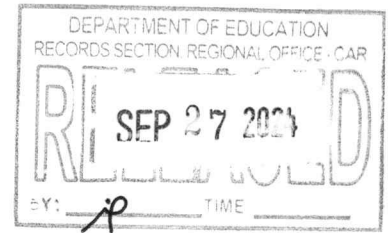




Republic of the Philippines
Department of Education
 CORDILLERA ADMINISTRATIVE REGION



CORD - RM - 24 - 720

24 September, 2024

REGIONAL MEMORANDUM

No. 653.2024

DOWNLOADING OF PROGRAM SUPPORT FUNDS AND THE IMPLEMENTING GUIDELINES OF ALTERNATIVE DELIVERY MODE (ADM) PROGRAM

To: Assistant Regional Director
Schools Division Office
Schools Division Superintendent
All Others Concerned

1. The Regional Office through the Curriculum and Learning Management Division downloaded a total amount of **Two Million Three Hundred Nineteen Thousand Six Hundred Thirty-Seven Pesos and Fifty Centavos (Php 2,319,637.50)** to Schools Division Offices (SDOs) under the Program Support Fund for the schools implementing Alternative Delivery Mode (ADM) Program. This will support the following programs under ADM such as; OpenHigh School, HomeSchooling, NightSchool, Rural Farm School, IMPACT, MISOSA, and One-Stop-Shop.

2. The amount downloaded per Schools Division Office are as follows:

Division	No. of Target Schools	Total Amount
Abra	3	133,825.00
Apayao	5	223,042.00
Baguio City	9	401,475.00
Benguet	12	535,303.50
Ifugao	8	356,867.00
Kalinga	4	179,433.00
Mt Province	5	223,042.00
Tabuk City	6	267,650.00
TOTAL	52	2,319,637.50

3. The recipient schools are advised to submit their proposed project proposal to SDOs for evaluation and endorsement at the Regional Office.

4. Attached are enclosures on the implementing guidelines on the release and utilization, monitoring and reporting of the program support funds for the Alternative Delivery Mode (ADM) and accomplishment report template.

5. The monitoring report shall be submitted very 1st week of the first month of the quarter of the calendar year duly signed by the head of office.



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DepEd Tayo Cordillera



<https://depedcar.ph>



Certificate No. PHP QMS 24 93 0192

6. For inquiries, please contact **Jennifer P. Ande, CES** at the DepEd-CAR Curriculum and Learning Management Division (CLMD) through this landline number: (074) 422-7096.

7. Wide dissemination of and compliance with this memorandum is directed.


ESTELA P. LEON-CARIÑO, EdD CESO III
Director IV/Regional Director 

CLMD/JPA/wcb/jbd

Enclosure to RM No.: 653.2024

**IMPLEMENTING GUIDELINES ON THE RELEASE, UTILIZATION, MONITORING,
AND REPORTING OF THE PROGRAM SUPPORT FUNDS FOR THE ALTERNATIVE
DELIVERY MODE (ADM)**

I. RATIONALE

The Philippine Constitution states that “The State shall protect and promote the right of all citizens to quality education at all levels, and shall take the appropriate steps to make such education accessible to all and that “The State shall maintain, and support a complete, adequate and integrated system of education relevant to the needs of the people and society.

To fulfill this Constitutional mandate and as part of its commitment, the Department of Education’s (DepEd) ensures that learners at risk of dropping out of school shall have equal learning opportunities to continue and finish the appropriate key stages through continuously strengthening the Alternative Delivery Mode (ADM) implementation as one of the Flexible Learning Options (FLO) through the issuance of DepEd Order No. 21 s. 2019 *Policy Guidelines on the K to 12 Basic Education Program, Annex 3: Flexible Learning Options: ADM and ALS and DepEd Order No. 001 s. 2022, Revised Policy Guidelines on Homeschooling Program.*

DepEd shall guarantee that Alternative Delivery Modes such as Modified In-School Off-School Approach (MISOSA), Instructional Management by Parents, Community, and Teachers (IMPACT), Open High School Program (OHSP), Night High School, Rural Farm Schools, Homeschooling, ADM during Education in Emergencies and School Initiated Intervention shall be available and accessible in all public elementary and secondary schools.

