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Ministry of Education,
Science and Tehnology

IMPLEMENTING MALAWI'S NATIONAL READING PROGRAMME: OPPORTUNITIES, ACHIEVEMENTS, AND CHALLENGES

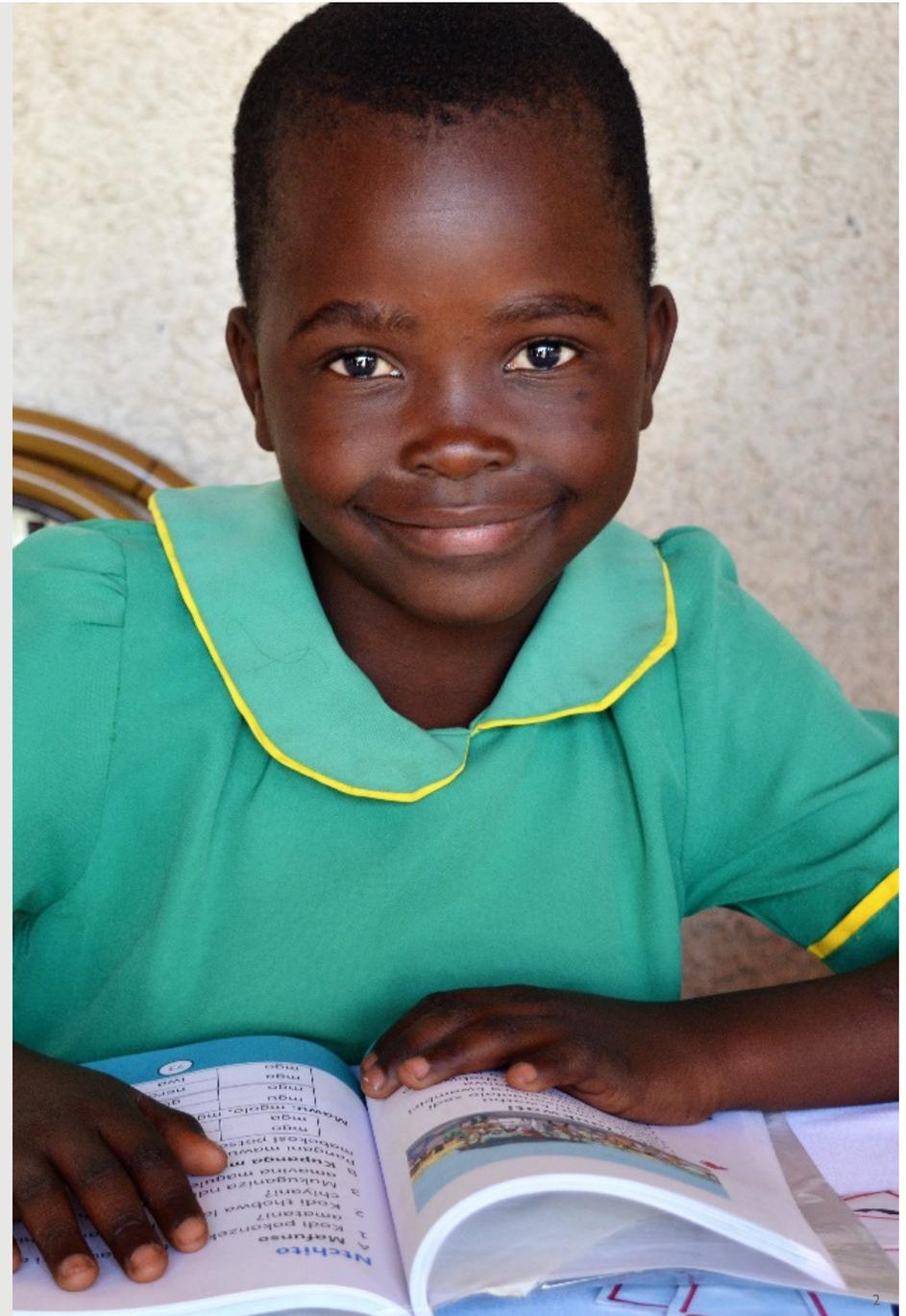
Mr. Raphael Agabu

Director of Inspectorate and Advisory Services

Ministry of Education, Science and Technology

Presentation Outline

- Introduction
- Background to the National Reading Programme
- The National Reading Programme
- Achievements and Impact



Introduction: The Country

Location: South Eastern Africa

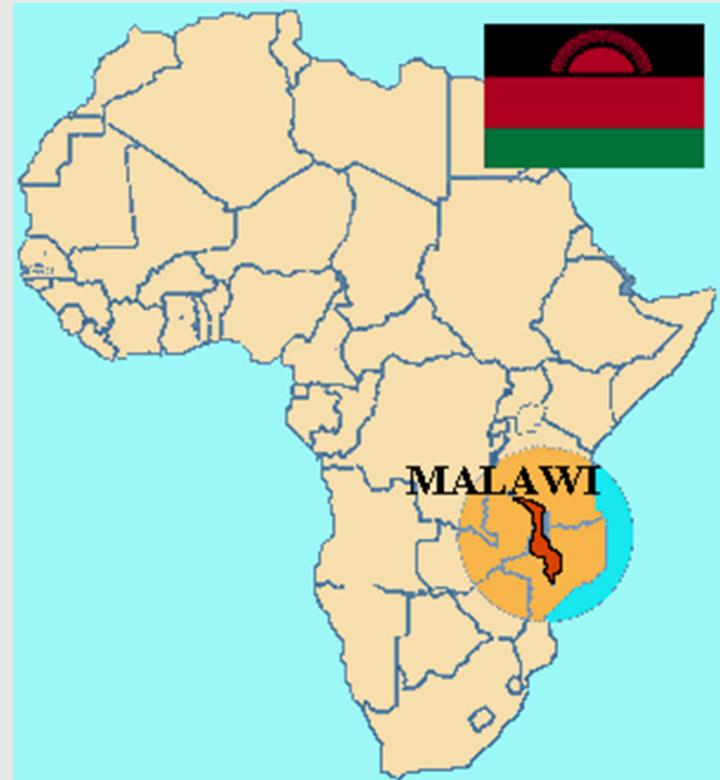
Total Area: 119,140 sq. m., of which 20% is covered by Lake Malawi

