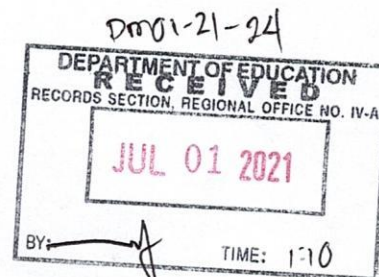




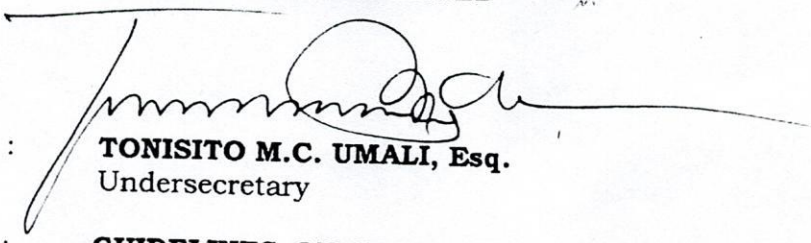
Republic of the Philippines
Department of Education
OFFICE OF THE UNDERSECRETARY
Tanggapan ng Pangalawang Kalihim



MEMORANDUM

OU-LAPP No. Q-267, s.2021

TO : **REGIONAL DIRECTORS
SCHOOLS DIVISION/CITY SUPERINTENDENTS
REGIONAL/DIVISION PARTNERSHIP FOCAL PERSONS
ALL OTHERS CONCERNED**

FROM : 
TONISITO M.C. UMALI, Esq.
Undersecretary

SUBJECT : **GUIDELINES ON THE UTILIZATION OF PROGRAM SUPPORT
FUNDS FOR BUILDING PARTNERSHIP AND LINKAGES
PROGRAM (BPLP) FOR FISCAL YEAR 2021**

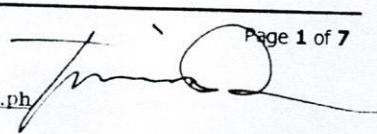
DATE : June 1, 2021

The implementation of programs, activities and projects (PAPs) at the Department of Education (DepEd) was severely affected by the situation brought about by the Coronavirus Disease 2019 (COVID-19). This includes adjustment in the utilization of funds for the activities charged against the Program Support Funds for Building Partnership and Linkages Program (PSF-BPLP) to ensure alignment of the PAPs in the implementation of DepEd's Basic Education Learning Continuity Plan (BE-LCP). Very recently, there are substantial discussions in the DepEd Executive Committee (ExeCom) and Management Committee (ManCom) levels to forego some traditional activities that involve face-to-face interaction and instead channel these to activities that will **directly have an impact** on learning and/or will ensure effective and efficient implementation of the BE-LCP (e.g., the printing of Self-Learning Modules). Also, with the **Mandanas Ruling** where DepEd's budget is expected to decrease compared to the previous year's budget (due to the increased share of the local government units through an increase in their Internal Revenue Allotment allocation), **there is indeed a compelling need to reassess the use of DepEd's funds vis-à-vis its PAPs to implement BE-LCP.**

In view of the foregoing considerations and in relation to the DepEd issuance on the implementation of the BE-LCP detailed in DepEd Order (DO) No. 12, s. 2020 titled "Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in light of the COVID-19 Public Health Emergency" and related issuances from the Inter-Agency Task Force on Emerging Infectious Diseases (IATF-EID), the guidelines for the **purposive utilization of PSF-BPLP for Fiscal Year 2021 on clearly identified PAPs that will have a clear and direct impact on learning** are hereby enumerated as follows:

Undersecretary Tonisito M.C. Umali, Esq.
Legislative Affairs, External Partnerships, and Project Management Service
R-104 Rizal Building, Deped Complex, Meralco Avenue, Pasig City
Telephone No. (02)8633-7224; Fax No. (02)8633-1940; Email: tonisito.umali@deped.gov.ph

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I. BUILDING PARTNERSHIP AND LINKAGES PROGRAMS

The External Partnerships Service (EPS) shall download Program Support Funds (PSF) to the Regional Offices (ROs) which include the PSF for Schools Division Offices (SDOs) in support to the conduct of the following programs which shall be charged against the 2021 Building Partnership and Linkages Program (BPLP) Current Funds¹:

1. Adopt-a-School (ASP) Program

The ASP support funds shall be utilized **specifically** for the conduct of the following activities:

- 1.1. *Brigada Eskwela* Program and Partnership Appreciation Program
 - 1.1.1. *Brigada Eskwela* implementation and monitoring activities (virtual and/or limited face to face); and
 - 1.1.2. *Brigada Eskwela* Best Implementing School Awards
- 1.2. *Brigada Pagbasa* – a national movement for reading in the context of partnerships that aims to bring together all education champions and supporters to contribute and help Filipino children how to read.

