

Children, Communities & a Better Future

501c3 Non-Profit - EIN: 83-1473076

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MARIE MAXEY FOUNDATION

HELPING HISPANIC YOUTH GAIN ACCESS TO A BETTER EDUCATION



Better Education for a Better Future

<http://www.maxeys.org>

What we believe.

- All children should have access to high quality education.
- Poor education outcomes is linked to expanding cycles of poverty and violence which in turn is linked to increased out migration.
- Communities must come together to support better education outcomes to address poverty and violence.

Impact of High Quality Education

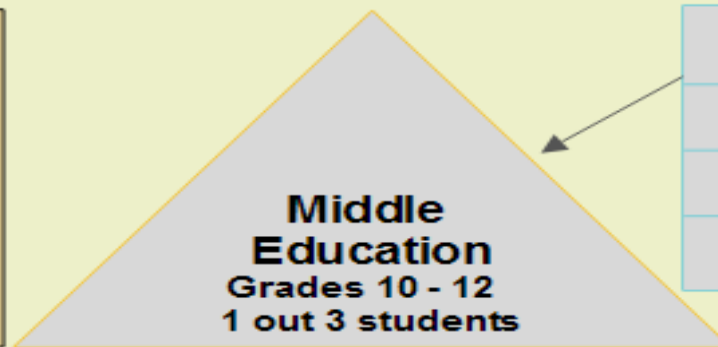
- High quality education strengthens human capital and increases workforce productivity.
- Greater productivity enhances Foreign Direct Investment and promotes economic development.
- Increased economic development helps promotes political stability, social equity and decreased violence.

It all starts in the Northern Triangle.

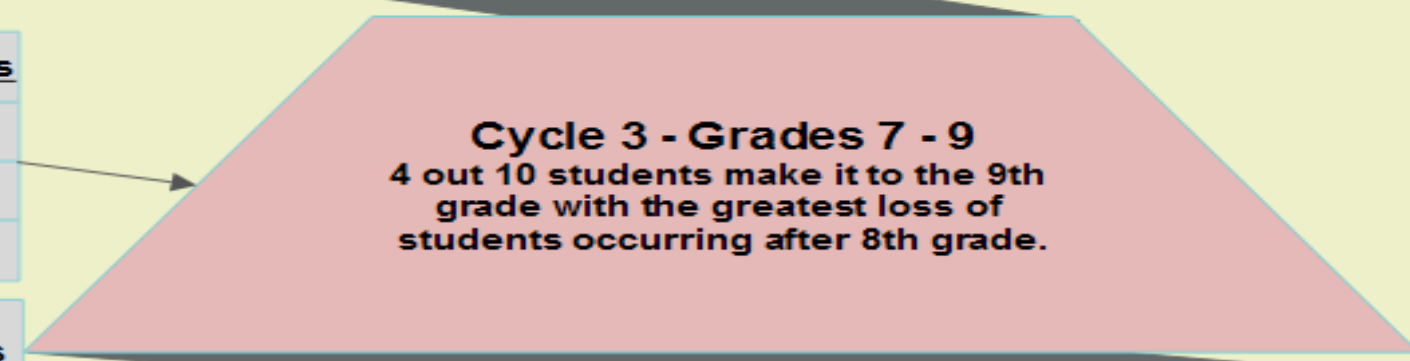
- Poor education outcomes in the Northern Triangle and US Destination Communities.
- High unemployment and hopelessness in the Northern Triangle.
- Lack of private investment in the Northern Triangle.

Education Efficiency Pyramid Honduras 2003 - 2014

Source: Informe de Progreso Educativo de Honduras Año 2017
Fundación para la Educación Ricardo Ernesto Maduro Andreu (FEREMA)



Year	Grade	No. of Students	% Access
2014	12th	89,682	30%
2013	11th	105,352	36%
2012	10th	105,893	36%



According to the Informe Nacional de Rendimiento Académico 2015 for Honduras, page 40, graph no. 1 & no. 2, only 38% of 6th graders were proficient in Spanish reading and only 7% in math.

Year	Grade	No. of Students	% Access
2011	9th	118,998	41%
2010	8th	139,295	48%
2009	7th	151,459	52%

Year	Grade	No. of Students	% Access
2008	6th	159,159	55%
2007	5th	175,961	60%
2006	4th	195,008	67%
2005	3rd	206,372	71%
2004	2nd	239,925	82%
2003	1st	290,776	100%
2002	Pre-Basic	74,456	

Cycle 1 & 2 - Grades 1 - 6
5 out of 10 students make it to 6th grade

Basic Education is comprised of 3 cycles: No.1 - Ages 6 - 8 for Grades 1 - 3 - study basic subjects and are automatically promoted through the levels. At the end of the third year, standardized tests are given and are retained or promoted to the second cycle. No. 2 - Ages 9-11 for Grades 4 - 6 - this is a "diversification of subjects" (math, natural science, social science, technology and foreign language) at the end of the cycle standardized tests are given and students are retained or promoted. No. 3 - Ages 12 - 14 and Grades 7 - 9 - this high school (Colegio) level with students dividing into academic or vocational tracks. Typically, students from rural areas commute to urban areas to study since colegios are primarily in urban areas. Middle School education (educación media) - Ages 15 - 17 - Grades 10 - 12 - Two education tracks -- science high school and professional technical school providing, on the basis of standardized tests, either a "Bachelors" (high school diploma) or a Professional Technical License.

