



Republic of the Philippines
Department of Education

17 MAY 2018

DepEd O R D E R
No. **024**, s. 2018

GUIDELINES ON THE UTILIZATION OF THE EARLY LANGUAGE LITERACY AND NUMERACY PROGRAM FUNDS: PROFESSIONAL DEVELOPMENT COMPONENT

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Guidelines on the Utilization of the Early Language Literacy and Numeracy (ELLN) Program Funds: Professional Development Component**. This is in line with the strengthening of its Reading and Numeracy Program through the implementation of the ELLN Program.
2. With the goal of the department to improve 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, the program aims to develop in Filipino children the literacy and numeracy skills, and attitudes, which will contribute to lifelong learning.
3. These guidelines shall cover the expansion of the professional development component of the program described in DepEd Order No. 12, 2015 entitled Guidelines on the Early Language, Literacy, and Numeracy Program: Professional Development Component.
4. For more information, contact the **Bureau of Learning Delivery-Teaching and Learning Division (BLD-TLD)**, Department of Education (DepEd) Central Office, 4th Floor Bonifacio Building, DepEd Complex, Meralco Avenue, Pasig City at telephone nos. (02) 687-2948 and (02) 638-4799 or email at 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	LEARNERS	PROGRAMS
FUNDS	POLICY	SCHOOLS
FORMS	SCHOOLS	

APA/DO- Guidelines on the Utilization of the 2018 ELLN Program Funds
0100/February 17, 2018/4-13-18

UTILIZATION OF 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 (ELLN) 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, school heads and region, division, district Supervisors.
3. These guidelines shall cover the professional development component of the program as stated in DO No. 12, s. 2015.

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 under FY 2018 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, 2016, and 2017.
5. Aside from the abovementioned use of the ELLN 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. **Professional Development (PD)** are activities that develop an individual's skills, knowledge, expertise and other characteristics. It is a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession (DepEd Order No. 28, s. 2017 adopted in OECD, 2009; UNESCO, 2003).
- B. **Learning Action Cells (LACs)** are forms of in-service training that function as support groups for innovative practices that are envisioned to solve problems at the school or district level.
- C. **Early Language, Literacy, and Numeracy (ELLN)** is an early grade program that focuses on literacy and numeracy.

IV. Policy Statement

- 8. These guidelines provide standardized procedures concerning the utilization of funds, selection of schools, and allocation of budget for the PD component of the program. These guidelines when strictly followed, should ensure that:
 - a. pedagogical knowledge, skills, and attitudes in early literacy and numeracy will be enhanced;
 - b. Education Program Supervisors and School Heads commitment in providing mentoring/coaching to Kto3 teachers in a SLAC will be sustained;
 - c. teachers' ability to assess learners' literacy and numeracy skills will be improved; and
 - d. literacy and numeracy instruction is learner-oriented and responsive to the strengths and needs of individual students and/or whole class.
 - e. it supports DepEd's continuing professional development of all its personnel towards the pursuit of providing quality education (Policy Statement per DepEd Order No. 28, s. 2017).

V. Procedure

- 9. 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/division 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.

10. 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 2018 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 2019.

11. Allocation and Eligible Expenses

- A. ELLN 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	Regional Training
Eligible Expenses	Board and lodging Payment for rental of venue or equipment Training Materials Administrative cost

- 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.

12. Procedures for Fund Release and Utilization

- A. The training shall follow the procedure in requesting for approval of activities as stated in the most current DepEd Order on Implementing Guidelines on the Release and Use of Funds. Its conduct shall be governed by existing accounting and auditing rules and regulations.

- B. For region-wide training, the ELLN 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 2018, additional schools 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 and 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.

VI. Monitoring and Evaluation

13. For the proper guidance on the accomplishment of the monitoring tools (see Annex 3), the table below shows the responsibility of personnel at the different field levels to ensure the effective implementation of the program.

M & E Tool	Who will accomplish	When to submit	Whom to submit
School LAC Monitoring Tool 1	Division Supervisor/ Coordinator in charge of ELLN	Once a semester	Regional Supervisor/ Coordinator incharge of ELLN
School LAC Monitoring Tool 2	Division Supervisor/ Coordinator in charge of ELLN	Once a semester	Division Supervisor/Coordinator in charge of ELLN
School LAC Monitoring Tool 3	District/Division LAC Coordinator	Once a semester	Division Supervisor/Coordinator in charge of ELLN

VII. References

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

VIII. Effectivity

14. 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.



Republic of the Philippines
Department of Education

Annex 1: Allocation of Funds

Department of Education
 Bureau of Learning Delivery
 Teaching and Learning Division
 Early Language Literacy and Numeracy Program
 Regionwide Training on Early Language, Literacy and Numeracy

BUDGET SUMMARY

REGION	NO. OF PARTICIPANTS (untrained Regional, Division, District Supervisors, School Heads & 1 Kto3 teacher in the target schools)	TRAINING COST (Computed at 1,500/pax/day for 10 days to cover expenses for board and loading and training materials)
I	320	4,800,000.00
II	320	4,800,000.00
III	320	4,800,000.00
IV-A	320	4,800,000.00
IV-B	160	2,400,000.00
V	At least 150 schools per division are monitored	1,200,000.00
VI	320	4,800,000.00
VII	240	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	320	4,800,000.00
XI	320	4,800,000.00
XII	320	4,800,000.00
CARAGA	At least 150 schools per division are monitored	1,200,000.00
ARMM	245	3,687,000.00
CAR	At least 150 schools per division are monitored	1,200,000.00
NCR	160	2,400,000.00
	TOTAL	56,487,000.00

Annex 2: Early Language Literacy and Numeracy Region-wide Training Accomplishment Report Form

Region ____

Amount Downloaded (2018 ECARP Funds): _____

Divisions	Total No. of Schools	Total schools Reached as of December 2017	Target for 2018					Actual Reached				
			Div. EP S	PSD S	S H	Teacher / Mentor	Total	Div. EP S	PSD S	S H	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

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

THE LAC LEADER

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

THE LAC FACILITATOR

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

THE LAC MEMBERS

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

THE LAC DOCUMENTER

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

Name and Signature of Supervising Personnel _____

Name and Signature of LAC Leader/School Head _____

Submitted to: _____ Date: _____

SCHOOL LEARNING ACTION CELL MONITORING TOOL 3

To The District/Division LAC Coordinator

Accomplish the LAC Implementation Report below

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

Prepared by: _____

Submitted to: _____

Date: _____