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# **ENGLISH AS A SECOND LANGUAGE (ESL) PROJECT**

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**THIRD QUARTER - 2013  
PROGRESS REPORT # 6**

**IMPLEMENTED BY THE UNITED NATIONS DEVELOPMENT PROGRAMME  
(UNDP)**

**FUNDED BY THE UNITED STATES - DEPARTMENT OF STATE**

**1<sup>ST</sup> JULY – 30<sup>TH</sup> SEPTEMBER 2013**

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## 1. SUMMARY OF ACTIVITIES DURING THE REPORTING PERIOD

July –September 2013

### **Summary of English as a Second Language (ESL) Project Results** **During 3<sup>rd</sup> Quarter 2013:**

- Continued the third stage ESL training completed 29 August at Anti-Corruption Academy.
- Completed negotiation with the two selected English Immersion programs in the U.S. for the 90-day ESL immersion program for Commission of Integrity and Offices of Inspectors General candidates with Letters of Agreement signed.
- Monitored and tracked visa issuance by to the US Consulate and completed the visa process of 31 participants. Two visa applications remained suspended 211(g) at the end of 3<sup>rd</sup> Quarter and one participant withdrew.
- Continued training, conducted post testing, and prepared for the 90 day immersion program.
- Conducted an in-service Training of Trainers for the three English Language teachers employed by the Commission of Integrity at the Anti-Corruption Academy initiating June and on-going till 10 September 2013. Developed guidelines.
- Completed negotiation for the TESOL intensive English program for two of the English language teachers at the Anti-Corruption Academy to increase sustainability with Letter of Agreement signed.
- Supervised and monitored application of guidelines for the ToT of new English Language teachers in a pilot class at the Anti-Corruption Academy.
- Initiated the new ESL course for Senior Commission of Integrity staff members August-September 2013.
- Managed immigration and visa issues for the 32 participants for the 90 day immersion training and 2 teachers for TESOL.
- Fifteen participants departed for Georgia Institute of Technology Language Institute from Baghdad on 12 September arriving in Atlanta Georgia on 13 September.
- Sixteen participants departed for University of California Riverside International Education Programs from Baghdad on 13 September arriving in Los Angeles on 14 September and arrival early morning 15 in Riverside.
- Flights, per diem and induction provided for the 31 participants for the 90 day immersion training in Amman Jordan and at the respective school.
- Induction provided at both Georgia Institute of Technology Language Institute and University of California Riverside International Education Programs on 16 September 2013. Intake test given by respective school.
- Full time classes initiated for the 31 participants on 17 September 2013 at the respective school; Georgia Institute of Technology or University of California Riverside.
- Adjustment made to teacher training TESOL component due to delay in visa issuance. Start and completion anticipated 4<sup>th</sup> Quarter 2013.
- Consultant completed work at Anti-Corruption Academy and departed September 2013.

## 2. COMPLETED PROJECT RESULTS

### A. Informational Background to the ESL Classes:

The aim of the project is to facilitate improved English skills for those working in one of the anti-corruption institutions to support the implementation of the United Nations Convention against Corruption and the Iraq Anti-Corruption Strategy with particular emphasis on cross border investigations, and to facilitate international cooperation. This has taken on increase precedence as Iraq has become a member of the Stolen Asset Recovery Initiative.

A curriculum was developed for the Anti-Corruption Academy (ACA) by UNDP for the English as a Second Language (ESL) Project support including the implementation of a sustainable ESL Program at the Anti-Corruption Academy which included advance training by a native English speaking specialist and training of trainers at the lower level. The Anti-Corruption Academy in Baghdad delivered over the lifecycle of the project three stages of training which included 120 hours of instruction at Intermediate level, 120 hours at Upper-Intermediate level, 120 hours at Advanced level and 120 hours at TOEFL/ESP. This resulted in a range of 480 to 600 hours of classroom instruction for those entering the ESL classes in 2012. Additionally, the project completed an ESL program at the Higher Judicial Council in collaboration with the Judicial Development Institute pursuant to the specific requirement identified by the former Chief Justice.

All participants who attended classes at the Anti-Corruption Academy or the Judicial Development Institute were given an intake test using a standardized English Language placement test. Placement into classes were based on individual performance results on the *Placement Test*.