Source: InnovATE Country Study: The Agricultural Education Pipeline in Honduras, 2013

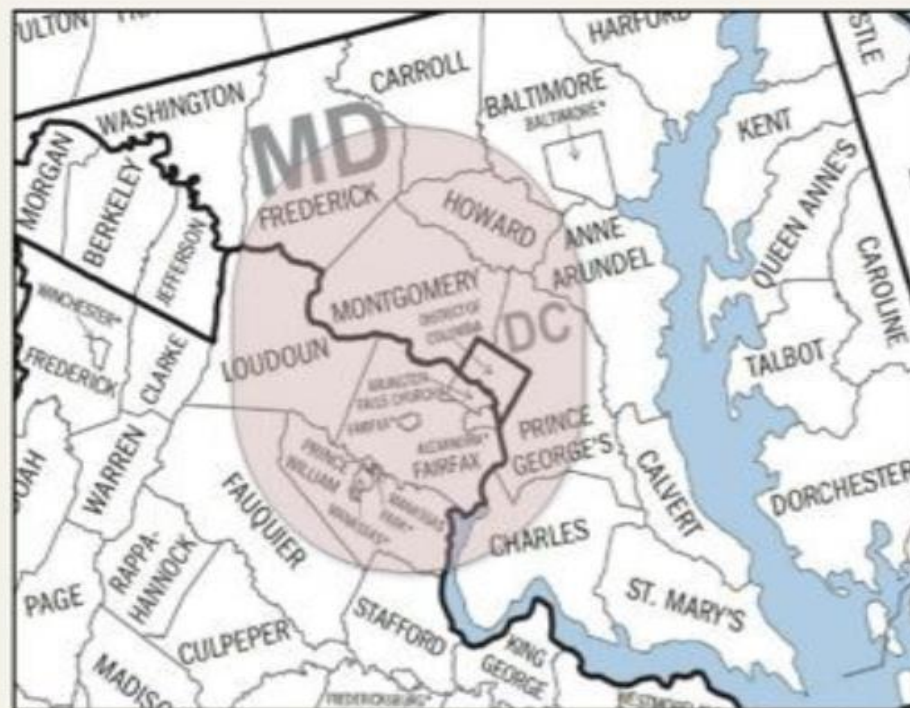
What we see.

- Increasing out migration from Northern Triangle to US communities where family, friends and countrymen already reside – Washington DC Metro Area is in the top five destinations for these migrants.
- Increasing costs on our education system to deal with the influx of children that need special attention to help them succeed academically and in society at large.
- Lack of a coherent plan that brings the entire community together to support education and mentoring of youth from the Northern Triangle.

Washington DC Metropolitan Area

Almost 20,000 Unaccompanied Alien Children (UACs) primarily from El Salvador, Guatemala and Honduras arrived in the Washington DC Metropolitan Area from FY2014 – FY2017.

