



Republic of the Philippines  
**Department of Education**  
REGION VII – CENTRAL VISAYAS  
SCHOOLS DIVISION OF NEGROS ORIENTAL

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**Office of the Schools Division  
Superintendent**

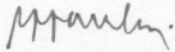
**MEMORANDUM**  
MLA-2021- 201

TO: (Thru: Public Schools District Supervisors of Mabinay III, San Jose & Sibulan I)

**RANJEL D. ESTIMAR**  
Principal I  
Mabinay National HS  
Mabinay District III

**SEGUNDINA CALITIZEN**  
Teacher In-Charge  
Crisostomo O. Retes ES  
San Jose District

**JOEL JAMARO**  
Teacher In-Charge  
Sibulan Night HS  
Sibulan District I

FROM:   
**SENEN PRISCILLO P. PAULIN, CESO V**  
Schools Division Superintendent

SUBJECT: **IMPLEMENTATION GUIDELINES ON THE RELEASE,  
UTILIZATION, MONITORING AND REPORTING OF PROGRAM  
SUPPORT FUNDS FOR THE PILOT IMPLEMENTATION OF  
INCLUSION OF ALTERNATIVE LEARNING SYSTEM IN SCHOOL-  
BASED MANAGEMENT FOR SCHOOL YEAR 2020-2021**

DATE: June 3, 2021

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1. This office disseminates Regional Memorandum No. 0123 s. 2021 to the field titled **“Implementation Guidelines on the Release, Utilization, Monitoring and Reporting of Program Support Funds for the Pilot**



**Address:** Kagawasan Avenue, Capitol Area, Daro, Dumaguete City  
**Telephone Nos.:** (035)225-2838 / 225-2376 / 422-7644  
**Email Address:** negros.oriental@deped.gov.ph

07 JUN 2021



Republic of the Philippines  
**Department of Education**  
REGION VII – CENTRAL VISAYAS  
SCHOOLS DIVISION OF NEGROS ORIENTAL

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**Office of the Schools Division  
Superintendent**

**Implementation of Inclusion of Alternative Learning System in School Based-Management for School Year 2020-2021**” for the implementation of the identified schools on Inclusion of Alternative Learning System in School Based-Management for School year 2020-2021.

2. The guidelines aim to promote and support the inclusion of ALS in School Based-Management as indicated in the ALS 2.0 Roadmap. This is in line with the thrust of DepEd to strengthen and expand the ALS program, to pivot from access to quality consistent with *Sulong Edukalidad*, and to provide implementation guidelines to schools during the COVID Pandemic.
3. Attached is the copy of Regional Memorandum No. 0123 s. 2021 & DepEd Order No. 021 s. 2021.
4. Immediate and wide dissemination of this Memorandum is highly directed.

SPP/ASDS-MKP-JMA-NLR//CID/dbm  
June 4, 2021



**Address:** Kagawasan Avenue, Capitol Area, Daro, Dumaguete City  
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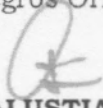


Republic of the Philippines  
**Department of Education**  
REGION VII - CENTRAL VISAYAS

Office of the Regional Director

MEMORANDUM  
MLA-2021- 0123

TO : **Schools Division Superintendents of:**  
Bohol Province Cebu City Cebu Province  
Negros Oriental Toledo City

FROM :  **SALUSTIANO T. JIMENEZ EdD, JD, CESO V**  
Director IV  
Regional Director

SUBJECT : **IMPLEMENTING GUIDELINES ON THE RELEASE, UTILIZATION,  
MONITORING AND REPORTING OF PROGRAM SUPPORT FUNDS FOR  
THE PILOT IMPLEMENTATION OF INCLUSION OF ALTERNATIVE  
LEARNING SYSTEM IN SCHOOL-BASED MANAGEMENT FOR SCHOOL  
YEAR 2020-2021**

DATE : June 1, 2021

Per DepEd Order No. 021, s.2021, dated May 27, 2021, enclosed is the issuance of the Implementing Guidelines on the Release, Utilization, Monitoring and Reporting of Program Support Funds for the Pilot Implementation of Inclusion of Alternative Learning System in School-Based Management for SY 2020-2021.

The guidelines aim to promote and support the inclusion of ALS in School-Based Management as indicated in the ALS 2.0 Roadmap. This is in line with the thrust of DepEd to strengthen and expand the ALS program, to pivot from access to quality consistent with *Sulong Edukalidad*, and to provide implementation guidelines to schools during the COVID-19 Pandemic.

Immediate and wide dissemination of this Memorandum is highly directed.

STJ/CAE/CLMD /MJCD /m3



Address: Doña M. Gaisano St., Sudlon, Lahug, Cebu City  
Telephone Nos.: (032) 231:1433; (032) 414-7399  
Email Address: region7@deped.gov.ph



Republic of the Philippines  
**Department of Education**

27 MAY 2021

DepEd ORDER  
No. **021**, s. 2021

**IMPLEMENTING GUIDELINES ON THE RELEASE, UTILIZATION, MONITORING AND REPORTING OF PROGRAM SUPPORT FUNDS FOR THE PILOT IMPLEMENTATION OF INCLUSION OF ALTERNATIVE LEARNING SYSTEM IN SCHOOL-BASED MANAGEMENT FOR SCHOOL YEAR 2020-2021**

