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# **FOURTEENTH QUARTERLY REPORT**

**(July- September, 2009)**

**Interactive Teaching & Learning Program in Pakistan  
Cooperative Agreement No. 391-A-00-06-01075-00**

Submitted to:  
USAID/Pakistan

Submitted By:

**Children's Global Network Pakistan (Guarantee) Limited**  
(formerly known as Children's Resources International, Pakistan (Guarantee) Limited)

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## ACRONYMS

<b>CGN-P</b>	Children's Global Network, Pakistan
<b>FDE</b>	Federal Directorate of Education
<b>ICT</b>	Islamabad Capital Territory
<b>IR</b>	Intermediate Result
<b>ITLP</b>	Interactive Teaching and Learning Program
<b>ME</b>	Master Educator
<b>M&amp;E</b>	Monitoring and Evaluation
<b>SO</b>	Strategic Objective
<b>USAID</b>	United States Agency for International Development
<b>DFID</b>	Department for International Development
<b>ECE</b>	Early Childhood Education

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## OVERVIEW OF THE PROGRAM

The **Interactive Teaching & Learning Program in Pakistan** is being implemented by Children's Global Network, Pakistan (CGN-P) with funding support of USAID since February 28, 2006. The program implements a comprehensive child-centered interactive teaching and learning methodology in primary and elementary public schools. In collaboration with the government at federal and provincial levels, CGN-P has been implementing its program to the entire school district of Islamabad Capital Territory, selected schools under the jurisdiction of City District Government Rawalpindi and City District Government Karachi. The teaching methodology being used in the project is based on the latest global theory and research in effective educational practices. This unique methodology has been successfully tried and tested in over 35 countries all over the world.

The Basic Education component under ITLP in ICT, Rawalpindi and Karachi has benefited **102,620** children of **395** partner schools in **2,948** classrooms. On the whole **4,174** head and teachers of grades KG to V have been trained in child-centered teaching methodologies through CGN-P trainings. Along with it, two thousand four hundred and thirty one (**2,431**) partner classrooms have been equipped with the active learning material.

CGN-P has also taken the initiative of establishing Early Childhood Education (ECE) centers with the help of the parents who have attended the complete Family Literacy session. So far **10** ECE centers have been established in surrounding of 5 CGN partner schools in Islamabad. 15 caregivers at these centers have also been trained. These ECE centers are established with a vision to develop the personalities of children as life long learners, critical thinkers and grooming them in accordance with holistic approach.

Technical assistance is the key component of the program and vital instrument for achieving the subsequent outcomes from the training as well as of the program. The Master Educators of CGN-P are visiting the partner schools on regular basis and assisting teachers in implementation of child-centered practices in their classrooms.

Under the intergenerational Family Literacy Program parents, siblings and other relatives of children in partner schools are being educated by inculcating knowledge and skill on literacy, maths and livelihood. The Family Literacy Program consists of 100 lessons developed by the international adult literacy experts, which have been adapted in accordance with the local values and needs. Illiterate parents, especially mothers of partner school students, are enrolled in extensive literacy sessions of one and a half hour duration held twice a week after school. So far, CGN-P has trained **672** partner school teachers and heads as Family Literacy Trainers, who are further educating approximately **4,441** parents and family members of children.

Family and Community Involvement, another important component of the program, encourages family members and parents participate in classroom activities. The heads of partner schools are familiarized with the techniques for improving parents' involvement in the learning process of their children. CGN-P Master Educators are regularly organizing bi-monthly meetings with the heads of partner schools for facilitating them to improve family and community involvement in their schools.

CGN-P program is being regularly assessed and monitored by its monitoring and evaluation unit, who continuously carries-out monitoring and evaluation activities to

appraise the outcomes of the Program. During the current quarter, the M&E team updated data of trainings & teachers who have participated in the trainings during the quarter.

Higher Education Program is another important pillar of CGN-P building capacity of teacher training institutions by training their faculty members as Master Educators. CGN-P has introduced specialized ready-to-teach faculty courses, which have been incorporated as reference material in the course outline of the B. Ed. and M. Ed. Curricula.