### B. ESL Classes at the Anti-Corruption Academy:

#### Commission of Integrity and Offices of Inspectorate General Participants

##### ***B.1 "First Stage" ESL Classroom Instruction***

ESL classes for the Commission of Integrity and other institutions participants were held at the Anti-Corruption Academy.

The ESL classes began on 1 July 2012 with the Commission of Integrity Anti-Corruption Academy delivering 7.5 to 10 hours of ESL classroom instruction per week with the exception of break/holiday periods within the Iraqi calendar. The *"First Stage"* of ESL Classroom Instruction included 127 hours per level and ran till 17 October 2012 with classroom instruction delivered to each groups respectively tested across skill areas which included: reading comprehension, writing, listening, grammar and speaking. The initial round of ESL at the Anti-Corruption Academy offered three class levels including:

1. Intermediate;
2. Upper Intermediate; and
3. Advanced

The initial round did not offer TOEFL/ESP as during the intake placement tests no candidates were identified for TOEFL/ESP level courses.

### ***B.2 End of "First Stage" Testing***

The end of level speaking test was conducted within each class at the Anti-Corruption Academy and completed by 15 October 2012.

Two parts of the end of levels testing in listening and writing were conducted on 18 October 2012. The remaining two portions of the end of levels testing in Grammar and Reading Comprehension took place on 8 November 2012.

All participants performed satisfactorily and were moved up to their next respective levels.

### ***B.3 "Second Stage" ESL Classroom Instruction***

The "Second Stage" of the next 120 hours of ESL classroom instruction commenced at the Anti-Corruption Academy 11 November 2012 with three levels being conducted which completed 14 March 2013.

The three ESL classes moved up with ESL student successes offering the following levels:

1. Upper Intermediate;
2. Advanced; and,
3. TOEFL/ESP Introductory.

All participants performed satisfactorily enough within their Second Stage classes to merit moving up to their next (respective) levels in the Third Stage of the ESL classes.

### ***B.4 "Third Stage" of ESL Classroom Instruction***

The "Third Stage" ESL Classes at the Academy began on 24 March and completed 29 August 2013.

The ESL class level conducted in third quarter included:

1. Advanced;
2. TOEFL/ESP Introductory; and,
3. TOEFL/ESP Advanced.

The third and final stage resulted in 120 hours of instruction at three levels: Advanced level, TOEFL/ESP Introductory level and TOEFL/ESP Advanced level.

The "Third Stage" classes completed at the end of August through students continued to attend meetings through the first half of September at the Anti-Corruption Academy to prepare paperwork and receive updates regarding the Immersion English Course.

## **B5. "Immersion" Intensive English Course**

In late 2012, UNDP Iraq initiated research into the design of the 90-Day Immersion Course for the participants from the Commission of Integrity and the Offices of

Inspectors General who were studying intermediate or higher level ESL at the Anti-Corruption Academy. This included identification of weighting and methods of shortlisting professionally accredited intensive/immersive English Language programs to determine their suitability. Summer session was not an ideal time with several of the female student not able to attend. Thus, to facilitate gender equality and full participation the Fall Semester was selected.

The two schools were selected through the following process. It was opted that a way forward to shortlist schools was through the Bureau of Educational and Cultural Affairs sponsored by the U.S. Department of State Fulbright Summer 2012 document. This was utilized as the Fulbright Document was approved by U.S. Department of State and schools vetted. The Fulbright Pre-Academic Training Program Directory 2012 was used with all Intensive English courses identified. Primary criterion to shortlist included; State schools, security in the area and within cities with a population of over 125,000. Thus the Universities that met criteria were approached utilizing the terms of reference. Three Universities responded back and went through weighting.

Two Universities were selected which were the University of California Riverside International Education Programs and Georgia Institute of Technology Language Institute.

The ninety day immersion intensive English Course initiated 3<sup>rd</sup> Quarter 2013.

#### **B6. Developing sustainability and capacity at the Anti-Corruption Academy**

UNDP continued to provide technical expertise till mid-September 2013 at the Anti-Corruption Academy primarily through in-class monitoring and guidance and ESL teaching/modelling. Teachers' meetings (both formal and informal) were held regarding organizational, strategic, testing, materials, and participant matters. Emphasis was on teaching higher-level students and modern English Language teaching techniques, as a form of in-class guidance and mentoring to the Iraqi English Language teachers at the Anti-Corruption Academy. UNDP also observed, monitored and provided feedback to the Anti-Corruption Academy Iraqi English Language teachers.