To: Undersecretaries  
Assistant Secretaries  
Bureau and Service Directors  
Regional Directors  
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Implementing Guidelines on the Release, Utilization, Monitoring and Reporting of Program Support Funds (PSF) for the Pilot Implementation of Inclusion of Alternative Learning System (ALS) in School-Based Management for School Year 2020-2021**.
2. The guidelines aim to promote and support the inclusion of ALS in School-Based Management as indicated in the ALS 2.0 Roadmap. This is in line with the thrust of DepEd to strengthen and expand the ALS program, to pivot from access to quality consistent with *Sulong Edukalidad*, and to provide implementation guidelines to schools during the COVID-19 Pandemic.
3. All DepEd Orders and other related issuances, rules and regulations, and provisions which are inconsistent with these guidelines are repealed, rescinded, or modified accordingly.
4. This DepEd Order shall take effect upon its approval. Certified true copies of this DepEd Order shall be filed with the University of the Philippines Office of the National Administrative Register (UP-ONAR) at the University of the Philippines Law Center, UP Diliman, Quezon City.
5. For more information, please contact the **ALS Task Force**, 5th Floor, Bonifacio Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at [als.taskforce@deped.gov.ph](mailto:als.taskforce@deped.gov.ph) or at telephone number (02) 8636-3603.
6. Immediate dissemination of and strict compliance with this Order is directed.



  
**LEONOR MAGTOLIS BRIONES**  
Secretary



Encl.:  
As stated

Reference:  
DepEd Order No. 033, s 2020

To be indicated in the Perpetual Index  
under the following subjects:

ALTERNATIVE LEARNING SYSTEM  
FUNDS  
MONITORING AND EVALUATION  
PROGRAMS  
PROJECTS

SMMA/APA/MPC, DO Implementing Guidelines on the Release, ALS  
0114 - April 13, 2021



**IMPLEMENTING GUIDELINES ON THE RELEASE, UTILIZATION, MONITORING  
AND REPORTING OF PROGRAM SUPPORT FUNDS FOR THE PILOT  
IMPLEMENTATION OF INCLUSION OF ALTERNATIVE LEARNING  
SYSTEM IN SCHOOL-BASED MANAGEMENT  
FOR SCHOOL YEAR 2020-2021**

**I. Rationale and Objectives**

1. Pursuant to its goal of providing quality, inclusive, relevant, and liberating opportunities to out-of-school youth and adult learners, the Alternative Learning System (ALS) aims to develop basic and functional literacy skills and equivalent pathways towards complete basic education.
2. Given the advanced competencies in the ALS K to 12 Basic Education Curriculum (BEC), there is a need for ALS learning interventions to be held in more conducive learning environments. As DepEd pivots from access to quality and in compliance with the ALS Roadmap, more schools should be able to implement ALS. To facilitate this, it is important for ALS to be officially included in the formal School-Based Management concept, which has matured as a governance tool over the past two decades.
3. For this purpose, funds shall be allocated to support the pilot implementation of ALS within School-Based Management to select elementary and secondary schools nationwide for School Year (SY) 2020-2021. These guidelines aim to ensure that the utilization of funds in support of ALS in SBM pilot implementation is managed efficiently, effectively, and strategically, even during the COVID-19 public health emergency, subject to the prevailing government accounting and auditing rules and regulations.
4. After the pilot period, the experiences of the pilot schools shall be evaluated to inform the policy in institutionalizing ALS in SBM.

**II. Scope**

5. These guidelines shall provide the rules for release, utilization, liquidation, monitoring, and reporting of the Program Support Funds (PSF) for the pilot implementation of inclusion of ALS in SBM in the identified pilot schools for SY 2020-2021.

**III. Definition of Terms**

6. For the purpose of these guidelines, the following terms shall be taken to mean as follows:
  - a. **ALS Mobile Teacher** - refers to DepEd employed teacher conducting learning sessions using the alternative learning delivery mode whose duties require movement from one station to another in depressed, disadvantaged, and underserved communities.
  - b. **ALS Teachers** - refer to ALS Mobile Teacher and Full-Time District ALS Coordinator (DALSC) collectively.
  - c. **Annual Implementation Plan** - refers to is a year-by-year plan that contains the specific activities, output, required resources, schedule, and

individual/s who will be accountable for school/Community Learning Centers Priority Improvement Areas (PIAs).

- d. **Enhanced School Improvement Plan** is an improved planning process released in 2015, which uses tools of the Continuous Improvement (CI) Methodology, emphasizing a more participatory and learner-centered approach and encouraging deeper analysis of the school/CLC context through evidence-based problem analysis.
- e. **Full-Time District ALS Coordinator (DALSC)** - refers to DepEd formal school teachers who are locally designated as District ALS Coordinators and take on fulltime load to conduct ALS classes for illiterate out-of-school children in special cases and adults.
- f. **Program Support Funds** refers to a sum of money used to support the operations of Division, Regions, and Central Office as they perform their mandate of ensuring the smooth implementation of the ALS in SBM Grants.
- g. **School-Based Management (SBM)** refers to the decentralization of decision-making authority from Central, Regional and Division Levels to the individual schools, with the intent of bringing together the School Heads, ALS teachers, ALS learners as well as parents, the local government units, and the community at large in producing improved learning outcomes through effective schools/CLCs.
- h. **School Improvement Plan (SIP)** is a roadmap that lays down specific interventions that a school, with the help of the community and other stakeholders, undertakes within a period of three consecutive school years. It aims to improve the three key result areas in basic education: access, quality and governance. It is evidence-based, results-based and child- or learner-centered. The SIP is prepared by the School-Community Planning Team (SPT) and is the basis for the school AIP.
- i. **School Head** refers to the person responsible for the administrative and instructional supervision of the school. In the absence of the Principal, this concept shall refer to the Teacher-In-Charge, Head Teacher, Master Teacher or other persons officially designated as School Head by the Schools Division Superintendent (SDS).
- j. **Work and Financial Plan (WFP)** refers to the overall physical (targeted outputs) and financial (estimated obligations/expenditures) plan consistent with the approved budget for the year, broken down by quarter.

