



MAIA

STRATEGIC PLAN

2022-2024



Executive Summary

During the next three years (2022-2024), MAIA will focus on institutionalizing our model's success.

More specifically, MAIA will:



1. ...mature systems to develop and maintain our talented human resources. In 2015, when MAIA decided to open the Impact School, we kicked off an intensive phase of growth, training, and innovation. We remain steadfast in our commitment to evidencing the power of local talent. As a result, this next phase will focus on solidifying our team's wellness and upward trajectory.



2. ...respond to lost learning time. The consequences of the pandemic are even more profound in Guatemala, a country that struggled mightily to reopen schools. Starting in 2022, MAIA will focus on recovering lost learning time via the Programa Impulso, a yearlong program for incoming Girl Pioneers. Additionally, educators will receive robust training on making more effective use of formative assessments to respond to learning gaps.



3. ...test, calibrate, and evidence the "talent pipeline" between MAIA and formal work/university education. Between 2022-2024, MAIA will help give graduates access to university, the formal economy, and small business development. MAIA will expand its network of partners, including companies and university scholarship entities, to hone this pathway.

Executive Summary



4. ...transition from being a "girl-focused" organization to a "girl-centered" organization. In MAIA, we know that the world will benefit when young pioneers gain their place in decision-making spaces. We want to create more opportunities within MAIA where Girl Pioneers can exercise personal agency.



5. ...highlight her empowered voice. The voice and talents of Girl Pioneers in MAIA allow us to push for more first-person messaging consistently and effectively. We are convinced that our external stakeholders (individual donors, foundations, partners, etc.) are eager to explore new ways to understand the perspectives and voices of Girl Pioneers.



6. ...structure MAIA to be even more congruent with our mission. We firmly believe in the importance of local leadership. During this phase, MAIA will accelerate progress toward distributing power and resources among our local leadership.

MAIA Mission and Values

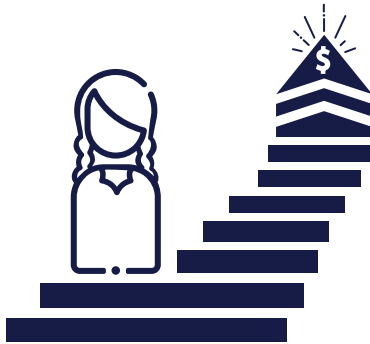
Mission

MAIA unlocks and maximizes the power of young women to lead transformational change.

Values

Teamwork | Perseverance
Respect | Honesty | Responsibility

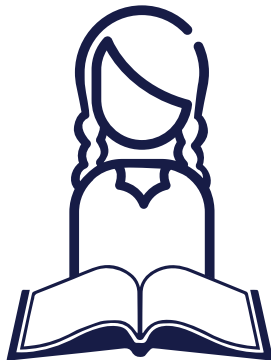
Institutional Goals



Economic autonomy



Her family on her terms



Lifelong learning



Empowered to empower

ORGANIZATIONAL CONTEXT: WHERE ARE WE?

When viewing MAIA through the lens of organizational life cycles, we just reached maturity. **Our birth phase (2008-2015)** consisted of first creating a wraparound program for girls. This phase was critical for defining MAIA's "who" (Maya girls born into quadruple discrimination: poor, rural, female, Indigenous). It also galvanized MAIA's commitment to a holistic approach focusing on the whole girl and her family, and local talent's essential role in designing and implementing all services. We achieved the program's original objective: to create first-generation graduates of high school. However, while the success evidenced the high prevalence of female talent in rural Guatemala, the lackluster public school education impeded—rather than propelled—this talent.



In 2015, MAIA took the bold decision to open the Impact School. This idea triggered the start of an intense **growth phase (2015-2021)**. The task list was long. Some of the more significant tasks included:

- Defining MAIA's vision and definition of "school"
- Rebranding (from Starfish to MAIA) to better align our actions with our communities
- Hiring and training educators to achieve this vision
- Recruiting hundreds of girls and families to join this new community
- Designing and building a first-class school that raises all expectations
- Determining and socializing MAIA's four goals and competencies
- Scaling a grade and adding 50 new Girl Pioneers each year
- Establishing MAIA's reputation at local, national, and international levels.

"Building the plane while flying it" as we scaled out the school required tremendous energy. The onset of the pandemic in 2020 presented an entirely new set of obstacles, forcing MAIA to exert even more resilience and innovation. In 2021, MAIA graduated its first class of Girl Pioneers, thus concluding the intense scaling/adolescent phase. Another significant transition also occurred after 2021 when Norma Baján completed her transformational 12-year run as the leader of MAIA Guatemala. Her contributions and leadership were essential to MAIA's birth and scaling phase.

