



Republic of the Philippines

Region VII, Central Visayas

Sudlon, Lahug, Cebu City



October 19, 2016

DIVISION MEMORANDUM

No. 670 s. 2016

**DISSEMINATION OF DepEd ORDER No. 64, s. 2016 dated October 4, 2016
(Guidelines on the Utilization of the 2015 and 2016 Financial Support for
Multigrade Schools)**

To: Assistant Superintendents
Education Program Supervisors/Coordinators
District Supervisors/OICs
Elementary School Heads

1. For information and guidance of all concerned, attached herewith is Regional Memorandum No. 657, s. 2016 dated October 11, entitled "**DISSEMINATION OF DepEd ORDER No. 64, s. 2016 dated October 4, 2016 (Guidelines on the Utilization of the 2015 and 2016 Financial Support for Multigrade Schools).**"
2. For additional details, refer to the attached communication.
3. Immediate dissemination and appropriate action by all concerned of this Memorandum is desired.

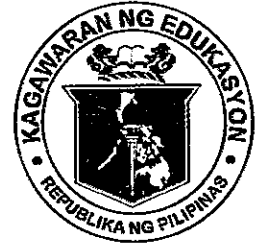

RHEA MAR A. ANGTUD, Ed.D., CESO VI
Schools Division Superintendent

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REPUBLIKA NG PILIPINAS
REPUBLIC OF THE PHILIPPINES
KAGAWARAN NG EDUKASYON
DEPARTMENT OF EDUCATION
REHIYON VII, GITNANG VISAYAS
REGION VII, CENTRAL VISAYAS
Sudlon, Lahug, Cebu City



OCT 11 2016

REGIONAL MEMORANDUM
No. 0657, s. 2016

**DISSEMINATION OF DepEd ORDER No. 64, s.2016 dated October 4, 2016
(Guidelines on the Utilization of the 2015 and 2016 Financial Support for Multigrade
Schools)**

**To : Schools Division/City Superintendents
Officers-in-Charge of Regular Divisions
All Other Concerned**

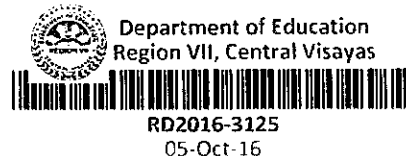
1. For the information and guidance of all concerned, enclosed is a copy of DepEd Order No. 64, s. 2016 dated October 4, 2016 entitled "Guidelines on the Utilization of the 2015 and 2016 Financial Support for Multigrade Schools," which is self-explanatory.
2. For other details, please refer to the attached memorandum.
3. Immediate and wide dissemination of this memorandum is desired.

Juliet A. Jeruta
JULIET A. JERUTA
Director III
Officer-in-Charge

JAJ/ATBjr
Abs. Regional MEMO re DepEd Order No.64, s. 2016 dated October 4, 2016

Office of the Director (ORDir), Tel. Nos.: (032) 231-1433; 231-1309; 414-7399; 414-7325; Office of the Assistant Director, Tel. No.: (032) 255-4542
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414-7065 Administrative Division, Tel. Nos.: (032) 414-7326; 414-4367; 414-7366; 414-7322; 414-4367
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"EFA 2015: Kanapatan ng Lahat, Pananagutan ng Lahat"



Republic of the Philippines
Department of Education

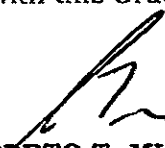
04 OCT 2016

DepEd ORDER
No. **54**, s. 2016

GUIDELINES ON THE UTILIZATION OF THE 2015 AND 2016 FINANCIAL SUPPORT FOR MULTIGRADE SCHOOLS

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

1. One of the continuing initiatives of the Department of Education (DepEd), along its thrust of increasing access to quality elementary education, is strengthening the implementation of the Multigrade Program in Philippine Education (MPPE) to address pressing concerns and issues on the provision of customized teaching and learning materials for multigrade classes and professional development of teachers.
2. In support to DepEd's plans to effectively implement the multigrade program, the enclosed **Guidelines on the Utilization of the 2015 and 2016 Financial Support for Multigrade Schools**, stipulates procedures on funds release, utilization, reporting, and liquidation.
3. For inquiries, all concerned schools divisions may contact the Bureau of Learning Delivery-Teaching and Learning Division (BLD-TLD), Department of Education (DepEd) Central Office, DepEd Complex, Meralco Avenue, Pasig City at telephone nos. (02) 687-2948; (02) 638-4799 or through email at bld.tld@deped.gov.ph.
4. Immediate dissemination of and strict compliance with this Order is directed.


ATTY. ALBERTO T. MUYOT
Undersecretary
Officer-in-Charge

Encl.: As stated

Reference: DepEd Order No. 30, s. 2014

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

ALLOCATION	PROGRAMS
CLASSES	SCHOOLS
FUNDS	TEACHERS
POLICY	

GUIDELINES ON THE UTILIZATION OF THE 2015 AND 2016 FINANCIAL SUPPORT FOR MULTIGRADE SCHOOLS

I. Rationale

1. The Education Act of 1982 declares that the educational system shall make maximum contribution to the attainment of national development goals; that among others the State promotes and maintains equality of access to education; that the State recognizes education as an instrument for the development of the cultural communities of the nation; that the educational system reach out to serve educationally deprived communities to enrich their participation in the community and national life, and to unify all Filipinos into a free and just nation. This was reiterated in the 1987 Constitution which guarantees the right to education of every Filipino. Such right to education is further emphasized in the Republic Act 9155 or the *Governance of Basic Education Act of 2001* in which, the education governance and decision-making are decentralized, thereby allowing education leaders and managers to deliver demand-driven services on the ground including multigrade schools.

2. Consistent with its mandate to improve access to quality elementary education particularly in the far-flung, isolated and poor communities, the DepEd through the Bureau of Elementary Education (BEE) launched **the Multigrade Program in Philippine Education (MPPE)** in 1993. The Department's first initiative for MPPE was to improve the conditions of the MG education in the country through training programs, curriculum development and development of appropriate learning materials.

3. Anchored on the Basic Education Act of 2013, Republic Act (RA) No. 10533, the DepEd is strengthening the implementation of Multigrade Program in Philippine Education (MPPE) through clearly defined standards, mechanisms and processes in the organization of multigrade classes, adoption of multigrade teaching as well as content of the curriculum, mode of instruction, provision of education resources, administration of assessment, development of pupils and teachers, incentives and benefits of teachers, creation of appropriate learning environment, and monitoring and supervision of schools.

4. In view of the above, this Order aims to establish Guidelines on the Utilization of the 2015 and 2016 Financial Support for Multigrade Schools which will be used in the professional development of multigrade teachers and procurement of teaching and learning materials to help improve pupils learning in multigrade schools.

II. Scope of the Policy

5. This DepEd Order provides Guidelines on the Utilization of the 2015 and 2016 Financial Support for Multigrade Schools. It covers procedures on the release, utilization, liquidation of said funds, and reporting of accomplishments by specific activity.

III. Definition of Terms

6. For purposes of this Order, the following terms are defined as follows:

a. **Budget of Work (BOW)** is a resource material for teaching multigrade classes that contains K to 12 basic education curriculum competencies, skills, and objectives; topics for specific skills and competencies; and teaching strategies, activities, and time allotment arranged into columns for easy reference and notation. It will serve as teacher's reference in preparing daily and/or weekly lesson plans.

b. **Leveled Readers** are books appropriate to the age and grade level of learners which are used to build vocabulary, develop decoding strategies and word recognition skills, learn the structure of narrative or expository texts, develop fluency, and foster love for reading.

IV. Policy Statement

7. The DepEd hereby establishes Guidelines on the Utilization of the 2015 and 2016 Financial Support for Multigrade Schools that cover procedures on its release, utilization, liquidation, and reporting of accomplishments by specific activity.

V. Procedures

a. Release and Utilization

8. A total of *one hundred forty-two million seven hundred eighty thousand pesos* (P142,780,000.00) is allocated for each fiscal years 2015 and 2016 under the General Appropriation Act (GAA). The regional breakdown of allotment is found in **Annex 1**. The Regional Office shall issue the Sub-Allotment Release Order (Sub-ARO) to recipient Schools Division Offices (SDOs).

9. The sub-allotment released shall be used for the printing and production of teaching and learning materials especially developed for multigrade classes. It shall likewise be used to orient and train teachers on the effective utilization of the said provided materials.

10. The following are eligible activities to implement using the downloaded support funds for multigrade schools under the FY 2015 and 2016:

- a. Printing and Distribution of Budget of Work (BOW) for Multigrade Teaching in all learning areas and grading periods
- b. Printing and Distribution of Leveled Readers for Grades 1, 2, and 3 developed by DepEd and Basa Pilipinas
- c. Orientation-Training Workshop of Multigrade Teachers on the Utilization of BOW and Leveled Readers

11. The complete list of Leveled Readers with descriptions and technical specification are found in **Annexes 2a and 2b**.