#### IV. Policy Statement

7. This Order issues the guidelines for the release, utilization, monitoring and reporting of the Program Support Funds for the pilot implementation of ALS in SBM for SY 2020-2021 to ensure that the utilization of funds is managed efficiently, effectively, and strategically.
8. These guidelines shall be used by the identified pilot elementary and secondary schools to ensure that the implementation and delivery of ALS programs in SBM meet the set standards and procedures.

## V. Procedure

### A. Selection of pilot schools

9. A total of 100 pilot public elementary and secondary schools, whether classified as Implementing Units (IUs) or Non-Implementing Units (Non-IUs), shall be provided with Program Support Funds.
10. To determine the pilot schools that are not yet offering ALS but has the potential to offer, the following characteristics, similar to ALS implementing schools, were used as basis:
  - a. ALS programs - offering Accreditation and Equivalency (A&E) Program ;
  - b. Total Land Area - the median land area is 78, 819.7953 sq.m;
  - c. Travel Cost - an average of PhP 49.91667 cost of travel from school to the municipality/location of pilot school;
  - d. Travel time - an average time of travel of 11.87333 minutes from school to municipality/location of pilot;
  - e. Simple Dropout Rate - an average of 0.04105523 dropout rate or percentage of learners who do not finish a particular grade/year level ;
  - f. Poverty Incidence - A range from 0.66 to 74 level of poverty in the municipality where the school is located ;
  - g. School Head Position - position of the school head in the school (e.g., Principal, Teacher-in-Charge);
  - h. Enrollment to Instructional Room Ratio - The average number of learners per instructional rooms of 1:54.17273;
  - i. School MOOE allocation for ALS; and
  - j. SEF allocation for ALS.

### B. Allocation of Program Support Funds

11. For SY 2020-2021, pilot schools shall receive the Program Support Funds (PSF) as indicated in Enclosure No. 2. The PSF shall be used by pilot schools for the following:
  - a. ***Enhancing the Teaching and Learning Experience***
    - Reproduction of teaching and learning materials -ALS JHS Modules, Self-directed life skills modules, ALS-related assessment forms.
    - Allocation of classroom/CLC exclusive for ALS Learners
    - Minor repair of classroom / CLC
    - School supplies and hygiene kit (e.g., face mask, face shield, hand sanitizer and alcohol)
    - Minor repair of equipment
    - LAC session- supplies and materials intended for LAC sessions
    - Research- supplies and materials, domestic travel expenses and communication expenses used during conduct of research-survey, FGDs
    - Graduation/Completion Rites- supplies and materials for graduation and completion rites
    - Creation of teacher-made learning materials for use in differentiated and innovative instruction.



- Provision to learners of transportation services and meals/snacks, learners' ID, hygiene kits and first aid supplies (not as allowance; transportation to be managed by the school)
- Purchase of tools, equipment and materials such as, but not limited to cloth, threads, towels, ingredients for baking, flower/balloon arrangements, for Informal Education (InfEd) below P15,000.00

**b. Improving School Management and Administrative Processes**

- Advocacy and education campaign for internal and external ALS stakeholders
- Payment of utilities (Electricity, Water, Telephone, Internet) consumed by ALS implementation
- Learner mapping or tracking of learners who are at risk of dropping out (AF 1)
- Participation in Schools Division Office (SDO), Regional Office (RO) or Central Office (CO) meetings, orientations, trainings, and workshops

**c. Strengthening Resiliency of Disadvantaged Schools**

- Provision of IDs and ID lace, ID jacket for identification and security purposes. (P50x75 learners)
- Provision for services and supplies to ensure learners' health and safety (Feeding Program: Php18/day/learner for 120 days, for Severely Wasted and Wasted learners)
- Provision for personal hygiene, first aid, deworming medicine, and disaster supplies and kits

12. The ineligible expenses in the utilization of the Program Support Funds are:

- Hiring and payment of salaries of additional staff;
- Field trips and other educational trips;
- Activities funded by other special or national programs or subsidies;
- Gifts or tokens for DepEd monitoring and field Technical Assistance (TA) teams;
- Meals and snacks for meetings with external stakeholders in excess of 10% of the total PSF grant received by the school; and
- Equipment equal to or above P15,000.00.

13. All expenses shall be subject to existing budgeting, accounting, auditing and procurement rules and regulations. Procurement shall be based on DepEd Order No. 038, s. 2018 – Procurement Guidelines on the Implementation of Cash-Based Budgeting for Fiscal Year (FY) 2019 and/or applicable issuances/resolutions on procurement by the Government Procurement Policy Board (GPPB) and other oversight agencies.

**C. Allocation of Monitoring Funds for Schools Division Offices of Pilot Schools**

- The monitoring fund amounting to **Five Thousand Pesos (P5,000)** per pilot school (Enclosure No. 3) shall be used for progress monitoring, coaching, mentoring, and technical utilizing the attached Monitoring and Evaluation Tool (Enclosure No. 4).