These implementing Guidelines are intended to provide Regions, Schools Division Offices, and elementary and secondary schools with directions and guidance on the release, and utilization of the program support funds to support the different activities related to the implementation, monitoring, and management of the ADM program, and on the release, utilization, and reporting of the Program Support Funds for the Alternative Delivery Mode.

II. SCOPE

These guidelines shall establish the rules for the release, utilization, monitoring, and reporting of the Program Support Funds (PSF) for the Alternative Delivery Mode (ADM) charged against the Flexible Learning Options Fund- Alternative Delivery Mode to support the implementation of the ADM’s program, activities and projects at the DepEd Regional Offices and Division levels for Calendar Year 2024 and years thereafter unless repealed and/or rescinded.

g. Open High School Program (OHSP) is an alternative delivery mode of delivering secondary education that puts a premium on an independent, self-paced, and flexible study to reach learners who are unable to start or complete secondary education due to limited time, geographical inaccessibility of schools, physical impairment, financial difficulties, and/or social or family problems.

h. Rural Farm School refers to parallel learning system and an alternative delivery mode of secondary education. It provided for facilitative and experiential learning on the core subjects of the secondary education curriculum with a focus on agri fisheries, designed to address the needs of children in rural, agricultural, or fishing communities.

i. School Initiated Intervention is one of the strategic components of the Drop Out Reduction Program (DORP). It is an intervention developed by the school itself to address specific dropout problems unique to their learners.

j. Self-Learning Module (SLM) or Alternative Delivery Mode Module is a self-contained, self-instructional, self-paced, interactive learning resource for public schools intended for learning a specific topic or lesson where the learner interacts actively with the instructional material rather than reading the material passively. SLM become an ideal learning resource and therefore a priority in remote or distance learning where a teacher is unable to provide constant instructional supervision and guidance in a classroom setting. SLMs have been used by DepEd for its ADMs during disasters or in situations where learners have difficulty with daily school attendance.

IV. POLICY STATEMENT

The DepEd, as part of its commitment to the MATATAG agenda, particularly on taking steps to accelerate the delivery of basic education facilities and services and on taking good care of the learners at risk by promoting their well-being, inclusive education, and a positive learning environment through ADM implementation to ensure that all Filipino elementary and secondary learners enrolled in the formal system but are at risk of dropping out of school, those with special needs, learners with a poor medical condition, learners with extreme difficulty to access school or attending overpopulated and those in emergency situations, such as victims of calamities and disasters, learners with obligations and/or death in the family, pregnant learners who are of legal age, secondary learners, who are involved in curricular and co-curricular activities such but not limited to the participants of the National Schools Press Conference, national Festival of Talents, palamong pambansa, shall have equal learning opportunities to complete basic education, hereby adopts the implementing guidelines on the release, utilization, and liquidation of the Program Support Funds to ADM to support all ADM programs activities, and projects in the Regional and Divisional levels.

V. PROCEDURE

Allocation and Use of Program Support Funds

1) All Divisions shall receive the program Support Funds (PSF) to be charged against the Flexible Learning Options-Alternative Delivery Mode.

III. DEFINITION OF TERMS

For these guidelines, the following terms are operationally defined.

a. Alternative Delivery Mode (ADM) refers to the nontraditional education program recognized by the Department of Education (DepEd) which applies a flexible learning philosophy and a curricular delivery program that includes non-formal and informal sources of knowledge and skills. An alternative delivery mode may include the use of facilitator-aided and interactive self-instructional print and audio-based learning materials, videotapes, face-to-face structured learning groups, semi-structured and unstructured discussions, one-on-one tutorials, study groups and self-learning groups, demonstration sessions, home visits, mentoring, and remediation.