Unaccompanied Alien Children to Washington DC Metropolitan Area 2014 - 2017



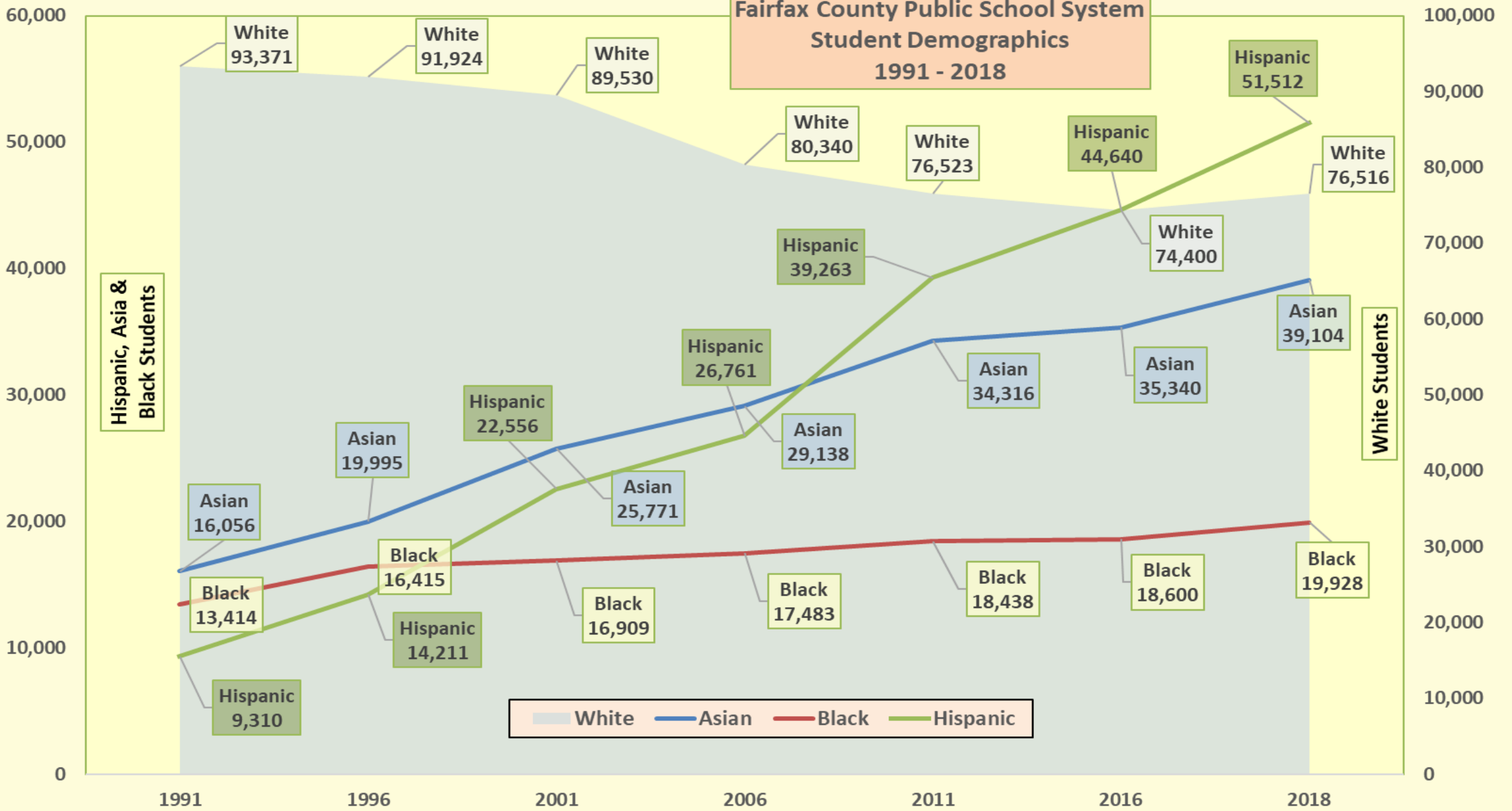
1 in 10
Unaccompanied
Alien Children
Coming Into the
US Over
the Last 2 Years
Are Going to
Washington DC
Metropolitan Area

Source: Office of
Refugee Resettlement
<http://www.acf.hhs.gov/orr>

FY2014 - FY2017

Washington DC	19,074
Total for US	209,659
WashDC % of Total	9%

Fairfax County Public School System Student Demographics 1991 - 2018



Mapping Demographic Change

Hispanic Student Population by Region

Region 1 – : Herndon HS; Langley HS; Madison HS; Oakton HS; South Lakes HS.