Sustainability is an issue within the project and there remains high motivation to integrate modern English Language techniques into the curriculum at the Anti-Corruption Academy. To support the inclusion of modern English Language techniques and sustainability, arrangements were made for the three English Language teachers to participate in a Teaching English to Speakers of Other Languages (TESOL) course. One of the three English Language teachers withdrew.

#### **C. ESL Classes at the Judicial Development Institute:**

##### **Higher Judicial Council Participants**

UNDP developed an ESL program for the Higher Judicial Council in collaboration with the Judicial Development Institute pursuant to the specific requirements identified by the Chief Justice. This ESL program began implementation January 2013 and completed 2<sup>nd</sup> Quarter 2013, in compliance to the request by the former Chief Justice.

The specific requirements identified by the former Chief Justice were that:

- a. the ESL classes must take place at the Judicial Development Institute;

- b. the ESL program as a whole should be three months (12 weeks) in duration; and,
- c. the only ESL input required by the Higher Judicial Council is :
  - i. General English Language Instruction; and,
  - ii. ESP instruction (i.e., English for Law) *if* the participants possessed a high enough level of General English to benefit from ESP input
  - iii. It was specified by the Chief Justice that no TOEFL input was desired.

Based on the above-expressed specific requirements, UNDP offered a curriculum and program of *General English* at two levels: Pre-Intermediate and Intermediate which was based on the placement test results of the Higher Judicial Council participants.

### **3. PROGRESS ACHIEVED IN 3<sup>RD</sup> QUARTER 2013**

#### **A. UNDP ESL Support at the Anti-Corruption Academy**

During 3<sup>rd</sup> Quarter UNDP continued to provide technical expertise to the Anti-Corruption Academy till mid-September and supported instruction in some ESL class sessions, particularly preparation for the 90 day immersion courses. Extensive support and cooperation was required to realise the arrangements for the immersion course at the Georgia Institute of Technology and the University of California Riverside.

A new ESL course for Senior Commission of Integrity staff members initiated 1 August and ran till mid-September. This course targeted the very senior level Col staff, all of whom were at Director General level or above. This course was taught by the Iraqi English Language teachers with very close oversight by and input from the UNDP Consultant, who attended the class sessions regularly.

A Training of Trainers in-service was conducted which initiated in June and completed on 10 September 2013. Additionally a Guideline was developed for the Training of Trainers and was used in the new ESL course. During the quarter the Col initiated a selection process to hire new Iraqi English language teachers for the Anti-Corruption Academy.

#### **B. English as a Second Language (ESL) Immersion Course**

The immersion intensive English Course was realized during 3<sup>rd</sup> Quarter 2013. Letters of Agreement were signed with the two selected Universities: the University of California Riverside International Education Programs and Georgia Institute of Technology Language Institute.

All steps of the process were carefully monitored and records managed with all students accessing visa. Both the Commission of Integrity and the Offices of Inspectors General granted leave to all of the 31 participants for the duration of the training. UNDP would like to thank the INL Baghdad, the Anti-Corruption Academy, the Commission of Integrity, the Offices of Inspectors General and the US Consulate for their support.

Initially 32 staff members from the Commission of Integrity and the Offices of Inspectors General who had attended the twelve months of ESL at the Anti-Corruption Academy

were scheduled to attend the immersion intensive English program, which will not lead to a degree. Those attending were divided into two equal size groups of 16 persons to attend two different Universities. The placement was based on encouraging and promoting English language for all students. Arrangements were made for the two highest Anti-Corruption Academy groups to attend Georgia Institute of Technology and the third Anti-Corruption Academy group to attend the University of California Riverside. Therefore, students with lower skills could not rely on the more advance students, due to the different locations. One of the OIG staff withdrew during the quarter. Thus, the resultant number of participants became 15 students to the Georgia Institute to Technology Language Institute and 16 students to the University of California Riverside International Education Programs. The gender breakdown of the group is Female 12/ Male 19. The breakdown of staff from the Commission of Integrity (COI) 26 participants and the Offices of Inspectors General (OIG) 5 participants.