b. Flexible Learning Options (FLO) is a menu of possible learning interventions and pathways responsive to learners' needs, context, circumstances, and diversity. It allows for variations in the organization, approaches, and teaching and learning modalities. It is helpful for learners who are at risk of dropping out, children and youth who are out of school, adults who failed to finish basic education, learners with special needs, learners with extreme difficulty in accessing schools, or those who attend overpopulated schools, and learners in an emergency.

c. Homeschooling is one among the ADMs under the Flexible Learning Options of public and private elementary and secondary schools where the learner's education is managed by parents/guardians and happens primarily at home.

d. Instructional Management by Parents, Community, and Teachers (IMPACT) is a school-based modality available for elementary schools only. Schools that offer this learning option must group learners from varying grade levels into learning families, which consist of 50 to 60 learners each. Teachers will function as instructional supervisors who will oversee the learning of the 1-2 learning families. It allows three modes of learning such as Programmed Teaching, Peer Group Learning, and Self-Instruction.

e. Modified In-School Off-School Approach (MISOSA). This is the delivery mode that specifically caters to Grades 4,5 and 6 classes with at least 50 learners. Learners are divided into two groups. During class hours, except on designated days for assessments, only the groups will be in school. While the other will be at another location near the school or will meet online through a platform prepared by the school, depending on the agreement set by the class. The in-school group will proceed with formal instruction facilitated by their regular school teachers, while the out-school group will have independent learning using the materials provided by the school, with the assistance of a para-teacher or learning facilitator. The groups will switch arrangements periodically (e.g. a week, or a month), depending on the agreed time between the learners and the teacher. The two groups shall meet together for assessment and enrichment.

f. Night High School. Aims to provide opportunities for high school learners to finish basic education through evening classes. The program is intended for high school learners, of legal age, who are working.

2) The program Support Fund shall be released to the Division Offices through the issuance of the Sub-allotment Release order (SARO).

The Division Office shall submit the Division ADM Work and Financial Plan to the Regional office for approval.

The Division Offices, in turn, may further download the funds to ADM implementing schools .

The PSF shall be used for the following:

CURRENT FUNDS

a) Orientation of key stakeholders from the Schools Division Offices to ensure that all ADMS such as MIMOSA, IMPACT, Open High School Programs, Homeschooling, Rural Farm Schools, and School-Initiated Intervention, implementation of ADM during Education in Emergencies, are available in all public elementary and secondary schools throughout the year. These oriented SDO Leaders shall be responsible for the orientation of all school heads in their respective divisions;

b) Conduct of the ADM activities to be managed by the Division Office such as Orientation on the implementation of the different ADMs, orientation on the administration, interpretation, and utilization of the Independent Learning Readiness Test, implementation of ADM during Education in Emergencies, and Program Implementation Review;

c) Orientation of School heads and other key stakeholders prioritizing high and medium risks schools for the implementation of ADM during the Education in Emergencies;

d) Production of video lessons for Grades 1, 4, and 7 for the identified Divisions to be managed by DepEd teachers/mentors identified by the CID Chief.

e) The payment of miscellaneous or incidental expenses during the conduct of the enclosed ADM activities to be managed by the Regional Office and any Regional/Division initiated ADM-related activities such but not limited to orientation, workshops, benchmarking, and conferences:

e.1. Supplies and materials at standard cost;

e.2. meals of the participants, resource persons, and management team as prescribed in DepEd Order No. 2, s. 2018 entitled as Guidelines in the Allocation of Funds for Venue, Meals, Snacks, and Room Accommodation for Official Activities organized and Conducted by the Department of Education.

f) Other expenses in support of the abovementioned activities initiated by the Central, Regional, and Schools Division Offices may also be charged against this fund, provided that the expenses are below the capitalization threshold for semi-expandable property;

g) Support to ADM implementing schools authorized to offer ADMs stipulated in Annex 3 of DO 21 s. 2019¹⁴ and DO 001 s. 2022¹⁵

h) Travel expenses of the official participants to ADM-related activities conducted by the Bureau of Learning Delivery, Regional Office, or SDOs as indicated in the enclosed Allocation List.