Shown in **Annex A** are the proposed activities and program design on conducting the *Brigada Pagbasa* at the Regional, Division and School level for proper guidance.

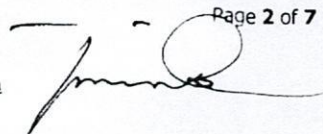
2. Local Stakeholders Convergence (LSC)

The LSC support funds shall be utilized **specifically** for the conduct of the following activity(ies):

- 2.1. LSC for Parents-Teachers Association (PTA) Engagement to include the discussion on the following:
 - 2.1.1. Important roles of parents and teachers
 - 2.1.1.1. on blended learning facilitation, assessment and monitoring
 - 2.1.1.2. on preparation for the limited face-to-face learning
 - 2.1.2. PTA policy development
 - 2.1.3. PTA policy updates (e.g. policies adopted to address learning continuity etc.)
 - 2.1.4. Understanding the PTA Roles for Blended Learning
 - 2.1.4.1. proposed programs for PTA are Parents Tutorials, Mobile Tutorials among others
 - 2.1.5. Teachers Assessment Roles for Learning

Shown in **Annex B** is the proposed LSC for PTA Engagement for guidance.

¹ A BPLP Orientation Activity shall be held within three weeks from the time of the issuance of this guidelines. This activity shall include, among others, an orientation on the utilization of PSF and the implementation arrangements of *Brigada Eskwela*, *Brigada Pagbasa*, LSC for PTA Engagements, LSC for *Brigada Pagbasa* advocacy, LGU Forum and National Partners Tutorials Program on Reading/English, Science and Math.



2.2. LSC for *Brigada Pagbasa* Advocacy (for specific activities, please see **Annex A**)

- 2.2.1. Mobilization of the community for *Brigada Pagbasa*;
- 2.2.2. Orientation of volunteer learning facilitators; and
- 2.2.3. Printing of advocacy materials and purchase of other materials to implement *Brigada Pagbasa*;

Based on the 2020 LSC Utilization Report received by the EPS, some of the Implementing Units (IUs) in the ROs and SDOs used the LSC funds for other purposes. Considering this and the EPS Framework on the utilization of PSF for PAPs that will have a clear and direct impact on learning as above articulated, **we reiterate the compliance of the IUs to submit the LSC Activity Design**, schedule of conduct of LSC and the Activity Report to the EPS as basis that the LSC fund was utilized for the said purpose. Shown in **Annex C** is a proposed Activity Design in organizing a Local Stakeholders Convergence which shall be done at the Regional and Division Levels for guidance.

3. Government and Community Partnerships Management (GCPM)

The GCPM support funds shall be utilized **specifically** for the conduct of the following activities for partnership building and planning activities with **government and community stakeholders**:

3.1. Local Government Unit (LGU) Forum to include the discussion on the following:

- 3.1.1. LGU Support to Basic Education (e.g., support to non-readers; absence of learning facilitators and technology infrastructure among others);
- 3.1.2. Special Education Funds (SEF) Utilization Monitoring and Assessment
- 3.1.3. Development of local policies to support basic education, especially for Early Grade Learners (EGL); and
- 3.1.4. Preparation of the "State of Local Education" as a Transition Report for the Newly-Elected Officials for 2022

Shown in **Annex D** is the proposed LGU Forum Activity Design for guidance.