12. The total estimated costs including contingencies for the above-mentioned activities and the suggested list of Leveled Readers to be printed for specific region are found in **Annex 3**. Since Leveled Readers were contextualized in different

languages, each division may only print said materials according to the language/s commonly used in the division.

13. The BLD-TLD shall provide the digital copy of each set of materials to every recipient SDO. Each SDO shall in turn reproduce and facilitate the distribution of printed materials to recipient multigrade schools. The delivery of the materials from the division to school shall be charged to the MOOE of each recipient school.

14. The Leveled Readers are also uploaded to the Learning Resources (LR) portal and can be accessed via <http://lrmds.deped.gov.ph>.

15. In case the funding is insufficient to print all materials to cover needed copies for all MG classes in the division, priority should be given to schools with pure multigrade classes or the SDO may charge the outstanding reproduction cost to the MOOE of the division.

b. Orientation-Training

16. Upon printing and distribution of the materials to multigrade classes, an orientation-training workshop of multigrade teachers shall be conducted by the division through the district-based LAC session. The objective of the workshop is to familiarize teachers with the contents and features of the materials provided and orient them on how to use such materials effectively in the multigrade classroom.

17. The SDO shall prepare the schedule of orientation-training workshop activities. Clustering of teachers by district is encouraged to effectively manage the activity. The allotted amount for the activity should be maximized to include other topics essential to multigrade teaching such as lesson planning and formative assessment.

18. A teacher's guide on how to use the BOW shall be provided to teachers by the BLD-TLD. The guide may be used by the facilitator during the conduct of the orientation-training workshop.

c. Reporting

19. Each SDO is accountable for the disbursement and liquidation of funds based on the eligible activities set forth in these guidelines subject to the usual accounting and auditing rules and regulations.

20. Each SDO must submit the accomplishment report on the utilization of funds to the RO on or before December 15, 2016 following the format found in **Annexes 4a, 4b, 4c, & 4d**. The report shall be accompanied by the narrative report of which format can be found in **Annex 5**.

21. The RO shall consolidate the accomplishment reports submitted by SDOs using the format found in **Annex 5**, and then submit them to the BLD-TLD, 4th Floor, Bonifacio Bldg., DepEd Complex, Meralco Avenue, Pasig City on or before December 15, 2016.

VI. Monitoring and Evaluation

22. To ensure proper implementation of activities and utilization of funds, monitoring and evaluation shall be conducted by the BLD-TLD Education Program Specialists in coordination with the Regional Education Program Supervisors.

VII. References

23. This Order is formulated on the basis of the provisions stipulated in the following issuances:

- a. DepEd Order No. 30, s. 2014, "*Fiscal Year (FY) 2014 Guidelines on the Utilization of the Financial Support for Multigrade Schools*"
- b. DepEd Order No. 52, s. 2012, "*Guidelines on the Utilization of the Financial Support for Multigrade Schools*"

VIII. List of Annexes

- a. Regional breakdown of allotment (**Annex 1**)
- b. List of leveled readers with description (**Annex 2a**)
- c. Technical specifications of leveled readers (**Annex 2b**)
- d. Estimated costs of activities and the suggested list of leveled readers to be printed for specific region (**Annex 3**)
- e. Physical accomplishment report (**Annexes 4a, 4b, 4c, and 4d**)
- f. Narrative accomplishment report (**Annex 5**)

IX. Effectivity

24. This Order shall take effect immediately upon its approval.

Department of Education
FY 2015 and 2016 Support to Multigrade Education
Regional Breakdown of Allotment

Region	Division	Financial Estimates/ Allocation for FY 2015	Financial Estimates/ Allocation for FY 2016	Total	Physical Target (per MG Class)
I		7,260,000.00	7,260,000.00	14,520,000.00	
	1 Alaminos City	89,375.00	89,375.00	178,750.00	13
	2 Ilocos Norte	1,966,250.00	1,966,250.00	3,932,500.00	286
	3 Ilocos Sur	1,595,000.00	1,595,000.00	3,190,000.00	232
	4 Candon City	41,250.00	41,250.00	82,500.00	6
	5 La Union	955,625.00	955,625.00	1,911,250.00	139
	6 Pangasinan I, Lingayen	948,750.00	948,750.00	1,897,500.00	138
	7 Pangasinan II, Binalonan	1,595,000.00	1,595,000.00	3,190,000.00	232
	8 Urdaneta City	68,750.00	68,750.00	137,500.00	10
					1,056
CAR		9,075,000.00	9,075,000.00	18,150,000.00	
	1 Abra	1,368,125.00	1,368,125.00	2,736,250.00	199
	2 Apayao	1,168,750.00	1,168,750.00	2,337,500.00	170
	3 Benguet	2,076,250.00	2,076,250.00	4,152,500.00	302
	4 Ifugao	1,388,750.00	1,388,750.00	2,777,500.00	202
	5 Kalinga	1,663,750.00	1,663,750.00	3,327,500.00	242
	6 Mt. Prov.	1,409,375.00	1,409,375.00	2,818,750.00	205
					1,320
II		9,075,000.00	9,075,000.00	18,150,000.00	
	1 Batanes	192,500.00	192,500.00	385,000.00	28
	2 Cagayan	2,502,500.00	2,502,500.00	5,005,000.00	364
	3 Cauayan City	288,750.00	288,750.00	577,500.00	42
	4 Isabela	2,626,250.00	2,626,250.00	5,252,500.00	382
	5 Nueva Vizcaya	1,732,500.00	1,732,500.00	3,465,000.00	252
	6 Quirino	1,732,500.00	1,732,500.00	3,465,000.00	252
					1,320
III		4,565,000.00	4,565,000.00	9,130,000.00	
	1 Aurora	550,000.00	550,000.00	1,100,000.00	80
	2 Bataan	185,625.00	185,625.00	371,250.00	27
	3 Bulacan	288,750.00	288,750.00	577,500.00	42
	4 Malolos City	34,375.00	34,375.00	68,750.00	5
	5 San Jose City	103,125.00	103,125.00	206,250.00	15
	6 Gapan City	55,000.00	55,000.00	110,000.00	8
	7 Munoz Science City	110,000.00	110,000.00	220,000.00	16
	8 Nueva Ecija	433,125.00	433,125.00	866,250.00	63
	9 Pampanga	240,625.00	240,625.00	481,250.00	35
	10 Tarlac	1,890,625.00	1,890,625.00	3,781,250.00	275
	11 Zambales	673,750.00	673,750.00	1,347,500.00	98
					664
IV-A		7,260,000.00	7,260,000.00	14,520,000.00	
	1 Batangas	996,875.00	996,875.00	1,993,750.00	145
	2 Batangas City	48,125.00	48,125.00	96,250.00	7
	3 Calamba City	151,250.00	151,250.00	302,500.00	22
	4 Cavite	632,500.00	632,500.00	1,265,000.00	92
	5 Laguna	1,292,500.00	1,292,500.00	2,585,000.00	188
	6 Quezon	3,368,750.00	3,368,750.00	6,737,500.00	490
	7 Rizal	770,000.00	770,000.00	1,540,000.00	112
					1,056
IV-B		9,075,000.00	9,075,000.00	18,150,000.00	
	1 Calapan City	116,875.00	116,875.00	233,750.00	17
	2 Marinduque	605,000.00	605,000.00	1,210,000.00	88
	3 Occidental Mindoro	1,684,375.00	1,684,375.00	3,368,750.00	245
	4 Oriental Mindoro	1,498,750.00	1,498,750.00	2,997,500.00	218
	5 Palawan	3,863,750.00	3,863,750.00	7,727,500.00	562
	6 Puerto Princesa City	357,500.00	357,500.00	715,000.00	52
7 Romblon	948,750.00	948,750.00	1,897,500.00	138	
					1,320

