September 30, 2018, and for other purposes”.

9 (2) *Insert before the first section 1 immediately*
10 *following the enacting clause the following:*

1 **SECTION 1. SHORT TITLE.**

2 This Act may be cited as the “Continuing Appropria-
3 tions Act, 2018 and Supplemental Appropriations for Dis-
4 aster Relief Requirements Act, 2017”.

5 **SEC. 2. TABLE OF CONTENTS.**

6 The table of contents for this Act is as follows:

Sec. 1. Short title.

Sec. 2. Table of contents.

Sec. 3. References.

DIVISION A—REINFORCING EDUCATION ACCOUNTABILITY IN
DEVELOPMENT ACT

DIVISION B—SUPPLEMENTAL APPROPRIATIONS FOR DISASTER
RELIEF REQUIREMENTS ACT, 2017

DIVISION C—TEMPORARY EXTENSION OF PUBLIC DEBT RELIEF

DIVISION D—CONTINUING APPROPRIATIONS ACT, 2018

7 **SEC. 3. REFERENCES.**

8 Except as expressly provided otherwise, any reference
9 to “this Act” contained in any division of this Act shall
10 be treated as referring only to the provisions of that divi-
11 sion.

12 **DIVISION A—REINFORCING EDU-
13 CATION ACCOUNTABILITY IN
14 DEVELOPMENT ACT**

15

16 *(3) In section 3, strike subparagraph (B) of sec-*
17 *tion 105(c)(4) of the Foreign Assistance Act of 1961,*
18 *as added by such section 3, and all that follows*
19 *through the end of such section 3, and insert the fol-*
20 *lowing:*

1 “(B) such assistance can produce a sub-
2 stantial, measurable impact on children and
3 educational systems; and

4 “(C) there is the greatest opportunity to
5 reduce childhood and adolescence exposure to or
6 engagement in violent extremism or extremist
7 ideologies.”.

8 *(4) Insert after section 3 the following:*

9 **SEC. 4. COMPREHENSIVE INTEGRATED UNITED STATES**
10 **STRATEGY TO PROMOTE BASIC EDUCATION.**

11 (a) **STRATEGY REQUIRED.**—Not later than one year
12 after the date of the enactment of this Act, the President
13 shall submit to the appropriate congressional committees
14 a comprehensive United States strategy to be carried out
15 during the following five fiscal years to promote quality
16 basic education in partner countries by—

17 (1) seeking to equitably expand access to basic
18 education for all children, particularly marginalized
19 children and vulnerable groups; and

20 (2) measurably improving the quality of basic
21 education and learning outcomes.

22 (b) **REQUIREMENT TO CONSULT.**—In developing the
23 strategy required under subsection (a), the President shall
24 consult with—

25 (1) the appropriate congressional committees;

1 (2) relevant Executive branch agencies and offi-
2 cials;

3 (3) partner country governments; and

4 (4) local and international nongovernmental or-
5 ganizations, including faith-based organizations and
6 organizations representing students, teachers, and
7 parents, and other development partners engaged in
8 basic education assistance programs in developing
9 countries.

10 (c) PUBLIC COMMENT.—The President shall provide
11 an opportunity for public comment on the strategy re-
12 quired under subsection (a).

13 (d) ELEMENTS.—The strategy required under sub-
14 section (a)—

15 (1) shall be developed and implemented con-
16 sistent with the principles set forth in section 105(c)
17 of the Foreign Assistance Act of 1961, as added by
18 section 3; and

19 (2) shall seek—

20 (A) to prioritize assistance provided under
21 this subsection to countries that are partners of
22 the United States and whose populations are
23 most in need of improved basic education, as
24 determined by indicators such as literacy and
25 numeracy rates;

1 (B) to build the capacity of relevant actors
2 in partner countries, including in government
3 and in civil society, to develop and implement
4 national education plans that measurably im-
5 prove basic education;

6 (C) to identify and replicate successful
7 interventions that improve access to and quality
8 of basic education in conflict settings and in
9 partner countries;

10 (D) to project general levels of resources
11 needed to achieve stated program objectives;

12 (E) to develop means to track implementa-
13 tion in partner countries and ensure that such
14 countries are expending appropriate domestic
15 resources and instituting any relevant legal,
16 regulatory, or institutional reforms needed to
17 achieve stated program objectives;

18 (F) to leverage United States capabilities,
19 including through technical assistance, training,
20 and research; and

21 (G) to improve coordination and reduce
22 duplication among relevant Executive branch
23 agencies and officials, other donors, multilateral
24 institutions, nongovernmental organizations,
25 and governments in partner countries.