14. The Division Monitoring Team shall be composed of the following:

Chairperson	:	Schools Division Superintendent
Vice- Chairperson	:	Assistant Schools Division Superintendent

Team Leader : Chief, SGOD  
Members : SBM Focal Person  
Division ALS Focal Person  
SEPS for M&E  
PSDS  
EPS II for ALS  
School Head

#### D. Release, Utilization, Liquidation, Reporting and Disbursement

##### Central Office

##### 15. Release of Funds

- a. The template, process, and workflow involved in the approval of an Activity Request (AR) and Authority to Conduct (ATC) shall follow the most recent DepEd Order on Implementing Guidelines on the Release and Use of Funds for the corresponding year.
- b. The Program Support Fund and the monitoring fund shall be based on the approved AR chargeable against the FY 2020 Flexible Learning Options – ALS Fund.
- c. The total amount of PSF is **Eleven Million Seven Hundred Ninety Thousand Pesos (P11,790,000)** to be downloaded through a Sub-allotment Release Order (Sub-ARO) by the DepEd CO to Regional Offices (Enclosure No. 2).
- d. The monitoring fund for the SDOs of the pilot schools amounting to **Five Hundred Thousand Pesos (P500,000)** shall be downloaded through Sub-ARO. The amount allocated for monitoring shall be **Five Thousand Pesos (P5,000)** per pilot school (Enclosure No. 3).

##### Regional Offices and Schools Division Offices

- a. After receipt of the Sub-ARO to the Regional Offices, the SDOs (for the non-IUs) and the IUs shall request the corresponding cash requirements through the issuance of Notice of Cash Allocation (NCA) from the Department of Budget and Management Regional Office (DBM-RO) concerned.

##### 16. Utilization and Liquidation

- a. The use of funds and payment of allowable expenses shall be consistent with the existing budgeting, accounting, and auditing rules and regulations and internal policies of the Department of Education.
- b. Cash advances shall be liquidated immediately, and any unexpected balance shall be refunded within five (5) days after the conduct of the activity.

##### 17. Reporting Requirements

- a. The SDOs (for non-IUs) and IUs shall submit a Narrative Report at the end of the school year (Enclosure No. 5), **Utilization and Liquidation Report on Program Support Fund for the Pilot Implementation of ALS in SBM for SY 2020-2021** (Enclosure No. 6) and **Accomplishment Report on the Utilization of the Program Support Fund on the Pilot**

**Implementation of SBM for SY 2020-2021** (Enclosure No. 7), duly signed by their respective Schools Division Superintendent to be submitted to the Regional Office. Enclosures can be download from this link: <http://bit.ly/EnclosureALSSBMPolicy>.

- b. The ALS Regional Focal Persons shall consolidate the reports submitted by the concerned SDOs and IUs, duly signed by the Regional Directors, to be forwarded to the [als.taskforce@deped.gov.ph](mailto:als.taskforce@deped.gov.ph) on or before June 30, 2021.

## VI. Roles and Responsibilities

### 18. School Level

The **School Head** of recipient School shall be accountable for the pilot implementation of inclusion of ALS in SBM and is responsible for the following:

- a. Prepare and submit the updated WFP, AIP and other related documents to the SDO, including the physical and financial accomplishment reports and liquidation reports;
- b. Receive and allocate the program support fund and implement the activities indicated in the approved WFP, following the costing parameters and timelines;
- c. Prepare the planning documents;
- d. Monitor ALS learning interventions progress thru Modular Approach and provide technical assistance to ALS teachers;
- e. Rate the ALS teachers using the existing COT;
- f. Provide a learning space (e.g. classroom) (if face to face learning will be allowed already) to serve as learning center within a school;
- g. Allow ALS teachers and learners for the use of school laboratories (e.g. Science, TLE/TVL, Computer) and other learning resources (e.g. Library, LRMDC) (if face to face learning will be allowed already);
- h. Monitor online or any other various means the enrolment progress of ALS Programs, such as the A&E and BLP, including A&E test registration and tracking of A&E passers and program completers;
- i. Record & report of ALS updates/status on a regular basis;
- j. Resource mobilization from stakeholders, using light technologies;
- k. Monitor and supervise the preparation of planning documents/ reports/year-round activities;
- l. Forge linkage with stakeholders for additional fund support;
- m. Attend regular meetings online on ALS in the DO/RO levels or CO if necessary;
- n. Provide necessary materials for teachers;
- o. Devise a sound and feasible way on how ALS Teachers can be observed and monitored with their regular works
- p. Improve CLCs in terms of minor repairs and provisions of facilities;
- q. Re-entry of the ALS program support fund in the SIP, AIP, SOB ALS activities;
- r. Organize team teaching to allow content specialists in the formal school to teach online/modular approach for JHS and SHS learning competencies of ALS Curriculum to A&E learners; an
- s. Organize LAC sessions that will also benefit ALS teachers; and
- t. Submit liquidation report and physical and financial report to the SDO, every 10 day of the following month after the conduct of the activity; and
- u. Coordinate with the school head of the nearest public secondary school for the identification of subject area specialists (English,

Mathematics, Science and Information and Communication Technology) for the conduct of team teaching.

- The **ALS Teachers** will report to the School Heads and perform the following:
- a. Register learners and update their status in the Learner Information System (LIS).
  - b. Submit class program/program of learning activities to School Head;
  - c. Prepare list of needed supplies and materials based from their AIP;
  - d. Report/coordinate to the school head and submit monthly accomplishment reports;
  - e. Accomplish and submit ALS forms (AF 1-5) & reports, etc.;
  - f. Conduct literacy online mapping of potential learners;
  - g. Guide learners in the preparation and development of portfolio;
  - h. Conduct ALS programs (e.g., BLP, A&E, InfEd) based on the needs of the learners and the community;
  - i. Conduct assessment to ALS learners (ILA, FLT, ABL RPL, teacher-made achievement tests and similar type of tests and other ALS assessment forms, using light technologies;
  - j. Facilitate online registration for the A&E test;
  - k. Attend basic Online ALS training programs, life skills and other trainings for the six Learning Strands;
  - l. Coordinate for the actual observation of their learning sessions in CLCs; and
  - m. Participate in the team teaching.