ORGANIZATIONAL CONTEXT: WHERE ARE WE?

This brings us to 2022 and the start of MAIA's **maturity phase**. This three-year strategic plan (2022-2024) outlines the organization's focus on institutionalizing who we are and what we do. We moved incredibly quickly during the previous two phases and tested everything while looking ahead at scaling the services. This plan represents an invaluable phase of regrouping to drill down on some of the essential details of MAIA's innovative approaches to the four areas included in this strategic plan: Direct Services, Fundraising & Communication, Governance and Leadership, and Operations & Human Resources.



PROGRAMS AND SERVICES

MAIA is an organization that redefines the word “school” in Guatemala. The school integrates elements of educational innovation alongside individual, family, and community socioemotional support. Demonstrating the achievements and measuring their impact is essential to maintain MAIA’s credibility to the families, the 40+ communities, the country, and our partners. Above all, though, we aim to prove that the investment in Girl Pioneer generates transformational and sustainable changes for her, her family, and her community.

For this reason, over this next phase (2022-2024), MAIA will conduct an intensive process of validation, correction, evaluation, and systematization of our model. MAIA will make a significant internal push to continue to hear and integrate the voices of Girl Pioneers and their families into the continual innovation and approaches of our work. This phase will prove essential for the long-term sustainability of MAIA’s intervention and impact.

General Goals of Direct Services

Ninety percent of the Girl Pioneers who complete their MAIA Impact School education will have academic and socioemotional skills, tools, and access to a support network that ensures their full integration into the formal economy, university, and key leadership spaces. As a result of this process, a Girl Pioneer reaches MAIA’s four institutional goals



GENERAL GOALS OF DIRECT SERVICES

AREA 1: Selection

Goal: 100% of Girl Pioneers and families meet MAIA's intended socioeconomic and academic profile

Strategies

Start the relationship with more information

- Create an academic profile for first-time Girl Pioneers based on MAP and Lexile and aptitude tests (2022)
- Strengthen the socioeconomic profile of new families (2022)
- Digitize the survey process and data analysis in the selection cycle (2023)

Strengthen the talent selection process

- Leverage the experience of the selection committee to consolidate it (2022)
- Integrate the academic committee of MAIA into the profile analysis process (2022)
- Create standardized quality-control systems in the selection process (2023)
- Strengthen interview and data analysis skills of selection mentors through support courses (2023)
- Update MAIA's Communities Profile (2023)



GENERAL GOALS OF DIRECT SERVICES

AREA 2: Impact School (grades 6+ to 11)

This section is divided into two segments: Academic and Family Engagement.

Segment 1: Academic Goal 90% of the GPs graduate high school with the necessary foundational and transformational skills and competencies for a successful professional career.

Primary Academic Strategies

Get creative with the use of time to respond effectively to the damage of the pandemic:

- Continue with the maximum number of hours of instruction and attendance (more than 200% compared to the traditional system), integrating the use of tablets in homes to create even more learning time (2022)
- Create and systematize the Programa Impulso, a bonus year of remediation before starting in MAIA's secondary school (2022)
- Leverage MAIA's network of partners to capitalize on students' summer vacation time to continue the momentum in literacy (2022)

Strengthen a culture of data that will guide approaches to learning:

- Create and align 100% of the MAIA curriculum with University of San Carlos standards (2023-2024)
- With the support of external experts, design and implement a quality-control system to monitor the instruction in each subject and course taught at the Impact School (2022-2023)
- Conduct an external audit of MAIA's model of instruction (every year)
- Integration of daily intervention program specifically in the areas of mathematics and reading/writing to level skills (2022)
- Using current data and projections, pilot the idea of offering repetition of the year to Girl Pioneers/families to align aspirations with current personal trajectories (2023)

Stabilize and specialize the academic team:

- Convert and systematize our educators' professional development program to a formal, intensive three-year program (2023)
- Establish and empower an academic committee that with the use of data makes appropriate adjustments to curricular design (2022)
- Create a virtual library of resources for educators of all levels and subject areas (2024)



GENERAL GOALS OF DIRECT SERVICES

AREA 2: Impact School (grades 6+ to 11)

This section is divided into two segments: Academic and Family Engagement.