Population: 17.5 million (2018 census)

Official Language: English

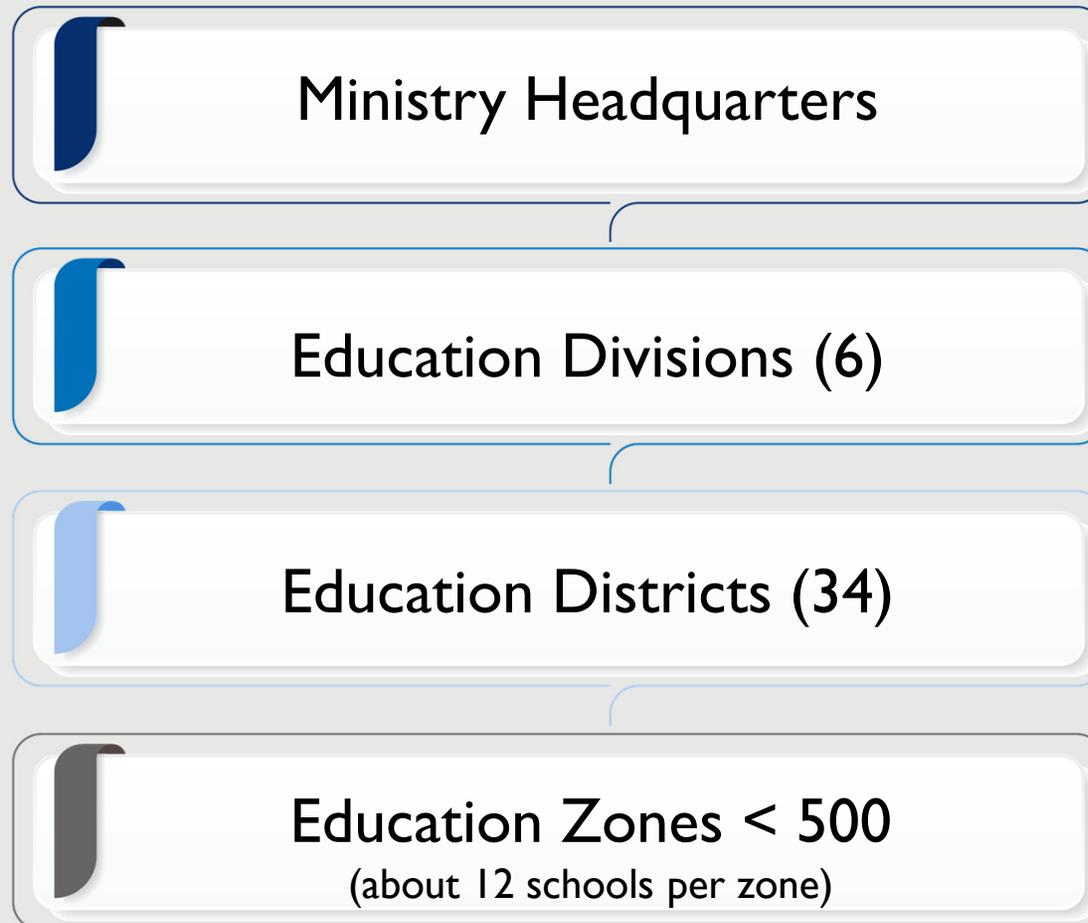
National Language: Chichewa

Other Languages: More than 10 local languages and dialects



Introduction: The Education System

Administration Structure



Background: Learners' Poor Reading Achievements

| SACMEQ II, III, and IV Reading Assessment Results | | | |
|--|------------------------------|------------------------------|-----------------------------|
| Country | Learner Reading Score | | |
| | SACMEQ II (2000) | SACMEQ III (2007) | SACMEQ IV (2013) |
| Seychelles | 582 | 575 | 602 |
| Kenya | 547 | 543 | 601 |
| Tanzania (Mainland) | 546 | 578 | - |
| Mauritius | 536 | 574 | 597 |
| Swaziland | 530 | 549 | 590 |
| Botswana | 521 | 535 | 582 |
| Mozambique | 517 | 476 | 519 |
| Zimbabwe | 505 | 508 | 528 |
| SACMEQ | 500 | 507 | 558 |
| South Africa | 492 | 495 | 558 |
| Uganda | 482 | 479 | 554 |
| Lesotho | 451 | 468 | 531 |
| Namibia | 449 | 497 | 599 |
| Zambia | 440 | 434 | 494 |
| Malawi | 429 | 434 | 494 |

Note: SACMEQ – The Southern and Eastern Africa Consortium for Monitoring Educational Quality
 Available: <http://pmg-assets.s3-website-eu-west-1.amazonaws.com/160913overview.pdf>

Background: Pilot Reading Instruction Interventions

Major Reading Instruction Improvement Pilots Conducted before the NRP

| Pilot | Period | Coverage | Funding Source |
|--|-----------|--|----------------|
| Malawi Breakthrough to literacy (MBTL) | 2003–2005 | 2 Education Districts, 153 schools | DFID |
| Primary School Support Project (PSSP) | 2006–2009 | 1 Education District, 226 schools, over 40,000 Standard I learners | USAID |
| Malawi Teacher Professional Development Support (MTPDS) Activity | 2010–2013 | 7 Education Districts, 1,310 schools, over 200,000 Standard I learners | USAID |
| Early Grade Reading Activity (EGRA) | 2013–2016 | 11 Education Districts, 1,595 schools, about 800,000 Standard 1–3 learners | USAID |

Background: Lessons Learned from Pilots



Proper sequencing of letters and phonemes is very important.

Teachers need proper and adequate training.

Teacher support plays a very important role in ensuring effective content delivery.

Local communities have an important role in supporting learners.

Availability of reading materials and adequate time for practicing reading are crucial in ensuring effective acquisition of reading skills by learners.