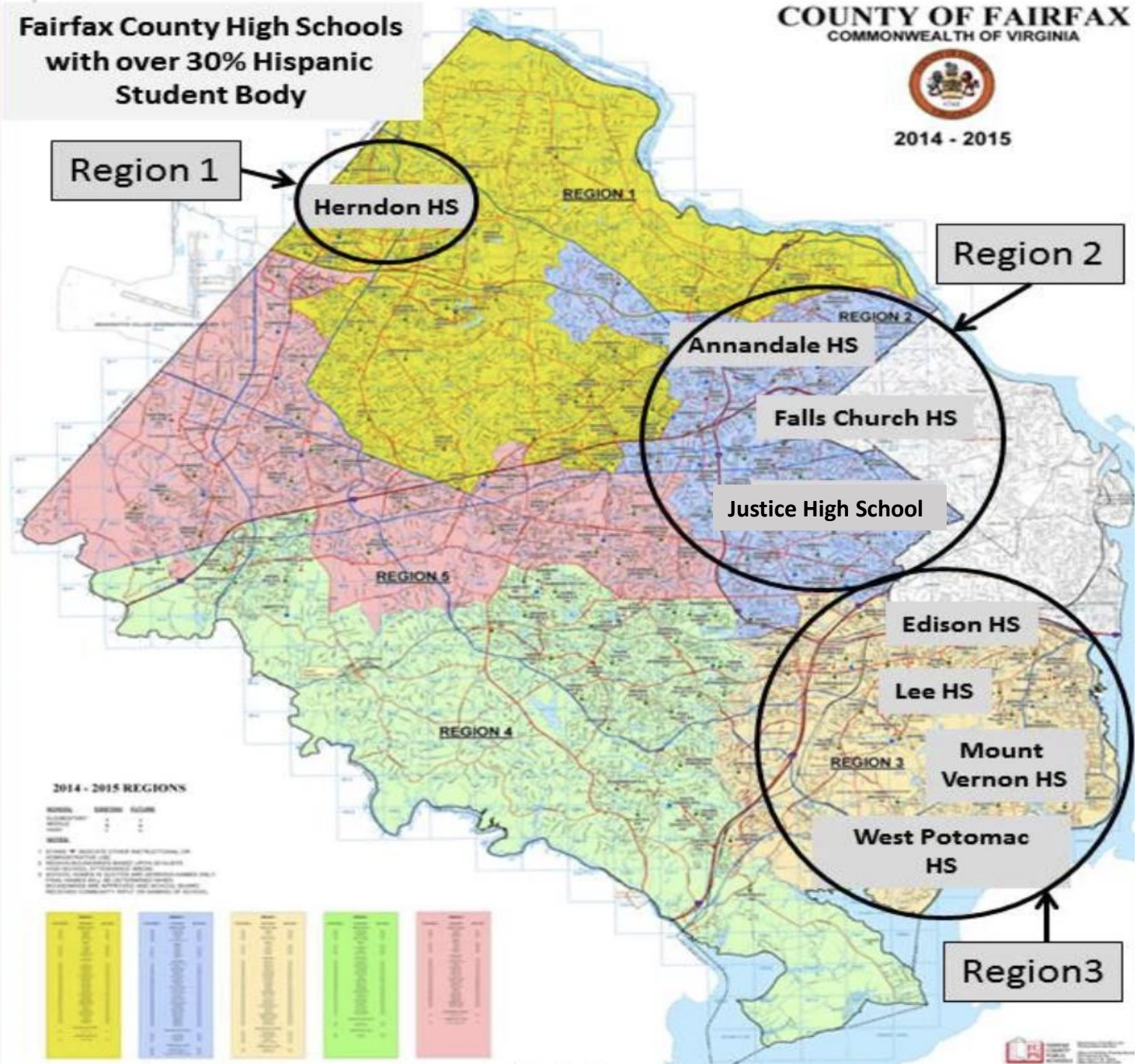
Region 2 – Annandale HS; Falls Church HS; Marshall HS; McLean HS; Stuart HS.

Region 3 – Edison HS; Hayfield SS; Lee HS; Mount Vernon HS; West Potomac HS.

Region 4 – Centreville HS; Lake Braddock SS; Robinson SS; South County HS; West Springfield HS.

Region 5 – Chantilly HS; Fairfax HS; Westfield HS; Woodson HS.

Fairfax County High Schools
with over 30% Hispanic
Student Body



INCREASED EDUCATION COSTS FOR WASHINGTON DC METRO AREA

Total Increase in Annual Cost of Public Education for Washington DC Metro Area is \$291,258,168 due to placement of 17,022 UACs from FY2016 - FY 2019.



Northern Virginia's Increase in Annual Cost due to UAC Placements is \$132,642,944.



Increase in Annual Cost of Public Education for in Washington DC due to UAC Placements is \$25,863,398.



Montgomery & Prince George's Counties in Maryland have 7,987 UACs representing an annual cost of \$132,751,826.

Congressional Districts VA - 1, 8 & 11; MD - 3, 4, 5, 7 & 8; WashDC - 1

UNACCOMPANIED ALIEN CHILDREN PLACEMENTS IN WASHINGTON DC METRO AREA FY2016 - FY 2019

	FY2016	FY2017	FY2018	FY2019		Cost per Student	Total Cost per Year
Virginia							
Arlington County	163	145	54	176	538	\$ 19,921.00	\$ 10,717,498.00
Fairfax County	1321	971	460	1311	4063	\$ 15,293.00	\$ 62,135,459.00
Loudon County	271	158	80	248	757	\$ 20,822.00	\$ 15,762,254.00
Prince William County	534	382	149	484	1549	\$ 17,208.00	\$ 26,655,192.00
Alexandria City	189	179	75	216	659	\$ 19,455.00	\$ 12,820,845.00
Manassas City	106	83	0	103	292	\$ 15,588.00	\$ 4,551,696.00
					7,858		\$ 132,642,944.00
Maryland							
Montgomery County	1079	782	356	1165	3382	\$ 16,478.00	\$ 55,728,596.00
Prince George's County	1420	1056	571	1558	4605	\$ 16,726.00	\$ 77,023,230.00
					7,987		\$ 132,751,826.00
Washington DC							
Washington DC	432	292	134	319	1,177	\$ 21,974.00	\$ 25,863,398.00

Annual Resources Needed From the Federal Government
Washington DC Metro - \$291 million
Fairfax County \$62 million