The Interactive Teaching & Learning Program is under the mission's Strategic Objective (SO) 3 — Education Sector Support Program. The objective of this SO is increased knowledge, training and infrastructure to improve the quality of education for females and males throughout Pakistan. The SO level indicator for this objective is the annual percent increase in student enrollment. The Intermediate Results (IR) that contributes to this SO level indicator are *Strengthened education sector policy making and planning; Improved capacity of teachers and education administrators; and Improved access to and delivery of education services.*

The project goals presented in the following box reflect the position of CGN-P within the SO 3 framework and guide strategic thinking with regard to project approach and identification of appropriate project intermediate results areas.

**PROGRAM LEVEL RESULTS:**

- Expanding interactive teaching and learning methodology to all the schools run by the Federal Directorate of Education in Islamabad Capital Territory.
- Extending interactive teaching and learning methodology from fourth through eight grades in targeted schools.
- Supporting Family Literacy Program for parents of children in the targeted schools.
- Faculty development in targeted public universities.

USAID and CGN-P have identified the following indicators to measure achievement of this result:

**INDICATORS:**

1. Number of administrators and officials trained (women/men)
2. Number of learners enrolled in USG-supported pre-primary schools or equivalent non-school-based settings (women/men)
3. Number of learners enrolled in USG-supported primary schools or equivalent non-school based settings (women/men)
4. Number of adult learners enrolled in USG-supported schools or equivalent non-school based settings (women/men)
5. Number of teachers/educators trained with USG Support (women/men)
6. Number of textbooks and other teaching/learning material provided with USG assistance
7. Contribution of the program in the development of education systems/policy reforms
8. Number of faculty courses pertaining to basic education introduced in public universities with USG assistance
9. Number of teacher training institutes using new basic education courses
10. Number of host country individuals trained in basic education as a result of USG investments involving higher education institutions
11. Percent change in classroom practices regarding child centered teaching methodologies
12. Increase attendance and retention in USG assisted primary schools
13. Number of classrooms equipped with active learning material/consumable supplies
14. Number of adult literacy educators trained
15. Percentage of a cohort of pupils expected to reach grade 5