Background: The National Reading Strategy (NRS)

In 2014, the Ministry of Education, Science and Technology (MoEST) developed the NRS, with technical and financial support from USAID. The NRS was informed by lessons from the literacy pilot programs and international research. Key features of the NRS are

Phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies

Explicit reading standards for each grade level in each language

Teacher and student materials that support teaching and student learning

Teachers with prerequisite skills and knowledge

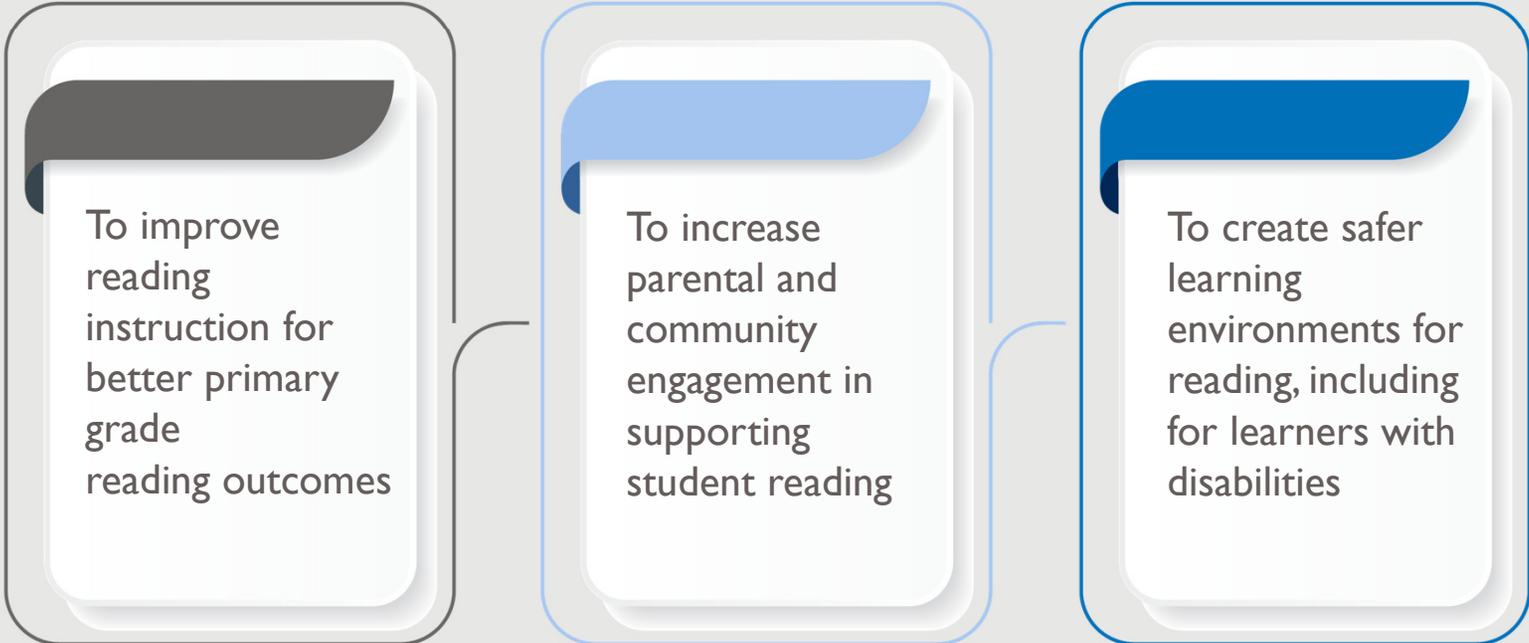
Allocation of adequate time for reading instruction

The National Reading Programme (NRP)

Goal:

To improve reading achievements of Standard 1–4 learners in order to ensure that at least 50% of learners who complete Standard 4 can read at that level

Main Objectives:



To improve reading instruction for better primary grade reading outcomes

To increase parental and community engagement in supporting student reading

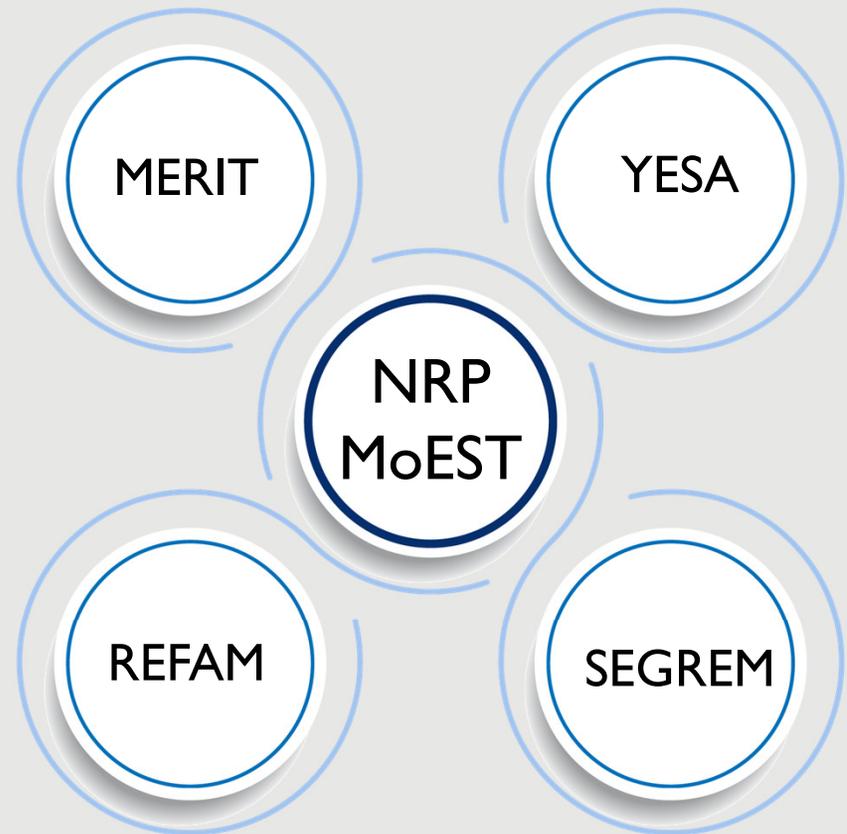
To create safer learning environments for reading, including for learners with disabilities

NRP: Key Activities

- Training of teachers and other relevant education personnel
- Development, printing, and distribution of teaching and learning materials (TLMs)
- Providing opportunities for all learners to read, such as producing braille and large-print versions of the TLMs
- Establishing teacher support systems
- Mobilizing community members to support activities aimed at promoting reading
- Establishing national reading assessment systems
- Establishing continuous assessment and remediation systems
- Creating policy environment to support inclusive education

NRP: Implementation arrangement

- Close collaboration between MoEST, USAID, and USAID Implementing Partners
- MoEST provided policy direction, oversight, and personnel
- USAID provided the funding and general oversight
- Implementing partners provided technical expertise
- National Steering Committee provided forum for policy and decision-making



MERIT: The Malawi Early Grade Reading Improvement Activity; YESA: Yesani Ophunzira Activity (Assess the Learners); REFAM: Reading for All Malawi; SEGREM: Strengthening Early Grade Reading in Malawi

Main Achievements

Developed, printed, and distributed over **24 million TLMs** (learner's books, teacher's guides, supplementary readers, etc.)