Region	Division	Financial Estimates/ Allocation for FY 2015	Financial Estimates/ Allocation for FY 2016	Total	Physical Target (per MG Class)
V		11,343,750.00	11,343,750.00	22,687,500.00	
	1 Albay	1,395,625.00	1,395,625.00	2,791,250.00	203
	2 Camarines Norte	1,993,750.00	1,993,750.00	3,987,500.00	290
	3 Camarines Sur	2,681,250.00	2,681,250.00	5,362,500.00	390
	4 Catanduanes	1,375,000.00	1,375,000.00	2,750,000.00	200
	5 Masbate	1,760,000.00	1,760,000.00	3,520,000.00	256
	6 Sorsogon	1,925,000.00	1,925,000.00	3,850,000.00	280
	7 Sorsogon City	144,375.00	144,375.00	288,750.00	21
	8 Iriga City	68,750.00	68,750.00	137,500.00	10
					1,650
VI		9,075,000.00	9,075,000.00	18,150,000.00	
	1 Aklan	1,361,250.00	1,361,250.00	2,722,500.00	198
	2 Antique	2,578,125.00	2,578,125.00	5,156,250.00	375
	3 Capiz	1,223,750.00	1,223,750.00	2,447,500.00	178
	4 Kabankalan City	55,000.00	55,000.00	110,000.00	8
	5 La Carlota City	41,250.00	41,250.00	82,500.00	6
	6 Guimaras	343,750.00	343,750.00	687,500.00	50
	7 Iloilo	1,993,750.00	1,993,750.00	3,987,500.00	290
	8 Negros Occ.	1,478,125.00	1,478,125.00	2,956,250.00	215
					1,320
VII		11,343,750.00	11,343,750.00	22,687,500.00	
	1 Bais City	55,000.00	55,000.00	110,000.00	8
	2 Bayawan City	27,500.00	27,500.00	55,000.00	4
	3 Bohol	4,228,125.00	4,228,125.00	8,456,250.00	615
	4 Carcar City	27,500.00	27,500.00	55,000.00	4
	5 Cebu	3,135,000.00	3,135,000.00	6,270,000.00	456
	6 Danao City	41,250.00	41,250.00	82,500.00	6
	7 Guihulngan City	68,750.00	68,750.00	137,500.00	10
	8 Negros Oriental	3,176,250.00	3,176,250.00	6,352,500.00	462
	9 Siquijor	295,625.00	295,625.00	591,250.00	43
	10 Talisay City	27,500.00	27,500.00	55,000.00	4
	11 Tanjay City	178,750.00	178,750.00	357,500.00	26
	12 Toledo City	82,500.00	82,500.00	165,000.00	12
					1,650
VIII		18,480,000.00	18,480,000.00	36,960,000.00	
	1 Biliran	660,000.00	660,000.00	1,320,000.00	96
	2 Baybay City	735,625.00	735,625.00	1,471,250.00	107
	3 Borongan City	495,000.00	495,000.00	990,000.00	72
	4 Calbayog City	859,375.00	859,375.00	1,718,750.00	125
	5 Catbalogan City	639,375.00	639,375.00	1,278,750.00	93
	6 Eastern Samar	3,128,125.00	3,128,125.00	6,256,250.00	455
	7 Leyte	5,170,000.00	5,170,000.00	10,340,000.00	752
	8 Maasin City	302,500.00	302,500.00	605,000.00	44
	9 Northern Samar	1,375,000.00	1,375,000.00	2,750,000.00	200
	10 Ormoc City	495,000.00	495,000.00	990,000.00	72
	11 Samar	3,162,500.00	3,162,500.00	6,325,000.00	460
	12 Southern Leyte	1,457,500.00	1,457,500.00	2,915,000.00	212
					2,688
IX		9,075,000.00	9,075,000.00	18,150,000.00	
	1 Dipolog City	68,750.00	68,750.00	137,500.00	10
	2 Dapitan City	96,250.00	96,250.00	192,500.00	14
	3 Isabela City	171,875.00	171,875.00	343,750.00	25
	4 Pagadian City	213,125.00	213,125.00	426,250.00	31
	5 Zamboanga del Norte	2,440,625.00	2,440,625.00	4,881,250.00	355
	6 Zamboanga del Sur	3,815,625.00	3,815,625.00	7,631,250.00	555
	7 Zamboanga City	825,000.00	825,000.00	1,650,000.00	120
	8 Zamboanga Sibugay	1,443,750.00	1,443,750.00	2,887,500.00	210
					1,320
X		9,075,000.00	9,075,000.00	18,150,000.00	
	1 Bukidnon	1,773,750.00	1,773,750.00	3,547,500.00	258
	2 Cagayan de Oro City	220,000.00	220,000.00	440,000.00	32
	3 Camiguin	226,875.00	226,875.00	453,750.00	33
	4 Gingoog City	646,250.00	646,250.00	1,292,500.00	94
5 Iligan City	288,750.00	288,750.00	577,500.00	42	

Region	Division	Financial Estimates/ Allocation for FY 2015	Financial Estimates/ Allocation for FY 2016	Total	Physical Target (per MG Class)	
	6 Lanao del Norte	1,113,750.00	1,113,750.00	2,227,500.00	162	
	7 Malaybalay City	467,500.00	467,500.00	935,000.00	68	
	8 Misamis Occidental	1,670,625.00	1,670,625.00	3,341,250.00	243	
	9 Misamis Oriental	1,567,500.00	1,567,500.00	3,135,000.00	228	
	10 Oroquieta City	288,750.00	288,750.00	577,500.00	42	
	11 Ozamis City	233,750.00	233,750.00	467,500.00	34	
	12 Tangub City	426,250.00	426,250.00	852,500.00	62	
	13 Valencia City	151,250.00	151,250.00	302,500.00	22	
						1,320
	XI		6,297,500.00	6,297,500.00	12,595,000.00	
	1	Compostela Valley	1,512,500.00	1,512,500.00	3,025,000.00	220
	2	Davao City	1,375,000.00	1,375,000.00	2,750,000.00	200
	3	Davao del Norte	632,500.00	632,500.00	1,265,000.00	92
4	Davao del Sur	1,168,750.00	1,168,750.00	2,337,500.00	170	
5	Davao Oriental	962,500.00	962,500.00	1,925,000.00	140	
6	Digos City	41,250.00	41,250.00	82,500.00	6	
7	IGACOS	137,500.00	137,500.00	275,000.00	20	
8	Mati City	288,750.00	288,750.00	577,500.00	42	
9	Panabo City	165,000.00	165,000.00	330,000.00	24	
10	Tagum City	13,750.00	13,750.00	27,500.00	2	
					916	
XII		6,352,500.00	6,352,500.00	12,705,000.00		
	Cotabato City	41,250.00	41,250.00	82,500.00	6	
	General Santos City	130,625.00	130,625.00	261,250.00	19	
	Kidapawan City	61,875.00	61,875.00	123,750.00	9	
	Koronadal City	130,625.00	130,625.00	261,250.00	19	
	North Cotabato	1,952,500.00	1,952,500.00	3,905,000.00	284	
	Sarangani	1,395,625.00	1,395,625.00	2,791,250.00	203	
	South Cotabato	1,299,375.00	1,299,375.00	2,598,750.00	189	
	Sultan Kudarat	1,292,500.00	1,292,500.00	2,585,000.00	188	
	Tacurong City	48,125.00	48,125.00	96,250.00	7	
					924	
Caraga		9,075,000.00	9,075,000.00	18,150,000.00		
1	Agusan del Norte	776,875.00	776,875.00	1,553,750.00	113	
2	Agusan del Sur	1,306,250.00	1,306,250.00	2,612,500.00	190	
3	Bayugan City	481,250.00	481,250.00	962,500.00	70	
4	Bislig City	371,250.00	371,250.00	742,500.00	54	
5	Butuan City	646,250.00	646,250.00	1,292,500.00	94	
6	Dinagat Island	550,000.00	550,000.00	1,100,000.00	80	
7	Siargao	1,306,250.00	1,306,250.00	2,612,500.00	190	
8	Surigao City	680,625.00	680,625.00	1,361,250.00	99	
9	Surigao del Norte	1,031,250.00	1,031,250.00	2,062,500.00	150	
10	Surigao del Sur	1,925,000.00	1,925,000.00	3,850,000.00	280	
					1,320	
ARMM		6,352,500.00	6,352,500.00	12,705,000.00		
1	Basilan	900,625.00	900,625.00	1,801,250.00	131	
2	Lamitan City	206,250.00	206,250.00	412,500.00	30	
3	Lanao del Sur - IIB	563,750.00	563,750.00	1,127,500.00	82	
4	Maguindanao I	914,375.00	914,375.00	1,828,750.00	133	
5	Shariff Kabunsuan	831,875.00	831,875.00	1,663,750.00	121	
6	Sulu I	701,250.00	701,250.00	1,402,500.00	102	
7	Sulu II	866,250.00	866,250.00	1,732,500.00	126	
8	Maguindanao II	433,125.00	433,125.00	866,250.00	63	
9	Tawi-Tawi	935,000.00	935,000.00	1,870,000.00	136	
					924	
Grand Total		142,780,000.00	142,780,000.00	285,560,000.00	20,768	

Annex 2a

DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

Leveled Readers are books that pupils read. They are used to build vocabulary, develop decoding strategies and word recognition skills, learn the structure of narrative or expository texts, develop fluency, and foster love of reading. Below are the synopses of texts/stories in this Leveled Reader.

Relatively Easy or 1-Dot-Leveled Readers (LRs) are books written for struggling readers to help them build vocabulary, develop decoding strategies and word recognition skills, learn the structure of narrative or expository texts, develop fluency, and foster love of reading. 1-Dot LR's have lower word count, more high frequency words, shorter and simpler sentences, and easy to comprehend language. Below are the synopses of texts/stories in this Leveled Reader.

Relatively Challenging or 2-Dots-Leveled Readers (LRs) are books written for intermediate to advance beginning readers. They are used to help build vocabulary, develop decoding strategies and word recognition skills, learn the structure of narrative or expository texts, develop fluency, and foster love of reading. 2-Dots LR's have higher word count, more low frequency words, long and more complex sentence, and more sophisticated language (i.e. use of figures of speech). Below are the synopses of texts/stories in this Leveled Reader.