**USAID/PAKISTAN  
SO 3 RESULTS FRAMEWORK**

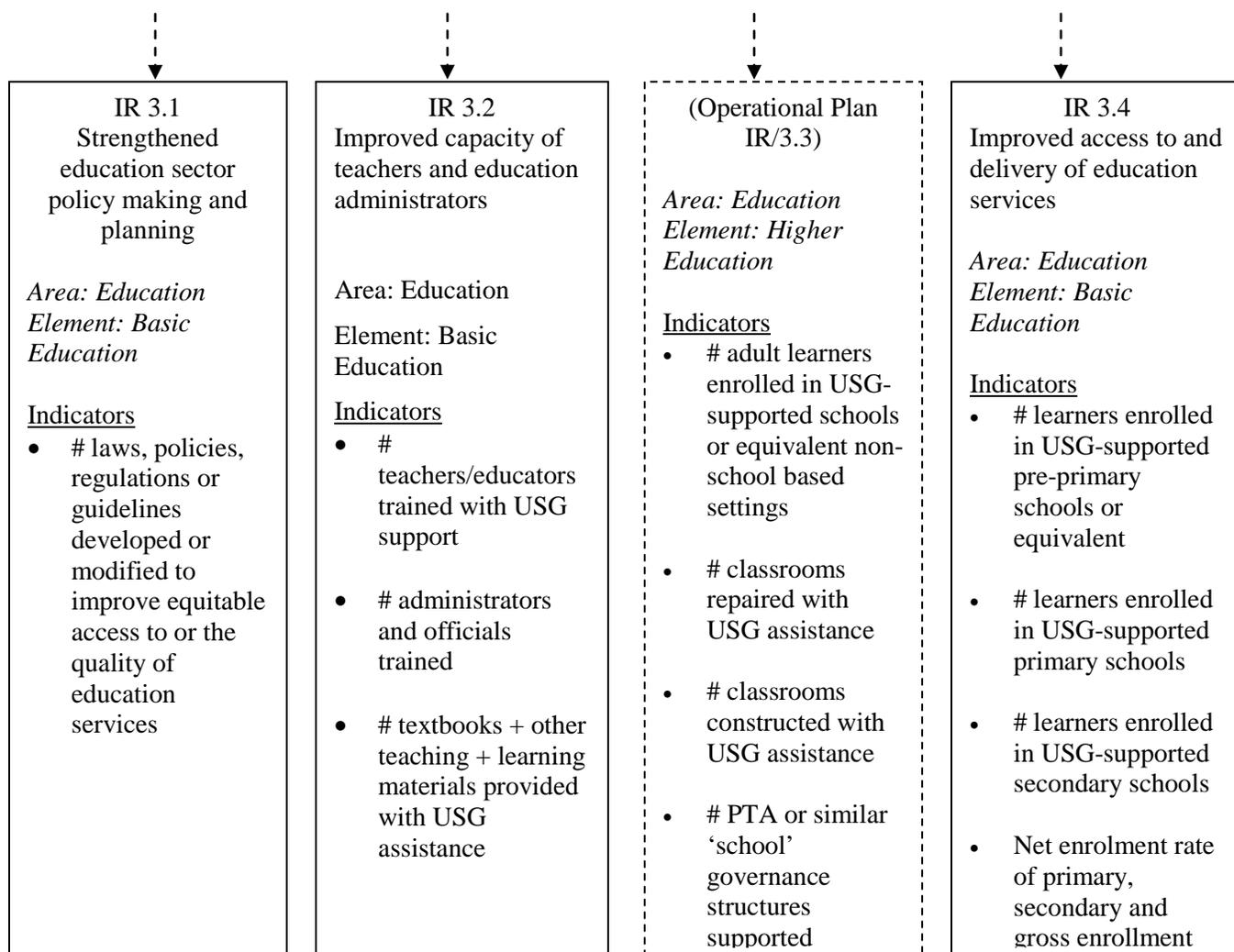
**SO 3:**

**Increased knowledge, training and infrastructure to improve the quality of education for females and males throughout Pakistan**

***Objective: Investing in People***

**Indicators**

Number of USAID sponsored policies developed  
Annual percent increase in student enrolment



## **SUMMARY OF ACTIVITIES UNDERTAKEN DURING THE PERIOD:**

This report gives a brief overview of the activities accomplished by CGN-P under Interactive Teaching and Learning Program during **July- September, 2009**.

In August 2009, CGN-P held four initial and three follow up trainings for KG – Grade V teachers of partner schools. The Master Educators of CGN-P conducted each session in accordance with the training modules developed by experts. Moreover, inclusion of theoretical knowledge as well as practical activities made the training workshops more interactive and provided hands-on experiences to the teachers for understanding various concepts of interactive teaching and learning methodology. In addition, at the end of the workshops each participant also received several reference materials to be used in the classrooms.

The table given below shows the number of trainings, teachers and heads trained during the last quarter:

S. No.	Type of Training	Number of Trainings	No. of Teachers Trained		
			Male	Female	Total
1.	Follow up training for Grade KG-II (Phase II)	3	79	79	158
2.	Initial training for Grade III-V (Phase II)	4	142	137	279
<b>Total</b>		<b>7</b>	<b>221</b>	<b>216</b>	<b>437</b>

Along with the above mentioned activities, eight (8) bi-monthly meetings were also held with the heads of partner schools in Islamabad during the quarter. During these meetings the participants shared different innovative techniques successfully applied by them for involving parents, siblings and other relatives of the children in the classroom activities

Technical assistance is an i nbuilt mechanism for effective follow-up of the program implementation. Master Educators paid regular visits to all partner classrooms in Islamabad. Monthly meetings were held with the Mentors to discuss success and concerns observed during their visits to classrooms of partner schools.

As discussed during meeting with USAID team on August 11, 2009, Karachi office has been closed on 30<sup>th</sup> September, 2009. All staff of Karachi office has been relieved off and all final payments made to them. The furniture and equipment has been shifted to Islamabad.