Congressional Districts
8 District & 1 Delegate Office
VA - 1st, 8th & 11th
MD 3rd, 4th, 5th, 7th & 8th
Washington DC - 1

Overall Impact for Washington DC Area

17,022 Unaccompanied Alien Children

Increased Annual Cost in Education of \$291 million

Impact on Fairfax County

1,321 UACs

Increased Annual Cost in Education of \$62 million

Virginia Congressional Districts

- 1st – Rob Wittman (R)
- 8th – Donald S. Beyer, Jr. (D)
- 11th – Gerry E. Connolly (D)

Maryland Congressional Districts

- 3rd – John Sarbanes (D)
- 4th – Anthony Brown (D)
- 5th – Steny H. Hoyer (D)
- 7th – Francis Rooney (R)

8th – Alcee L. Hastings (D)

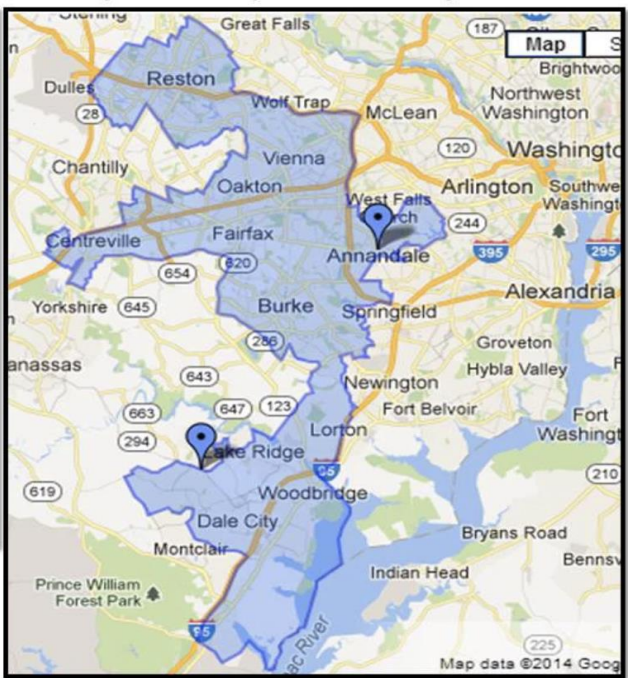
Washington DC

Delegate – Eleanor Holmes Norton (D)

Over the last four years, 17,022 Unaccompanied Alien Children have been placed in these counties by the Department of Homeland Security, Office of Refugee Resettlement. This increase in school age children causes an annual \$291 million increase in public school costs -- \$1.20 billion over four years. Real estate taxes are used to finance public schools and as those taxes increase, the fixed income, elderly home-owners bear the burden. Since the elderly vote at a disproportionately higher level than other demographics, the issue of increased irregular migration and higher public education costs could be an important issue in Congressional races in the future. This information is being shared with these Congressional representatives along with a proposal to address immigration issues.

