



Senior High School Implementation Plan and Updates

September 3, 2015

Objectives

1. Provide updates on the implementation of Senior High School
2. Identify options for SHS Implementation Plan adjustments
3. Propose options for strengthening communication among the CO, RO and SDO
4. Discuss Next Steps



Updates on SHS Implementation



NATIONAL DATA ON SHS



VOUCHER UPDATES

Senior High School Voucher Program (SHSVP)

DepEd Order No. 11, s. 2015

- Deadline of submission of SHS application is every August 30 of the year preceding the SY being applied for.
- SHS Voucher Program (VP) is part of the two-pronged strategy. The voucher will provide funding for students to enroll in non-DepEd SHS providers.

Senior High School Voucher Program (SHSVP)

DepEd Order No. 11, s. 2015

SHS Voucher Program is :

- ☐ Pragmatic;
- ☐ Promotes diversity, dynamism, empowerment, choice

- ☐ Student eligibility for SHS Voucher;
- ☐ SHS Voucher Shelf Life;
- ☐ Provider Eligibility;
- ☐ Top-Ups;
- ☐ SHS Voucher Management System

Draft SHS Voucher Program Guidelines

- I. Student Eligibility and Voucher Value
- II. Voucher validity and redemption
- III. Conditions for Voucher Program Beneficiaries
- IV. Provider Eligibility and Requirements
- V. Voucher Tier
- VI. Processing of Voucher and Payments
- VII. Monitoring of Payments

Draft SHS Voucher Program Guidelines

Table 1. Student Type and Voucher Value

Student Type	Voucher Value	Voucher Application Needed?
Public JHS Completer	100%	NO (Pre-qualified)
ESC Grade 10 Completer	80%	NO (Pre-qualified)
Private JHS Completer (Applicants) • Non-ESC Grade 10 completer	80%	YES
SUC/LUC JHS Completer	TO BE DETERMINED	NO (Pre-qualified)

Source: Draft SHS Voucher Program Guidelines

Draft SHS Voucher Program Guidelines

Table 2. Voucher application process

-
- 1) Voucher Application Form (VAF-1)
 - 2) Attach documents (Birth Certificate, Grade 10 report card)
 - 3) Submission of VAF to Non-DepEd SHS Provider
 - 4) Encode/upload applicant's details in the SHS VMS
 - 5) Verification of applicant's names
 - 6) Evaluation of application based on agreed criteria
 - 7) Inform the school of the voucher application status of the students (through mail and SHS VMS)
-

Source : Draft SHS Voucher Program Guidelines

Draft SHS Voucher Program Guidelines

Table 3. Requirements for Qualified Voucher Recipients to submit to Non-DepEd SHS Provider

-
1. NSO Certified Birth Certificate
 2. Grade 10 Report Card
 3. Certificate of JHS Completion
 4. Certificate of Good Moral Character
 5. ESC Certificate (ESC Grantees Only)
-

Source : Draft SHS Voucher Program Guidelines

Draft SHS Voucher Program Guidelines

Table 4. Conditions for VPB disqualification

Condition	Exemptions
1. VPB drops out in the middle of the school year;	Medical condition;
2. VPB does not re-enroll the following school year;	Medical condition;
3. VPB is retained in the same grade level;	
4. VPB transfers to another SHS Provider within the school year;	Out of necessity; transfer of residence (for discussion)
5. VPB transfers to a DepEd SHS Provider	

Source: Draft SHS Voucher Program Guidelines

Draft SHS Voucher Program Guidelines

Table 5. Documents required for VPBs that will transfer to another Non-DepEd SHS Provider after one year (Grade 11)

-
1. Grade 11 Report Card
 2. Certificate of Good Moral Character
 3. Certificate of Voucher Program Beneficiary
-

Source : Draft SHS Voucher Program Guidelines

Draft SHS Voucher Program Guidelines

Table 6. Voucher Tiers and Value

TIER	VPB TYPE	VOUCHER VALUE	VOUCHER AMOUNT (in PhP)
NCR	Public JHS Completer	100%	22,500
	ESC Grade 10 Completer	80%	18,000
	Private JHS Completer (Applicants)	80%	18,000
	SUC/LUC VPB	50%	11,250
Non-NCR Highly Urbanized Cities (HUCs)	Public JHS Completer	100%	20,000
	ESC Grade 10 Completer	80%	16,000
	Private JHS Completer (Applicants)	80%	16,000
	SUC/LUC VPB	50%	10,000
Non-HUCs Outside of NCR	Public JHS Completer	100%	17,500
	ESC Grade 10 Completer	80%	14,000
	Private JHS Completer (Applicants)	80%	14,000
	SUC/LUC VPB	50%	8750

Source : Draft SHS Voucher Program Guidelines



SHS COMMUNICATIONS

SHS Communications Materials

K-12 and SHS communication materials being developed

- The Student Primer and the Messenger Primer – The primers are basically kits that contain various information about K-12 and SHS, including backgrounder on K-12 and SHS, FAQs, maps of DepEd and non-DepEd schools in the locality and the tracks and strands they will offer. The student primer is a folder-type kit with pockets while the messenger primer is a ring-binder, both are designed to accommodate both “general” and additional “local” content such as city/division SHS maps. The content of messenger primer come in both English and Filipino.

The e-copies of the primers should be disseminated and printed by Divisions to coincide with the conduct of the nationwide Career Guidance and Advocacy Program sometime in September –October

SHS Communications Materials

- The “Tayo-Serye”- was originally meant to be a mini-series for regional TV/cable broadcast featuring students’ and families’ perceptions of SHS. The script has undergone several revisions in consideration of comments/suggestions.

The “Tayo-Serye” will no longer be a s series but one stand-alone episode which can also ne shown during local school/community gatherings. Script and casting are being finalized

SHS Communications Materials

- The SHS game and mini-game apps – Casual open world game with various mini games. Players can move around a simulated campus and learn more about what the different Tracks, Strands and Subjects by engaging with Non Playable Characters (NPCs) and/or playing various mini games.

The mini-games are being further developed in consultation with curriculum ‘experts’ to better give a “taste”, “flavor” or “glimpse” of SHS.