## QUARTERLY PROGRAM PROGRESS REPORT:

### 1. Quarterly Targets in the Annual Work Plan/Timeline:

<b>BASIC EDUCATION</b>					
<b>Indicator</b>	<b>Target</b>	<b>Achieved</b>		<b>Timeline</b>	<b>Remarks</b>
Number of teachers/educators trained with USG Support (women/men)	480	437		July - August, 2009	Seven training (initial & follow-up) for Grade KG-V for teachers of FDE schools were organized at different TRCs.
		<b>Male</b>	<b>Female</b>		
		221	216		
<b>FAMILY &amp; COMMUNITY INVOLVEMENT</b>					
<b>Indicator</b>	<b>Target</b>	<b>Achieved</b>	<b>Timeline</b>	<b>Remarks</b>	
Number of meetings with the heads of partner schools	Conduct regular Bi-monthly meetings	8 Bi-monthly meetings were conducted	September, 2009	Eight bi-monthly meetings were held in Islamabad	
<b>TECHNICAL ASSISTANCE TO STAFF AND SCHOOLS</b>					
<b>Indicator</b>	<b>Target</b>	<b>Achieved</b>	<b>Timeline</b>	<b>Remarks</b>	
Change in classroom practice regarding child-centered teaching practice	Provide facilitation to the teachers during their teaching sessions	Ongoing activity	----	None	
<b>MONITORING &amp; EVALUATION</b>					
<b>Indicator</b>	<b>Target</b>	<b>Achieved</b>	<b>Timeline</b>	<b>Remarks</b>	
Percent change in classroom practice regarding child-centered teaching practice		Ongoing	Ongoing	The M&E team prepared and updated the data of trainings and number of teachers trained during the quarter.	
Percent of children in classrooms using child-centered methods					
Frequency parents participation in class/school					
Percent of parents attending Family Literacy sessions					
<b>HIGHER EDUCATION COMMISSION</b>					

Indicator	Target	Achieved		Timeline	Remarks
Number of host country individuals trained in basic education as a result of USG investments involving higher education institutions	-	-			
		Male	Female		
		-	-		

**PUBLICATIONS**

Indicator	Target	Achieved	Timeline	Remarks
Number of textbooks and other teaching material provided with USG assistance	.	940		The training participants were provided methodology books, morning meeting books and newsletter during the trainings.

## **2. ACCOMPLISHMENTS DURING THE QUARTER**

### **2.1 BASIC EDUCATION PROGRAM**

#### **2.1.1 Training Workshops (Initial & follow up) of Grade KG- V for Teachers of FDE, Schools (Phase-II)**

In August 2009, seven (7) training workshops (4 initial & 3 follow up) were conducted by CGN-P for 437 KG – Grade V teachers of FDE Schools. The Master Educators used the best practices of active teaching methods during these training workshops. Later on, these practices are adapted by the teachers in their classrooms including: effective communication techniques, cooperative learning strategies, inquiry-based learning methods to promote critical thinking, and so forth. The training modules used in these trainings were developed, translated and adapted in the educational context of Pakistan.



In addition, each participant also received several reference materials to be used in their classrooms.

S. No.	Type of Training	Number of Trainings	No. of Teachers Trained		
			Male	Female	Total
1.	Initial training for Grade III-V (Phase II)	4	142	137	279
2.	Follow up training for Grade KG-II (Phase II)	3	79	79	158
<b>Total</b>		<b>7</b>	<b>221</b>	<b>216</b>	<b>437</b>

#### **2.1.2 Technical Assistance**

Technical assistance is an inbuilt and continuous activity for effective follow-up of the program implementation and assessment. Master Educators regularly visited all the partner schools of Islamabad. They also gave technical assistance to the teachers for the practical implementation of the program.

#### **2.1.3 Monthly Meeting with Mentors**

CGN-P team conducted monthly meetings with the mentors of FDE on regular basis. These meetings are held to review last month's progress and to develop the next months work plan under the guidance of CGN-P team. These meetings are also a platform to discuss the problems the mentors observe in classrooms to get their solution.

First meeting of the Mentors of FDE schools was held after summer vacation in September, 2009. During the monthly meeting, the mentors set their targets and developed work plan for the next month to be followed during the school visits. The Mentors also share the implementation of program in schools and their observations during classroom activities.