#### 19. Division Level

##### **The Division Field Technical Assistance Composite Team (DFTAT)**

The **School Governance Operations Division (SGOD)** with the technical assistance from CID, shall oversee the overall implementation of Inclusion of ALS in SBM and is responsible for the following:

- a. Review and validate the WFPs vis-à-vis the SIPs submitted by the pilot schools;
- b. Advocate the relevance of the program towards achieving and effective learning delivery, and disseminating the lessons learned;
- c. Engage partners and stakeholders through "kumustahan sa barangay", literacy day celebrations, and others;
- d. Conduct progress monitoring of program to ensure efficient fund utilization and timely submission of liquidation reports all pilot schools' recipients;
- e. Consolidate reports submitted by the pilot schools such as liquidation reports and accomplishment reports for onward submission to the RO;
- f. Conduct orientation and training and providing coaching and technical assistance to the pilot schools pertaining to the project planning, resource generation, resource management and submission of required reports; and
- g. Ensure PSF funding for pilot school.

The **Curriculum Implementation Division** through the Division ALS Focal Person shall provide technical assistance to the SGOD in the conduct of division monitoring and evaluation on the pilot implementation of the program.



The **Schools Division Superintendent (SDS)** shall be accountable for the ALS in SBM implementation at the Division level.

20. **Regional Level**

**Regional Field Technical Assistance Composite Team (RFTAT)**

**Regional Field Technical Assistance Division (RFTAD)**, with technical assistance from CLMD, shall oversee the overall implementation of SBM and is responsible of the following:

- a. Conduct orientation training for the SDOs;
- b. Conduct progress monitoring/evaluation of the ALS in SBM;
- c. Participate/initiate research relative to the SBM program support fund; and
- d. Provide coaching and technical assistance to the SDOs when necessary.

**Curriculum and Learning Management Division (CLMD)** through the Regional ALS Focal Persons shall provide technical assistance to the RFTAD, in the conduct of regional monitoring and evaluation on the pilot implementation, and preparation of regional consolidated report for submission to the ALS Task Force.

The **Regional Director** shall be accountable for the ALS in SBM implementation at the Regional level.

21. **National Level**

**The Office of the Assistant Secretary for ALS** through the ALS Task Force shall be in charge of the overall implementation of the ALS in SBM in close coordination with other offices at the Central Office, and shall be responsible for the following:

**ALS Task Force:**

- Lead in the management of the implementation of inclusion of ALS in SBM including but not limited to preparation of reports;
- Monitor the implementation of ALS in SBM;
- Monitor and evaluate program support fund utilization;
- Provide coaching and technical assistance to Regions, when necessary;
- Conduct various capacity building activities for DepEd field officials, ALS implementers (e.g., retooling ALS teachers in andragogy to enable them to deliver effectively the critical and core content learning competencies, providing content knowledge training focused on the core and critical learning competencies in the third and fourth key stages, and providing training programs on IS and TA for school heads in the effective implementation of ALS programs and projects);
- Propose new mobile teacher items with specializations particularly in learning areas aligned with ALS learning strands (e.g., English, Filipino, Science, Mathematics, Social Sciences, Business and Entrepreneurship, Computer Technology and relevant fields); and
- Propose deloading some subjects of concerned secondary teachers to enable them to participate effectively in the team-teaching scheme of ALS following existing policies in teachers' teaching assignment.

**Bureau of Human Resource and Organizational Development–School Effectiveness Division, Organization Effectiveness Division, Human Resource Development Division (BHROD- (SED, OED, HRDD)**

- Lead the development of M&E tools;
- Develop contextualized Classroom Observation Tool for the ALS teachers;
- Identify eligible schools based on the criteria set; and
- Initiate the conduct of research relative to the pilot implementation of inclusion of ALS in SBM.

**Planning Service (PS)**

- Provide technical assistance in the identification of additional data elements, and allocation of resources needed in the pilot implementation of inclusion of ALS in SBM to be included in the Learner Information System (LIS).
- Add data elements in the Learner Information System (LIS) needed in the pilot implementation of inclusion of ALS in SBM including giving access to select public schools.

**National Educators' Academy of the Philippines (NEAP)**

- Provide technical inputs during the developmental activities for the capacity building of school heads, teachers & non-teaching personnel; and

**Finance Service**

- Ensure on-time release of funds to support the pilot implementation of ALS in SBM.

**VII. Monitoring and Evaluation**

22. To ensure the proper implementation of this Order, monitoring and evaluation shall be conducted by the Regional and Schools Division Offices.
23. The Central Office, through the ALS Task Force, shall conduct regular monitoring of program implementation/fund utilization of the Regional Offices and regular online consultative meeting/ Program Implementation Review (PIR) with the Regional ALS Focal Persons as part of their mandated functions and responsibilities. The final evaluation of the pilot shall be conducted at the end of the SY.

