



Republic of the Philippines
Department of Education

DepEd O R D E R
No. **33**, s. 2016

30 MAY 2016

GUIDELINES ON THE UTILIZATION OF THE 2016 EVERY CHILD A READER PROGRAM FUNDS FOR THE EARLY LANGUAGE, LITERACY, AND NUMERACY PROGRAM: PROFESSIONAL DEVELOPMENT COMPONENT

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Secretary, ARMM
Regional Directors
Schools Division Superintendents
Public Elementary School Heads

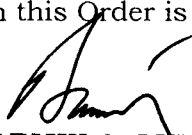
1. In line with Item five of the President's Ten Point Basic Education Agenda which states that *every child should be a reader by Grade 1*, the Department of Education (DepEd) remains steadfast in strengthening its reading program through the implementation of the Early Language, Literacy, and Numeracy Program.

2. The purpose of the Program is to develop in Filipino children literacy and numeracy skills and attitudes that will contribute to lifelong learning. With this, it is the goal of the Department to improve the literacy and numeracy skills of Kindergarten to Grade 3 learners following the K to 12 Basic Education Curriculum by establishing a sustainable and cost-effective professional development system for teachers.

3. In this connection, the **Guidelines on the Utilization of the 2016 Every Child a Reader Program (ECARP) Funds for the Early Language, Literacy, and Numeracy Program: Professional Development Component** are enclosed. These guidelines shall cover the expansion of the professional development component of the program described in DepEd Order No. 12, s. 2015 entitled *Guidelines on the Early Language, Literacy, and Numeracy: Professional Development Component*.

4. For more information and inquiries, all concerned may contact the **Director IV, Bureau of Learning Delivery (BLD)**, Department of Education (DepEd) Central Office, Fourth Floor, Bonifacio Building, DepEd Complex, Meralco Avenue, Pasig City through telephone nos. (02) 687-2948; (02) 637-4347, or email addresses: marilyn.dimaano@deped.gov.ph and rosalina.villaneza@deped.gov.ph.

5. Immediate dissemination of and strict compliance with this Order is directed.


BR. ARMIN A. LUISTRO FSC
Secretary

Encl.: As stated
Reference: DepEd Order (No. 12, s. 2015)
To be indicated in the Perpetual Index
under the following subjects:

FUNDS	POLICY
LEARNING AREA, Mathematics	PROGRAMS
LEARNING AREA, Reading	STRAND: Curriculum and Instruction

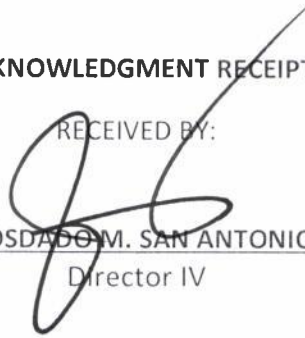
DepED Order No. 33, s.2016

May 30, 2016

Guidelines on the Utilization of the 2016 Every Child a Reader Program Funds for the Early Language, Literacy and Numeracy Program: Professional Development Component

ACKNOWLEDGMENT RECEIPT

RECEIVED BY:



DIOSDADO M. SAN ANTONIO
Director IV

Schools Division Superintendent
Division of: _____

District Supervisor
District of: _____

RECEIVED AND DISSEMINATED BY:

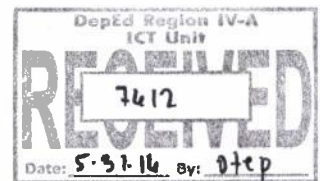
School Principal

Name of School

District: _____

Division of: _____

ICT Unit



**UTILIZATION OF THE 2016 EVERY CHILD A READER PROGRAM (ECARP)
FUNDS FOR THE EARLY LANGUAGE, LITERACY, AND NUMERACY PROGRAM:
PROFESSIONAL DEVELOPMENT COMPONENT**

I. Rationale

1. The Department is continuing the implementation of the Early Language, Literacy, and Numeracy Program for Kinder to Grade 3, the first Key Stage of the K to 12 Basic Education Program.
2. The components of the Early Language, Literacy, and Numeracy program are: a) establishment of baseline data (e.g., teacher and pupils' profile, language used by learners, existing and functional reading and numeracy program, and support mechanisms at the ground level); b) materials development; c) development of classroom-based (formative) assessment protocol for literacy and numeracy skills; and d) professional development of teachers and school heads.
3. These guidelines shall cover the professional development component of the program.

