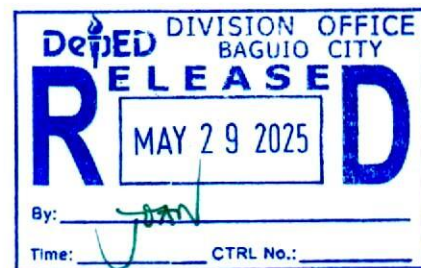




Republic of the Philippines
Department of Education
Cordillera Administrative Region
SCHOOLS DIVISION OF BAGUIO CITY



28 May 2025

Division MEMORANDUM

No. **333-2025**

DOWNLOADING OF ALTERNATIVE DELIVERY MODES (ADM) PROGRAM FUND TO IDENTIFIED SCHOOLS FOR ADM IMPLEMENTATION

To: Chief ES, Curriculum Implementation Division
Public Schools District Supervisors
School Heads
Others concerned

1. Pursuant to Regional Memorandum No. 333, s. 2025 titled, "**Downloading of Program Support Funds and the Implementing Guidelines of Alternative Delivery Mode (ADM) Program**," identified schools shall be downloaded with the following ADM program support fund for ADM implementation.
2. The identified schools those with established ADM programs and those with high dropout rates from last school year 2024-2025.
3. The amount downloaded per school are as follows:

School	ADM Program	Amount
Baguio City High School	Open High School Program	50,000.00
Happy Hollow National High School	Rural Farm School	50,000.00
Rizal National High School	Blended Learning	50,000.00
Guisad Valley National High School	School Initiated Intervention	25,000.00
Josefa Cariño Elementary School	School Initiated Intervention	25,000.00
Doña Aurora National High School	School Initiated Intervention	25,000.00
Baguio City National Science High School – Senior High School	School Initiated Intervention	25,000.00
Dontogan Elementary School	School Initiated Intervention	25,000.00
Magsaysay National High School	School Initiated Intervention	25,000.00



Republic of the Philippines
Department of Education

Cordillera Administrative Region

SCHOOLS DIVISION OF BAGUIO CITY

4. These schools shall submit their **project proposal** until **June 13, 2025** to the Division Office thru the ADM Focal Person in the Curriculum Implementation Division for evaluation and endorsement to the Regional Office. See Enclosure for the proposal template.
5. They are likewise asked to prepare and submit their respective **Project Procurement Management Plan (PPMP)** and **School Operating Budget (SOB)** of the ADM Program Support Fund downloaded to their school until **June 27, 2025**.
6. School heads must strictly abide with the implementing guidelines on the utilization of ADM program support fund. See Enclosure to RM No. 333, s. 2025 attached to this Memo.
7. Immediate dissemination of this Memorandum is desired.


SORAYA T. FACULO PhD, CESO VI
Schools Division Superintendent



Republic of the Philippines
Department of Education
Cordillera Administrative Region
SCHOOLS DIVISION OF BAGUIO CITY

Enclosure to Division Memorandum _____

ADM IMPLEMENTATION PROJECT PROPOSAL

Project Title:																																									
ADM Type:	Example: ADM-Open High School Program																																								
Rationale:	Explain the reasons for implementing ADM and its importance in addressing the issues of learners. Include the results of a NEEDS ASSESSMENT (e.g. high dropout rate) in this section.																																								
Objectives:	Clear objectives that the project intends to achieve after a one-year school year implementation																																								
Expected Output:	Focuses on the immediate, tangible results that will be delivered by the project. This is or these are the direct products or services that are the result of the intervention.																																								
Target Beneficiaries:	Specify the type of learners the project aims to support.																																								
Scope and Limitation:	Define what the project will cover and any limitations or constraints.																																								
Implementation Plan:	Outlines the steps and timeline for implementing the project.																																								
<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 15%;">Objectives</th><th style="width: 15%;">Target Output</th><th style="width: 15%;">Proposed Activities</th><th style="width: 15%;">Timeline</th><th style="width: 15%;">MOVs</th><th style="width: 15%;">Physical Target</th><th style="width: 15%;">Key Persons Involved</th></tr></thead><tbody><tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr></tbody></table>							Objectives	Target Output	Proposed Activities	Timeline	MOVs	Physical Target	Key Persons Involved																												
Objectives	Target Output	Proposed Activities	Timeline	MOVs	Physical Target	Key Persons Involved																																			
Budgetary Requirements:	Detailed breakdown of the budget required																																								
Monitoring & Evaluation:	A plan for how the project's progress and success will be measured																																								
Sustainability:	Indicate how the project can be sustained after the implementation period.																																								

Prepared by SCHOOL HEAD

Recommending Approval by CID Chief ES

Approved by SDS

**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 Open High School Program (OHSP), Night High School, Rural Farm Schools, Homeschooling, ADM during Education in Emergencies, Blended Learning, Modular Distance Learning, Online Distance Learning, 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.

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. Blended Learning refers to a learning delivery that combines face-to-face with any or a mix of online distance learning, modular distance learning, and TV/Radio-based Instruction. Blended learning will enable the schools to limit face-to-face learning, ensure social distancing, and decrease the volume of people outside the home at any given time.

e. ADM-Education in Emergencies is the practice of education in emergency contexts, both during a crisis and in the recovery phase, thereafter, adhering to a comprehensive set of standards and anchored on human rights.¹

f. Modular Distance Learning involves individualized instruction that allows learners to use SLMs in print or digital format, whichever is applicable in the context of the learner, and other learning resources like learner's materials, textbooks, activity sheets, study guides, and other study materials. Learners access electronic copies of learning materials on a personal computer (PC), tablet PC, or smartphone

g. Online Distance Learning features the teacher as a facilitator, engaging learners' active participation through the use of various technologies accessed through the internet while they are geographically remote from each other during instruction. The internet is used to facilitate learner-teacher and peer-to-peer communication. Online learning allows live synchronous instruction

h. Peer group learning is led by elder pupils. Each group comprises 5 to 6 members who are heterogeneous in ability but studying the same core modules.

¹ SEAMEO Innotech (2021). Alternative Education in Emergencies

Each group member takes turns acting as a group leader and answering questions.

i. Philippine Informal Reading Inventory (PhilIRI) is a classroom-based assessment tool that measures and describes the learners' reading performance in oral reading, silent reading, and listening comprehension in English and Filipino. These three types of assessment aim to determine the learner's independent, instructional, and frustration levels.

j. Programmed teaching is programmed instruction in which the "teacher" (sometimes an older student) strictly follows a pre-arranged program that outlines not only what is to be taught but also how it is to be taught.^e

k. 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.

l. 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.

m. 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.

n. 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.

o. 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, palarong 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.

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 Open High School Programs, Homeschooling, Rural Farm Schools, Modular Distance Learning, Blended Learning, Online Distance Learning and School-Initiated Intervention, implementation (SII), ADM during Education in Emergencies, and other approach as One-Stop-Shop School ADM 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 Service 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.