Developed **96 titles of supplementary readers** in Chichewa and English

Trained all Standard 1–4 teachers on reading instruction

Trained all Primary Education Advisors, section heads, and head teachers on providing instructional support to teachers

Established systems for school-based coaching, continuous assessment and remediation, and reading assessments

Established support for children with disabilities (braille and/or large print versions of most TLMs, Braille Cup, Early Grade Reading Assessment [EGRA] for braille and sign language)

NRP Impact

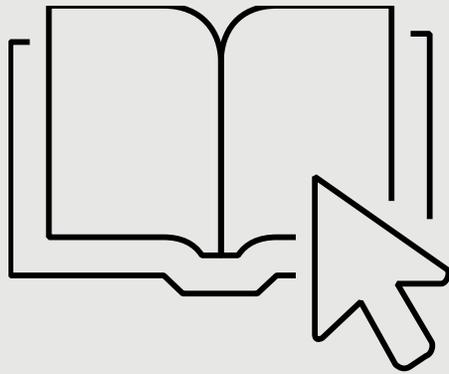
Two national reading assessments conducted in 2017 and 2018

Standard 2 and 4 in Chichewa and English

Assessments showed that reading performance increased in **22 out of 24 indicators!**

| Standard: | Standard 2 | | Standard 4 | |
|-------------------------|------------|---------|------------|---------|
| | Chichewa | English | Chichewa | English |
| Listening Comprehension | ↑ | ↑ | ↑ | ↔ |
| Letter Name Knowledge | ↑ | ↑ | ↑ | ↔ |
| Syllable /Letter Sounds | ↑ | ↑ | ↑ | ↑ |
| Familiar World Reading | ↑ | ↑ | ↑ | ↑ |
| Oral Reading Fluency | ↑ | ↑ | ↑ | ↑ |
| Reading Comprehension | ↑ | ↑ | ↑ | ↑ |

Conclusion: Way Forward



Consolidate and accelerate gains in reading achievement in Standards 1 to 4

Expand NRP to Standards 5 to 9 for curriculum continuity



THANK YOU FOR YOUR ATTENTION!



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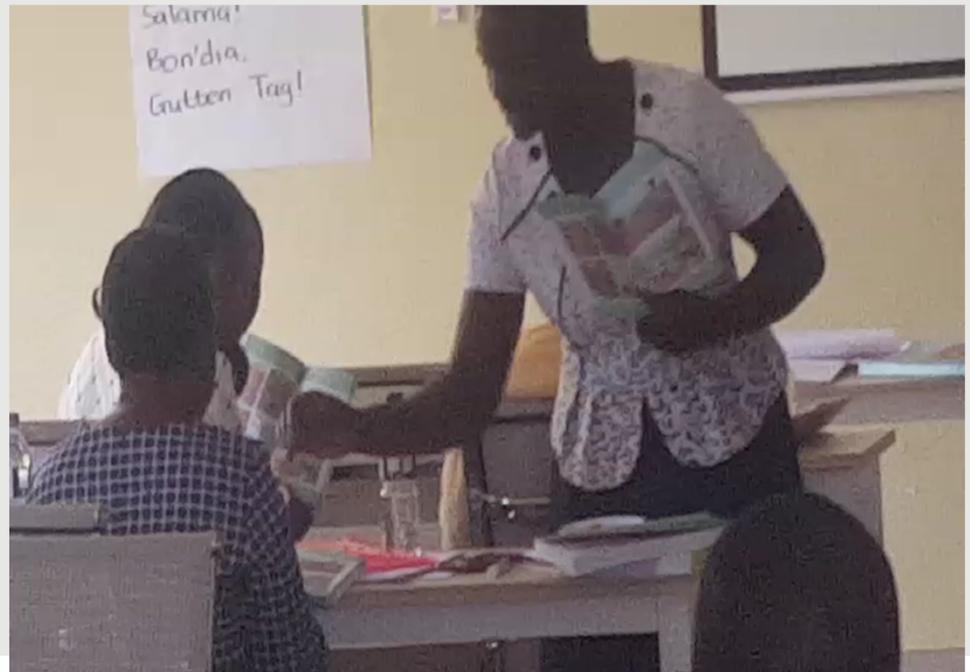
Large-Scale Teacher Professional Development in Support of the Malawi National Reading Programme

Paper Presented at the CIES 2020 Conference, Miami, Florida
Grace Mwinimudzi Chiuye

MERIT: The Malawi Early Grade Reading Improvement Activity

National Reading Programme (NRP) Approach to Teacher Professional Development (TPD)

- A series of face-to-face trainings
- School-based coaching by section heads
- Community of practice Teacher Learning Circles (TLCs)