The two groups departed for their studies very close together. The start date was renegotiated for Georgia Institute of Technology as multiple visa were suspended with both schools initiating induction on 16 September 2013. Fifteen participants departed Baghdad on 12<sup>th</sup> September for arrival in Atlanta Georgia to attend the Georgia Institute of Technology. Sixteen participants departed Baghdad on 13<sup>th</sup> September for arrival in Los Angeles and several additional hours by road to University of California Riverside.

Day one 16 September was induction and placement testing using standardized placement tests. Day two initiated the intensive schedule of students in classes full time and homework assigned. Intensive classes include six areas of study daily from 9-4 in the areas of: Grammar, Reading, Writing, Language Laboratory and Oral/Listening Skills.



Georgia Institute of Technology above



University of California Riverside above



Both of the schools are keeping UNDP updated on different issues and successes of the participants at the end of the quarter and the immersion course will continue until December 2013.

### **C. Iraqi English Language Teachers: Professional Development**

Arrangements matured for the two English Language teachers to participate in Teaching English to Speakers of Other Languages (TESOL). This TESOL initiative promotes long term sustainability and modern training techniques within the Anti-Corruption Academy. This training will hone the participating teacher's skills as well as integrate learned skills in Iraq with new teaching skills learned/observed at the University. The initial timeline was to initiate this course shortly after the groups for the immersion English courses departed from 25 September-25 October 2013 at the University of California Riverside. Negotiations opened at the end of the quarter as neither of the two teachers had visas. Early in October one of the teachers received notice that his visa would be issued and arrangements are made for arrival date of 23 October to attend TESOL training. The second teacher may not be able to participate visa is not received by 13 October.

## **4. Background to the Project**

As part of their efforts to fight corruption, financial crimes, and terrorist finance, Iraqi institutions are seeking greater cooperation with international law enforcement authorities. Such cooperation is essential to succeed in detecting money laundering, tracing and recovering stolen assets, and extradition of suspects from foreign jurisdictions.

Iraqi institutions recognize that they will need to dramatically increase the number of their investigators and prosecutors who are fluent in English in order to effectively communicate with international players on anti-corruption and money laundering issues. Thus, this Project trains and supervises training of instructors who are working with a group of Iraqi personnel from the Commission of Integrity, the Judiciary and other oversight/financial institutions on English Language to a competent and relevant conversational level and to a successful TOEFL level. A second component is the development of teaching curricula in ESL for the institutions and promoting the sustainability of the ESL Project for life past the project and long term.

The Iraqi Commission of Integrity took initiative to develop English Language training for up to 500 Col employees through their *Tumoooh* program at the Anti-Corruption Academy up to conversational level English. The *Tumoooh* classes provided a curriculum and training materials up to an Intermediate level of General English Language competency.

The Commission of Integrity requested UNDP assistance for their English Language Training program, especially at the higher levels of English language to expand the *Tumoooh* program.

UNDP support has resulted in four levels of ESL classes which are designed to teach English to Iraqi oversight/financial institutions the judicial and Commission of Integrity to enhance their capacity in: i) detecting money laundering, tracing and recovering stolen assets; and, ii) extradition of suspects from foreign jurisdictions.

Towards this goal, UNDP Iraq continued to provide a platform of both administrative and technical support in the implementation of an English Language Training Program that builds the English Language capacities of the personnel of the relevant institutions towards:

- i. Contextually relevant conversational competencies (i.e., to Advanced General English Language and English for Specific Purposes competence); and,
- ii. The achievement of successful increased understanding of English at Upper-Intermediate to Advanced level leading to successful TOEFL scores in relation to the roles of the different agencies and where desired by the relevant institution.
- iii. The provision of a 90 day immersion program in the USA to selected advanced students who meet criterion and are released to attend with pre and post evaluation.