## **2.2 FAMILY AND COMMUNITY INVOLVEMENT**

### **2.2.1 Family and Community Involvement in Schools (On-going)**

The heads and teachers of partner schools continuously organized planned activities for involving parents and other family members of students in the classroom throughout the quarter. Many parents and older siblings of partner school children cooperated with teachers for conducting planned activities besides sharing their knowledge and skills related to different subject areas with the children.

### **2.2.2 Bi-monthly Meetings**

During the last quarter, eight (8) bi-monthly meetings were conducted with the heads of the partner schools of Islamabad. The objective of the meeting was to involve families for the improvement of their child's academic and social skills.



These meetings are more like a floor where the heads of the schools share their issues and CGN-P team provides proper solution of their problems.

Family and Community Involvement component of the program remained in process throughout the quarter. The Family Involvement Coordinators designated by the school facilitated the parents and siblings of the children to participate in school activities.

## **2.3 FAMILY LITERACY PROGRAM**

### **2.3.1 Visits of ECE Centers**

During the last quarter, the team developed the second year course for ECE centers. The course comprises on project based learning which will provide an opportunity to the children to collect the material and prepare projects on their own with the help of the caregivers.



They also paid regular visits to family literacy centers along with visiting all the ECEs. The purpose of these visits was to provide on the job guidance to the Caregivers. All the centers are functioning properly and are being given support in implementation of the methodology.

During visits different concerns were raised by caregivers regarding community mobilization towards Early Childhood Education, irregularity of children, lack of awareness among parents especially about the learning needs of children which were resolved by the team.

## **2.4 MONITORING AND EVALUATION**

### **2.4.1 Internal Evaluation**

Monitoring and Evaluation is an important feature of CGN-P methodology. The Monitoring and Evaluation (M&E) team of CGN-P monitors and assess the quality of its program through an evaluation plan. The evaluation plan provides a process which is geared for program adaptation and improvement to measure outcomes and evaluate data of Interactive Teaching and Learning Program. This plan also gives the tools and methods for gathering information, data collectors, respondent types, and timelines for the data collection.

Besides regular classroom observation visits, the M&E team updated data of trainings and number of teachers/heads trained during the quarter. The team also entered data in Trainer database.

## **2.5 DOCUMENTATION**

### **2.5.1 Publications**

During the trainings of Grade KG - V teachers of partner schools in Islamabad, methodology books, morning meeting book and newsletter were given to the teachers of partner schools.

## **2.6 IMPORTANT MEETINGS**

### **2.6.1 Roundtable Meeting with Civil Society/ Educationist**

The Chief Executive CGN-P; Ms. Mehnaz Aziz was invited to attend a roundtable meeting with Civil Society/ Educationist. The meeting was organized by Department for International Development. Sir Michael Barber special Envoy to British Prime Minister Gordon Brown also attended the meeting.

### **2.6.2 Meeting with Mr. Judith A. McHale**

The Chief Executive, CGN-P had a meeting with Ms. Judith A. McHale, Under Secretary for Public Diplomacy and Public Affairs on 17th August, 2009 at a Luncheon hosted by Mr. Gerald M. Feierstein, Deputy Chief of Mission of the United States of America in Pakistan.

## **2.7 CLOSURE OF KARACHI OFFICE**

As discussed during meeting with USAID team on August 11, 2009, Karachi office has been closed on 30<sup>th</sup> September, 2009. All staff of Karachi office has been relieved off and all final payments made to them. The furniture and equipment has been shifted to Islamabad.

## **3. HUMAN INTEREST STORY FROM THE FIELD WITH A PICTURE**

Federal Government Boys Primary School -Dhok Jirani is the only government owned primary school for miles in the Barah Kohu area of Islamabad Capital Territory. The school consists of five class rooms all of which are overflowing with children. Each class has at least 40 children and one teacher. The teachers have their hands full on any given day. Up until a couple of months ago, the headmaster's worst nightmare was having one of his

teachers take a day off. On these days, all hell would break loose with classes being joined together and being administered by one teacher. Needless to say, nobody really learnt anything on these days. The lone teacher merely tried to retain some sense of normalcy while the little hooligans wreaked havoc. Receiving only a miniscule amount of funds from the Government, they could not afford to arrange for substitute teachers.