An NCAE results-based mini-game will also be developed and incorporated in the game world. This would suggest to student/players what track/strands to explore/purpose based on their NCAE results.



LEARNING MATERIALS FOR SHS

Learning Materials for SHS

	1	2	3	4	5
Course Pack Content	<ul style="list-style-type: none"> • Reader • Teacher's Guide • Digital Learning resource 	<ul style="list-style-type: none"> • Reader • Teacher's Guide • Activity book • Digital Learning resource 	<ul style="list-style-type: none"> • Textbook • Teacher's Manual • Digital Learning resource 	<ul style="list-style-type: none"> • Manuals • Digital Learning resource 	<ul style="list-style-type: none"> • Teacher's Guide
Parameters	<ul style="list-style-type: none"> • Topics can stand alone. • Skills may or may not be sequential • Activities can be incorporated into the TG or Reader 	<ul style="list-style-type: none"> • Topics can stand alone. • Skills are sequential • Practice is needed for every unit of the CG 	<ul style="list-style-type: none"> • Topics are sequential • Skills are sequential 	<ul style="list-style-type: none"> • Topics are sequential. • Projects have steps. • Skills are sequential 	<ul style="list-style-type: none"> • CHED-organized experts develop TGs for 21 SHS subjects
No. of Subjects	49	16	25	81	5

Learning Materials for SHS

- Textbook call issued
- Ongoing finalization and validation of manuals for remaining TVL subjects
- Procurement and engagement of authors and writers for readers, workbooks, and Teacher Guides
- Donation of CHED-developed TGs starting in September
- Harvesting of materials from government and other relevant agencies
- Ongoing screening and selection of Learning Resources Evaluators and Reviewers



TIMELINE FOR SHS

Timeline for SHS

- [Senior High School Timeline](#)
- Review of Timelines (Gantt Chart per Division)



TEACHER HIRING

Teacher Hiring Updates

- Guidelines for SHS Teacher Hiring being finalized, tentative date of release – September 2015
- Expect a publication of “Call for Applications” soon
- Applications may be submitted to the schools or to the SDOs
- Application/hiring shall be per SHS Track
- Teachers Salaries will range from P19,940 (Salary Grade 12) to P39,493 (Salary Grade 21).
- Applications will be ranked following DepEd’s evaluation criteria and selection process, which will be issued at a later date.

Teacher Hiring Updates

Requirements

A. Mandatory requirements for all applicants

- Letter of intent which shall indicate the following information:
- Statement of purpose/expression of interest
- Track(s)/Strand(s)/Subjects(s) applying for
- Preferred school(s), if any
- CSC Form 212, Revised 2005 (Personal Data Sheet) in two (2) copies with the latest 2x2 ID picture
- Certified photocopy of certificates of relevant specialized trainings, if any
- Certified copy of Voter's ID and/or any proof of residency
- National Bureau of Investigation (NBI) clearance
- Omnibus certification of authenticity and veracity of all documents submitted, signed by the applicant

Teacher Hiring Updates

B. Additional requirements for permanent full-time positions

- Certified photocopy of Diploma on Bachelor's degree
- Certified photocopy of Transcript of Records with at least 15 units of specialization in relevant strand/specialized subject
- Certified photocopy of Professional Regulation Commission (PRC) professional ID card/certificate of registration /license, if available
- Certified photocopy of ratings obtained in the Licensure Examination for teachers(LET)/Professional Board Examination for Teachers (PBET), if available

Teacher Hiring Updates

C. Additional requirements for TVL teacher-applicants (for both full-time and part-time)

- Technical Education and Skills Development Authority (TESDA) National Certificate (NC) of at least one level higher than course to be taught in subject to be taught (e.g. at least NC-III in SMAW to teach SMAW-NC-II)
- Certified photocopy of Trainers Methodology Certificate (TMC), if available

Teacher Hiring Updates

D. Additional requirement for Arts & Design and Sports Tracks teacher-applicants

- Certified photocopy of Certification of Proficiency/Recognition from recognized and respectable relevant associations/organizations/guild

E. Additional requirement for HEI/TVI faculty

- Certified photocopy of Certification of Status of Employment/Service Record from HEI/TVI

Teacher Hiring Updates

- Hiring and placement of successful applicants shall be according to the following general guidelines:
 - ☐ Priority shall be based on ranking.
 - ☐ Affected/displaced faculty from higher education institutions shall likewise be given priority.
 - ☐ The teaching rank, Salary Grade and status of appointment will depend on the applicant's qualifications.
 - ☐ Permanent full-time status shall only be given to applicants with PRC teaching licence and/or appropriate certification.
 - ☐ The DepEd SDO shall determine the applicants' school assignments in consultation with the SHS.



TEACHER ASSIGNMENT

SHS SUBJECTS

31 TOTAL SUBJECTS

15

Core Subjects

16

Track Subjects

7

*Contextualized
Subjects*

9

*Specialization
subjects*

*Each subject will have 80 hours per semester
P.E. and Health will have 20 hours per semester for 4 semesters
SHS subjects total = 2,480 hours*

ACADEMIC Track: STEM

TEACHER A

1. Oral Communication (C)
2. Reading and Writing (C)
3. English for Academic and Professional Purposes (A)
4. Practical Research 1 (A)

TEACHER B

1. **Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino (C)**
2. **Pagbasa at Pagsusuri ng Iba't ibang Teksto sa Pananaliksik (C)**
3. **Pagsulat sa Filipino sa Piling Larangan (A)**

ACADEMIC Track: STEM

TEACHER C

1. 21st Century Literature from the Philippines and the World (C)
2. Contemporary Philippine Arts from the Region (C)
3. Understanding Culture, Society and Politics (C)
4. Introduction to the Philosophy of the Human Person (C)

TEACHER D

1. Media and Information Literacy (C)
2. Empowerment Technologies for the Strand (A)
3. Research Project/Culminating Activity (A)
4. Entrepreneurship (A)