3.2. National Partners Tutorials Program on Reading/English, Science and Math to include the following activities:

- 3.2.1. Mobilization of Stakeholders with Programs for Tutorials
- 3.2.2. Learning Assessment of Learners in Basic English, Science, Math
- 3.2.3. Development of a Program Tutorials Using a National Volunteerism Approach and in coordination with the Philippine National Volunteer Service Coordinating Agency (PNVSCA);
- 3.2.4. Advocacy for the Establishment of Help-Desks/Tutorial Hubs (either mobile or fixed) in all Schools



II. PRECAUTIONARY MEASURES ON THE CONDUCT OF PARTNERSHIP ENGAGEMENT ACTIVITIES

EPS is committed to continue performing its mandate in strengthening collaboration with partners through partnership activities and is cognizant of its responsibility to comply with the prevailing health protocols and precautionary measures in the implementation of its PAPs. In line with this, partnership engagement activities shall be compliant with the:

1. required health protocols and health monitoring system;
2. stringent social distancing measures;
3. quarantine rules and regulations; and
4. related issuances from the IATF, Local Government Units, DepEd, subsequent DepEd Task Force, Department of Health and national government issuances on COVID-19.

III. UTILIZATION OF PSF

1. The following are **allowable expenses** listed hereunder :

1.1. Communication Expenses

Partnership Focal Persons are allowed to **reimburse or liquidate communication expenses** relevant to partnership engagements and activities consistent with the guidelines stipulated in DepEd Order (DO) No. 17, s. 2019 titled "Guidelines on the Provision and Use of Official Mobile Phones, Postpaid Lines and Prepaid Loads." Said reimbursement of communication expenses shall require submission of the corresponding billing statements and/or official receipts and that the amount shall not exceed the allowable limit pursuant to DO No. 17, s. 2019.

- 1.2. Technology and Online Learning Support Expenses
- 1.3. Electronic and Distance Learning Gadgets
- 1.4. Health Protocol, Disinfection and Cleaning Supplies and Equipment
- 1.5. Training Expenses
- 1.6. Payment of Honoraria
- 1.7. Platform Development and Database Enhancement
- 1.8. Advocacy and Promotional Materials
- 1.9. Partnership Souvenirs/Token for Partners
- 1.10. Transportation Expenses
- 1.11. Other Miscellaneous Expenses

2. Considering that most of the above cited programs and activities may be conducted virtually or online, the PSF-BPLP shall also be allocated for the following expenses in relation to *Brigada Pagbasa* implementation:

- 2.1. Teachers' and Learners' Kits and other expenses for commonly used supplies and materials;
- 2.2. Printed supplemental learning materials/modules or textbooks for remote learning for the learners, teachers and parents; and
- 2.3. Other related expenses.

3. All expenses shall be subject to the Department's usual budgeting, accounting, auditing and procurement rules and regulations.

IV. SUBMISSION OF REPORTS

1. The documents submitted by the IUs from ROs and SDOs will be the basis of the EPS to verify that the downloaded PSF-BPLP were utilized for its intended purpose. With this, all IUs are required to submit the following reports:

- 1.1. Work and Financial Plan (WFP) for the downloaded PSF-BPLP

The signed WFP for PSF-BPLP shall be submitted by the Regional Offices – Education Support Services Division (ESSD) and the Schools Division Offices – School Governance and Operations Division (SGOD) to the EPS via email within **fifteen (15) working days** upon receipt of the Sub-Allotment Release Order (Sub-ARO).

- 1.2. Physical and Financial Accomplishment Report/Utilization Report for PSF-BPLP

The signed Physical and Financial Accomplishment or the Utilization Report for PSF-BPLP which reflects the activities undertaken throughout the year shall also be submitted by the IUs from ROs and SDOs to the EPS via email **on or before December 15, 2021**.

- 1.3. BPLP Activity Report

The conduct of BPLP shall be detailed in the Activity Report which will be submitted by the IUs from ROs and SDOs to the EPS via email **on or before December 15, 2021**. The report shall include the activity objectives, program flow, agreements and other essential information about the **activities on ASP, LSC and GCPM program implementation**.

2. The format of the above cited reports is provided in the attached **Annex E** for WFP and **Annex F** for Physical and Financial Accomplishment Report. **Utilization of Funds shall be reported per Program Support Fund component(ASP, LSC and GCPM) and not as a lumpsum amount**. The submission of the indicated documents and result of the EPS evaluation on the utilization of funds are prerequisites for the downloading of PSF for the next fiscal year.