**VIII. Effectivity**

24. This Order shall take effect upon its approval.

**IX. References**

DepEd Order 45, s. 2015 Guidelines on School-Based Management (SBM) Grants for Fiscal Year (FY) 2014

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DepEd Order 44, s. 2017 Guidelines on Updating the Status of Learners of the Alternative Learning System in the Learner Information System as of the End of Calendar Year 2016

DepEd Order 013, s. 2019 Policy Guidelines on the Implementation of Enhanced Alternative Learning System 2.0

DepEd Order 008, s. 2020 DepEd Guidelines for the Enrolment for SY 2020-2021 in the Context of Public Health Emergency Due to COVID\_1

Enclosure No. 2

**List of Pilot/Model Elementary and Secondary Schools for Alternative Learning System (ALS) in School-Based Management for SY 2020-2021**

No.	School ID	Region	Schools Division Office	Name of Recipient Schools	Program Support Fund
1	117936	VII	Bohol	Alicia Central Elementary School	PhP 117,900.00
2	118267		Bohol	Banban Elementary School	PhP 117,900.00
3	302984		Cebu	Colawin National High School	PhP 117,900.00
4	302990		Cebu	Jugan National High School	PhP 117,900.00
5	302955		Cebu	Cordova National High School	PhP 117,900.00
6	303156		Cebu City	Zapatera National High School (Day & Night)	PhP 117,900.00
7	303244		Negros Oriental	Mabinay National High School	PhP 117,900.00
8	312953		Negros Oriental	Sibulan Night High School	PhP 117,900.00
9	120440		Negros Oriental	Crisostomo O. Retes Elementary School	PhP 117,900.00
10	303314		Toledo City	Media Once National High School	PhP 117,900.00
			<b>TOTAL</b>		<b>PhP 1,179,000.00</b>



(Enclosure No. 4 to DepEd Order No. **021** , s. 2021)



**MONITORING TOOL FOR THE INCLUSION OF ALS IN SBM**

School: \_\_\_\_\_

Sub-office: \_\_\_\_\_

Name of School Head: \_\_\_\_\_

School Year: \_\_\_\_\_

**Ratings:**

- 0 - No evidence
- 1 - Evidences indicate that indicators/ artifacts were at least 25% met
- 2 - Evidences indicate that indicators/ artifacts were at least 75% met
- 3 - Evidences indicate practices and procedures satisfy quality standards (All or 100% of the indicators/artifacts were met)

PRINCIPLE I: LEADERSHIP AND GOVERNANCE (30%, X 0.30)						
STANDARD	INDICATOR	ARTIFACTS	RATING			REMARKS
			0	1 a-b	2 a-c	
A network of leadership and governance guides the education system to achieve its shared vision, mission and goals making them responsive and relevant to the context of diverse environments.	1. The development plan is evolved through the shared leadership of the school both formal and ALS and the community stakeholders	a. Original Enhanced School Improvement Plan (ESIP) S.Y. 2020-2021 b. School Planning Team (SPT) composition with duties and responsibilities. c. Annual Implementation Plan (AIP) 2020 d. School Operational Budget (SOB) e. Annual Procurement Plan (APP) f. Project Procurement Management Plan (PPMP)				

		g. Project Proposal											
	2. The development plan is regularly reviewed by the school community to keep it responsive and relevant to emerging needs, challenges and opportunities	h. Minutes of the meeting and photos showing the involvement of stakeholders in the Annual Implementation Plan (AIP) a. Memorandum on the review and enhancement of School Improvement Plan (eSIP) b. Letter of invitation to meetings/summit and confirmation of Stakeholders c. Minutes of meetings on the regular review of eSIP headed by the School Planning Team (SPT) with signed Attendance d. Accomplishment Report											
	3. The school is organized by a clear structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of SHs and stakeholders in ALS.	a. List of Elected ALS Learner-Officers with signed Terms of Reference or Duties and Responsibilities noted by the school head  b. Minutes of meetings of the organization with signed attendance  c. Resolution or Memorandum on the agreed											

		organizational structure of different stakeholders				
	4. A leadership network facilitates communication between and among the school and community leaders for informed decision-making and solving of School Community-wide learning problems	<p>a. Words of confirmation on open communication between school and community (e.g. General Assembly minutes, comments on FB page, Messenger, School Website exchange of communication)</p> <p>b. Updated School Report Card (SRC)</p> <p>c. State of the School Address (SOSA) Face to Face or on stream (Memorandum, Agenda discussed, Narrative &amp; Photo Documentation Report)</p> <p>d. Pictures of meetings conducted with short narrative showing an exchange of network communication regarding decisions and solving learning and administrative problems</p>				
	5. Leaders undertake training modes that	a. School Head Developmental Plan				



	are convenient to them (on-line, off-line, modular, group, or home-based) and which do not disrupt their regular functions. Leaders monitor and evaluate their own learning progress.	b. School-Based Training Plan for School and community leaders with Training Design/Matrix on school leadership and governance					
<b>TOTAL</b>							<b>0</b>
<b>AVERAGE</b>							<b>0</b>
<b>RATING (AVERAGE x 30%)</b>							<b>0</b>
<b>PRINCIPLE II: CURRICULUM AND INSTRUCTION (30%, X 0.30)</b>							
STANDARD	INDICATOR	ARTIFACTS	RATING			REMARKS	
			0	1 (4)	2 (6)		3 (8)
The curriculum learning systems anchored on the community and learners' contexts and aspirations are collaboratively developed and continuously improved.	1. The curriculum provides for the development needs of all types of learners in the school community	a. ILA b. RPL c. AF 1 and AF 2 generated from Learners Information System (LIS) d. Nutritional Status/ SF8 e. Learner's Anecdotal Records/Guidance Notebook f. List of School's Programs, Projects, and Activities (PPAs) concerning school performance g. List of Best Practices concerning curriculum & assessment					



		h. Accomplishment Report of Schools' Programs, Projects, and Activities (PPAs) regarding school performance in different types of learners				
	2. The implemented curriculum is localized to make it more meaningful to learners and applicable in the community	a. ESIP Project Work Plan and Budget Matrix b. Report on the Orientation on the innovation/developed localized DLL/WLL or IMs, where guidelines are agreed by the school and community.				
		c. Implemented localized DLL/WLL and IMs was benchmarked by other schools evidently shown by the visitors' attendance and/or certification issued by the school to other school and feedback d. Monitoring & Evaluation results of the localized DLL/WLL or IMs e. Evidence showing the Innovations done by school for a meaningful learning outcome (e.g. DLL/WLL, Instructional Materials				
	3. Learning materials and approaches to reinforce strengths	a. Photos showing compilation of Instructional Materials (IMs)				