II. Scope of the Policy

4. These guidelines support and expand the coverage of the Early Language, Literacy, and Numeracy Program. It covers the implementation of the Early Language, Literacy, and Numeracy Program under FY 2016 Budget. The program aims to develop a cost-effective professional development system through school-based mentoring or learning partnership program for primary school teachers and instructional leaders. More specifically, it targets to expand the number of schools covered during FYs 2014 and 2015.
5. Aside from the abovementioned use of the FY 2016 Budget and selection of schools, all the other guidelines in Department of Education Order No. 12, s. 2015 should still be followed.
6. For LEAPS regions (Regions V, VIII, IX, CAR, and CARAGA) where all the schools were covered during FY 2015, the downloaded funds shall be used for monitoring and evaluation of the continuous conduct of the Learning Action Cells (LACs) in schools.

III. Definition of Terms

7. For the purposes of this Order, the following terms are defined and understood as follows:
 - A. Learning Action Cells (LACs)** are a form of in-service training that function as support groups for innovative practices that are envisioned to solve problems at the school or district level.
 - B. Early Language, Literacy, and Numeracy Program (ELLN)** is an early grade program that focuses on literacy and numeracy.

IV. Policy Statement

8. These guidelines provide details on the:
 - A. utilization of funds;
 - B. selection of schools, and;
 - C. allocation of budget.

9. After the training, the supervisors, school heads, and teachers are expected to have:
 - A. enhanced pedagogical knowledge, skills, and attitudes in early literacy and numeracy;
 - B. improved ability to assess learners' literacy and numeracy skills; and
 - C. sustained commitment in mentoring/sharing of teaching experiences to improve instruction and outcomes.

V. Procedure

10. Training Design
 - A. The professional development component shall be done in three phases:
 - 1) National Training of Supervisors and Subject Matter Specialists;
 - 2) Regionwide Training of Selected Supervisors, School Heads, and Teachers, and; the 3) Mentoring through school-based LACs.
 - B. One K to 3 teacher, and the school head from selected schools per region will attend the training program. From those Schools Districts and Divisions, the district and the division supervisors who have not yet attended the training program will also attend. The criteria for selecting supervisors and teachers can be found in Annex 2 of DepEd Order No. 12, s. 2015.
 - C. The training program will have the following content: the nature of Kindergarten to Grade 3 learners, early literacy and numeracy domains and strands, early literacy and numeracy teaching, and classroom-based assessment of early literacy and numeracy skills. Refer to the annexes in DepEd Order No. 12, s. 2015. Annex 4 contains the objectives and description of each phase. Annex 5 provides an overview of the whole training program. Annex 6 details the guidelines for the school-based LACs, which are to be implemented in the third phase of the training. Annex 7 contains the training manual, session guides, and materials to be used by the trainers when they conduct the region-wide training, and LAC sessions.
11. Participating Schools

For the efficient and effective monitoring of the program especially in the conduct of the school-based LACs, it is encouraged that the **additional schools should come from the same schools divisions and districts in Annex 1 of DepEd Order No. 12, s. 2015 until all the schools in those identified divisions and districts are covered.** Only then can other divisions and districts be covered. This is to ensure that no schools are left behind, and that all schools are covered after FY 2018.

Since there are no regional trainers in the Negros Island Region (NIR), 40% of the participants in the regionwide training of Region 6, and 50% of the participants in the regionwide training of Region 7 must come from NIR. It is highly recommended that the five (5) NIR Regional Education Program Supervisors (in Mother Tongue, Filipino, English, Math, Kindergarten, and/or Multigrade) be included in the regionwide training of either of the aforementioned regions.
12. Allocation and Eligible Expenses
 - A. FY 2016 Budget shall be utilized according to the detailed breakdown shown in Annex 1 which shows the allocation per region, and the amount to be downloaded.

B. The eligible expenses per activity are reflected as follows:

Activity	Eligible Expenses
Regional Training	Board and lodging Payment for rental of venue or equipment

C. After the training, the School Heads, and the teacher-mentors are expected to implement a school-based mentoring/learning partnership program using regular school MOOE.