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
1	Grade 1	Ageskuelaakon! (I Go to School!) Naimas Dagiti Prutas (Delicious Fruits)		Ilokano	Ageskuelaakon!: It's Carlo's first day in school. He is ready to attend class. Naimas Dagiti Prutas: This text features the different kinds of delicious fruits in the Philippines.	24
2	Grade 1	Ditoy Taitalon (At the Farm) Ti Pamilyak (My Family)		Ilokano	Ditoy Taitalon: Life in the province is beautiful, especially during mornings. This text portrays the life in the province through the author's interaction with people and animals. Ti Pamilyak: This text allows readers to learn about the members of the family.	24
3	Grade 1	Kitaen Dakami (Look at Us) Sadino ti Ayan ti Tarsier? (Where's the Tarsier?)		Ilokano	Kitaen Dakami: The repetitive lines in the story will practice easy recall among pupils. Read on and go through what the author is doing. Sadino ti Ayan ti Tarsier?: Discover what the tarsier is up to. The text narrates where tarsiers go.	20
4	Grade 1	Nasustansia kadi ti Haluhalo? (Is Haluhalo Nutritious?) Ti Datdattag a Karton ni Nona (Nona's Magical Box)		Ilokano	Nasustansia kadi ti Haluhalo?: Explore what makes up the haluhalo. What do you think makes this food healthy? Ti Datdattag a Karton ni Nona: Nona has a magic box. Discover what makes the box magical.	20
5	Grade 1	Malong (Malong) Aldo, ti Superhero (Aldo, the Superhero)		Ilokano	Malong: This text features the different ways of using malong. Aldo, ti Superhero: Aldo wants to become a superhero. Every day, he exercises and he also makes sure to help others.	20
6	Grade 1	Siak ken ti Bantay (The Mountain and I) Ti Ullaw (The Kite)		Ilokano	Siak ken ti Bantay: Makiling is named after a famous mountain. In the story, she realizes personal characteristics that are similar to her namesake. Ti Ullaw: Nilo likes playing with his kite. One day, his kite gets stuck on the post. When he tries to retrieve it, he is dissuaded by his mother and he learns about safety and electricity.	20

Note: No. of pages includes booklet cover

DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
7	Grade 1	Ti Mapukpukaw a Sipa . (The Missing Sipa) Aldo, ti Superhero ti Nakaparsuaan (Aldo Nature's Superhero)	Relatively Easy (One-dot)	Ilokano	Ti Mapukpukaw a Sipa. Carmen and her grandfather enjoy playing sipa together. One time, Carmen kicked the sipa too high, resulting in a funny situation. Aldo, ti Superhero ti Nakaparsuaan. Aldo wants to become a superhero that saves the environment. He takes care of his surroundings through various activities.	28
8	Grade 1	Ti Mapukpukaw a Sipa : (The Missing Sipa) Aldo, ti Superhero ti Nakaparsuaan (Aldo, Nature's Superhero)	Relatively Challenging (Two-dots)	Ilokano	Ti Mapukpukaw a Sipa. Carmen and her grandfather enjoy playing sipa together. One time, Carmen kicked the sipa too high, resulting in a funny situation. Aldo, ti Superhero ti Nakaparsuaan. Aldo wants to become a superhero that saves the environment. He takes care of his surroundings through various activities.	28
9	Grade 1	Agmulatayo iti Balatong . (Let's Plant Mung Beans) Ti Lamok . (Mosquito)	Relatively Easy (One-dot)	Ilokano	Agmulatayo iti Balatong. This text features the steps in planting mungo, the benefits of eating it, and the different recipes that are done with mungo. Ti Lamok. This text features the growth cycle of mosquitoes, the illnesses that might be contracted from mosquitoes, and preventive measures on avoiding these insects.	28
10	Grade 1	Agmulatayo iti Balatong . (Let's Plant Mung Beans) Ti Lamok : (Mosquito)	Relatively Challenging (Two-dots)	Ilokano	Agmulatayo iti Balatong. This text features the steps in planting mungo, the benefits of eating it, and the different recipes that are done with mungo. Ti Lamok. This text features the growth cycle of mosquitoes, the illnesses that might be contracted from mosquitoes, and preventive measures on avoiding these insects.	28
11	Grade 1	Nag-eskuyla na Ko! (I Go to School!) Lami nga mga Prutas (Delicious Fruits)		Sinugbuanong Binisaya	Nag-eskuyla na Ko! It's Carlo's first day in school. He is ready to attend class. Lami nga mga Prutas. This text features the different kinds of delicious fruits in the Philippines.	24
12	Grade 1	Sa Bukid (At the Farm) Ang Akong Pamilya (My Family)		Sinugbuanong Binisaya	Sa Bukid: Life in the province is beautiful, especially during mornings. This text portrays the life in the province through the author's interaction with people and animals. Ang Akong Pamilya: This text allows readers to learn about the members of the family.	24
13	Grade 1	Tan-awa Kami! (Look at Us!) Hain ang Tarsier? (Where's the Tarsier?)		Sinugbuanong Binisaya	Tan-awa Kami. The repetitive lines in the story will practice easy recall among students. Read on and go through what the author is doing. Hain ang Tarsier?. Discover what the tarsier is up to. The text narrates where tarsiers go.	20

Note: No. of pages includes booklet cover

DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
14	Grade 1	Sustansiyado ba ang Haluhalo? (Is Haluhalo Nutritious?) Ang Kahibulongang Kahon ni Nona (Nona's Magical Box)		Sinugbuanong Binisaya	Sustansiyado ba ang Haluhalo? Explore what makes up the haluhalo. What do you think makes this food healthy? Ang Kahibulongang Kahon ni Nona Nona has a magic box. Discover what makes the box magical.	20
15	Grade 1	Ang Bungtod ug Ako (The Mountain and I) Ang Tabanog (The Kite)		Sinugbuanong Binisaya	Ang Bungtod ug Ako Makiling is named after a famous mountain. In the story, she realizes personal characteristics that are similar to her namesake. Ang Tabanog Nilo likes playing with his kite. One day, his kite gets stuck on the post. When he tries to retrieve it, he is dissuaded by his mother and he learns about safety and electricity.	20
16	Grade 1	Malong (Malong) Aldo, ang Superhero (Aldo, the Superhero)		Sinugbuanong Binisaya	Malong: This text features the different ways of using malong. Aldo, ang Superhero: Aldo wants to become a superhero. Every day he exercises and he also makes sure to help others.	20
17	Grade 1	Ang Nawagtang nga Sipa (The Missing Sipa) Aldo, Superhero sa Kalikopan (Aldo Nature's Superhero)	Relatively Easy (One-dot)	Sinugbuanong Binisaya	Ang Nawagtang nga Sipa: Carmen and her grandfather enjoy playing sipa together. One time, Carmen kicked the sipa too high, resulting in a funny situation. Aldo, Superhero sa Kalikopan: Aldo wants to become a superhero that saves the environment. He takes care of his surroundings through various activities.	28
18	Grade 1	Ang Nawagtang nga Sipa (The Missing Sipa) Aldo, Superhero sa Kalikopan (Aldo's Nature's Superhero)	Relatively Challenging (Two-dots)	Sinugbuanong Binisaya	Ang Nawagtang nga Sipa: Carmen and her grandfather enjoy playing sipa together. One time, Carmen kicked the sipa too high, resulting in a funny situation. Aldo, Superhero sa Kalikopan: Aldo wants to become a superhero that saves the environment. He takes care of his surroundings through various activities.	28
19	Grade 1	Magtanom Ta og Munggos (Let's Plant Mung Beans) Ang Lamok (Mosquito)	Relatively Easy (One-dot)	Sinugbuanong Binisaya	Magtanom Ta og Munggos: This text features the steps in planting mungo, the benefits of eating it, and the different recipes that are done with mungo. Ang Lamok: This text features the growth cycle of mosquitoes, the illnesses that might be contracted from mosquitoes, and preventive measures on avoiding these insects.	28
20	Grade 1	Magtanom Ta og Munggos (Let's Plant Mung Beans) Ang Lamok (Mosquito)	Relatively Challenging (Two-dots)	Sinugbuanong Binisaya	Magtanom Ta og Munggos: This text features the steps in planting mungo, the benefits of eating it, and the different recipes that are done with mungo. Ang Lamok: This text features the growth cycle of mosquitoes, the illnesses that might be contracted from mosquitoes, and preventive measures on avoiding these insects.	28
21	Grade 2	Animal Band The Bird Flies		English	Animal Band: A band of animals play music together. Learn which musical instrument belongs to which animal.	20