	<p>and address deficiencies are developed and tested for applicability on school, family and community.</p>	<p>b. Sample of Strategic Intervention Materials (SIM) concerning least mastered skills  c. Photos of Learning Materials (LMs)/ Instructional Materials (IMs) with identified various approaches addressing deficiencies was developed and tested by the school community.  d. Accomplishment Report on the Implementation of the developed Instructional Materials (IMs)</p>					
	<p>4. The learning systems are regularly and collaboratively monitored</p>	<p>a. Sample accomplished Class Observation by the School Head/HT/MT (COT)</p>					
	<p>by the community using appropriate tools to ensure the holistic growth and development of the learners and the community.</p>	<p>b. Class observation agreement and technical assistance given  c. Feedback from stakeholders (e.g. learners, parents, other external stakeholders) on teaching-learning process (screenshot of message/post or feedback form)</p>					

	<p>5. Appropriate assessment tools for teaching and learning are continuously reviewed and improved, and assessment results are contextualized to the learner and local situation and the attainment of relevant life skills.</p>	<p>a. Minutes of the meeting and photos on the conduct of advocacy campaign by the School Community and shared to stakeholders</p>					
	<p>6. Learning managers and facilitators nurture values and environments that are protective of all children and demonstrate behaviors consistent to the organization's vision, mission and goals.</p>	<p>a. Photos showing ALS teachers and ALS Learners attending activities related to Child/Youth protection Policy</p>					
	<p>7. Methods and resources are learner and community friendly, enjoyable, safe, inclusive, accessible and aimed at developing self-</p>	<p>a. Intervention Programs or Projects b. Sample Learner's Portfolio (Photos of actual accomplished Portfolio)</p>					
	<p>Directed learners. Learners are equipped with essential knowledge, skills, and values to assume responsibility and</p>	<p>c. Sample Self-Directed Materials (localized or contextualized modules)</p>					



	accountability of their own learning					
		<b>TOTAL</b>	<b>0</b>			
		<b>AVERAGE</b>	<b>0.00</b>			
		<b>RATING (AVERAGE x 30%)</b>	<b>0.00</b>			

<b>PRINCIPLE III: ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT (25%, X 0.25)</b>							
<b>STANDARD</b>	<b>INDICATOR</b>	<b>ARTIFACTS</b>	<b>RATING</b>				<b>REMARKS</b>
			<b>0</b>	<b>1 a</b>	<b>2 a-b</b>	<b>3 a-c</b>	
A clear, transparent, inclusive, and responsive accountability system is in place, collaboratively developed by the school community, which monitors performance and acts appropriately on gaps and gains.	1. Roles and responsibilities of accountable persons and collective bodies are clearly defined and agreed upon by the community stakeholders.	a. School Memorandum on the ALS Teacher's Assignment, including assigned teachers for Team Teaching b. School Memorandum and Minutes of Meetings relating to ALS c. Memorandum on the Composition of Bids and Awards Committee with signed Terms of Reference, and Records of Meetings and/or d. Memorandum on the Composition of School Inspectorate Team and Authorized Receiving Personnel					
	2. Achievement of goals is recognized based on a	a. Gap Analysis (ESIP Annex 3)					



	collaboratively developed performance accountable system; gaps are addressed through appropriate action	b. School Accomplishment Reports showing Target vs Output vs Gaps c. School Contingency Plans or Risk Management Plan					
	3. The accountability system is owned by the community and is continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging needs and demands of the community.	a. Plan of Adjustments (ESIP) aligned with Division targets addressing the gaps for priority improvement area (PIAs) b. Memorandum and Minutes of meeting with stakeholders contributing to the Plan of Adjustments c. Memorandum and Minutes of the meeting in accomplishing the Plan of Adjustments and Communicating this to the community					
	4. Accountability assessment criteria and tools, feedback mechanisms, and information collection and	a. Feedback mechanism developed by the school stakeholders (i.e., School Governing Council, ALS Learners Organization)					
	validation techniques and processes are inclusive and collaboratively developed and agreed upon.	b. Accomplishment Report showing the collaborative work of the school and its stakeholders in the development of the feedback mechanism					

		c. Resolutions or Ratification on the developed school's Feedback Mechanism				
	5. Participatory assessment of performance is done regularly with the stakeholders/ community. Assessment results and lessons learned serve as basis for feedback, technical assistance, recognition and plan adjustment.	a. Narrative and Pictorial Report showing the involvement of the ALS learner in the conduct of assessment (FLT, ILA, and RPL) reporting as basis for feedback, technical assistance, and recognition				
		<b>TOTAL</b>	<b>0</b>			
		<b>AVERAGE</b>	<b>0</b>			
		<b>RATING (AVERAGE x 25%)</b>	<b>0</b>			