## 5. Progress Achieved as per the Project Work Plan

Objectives/Activities	Indicators	Target	Baseline	Data Source	Timeline
<p><b>Output 1: English Language Training to the Col.</b></p> <p>1.1 - Fulltime English Teacher/Curriculum Developer deployed: <b>COMPLETE</b></p> <p>1.2 - Training by native English speaker for 12 month timeframe: <b>COMPLETE : the services are now completed including the three months extension.</b></p> <p>1.3 - An immersion program in the U.S. for 20 Col trainees – three month timeframe. <b>ONGOING: 31 Students departed for a start date of 16 September at the two selected schools. The courses will complete in December 2013.</b></p>	<p>i.Number and quality of supplemental curriculum to provide evidence for ESL implementation.</p> <p>ii.Number of Col staff who have received training indicating improved skills in ESL.</p> <p>iii.Number of Col English instructors who were monitored and offered guidance to improve teaching techniques.</p> <p>iv.Number of Col staff who successfully joined an immersion program in the USA.</p>	<p>i. ESL curriculum developed and taught together with work plan developed for each instructor. <b>Results: the curriculum developed and taught with mentoring extending pass initial timeframe.</b></p> <p>ii. 40 Col staff received ESL training.</p> <p>iii. 4 Col instructors. <b>3 Col instructors.</b></p> <p>iv. 20 Col staff. <b>26 Col Staff participated in immersion program.</b></p>	<p>i. Two level training on ESL. None for the instructors.</p> <p>ii. 60 staff received basic and intermediate training.</p> <p>iii. None.</p> <p>iv. None</p>	<p>i. Consultations are held with Col to ensure use of new curriculum.</p> <p>ii. TOFEL tests results</p> <p>iii. Pre and Post training evaluation will be conducted to measure improvement.</p> <p>iv. Pre and Post training evaluation will be conducted to measure before and after the immersion program.</p>	<p>Q2 2012</p> <p>Q2 2012 – Q3 2013 and Q3Q4 2013 at University</p> <p>Q3 2013</p> <p>Q3 2013</p>
<p><b>Output 2: English Language Program at the Judicial Development Institute (JDI).</b></p> <p>2.1 - Develop separate English language training curricula for English terminology for judges, prosecutors, media staff, translators, and other court personnel in</p>	<p>i. Number and quality of supplemental curriculum to provide evidence for ESL</p>	<p>i. ESL curriculum developed and taught. <b>Result ESL curriculum developed</b></p>	<p>i. None</p>	<p>i. Consultations are held with JDI to ensure use of new curriculum.</p>	<p>Q2 2012</p>

<p>accordance with the standards and procedures of the JDI: <b>COMPLETE</b></p> <p><b>2.2</b> - Develop the capabilities of the Iraqi English language instructors employed by the Judicial Development Institute (JDI) to teach such classes. <b>CANCELLED in relation to the request by the former Chief Justice</b></p> <p><b>2.3</b> - Develop an on-site intensive program for provincial judges, if desired by the HJC.: <b>CANCELLED in relation to the request by the former Chief Justice</b></p>	<p>implementation specific to the JDI.</p> <p>ii. Number of JDI English instructors to improve teaching techniques.</p> <p>iii. Number of HJ staff who have received training indicating improved skills in ESL.</p>	<p><b>and taught in relation to the specific requirements by the former Chief Justice</b></p> <p>ii. One instructor.</p> <p>iii. 12 HJ staff.</p>	<p>ii. None</p> <p>iii. None</p>	<p>ii. Pre and Post training evaluation will be conducted to measure improvement.</p> <p>iii. Pre and Post training evaluation will be conducted to measure improvement (possibly TOFEL test results).</p>	<p>Q2 2012 – Q2 2013</p> <p>Q2 2012 – Q2 2013</p>
<p><b>Output 3: English Language Program in the Other Financial Institutions.</b></p> <p><b>3.1</b> - Develop English language training curriculum. <b>COMPLETE</b></p> <p><b>3.2</b> - Develop the capabilities of English language teachers employed by these institutions <b>ONGOING</b> Development of the capabilities of two of the Iraqi COI English language teachers to be furthered within a TESOL course which has a timeline in 4<sup>th</sup> Quarter due to visa delays;</p> <p><b>3.3</b> - Teach higher level students: <b>ONGOING;</b></p>	<p>i. Number and quality of supplemental curriculum to provide evidence for ESL implementation.</p> <p>ii. Number of oversight institutions English instructors to improve teaching techniques.</p> <p>iii. Number of the staff who have received training indicating improved skills in ESL.</p>	<p>i. ESL curriculum developed and taught. <b>Result: ESL curriculum developed and taught.</b></p> <p>ii. One Instructor. <b>Result: Used the English instructors at the Commission of Integrity.</b></p> <p>iii. 10 Oversight staff received ESL training.</p>	<p>i. None</p> <p>ii. None</p> <p>iii. None</p>	<p>i. Consultations are held with the oversight institutions to ensure use of new curriculum.</p> <p>ii. Pre and post instruction evaluation will be conducted</p> <p>iii. TOFEL tests results</p>	<p>Q2 2012</p> <p>Q2 2012 – Q2 2013</p> <p>Q2 2012 – Q3 2013</p>