Why This Approach to TPD

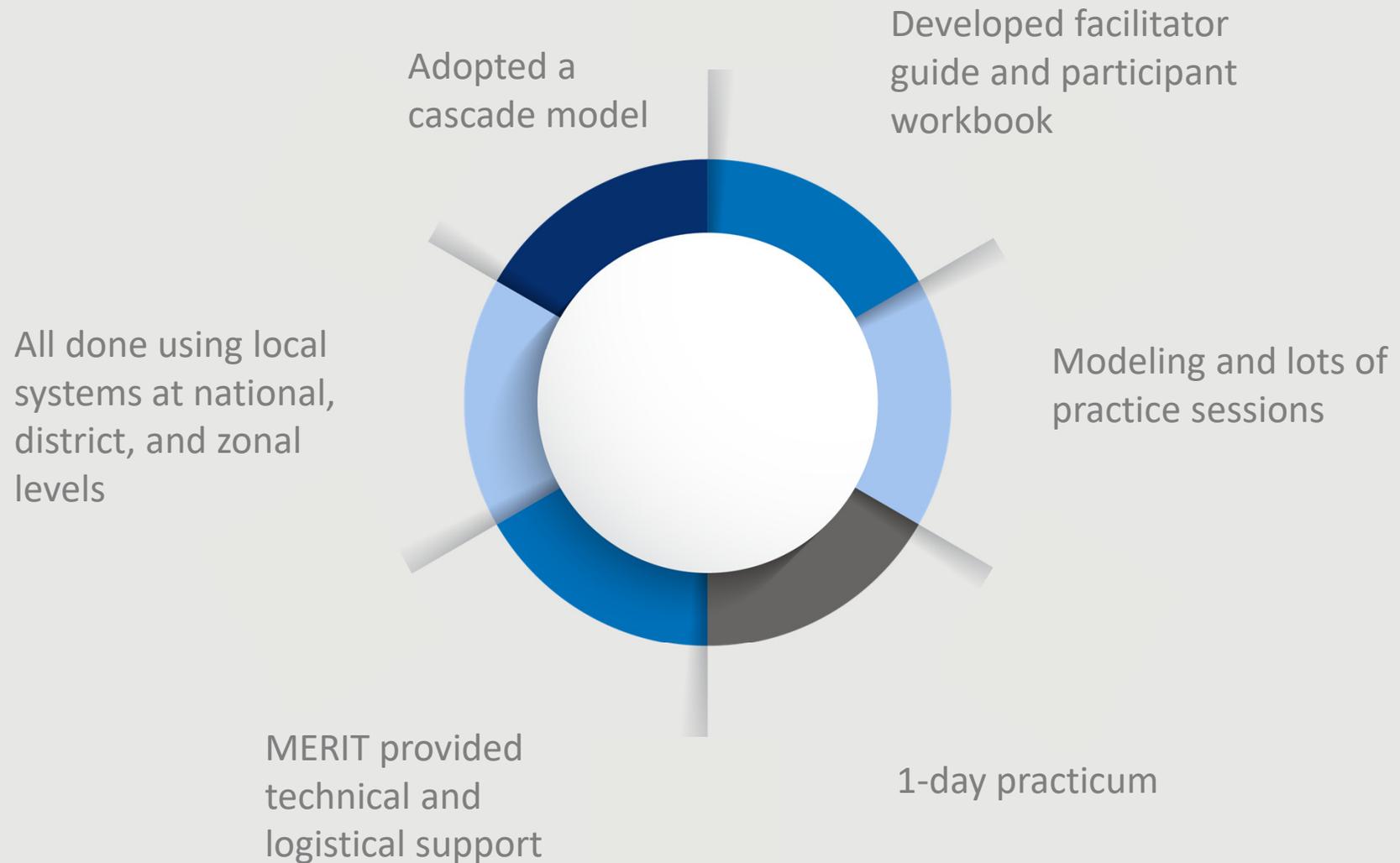
Support from the literature:

- Repeated training and concrete tools such as scripted lesson plans coupled with ongoing coaching improve quality of instruction and literacy outcomes (Piper et al., 2018)
- Importance of collaborative learning environments or communities of practice (Darling-Hammond et al., 2017)
- Quality teacher training impacts student learning outcomes positively (National Reading Strategy, 2014)

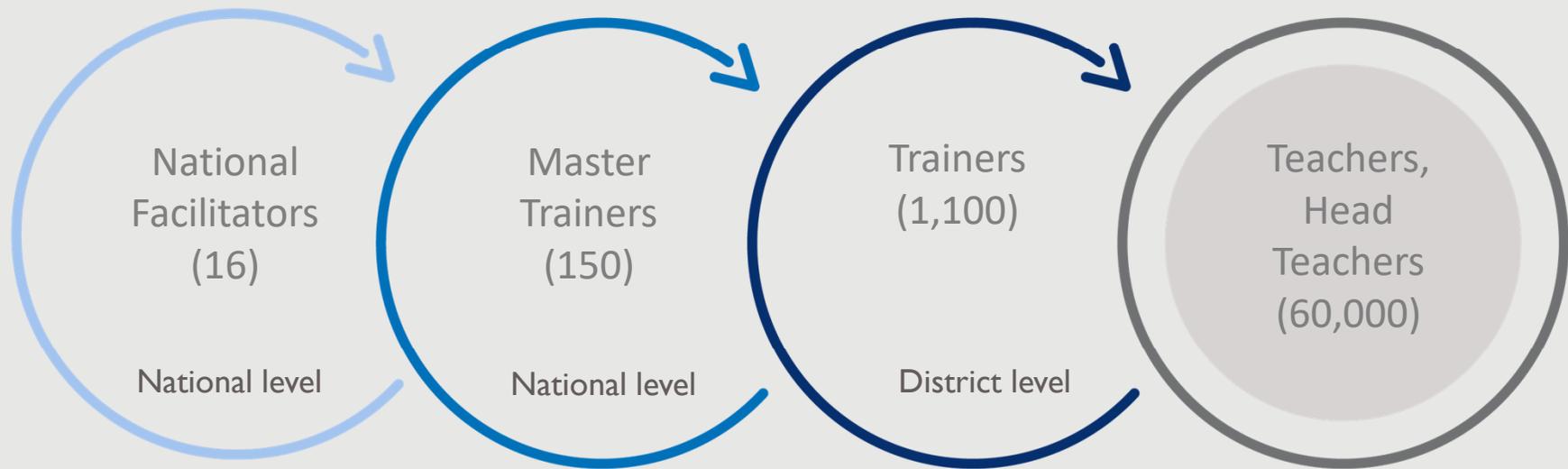
Local needs

- Underdeveloped reading instruction in teacher education programs
- Pilot programs showed promise
- Need for more localized and cost-effective solutions
- TLCs and school-based coaching can be more frequent and flexible