ACADEMIC Track: STEM

TEACHER E

1. General Mathematics (C)
2. Statistics and Probability (C)
3. Pre-Calculus (S)
4. Basic Calculus(S)

TEACHER F

1. Earth Science (C)
2. Disaster Readiness and Risk Reduction (C)
3. Practical Research 2 (A)

ACADEMIC Track: STEM

TEACHER G

- 1. Physical Education and Health (C)**
- 2. Personal Development (C)**

TEACHER H

- 1. General Biology 1 (S)**
- 2. General Biology 2 (S)**
- 3. General Chemistry 1 (S)**
- 4. General Chemistry 2 (S)**

ACADEMIC Track: STEM

TEACHER I

1. General Physics 1 (S)
2. General Physics 2 (S)
3. Work Immersion/Research/Career Advocacy/Culminating Activity (S)

ACADEMIC Track: ABM

TEACHER A

1. Oral Communication (C)
2. Reading and Writing (C)
3. English for Academic and Professional Purposes (A)
4. Practical Research 1 (A)

TEACHER B

1. Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino (C)
2. Pagbasa at Pagsusuri ng Iba't ibang Teksto sa Pananaliksik (C)
3. Pagsulat sa Filipino sa Piling Larangan (A)

ACADEMIC Track: ABM

TEACHER C

1. 21st Century Literature from the Philippines and the World (C)
2. Contemporary Philippine Arts from the Region (C)
3. Understanding Culture, Society and Politics (C)
4. Introduction to the Philosophy of the Human Person (C)

TEACHER D

1. Media and Information Literacy (C)
2. Empowerment Technologies for the Strand (A)
3. Research Project/Culminating Activity (A)

ACADEMIC Track: ABM

TEACHER E

1. General Mathematics (C)
2. Statistics and Probability (C)
3. Business Math (S)
4. Business Ethics and Responsibility (S)

TEACHER F

1. Earth and Life Science (C)
2. Physical Science (C)
3. Practical Research 2 (A)

ACADEMIC Track: ABM

TEACHER G

1. Physical Education and Health (C)
2. Personal Development (C)

TEACHER H

1. Entrepreneurship (A)
2. Organization and Management (S)
3. Principles of Marketing (S)
4. Work Immersion/Research/Career Advocacy/Culminating Activity (S)
(i.e. Business Enterprise Simulation)

ACADEMIC Track: ABM

TEACHER I

1. Fundamentals of Accountancy, Business and Management 1 (S)
2. Fundamentals of Accountancy, Business and Management 2 (S)
3. Business Finance (S)
4. Applied Economics (S)

ACADEMIC Track: HUMSS

TEACHER A

1. Oral Communication (C)
2. Reading and Writing (C)
3. English for Academic and Professional Purposes (A)
4. Practical Research 1 (A)

TEACHER B

1. Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino (C)
2. Pagbasa at Pagsusuri ng Iba't ibang Teksto sa Pananaliksik (C)
3. Pagsulat sa Filipino sa Piling Larangan (A)

ACADEMIC Track: HUMSS

TEACHER C

1. 21st Century Literature from the Philippines and the World (C)
2. Contemporary Philippine Arts from the Region (C)
3. Understanding Culture, Society and Politics (C)
4. Introduction to the Philosophy of the Human Person (C)

TEACHER D

1. Media and Information Literacy (C)
2. Empowerment Technologies for the Strand (A)
3. Research Project/Culminating Activity (A)

ACADEMIC Track: HUMSS

TEACHER E

1. General Mathematics (C)
2. Statistics and Probability (C)
3. Trends, Networks, and Critical Thinking in the 21st Century (S)

TEACHER F

1. Earth and Life Science (C)
2. Physical Science (C)
3. Practical Research 2 (A)

ACADEMIC Track: HUMSS

TEACHER G	1. Physical Education and Health (C) 2. Personal Development (C)
TEACHER H	1. Entrepreneurship (A) 2. Community Engagement, Social Participation and Citizenship (S) 3. World Religions and Belief Systems 4. Work Immersion/Research/Career Advocacy/Culminating Activity (i.e. Business Enterprise Simulation)

ACADEMIC Track: HUMSS

TEACHER I

1. Creative Writing
2. Creative Nonfiction: The Literary Essay
3. Philippine Politics and Governance
4. Disciplines and Ideas in the Social Science
5. Disciplines and Ideas in the Applied Social Science

ACADEMIC Track: GAS

Teacher A

1. Oral Communication (C)
2. Reading and Writing (C)
3. English for Academic and Professional Purposes (A)
4. Practical Research 1 (A)

Teacher B

1. Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino (C)
2. Pagbasa at Pagsusuro ng Iba't ibang Teksto sa Pananaliksik (C)
3. Pagsulat sa Filipino sa Piling Larangan (A)

ACADEMIC Track: GAS

TEACHER C

1. **21st Literature from the Philippines and the World (C)**
2. **Contemporary Philippines Arts from the Region (C)**
3. **Understanding Culture, Society and Politics (C)**
4. **Introduction to the Philosophy of the Human Person (C)**

TEACHER D

1. Media and Information Literacy (C)
2. Empowerment Technologies for the Strand (A)
3. Research Project/ Culminating Activity (A)
4. Entrepreneurship (A)

ACADEMIC Track: GAS

TEACHER E

1. General Mathematics (C)
2. Statistics and Probability (C)
3. Organization and Management (S)

TEACHER F

1. Earth and Life Science (C)
2. Physical Science (C)
3. Practical Research 2 (A)
4. Disaster Readiness and Risk Reduction (S)

ACADEMIC Track: GAS

TEACHER G

- 1. Physical Education and Health (C)**
- 2. Personal Development (C)**

TEACHER H

- 1. Applied Economics (S)**
- 2. Social Science 1 (S)**
- 3. Work Immersion/ Research/Career Advocacy/Culminating Activity (S)**

ACADEMIC Track: GAS

TEACHER I

1. Humanities I (S)
2. Humanities II (S)
3. Elective 1 (S)
4. Elective 2 (S)

Arts and Design Track

TEACHER A

1. Oral Communication (C)
2. Reading and Writing (C)
3. English for Academic and Professional Purposes (A)
4. Practical Research 1 (A)

TEACHER B

1. Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino (C)
2. Pagbasa at Pagsusuri ng Iba't ibang Teksto sa Pananaliksik (C)
3. Pagsulat sa Filipino sa Piling Larangan (A)