Note: No. of pages includes booklet cover

DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
					The Bird Flies The bird enjoys flying to different places. This story narrates the places the bird visits.	
22	Grade 2	Fruits and Trees Today is Moving Day		English	Fruits and Trees This text features common fruits in the Philippines and the trees they belong to. Today is Moving Day In this story, fathers, mothers, grandparents, and children come to help. They demonstrate a long-standing tradition in the Philippines.	20
23	Grade 2	Do your Chores Making a Fire	Relatively Easy (One-dot)	English	Do your Chores Max arrives home and asks permission to play. His mother reminds him to finish various house chores before playing. Find out what are Max's chores. Do you think he will be able to play? Making a Fire Carol wants to help cook dinner. Her mother asks her to finish a series of tasks before letting her cook. The story also features discussion on energy.	24
24	Grade 2	Do your Chores Making a Fire	Relatively Challenging (Two-dots)	English	Do your Chores Max arrives home and asks permission to play. His mother reminds him to finish various house chores before playing. Find out what are Max's chores. Do you think he will be able to play? Making a Fire Carol wants to help cook dinner. Her mother asks her to finish a series of tasks before letting her cook. The story also features discussion on energy.	24
25	Grade 2	The End of the World Animals Here, Animals There	Relatively Easy (One-dot)	English	The End of the World Rooster wants to learn more about the world. He leaves his home, jumps over the fence, and goes on an adventure. Animals Here, Animals There Learn about the different animals and their characteristics.	28
26	Grade 2	The End of the World Animals Here, Animals There	Relatively Challenging (Two-dots)	English	The End of the World Rooster wants to learn more about the world. He leaves his home, jumps over the fence, and goes on an adventure. Animals Here, Animals There Learn about the different animals and their characteristics.	28
27	Grade 2	Taguan Ang Alaga Kong si Mong		Filipino	Taguan This story demonstrates why it's fun to play hide-and-seek under the moonlight. Will the "it" find her hiding playmates? Ang Alaga Kong si Mong Mong is a turtle. It has incredible characteristics. What do you think makes Mong incredible?	24
28	Grade 2	Sina Estella at Lisa Isang Linggo sa Klase ni Ginang Reyes		Filipino	Sina Estella at Lisa Estella and Lisa are not just cousins; they are also close friends. Estella and Lisa enjoy doing various activities together. Isang Linggo sa Klase ni Ginang Reyes Mrs. Reyes promises to give her class a surprise if all of them come to school early. All the pupils are excited for the surprise.	24

Note: No. of pages includes booklet cover

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DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
29	Grade 2	Nagsimula sa Parisukat! Si Roko ang Matakaw na Aso		Filipino	Nagsimula sa Parisukat! A pupil draws an animal with the help of their teacher, Ms. Rosa. The pupil successfully draws the animal by starting with a rectangle. Si Roko, ang Matakaw na Aso. Roko is a greedy dog. He wants the food all to himself. Find out what happens when Roko encounters another dog with food.	20
30	Grade 2	Bagyo! Ang Bagong Kapitbahay		Filipino	Bagyo! A typhoon strikes in the community. Discover how the community members prepare for the typhoon. Will they survive this ordeal? Ang Bagong Kapitbahay. Pipa befriends the new neighbor, Mr. Cruz. As Pipa learns more about Mr. Cruz, he becomes pleasantly surprised.	20
31	Grade 2	Pista ng Pahiyas Sorpresa Kay Lola		Filipino	Pista ng Pahiyas: The Pahiyas Festival is celebrated in Lucban, Quezon every May. This text narrates how the people celebrate Pahiyas festival. Sorpresa Kay Lola. Tope wants to surprise his Lola. He needs to think of a gift that could be mailed to the province.	20
32	Grade 2	Ang Meryenda Ang Hangin at ang Saranggola		Filipino	Ang Meryenda: Lola Tinay's grandchildren want to eat merienda. Before revealing their food, Lola Tinay asks the kids to help her cook. Ang Hangin at ang Saranggola. Kiko helps the fisher folk in his community by flying his kite every morning. This activity helps fisher folk know when is a good time to sail and fish.	24
33	Grade 2	Ang Pagong at ang Kuneho Bangui Wind Farm ng Ilocos	Relatively Easy (One-dot)	Filipino	Ang Pagong at ang Kuneho. The tortoise and the hare compete for a race. The nail-biting story reveals a surprise ending. Bangui Wind Farm ng Ilocos. Ben and his older brother, Mike, talk about the Bangui Wind Farm. The story shares the benefits of wind turbine.	28
34	Grade 2	Ang Pagong at ang Kuneho Bangui Wind Farm ng Ilocos	Relatively Challenging (Two-dots)	Filipino	Ang Pagong at ang Kuneho. The tortoise and the hare compete for a race. The nail-biting story reveals a surprise ending. Bangui Wind Farm ng Ilocos. Ben and his older brother, Mike, talk about the Bangui Wind Farm. The story shares the benefits of wind turbine.	28
35	Grade 2	Isang Kakaibang Araw Alamin ang mga Anyong-Tubig sa Pilipinas!	Relatively Easy (One-dot)	Filipino	Isang Kakaibang Araw. One Saturday, a child accompanies her father while driving a jeep. She encounters an interesting passenger along the way. Alamin ang mga Anyong-Tubig sa Pilipinas! The Philippines has different bodies of water. Discover the different water forms located in various parts of the Philippines.	28
36	Grade 2	Isang Kakaibang Araw Alamin ang mga Anyong-Tubig sa Pilipinas!	Relatively Challenging (Two-dots)	Filipino	Isang Kakaibang Araw. One Saturday, a child accompanies her father while driving a jeep. She encounters an interesting passenger along the way. Alamin ang mga Anyong-Tubig sa Pilipinas! The Philippines has different bodies of water. Discover the different water forms located in various parts of	28

Note: No. of pages includes booklet cover

DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
					the Philippines	
37	Grade 2	Agtawenakon iti Pito! (I'm Seven Years Old!) Ni Lolang (Grandmother)		Ilokano	Agtawenakon: In this story, the girl celebrates her seventh birthday. She describes what makes her birthday fun and special. Ni Lolang: Whenever there are no classes, Lola Minda allows her grandson to sell goods in her sari-sari store. In the process, the boy learns about math, guarding the store, and so much more.	24
38	Grade 2	Inkiwar (Biko) Paria (Bitter Gourd)		Ilokano	Inkiwar: This text features the delicacy biko and the enjoyment that comes from eating it with loved ones. Paria: Bitter gourd is featured in this text. Read on to find out the characteristics of bitter gourd.	24
39	Grade 2	Pito na Ko ka Tuig! (I'm Seven Years Old) Si Lola Minda (Grandmother Minda)		Sinugbuanong Binisaya	Pito na Ko ka Tuig: In this story, the girl celebrates her seventh birthday. She describes what makes her birthday fun and special. Si Lola Minda: Whenever there are no classes, Lola Minda allows her grandson to sell goods in her sari-sari store. In the process, the boy learns about math, guarding the store, and so much more.	24
40	Grade 2	Biko Paliya		Sinugbuanong Binisaya	Biko: This text features the delicacy biko and the enjoyment that comes from eating it with loved ones. Paliya: Bitter gourd is featured in this text. Read on to find out the characteristics of bitter gourd.	24
41	Grade 3	Mr. Particular		English	Mr. Particular: Mr. Particular is a particular man and he likes things a certain shape, weight, and temperature. Parts of the story also feature a like-minded neighbor, Miss Picky, who is picky about how she does things. Read on to discover the characters' interesting characteristics.	25
42	Grade 3	Town of Makinang		English	Town of Makinang: Jinky goes back to her hometown and discovers that things are no longer the way it was before. She enlists the help of the mayor and together, they devise a way to clean the Town of Makinang.	28
43	Grade 3	Mrs. Post's Science Class		English	Mrs. Post's Science Class: Mrs. Post discusses the concept of solid, liquid, and gas in her class. Students bring out examples and describe each item. Read on to understand what makes these items solid, liquid, and gas.	28
44	Grade 3	Problems at the Restaurant		English	Problems at the Restaurant: Mr. and Mrs. Champ manage a restaurant. They encounter many problems such as missing food and misplaced items. How will they recover from the mishaps?	40
45	Grade 3	The Five Sisters	Relatively Easy (One-dot)	English	The Five Sisters: The five sisters Earie, Nokie, Lippie, Touchie, and the explore their home and their neighborhood with Aunt Pilar and Jocie Maro. Read on to find out the exciting things and places around them.	25