CONTINUING FUNDS

a) additional support to ADM implementing schools authorized to offer ADMs as stipulated in Annex 3 of DO 21 s. 2019, and DO 001 s. 2022;

b) printing of the Independent Readiness Test to be used during the regional training on its administration, interpretation, and utilization;

c) printing of the Independent Learning Readiness Test to be used during the validation phase for selected Regions and Schools Division office;

d) additional travel expenses of the official participants to ADM-related activities conducted by the Bureau of Learning Delivery, Regional Office or SDOs as indicated in the enclosed Allocation List; and

e) other expenses in support of the activities initiated by the Central, Regional, and Schools Division Offices may also be charged against this fund, provided that the expenses are below the capitalization threshold for semi-expendable property.

Furthermore, the PSF may be used for the payment of miscellaneous or incidental expenses in the conduct of the following:

a. Mapping of public elementary and secondary learners at risk of dropping out in the different learning modalities such as MISOSA, IMPACT, Homeschooling, Open High School System (Program), Rural Farm Schools, Night Schools, and School-Initiated Intervention;

b. Developing school-initiated intervention for learners at risk;

c. Monitoring the implementation of the different ADMs and School Interventions;

d. Conduct of the ADM activities aligned to the ADM Roadmap and Division Strategic Plan; and

e. Benchmarking activities and other activities related to the implementation of the ADM.

The ineligible expenses are:

1. purchase of capital outlay items (e.g, equipment)

2. the payment of subscriptions (internet connection, cable TV, satellite TV, subscription, and reading materials); and
3. hiring of contractual or casual employees, whose salaries and other compensation benefits shall be charged against Personnel Services allocations.

All eligible expenses shall be charged to the Flexible Learning Options Fund, subject to the existing budgeting, accounting, and auditing rules and regulations.

VI. ROLES AND RESPONSIBILITIES AT EACH GOVERNANCE LEVEL

Regional Directors shall be responsible for approving requests from the Regional Office and Schools Division Offices on the utilization of any excess ADM program Support Funds charged against the FLO-ADM Funds, provided that it shall be utilized for any ADM-related activity.

Schools Division Office (SDO) through the Curriculum Implementation Division and Budget Division shall:

- a) implement policies relevant to the implementation of the ADM including guidelines on the release, utilization, monitoring, and reporting of its program support funds;
- b) provide technical assistance to the ADM implementing schools about the release, utilization, monitoring, and reporting of its program support funds;
- c) monitors and reports at the division level the release, utilization, monitoring and reporting, and reporting of its program support funds.

VII. MONITORING AND EVALUATION

ADM focal person shall submit to the Regional Office-Office of the Regional Director a consolidated quarterly report on the utilization of the PSF charged against the FLO-ADM funds, a status report on the ADM implementation, issues and concerns on the implementation of the ADM policies duly signed by the Schools Division Superintendent.

C) ADM Overall Assessment

PAP Outputs (Please indicate what ADM)	Physical		Financial		Timeliness Based on the timeliness outlined on the WFP	Remarks
	Accomp. Vs Annual Targets	Q__ Accom. Vs Q__ targets	Obligation Rate	Disbursement Rate		

76-100%

51-74%

26-50%

0-25%

D) Explanation for Over and Under Achievement

- Reason for Over and Under Achievement

- Reason for low financial obligation

- Reason for low financial disbursement

E) Issues and Concerns

Expected Outputs	Reasons for Delay			Action Taken or to be taken
	Operational Issues	Policy Issues	Issues that needing management decision and recommendations	

F) Catch-Up Plan

Output Indicators (with Backlog)	Physical Target (Backlog)	Reasons for Delay	Action Plan	Person In-charge	Target Date of Completion

Prepared by: _____

Noted: _____

APPROVED: _____

Division ADM Focal Person _____

CES, CID _____

SDS _____

Clmd/wcb