Arts and Design Track

TEACHER C

1. 21st Century Literature from the Philippines and the World (C)
2. Contemporary Philippine Arts from the Region (C)
3. Understanding Culture, Society and Politics (C)
4. Introduction to the Philosophy of the Human Person (C)

TEACHER D

1. Media and Information Literacy (C)
2. Empowerment Technologies for the Strand (A)
3. Research Project/Culminating Activity (A)

Arts and Design Track

TEACHER E

1. **General Mathematics (C)**
2. **Statistics and Probability (C)**
3. **Practical Research 2 (A)**

TEACHER F

1. **Earth and Life Science (C)**
2. **Physical Science (C)**
3. **Entrepreneurship (A)**

Arts and Design Track

TEACHER G

1. Physical Education and Health (C)
2. Personal Development (C)

TEACHER H

1. Creative Industries 1 (S)
2. Creative Industries 2 (S)
3. Apprenticeship and Exploration of Different Arts Fields 1 (S)
4. Apprenticeship and Exploration of Different Arts Fields 2 (S)

Arts and Design Track

TEACHER I

1. Physical and Personal Development in the Arts(S)
2. Developing Filipino Identity in the Arts (S)
3. Integrating the Elements and Principles of Organization in the Arts (S)
4. Leadership and Management in Different Arts Fields (S)
5. Work Immersion/Research/ Career Advocacy/Culminating Activity/Exhibit for Arts Production/Performing Arts Production (S)

Sports Track

TEACHER A

1. Oral Communication (C)
2. Reading and Writing (C)
3. English for Academic and Professional Purposes (A)
4. Practical Research 1 (A)

TEACHER B

1. Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino (C)
2. Pagbasa at Pagsusuri ng Iba't ibang Teksto sa Pananaliksik (C)
3. Pagsulat sa Filipino sa Piling Larangan (A)

Sports Track

TEACHER C

1. 21st Century Literature from the Philippines and the World (C)
2. Contemporary Philippine Arts from the Region (C)
3. Understanding Culture, Society and Politics (C)
4. Introduction to the Philosophy of the Human Person (C)

TEACHER D

1. Media and Information Literacy (C)
2. Empowerment Technologies for the Strand (A)
3. Research Project/Culminating Activity (A)

Sports Track

TEACHER E

1. General Mathematics (C)
2. Statistics and Probability (C)
3. Practical Research 2 (A)

TEACHER F

1. Earth and Life Science (C)
2. Physical Science (C)
3. Entrepreneurship (A)

Sports Track

TEACHER G

1. **Physical Education and Health (C)**
2. **Personal Development (C)**
3. **Safety and First Aid (S)**
4. **Human Movement (S)**

TEACHER H

1. **Fundamentals of Coaching (S)**
2. **Sports Officiating and Activity Management (S)**
3. **Fitness, Sports and Recreation Leadership (S)**
4. **Fitness Testing and Exercise Programming (S)**

Sports Track

TEACHER I

1. Psychosocial Aspects of Sports and Exercise (S)
2. Practicum (in-campus) (S)
3. Work Immersion/Research/Career Advocacy/Culminating Activity
i.e. Apprenticeship
(off-campus) (S)



SHS TEACHER TRAINING

Indicative Plans for SHS Teacher Training

2013-2014	2015		2016							
SY 2013 SY 2014	SY 2015					Summer		SY 2016		
	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Training for TLE specializations (same as TVL) since 2013	Training of identified DepEd teachers who will move up to Gr 11-12 (in collaboration with selected Teacher Education Institutions or TEIs)					Teacher Induction Program for newly hired SHS teachers				Training and mentoring of SHS teachers by TEIs
			Training of newly hired SHS teachers (in collaboration with selected TEIs)		Learning Action Cells (LACs) for SHS teachers					
			Proposed two- to four-week TEI-led training program for part-time SHS teachers							



SHS SCHOOL HEAD TRAINING

SHS SCHOOL HEADS' TRAINING

Basic Education Sector Transformation (BEST)



Pilot & Rollout Overview

SENIOR HIGH SCHOOL (10-DAY FAST TRACK)						
BATCH 1, PHASE 1 INTRODUCTION INSTRUCTIONAL LEADERSHIP CHANGE MANAGEMENT <i>Days 1-5</i>	2 WEEK BREAK	BATCH 1, PHASE 2 SCHOOL OPERATIONS BUILDING PARTNERSHIPS SIP <i>Days 6-10</i>				
		BATCH 2, PHASE 1 INTRODUCTION INSTRUCTIONAL LEADERSHIP CHANGE MANAGEMENT	2 WEEK BREAK	BATCH 2, PHASE 2 SCHOOL OPERATIONS BUILDING PARTNERSHIPS SIP	FINALIZATION AND APPROVAL OF MATERIALS	ROLLOUT TO REGIONS

SHS SCHOOL HEADS' TRAINING

Basic Education Sector Transformation (BEST)



Schedule of Pilot

	Aug 24 - 28	Aug 31- Sep 4	Sep 7 - 11	Sep 14-18	Sep 21-25	Sep 28 -Oct 2	Oct 5 - 9	Oct 12 - 16	Oct 19 - 23	Oct - 26 - 30	Nov 2-6	Nov 9-13
Phase 1 Days 1-5		Break			Break							
Phase 2 Days 6-10												
Produce Phase 1					Finalize Phase 1	Approv e Phase 1	Reprod uce Phase 1	Rollout Phase 1				
Produce Phase 2								Finalize Phase 2	Approv e Phase 2	Reprod uce Phase 2	Rollout Phase 2	
Batch 1												
Batch 2												

BEST is supported by the Australian Government





PARTNERSHIP UPDATES

Partnership Guidelines

- [DepEd Order No. 40, s. 2015 or Guidelines on K to 12 Partnerships](#)

Partnership Guidelines

- Workshop – June 29 to July 1, 2015
 - ❑ Definition of Terms, Terms of Reference for the Partnership Focal Person, Partnership Development, Implementation Monitoring and Management Template, Draft Memorandum of Agreement Review
- Partnership Guideline
 - ❑ Draft presented to ExeCom on 10 Aug 2015 for discussion and recommendations
 - ❑ Final Revision submitted to ExeCom members on 17Aug2015 for comment and approval
- DepEd Order No. 40 signed on 26 August 2015