Note: No. of pages includes booklet cover

DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
46	Grade 3	The Five Sisters	Relatively Challenging (Two-dots)	English	The Five Sisters: The five sisters Earie, Nosie, Lippie, Touchie, and Illie explore their home and their neighborhood with Aunt Pilar and Uncle Mario. Read on to find out the exciting things and places around them.	28
47	Grade 3	Loro Gets Stuck	Relatively Easy (One-dot)	English	Loro Gets Stuck: Loro, the beautiful fish, gets stuck in the rope. Fellow sea creatures Sap Sap, Biya, Tahong, Gaby, Tambakol, and Pugita try to help Loro. How will he escape?	28
48	Grade 3	Loro Gets Stuck	Relatively Challenging (Two-dots)	English	Loro Gets Stuck: Loro, the beautiful fish, gets stuck in the rope. Fellow sea creatures Sap Sap, Biya, Tahong, Gaby, Tambakol, and Pugita try to help Loro. How will he escape?	28
49	Grade 3	Neighbors	Relatively Easy (One-dot)	English	Neighbors: In the village of Kipong, the "Best Garden Contest" is held every April. Jack and Jake are competitive neighbors who both want to win. Who will win the coveted prize?	28
50	Grade 3	Neighbors	Relatively Challenging (Two-dots)	English	Neighbors: In the village of Kipong, the "Best Garden Contest" is held every April. Jack and Jake are competitive neighbors who both want to win. Who will win the coveted prize?	28
51	Grade 3	Let's Learn About Ecosystems	Relatively Easy (One-dot)	English	Let's Learn About Ecosystems: Mr. Day's class discuss the ecosystem. The discussion is divided into three groups, with each group focusing on one topic – watershed, mangrove, and forest. Learn about the different ecosystems and the proper way to conduct research thru this story.	40
52	Grade 3	Let's Learn About Ecosystems	Relatively Challenging (Two-dots)	English	Let's Learn About Ecosystems: Mr. Day's class discuss the ecosystem. The discussion is divided into three groups, with each group focusing on one topic – watershed, mangrove, and forest. Learn about the different ecosystems and the proper way to conduct research thru this story.	40
53	Grade 3	The Scavenger Hunt	Relatively Easy (One-dot)	English	The Scavenger Hunt: Jean, Lee, and Steve are siblings who enjoy doing puzzles together. The eldest sibling, Steve, prepares puzzles for his two younger siblings to solve. One day, all three embark on a short quest to complete another mystery.	28
54	Grade 3	The Scavenger Hunt	Relatively Challenging (Two-dots)	English	The Scavenger Hunt: Jean, Lee, and Steve are siblings who enjoy doing puzzles together. The eldest sibling, Steve, prepares puzzles for his two younger siblings to solve. One day, all three embark on a short quest to complete another mystery.	28
55	Grade 3	The Magic Show	Relatively Easy (One-dot)	English	The Magic Show: Paul and Claire watch a magic show and study the tricks of the trade. Using the ideas they've learned, they then showcase it to class. Can you guess the magic tricks they'll perform?	28
56	Grade 3	The Magic Show	Relatively Challenging	English	The Magic Show: Paul and Claire watch a magic show and study the tricks of the trade. Using the ideas they've learned, they then showcase it to class. Can	28

Note: No. of pages includes booklet cover

DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
57	Grade 3	Para, the Brave and Beautiful	(Two-dots) Relatively Easy (One-dot)	English	you guess the magic tricks they'll perform? Para, the Brave and Beautiful: Para is a beautiful bird that performs for school children. After her performance in Manila, she is accidentally separated from her caretakers, Dr. and Mrs. Reggie. Para starts to fly solo and embarks on an adventure around Manila. Will she find her way back home?	28
58	Grade 3	Para, the Brave and Beautiful	Relatively Challenging (Two-dots)	English	Para, the Brave and Beautiful: Para is a beautiful bird that performs for school children. After her performance in Manila, she is accidentally separated from her caretakers, Dr. and Mrs. Reggie. Para starts to fly solo and embarks on an adventure around Manila. Will she find her way back home?	28
59	Grade 3	Great Inventors, Inspiring Inventions	Relatively Easy (One-dot)	English	Great Inventors, Inspiring Inventions: This is an informational text that features the history of videophone, solar cookers, and wind turbines. It also highlights the works of Filipino inventors Gregorio Zara and Fernando Paras Jr.	40
60	Grade 3	Great Inventors, Inspiring Inventions	Relatively Challenging (Two-dots)	English	Great Inventors, Inspiring Inventions: This is an informational text that features the history of videophone, solar cookers, and wind turbines. It also highlights the works of Filipino inventors Gregorio Zara and Fernando Paras Jr.	40
61	Grade 3	Benjie's Long Trip	Relatively Easy (One-dot)	English	Benjie's Long Trip: One day, the rain was so hard that the leaf Benjie was sitting on was carried away from the pond. Little did Benjie know that this will be the start of a great adventure. Join Benjie as he meets new friends and explore exciting places.	28
62	Grade 3	Benjie's Long Trip	Relatively Challenging (Two-dots)	English	Benjie's Long Trip: One day, the rain was so hard that the leaf Benjie was sitting on was carried away from the pond. Little did Benjie know that this will be the start of a great adventure. Join Benjie as he meets new friends and explore exciting places.	28
63	Grade 3	Bounty in Our Hands	Relatively Easy (One-dot)	English	Bounty in Our Hands: Dulnuwan, a father, works in the fields every day. His wife, Bugan, and children, Ali and Dina, also help him out. Read on to find out the process of planting rice and the impact of weather on the crops. The story also features a discussion on El Niño and La Niña.	28
64	Grade 3	Bounty in Our Hands	Relatively Challenging (Two-dots)	English	Bounty in Our Hands: Dulnuwan, a father, works in the fields every day. His wife, Bugan, and children, Ali and Dina, also help him out. Read on to find out the process of planting rice and the impact of weather on the crops. The story also features a discussion on El Niño and La Niña.	28
65	Grade 3	The Biggest Storm	Relatively Easy (One-dot)	English	The Biggest Storm: The Biggest Storm is an expository/informational text about typhoon Yolanda. It also contains information on what to do before, during, and after a typhoon.	28
66	Grade 3	The Biggest Storm	Relatively Challenging	English	The Biggest Storm: The Biggest Storm is an expository/informational text about typhoon Yolanda. It also contains information on what to do before,	28

Note: No. of pages includes booklet cover

DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
			(Two-dots)		during, and after a typhoon	
67	Grade 3	Wonders in the Sky	Relatively Easy (One-dot)	English	Wonders in the Sky This story features a lovely relationship between Cecile and her grandmother. Through the explanation of her grandmother, Cecile understands the sun rotation, the concept of blue moon, the stars, legends, and other stories about the universe.	40
68	Grade 3	Wonders in the Sky	Relatively Challenging (Two-dots)	English	Wonders in the Sky This story features a lovely relationship between Cecile and her grandmother. Through the explanation of her grandmother, Cecile understands the sun rotation, the concept of blue moon, the stars, legends, and other stories about the universe.	40
69	Grade 3	Maligayang Pagdating sa Baguio! Punta Tayo sa Argao!		Filipino	Maligayang Pagdating sa Baguio! Nona tours his cousin, Gabriel, around Baguio city. Together they explore all the things that Baguio has to offer through a wandering magical box. Punta Tayo sa Argao! Through a magical box, Nona and Gabriel are transported to Gabriel's hometown, Argao, Cebu. Gabriel shows his cousin all the beautiful and historical spots that Argao is known for.	28
70	Grade 3	Kuwento ng Magkapatid na Daga: Si Kiko at si Tomas Kuwento ng Magkapatid na Daga Pakikipagsapalaran sa Siyudad		Filipino	Kuwento ng Magkapatid na Daga: Si Kiko at si Tomas: Kiko lives in the province while Tomas lives in the city. Even though they live apart, the brothers remain close. Tomas visits his brother and learns more about the rural life. Kuwento ng Magkapatid na Daga: Pakikipagsapalaran sa Siyudad: It's Kiko's turn to visit his brother, Tomas. This is Kiko's first time to travel to the city. He gets to learn more about his brother and the city life in this story.	28
71	Grade 3	Si Maya sa Himpapawid Si Maya sa Davao		Filipino	Si Maya sa Himpapawid: It's Maya's first time to ride the airplane. She's terrified. Discover how Maya will get over this ordeal and enjoy the ride. This story also features the Philippine topography, including its diverse land and water forms. Si Maya sa Davao: Maya meets a new friend, Jun-Jun. Together, they explore the wonderful places, food, and culture in Davao.	28

Note: No. of pages includes booklet cover

DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
92	Grade 3	Sina Niña at Nonoy	Relatively Challenging (Two-dots)	Filipino	Sina Niña at Nonoy Discover the skills and talents of siblings Niña and Nonoy. The story is situated in the wonderful region of Ilocos, where the region's festival, products, and culture are the focus.	28
93	Grade 3	Mga Bayani sa Komunidad	Relatively Easy (One-dot)	Filipino	Mga Bayani sa Komunidad Budding reporters Alan and Erika feature community heroes in their school paper. Learn about the everyday activities of farmers and fisher folks, as well as the agriculture and fishing industries in the Philippines.	28
94	Grade 3	Mga Bayani sa Komunidad	Relatively Challenging (Two-dots)	Filipino	Mga Bayani sa Komunidad Budding reporters Alan and Erika feature community heroes in their school paper. Learn about the everyday activities of farmers and fisher folk, as well as the agriculture and fishing industries in the Philippines.	28
95	Grade 3	Sa Kalye Sarado	Relatively Easy (One-dot)	Filipino	Sa Kalye Sarado: This story follows the journey of newfound friends Lou and Amir as they look for Lou's missing kitten. While they search their neighborhood, the children learn more about each other and the other children in their street. The last two chapters of the story feature a discussion on the rights of the child.	40
96	Grade 3	Sa Kalye Sarado	Relatively Challenging (Two-dots)	Filipino	Sa Kalye Sarado: This story follows the journey of newfound friends Lou and Amir as they look for Lou's missing kitten. While they search their neighborhood, the children learn more about each other and the other children in their street. The last two chapters of the story feature a discussion on the rights of the child.	40