V. DOWNLOADING OF PSF-BPLP

1. The process for the downloading of PSF-BPLP is as follows:

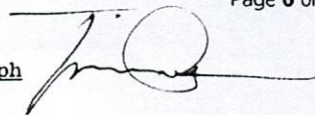
- 1.1. The PSF-BPLP shall be downloaded to the **Regional Offices** through the issuance of Sub-Allotment Release Order (Sub-ARO) which will be processed by the Budget Division at the DepEd – Central Office. The respective Regional Offices will immediately sub-allot the funds to their respective Schools Division Offices upon receipt of the Sub-ARO. An



amount of **Php 298,700.00** for the Regional Offices and **Php 258,700.00** for the Schools Division Offices are allotted as follows:

Programs/Projects	Regional Office Education Support Services Division (ESSD)	Schools Division Office School Governance and Operations Division (SGOD)
1. Adopt-a-School Program		
1.1. Brigada Eskwela and Partnership Appreciation	PhP 36,000.00	PhP 26,000.00
1.2. Brigada Pagbasa	PhP 94,000.00	PhP 74,000.00
	----- PhP 130,000.00	----- PhP 100,000.00
2. Local Stakeholders Convergence	PhP 15,000.00	PhP 15,000.00
2.1. LSC for PTA Engagement	PhP 70,000.00	PhP 60,000.00
2.2. LSC for Brigada Pagbasa Advocacy	----- PhP 85,000.00	----- PhP 75,000.00
3. Government and Community Partnerships Management		
3.1. LGU Forum	PhP 15,000.00	PhP 15,000.00
3.2. National Partners Tutorials Program on Reading/English, Science and Math	PhP 68,700.00	PhP 68,700.00
	----- PhP 83,700.00	----- PhP 83,700.00
Total	PhP 298,700.00	PhP 258,700.00

- 1.2. The list of implementing regions and divisions with the corresponding allocation is contained in **Annex G** of this memorandum.



2. Pursuant to the Department of Budget and Management (DBM) issued National Budget Circular No. 583, entitled "*Guidelines on the Release of Funds for FY 2021*," dated 04 January 2021 particularly on Section 62 of the General Provisions (GP) of the FY 2021 General Appropriations Act (GAA) and the President's Veto Message, provides that **all appropriations authorized under the FY 2021 GAA shall be available for release, obligation and disbursement** for the purpose specified, and under the same General and Special Provisions of said GAA applicable thereto **until December 31, 2021**.

For any concern, kindly email externalpartnerships@deped.gov.ph.

For immediate dissemination and strict compliance.

Encl/s: as stated

PSF_2021Guidelines.18May2021



The Brigada Pagbasa Program

The Department of Education (DepEd) signed a Memorandum of Agreement (MOA) with World Vision Development Foundation (WVDF) in 2019 for the *Brigada Pagbasa* Program.

The *Brigada Pagbasa* Program is a national movement for reading that aims to bring together all education champions and supporters to contribute to nation building by helping all Filipino children how to read in the context of partnership. This is to support the DepEd’s goal to provide children access to quality education.

Brigada Pagbasa Activity Design

Key Activities	Resources Needed	Expected Output	Person In Charge
Collaborate with DepEd at school level to secure the list of struggling learners and non – readers per grade level	Transportation and Meals	List of struggling learners and non – readers per grade level.	School heads, World Vision Area Program Staff, World Vision Education Specialist
Coordinate with LGU and DepEd in mapping the location of struggling learners and non – readers per grade level	Transportation and Meals	Location of struggling learners and non – readers per grade level.	School heads, World Vision Area Program Staff and LGU Focal person for Education
Collaborate with DepEd and LGUs on mapping of community volunteers (Student Teachers, PTA Officers, Church Partners, etc.) to be equipped on teaching beginning reading and handling remediation classes for Brigada Pagbasa Program Roll Out	Transportation and Meals	List of volunteers to be trained for Brigada Pagbasa Program Roll Out.	School heads, World Vision Area Program Staff and LGU Focal person for Education, World Vision Education Specialist

