Dear Starfish community,

As you will see in the pages that follow, you are with us on Starfish’s most significant journey to date.

The Starfish Impact School’s inaugural 7th graders have received their first midterm report cards, our second cohort of teachers is already in training, the new class of 50 seventh grade students have started Escuela Estrellita (Little Star School), and the land has been prepared for a school building to be constructed soon. The school is also quickly evolving into an innovation laboratory with organizations from El Salvador, the US, and Mexico all sharing their know-how to fit the unique context of Starfish. We now have two generations of secondary school graduates who are studying in university, and this year have supported seven graduate-owned small businesses as they grow, develop, and serve the local community.

The Chispa Action Network is leveraging connections and leadership across Guatemala to create a platform for engagement that goes well beyond...
the Sololá area. How did the Starfish model become so unique and powerful? It is essential to our success that Starfish is designed, led, and implemented by indigenous women for indigenous women. Each member of Starfish expresses a personal vision that fuels our collective commitment to achieve transformational change across Guatemala and beyond—in this generation.

We are committed to equal rights for women, and we place access to high-quality education at the center of our work. Across our team, we seek the elimination of physical violence and an end to discrimination, poverty, and illiteracy, to name a few. In a place where women’s voices have been silenced for years, we know that education equips us with tools for raising our collective voices and developing leadership in a world that so desperately needs our full participation.

We call the young women of Starfish “Girl Pioneers” in celebration of the powerful role they play in clearing paths for themselves and all those who will follow in their footsteps. As the first women in their families—and often in their communities—to study past the second grade, they are joining the generation of women who are transforming Guatemala forever.

Thank you for investing in Girl Pioneers and the transformational work of Starfish. It is an honor to work side by side with you in the global movement for gender equity and girls’ education.

Kathryn White
Executive Director
Norma Baján
In-Country Director

Norma Baján
In-Country Director
Kathryn White
Executive Director
FROM OUR BOARD PRESIDENT

Dear Friends of Starfish,

At Starfish, we believe that by investing deeply in the power of the tenacious, resilient young women we serve, you not only give them the opportunity to lead choice-filled lives, but also positively impact the lives of the individuals and communities around them. By supporting one young woman and clearing her path of obstacles, you are breaking cycles of intergenerational poverty and exclusion. All of the statistics show that when you educate a girl, you don’t just educate an individual; you lift up her family, her community, and future generations. One seemingly small ripple can start a wave of systemic change.

Year after year, the Girl Pioneers demonstrate that education has the power to transform the world. Their unwavering determination inspired our collective vision to launch the Starfish Impact School in January 2017. With your support throughout this past year, we were able to select the first cohort of 48 talented seventh grade students and make the dream of school become a reality.

As I consider the impact that Starfish graduates are already making in the world—as teachers, nurses, entrepreneurs, and leaders—I am more convinced than ever that we must continue our work to ensure that every young woman can access a high quality education.

We cannot do this work alone. Just like the young women in our program, all of us have the power to transform the world through our words and actions. By spreading the word about Starfish and contributing your own time, talent, and energy to our work—you are contributing to a movement that reaches far beyond the walls of the Starfish Impact School.

With gratitude and belief in our collective impact,

Rebecca Weaver
Board President
OUR MISSION

Starfish unlocks and maximizes the potential of young women to lead transformational change.

OUR VISION

We believe in empowerment, equality, and opportunity for all.
OUR MODEL

1. CONGRUENT LEADERSHIP
Starfish is among the few organizations led and run by women from the community it serves.

2. AN “INCH WIDE, MILE DEEP” PHILOSOPHY
Rather than define success by how many we serve, our goal is to answer the question how far can each go?

3. FAMILIES FIRST
We emphasize achieving success with, not in spite of, families. This takes time and intentionality but ensures sustainable results.

4. CREATING A LABORATORY OF INNOVATION
International innovators introduce revolutionary concepts into rural Mayan Guatemala by training Starfish staff, who then contextualize, apply, and share the methods.
Starfish measures its progress through four organizational goals. All of our strategic development and innovation is aligned with these areas of impact:

**HER ECONOMIC INDEPENDENCE AND MOBILITY**

All Girl Pioneers live below the poverty line (defined as roughly $1000/year or less per person) when they join the Starfish program. The average annual income in Guatemala is $3500 USD, and our goal is that each Starfish graduate will exceed that amount after graduating from the program. This ensures that each program participant has employment opportunities, enhanced lifestyle options, and the freedom to choose where she lives.