Partnership Guidelines

- Partnership Focal Person
 - ☐ Central Office Personnel
 - ☐ Region Officers
 - ☐ Division Officers
 - Social Mobilization and Networking Coordinators
 - ☐ School heads
 - May designate Partnership Focal Person

Partnership Guidelines

- Partnership Building Activities
 - ☐ Research and Needs Analysis
 - ☐ Identification of Potential Partners
 - ☐ Meeting with Potential Partners
 - ☐ Designing and finalizing formal agreements
 - ☐ Managing, monitoring and evaluating partnerships

Partnership Guidelines

- Coverage
 - ☐ All partnership agreements entered into by its local offices and schools and their partners
 - ☐ Previously signed agreements subject to review as described in the Guidelines
- Next Steps
 - ☐ Workshop for the Partnership Focal Person
 - Partnership Building Activities
 - Tools
 - MOA Templates

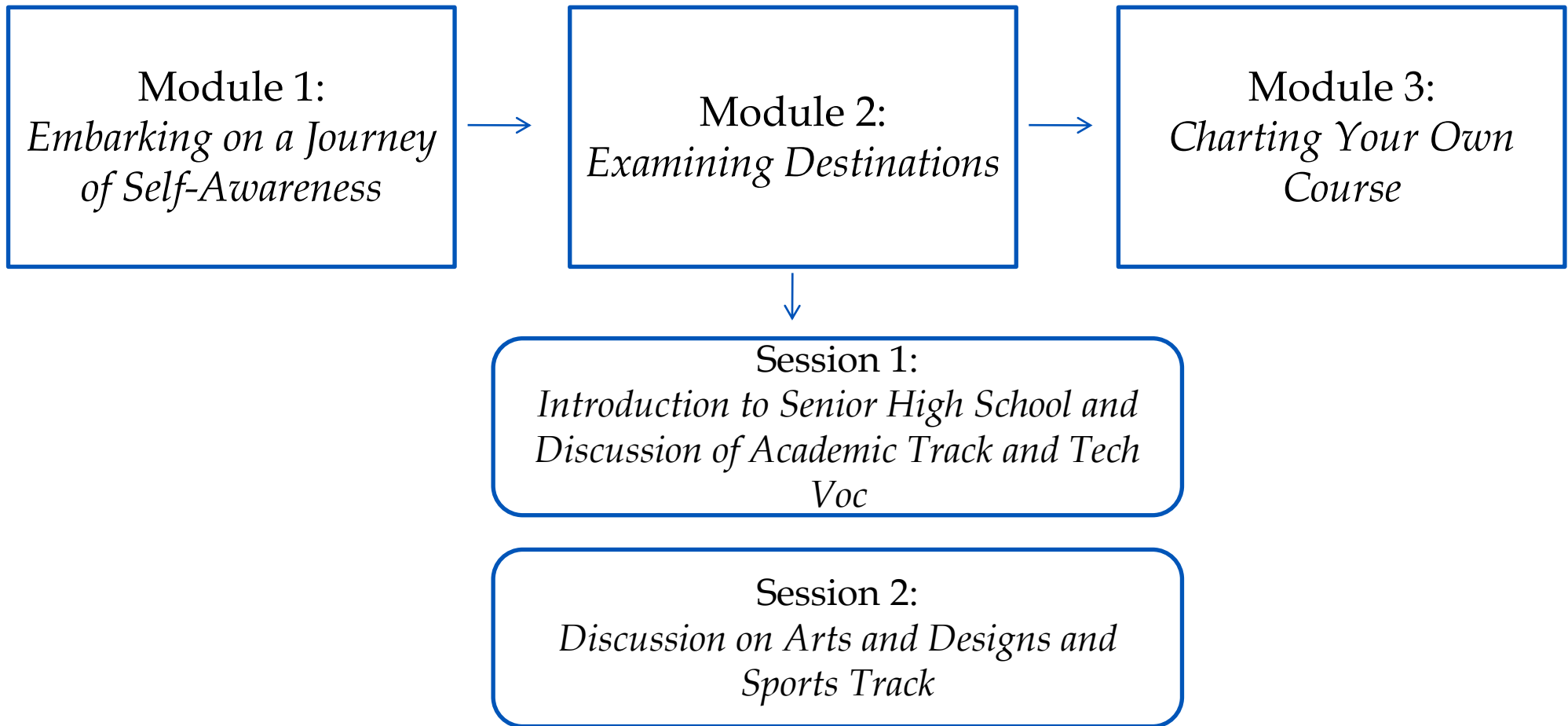


CAREER GUIDANCE AND EARLY REGISTRATION

Program Description

- [DepEd Order No. 41, s. 2015 or Guidelines on the SHS Career Guidance Program and Early Registration](#)
- Objectives:
 - ☐ Assist SHS entrants in making informed decisions regarding their choice of SHS track
 - ☐ Promote awareness in the importance of choosing a track that suits their skills and interests that matches the available resources and needs of the society; and
 - ☐ Ensure that all SHS entrants are registered in the SHS program in SY 2016-2017

Grade 10 CGP Manual



Module 1

Embarking on a Journey of Self-Awareness

Objectives:

At the end of Module 1, the learners are expected to:

- acknowledge their talents, skills, interests and personality through the different activities;
- develop holistically through realization of their skills, interests, and personality; and;
- develop a deeper understanding of oneself by exploring who they are and what they are capable of.

Examining Destinations

Objectives:

At the end of Module 2, the learners are expected to:

- understand the curricular characteristics of the four SHS tracks' specific strands and their respective career paths; and
- identify possible tracks and strands he or she will want to pursue through the emphasis and integration of their self-awareness.

Charting Your Own Course

Objectives:

At the end of Module 3, the learners are expected to:

- develop their decision-making skills, from simple choices to critical
- realize the value of self-awareness in the process of choosing an SHS track
- determine an SHS track that the student will pursue.