<p><b>3.4</b> - Provide a 90 day immersion program for approximately 10 additional students in the U.S. from other Iraqi oversight institutions fighting financial corruption. <b><u>ONGOING: 31 Students departed for a start date of 16 September at the two selected schools. The courses will complete in December 2013.</u></b></p>	<p>iv. Number of staff who successfully joined an immersion program in the USA</p>	<p><b>Result: 8 Oversight staff continued throughout the ESL project.</b></p> <p>iv. 10 Oversight staff. <b>Results: 5 Oversight staff joined the immersion programme, A 6th staff member withdrew shortly before departure. The other two staff withdrew at the beginning of process.</b></p>	<p>iv. None</p>	<p>iv. Pre and Post training evaluation will be conducted to measure before and after the immersion program.</p>	<p>Q3 and Q4 2013</p>
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**Progress during the project period:**

1.2: Training by native English speaker completing the 12 month timeframe and extended. **COMPLETED**

- First stage completed November 2012
- Second stage completed March 2013
- Third stage completed August 2013
- Twelve months training completed and extended an additional three months as the ESL training at the Anti-Corruption Academy will continue until the two groups of students go to the ninety day immersion course, so as to not loose skills.
- Introduced a new ESL course for Senior Commission of Integrity staff members.

1.3 and 3.4: Developed a U.S. 90-day ESL immersion program for Commission of Integrity and Offices of Inspectors General candidates: **ONGOING:**

- Letters of agreement signed with the two schools;
- Visa application process completed;
- 31 students departed for the US; 15 participants Georgia Institute of Technology and 16 participants University of California Riverside;
- Induction on 16 September both schools and classes initiated on 17 September.
- Classes to complete December.

2.3: Provide on-site ESL program for the Higher Judicial Council at the Judicial Development Institute : **COMPLETED**

3.2: Development of the capabilities of the Iraqi English language teachers, employed by the Iraqi Commission of Integrity, teaching CoI and OIG participants in the ESL classes at the Anti-Corruption Academy: **ONGOING:**

- Additional input from the Consultant for three months completed;
- Training of Trainers course completed;
- Mentoring completed;
- TESOL training at University of California Riverside to initiate 4<sup>th</sup> Quarter.

3.3: Teaching higher level students from both the Commission of Integrity and Offices of Inspectors General: **COMPLETED**

- First stage completed November 2012
- Second stage completed March 2013
- Third stage completed August 2013

**Planned Activities for 4<sup>th</sup> Quarter 2013:**

- Continue monitoring with ongoing dialogue with 15 participants and staff at the Georgia Institute of Technology and with the 16 participants and staff at the University of California Riverside. Linked to 1.3 and 3.4;
- Initiate TESOL training for the two teachers if receive visa at the University of California Riverside. Linked to 3.2;
- Monitor immersion components;
- Initiate operational closure of the project.

## 6. Expenditures

All figures below in US Dollar.

ACTIVITY	Planned TOTAL	2012			2013			Cumulative Cost
		Q2	Q3	Q4	Q1	Q2	Q3	
Personnel	235,719			13,034	9,861	25,360	19,857	68,112
Travel	727,400	1,696	3,458	1,777	956		453,105	460,992
Contractual	377,250		22,265	39,006	32,428	79,760	15,652	189,111
Other Direct Costs	61,500	1,000	2,363	0	1000	0	0	4,363
<b>Total Direct Cost</b>	<b>1,401,869</b>	<b>2,696</b>	<b>28,086</b>	<b>53,817</b>	<b>44,245</b>	<b>105,120</b>	<b>488,614</b>	<b>772,578</b>
Indirect Cost (GMS 7%)	98,131	98,131	0	0	0	0	0	98,131
<b>TOTAL</b>	<b>1,500,000</b>	<b>100,827</b>	<b>28,086</b>	<b>53,817</b>	<b>44,245</b>	<b>105,120</b>	<b>488,614</b>	<b>820,709</b>