Face-to-Face Training Model



3-Tier Training Cascade Model



Ministry of Education, Science and Technology (MoEST) officers; Teacher Training college (TTC) lecturers; one inspector of primary schools, *one primary school teacher*

MoEST officials, TTC lecturers, *inspectors of primary schools, Primary Education Advisors (PEAs), primary school teachers*

PEAs and key primary school teachers

Training Numbers

| Category | Numbers Trained |
|--|-----------------|
| Standard 1–4 Teachers | 51,458 |
| Head Teachers | 10,332 |
| PEAs | 492 |
| Section Heads | 10,891 |
| Special Needs Education (SNE) Teachers | 286 |
| Private Schools (voluntary & at own expense) | 4,000+ |



Challenges

Limited pool of trainers → multiple cascade levels

Initially printing capacity and speed delayed material distribution

Required massive financial, human, and physical resources

Material distribution challenges: long distances, inaccessible centers

Training commencing with limited materials

But got better by the year—learned from our challenges; improved systems and operations

Teacher Experience of NRP Trainings, from National Assessment of Reading Instruction (NARI) 2019

Participation is high:

Nearly all observed teachers (93%) reported attending at least 1 NRP training; 61% reported attending 3 or more NRP trainings

Majority of teachers find training useful:

Most teachers rated the topics covered in the trainings as either “useful” or “very useful” (range 85%–97% depending on the topic)



Teacher Experience

“

After the NRP training, we have learnt to sit down and listen to learners and their problems, and we are able to counsel them...not giving them punishments or sending them back home.

Wyson Masanje,
*Standard 3 Teacher,
Mchenga School*

“

I have learned the 5 reading skills that I didn't know before. Before NRP, learners reached up to Standard 5 without being able to decode words, but NRP strategies help children develop reading skills faster...a Standard 1 learner can read, and when they struggle, they will try sounding out the letters they see.

Zione Banda,
*Standard 2 Teacher/National
Facilitator, Mchedwa School*

Teacher Learning Circles

What?

Standard 1–4 teachers come together to learn from each other and practice teaching skills

Why?

Provides a cost-effective, accessible and flexible way for teachers to support each other, solve and find solutions problems, and practice teaching skills

When?

Once a month, after the end of the school day, lasting approx. 90 minutes

How?

- Follow structured agenda and topics
- Facilitated by one of the teachers
- Practice teaching skills
- “What I will do differently” followed up during coaching

Also:

Recognition of good performance with award of Star Teacher certificate

Teacher Experience of TLCs

TLCs started in September 2018 and were accepted widely:

74% of sample schools, especially larger schools, conducted all prescribed TLCs (September–November 2018; January–February 2019)

53% of observed Standard 1–4 teachers reported attending 100% of TLCs at their school

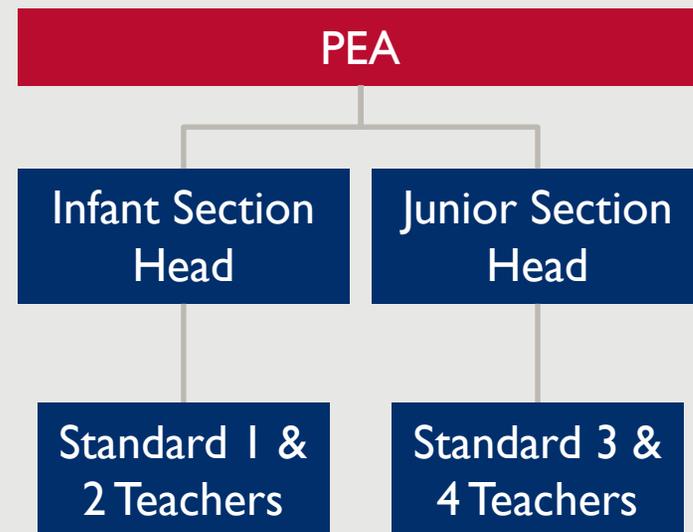
Nearly two-thirds of observed teachers rated each of the first 4 TLCs as either “very useful” or “useful”

TLCs:

- Provide opportunity for teachers to learn together and support each other, and to practice teaching skills as written in the teacher guide
- Have created collegiality among teachers who would otherwise work in isolation
- Offer an opportunity for reflection on teaching practices and to identify what to do differently
- Provide teaching practices to be followed up during coaching

School-Based Coaching

- Section heads coach teachers in their sections
- Observe lessons using Teacher Observation Instrument (TOI)
- Section head coaching—once every month
- PEAs provide support to section heads on their coaching



Teacher Experience of School-Based Coaching

Coaching model has brought teacher support right to the school and into the classroom

- Around half of section heads (53%) provided between 4 and 10 or more coaching sessions to teachers in their sections
- Almost all teachers (98%) have received in-school coaching in NRP pedagogy since September 2017

**In just the first half of the 2018/2019 school year
(September–February):**

90% of observed teachers were coached

47% of observed teachers had already been coached 3 or more times

Observed Changes in Teacher Practice: Evidence from the NARI 2017 and 2019

Most teachers (83%) were on schedule in their progress through the NRP curriculum for their standard and subject.

Teachers are following the Lesson Cycle:

✓ **I Do (70%); We Do (88%); You Do (96%)**

- **Nearly all teachers (93%)** use local language correctly to support learners' understanding of content.
- **Teachers engaged learners in reading activities in nearly all lessons (98%)** that prescribed reading practice.
- **Two-thirds (64%)** of the teachers did well or better in keeping most learners on task and engaged throughout the lesson.
- **Most of the teachers (85%)** started implementing remediation sessions soon after their training (December 2018).

Areas Teachers Still Require Support

Teaching sounds (phonemic awareness),
alphabetic principle, and comprehension

Lessons ending before prescribed duration time

Motivating learners to attend school regularly

Setting classroom routines and procedures early in
the school year to increase time spent on learning

Pathways to Sustainability

Pre-service curriculum has been revised to include **NRP components** of reading so new teachers will graduate with skills in teaching reading

Working with districts to integrate funding for PEA visits to schools and orientation of new teachers into district plans and budgets

Recommending TLCs become **part of the official school timetable**

Institutionalize district review meetings as a forum for sharing NRP progress for each district

Elevate role of key teachers to support schools within their locality



ZIKOMO
THANK YOU

References

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective Teacher Professional Development* (p. 76). Learning Policy Institute.