Annex A to OU-LAPP Memo No. Q-267, s. 2021

Key Activities	Resources Needed	Expected Output	Person In Charge
Train volunteers (PTA Officials, on methods and techniques to teach beginning reading and the use of DepEd Prescribed Reading Remediation Toolkit	<ul style="list-style-type: none"> • World Vision Brigada Pagbasa Training Design • Training Venue, Meals for the participants, • Training Kit (USB, Printed Training Materials 	Training Packet	School heads, World Vision Area Program Staff, World Vision Education Specialist
Plan with teachers and community educators on the implementation of the Brigada Pagbasa Reading interventions	<ul style="list-style-type: none"> • Meeting Venue • Meals and transportation 	<ul style="list-style-type: none"> • List of target learners for Brigada Pagbasa Program Roll Out. • Schedule of Reading Remediation Activities in the community. • Venue for the conduct of Reading Remediation Activities in the community 	School heads, World Vision Area Program Staff and LGU Focal person for Education
Implement pre and post Core Reading Skills Assessments using Functional Literacy Assessment Tool (FLAT) to identified children by trained parents/ caregivers, community educators and Child Leaders/Facilitators	<ul style="list-style-type: none"> • Functional Literacy Assessment Tool 	<ul style="list-style-type: none"> • Pre-test result 	DepEd School Reading Coordinator, Trained BP Volunteers, World Vision Program Officer, World Vision Education Specialist
Mobilize Trained Brigada Pagbasa Facilitators to develop contextualized reading materials and books for reading sessions with children	Laptop, drawing materials, Printer, Ink	Draft teacher- made literacy development materials (MTB Story Books, Reading Exercises)	School heads, Trained BP Volunteers, World Vision Program Officer, World Vision Education Specialist

Annex A to OU-LAPP Memo No. Q-267, s. 2021

Key Activities	Resources Needed	Expected Output	Person In Charge
Review of contextualized reading materials and books for reading sessions with children.	Draft teacher- made literacy development materials (MTB Story Books, Reading Exercises)	<ul style="list-style-type: none"> • Clearance from School Heads on the use of contextualized reading materials and books for reading sessions with children. • Finalized Reading Remediation Materials for Brigada Pagbasa Program Roll Out. 	DepEd School Reading Coordinator, Trained BP Volunteers, World Vision Program Officer
Mobilize and support trained Brigada Pagbasa Facilitators to implement reading and literacy building interventions to children	<ul style="list-style-type: none"> • Reading Remediation and Tutorial Venue • Story books for children • Printed Reading Remediation Learning Activity Sheets • Meals for the facilitators and participants • Hygiene Kit 	<ul style="list-style-type: none"> • Learners' Progress Report/Profile • BP Session Guide 	DepEd School Reading Coordinator, Trained BP Volunteers, World Vision Program Officer
Brigada Pagbasa Program Roll Out 2 to 3 Hours Reading Remediation Session (Story Telling, Teaching Beginning Reading, Drills)	<ul style="list-style-type: none"> • Story books • Printed Learning Activity Sheets • Writing Materials • Black board/Projector Screen 	<ul style="list-style-type: none"> • Learners' Progress Report/Profile • Attendance Sheet 	DepEd School Reading Coordinator, Trained BP Volunteers, World Vision Program Officer, World Vision Education Specialist
Conduct feedbacking and reflection activities with teachers and community educators to identify gaps and lessons learnt in the project roll out	<ul style="list-style-type: none"> • Meeting Venue • Meals and transportation 	<ul style="list-style-type: none"> • BP Action Plan 	DepEd School Reading Coordinator, Trained BP Volunteers, World Vision Program Officer, World Vision Education Specialist

BRIGADA PAGBASA PROGRAM
Reading Camp

Workshop Date:

Venue:

Training Goal:

The Brigada Pagbasa Education Technical Program aims to contribute to the goal "*Children aged 5-17 years have increased learning outcomes*" and hopes to contribute in addressing the root causes of poor learning outcomes coupled with improving the mechanisms that support children's learning development.

The goal of this training is to capacitate Brigada Pagbasa partners on engaging communities and key implementing stakeholders on additional teaching and learning materials creation and development methods in order to support the abundance and variation of locally relevant teaching and learning materials in the conduct of after – school reading interventions to support literacy development in a variety setting in the community.

Specific Objectives:

By the end of the virtual training workshop, participants will be able to:

- a. Gain new knowledge and skills pertaining to literacy development (Beginning Reading) and actively contribute to the creation of appropriate reading materials.
- b. Support Brigada Pagbasa Project by promoting print-rich environments and reading activities; support the development of reading skills in young children, fostering love for reading
- c. Develop locally – relevant literacy materials to increase the available reading materials in the community.
- d. Ignite the enthusiasm to establish reading hub in and out of the school
- e. Share and apply the knowledge and skills with other teachers to improve the children learning outcome of the struggling learners.