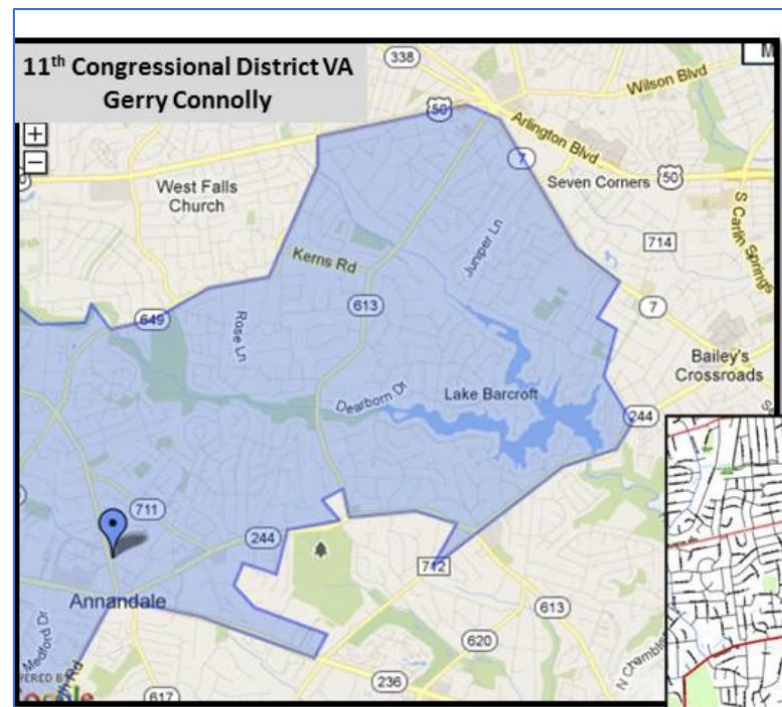
11th District VA – Rep. Gerry Connolly

Congressional District 11 (113th Congress), Virginia	
Total:	727,366
Not Hispanic or Latino (001-199, 300-999)	603,914
Hispanic or Latino (200-299):	123,452
Mexican (210-220)	14,860
Puerto Rican (260-269)	8,418
Cuban (270-274)	2,021
Dominican (275-279)	1,621
Central American (excluding Mexican) (221-230):	52,520
Costa Rican (221)	460
Guatemalan (222)	6,190
Honduran (223)	7,059
Nicaraguan (224)	2,107
Panamanian (225)	1,019
Salvadoran (226)	35,255
Other Central American (227-230)	430
South American (231-249):	30,465
Argentinean (231)	1,699
Bolivian (232)	11,092
Chilean (233)	1,118
Colombian (234)	3,303
Ecuadorian (235)	1,608
Paraguayan (236)	206
Peruvian (237)	9,693
Uruguayan (238)	366
Venezuelan (239)	984
Other South American (240-249)	306
Other Hispanic or Latino (200-209, 250-259, 280-299):	13,547
Spaniard (200-209)	1,582
Spanish (282)	1,366
Spanish American (286)	121
All other Hispanic or Latino (250-259, 280-281, 283-285, 287-299)	10,478

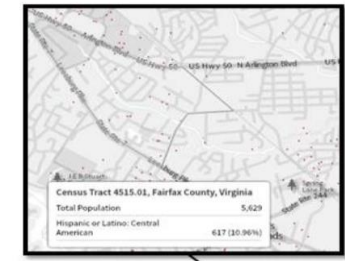


Hispanics make up almost 17% of the 11th district's residents – 123,452.
 Central America origin residents are the largest group of Hispanics – 52,520.
 Northern Triangle origin residents from El Salvador, Guatemala and Honduras make up 92% of Central Americans of the 11th district residents – 48,504.

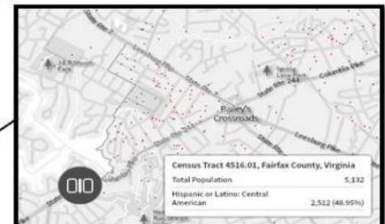
5,000 Central American Residents in Justice High School Boundaries (1 UAC per 67 Central American Origin Residents) – 75 UACs at an additional cost of \$14,767 each would add \$1.1 million to education for this school.



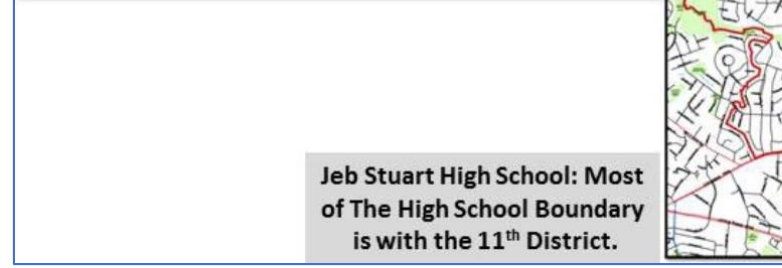
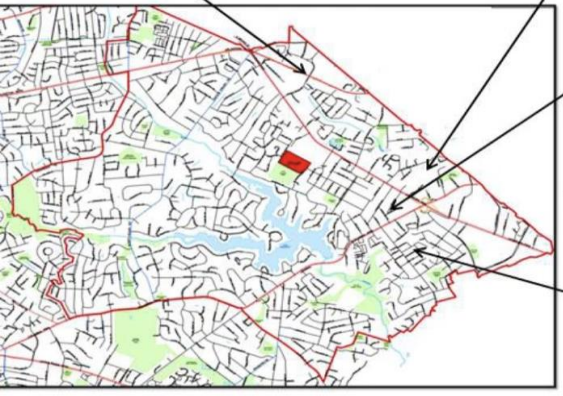
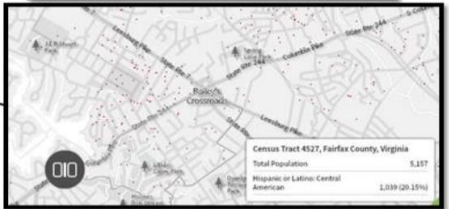
11th Congressional District of VA and Justice High School Boundary