CGN-P sowed the seeds for change about a year ago. CGN-P's Master Trainers introduced the Head teachers and teachers with the concept of community and Family Involvement. The idea was in direct contrast to their preconceived notions as the parental involvement in schools was generally frowned upon and parents rarely visited the school. However, gradually at the insistence of the CGN-P team; the parents were encouraged to participate in school activities.

It was at one of the Parent Teachers meetings that the Head teacher put into effect his idea of formulating a database of parents and community members who were willing and able to teach and could fill in for the regular teachers when they were absent. The Head teacher and teachers discussed the idea with the community members and gauged their ability to teach. A list of 50 potential participants was made out of which 35 were finalized and approached. The consulted members were appreciative of the idea and consented to help out. Amongst the volunteers were 18 graduates of CGN-P's Family Literacy Program.

Now whenever, a teacher is absent, the school administration simply calls one of the volunteers who take classes during the whole day. Teacher absenteeism does not lead to chaos and disruptions. The new system ensures that studies are not disrupted due to a teacher's absence. This is a classic example of CGN-P's ideology in effect which states that community and family involvement can ensure enhanced productivity despite scarce financial resources.



#### **4. SUSTAINABILITY OF THE ORGANIZATION**

CGN-P is taking measures for its sustainability and expansion of program in other areas through government and other donor organizations. The following programs have been initiated with other donors:

- CGN-P has initiated implementation of School Improvement Program in the public schools of District Buner with the funding support of Plan Pakistan. Regional office is being established at Buner. The program will be implemented **in 98 schools of six Union Councils of Bunair district. CGN-P will train 455 teachers** of these

schools. More than **21,000 children of approximately 450 classrooms** will benefit from the program.

- Plan Pakistan has already extended the duration of School Improvement Program being implemented by CGN-P in **48 schools of District Vehari** till June 30, 2010.
- CGN-P has initiated work with Canada Pakistan Basic Education Project (CPBEP) funded by CIDA for training of faculty of GCETs, University of Education, Multan and Federal College of Education, mentoring and develop resource centres as Hubs for Learner Centered Instruction (HuLCIs).

## 5. PLANNED ACTIVITIES FOR NEXT QUARTER

### Program Activities for Next Quarter (October - December, 2009)

Activity	Target	October	November	December
<b>Basic Education Program</b>				
Technical Assistant to partner classrooms	Ongoing			
<b>Family Involvement</b>				
Parents participate in school activities (On-going)	Ongoing			
Bi-Monthly Meetings with Heads of Partner Schools	Five meetings			
<b>Family Literacy</b>				
Visits to ECE Centres	Ongoing			
<b>Monitoring &amp; Evaluation</b>				
Monitor Quality of Program Implementation	Ongoing			
Gather Evaluation Data (Ongoing)	Ongoing			
Classroom Observation Visit	Ongoing			

## 6. PROJECT LEVEL RESULTS

	Indicator	Yearly Target	Achievements				
			Qtr 1	Qtr 2	Qtr 3	Qtr 4	Total Achieved
1.	Number of administrators and official trained	50	3	-	1	52	56
1.1	Number of women.	32	3	-	1	24	28
1.2	Number of men.	18	0	-	0	28	28
1.3	Islamabad/Rawalpindi						
	➤ Number of women	32	3	-	1	24	28
	➤ Number of men	18	0		0	28	28
1.4	Karachi				-	-	-
	➤ Number of women						
	➤ Number of men						
1.5	➤ From Public Schools	50	3	-	1	52	56
	➤ From Private Schools						
2.	Number of learners enrolled in USG-supported pre-primary schools or equivalent non-school-based settings		9380				9380
2.1	Number of women.(Appx.) for the entire year		4800				4800
2.2	Number of men. (Appx.) for the entire year		4580				4580
2.3	Islamabad/Rawalpindi						
	➤ Number of women		4230				4230
	➤ Number of men		4065				4065
2.4	Karachi						
	➤ Number of women		705				705
	➤ Number of men		380				380
2.5	➤ From Public Schools		9380				9380
	➤ From Private Schools						
3.	Number of learners enrolled in USG-supported primary schools or equivalent non-school based settings		--	--	--	9802	9802
3.1	Number of women. (Appx.) for the entire year		--	--	--	5097	5097
3.2	Number of men. (Appx.) for the entire year		--	--	--	4705	4705
3.3	Islamabad/Rawalpindi						
	➤ Number of women					5097	5097
	➤ Number of men					4705	4705
3.4	Karachi						
	➤ Number of women						
	➤ Number of men						
3.5	➤ From Public Schools					9802	9802
	➤ From Private Schools						
	➤						

