



Republic of the Philippines  
**Department of Education**

19 APR 2017

DepEd ORDER  
No. **18**, s. 2017

**GUIDELINES ON THE UTILIZATION OF THE 2017 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 Directors  
Schools Division Superintendents  
Public and Private Elementary and Secondary Schools Heads  
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Guidelines on the Utilization of the 2017 Every Child a Reader Program (ECARP) Funds for the Early Language, Literacy, and Numeracy Program: Professional Development Component**. 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 Program: Professional Development Component*.
2. The Program aims to develop in Filipino children the literacy and numeracy skills, and attitudes, which will contribute to lifelong learning. With this, it is the goal of the Department to improve the literacy and numeracy skills of learners from Kindergarten to Grade 3 following the K to 12 Basic Education Curriculum by establishing a sustainable and cost-effective professional development system for teachers.
3. In line with the K to 12 Program and the goal of making *every child should be a reader*, the Department of Education (DepEd) is strengthening its reading program through the implementation of the Early Language, Literacy, and Numeracy Program.
4. For more information and inquiries, all concerned may visit the **Bureau of Learning Delivery-Teaching and Learning Division (BLD-TLD)**, 4<sup>th</sup> floor, Bonifacio Building, Department of Education (DepEd) Central Office, DepEd Complex, Meralco Avenue, Pasig City or contact telephone nos. (02) 687-2948 or (02) 637-4347 or through email address: [tld.bld@deped.gov.ph](mailto:tld.bld@deped.gov.ph).
5. Immediate dissemination of and strict compliance with this Order is directed.

  
**LEONOR MAGTOLIS BRIONES**  
Secretary

Encl.:

As stated

Reference:

DepEd Order: (No. 12, s. 2015)

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

BASIC EDUCATION  
BUREAUS AND OFFICES  
FUNDS  
LEARNERS  
PROGRAMS  
SCHOOLS

MCDJ/ R DO Guidelines on the Utilization of 2017 ECARP  
0288/March 22, 2017

**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 2017 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, 2015 and 2016.
5. Aside from the abovementioned use of the FY 2017 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 at least 150 schools per division.

**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;
  - 3) Mentoring through school-based Learning Action Cells (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 K 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 Learning Action Cells (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

- A. For the efficient and effective monitoring of the program especially in the conduct of the school-based Learning Action Cells (LACs), it is encouraged that the **additional schools should come from the same schools divisions and districts using the downloaded 2017 ECARP funds 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.

For Negros Island Region (NIR), it is highly recommended that the five (5) NIR Regional Education Program Supervisors (in Mother Tongue, Filipino, English, Math, Kinder, and/or Multigrade) who attended the training with region 6 and 7 will form part of the NIR regional training team.

### 12. Allocation and Eligible Expenses

- A. FY 2017 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 Training Materials

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

13. Procedures for Fund Release and Utilization

A. The training shall follow the procedure in requesting for approval of activities as stated in DepEd Order No. 9, s. 2017 *“Implementing Guidelines on the Release and Use of Funds for Fiscal Year 2017”*. Its conduct shall be governed by existing accounting and auditing rules and regulations, and

B. For this year’s region-wide training, the FY 2017 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 2017, additional schools for 2017 participants shall be selected by the identified 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, Teaching and Learning Division: [rosalina.villaneza@deped.gov.ph](mailto: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.

Annex 1: Allocation of Funds

Department of Education  
Bureau of Learning Delivery  
Teaching and Learning division

Every Child a Reader Program (ECARP-ELLN)

Regionwide Training on Early Language Literacy and Numeracy  
**BUDGET SUMMARY**

<b>REGION</b>	<b>NO. OF PARTICIPANTS</b>	<b>Training Cost (computed @ P1,200.00/pax/per day for 10 days)</b>
I	300	3,600,000.00
II	300	3,600,000.00
III	400	4,800,000.00
IV-A	400	4,800,000.00
IV-B	200	2,400,000.00
V	At least 150 schools per division are monitored	1,200,000.00
VI	400	4,800,000.00
VII	300	3,600,000.00
VIII	At least 150 schools per division are monitored	1,200,000.00
IX	At least 150 schools per division are monitored	1,200,000.00
X	400	4,800,000.00
XI	400	4,800,000.00
XII	400	4,800,000.00
ARMM	At least 150 schools per division are monitored	1,200,000.00
CAR	At least 150 schools per division are monitored	1,200,000.00
CARAGA	300	3,600,000.00
NCR	200	2,400,000.00
NIR	200	2,400,000.00
<b>TOTAL</b>		<b>56,400,000.00</b>

Annex 2: Early Language, Literacy, and Numeracy Region-wide 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

**SCHOOL LEARNING ACTION CELL MONITORING TOOL 1**

To The Supervising Personnel:

Please indicate your observations on the School 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				

**SCHOOL LEARNING ACTION CELL MONITORING TOOL 2**

To The Supervising Personnel:

Please indicate your observations on the School 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**

<b>Name of the LAC Leader</b>	
Name of the LAC Facilitator	
Name of the LAC Members	
Name of the LAC Documenter	
LAC Topic	

**THE LAC LEADER**

<b>ACTIVITIES</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>	<b>Suggestions</b>
<b>BEFORE THE SESSION</b>				
Has secured resources for the LAC session				
Has prepared the venue for the LAC session				
<b>DURING THE SESSION</b>				
Observes the LAC Session				
Identifies the strengths and weaknesses of the session and the facilitator				
<b>AFTER THE SESSION</b>				
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**

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

**THE LAC MEMBERS**

<b>ACTIVITIES</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>	<b>Suggestions</b>
<b>BEFORE THE SESSION</b>				
Have obtained the information about the LAC session				
Have prepared relevant materials for the LAC session, where applicable				
<b>DURING THE SESSION</b>				
Are all present in the session				
Actively participated in the discussion				
Observed norms of behaviour				
Developed plans for implementation				
<b>AFTER THE SESSION</b>				
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**

<b>ACTIVITIES</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>	<b>Suggestions</b>
<b>BEFORE THE SESSION</b>				
Prepares the materials necessary for documentation				
Discusses with the facilitator and LAC leader the manner of documentation				
<b>DURING THE SESSION</b>				
Takes down the minutes of the meeting, as well as the agreements				
Gathers all documents				
<b>AFTER THE SESSION</b>				
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: \_\_\_\_\_

**SCHOOL LEARNING ACTION CELL MONITORING TOOL 3**

To The District/Division LAC Coordinator

Accomplish the LAC Implementation Report below

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

Prepared by: \_\_\_\_\_

Submitted to: \_\_\_\_\_

Date: \_\_\_\_\_