LOT 2. Leveled Readers Specifications

	RFQ Requirements
Color	Cover: Outside covers: full colors with UV coating; Blue - Pantone 280, Red - Pantone 200
	Inside covers: 1 color
	Inside pages: 1 color; print on both sides
Bleeds	Cover: Allow 0.25 inches on all sides
	Inside: Full Bleed
Binding	Saddle Stitching
Paper	Cover: Foldcote (bleach board solid white)
	Coated one (1) side
	Caliper # 12
	Basis weight: not less than 230 gsm.
	Thickness: not less than 290 microns
	Interior: Coated paper two (2) sides, matte
	Basis weight: not less than
	Opacity: not more than 70%
Brightness: not less than 80 %	
Trim size	9 (length) x 6 (width) inches
Number of pages	28 pages for two stories or 40 pages for three stories, including cover
Artwork and Illustrations	The cover will contain one illustration and 24 or 34 pages will contain grey scale illustrations. EDC will provide the selected offeror with the illustrations electronically in .jpeg format. The cover will contain branding specific to the Basa Pilipinas program, including the Philippines Department of Education Logo and the USAID Logo. The electronic versions of the logos will be provided to the offeror in .jpeg format.
Packing	The Leveled Readers shall be packed based on the attached allocation / packaging list per Recipient and placed in unused corrugated cartons and sealed to withstand rough handling.
	Each carton label shall contain the intended allocation wrapped and sealed in: A 3-mil thick polyethylene plain plastic bag (machine-sealed) or shrink-packed using gauge 75 Polyolefin Film (POF) for adequate protection against moisture and water damage.
	For loose sets, Leveled Readers shall be: wrapped in brown kraft paper with thickness of at least: 1. Wrapped in: Brown craft paper with a thickness of at least 0.25 mm and basis weight of 125 gsm and 2. Wrapped and sealed in: a 3-mil thick polyethylene plain plastic bag (machine-sealed) or shrink-packed plastic using gauge 75 Polyolefin Film (POF). 3. Package must be secured by: 50.8 mm packaging tape or better.
	The carton materials shall have these specifications:

Packing	1. Corrugation : B, C, or E (double wall) flute
	2. Burst strength: 14.09 kgs/cm ² or 200.4 psi or 1409 kPa with + 2% tolerance
	3. Joint: Taped with 50.8 mm wide packaging tapes with fiber or better.
	For cartons with overlap joints: The overlap joints shall be fixed by high grade glue and its outside joint shall be reinforced by a 50.8 mm packaging tape or better. Tin/staple wires shall not be used to reinforce the joints.
	Cartons shall be reinforced with: At least 12.7 mm. wide plastic strap with tin or other appropriate seal. The Supplier may introduce better carton reinforcement, e.g., shrink packing with provision for convenient handling, subject to approval of the Purchaser.
	Cartons top, bottom, and flap sealing: 50.8 mm packaging tape or better. The materials to be used in the manufacture of corrugated boxes shall be kraft liner board.
	Each carton/kraft paper shall be properly labeled to indicate the following: Title, Number of Goods in a carton, Purchaser's Name and Address, Supplier's Name, USAID Logo (to be supplied by EDC in .jpeg format), Destination, Volume, and Gross Weight
Proof	Sample – composite to resolution , high-resolution for cover; Proofs must be delivered electronically to _____
Review of Proof	5 business days
Sample	A sample of what the selected offeror will print, including the paper selection, must be provided to _____ prior to printing the full quantity. Sample must be delivered to _____
Review of Sample by _____	5 business days
Changes	The selected vendor (s) must include eight (8) hours of edits

Annex 3

**ESTIMATED COSTING ON THE PRINTING AND REPRODUCTION OF MATERIALS
AND ORIENTATION TRAINING WORKSHOP FOR MULTIGRADE TEACHERS**

Region/s	Training		Budget of Work		BASA-Philippine Leveled Readers				Contingency	Total per class
					English	Filipino	Ilokano	Bisuguanong Bisaya		
ARMM, CARAGA, IX, XI, XII	Php 800.00/ pax per day	Php 7200.00	Php 1615.00		Php 1317.00	Php 1467.00	Php 444.00	Php 444.00	Php 1363.00	Php 13750.00
	B&L, Transpo, Food		Estimated # of Pages	1380	Estimated # of Pages	984	1084	288	288	
			Estimated Cost per page	Php 0.50	Estimated Cost per page	Php 0.50	Php 0.50	Php 0.50	Php 0.50	
	9 Days		Estimated # of Copies to be binded	33	Estimated # of Copies to be binded	33	37	12	12	
			Binding Estimated Cost	Php 25.00	Binding Estimated Cost	Php 25.00	Php 25.00	Php 25.00	Php 25.00	
I, II, III, CAR	Php 800.00/ pax per day	Php 8000.00	Php 1615.00		Php 1317.00	Php 1467.00	Php 444.00		Php 1007.00	Php 13750.00
	B&L, Transpo, Food		Estimated # of Pages	1380	Estimated # of Pages	984	1084	288		
			Estimated Cost per page	Php 0.50	Estimated Cost per page	Php 0.50	Php 0.50	Php 0.50		
	10 Days		Estimated # of Copies to be binded	33	Estimated # of Copies to be binded	33	37	12		
			Binding Estimated Cost	Php 25.00	Binding Estimated Cost	Php 25.00	Php 25.00	Php 25.00		
VII, VIII, X	Php 800.00/ pax per day	Php 8000.00	Php 1615.00		Php 1317.00	Php 1467.00		Php 444.00	Php 1007.00	Php 13750.00
	B&L, Transpo, Food		Estimated # of Pages	1380	Estimated # of Pages	984	1084	288		
			Estimated Cost per page	Php 0.50	Estimated Cost per page	Php 0.50	Php 0.50	Php 0.50		
	10 Days		Estimated # of Copies to be binded	33	Estimated # of Copies to be binded	33	37	12		
			Binding Estimated Cost	Php 25.00	Binding Estimated Cost	Php 25.00	Php 25.00		Php 25.00	
VI, IV-A, IV-B, V	Php 800.00/ pax per day	Php 8000.00	Php 1515.00		Php 1317.00	Php 1467.00			Php 1451.00	Php 13750.00
	B&L, Transpo, Food		Estimated # of Pages	1380	Estimated # of Pages	984	1084			
			Estimated Cost per page	Php 0.50	Estimated Cost per page	Php 0.50	Php 0.50			
	10 Days		Estimated # of Copies to be binded	33	Estimated # of Copies to be binded	33	37			
			Binding Estimated Cost	Php 25.00	Binding Estimated Cost	Php 25.00	Php 25.00			

**FY 2015 AND 2016 PHYSICAL ACCOMPLISHMENTS
for the Quarter Ending _____**

Part 1
 Region: _____
 Region ID (EBEIS) : _____
 UACS Code : _____

Division Name and Components	Division ID (EBEIS)	UACS Code	Performance Indicator	Physical								Variance	Remarks
				Target				Accomplishment					
				Month 1	Month 2	Month 3	Total	Month 1	Month 2	Month 3	Total		
1	2	3	4	5	6	7	8=5+6+7	9	10	11	(12=9+10+11)	(13=8-12)	14
Division 1 Reproduction of Materials Capability Building			No. of materials printed and distributed No. of teachers trained										
Division n Reproduction of Materials Capability Building			No. of materials printed and distributed No. of teachers trained										
Total Region Reproduction of Materials Capability Building			No. of materials printed and distributed No. of teachers trained										

Prepared by _____ Date: _____

Approved by _____ Date: _____
 Head of the Division

INSTRUCTIONS

The Regional Physical Accomplishment Report shall be prepared by the Regional Office (RO) based on the physical accomplishment reports submitted by the divisions. Accordingly the RO shall prepare a separate Accomplishment Report for every granted subsidy (i.e. A Physical Accomplishment Report). The Regional Office (RO) shall consolidate the division's actual quarterly physical accomplishments vis-a-vis quarterly targets.

B. Column 1 shall reflect the Division Name and Components consolidated from the recipient schools of every division.

C. Column 2 shall reflect the Division ID identified from the EBEIS.

D. Column 3 shall reflect the UACS Code of the divisions.

E. Column 4 shall specify the performance indicators for every given component per division.

F. Columns 5, 6, & 7 shall specify the corresponding monthly physical targets of each performance indicator for every given component per division.

G. Column 8 shall specify the total physical target of each performance indicator for every given component per division at the given quarter.

H. Columns 9, 10, & 11 shall specify the corresponding monthly physical accomplishments based on set targets of each performance indicator for every given component per division.