Central America Origin Residents within Justice High School Boundary



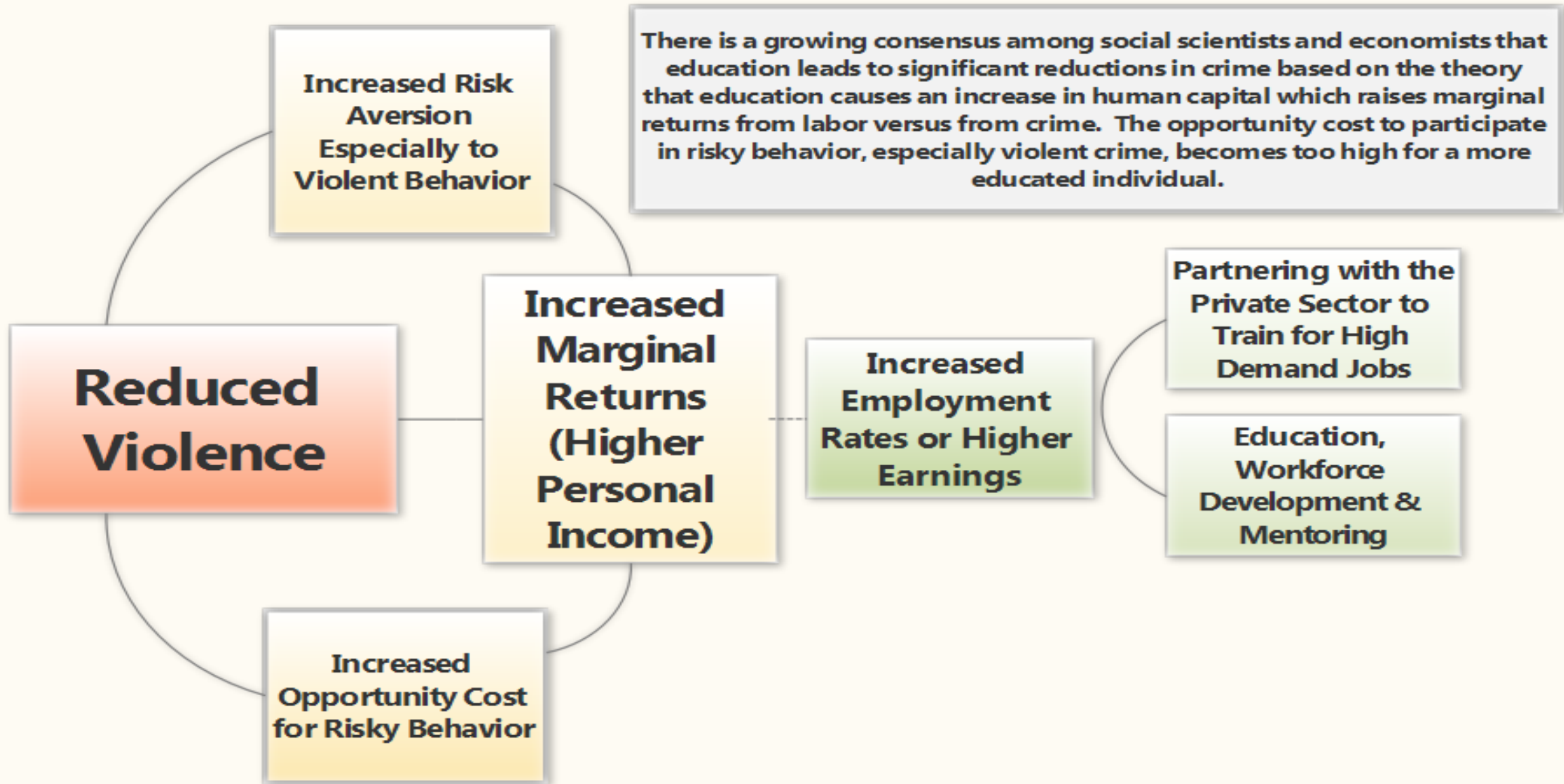
There are over 5,000 Central American Origin Residents (17% of total population) in the Job Stuart HS Boundary.



Job Stuart High School: Most of The High School Boundary is with the 11th District.

Three Pathways Forward

- Education Pathway for Hispanic Children.
- Guest Worker Pathway for Migrant Adults.
- Investment Pathway for Northern Triangle.



Reduced Violence <-- Increased Risk Aversion <-- Increased Income <-- Better Employment <-- Workforce Development <-- Increased Human Capital <-- Better Education

Education System Externalities in the Northern Triangle

POOR EDUCATION OUTCOMES

Lower Productivity >
Lower Foreign Direct
Investment > Fewer Jobs
> Increased Hopelessness
> Lower Opportunity
Costs for Risky Behavior
> Increased Violence

HIGHER OUT
MIGRATION

BETTER EDUCATION OUTCOMES

Higher Productivity >
More Foreign Direct
Investment > More Jobs >
More Hope > Higher
Opportunity Costs for
Risky Behavior >
Decreased Violence

LOWER OUT
MIGRATION

Education

- Expanded support for education activities in the Northern Triangle.
- Funding for community initiatives in the Washington DC Metro Area and other US communities impacted by Northern Triangle out migration.
- Matching funding for public – private partnerships with 501c3 non-profits supporting improved education outcomes.