1 **SEC. 5. IMPROVING COORDINATION AND OVERSIGHT.**

2 (a) SENIOR COORDINATOR OF UNITED STATES
3 INTERNATIONAL BASIC EDUCATION ASSISTANCE.—There
4 is established within the United States Agency for Inter-
5 national Development a Senior Coordinator of United
6 States International Basic Education Assistance (referred
7 to in this section as the “Senior Coordinator”). The Senior
8 Coordinator shall be appointed by the President, shall be
9 a current USAID employee serving in a career or non-
10 career position in the Senior Executive Service or at the
11 level of a Deputy Assistant Administrator or higher, and
12 shall serve concurrently as the Senior Coordinator.

13 (b) DUTIES.—

14 (1) IN GENERAL.—The Senior Coordinator
15 shall have primary responsibility for the oversight
16 and coordination of all resources and activities of the
17 United States Government relating to the promotion
18 of international basic education programs and activi-
19 ties.

20 (2) SPECIFIC DUTIES.—The Senior Coordinator
21 shall—

22 (A) facilitate program and policy coordina-
23 tion of international basic education programs
24 and activities among relevant Executive branch
25 agencies and officials, partner governments,

1 multilateral institutions, the private sector, and
2 nongovernmental and civil society organizations;

3 (B) develop and revise the strategy re-
4 quired under section 4;

5 (C) monitor, evaluate, and report on activi-
6 ties undertaken pursuant to the strategy re-
7 quired under section 4; and

8 (D) establish due diligence criteria for all
9 recipients of funds provided by the United
10 States to carry out activities under this Act and
11 the amendments made by this Act.

12 (c) OFFSET.—In order to eliminate duplication of ef-
13 fort and activities and to offset any costs incurred by the
14 United States Agency for International Development in
15 appointing the Senior Coordinator under subsection (a),
16 the President shall, after consulting with appropriate con-
17 gressional committees, eliminate a position within the
18 United States Agency for International Development (un-
19 less otherwise authorized or required by law) that the
20 President determines to be necessary to fully offset such
21 costs and eliminate duplication.

22 **SEC. 6. MONITORING AND EVALUATION OF PROGRAMS.**

23 The President shall seek to ensure that programs car-
24 ried out under the strategy required under section 4
25 shall—

1 (1) apply rigorous monitoring and evaluation
2 methodologies to determine if programs and activi-
3 ties provided under this subsection accomplish meas-
4 urable improvements in literacy, numeracy, or other
5 basic skills development that prepare an individual
6 to be an active, productive member of society and
7 the workforce;

8 (2) include methodological guidance in the im-
9 plementation plan and support systemic data collec-
10 tion using internationally comparable indicators,
11 norms, and methodologies, to the extent practicable
12 and appropriate;

13 (3) disaggregate all data collected and reported
14 by age, gender, marital status, disability, and loca-
15 tion, to the extent practicable and appropriate;

16 (4) include funding for both short- and long-
17 term monitoring and evaluation to enable assess-
18 ment of the sustainability and scalability of assist-
19 ance programs; and

20 (5) support the increased use and public avail-
21 ability of education data for improved decision mak-
22 ing, program effectiveness, and monitoring of global
23 progress.

1 **SEC. 7. TRANSPARENCY AND REPORTING TO CONGRESS.**

2 (a) ANNUAL REPORT ON THE IMPLEMENTATION OF
3 STRATEGY.—Not later than 180 days after the end of
4 each fiscal year during which the strategy developed pur-
5 suant to section 4(a) is carried out, the President shall—

6 (1) submit a report to the appropriate congress-
7 sional committees that describes the implementation
8 of such strategy; and

9 (2) make the report described in paragraph (1)
10 available to the public.

11 (b) MATTERS TO BE INCLUDED.—The report re-
12 quired under subsection (a) shall include—

13 (1) a description of the efforts made by relevant
14 Executive branch agencies and officials to implement
15 the strategy developed pursuant to section 4, with a
16 particular focus on the activities carried out under
17 the strategy;

18 (2) a description of the extent to which each
19 partner country selected to receive assistance for
20 basic education meets the priority criteria specified
21 in section 105(c) of the Foreign Assistance Act, as
22 added by section 3; and

23 (3) a description of the progress achieved over
24 the reporting period toward meeting the goals, objec-
25 tives, benchmarks, and timeframes specified in the
26 strategy developed pursuant to section 4 at the pro-

1 gram level, as developed pursuant to monitoring and
2 evaluation specified in section 6, with particular em-
3 phasis on whether there are demonstrable student
4 improvements in literacy, numeracy, or other basic
5 skills development that prepare an individual to be
6 an active, productive member of society and the
7 workforce.

8 *(5) In division B, under the heading “DISASTER*
9 *RELIEF FUND”, strike the first “Provided further”*
10 *and insert “Provided”.*

11 *(6) In section 101(c)(1) of division C, strike*
12 *“under section 101(a)” and insert “under section*
13 *101(b)(1)”.*

14 *(7) Strike the final section 4 and all that follows*
15 *through the end.*

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