I. Column 12 shall specify the total quarterly accomplishment for each performance indicator of every given component per division and per quarter.

J. Column 13 shall reflect the variance or the difference between columns 8 and 12.

K. Column 14 shall reflect the remarks or reasons for not accomplishing the set targets for each component and other implementation issues encountered.

Annex 4b

FY 2015 AND 2016 FINANCIAL ACCOMPLISHMENTS
for the Quarter Ending _____

Part 2
Region: _____
Region ID (EBEIS): _____
UACS Code: _____

Division Name and Components	Division ID (EBEIS)	UACS Code (if applicable)	Performance Indicator	Financial										Remarks
				Target				Accomplishment				Variance		
				Month 1 Allocation	Month 2 Allocation	Month 3 Allocation	Total Allocation	Month 1 Amount Utilized	Month 2 Amount Utilized	Month 3 Amount Utilized	Total Amount Utilized			
1	2	3	4	15	16	17	(18=15+16+17)	19	20	21	(22=19+20+21)	(23=18-22)	24	
Division 1 Reproduction of Materials Capability Building			No. of materials printed and distributed No. of teachers trained											
Division n Reproduction of Materials Capability Building			No. of materials printed and distributed No. of teachers trained											
Total Region Reproduction of Materials Capability Building			No. of materials printed and distributed No. of teachers trained											

Prepared by: _____ Date: _____

Approved by: _____ Date: _____
Head of the Division

INSTRUCTIONS

- The **Regional Financial Accomplishment Report** shall be prepared by the Regional Office (RO) based on the financial accomplishment reports submitted by the divisions. Accordingly, the RO shall prepare a separate Accomplishment Report for every granted
- A **Financial Accomplishment Report**. The Regional Office (RO) shall consolidate the divisions actual quarterly utilization vis-a-vis quarterly allocation
 - B Column 1 shall reflect the **Division Name and Components** consolidated from the recipient schools of every division
 - C Column 2 shall reflect the **Division ID** identified from the EBEIS.
 - D Column 3 shall reflect the **UACS Code** of the divisions.
 - E Column 4 shall specify the **performance indicators** of every given component per division
 - F Columns 15, 16 & 17 shall reflect the corresponding **monthly allocation** of each performance indicator for every given component per division.
 - G Column 18 shall reflect the **total allocation** for each performance indicator of every given component per division at the given quarter.
 - H Columns 19, 20, & 21 shall reflect the corresponding **monthly utilization** of each performance indicator for every given component per division
 - I Column 22 shall reflect the **total quarterly utilization** of each performance indicator for every given component per division at the given quarter.
 - J Column 23 shall reflect the **variance** or the difference between columns 21 and 25
 - K Column 24 shall reflect the **remarks** or reasons for not accomplishing the set targets for each component and other implementation issues encountered.

FY 2015 and 2016 PHYSICAL ACCOMPLISHMENTS
for the Quarter Ending _____

Part 1
Division Name _____
Division ID (EBIS) _____
UACS Code _____
Funding Source _____

School Name and Component	School ID (EBIS)	UACS Code	Performance Indicator	Target						Physical Accomplishment			Variance	Remarks	
				Month 1	Month 2	Month 3	Total	Month 1	Month 2	Month 3	Total				
				1	2	3	4	5	6	7	8	9			10
Elementary Schools															
School 1															
Reproduction of Materials Capability Building			No of materials printed and distributed												
Reproduction of Materials Capability Building			No of teachers trained												
School n															
Reproduction of Materials Capability Building			No of materials printed and distributed												
Reproduction of Materials Capability Building			No of teachers trained												
Total Division			No of materials printed and distributed												
			No of teachers trained												

Prepared by _____ Date _____
Approved by _____ Date _____
Head of the Division _____

INSTRUCTIONS

- 1. The Division Physical Accomplishment Report shall be prepared by the Division Office (DO) based on the physical accomplishment reports submitted by the schools. Accordingly, the DO shall prepare a separate Accomplishment Report for every granted subsidy (i.e. A division with two funding sources will have two separate accomplishment reports).
- 2. When compiling the Physical Accomplishment Report, the DO shall indicate the Division Name, Division ID from the EBIS, Unified Accounting Code Structure (UACS) Code and Funding Source of the respective division.
- 3. Physical Accomplishment Report: The DO shall consolidate and reflect the school's actual quarterly physical accomplishments vis-a-vis the quarterly targets.
- 4. Column 1: The DO shall reflect the School ID of the recipient school.
- 5. Column 2: The DO shall reflect the UACS code of the schools.
- 6. Column 3: The DO shall specify the performance indicators for every given component per school.
- 7. Column 4: The DO shall specify the corresponding monthly physical targets of each performance indicator for every given component per school.
- 8. Column 5: The DO shall specify the total physical target of each performance indicator for every given component per school and quarter.
- 9. Column 6: The DO shall specify the corresponding physical accomplishments based on set targets of each performance indicator for every given component per school.
- 10. Column 7: The DO shall specify the total accomplishment of each performance indicator for every given component per school and quarter.
- 11. Column 8: The DO shall reflect the variance or the difference between columns 5 and 12.
- 12. Column 9: The DO shall reflect the targets or reasons for not accomplishing the set targets for each component and other implementation issues encountered.
- 13. Column 10: The DO shall reflect the targets or reasons for not accomplishing the set targets for each component and other implementation issues encountered.
- 14. Column 11: The DO shall reflect the targets or reasons for not accomplishing the set targets for each component and other implementation issues encountered.
- 15. Column 12: The DO shall reflect the targets or reasons for not accomplishing the set targets for each component and other implementation issues encountered.
- 16. Column 13: The DO shall reflect the targets or reasons for not accomplishing the set targets for each component and other implementation issues encountered.
- 17. Column 14: The DO shall reflect the targets or reasons for not accomplishing the set targets for each component and other implementation issues encountered.

Annex 4d

FY 2015 AND 2016 FINANCIAL ACCOMPLISHMENTS
for the Quarter Ending _____

Part 2
Division Name : _____
Division ID (EBEIS) : _____
UACS Code : _____
Funding Source : _____

School Name and Components	School ID (EBEIS)	UACS Code	Performance Indicator	Financial								Variance	Remarks
				Target				Accomplishment					
				Month 1	Month 2	Month 3	Total	Month 1	Month 2	Month 3	Total		
2	3	4	15	16	17	(18+19+20+21)	18	20	21	(22+15+20+21)	(23+18+22)	24	
Elementary Schools													
School 1													
Reproduction of Materials			No. of materials printed and distributed										
Capability Building			No. of teachers trained										
School n													
Reproduction of Materials			No. of materials printed and distributed										
Capability Building			No. of teachers trained										
Total Division													
Reproduction of Materials			No. of materials printed and distributed										
Capability Building			No. of teachers trained										

Prepared by _____ Date _____

Approved by _____ Date _____

Head of the Division _____

INSTRUCTIONS

The Division Financial Accomplishment Report shall be prepared by the Division Office (DO) based on the financial accomplishment reports submitted by the schools. Accordingly, the DO shall prepare a separate Accomplishment Report for every granted subsidy (i.e. A division with two funding sources will have two separate accomplishment reports).

Prior to completing the Financial Accomplishment Report, the DO shall indicate the Division Name, Division ID from the EBEIS, Unified Accounting Code Structure (UACS) Code and Funding Source of the respective division.

A. Financial Accomplishment Report - The Division Office (DO) shall consolidate and reflect the school's actual quarterly utilization vis-a-vis the budget allocation.

B. Column 2: The DO shall reflect the School ID of the recipient schools.

C. Column 3: The DO shall reflect the UACS code of the schools.

D. Column 4: The DO shall specify the performance indicators for every given component per school.

E. Columns 15, 16 & 17: The DO shall specify the corresponding monthly allocation for each performance indicator of every given component per school.

F. Column 18: The DO shall specify the total target allocation of each performance indicator for every given component per school and quarter.

G. Columns 19, 20, & 21: The DO shall specify the corresponding amount utilized based on set targets of each performance indicator for every given component per school.

H. Column 22: The DO shall specify the total amount utilized of each performance indicator for every given component per school and quarter.

I. Column 23: The DO shall reflect the variance or the difference between columns 18 and 22.

J. Column 24 shall reflect the remarks or reasons for not accomplishing the set targets for each component and other implementation issues encountered.

Annex 5

**SUGGESTED OUTLINE FOR THE PREPARATION
OF THE NARRATIVE ACCOMPLISHMENTS REPORT ON THE
UTILIZATION OF FY 2015 AND 2016 SUPPORT FUNDS
FOR MULTIGRADE SCHOOLS**

The narrative report should cover the following elements:

I. Introduction

II. Goal and objectives

III. Highlights of the report

Example:

- ✓ Training activity successes (factors, causes)
- ✓ Training activity failures (reasons)

IV. Lessons learned

V. Suggestions and recommendations

VI. Appendices

- Information that supplements the report including list of trained teachers, training program, cost details, etc.