Schedule of CGP and Early Registration

DATE	ACTIVITY
Aug 26	Release of Memo on Grade 10 Manual on CGP
Aug 26 – Sept 4	Release of Grade 10 Manual on CGP to the Schools
Sept 14-18	Conduct of Module 1
Sept 21-25	Conduct of Module 2, Session 1
Sept 28-Oct. 2	Conduct of Module 2, Session 2
Oct. 5-9	Conduct of Module 3
Oct 12-16	Career Guidance Week
Oct 17	Parent-Teacher Conference
Oct 12-14	Possible Early Registration
Oct 19-23	Senior High School Early Registration

Region 12 Initiative on Career Guidance

- Regional Secondary School Heads and Guidance Counselors' Congress
- Assessment of Secondary School Heads Competencies in the Development of Students' 21st Century Skills: Basis for DepEd XII Leadership Professional Program for K to 12 Curriculum Implementation
- Assessment of Career Education and Guidance Implementation in DepEd XII: Basis for Strategic Directions

Muntinlupa Division Initiative on Early Registration

- Senior High School Festival – Advocacy and Early Registration

3,000 grade 10
students & their
parents
(6-22-15)



MUNTINLUPA NATIONAL HIGH SCHOOL

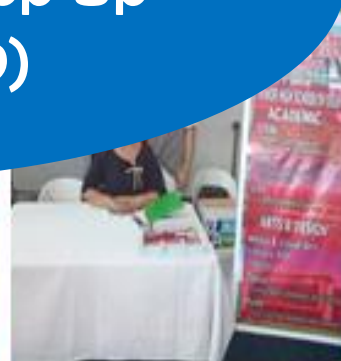
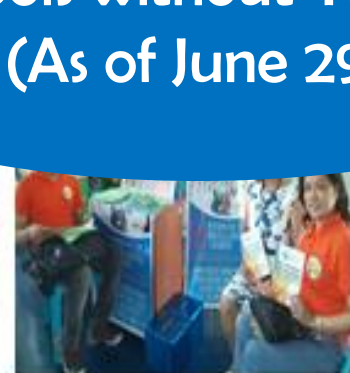
1,500 grade 10
students & their
parents
(7-1-15)



MUNTINLUPA BUSINESS HIGH SCHOOL



18 Partner Private Schools without Top Up
(As of June 29)





[Matrix of College Eligibility for SY 2016 draft.pdf](#)

ELIGIBILITY FOR COLLEGE IN 2016



SHS NATIONAL TASK FORCE UPDATES

Mechanics of Application

1. Submission of application through email
(kto12@deped.gov.ph/ shsntf.deped@gmail.com)
 2. NTF to forward/endorse list of non-DepEd school applicants to the respective ROs
 3. Non-DepEd applicant to submit hard copies of requirements to the RO
 4. NTF to conduct ocular inspection
 5. NTF to release list of schools to ROs' to be given provisional permits
- Deadline of Application for SY 2016-2017 was last August 30, 2015

List of Requirements

1. Letter of Intent (addressed to: **Secretary Br. Armin A. Luistro FSC**)
2. Board Resolution
3. Certificate of Recognition
4. Proposed Tuition and other Fees
5. School Calendar
6. List of Academic and non-academic personnel
7. Existing facilities to be used for SHS
8. MOA with partners

Status* of SHS Permits for Non-DepEd Schools

356 Schools issued with SHS permits
in SY 2014 or SY 2015

2,598 Approved applications for
SHS permits for SY 2016

**Non-DepEd Schools include private high schools, and
private and public HEIs that will offer Gr 11-12**

*Data on applications for SHS permits are as of July 22, 2015

SHS – NTF Updates

Upcoming Memo to RDs re: LIST OF NON-DEPED SCHOOLS GRANTED PROVISIONAL PERMITS

- ROs are to submit an updated list of Non-DepEd schools granted provisional permits (Batches 1-6) and those who implemented SHS in SY 2014-2015 and SY 2015-16.
- Data to be submitted shall include:
 - School name, address, division, SY of SHS implementation:
 - Student slots per Track/Strand to be offered
 - Tuition fee;
 - Sources of prospective enrollees (how many from their outgoing JHS, and how many slots available for those coming other schools or DepEd school);
 - nearest DepEd School/s



EARLY IMPLEMENTERS

SHS Early Implementers

Guidelines for Continuing Early Implementation of SHS in SY 2015-2016 is to be released with the following objectives:

- A. For SHS Modeling Schools (in SY 2012-2013 and SY 2013-2014):
- to have an update on the status of SHS implementation in modeling schools;
 - to document the experiences of modeling schools in the early implementation of Senior High School;
 - to assess the benefits of SHS to the learners and the community; and
 - to compile best practices worthy of replication.

SHS Early Implementers

B. For SY 2014-2015 SHS Early Implementers:

- to account for and profile all early implementers of SHS nationwide;
- to assess their capabilities for continued SHS implementation;
- to assure compliance with SHS program standards; and
- to assess the benefits of SHS to the learners and the community.

C. For SY 2015-2016 SHS Early Implementers:

- to account for and profile all early implementers of SHS nationwide;
- to assess their readiness for early SHS implementation;
- to assure compliance with SHS program standards; and
- to review the process preparatory to SHS implementation.

SHS Early Implementers

General Guidelines

- The SY 2012-2013 and SY 2013-2014 modeling schools and SHS early implementers in SY 2014-2015 shall continue to take in Grade 11 students in SY 2015-2016; provided that they are in the final list of DepEd schools to implement SHS in SY 2016-2017 and unless otherwise proven to have no capacity as a result of a sectoral monitoring and evaluation conducted by the SDO.

Notwithstanding non-continuance of SHS implementation, all schools which took in Grade 11 cohorts in SY 2014-2015 shall make sure that the said cohorts complete Grade 12 in SY 2015-2016.

SHS Early Implementers

General Guidelines

- Only schools in the final list of DepEd schools to implement SHS in SY 2016-2017 shall be allowed to start SHS early implementation in SY 2015-2016.

Such schools may not have Grade 11 students in SY 2015-2016 more than the programmed Grade 11 enrollment in SY 2016-2017.

Only SHS programs (i.e., track/s, strand/s, and/or Technical-Vocational-Livelihood or TVL specialization/s) to be offered in SY 2016-2017 may be offered in SY 2015-2016.