Segment 2: Family Engagement Goal Each year, MAIA maintains a retention rate of 92-95% among Girl Pioneers and their families

Primary strategies for family engagement

Update the professional development of mentors:

- Pilot a digital platform that features the tools used in the family support area (2022)
- Train 100% of the family engagement team with techniques to incorporate girl-centered design (2023)
- Train 100% of the family engagement team in the Community Resiliency Model (CRM) to strengthen levels of community and individual resilience (2022)

Continue the constant innovation of the critical relationships between the Girl Pioneer, the family, and MAIA:

- Redesign the care approach to Girl Pioneers to differentiate the middle school (support from the mentor) versus high school (mentor becomes coach) (2023)
- Utilize current graduate profiles to support the improvement of MAIA's family engagement model (2023)
- Leverage access to external expertise to strengthen MAIA's family-focused engagement model (2022-2024)
- Among mentors, conduct a reorientation program of all of MAIA's socioemotional tools to ensure intentional use (2023)
- Create an updated graduation profile of Girl Pioneers to analyze and improve the mentoring process (2022)



GENERAL GOALS OF DIRECT SERVICES

AREA 3: Launch Program (Gap Year after graduation)

This section is divided into three segments: University Studies, Life Skills, and Employment.

Segment 1: University access and success goal By the year 2025, 75% of the young graduates of the Gap Year will enter university.

Main strategies in the university access and success goal

- Pilot and systematize the experiences of MAIA's first cohort of scholarship recipients (2023)
- Create a system that aligns the profile of the Girls Pioneer with appropriate universities, majors, and national/international scholarships (2023)
- Systematize the cycle of scholarship applications and admission exams of the universities (2022)
- Launch a vocational orientation program based on the context of the Girl Pioneers and aligned with the education goal of MAIA (2023)
- Support and monitor systems to foster persistence rates in the university (2024)
- Create an internal administration system to steward external scholarship opportunities (2023)



GENERAL GOALS OF DIRECT SERVICES

AREA 3: Launch Program (Gap Year after graduation)

This section is divided into three segments: University Studies, Life Skills, and Employment.

Segment 2: Life skills goal By the end of 2024, 95% of the Girl Pioneers in the Gap Year Program will complete the workforce training program

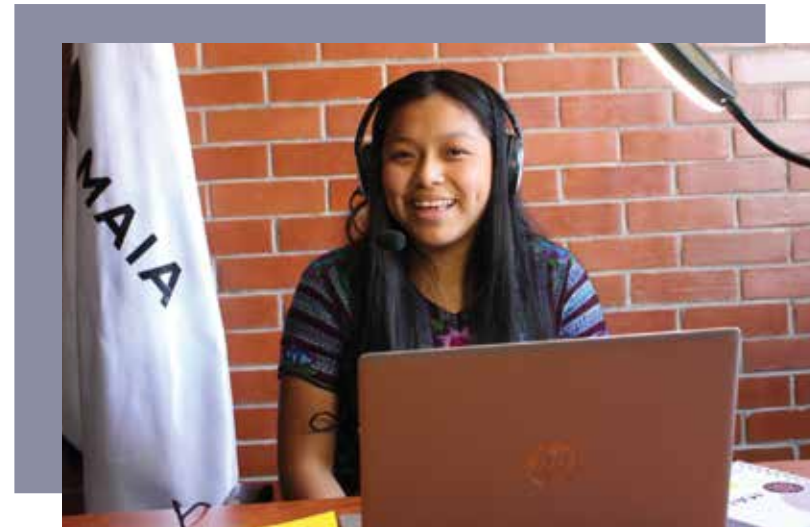
Primary strategies for the life skills segment

- In partnership with an external expert, pilot the implementation of a diploma course focused on professional and labor soft skills (2022)
- Have a defined set of internal certification programs on the topics of personal finances, civic engagement, and worker rights (2023)
- Create an orientation program for parents to ready them for their daughter's participation in university and the workplace (2023)

Segment 3: Formal Employment goal By 2025, 60% of Girl Pioneers who opt for the Employment goal have found a formal job in 18 months

Primary strategies for the employability segment

- Create and pilot a "middle class" internship program for recent graduates (2022)
- Design and test a quality control/communication system between MAIA, interns, and participating companies (2022)
- Form an active network of partner companies and social impact organizations that host Girl Pioneer interns (2022-2024)
- Test the use of an external job placement company for Girl Pioneers (2023)
- Create system and systematize the support for Girl Pioneers in their internship experience (2023)



MONITORING AND EVALUATION



MONITORING AND EVALUATION (M&E)

Context and justification

MAIA tests innovations and concepts, specifically in the field of girls' empowerment and education. By 2021, the evidence of what the Impact School achieves has been more hypothetical because we did not yet have any graduates. However, at the end of 2021, MAIA graduated the first generation of Girl Pioneers, and we now find ourselves able to track their trajectories beyond MAIA as they enter early adulthood. We can use data to assess our ability to align Girl Pioneer talent with the opportunities of the 21st century. Similarly, our M&E efforts can help us identify the pandemic-induced learning gaps to help guide high-impact interventions.