**HER FAMILY ON HER TERMS**

Fifty-seven percent of indigenous girls in Guatemala are married and/or mothers by age 18. Starfish encourages its graduates to delay marriage and pregnancy until they are at least 25 years old and in a stable position to support a family.

**HER LIFELONG LEARNING**

The history of educational exclusion for girls creates a cycle of poverty and systemic oppression. The average indigenous adult in Guatemala has 2.5 years of schooling. Starfish strives to achieve an average of 15 years of formal schooling among its graduates.

**HER LEADERSHIP**

Guatemala has the lowest level of female political participation in the hemisphere. Through mentorship and the Chispa Network, the Girl Pioneers are exposed to international examples of female leadership, as well as women’s rights, civic engagement, and vocal empowerment components that allow them to find their own voices. Though informal influence cannot be measured, Starfish does track levels of formal influence, such as formal employment with local NGOs and participation in community leadership groups.
91% of graduates are “on-track” towards achieving economic autonomy and mobility by earning more than the average annual income in Guatemala, which is $3500 USD.

Note: All Girl Pioneers live below the poverty line (roughly $1000 USD/year or less for a family of eight) when they join the Starfish program.

96% of graduates have delayed pregnancy and marriage as they pursue goals related to employment and higher education.

57% of indigenous girls in Guatemala are married and/or mothers by age 18.

51% of our graduates are working for NGOs, involved in community service projects, and/or have been elected to voluntary positions of leadership.

Note: Guatemala has the lowest level of female political participation in the western hemisphere.

55% of graduates are currently enrolled in university or taking classes.**

48% of those students have obtained university scholarships.

** Note: The average indigenous adult in Guatemala has 2.5 years of schooling.

Please note: last updated in May 2017
STARFISH IMPACT SCHOOL
empowering women through innovation and opportunity
This year, Starfish embarked on a new journey preparing for the launch of the Starfish Impact School. Since 2007, Starfish has provided partial academic scholarships and a holistic weekly mentorship program to indigenous young women in Guatemala. Every student who enters the program is selected based on a rigorous application process that weighs proven academic excellence, character strength, leadership potential, family support, and economic need.

Yet despite Girl Pioneers’ successes and achievements, many struggled at the university level due to poor preparation by a failing public education system. Our staff experimented with many targeted solutions to help curb this problem, from providing additional math tutoring during mentorship to facilitating teacher training for local public school educators. Our efforts still fell short. We realized this systemic problem necessitated a systemic change, and thus the Starfish Impact School was conceived.

The Starfish Impact School represents Guatemala’s first academically rigorous 21st-century secondary school designed, led, and run by indigenous women for indigenous women. The school is defined by its combination of academic rigor, strong focus on cultural identity, and a holistic design that actively engages families in the process of each girl’s empowerment and education. The “glue” that binds these three pillars is a school culture that fosters the deliberate practice and mastery of six competencies—academic excellence, critical thinking, growth mindset, intercultural network, resilience, and vocal empowerment.

There is no organizational model in Central America for an institution like the Starfish Impact School. We are integrating systems, structures, and resources from high-performing organizations around the world. The school will expand by one grade level each year, through 12th grade.

We believe that by combining our intentional, holistic program with highly trained educators and a rigorous academic model, the Girl Pioneers will truly be able to realize their infinite impact. In 2016, we selected our first cohort of nearly 50 seventh-grade students from the department of Sololá. Every Sunday from July to November, students attended Escuela Estrellita (Little Star School), a five-month preparatory program that introduces them to the core competencies integral to the school experience, provides some basic introduction to academics, and furnishes a space to begin developing a peer support network with other participants.
My name is Linda María Jimena Pablo Cuy, and I am a 13-year-old student at the Starfish Impact School.

When I started with Escuela Estrellitas, I didn’t speak very much with my classmates, and I was more closed off, but now I have confidence and trust. I learned more about the competencies, and I practice them often. Now I turn in all my homework on time. My favorite class is either math or social studies. There are similarities between the two because in geography you also study numbers when you’re looking at population and other things. Math is easy for me, and I like it because I understand it. I didn’t used to like math in my old school because it was confusing, and I didn’t understand it because it wasn’t explained to me well. Now Señora Celestina explains everything, and I realized that I actually am very good at math. I even tutor my siblings and cousins and help them with their homework. (cont.)
I was bullied at my old school. Kids would call me names and trip me when I was walking. I didn’t have any friends. My only friend worked, so I didn’t see her a lot. Here I have many friends! I love being on the bus because I get to talk to all my friends. I have one friend who gave me a bracelet as a present, and I gave her a bracelet. When she gets snacks from the store, she shares with me, and I share with her. But it’s not just her; I have lots of friends. Girls here are more socialized, and I’ve seen a change in myself and in all of my classmates. Also, I like that we get to work in groups and in pairs during classes.