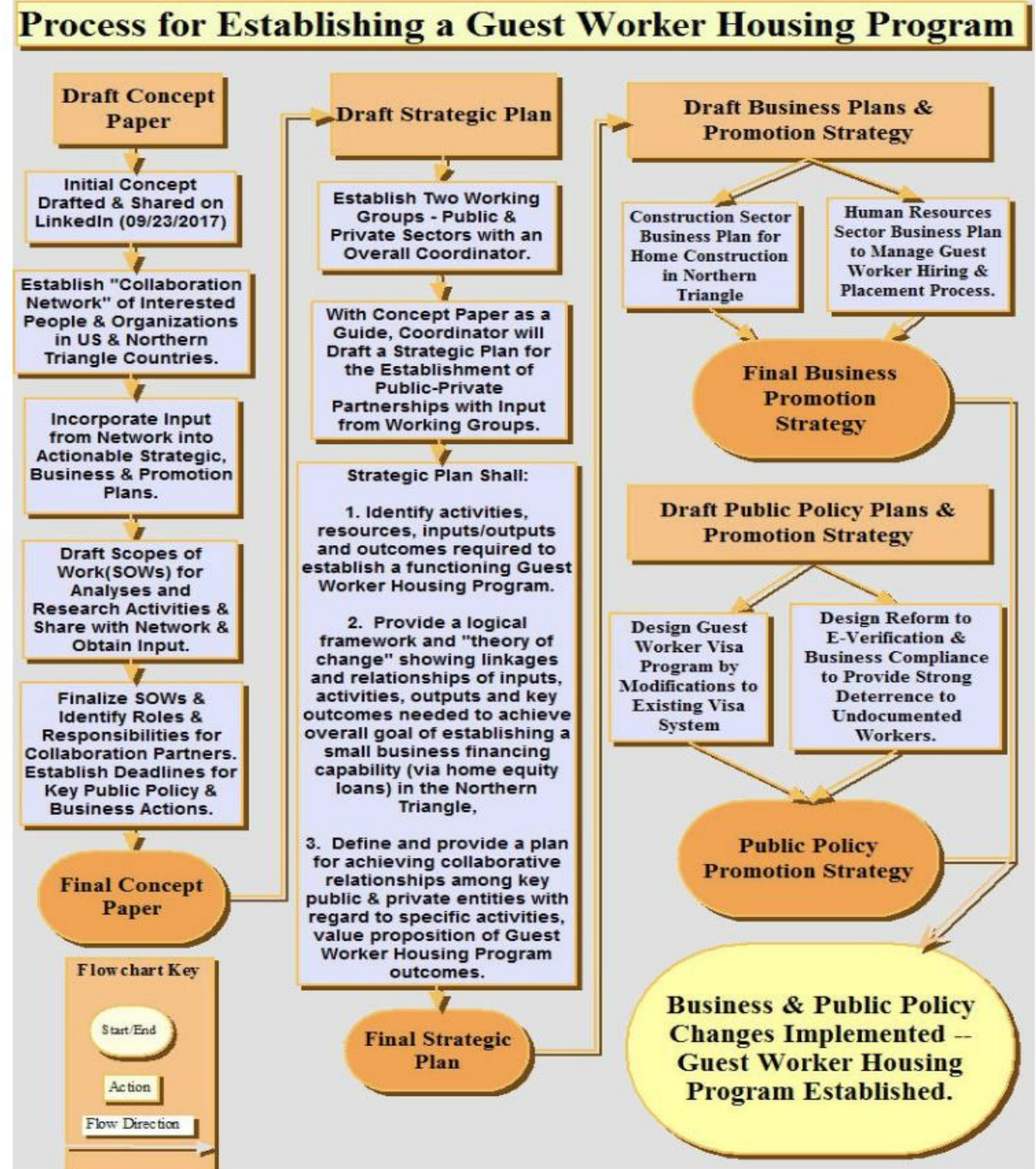
Guest Worker Program

Strengthen e-verify system to ensure that only workers with a legitimate visa are employed in the US.

Establish a Guest Worker Program to allow 3 to 4 million Northern Triangle workers work visas for 3 to 4 years.

The guest workers would contribute to a “housing” fund instead of paying FICA contribution.

Housing fund would provide approximately \$25,000 for construction of a home in the guest worker’s country of origin upon their return home.



Investment Fund

- Provide matching funding for business start up in the Northern Triangle as an option for guest worker contributions in addition to housing fund.
- Promote US construction sector to initiate operations in Northern Triangle Housing sector in coordination with the housing fund (ability to offset risk of investment through Development Credit Authority and matching funds).
- Review Central America Free Trade Agreement and find ways to promote US investment in areas that enhance US imports to the Northern Triangle.

Next Steps

- Review the 2013 Border Security, Economic Opportunity and Immigration Modernization Act
- Highlight the win/win aspects of this legislation.
- Revive bi-partisan negotiation for immigration reform that includes border security as well as actions to mitigate the triggers of out migration from the Northern Triangle.

Questions