13. Procedures for Fund Release and Utilization

- A. The national training shall follow the procedure in requesting for approval of activities as stated in DepEd Order No. 25, s. 2010, “*Budget Strategy for FYs 2010-2014*”. Its conduct shall be governed by existing accounting, auditing, and procurement rules and regulations, and DepEd Order No. 25, s. 2014, “*Guidelines on Utilization of Human Resource Training and Development Funds*”.
- B. For this year’s regionwide training, the FY 2016 ECARP funds already lodged at the Regional Offices (ROs) as part of the Comprehensive Release of Allotment (CRA) under the General Appropriations Act (GAA) shall be used. For FY 2016, additional schools for 2016 participants shall be selected by the identified schools divisions and districts. For the succeeding years, the Department will provide the selection criteria of schools, and the budget allocation following the same procedure.
- C. To facilitate availability of funds, the Regional Office shall request the release of Notice of Cash Allocation (NCA) from their respective Department of Budget Management Regional Offices (DBM-ROs)
- D. Each region shall be accountable for the disbursement of funds based on the eligible items and activities set forth in this Order, and based on the Regional Training Plan to be developed in the National Training, subject to the usual budgeting, accounting, auditing, and procurement rules and regulations.
- E. Each region must submit the accomplishment reports on the utilization of the support funds following the format found in Annex 2 of this Guidelines and Annex 8 of DepEd Order No. 12, s. 2015. The filled out accomplishment reports should be submitted via email to the Office of the Chief, Bureau of Learning Delivery Teaching and Learning Division: rosalina.villaneza@deped.gov.ph.

VI. Monitoring and Evaluation

- 14. To ensure the effective implementation of the program, monitoring and evaluation should be conducted by the Division Supervising Personnel using the attached monitoring tools developed by the National Educators’ Academy of the Philippines (NEAP) for the purpose of the program (see Annex 3).

VII. References

DepEd Order No. 12, s. 2015, “Guidelines on the Early Language, Literacy, and Numeracy Program: Professional Development Component”

VIII. Effectivity

15. All existing Orders and Memoranda inconsistent with this Order are rescinded. These guidelines shall remain in force and effect, unless sooner repealed, amended, or rescinded.

IX. List of Annexes

- Annex 1 Budget Summary
- Annex 2 Accomplishment Report
- Annex 3 Monitoring Tools

Department of Education
Bureau of Learning Delivery
Teaching and Learning Division

Every Child a Reading Program (ECARP-ELLN)

Regionwide Training on Early Language Literacy and Numeracy
BUDGET SUMMARY

Region	Number of Participants	Training Cost (computed @ P1,200/pax/per day for 10 days)
I	400	PHP 4,800,000.00
II	400	PHP 4,800,000.00
III	700	PHP 8,400,000.00
IVA	800	PHP 9,600,000.00
IVB	400	PHP 4,800,000.00
V	Monitored at least 300 schools	PHP 1,200,000.00
VI	600	PHP 7,200,000.00
VII	400	PHP 4,800,000.00
VIII	Monitored at least 300 schools	PHP 1,200,000.00
IX	Monitored at least 300 schools	PHP 1,200,000.00
X	500	PHP 6,000,000.00
XI	400	PHP 4,800,000.00
XII	400	PHP 4,800,000.00
ARMM	300	PHP 3,600,000.00
CAR	Monitored at least 300 schools	PHP 1,200,000.00
CARAGA	Monitored at least 300 schools	PHP 1,200,000.00
NCR	400	PHP 4,843,000.00
Total	5,700 Educators trained and 1,500 schools monitored in the LEAPS regions	PHP 74,443,000.00

Annex 2: Early Language, Literacy, and Numeracy Regionwide Training Accomplishment Report Form

Region __

Amount Downloaded (2016 ECARP funds): _____

Divisions	Total No. of Schools	Total Schools Reached as of December 2015	Target for 2016					Actual Reached				
			Div. EPS	PSDS	SH	Teacher / Mentor	Total	Div. EPS	PSDS	SH	Teacher / Mentor	Total