One of my favorite things about the Starfish Impact School is that it’s a whole day of classes instead of half. That’s how I learn more things; there’s more time for my teacher to explain things to me. I also love that we have mentors. Things happen to girls in families, and they can’t talk about it, but I like having a mentor because it’s more like having a big sister. In some ways, I have more trust in my mentor than I do in my parents because she is like one of my sisters. She supports me and gives me advice, and I can go to her for anything.

Before, my parents wouldn’t come to visit my school and ask about my grades because they were so busy with work. They are still very busy with work, but now they take time off to come and talk to my teachers and ask how I am doing because they are interested in my education and want to make sure I’m doing well.

Education is the most important thing at the Starfish Impact School. At my old school, they just told us to copy from the book, and they didn’t really teach us; we just copied. Here, they give an explanation of everything and make sure you understand. I also like the Starfish Impact School because here we can share our feelings and thoughts. We use our emotional thermometer to check in with how we are doing.

Starfish supports women with their studies. There are many women that aren’t studying in our communities, but the Starfish Impact School helps them so they can achieve their dreams.
Through our New Horizons program, Starfish graduates who wish to launch their own businesses have access to trainings and guidance from our full-time small business consultant. The Starfish consultant guides graduates through every step of the process and connects them with opportunities for seed funding. To date, Starfish graduates have opened and continue to operate seven small businesses, several of which focus primarily on social entrepreneurship.

**HOW FAR CAN SHE GO?**

Marisol identifies as an environmentalist. That’s why her jewelry and accessories business, Dasha Marijo, relies heavily on using recycled materials from her community in Sololá. “There is a lot of trash in our communities,” she says, “I wanted to start a business that didn’t contribute to this problem and could also help clean it up.” One of her best-selling items is dangling feather earrings cut from old bicycle tires. “When people tell me they like my products and especially when foreigners buy them, it gives me confidence because it shows me that people like what I am doing and that it can work,” she says proudly.
My name is Jerónima Suluguí Chumil, and I am a 28-year-old indigenous woman from the community of Buena Vista in Sololá.

I received a scholarship from Starfish in 2009, which allowed me to complete my final three years of high school. After graduating in 2011, I became an intern at Starfish and a few months later was hired as a mentor. I’ve been working for Starfish for the last five years, most recently as the Kaqchikel and Cultural Identity educator at the Starfish Impact School.

My life would look completely different if I hadn’t found Starfish. I know what it would look like because I have watched it play out all around me—in the lives of my childhood friends and classmates. I would have had to drop out of school. I would be married. I wouldn’t have time for big dreams.
or ambitious goals. I’d be busy taking care of my children and my husband. Today, thanks to Starfish, I am the master of my fate. I still have a lot to learn and a lot of growing to do, but I am an independent, empowered woman. I am a critical thinker and an innovator. I am resilient.

My family has always recognized and placed great faith in my abilities. Since my father died five years ago, I have taken on the role of provider in my family. The responsibilities of my father have fallen to me, and I not only oversee the finances of the household, but also work to ensure the well-being of each family member. Members of the Starfish leadership team have been a huge emotional support to me as I have grown into this role.

I am very proud that I can read and write. I am proud that I graduated from high school and that now I’m able to support and guide young women who are facing the same challenges and obstacles that I faced. I love my job. As for my goals, I would like to continue to work and grow as part of the Starfish team and to graduate from college. I want to lift up my community and help my mother. Someday, I’d like to own my own house.

Starfish works with young women living in rural areas of Guatemala who would otherwise not have the opportunity to continue studying. Each of the forty-eight first-generation Starfish Impact School students has her own unique strengths, abilities, and approaches to learning. They also have their own unique dreams, goals, and ideas of who they want to be in the future. The mission of the Starfish Impact School is to form these young women into leaders in the areas of academic, personal, familial, and social development.