Piper, B., Simmons Zuilkowski, S., Dubeck, M., Jepkemei, E., & King, S. J. (2018). Identifying the essential ingredients to literacy and numeracy improvement: Teacher professional development and coaching, student textbooks, and structured teachers' guides. *World Development*, 106, 324–336.
<https://doi.org/10.1016/j.worlddev.2018.01.018>

Malawi Ministry of Education Science and Technology. (2014). *National Reading Strategy (2014-2019)*.



ADAPTING AND GOING TO SCALE WITH CONTINUOUS ASSESSMENT AND TARGETED REMEDIATION

MALAWI NATIONAL READING PROGRAMME

Mavuto Chiwale, Abt Associates

March 23, 2020

CIES Miami

OUTLINE



- Malawi National Reading Programme (NRP) Continuous Assessment and Remediation Overview
- Malawi Context
- Adapting for NRP
- Technical Approach
- Success and Challenges

NATIONAL READING PROGRAMME

YESA CONTINUOUS ASSESSMENT & REMEDIATION

- A key objective of the Yesani Ophunzira Activity (YESA; Assess the Learners) is to provide technical support to the Ministry of Education, Science and Technology (MoEST) in the development of Standard 1–4 reading assessment tools, remediation methodology, and remediation activities that will ensure all learners in the classroom develop foundational literacy skills and can read with comprehension by the end of Standard 4.

WHY REMEDIATION?

2018 National Reading Assessment Results:

- 75.9% of Standard 2 learners could not read a single familiar word in Chichewa
- 27.3% of Standard 4 learners could not read a single familiar word in Chichewa
- Standard 2 oral reading fluency—4.2 correct words per minute (cwpm)
- Standard 4 oral reading fluency—30.9 cwpm

LARGE CLASS SIZES



RESOURCE LIMITATIONS



CAPACITY GAPS



SPACE ON THE SCHOOL TIMETABLE

| JUNIOR PHASE | | | | | | | | | | | | |
|-------------------|-------------|-------------|-------------|-------------|--------------|---------------|---------------|---------------|---------------|---------------|--------------|-------------|
| | 7.30 – 8.05 | 8.05 – 8.40 | 8.40 – 9.15 | 9.15 – 9.50 | 9.50 – 10.05 | 10.05 – 10.40 | 10.40 – 11.15 | 11.15 – 11.50 | 11.50 – 12.05 | 12.05 – 12.40 | 12.40 – 1.15 | 1.15 – 1.50 |
| STANDARD 3 | | | | | | | | | | | | |
| Mon | Maths | Chich | Tikwere/Lib | Eng | B | Eng | Maths | Ex. Arts | B | L/Skills | SES | |
| Tue | Chich | Maths | Tikwere/Lib | Maths | R | Eng | Chich | SES | R | BK/ RE | Remedial | |
| Wed | Eng | L/Skills | Tikwere/Lib | Maths | E | Eng | SES | Chich | E | Maths | Ex. Arts | |
| Thur. | Maths | Eng | Tikwere/Lib | Chich | A | Chich | SES | L/Skills | A | Eng | Ex. Arts | |
| Fri | Chich | Maths | Tikwere/Lib | Maths | K | Eng | Life Skills | Ex. Arts | K | BK/RE | Remedial | |
| STANDARD 4 | | | | | | | | | | | | |
| Mon | Maths | Chich | AST | Eng | B | Chich | Eng | Tikwere/Lib | B | Ex. Arts | L/Skills | SES |
| Tue | Chich | Maths | Eng | Maths | R | Life Skills | SES | Tikwere/Lib | R | AST | BK/RE | Remedial |
| Wed | Eng | Chich | SES | AST | E | Maths | Eng | Tikwere/Lib | E | Chich | Maths | Ex. Arts |
| Thur. | Maths | Eng | AST | Maths | A | Chich | SES | Tikwere/Lib | A | L/skills | BK/ RE | Ex. Arts |
| Fri | Chich | Maths | Eng | AST | K | Eng | Maths | Tikwere/Lib | K | Life Skills | Ex. Arts | Remedial |

DEVELOPING A REMEDIATION METHODOLOGY FOR MALAWI NRP

- Adapting successful approaches to remediation to Standards 1–2
- Aligning content and timing of continuous assessments and remediation activities with the curriculum
- Tackling the problem of large class sizes
- Developing reading assessments that are quick and easy to administer
- Increasing teacher time with learners in need of additional support
- Finding time in the school day

TECHNICAL APPROACH

- Developed based on literature review and examination of successful programs in other countries
- Uses teacher administered, curriculum-based reading assessments implemented throughout the term
- Learners grouped based on their performance on these assessments

GROUPS WORK TOGETHER TO BUILD SKILLS



TECHNICAL APPROACH

- Developed based on literature review and examination of successful programs in other countries
- Uses teacher administered, curriculum-based reading assessments implemented throughout the term
- Groups learners based on their performance on these assessments
- Remediation groups assigned activities tailored specifically to the skills still not mastered
- Learners are assessed and regrouped at specified times throughout school year (7–8 total assessments in one year)

SUCSESSES TO DATE

Monitoring visits have provided anecdotal evidence that when this technical approach is implemented with fidelity:

- Teachers improve their skills in assess learners' reading abilities.
- Teachers are able to track learners' progress over time.
- Teaching is informed by assessment results.