PRINCIPLE IV: MANAGEMENT OF RESOURCES (15%, X 0.15)						
STANDARD	INDICATOR	ARTIFACTS	RATING			REMARKS
			0	1 (2)	2 (4)	
Resources are collectively and judiciously mobilized and managed with transparency, effectiveness, and efficiency.	1. Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders	a. ALS Learning Center Physical Plant, Property and Equipment (PPE)				
		b. Resource Inventory of Semi- Expandable Supplies and Consumable Supplies				
		c. Deeds of Donations				

	as basis for resource allocation and mobilization.	d. Brigada Eskwela (BE) Forms 1-7 e. Memorandum and Minutes of meeting showing stakeholders collaboration on resource inventory					
	2. A regular dialogue for planning and resource programming that is accessible and inclusive, continuously engage stakeholders, and support implementation of community education plans	a. List of school resources programmed for Access, Quality, and Governance b. Accomplishment report on the resources vis-à-vis outcome/ learner's achievement because of the school's resources c. Memorandum and Minutes of Meeting on the Regular Dialogue for Planning and Programming of Resources					
	3. In place is a community-developed resource management system that drives appropriate behaviors of the stakeholders to ensure judicious, appropriate, and effective use of resources.	a. List of resources given to the school by the stakeholders for the current school year b. Photos of updated reports posted on the Transparency Board with signatures c. Liquidation Report/Financial Report					
	4. Regular monitoring, evaluation, and reporting processes of resource management are developed and	a. Monitoring & Evaluation Tool on resource management collaboratively done by stakeholders					



	implemented collaboratively by the learning managers, facilitators, and community stakeholders	b. Memorandum and Minutes of meeting on the monitoring & evaluation reporting on resource management c. Memorandum and Minutes of meeting on the monitoring & evaluation reporting on funds utilization					
	5. There is a system that manages the network and linkages which strengthen and sustain partnerships for improving resource management.	a. Process Flow Chart/Infographics on School/Learning Center Networking and Linkages for Partnerships b. Memorandum on the development and orientation of Process Flowchart on School Networking and Partnerships c. School Guidelines on the Process Flowchart on School Networking and Linkages for Partnerships with stakeholders' collaboration					
<b>TOTAL</b>						<b>0</b>	
<b>AVERAGE</b>						<b>0</b>	
<b>RATING (AVERAGE x 15%)</b>						<b>0</b>	

**Evaluated by:**

**Checked & Verified:**

**Noted:**

\_\_\_\_\_  
Division/Regional Focal Person

\_\_\_\_\_  
SGOD/CLMD Chief

\_\_\_\_\_  
SDS/RD





**SUGGESTED OUTLINE FOR THE NARRATIVE ACCOMPLISHMENT REPORT**

- I. Objectives**
- II. Highlights of the Preliminary/Initial activities**
  - Advocacy and Social Mobilization
    - Advocacy and Social Mobilization activities
    - Reproduction and dissemination of locally produced IEC materials
    - Consultation and linkages with LGUs, DepEd and other project stakeholders
    - Pre-enrollment information meeting
  - Establishment of Learning Groups
    - Training of teachers
    - Screening and placement of learners
    - Program orientation
    - Formulation of Individual Learning Agreement
  - Conduct of ALS classes
    - Learning group activities
    - Learning strategies utilized
    - Review and updating of Individual Learning Agreement
    - Utilization of ALS learning modules
    - Utilization of supplementary learning materials
  - Monitoring and Evaluation
    - Monitoring and evaluation of learners' progress (e.g. use of portfolio assessment)
    - Performance of teachers
    - Monitoring of program implementation
- III. Highlights of Pilot Implementation**
  - Success stories
  - Innovations
  - Lessons learned
- IV. Issues and Concerns**
  - Problems, Issues and Concerns encountered
  - Action taken to address the issues and concerns
  - Recommendations
- V. Annexes, if any**

Prepared:

Approved:

\_\_\_\_\_  
Name of School Head

\_\_\_\_\_  
Name of Schools Division Superintendent

(Enclosure No. 6 to DepEd Order No. **021**, s. 2021)



**UTILIZATION AND LIQUIDATION REPORT ON PROGRAM SUPPORT FUND  
FOR THE PILOT IMPLEMENTATION OF INCLUSION OF ALTERNATIVE LEARNING SYSTEM (ALS)  
IN SCHOOL-BASED MANAGEMENT (SBM) FOR SY 2020-2021**

Region : \_\_\_\_\_  
Division : \_\_\_\_\_

NAME OF SCHOOL	School ID	IU/ NON- IU	Principal	Amount of Grant	Check No.	Date of Check	Date Released to School	Amount Utilized	Amount Liquidated	Date of Liquidation	PPAs Charged to the Grant	Expenditure	Remarks
ELEMENTARY													
SECONDARY													

Prepared by:

Certified Correct:

\_\_\_\_\_ Date: \_\_\_\_\_  
SGOD Chairperson

\_\_\_\_\_ Date: \_\_\_\_\_  
Schools Division Superintendent

\_\_\_\_\_ Date: \_\_\_\_\_  
Division Accountant

Enclosure No. 7 to DepEd Order No. **021** , s. 2021)



**ACCOMPLISHMENT REPORT ON THE UTILIZATION OF THE PROGRAM SUPPORT FUND  
FOR THE PILOTIMPLEMENTATION OF INCLUSION OF ALTERNATIVE LEARNINGSYSTEM (ALS)  
IN SCHOOL-BASED MANAGEMENT (SBM) FOR SY 2020-2021**

Region: \_\_\_\_\_

Divison: \_\_\_\_\_

School: \_\_\_\_\_

Activity	Objective/s	Unit of Measures/ Performance Indicator/s	Physical Target		Financial Accomplishment			Liquidated Amount	Date of Liquidation	Key Person	Remarks
			Target	Actual	Expenditure Item	Estimated Cost	Actual Cost Incurred				

Prepared by:

\_\_\_\_\_  
Name & Signature/Designation

\_\_\_\_\_  
Date

Certified Correct:

\_\_\_\_\_  
Head of Office/Organization

\_\_\_\_\_  
Date