I. **METHODOLOGIES**

- Lecture
- Discussion
- Workshop

III. Programme

TIME	ACTIVITY	PERSON RESPONSIBLE	MATERIALS NEEDED
Day 1			
8:00 AM-8:30 AM	Registration		
8:30 AM – 9:00 Am	Welcome Remarks Getting to Know		
	Expectation Setting House Rules		
9:00 AM - 12:00 PM	Overview of the Technical Program		
	Brigada Pagbasa Project Components		
	Reading Camp Structure and Phases		
	Stages of Literacy Development		
	The Four - pronged approach in literacy Development		
	Teaching Beginning Reading using Marungko Approach		
Day 2			
8:00 AM – 8:30 AM	Registration Energizer		
9:00 AM - 12:00 PM	Literacy Instruction in the Mother Tongue	AHA Learning Center	
	Bridging Between Languages in Mother Tongue-Based Multilingual Education	AHA Learning Center	
Day 3			
9:00 AM - 12:00 PM	Materials Creation Using Bloom Software		Laptop Bloom Software for installation to laptop of participants
	<ol style="list-style-type: none">1. Introduction to Bloom Software2. Developing Locally relevant materials using Bloom Software		
Pre – requisites:			
<ol style="list-style-type: none">1. Participants must have a laptop to participate in this session and downloaded Bloom Software prior to the event to avoid any delay.2. Go to - https://bloomlibrary.org/landing to download Bloom Software. We normally choose the "Release Version" of the software but participants may choose other versions depending on the technical specifications of their laptop.			

Annex A to OU-LAPP Memo No. Q-267, s. 2021

TIME	ACTIVITY	PERSON RESPONSIBLE	MATERIALS NEEDED
	<p>3. After they successfully downloaded the software, go back to this page: https://bloomlibrary.org/installers, scroll down and download the "Art of Reading".</p> <p>4. This is all for the meantime. Will discuss other feature of the software in the training session.</p>		
	Individual Preparation of Story Book using Bloom Software		Laptop for all participants
Day 4			
8:00 AM - 9:00 AM	RECAP		
9:00 AM - 10:00 AM	Presentation of story books created in Bloom software		
10:00 AM - 11:00 AM	Reading Camp session structure -Presentation of session guides		
11:00 AM -12:00 NN	Reading Camp roll out simulation		
12:00 NN - 1:00 PM	Lunchbreak		
1:00 PM - 3:00 PM	Reading Camp roll out simulation (continuation)		
3:00 PM - 3:15 PM	BREAK		
3:15 PM - 3:45 PM	Processing		
3:45 PM - 4:15 PM	Planning & Reporting		
4:15 PM - 5:00 PM	Evaluation and Reflection Graduation and Closing		
Day 5			
9:00 AM - 5:00 PM	<p>Dynamic Learning Program Overview</p> <ul style="list-style-type: none"> • Three (3) Ways to Implement DLP • Roles of Stakeholders • Anatomy of Learning Activity Sheets (LAS) • CVIF-DLP Best Practices <p>Write Contextualized learning activity sheets</p> <ul style="list-style-type: none"> • Draft learning activity sheets • Lecture on how write an effective learning activity sheets <p>Discussion on learning activity sheets</p>	Smart - DLP Team	