RECORDS OF STUDENT PERFORMANCE

STANDARD 3B Term: I

Initial Assessment Date: _____

| No. | NAMES OF LEARNERS | Matsi A (Letters) | | MALWU (SOUND) | | MAPHAKIZO (SYLLABLES) | | MAMLU (WORDS) | |
|-------------|-------------------|-------------------|-----------|---------------|-----------|-----------------------|-----------|---------------|-----------|
| | | SCORE | TICK MARK | SCORE | TICK MARK | SCORE | TICK MARK | SCORE | TICK MARK |
| 1 | TINAGI MWALE | 6 | | | | 2 | | 2 | |
| 2 | MACEY PHILI | 6 | | | | 3 | ✓ | 5 | |
| 3 | DICHLIMANA SAMUEL | 10 | ✓ | 1 | | | | | |
| 4 | DECIOMS NTANTHKO | 7 | ✓ | | | | | | |
| 5 | PAUL KANBULU | 7 | ✓ | 2 | | | | | |
| 6 | JYBIA KALIVUTE | 10 | ✓ | | | | | | |
| 7 | JABULING KAMODZO | 6 | | | | | | | |
| 8 | MWATI SAGONTA | 9 | ✓ | 4 | | | | | |
| 9 | SHAMEL AMIBU | 3 | | | | | | | |
| 10 | MSEKOK BRANSA | 0 | | | | | | 10 | ✓ |
| 11 | SIMMY BLATON | | | | | | | 10 | ✓ |
| 12 | JOHN BLATON | | | | | | | | |
| 13 | COMPOST CHITSULO | 0 | | | | | | | |
| 14 | CHANE CHALANDA | 0 | | | | | | | |
| 15 | ANDIE CHIKENAM | 6 | | | | | | | |
| 16 | NEBORETA BAROLA | | | | | | | 10 | ✓ |
| 17 | PEMASE LIVIMO | 6 | | | | | | | |
| 18 | JULIANA ZOMBA | 3 | ✓ | | | | | | |
| 19 | FAZANA IWABI | 6 | | | | | | | |
| 20 | EMMA SULUVELLO | 7 | ✓ | 7 | ✓ | 6 | | 8 | ✓ |
| 21 | FLORA NYAMGALI | 4 | | 1 | | 3 | | 0 | |
| 22 | STALING NYOMA | 7 | ✓ | 0 | | 0 | | 0 | |
| 23 | SHANTOL NALI | 8 | ✓ | 1 | | 1 | | 1 | |
| 24 | FATHI KONOLA | 10 | ✓ | | | | | | |
| 25 | TIONGE MWOOTCOLI | 11 | ✓ | | | | | | |
| 26 | MAYIRO MWAHANGU | 8 | ✓ | | | | | | |
| 27 | MARY NOLITATLA | 8 | ✓ | | | | | 3 | |
| 28 | ESTER MPULUKA | 9 | ✓ | 3 | | 1 | | | |
| TOTAL MARKS | | 9 | ✓ | 3 | | 1 | | | |

- Skill charts document learner progress over time

SUCSESSES TO DATE

Monitoring visits have provided anecdotal evidence that when this technical approach is implemented with fidelity:

- Learners are being assisted based on their needs.
- Learners improve their basic reading skills.
- Teachers have improved skills to handle large classes.
- Schools can easily track how teachers are performing in their respective classes.



THANK YOU!



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ENSURING DISABILITY INCLUSION UNDER MALAWI'S NATIONAL READING PROGRAMME

Reading for All Malawi (REFAM)

Presented by: Betty Wisiki

PRESENTATION OVERVIEW

1. Overview of education for children with disabilities in Malawi
2. Inclusive education in Malawi
3. About Reading for all Malawi (REFAM)
4. REFAM's role within the National Reading Programme (NRP)
5. Accomplishments
6. Lessons learned

OVERVIEW



- 2017 Education Management Information System (EMIS) data indicate 146,048 out of 5,073,729 learners were identified with special needs in all primary schools in Malawi.
- 2.8% of total primary enrollment
- Many children are not counted in disability registers or education data **because of limited screening services.**

THE CHALLENGE

- In Malawi, children with disabilities are one of the most socially marginalized groups.
- They are less likely to start school and less likely to stay in school.
- Those in school experience a lot of challenges.
- **The school environment is not structured to meet the needs of all learners.**

INCLUSIVE EDUCATION IN MALAWI

- **The Government of Malawi launched a National Strategy on Inclusive Education in 2016.**
- The goal of the strategy is to ensure that learners with diverse needs in Malawi have equitable access to quality education.
- According to the strategy, Special Needs Education Resource Centres are used to deliver inclusive education in **146** public primary schools across Malawi.



A learner with visual impairment reading a Braille text

LEARNERS WHO ARE DEAF OR HARD OF HEARING

- Special schools for learners who are deaf or hard of hearing ensure exposure to sign language and appropriate bilingual instruction



REFAM OBJECTIVES

Ministry of Education, Science and Technology's (MoEST's) capacity to deliver reading instruction to children with disabilities strengthened

- Policy framework updated
- Early detection protocols implemented
- Resource networks activated
- Evaluation and reporting improved

Reading instruction and learning assessment for children with disabilities improved

- Disability-specific reading materials developed
- Teacher utilization of disability-specific materials and practices improved
- Classroom coaching improved
- Utilization of resource networks improved

Family and community support to learning for children with disabilities improved

- Awareness about the learning potential of people with disabilities raised
- Community support to schooling children with disabilities increased
- Family engagement in reading practice for students increased

REFAM'S ROLE WITHIN NRP



Provide an intervention model that improves identification and assessment of learners with disabilities



Provide technical assistance to the MoEST on approaches to teaching literacy for learners with disabilities



Work with Disabled Peoples' Organizations to raise awareness about the learning potential for learners with disabilities



ACHIEVEMENTS TO DATE



- Increased dialogue on needs of learners with disabilities and created positive relationship with the MoEST
- Strengthened disability-inclusive education elements in the NRP
- Conducted national reading assessments for learners who are blind or have low vision, deaf or hard of hearing, or have learning disabilities

LESSONS LEARNED

- Ensuring that Special Needs Education (SNE) teachers participate in REFAM-organized training workshops has created a space for peer learning.
 - SNE teachers provide guidance to their mainstream peers on how to identify learners with special needs and share creative ways to modify the lesson plans to better serve these learners.

LESSONS LEARNED

- Opportunity to train MoEST staff, disabled peoples' organizations, and partners has a 'force multiplier' effect
 - Extends the reach of disability programming deeper into institutions, communities, and schools
 - Increases awareness and understanding of issues for learners with disabilities, and creates opportunity for better planning and support

THANK YOU



For more information or further discussion, please contact REFAM team, Augustine Kanyendula:
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