To me, empowerment is a process in which you identify and develop your strengths and talents. Empowerment opens the door to new opportunities. I have grown tremendously throughout my own empowerment process and have leveraged that growth to support my family in a more impactful way.

I believe that an empowered woman can create transformational change by acting as a model and a guide for others. As empowered women who have benefitted from the opportunities afforded to us, it is our responsibility to connect people and create opportunities for others.
The Chispa Action Network (CAN) engages organizations from across Guatemala by inviting their highest-achieving young female leaders to join a network of peers. This girl-led network features two key elements:

**CHISPAS DEL HOY (SPARKS OF TODAY) SUMMIT**

This three-day event draws 100 young women from over a dozen organizations and schools of every ethnic and social class in Guatemala. The UN Sustainable Development Goals (SDGs), in particular Goal 5 (gender equity), provide the framework for the event as well as the resulting girl-led network.

**CHISPACIOS (SPARK SPACES)**

Upon returning to their communities, delegates are invited to form inclusive chapters that meet on a monthly basis. These chapters represent opportunities for emerging female leaders to carry out specific SDG-aligned initiatives in their communities. CAN provides general guidance, cross-pollination between clubs, and matching funds to help propel these girl-led community initiatives.
After Chispas del Hoy in October 2016, delegates from the department of Chajul returned home and started working on a project to improve their community park. They were concerned that it was not a safe place, as it was used frequently by young people to drink and do drugs. They decided they needed to work with the municipality to fix it. They raised funds by selling food and setting up a temporary hair salon for local festivities. They bought flowers and planted them in multiple areas of the park. They painted and put out trash cans. At the beginning of their project, someone stole the newly planted flowers, so the municipality hired a permanent security guard, which increases the overall safety of the park. One of their greatest challenges was getting the municipality to help, but in the end they succeeded.

The result? A safe, clean, and beautiful park. “Before, very few people would come, and young people would do drugs or drink alcohol,” says one delegate. “Now, we see that families are coming and even take pictures. Even birds come, too. We are very proud because it was hard, but we had a good result, and people in our community like it. They say it was the young girls from Horizontes Sin Límites that made it happen.” In 2017, they will start on a new project to train and support families that want to start an edible home garden. Their goals are to improve the families’ own nutrition and possibly provide an alternate source of income.
“During our two-day workshop series with organizations in Guatemala, participants solidified their understanding of literacy as a tool to develop critical thinking among their communities. By facilitating these spaces, Starfish encourages a community of ongoing dialogue, exchange, and ultimately an opportunity to work towards the same goals.

In ConTextos, we work towards transforming the educational experience of students, teachers, and community advocates, to enable them to offer an innovative learning experience to the populations they serve. Starfish educators are pioneering different ways to approach teaching and learning.”

(Jennifer Coreas)

“We sent one of our most timid and shy scholars to the Chispa event, hoping to unlock some of the potential we had identified in her. Now, she is one of our most bubbly, extroverted scholars and has largely overcome her trouble with talking to strangers and presenting in front of groups. We sent a quiet, mousy girl to Chispa, and they sent us back an empowered and fearless young woman! Starfish’s continued coordination with Philanthropiece is a great support in the personal and professional development of our scholars.”

(Caitlin Mendenhall)
STARFISH MAINTAINS A STREAMLINED US OFFICE IN ORDER TO MAXIMIZE OUR IMPACT ON THE GROUND IN GUATEMALA. OUR US OFFICE CONSISTS OF ONE PART-TIME AND THREE FULL-TIME EMPLOYEES WHO SUPPORT OUR 40+ MEMBER TEAM IN GUATEMALA. SINCE 2012, WE HAVE HAD ANNUAL EXTERNAL AUDITS OF OUR FINANCES, STRIVING ALWAYS FOR FULL TRANSPARENCY FOR OUR DONORS. YOU CAN LEARN MORE ABOUT OUR FINANCIALS AT HTTP://STARFISH-Impact.org/financials.

**FY 2016 Functional Expenses** (in USD)
- Program: 84% ($1,042,265)
- Fundraising: 6% ($67,322)
- General and Administration: 10% ($126,675)

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**Please note:** Numbers are based on Starfish’s annual fiscal year October 1-September 30.
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Travis Ning, Director of Collaboration
Mercedes Alvarado, Director of Operations

ANDREA COCHE MENDOZA, Director of Programs
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Thank you to everyone who makes our mission possible. Your support allows each of our Girl Pioneers to realize their infinite impact.

Please note: Based on the 2016 calendar year