PROPOSED ACTIVITY DESIGN FOR LOCAL STAKEHOLDERS CONVERGENCE

PROGRAM OBJECTIVES	<ol style="list-style-type: none"> 1. Converge with internal and external stakeholders to discuss critical issues of basic education <ol style="list-style-type: none"> 1.1 Report on the accomplishments of education 1.2 Review agencies partnership vis-s-vis its contributions to each thematic area 1.3 Orient the stakeholders <i>on the current issues and challenges of education</i> 1.4 <u>Orient the stakeholders on the assistance needed by the Department in the implementation of Brigada Pagbasa</u> 2. Recognize the contributions of stakeholders, promote and strengthen commitment for better delivery of basic education services on access, quality and governance 3. Formulate plan of action to address the gaps of current education status
SUGGESTED TARGET PARTICIPANTS	<ol style="list-style-type: none"> 1. Region/Division Officials 2. PSDS, School Heads and Teachers 3. People's Organizations, Civil Society Organizations, Non-Government Organizations 4. Parents-Teachers Association, School Governing Council 5. NGAs (All concerned agencies) 6. LGUs (Governors, Mayors and Barangay Captains and Chairman of Education Committee) 7. <u>Private Organizations and Corporate Foundation</u> 8. Other Prospective/Existing Partners/Community Members 9. Student Leaders
PROGRAM COMPONENTS	<ol style="list-style-type: none"> 1. LGU Local Chief Executive to set tone for the activity 2. Presentation of the state of education (current status, accomplishments, challenges and presentation of recognition) by the School Head/SDS/RD or any other capable personnel in the office 3. Identification of Challenges in Basic Education 4. <u>Presentation of the Brigada Pagbasa Program</u> <ol style="list-style-type: none"> 4.1 <u>Overview of the Brigada Pagbasa</u> 4.2 <u>Presentation of the menu of investment for Brigada Eskwela implementation</u> 5. Planning Aspirations for Basic Education 6. Commitment Setting and Moving Forward 7. Grouping for plan of action
METHOD OF PRESENTATION	<ol style="list-style-type: none"> 1. <u>Webinar / Virtual</u> 2. <u>Limited face-to-face (targeted participants)</u>

Annex C to OU-LAPP Memo No. Q-267, s. 2021

PROPOSED ACTIVITY DESIGN FOR PARENTS-TEACHERS ASSOCIATION FORUM

ACTIVITIES
PART I – PRELIMINARIES
<ul style="list-style-type: none">- National Anthem- Prayer- Regional/Division Hymn- Welcome Remarks
<ul style="list-style-type: none">- STATEMENT OF PURPOSE
PART II – FORUM PROPER
<ul style="list-style-type: none">- Framework On Parent’s Role In Learning Continuity (F.A.C.E.)<ul style="list-style-type: none">o Facilitator of Learningo Assessor of the Child’s Self-Directed Learningo Community Mobilizer for Learningo Exercise Love of Learning at Home
<ul style="list-style-type: none">- PTA Policy<ul style="list-style-type: none">o Salient points of PTA Policieso Updates on PTA
<ul style="list-style-type: none">- Best Practices of PTA Programs and Projects<ul style="list-style-type: none">o Proposed programs for PTA
PART III – OPEN FORUM
PART III – CLOSING PROGRAM
<ul style="list-style-type: none">- Closing Message- Acknowledgment

Annex D to OU-LAPP Memo No. Q-267, s. 2021

PROPOSED ACTIVITY DESIGN FOR LGU FORUM

ACTIVITIES
PART I – PRELIMINARIES
<ul style="list-style-type: none">- National Anthem- Prayer- Regional/Division Hymn- Welcome Remarks/Message
<ul style="list-style-type: none">- STATEMENT OF PURPOSE
PART II – FORUM PROPER
<ul style="list-style-type: none">- Basic Education Situationer- Priorities and Strategic Directions of the Department of Education- Financing Education in the Local Government<ul style="list-style-type: none">o Property Valuation and Assessment in the Local Governmento SEF Utilizationo SEF Policy Updates- LGU's Role in the Delivery of Quality Education- Preparation of the Local Transition Report for the Newly Elected Officials for 2022
PART III – OPEN FORUM
<ul style="list-style-type: none">- Common Issues and Concerns of LGUs on Basic Education
PART III – CLOSING PROGRAM
<ul style="list-style-type: none">- Convergence to Commitment- Closing Message- Acknowledgment

Annex E to OU-LAPP Memo No. Q-267, s. 2021

PROGRAM SUPPORT FUNDS FOR PARTNERSHIP BUILDING AND LINKAGES PHYSICAL AND FINANCIAL PLAN

FY 2021

Region: _____

Division: _____

PROGRAMS/ACTIVITIES	PHYSICAL		TARGET	FINANCIAL		TIME FRAME	SOURCES OF FUND (ASP/ LSC/GCP)	REMARK
	PREVIOUS ACCOMPLISHMENT	COST ASSUMPTION		FINANCIAL REQUIREMENT				
							</	

Prepared By:

Partnership Focal Person

Noted By:

Approved By:

ESSD Chief/SGOD Chief

Regional Director/Schools Division Superintendent

SUMMARY LIST OF IMPLEMENTING REGIONS AND DIVISIONS TO RECEIVE ADDITIONAL FINANCIAL SUBSIDY FOR FY 2021

REGION	NO. OF RECIPIENT REGIONS AND DIVISIONS	ADOPT-A- SCHOOL PROGRAM	LOCAL STAKEHOLDERS CONVERGENCE	GOVERNMENT AND COMMUNITY PARTNERSHIPS	TOTAL
1 Region I	15	1,530,000.00	1,135,000.00	1,255,500.00	3,920,500.00
2 Region II	10	1,030,000.00	760,000.00	837,000.00	2,627,000.00
3 Region III	21	2,130,000.00	1,585,000.00	1,757,700.00	5,472,700.00
4 Region IVA	22	2,230,000.00	1,660,000.00	1,841,400.00	5,731,400.00
5 Region IVB	8	830,000.00	610,000.00	669,600.00	2,109,600.00
6 Region V	14	1,430,000.00	1,060,000.00	1,171,800.00	3,661,800.00
7 Region VI	21	2,130,000.00	1,585,000.00	1,757,700.00	5,472,700.00
8 Region VII	20	2,030,000.00	1,510,000.00	1,674,000.00	5,214,000.00
9 Region VIII	14	1,430,000.00	1,060,000.00	1,171,800.00	3,661,800.00
10 Region IX	9	930,000.00	685,000.00	753,300.00	2,368,300.00
11 Region X	15	1,530,000.00	1,135,000.00	1,255,500.00	3,920,500.00
12 Region XI	12	1,230,000.00	910,000.00	1,004,400.00	3,144,400.00
13 Region XII	10	930,000.00	685,000.00	753,300.00	2,368,300.00
14 Region XIII-CARAGA Administrative Region	13	1,330,000.00	985,000.00	1,088,100.00	3,403,100.00
15 Cordillera Administrative Region	9	930,000.00	685,000.00	753,300.00	2,368,300.00
16 National Capital Region	17	1,730,000.00	1,285,000.00	1,422,900.00	4,437,900.00
TOTAL	230	23,380,000.00	17,335,000.00	19,167,300.00	59,882,300.00

FY 2021 PROGRAM SUPPORT FUNDS - BUILDING PARTNERSHIP AND LINKAGES PROGRAM (PSF-BPLP)
REGION IV-A

REGION/DIVISION		ALLOCATION			TOTAL
		ADOPT-A-SCHOOL PROGRAM	LOCAL STAKEHOLDERS CONVERGENCE	GOVERNMENT AND COMMUNITY PARTNERSHIPS	
Regional Office - IV-A		130,000.00	85,000.00	83,700.00	298,700.00
1	Antipolo City	100,000.00	75,000.00	83,700.00	258,700.00
2	Bacoor City	100,000.00	75,000.00	83,700.00	258,700.00
3	Batangas City	100,000.00	75,000.00	83,700.00	258,700.00
4	Batangas Province	100,000.00	75,000.00	83,700.00	258,700.00
5	Binan City	100,000.00	75,000.00	83,700.00	258,700.00
6	Calamba City	100,000.00	75,000.00	83,700.00	258,700.00
7	Cavite City	100,000.00	75,000.00	83,700.00	258,700.00
8	Cavite Province	100,000.00	75,000.00	83,700.00	258,700.00
9	Cabuyao City	100,000.00	75,000.00	83,700.00	258,700.00
10	Dasmariñas City	100,000.00	75,000.00	83,700.00	258,700.00
11	Imus City	100,000.00	75,000.00	83,700.00	258,700.00
12	Laguna	100,000.00	75,000.00	83,700.00	258,700.00
13	Lipa City	100,000.00	75,000.00	83,700.00	258,700.00
14	Lucena City	100,000.00	75,000.00	83,700.00	258,700.00
15	Quezon	100,000.00	75,000.00	83,700.00	258,700.00
16	Rizal	100,000.00	75,000.00	83,700.00	258,700.00
17	San Pablo City	100,000.00	75,000.00	83,700.00	258,700.00
18	Sta. Rosa City	100,000.00	75,000.00	83,700.00	258,700.00
19	Tanauan City	100,000.00	75,000.00	83,700.00	258,700.00
20	Tayabas City	100,000.00	75,000.00	83,700.00	258,700.00
21	General Trias City	100,000.00	75,000.00	83,700.00	258,700.00
TOTAL		2,230,000.00	1,660,000.00	1,841,400.00	5,731,400.00