M&E goal: Conduct a continual impact evaluation of the empowerment process of the Girl Pioneers

By the end of 2024, the M&E department will have a data collection system that generates information to measure the impact of MAIA on the GPs.

General Strategies

- For each generation of students, establish the data generation and collection cycle related to MAIA's four institutional goals (2022)
- Establish the first linear data analysis plot for the first three generations of Girl Pioneers (2022)
- Create the measurement standards to assess Girl Pioneer trajectories for up to three years beyond high school graduation (2024)
- Define a qualitative impact evaluation that provides a comprehensive impact measurement of each Girl Pioneer every three years (2023)
- Establish an annual M&E report on each direct service area that identifies opportunities for improvement (2022)
- Foster an internal culture of data within MAIA that embraces the use of data to create, correct, and reconfigure strategies for pioneers and families (2023)
- Align M&E processes and strategies with MAIA's transition to becoming a more girl-centered organization (2024)

Academic Evaluation of the Impact School Strategies

- Linear comparative analysis comparing data of MAIA graduates with that of the University of San Carlos admissions exams (2023)
- Update institutional goals and timelines on literacy and mathematics (2022)
- Define the set of standard evaluations to consistently generate actionable data to innovate, adjust, and measure MAIA's educational model (2023)
- To maintain greater objectivity and autonomy, determine the strategic location of MAIA's M&E department (2023)

FUNDRAISING AND COMMUNICATION



FUNDRAISING AND COMMUNICATION

Context and justification

MAIA began as a US nonprofit organization (501c3) with most funds raised in the United States. In 2015, we initiated the transition to strengthen the structure and governance of MAIA's legal entity in Guatemala, now called Asociación MAIA. MAIA achieved this by basing the role of the US Executive Director in Guatemala, creating a local governance structure, and building out a more robust ability to solicit, receive, and manage international donations. However, the fundraising and communication strategy continues to center on the United States, which provides the majority of MAIA's support via the 501c3. MAIA has developed and deployed successful fundraising and communication strategies on diverse platforms. The goals and priorities of this next phase will continue to leverage innovative communication and fundraising strategies. Specifically, we will emphasize the power of local leadership and the empowered, first-person voices of Girl Pioneers to foster a more equitable and mutual relationship between her, the donor, and the organization.

Asociación MAIA has benefited tremendously from increased national and international recognition. This credibility, combined with more evident in-country leadership, has fostered significant foundation funding directly to Asociación MAIA (which does not pass through MAIA USA). In 2021, Asociación MAIA received \$301,870 from foundations; in 2022, we expect this figure to exceed \$500,000. The awards and widespread media coverage that MAIA has earned opened previously unseen doors to funding institutions. Funders of Asociación MAIA prioritize local leadership and prefer to fund directly to Guatemala (rather than through a 501c3). In this next strategic planning period, the communications strategy will continue to strengthen the fundraising strategies focused on an audience in the United States. However, it is imperative to demonstrate in our external communications that although the two institutions are far more integrated, the leadership and decisions come from a local Guatemalan team and a local board of directors.



FUNDRAISING AND COMMUNICATION

Fundraising and Communication Goals

- ★ Increase MAIA's annual income level by 10% in the next three years (2022-2024) to support an annual operating budget that offers competitive, dignified salaries for MAIA employees
 - Maintain retention of 80% of major donors and 60% of mid/low-level donors through high-quality personalized communication, visits, and various fundraising events
 - Increase the donor portfolio every year
 - Grow and strengthen the network of Latino and Latina donors in the US to raise \$75,000 from this sector by the third year (2024) and increase this demographic's representation on the MAIA US Board of Directors
 - Expand fundraising events to new geographic areas in the US
 - Implement a new strategy to re-engage donors who have lapsed
 - Grow our email list and increase click rates on our website and social media to convert viewers into donors to reach annual fundraising goals

Assess the need and feasibility of a capital campaign to support the growth of the MAIA Impact School building

