



### ***Policy Statement***

DepEd RO2, through the Field Technical Assistance Division (FTAD), is committed to provide support and guidance to Schools Division Offices (SDOs) in assisting their respective schools towards continual improvement in leadership and management and to enable all schools to become self-reliant and self-sustaining with their respective communities.

### ***Scope***

The Field Technical Assistance (FTA) Processes cover operational planning, program implementation, delivery of FTA services and preparation of required reports.

Under program implementation, FTAD provides customized Technical Assistance (TA) to the nine (9) Schools Division Offices (SDOs) based on identified priority needs.

Concurrently, FTAD, leads the conduct of School-Based Management (SBM) Progress Monitoring and Validation of SBM Level of Practice through the Regional SBM Task Force (SBMTF). Finally, these processes shall then be punctuated by the preparation of required institutional and regulatory reports.

### ***Process Description and Related References***

#### **A. FTA Operational Planning**

Planning is an indispensable element of sound management. It serves as the blueprint which provides clear direction towards the fulfillment and realization of organizational goals.

Preparation of FTA annual operational plans commences the year-round delivery of FTAD mandates and services. Here, strategic planning, which includes the preparation of Work and Financial Plan (WFP), Annual Implementation Plan (AIP), Office Performance Commitment Review (OPCR), FTAD Calendar Plan, among others, is conscientiously undertaken at the start of the calendar year.

## **B. FTA Program Implementation**

### **B.1 Provision of Customized Technical Assistance to SDOs**

FTAD leads, coordinates, and integrates the provision of Technical Assistance (TA) to Schools Division Offices (SDOs), facilitating the delivery of quality basic education, and creating an enabling environment for schools and learning centers. The provision of technical assistance to Schools Division Offices (SDOs) includes 5 sub-processes, to wit:

#### **B.1.1. TA Needs Assessment**

The FTAD, through the Regional Field Technical Assistance Teams (RFTATs), should first have a clear understanding of the actual situation of the clients. Important documents that the team should review are DEDPs (or Division plan in any form) and their annual implementation plans, Regional Monitoring, Evaluation and Adjustment (RMEA) results, *EBEIS* data on all performance indicators, Monitoring & Evaluation (M&E) Reports from functional divisions, SBM Assessment Results and the reports from the Quality Management Team. Subsequently, FTAD floats memorandum to the 9 SDOs to ascertain their needs through the Technical Assistance Needs Assessment (TANA) Form. These documents will provide the team basic information on the present status or situation of the client and identify needs that would require technical assistance.

#### **B.1.2. Planning Stage**

After an analysis of the data gathered, the first step is to identify all the needs of the client. Then there is a need to prioritize which needs would require technical assistance per client. Once Technical Assistance needs have been prioritized, the technical assistance team can validate their findings with the client. Then the team can prepare the technical assistance plan by accomplishing the TA Plan form per client (Schools Division).

Deliverables:

- Prioritize assessed TA Needs per SDO (TANA)
- Prepare the TA Plan SDO

#### **B.1.3. Implementation Stage**

At this stage, the TA provider/TA team can now implement the TA plan or the planned intervention. Preparation for and the actual implementation of the intervention should be a collaborative effort between the Technical Assistance team and the client.

Deliverables:

- Execute the TA Plan /Intervention
- Conduct Progress Monitoring
- Analysis: Team Discussion on Progress Monitoring Results and Planning for Feedback

#### **B.1.4 Feedback Giving Stage**

During and after every progress monitoring, the technical assistance team shall plan to give feedback to the client after which, the client and the team agree on possible adjustments in the performance targets.

Deliverables:

- Discuss with target group quarter progress
- Adjust performance targets

#### **B.1.5. Progress/Annual Report to Management Stage**

Prior to the preparation of the end of quarter report, there is a need to consolidate all progress reports and analyze them. The same process is followed for the preparation of the annual report.

The progress and annual report provides the necessary information to top management for decision and appropriate action and support. At this stage cycle 1 of Technical Assistance ends. The quarter and annual reports eventually become inputs again to Stage A: Technical Assistance Needs Assessment Stage, which commences cycle 2 of Technical Assistance, and the cycle is repeated.

Deliverables:

- Discuss with target group the Accomplishment vs Performance Targets
- Discuss with group over-all results vis-à-vis TA Plan
- Prepare inputs to Annual Report

### **B.2. School-Based Management (SBM)**

School-Based Management (SBM) is one of the DepEd's thrusts that decentralizes decision-making from the Central Office (CO) and field offices to individual schools to enable them to "better respond to their specific education needs." It also underscores the empowerment of the stakeholders in schools to enable them to actively participate in the continuous improvement of schools towards the attainment of higher learning outcomes.

#### **B.2.1. SBM Progress Monitoring cum TA Provision**

To ascertain the current status of SBM implementation in Region 2, FTAD, in coordination with SDOs, strives to establish baseline data and Regional SBM Profile which shall serve as bases in the provision of relevant and timely technical assistance to SDOs and schools. This undertaking further aims to support and sustain schools' capacity towards the attainment of improved SBM level of practice.

Corollary, after having identified the SBM TA needs of the clients, the implementation of the SBM TA Plan shall commence. DepEd RO2 through FTAD and the members of the Regional School-Based Management Task Force (SBMTF) shall conduct field visits to provide technical assistance to schools based on identified priority needs with the end view of improving their SBM level of practice.

### **B.2.2 Regional SBM Validation**

DepED-RO2 through the Regional SBMTF and in coordination with SDOs conducts SBM Level of Practice validation to ensure that schools meet the prescribed standards set forth by **DO 83, s. 2012**, or the “*Implementing Guidelines on the Revised School-Based Management(SBM) Framework, Assessment Process Tool (APAT)*.”

After the validation, the SBMTF shall give feedback to the schools through a debriefing conference. At this stage, SBMTF discusses with the clients the various findings based on the results of Document Analysis-Observation-Discussion (DOD) process and gives recommendations for continuous improvement. The SBMTF shall further apprise the SDOs as regards the results of the validation.

The schools meeting the level 2 or 3 SBM Practice standards, upon the recommendation of the SBMTF, shall be accorded with Certificate of Recognition. The RD shall award personally the Certificate of Recognition during the Regional Assembly of SBM Practitioners.