Write a brief report containing:

1. Training design followed
2. General comments and issues encountered
3. Strengths and areas for improvement based on the accomplished training evaluation forms submitted by the trainees
4. Training management
5. Recommendations

Annex 3: LAC M&E Tools

SCHOOLBASED LEARNING ACTION CELL MONITORING TOOL 1

To The Supervising Personnel:

Please indicate your observations on the Schoolbased LAC Implementation for the K to 3 Early Literacy and Numeracy Program by accomplishing the questionnaire below:

Name of School: _____ District: _____

Division: _____ Date of Visit: _____

SCHOOL LAC MANAGEMENT (may be accomplished once a semester)

ACTIVITIES	Yes	No	Comments	Suggestions
1. The school has developed a LAC Plan identifying the topics, schedule, facilitators, LAC groupings				
2. The school has identified LAC leaders				
3. The school has identified resources for the LAC implementation				
4. The school has conducted an orientation for the LAC				

SCHOOLBASED LEARNING ACTION CELL MONITORING TOOL 2

To The Supervising Personnel:

Please indicate your observations on the Schoolbased LAC Implementation for the K to 3 Early Literacy and Numeracy Program by accomplishing the questionnaire below:

Name of School: _____ District: _____

Division: _____ Date of Visit: _____

LAC ACTIVITIES/LAC PROPER

Name of the LAC Leader	
Name of the LAC Facilitator	
Name of the LAC Members	
Name of the LAC Documenter	
LAC Topic	

THE LAC LEADER

ACTIVITIES	Yes	No	Comments	Suggestions
BEFORE THE SESSION				
Has secured resources for the LAC session				
Has prepared the venue for the LAC session				
DURING THE SESSION				
Observes the LAC Session				
Identifies the strengths and weaknesses of the session and the facilitator				
AFTER THE SESSION				
Conducts debriefing				
Identifies plans for improvement for the next session				
Gathers from the documenter the individual plans of the team members				
Observes the implementation of the plan				
Gathers evidences of implementation of the plan				
Develops with members the next session plan				

THE LAC FACILITATOR

ACTIVITIES	Yes	No	Comments	Suggestions
BEFORE THE SESSION				
Has prepared a session guide				
Has announced the schedule and venue of the session				
Has announced the schedule and venue of the session				
DURING THE SESSION				
Exhibited skills in facilitating the session				
Manage the members' participation				
Was able to successfully bring out agreements				
Used the materials appropriately				
AFTER THE SESSION				
Discusses with the LAC Leader the results of the session				
Identifies areas for improvement for the session				
Develops plan for improvement of the				

ACTIVITIES	Yes	No	Comments	Suggestions
session				

THE LAC MEMBERS

ACTIVITIES	Yes	No	Comments	Suggestions
BEFORE THE SESSION				
Have obtained the information about the LAC session				
Have prepared relevant materials for the LAC session, where applicable				
DURING THE SESSION				
Are all present in the session				
Actively participated in the discussion				
Observed norms of behavior				
Developed plans for implementation				
AFTER THE SESSION				
Allows the LAC leaders and other members to observe the implementation of plan in the classroom				
Submits to the LAC leader evidences of implementation				
Shares with others in informal meetings practices				

THE LAC DOCUMENTER

ACTIVITIES	Yes	No	Comments	Suggestions
BEFORE THE SESSION				
Prepares the materials necessary for documentation				
Discusses with the facilitator and LAC leader the manner of documentation				
DURING THE SESSION				
Takes down the minutes of the meeting, as well as the agreements				
Gathers all documents				
AFTER THE SESSION				
Arranges the documents				
Finalizes the reports				
Submits the report to the LAC Leader				

Name and Signature of Supervising Personnel _____

Name and Signature of LAC Leader/School Head _____

Submitted to: _____ Date: _____

SCHOOLBASED LEARNING ACTION CELL MONITORING TOOL 3

To The District/Division LAC Coordinator

Accomplish the LAC Implementation Report below

School	Contact details (school phone, email address or mobile number)	LAC schedule/frequency (period of coverage, days, time)	School Head/LAC Leader	LAC Facilitators	No of LAC Groupings

Prepared by: _____

Submitted to: _____

Date: _____