Evaluate the capital needs and the viability of the campaign in 2022

Determine if a capital campaign will be implemented and design it in 2023

Launch capital campaign in 2023-2024, if necessary.
- ★ Create a communication strategy centered on the voices of Girl Pioneers that is connected directly to our fundraising efforts and strategies
 - Invest in the professional development of the MAIA communication team to create high-quality content and disseminate it among our various platforms and campaigns (2022)
 - Strengthen the storytelling skills of Girls Pioneers to amplify their voices across all of MAIA's platforms
 - Assess the feasibility of journalism program to formalize program structure and activities in 2023-2024
 - Unify the digital platforms of MAIA USA and MAIA Guatemala (2023)
 - Define and clarify target audiences and objectives for Guatemala-focused communications (2023)
- ★ Integrate diversity, inclusion, and equity policies into our fundraising and communication strategies
 - In 2022, create reflection spaces and training for MAIA staff on issues of gender, racism, politics, feminism, culture/identity, religion and spirituality, and sexual and reproductive health, among other topics
 - Facilitate conversations with donors about opportunities for new funding models based on the trust and knowledge of local leaders (2022-2024)
 - Create, hone, and socialize internal policies based on the “Acciones Alineadas” (Aligned Actions) that are formally adopted in MAIA in the third year (2024)

GOVERNANCE, LEADERSHIP AND ORGANIZATIONAL STRUCTURE



GOVERNANCE, LEADERSHIP AND ORGANIZATIONAL STRUCTURE

Context and justification

MAIA was legally registered as a US 501c3 in the US in 2007 and as a legal Asociación in Guatemala in 2010. Until the end of 2021, MAIA has been two organizations led by two people (Norma Baján in Guatemala and Travis Ning in the US). This model of two parallel organizations/one goal was optimal for the growth phase in which MAIA opened the Impact School, completed the construction of a 32,000-foot school building, and created an innovative educational model. The leverage of the two organizations permitted MAIA much agility during a very intensive organizational growth phase. This model effectively scaled out the school to reach our first graduating class in 2021.

However, the leadership model (two organizations and two leaders) does not lend itself to sustainability and durability. After 12 years of giving 100% to MAIA's mission, Norma Baján decided to step back from the organization at the end of 2021. Starting in 2022, MAIA is taking intentional steps to unite the organization and maximize efficiencies, strengthen communication, forge a unified organizational culture, and embrace the solidity of having a single institution. A vital part of this process is transitioning from a personality-driven organization to one of enduring stability. This next phase of MAIA entails transitioning from an adolescent (quick-growth) organization to a mature (long-lasting) organization

Goals:

Reconfigure the structure of MAIA to optimize efficiency and alignment with our mission of being led by Maya women

- Retool and solidify positions and leadership in MAIA to support one Guatemala-based Executive Director position (2022)
- Further unite and clarify the integration of MAIA GT and MAIA USA by creating the position of US Country Director (2022)
- Expand the authority and decision-making power of upper management to empower more efficient decision-making with a higher level of expertise (2022)
- Create an Executive Committee comprised of members of MAIA USA and MAIA GT Boards to provide effective and efficient supervision of the Executive Director (2022)
- Complete the full integration of HR policies that address the needs of a multicultural team based in Sololá but will support offices elsewhere (2024)

Focus MAIA on the systematization and institutionalization of its human resources, knowledge, and experience

- Implement the Knowledge Silo Matrix methodology to define roles, and identify HR vulnerabilities and levels of expertise in each area of the organization (2022-2023)
- Decentralize decision-making through the intensive use of tools with the RACI Matrix to raise the internal voices of the MAIA's thematic experts (2022-2023)

OPERATIONS & HUMAN RESOURCES



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Goals:

Create a multicultural organizational culture that fosters a sense of belonging, trust, and inclusion

- Redefine multicultural-international organizational culture and policies that unify the MAIA USA and MAIA Guatemala teams (2022)
- Update and systematize new platforms for fluid internal communications (2022)
- Through stakeholder analysis, craft an updated definition of MAIA's organizational philosophy (2023)
- Introduce and socialize new tools to foster more trust-based human resource management philosophies and practices that allow for more staff flexibility and work-life balance (2023)

Attract and retain talent by updating MAIA's salary structure while clarifying opportunities for upward mobility with and beyond MAIA