SHS Early Implementers

General Guidelines

- SHS early implementation by any public school in SY 2015-2016 shall have the endorsement of the Schools Division Superintendent (SDS) and the approval of the Regional Director (RD). The SDO shall be responsible for ensuring the school's compliance to the conditions for SHS early implementation provided herein. The Regional Office (RO) shall be responsible for evaluating the school's readiness for SHS early implementation and shall approve or disapprove all applications for early implementation.
- SHS modeling schools and SHS early implementers shall be monitored by the SDO.

SHS Early Implementers

- Updates on curriculum compliance of SHS Modeling Schools
- Identify unregistered schools offering SHS and undergo curriculum compliance workshop

SHS MODELLING SCHOOLS' CURRICULUM COMPLIANCE BATCH 1

Region	Division	School	Findings	Recommendation	School's Response	Next Step
NCR	Quezon City	Don Alejandro Roces Science and Technology High School	Lack of training for SHS teachers on contents and methods	Conduct training for teachers. Immerse the teachers in the industry to update them to new skills needed in business.	Submitted a proposal for training of its teachers to DTI. The school has been serving as a training venue for skills training for TLE teachers.	
			Time allocation for techvoc is not sufficient	Experiment on a 4 hours/week and see the viability of the time allotment. Re-align to DepEd curriculum.	Adopted the general secondary time allocation for academic subjects, STVEP for specialization subjects.	
			Longer time for work immersion		Make an appeal for DepEd to increase the time for work immersion since it could not achieve the desired outcome which is employment-ready SHS students	



OPTIONS FOR SHS IMPLEMENTATION PLAN ADJUSTMENTS

Within School Level

- Partnership with TVIs, HEIs, other non-DepEd
- LGU Scholarships
- LGU Provision
- JHS Resources
- Class Size
- Scheduling
- Change of Program

Within School Level

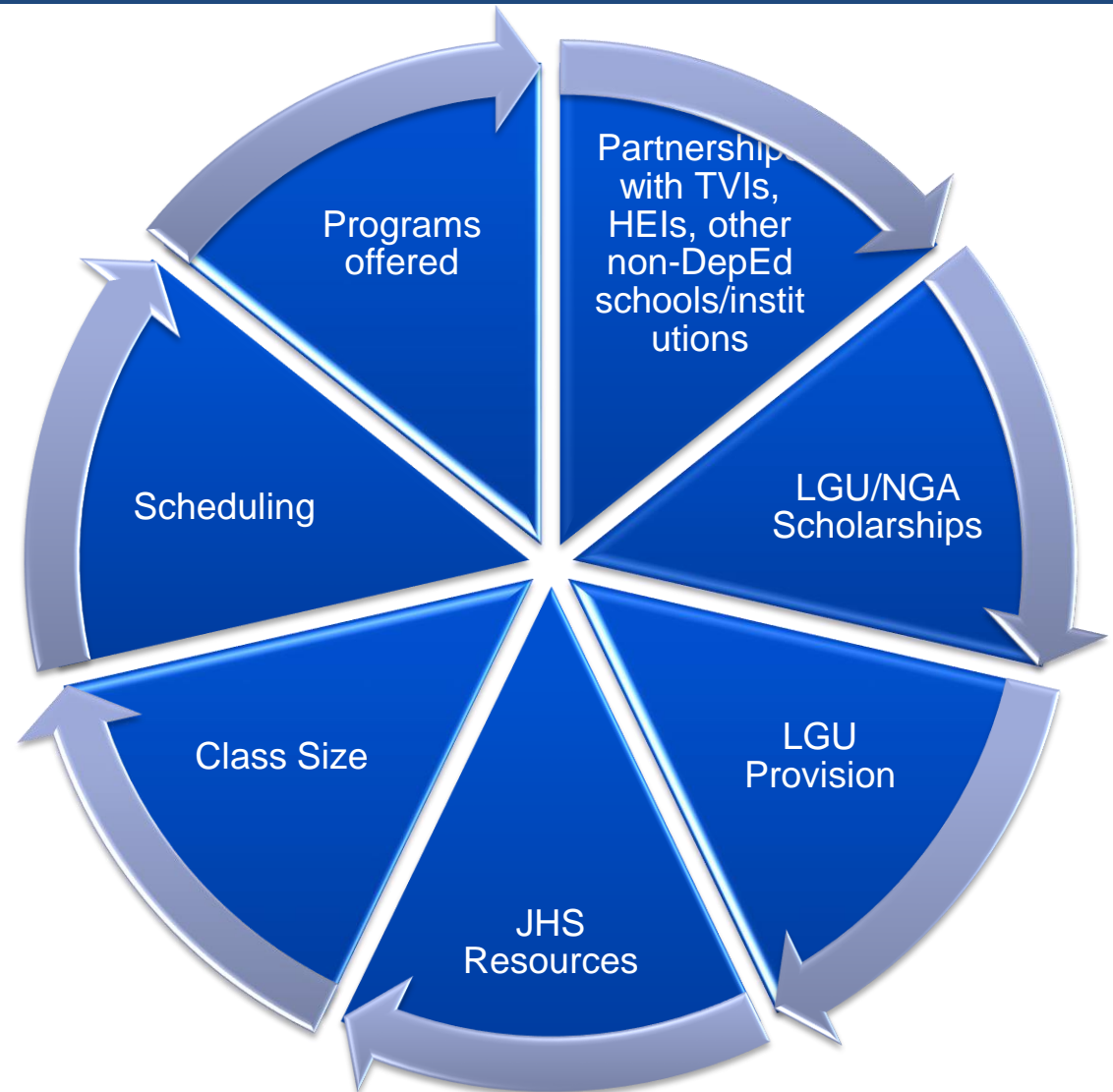
Objectives:

Given the SHS classroom/workshop allocation and estimated time of completion of the building constructions, the Schools Division Offices and the SHS Heads should be able to:

- ☐ Come up with ways in order to accommodate enlisted/projected SHS students;
- ☐ Maximize partnership opportunities with TVIs, HEIs, other non-DepEd schools/institutions, and LGUs; and
- ☐ Adjust class size, class schedules, subject offerings, and Program offering for the S.Y. 2016-2017;