	Indicator	Yearly Target	Achievements				
			Qtr 1	Qtr 2	Qtr 3	Qtr 4	Total Achieved
4.	Number of adult learners enrolled in USG-supported schools or equivalent non-school based settings	3500	-	-	2860		2860
4.1	Number of women.	3395	-	-			2439
4.2	Number of men.	105	-	-	241		241
4.3	Islamabad/Rawalpindi ➤ Number of women ➤ Number of men	2512 628	-	-	2108 241		2108 241
4.4	Karachi ➤ Number of women ➤ Number of men	360 0	-	-	331 0		331
4.5	➤ From Public Schools ➤ From Private Schools	3500	-	-	2860		2860
5.	Number of teachers/educators trained with USG Support	485	139	15	67	227	448
5.1	Number of women.	335	102	14	52	113	281
5.2	Number of men.	150	37	1	15	114	167
5.3	Islamabad/ Rawalpindi ➤ Number of women ➤ Number of men	335 150	102 37	14 1	52 15	113 114	281 167
5.4	Karachi ➤ Number of women ➤ Number of men				-	-	
5.5	➤ From Public Schools ➤ From Private Schools	485	139	15	67	227	448
6.	Number of textbooks and other teaching/ learning material provided with USG assistance	1000	399	174	272	1116	1961
6.1	➤ Distribution in Public Schools ➤ Distribution in Private Schools	1000	399		272		671
7.	Contribution of the program in the development of education systems/policy reforms.						
8.	Number of faculty courses pertaining to basic education introduced in public universities with USG assistance						

	Indicator	Yearly Target	Achievements				
			Qtr 1	Qtr 2	Qtr 3	Qtr 4	Total Achieved
9.	Number of teacher training institutes using new basic education courses				-	-	
10.	Number of host country individuals trained in basic education as a result of USG investments involving higher education institutions	50		29	-	-	29
11.	Percent change in classroom practices regarding child centered teaching methodologies (over the period of three years)	75%			77.4%	-	77.4%
12.	Increase attendance and retention in USG assisted primary schools	8-10%			8.05%	-	8.05%
12.1	<ul style="list-style-type: none"> <li>➤ Public Schools</li> <li>➤ Private Schools</li> </ul>						
13.	Number of classrooms equipped with active learning material/consumable supplies	3000			-	-	
13.1	<ul style="list-style-type: none"> <li>Public Schools</li> <li>Private Schools</li> </ul>						
14.	Number of adult literacy educators trained	100	147		-	-	147
15.	Percentage of a cohort of pupils expected to reach grade 5 (Students promotion rate to the next grade)	85%			85.9%	-	85.9%
15.1	<ul style="list-style-type: none"> <li>➤ Public Schools</li> <li>➤ Private Schools</li> </ul>	85%			85.9%		85.9%

**7. FINANCIAL REPORTING**

*(March 01, 2006 to Sept 30, 2009)*

Line Item	Budget	Obligation	Expenditures to (End of Qtr) December 30, 2009	Balance of Budget as on Sept 30, 2009	Balance of Obligated Funds as on Sept 30, 2009
Salaries					
Fringe					
Consultants					
Travel					
ODC					
Program					
Total					
Cost Share					
Total PROG					

**FINANCIAL FORECAST I.E. PROJECTED EXPENSES OF THE NEXT QUARTER:**

*October 01, 2009 to December 31,2009*

Line Item	Budget	Total Obligated	Balance Budget	October /November , 2009	December, 2009
Salaries					
Fringe					
Consultants					
Travel					
ODC					
Program					
Total					
Cost Share					
Total PROG					