- Transition from "one size fits all" policies to more specialized guidelines that meet the needs of a diverse team (2022)
- Implement the Knowledge Silo Matrix methodology as a subjective way to analyze workloads and areas of risk (2023)
- Complete the analysis and implementation of a salary restructure plan that raises compensation levels (2022)

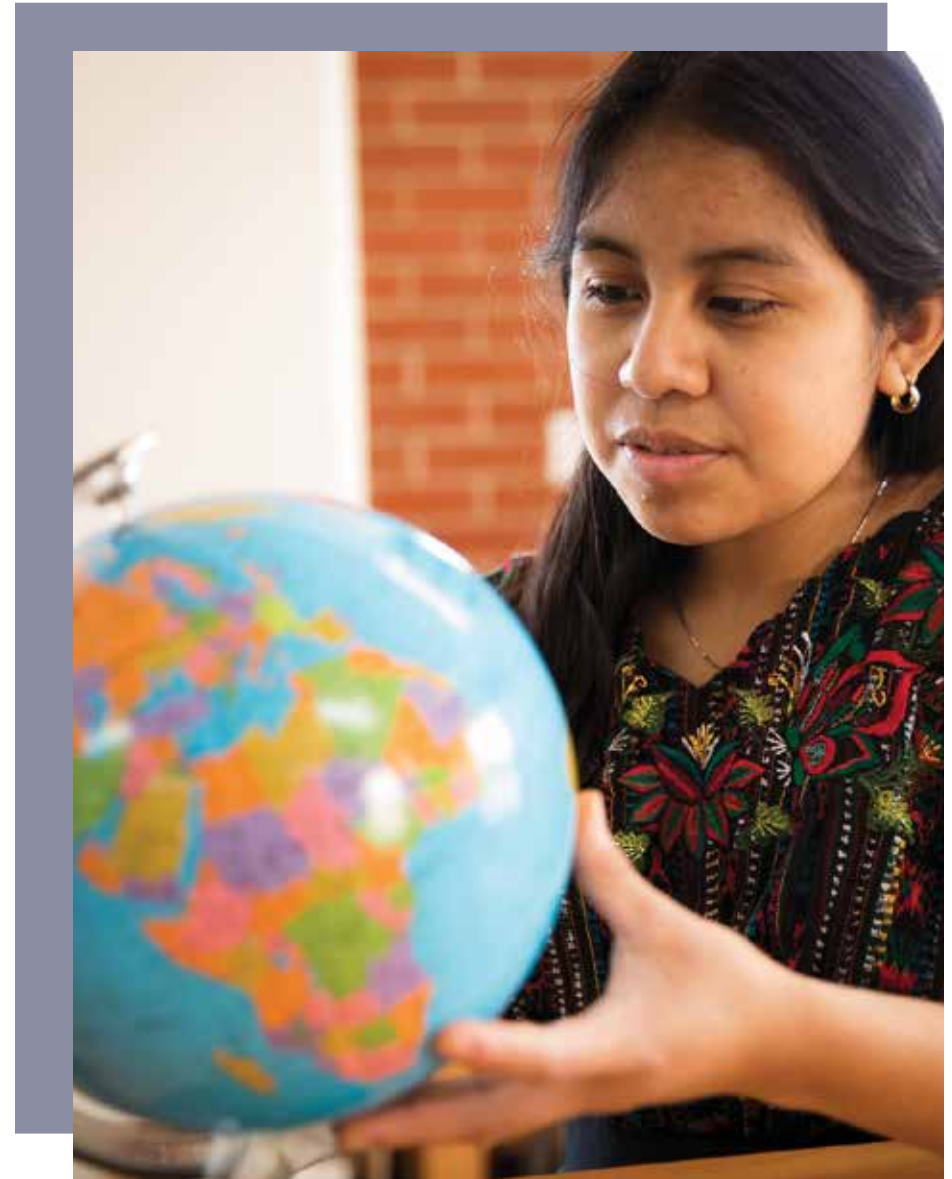
OPERATIONS & HUMAN RESOURCES

Alignment of Financial Systems

Goal:

In Guatemala, update information management systems that better incorporate the growth of institutional funding from diverse sources

- Conduct an external review of the previous system to design an improved system that responds to the current financial realities of MAIA (2022)
- Create improved financial reporting that responds to the diverse needs of a growing group of stakeholders: the Board of Directors, donors, government entities, and MAIA's fundraising team (2022)
- Successfully transition to an accounting system that better addresses current and future needs, including empowering Directors with more information and decision-making of their budgets (2023)





MAIA

www.maiaimpact.org

@maia_impact on social media