Within School Level

Things to consider:



Within School Level

Partnership with TVIs, HEIs, other non-DepEd schools/institutions

- | | |
|---|--|
| <input type="checkbox"/> Who among the TVIs/HEIs/non-DepEd schools/institutions can DepEd partner with? | <ul style="list-style-type: none"> ➤ Some Municipalities may not have TVIs/HEIs/non-DepEd schools/institutions that they can partner with. ➤ <i>Please see data on TVIs/HEIs per municipality or City Division</i> |
| <input type="checkbox"/> How can partnership(s) with TVIs/HEIs/non-DepEd schools/institutions help DepEd SHSs adjust their plans? | <ul style="list-style-type: none"> ➤ Can DepEd rent or negotiate classroom/workshop/laboratory use? ➤ Is the potential partner close to the DepEd SHS? |
| <input type="checkbox"/> Who will pay for the rent (MOOE, partners, or for free)? | <ul style="list-style-type: none"> ➤ Does the partnership entail additional costs for DepEd and how much? ➤ Does the partnership entail additional costs for the Partner and how much? ➤ Is the partnership fiscally feasible? ➤ Is it generally advantageous to DepEd? ➤ Who can help make the partnership more likely to happen? ➤ For how long? |

Within School Level

LGU/NGA Scholarships

What LGU/NGA scholarships are available to Grade 11 learners?

- Are there scholarships available for SHS students?
- How many students can avail of the scholarship(s)?
- What are the requirements for the scholarship(s)?
- What is expected of the student to avail and/or maintain the scholarship?

How can DepEd utilize LGU sponsored scholarships to adjust their plans?

- How do we promote/disseminate information on the scholarship?

How can learners be encouraged to take LGU scholarships?

- What grade level do we prepare the students for the scholarship?

Within School Level

LGU Provision

What can LGUs provide to help DepEd schools with their student absorption?

- Does the LGU have buildings that they can lend to DepEd?
- If yes, what conditions do the LGU require?
- Are the conditions acceptable?
- Does the partnership entail additional costs for DepEd and how much?
- Does the partnership entail additional costs for the Partner and how much?
- Is the partnership fiscally feasible?
- Who will pay for the rent (MOOE, partners, or for free)?
- Is it generally advantageous to DepEd?
- For how long?
- Who can help make the partnership more likely to happen?

Within School Level

JHS Resources	
Are JHS resources fully utilized?	<ul style="list-style-type: none">➤ Are there buildings that can be converted to or utilized as classrooms?➤ Are there classrooms that are not utilized at specific times of the day?➤ Are there workshops/laboratories that are not utilized at specific times of the day?➤ What JHS resources can the SHS utilize to maximize student absorption?➤ What JHS resources can be freed-up for SHS use?

- Classroom Allocation Simulation

- Objectives

- Simulate classroom allocation with the potential enrollees
 - Provide a baseline data for the potential adjustments in Implementation Plans

Within School Level

- Classroom Utilization

No.	Unit of time	Classroom Operation	Remarks
9	hours	138%	maximum operation time of classroom
6.5	hours	100%	Operation time of classroom according to curriculum
2.5	hours	38%	Operation time per curriculum versus mazimum operation time

Within School Level

Other Given Data

☐ Given

a. Buffer

Planned No. of Students	Percentage
per school	20%

b. Class Size

Ideal	Adjustment
40	0

[CL Allocation Simulation.xlsx](#)

Within School Level

Other Considerations

- ☐ Students will not be staying in a classroom the whole time. Schedule of classes may have a positive impact
- ☐ Based on 60%-40% Absorptive Capacity
- ☐ Increase in enrolment
- ☐ Results of partnership efforts
- ☐ Others

Within School Level

Scheduling

Subjects offered in the first semester:

- | | |
|---|---|
| <ul style="list-style-type: none">❑ What subjects should/can a SHS offer in the first semester of S.Y. 2016-2017 that will enable them to accept more SHS students, assuming not all classroom construction is finished by May 2016 (<i>see core and specialized subjects</i>)? | <ul style="list-style-type: none">➤ What subjects are more classroom based?➤ Which subjects demand more time to use the workshops/ICT labs/science labs?➤ Which subjects should be avoided in the first semester? |
|---|---|

Within School Level

Scheduling

No. of hours each classroom is utilized:

☐ How many hours will each classroom be utilized?

➤ Given that the average usage of one SHS classroom is 6.2 hours daily, can a classroom be used for 12, 11, 10, or 9 hours?

Within School Level

Change of Program

Based on the SHS early registration:

What Tracks/Strands/Specializations are in demand?

- Should student slot allocation be added in one Track/Strand/Specialization and subtracted from another?
- Is there a need to change the SHS's program offerings?
- Should a new Track/Strand be offered in the school?
- Is there a need to dissolve a Track/Strand or specialization?

Within the Municipality

- LGU
- Sponsorships
- Presence of Non-DepEd schools
- Rental of Space
- Partnership with TVIs, HEIs other non-DepEd
- DepEd school to school arrangements

Within the Division

Example of Division-wide SHS Implementation Plan Adjustments (by Dipolog City Division)

- Adjusted slots across SHS offering schools – increased slots in DepEd schools with nearby Non-DepEd SHS
- Convinced Non-DepEd SHS to increase slots
- Convinced Non-DepEd SHS to lower tuition fees to level of voucher value or at least affordable top-ups
- Convinced the LGU to shoulder cost of CL for some schools to meet 50% CL requirement
- Explored various strategies for TVL specialized subject instruction

Between Divisions and Regions

- Anticipation of cross-enrolment between divisions or regions
 - ☐ Proximity of divisions
 - ☐ Regional centers (NCR, capital city)



OPTIONS FOR STRENGTHENING COMMUNICATIONS AMONG THE CO, RO, SDO

Options for Communication

- E-groups/ Email Lists/ Email threads/ Message Boards
- Web-based file sharing e.g. Google Docs
- Facebook Groups



NEXT STEPS

Next Steps

- Review of Science High Schools, Arts and Design, and Sports School System
- Getting Organized for Pre-work and MANCOM on adjusted SHS Implementation Plans
- Review of the role of SHS Implementation Teams in the Division Level

