



Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION



MEMORANDUM FROM THE CHAIRPERSON

TO: ALL HIGHER EDUCATION INSTITUTIONS
ALL CHED REGIONAL DIRECTORS

SUBJECT: **GUIDELINES FOR SENIOR HIGH SCHOOL (SHS) SUPPORT
GRANTS UNDER THE K TO 12 TRANSITION PROGRAM**

DATE: 14 MARCH 2016

As we move toward the full implementation of the K to 12 Enhanced Basic Education Program, the Commission, through the K to 12 Transition Program, has likewise been developing initiatives needed to ensure a smooth transition from the existing ten-year basic education cycle to the K to 12 cycle. As part of the Program, the Commission will offer grants for higher education institutions (HEIs) to fund projects aimed at supporting Senior High School (SHS) implementation.

The Commission is now calling for applications for the SHS Support Grants for the period of SY 2016-2017. Applications shall be evaluated on a rolling basis, and may be made following the timeline set by the Commission:

March 15	Release of CHED Memorandum Order on SHS Support Grants and Call for Applications for the SHS Support Grants
May 2	Deadline for first wave of applications, results to be released by June 6
July 4	Deadline for applications, results to be released by August 1
September 5	Deadline for applications, results to be released by October 3

Accomplished applications **should be sent through email to ched.shs@gmail.com**. CHED Regional Directors are hereby requested to ensure wide dissemination of this policy to all qualified higher education institutions in their respective regions.

Patricia B. Licuanan, PhD
Chairperson





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CHED MEMORANDUM ORDER
No. 09
Series of 2016

SUBJECT: GUIDELINES FOR SENIOR HIGH SCHOOL (SHS) SUPPORT GRANTS UNDER THE K TO 12 TRANSITION PROGRAM

Pursuant to Republic Act 7722 or the Higher Education Act of 1994, the Commission is mandated to *protect, foster and promote the rights of all citizens to affordable quality education* and to *take appropriate steps to ensure that education shall be accessible to all*. Further, Republic Act 10533 or Enhanced Basic Education Act of 2013 institutes the new K to 12 curriculum, and mandates the Commission to conduct teacher education and training programs to ensure that the K to 12 program meets the demand for quality teachers, and to *formulate the appropriate strategies and mechanisms needed to ensure smooth transition from the existing ten-year basic education cycle to the K to 12 cycle*. In view whereof, the **Guidelines for Delivery of Senior High School (SHS) Support Grants under the K to 12 Transition Program** are hereby adopted and promulgated by the Commission, for the guidance of all higher education institutions (HEIs):

Article I
Statement of Policies and Principles

1. The Commission's responsibility in the K to 12 Transition is enshrined in RA 10533 along with its Implementing Rules and Regulations (IRR), which mandates the Commission to help ensure a smooth transition to the new system, along with ensuring that the K to 12 program meets the demand for quality teachers.
2. As the country transitions to the K to 12 system, subjects previously included in the General Education (GE) curriculum of college are now taken in SHS, making it necessary for the higher education sector to adjust the curricula of undergraduate and graduate degree programs, matching the new competencies and knowledge that SHS graduates will have upon entering tertiary education.
3. The changes in the basic education curriculum under K to 12, particularly the incorporation of specialized subjects in Grades 11 and 12, expose a training gap among basic education teachers who were primarily prepared and equipped for instruction under the old curriculum and thus, have not received comprehensive training in content knowledge and pedagogy for these new specialized subjects, of which there exists expertise in higher education.
4. The K to 12 Transition Program was thus established by the Commission through Commission En Banc (CEB) Resolution No. 210-2015, providing scholarships and other grants for HEI faculty and non-teaching staff, mobilizing resources, and tapping into the expertise of HEI faculty in support of Senior High School (SHS) implementation, especially in the area of teacher training.



5. Public schools comprise about 60 percent of all SHS providers in the country, while the remaining 40 percent are private basic education schools, private HEIs, and State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs), which the Department of Education has granted authority to offer SHS, in line with CHED Memorandum Order Nos. 32 and 33, Series of 2015.
6. Among the ongoing efforts of the Commission under the K to 12 Transition Program is the development of Teaching Guides for Science, Mathematics and Business subjects, through a partnership with the Philippine Normal University (CEB Resolution No. 722-2015). A vast pool of expert faculty from HEIs and basic education schools from both the private and public sectors craft these modules to provide a base for incoming SHS teachers amid a variety of contexts, teaching experience, and student profiles. Said Teaching Guides shall be made available nationwide through partnerships with the Private Education Assistance Committee (PEAC) and the University of the Philippines (UP), in coordination with the Department of Education (DepEd).
7. The Commission hereby issues the **Guidelines for the Senior High School (SHS) Support Grants under the K to 12 Transition Program** to complement existing projects in support of SHS implementation and the strengthening of higher education as a whole. The guidelines herein set forth, along with its implementing guidelines to be subsequently issued by the Commission, shall define the procedures, priorities, and regulations for HEIs to avail of grants to fund projects directed at supporting SHS implementation during the K to 12 Transition Period.

Article II Types of Grants

There are two types of SHS Support Grants that may be awarded to qualified HEI faculty, depending on the number of faculty involved and the nature of the undertaking, which may fall under either of the following:

1. **Content Knowledge Development Grants for HEI Units (Unit Grants)** shall be awarded to HEI units, or a small group of HEI faculty members that represent a discipline or program. Unit Grants shall be used to fund **SHS Teacher Development Programs** focused on providing intensive content knowledge to SHS teachers, such as training and/or mentoring based on content knowledge, including follow-ups and implementation support.
2. **Action Research Grants for Solo HEI Faculty (Solo Grants)** shall be awarded to individual HEI faculty who are given teaching loads in Senior High School (Grade 11 or 12), whether part-time or full-time, during the K to 12 Transition Period, from SY 2016-2017 to SY 2020-2021. Support shall be provided for grantees in implementing teaching and learning practices that are evidence-based and well-documented in the form of action research.



Article III Grant Privileges

1. Support to be provided by the Commission under the grant shall take the form of funding. Amounts shall be based on the approved application (**Refer to Appendix 1: Application Template**) and the accompanying Work and Financial Plan (**Refer to Appendix 2: Work and Financial Plan Template.**)
2. For Unit Grants, a maximum amount of P500,000 shall be awarded, equivalent to P5,000 allotted for logistical expenses (food, transportation, accommodations, materials, etc.) for each SHS teacher participant, with no more than 100 participants allowed for each project. For Solo Grants, a maximum amount of P50,000 per semester shall be awarded.
3. The grant shall be awarded for the duration of one semester. Grantees may apply for an extension of the grant, following the same procedures for regular application, in addition to submitting an evaluation of the merits and achievements of the conduct of the program.
4. Support provided by the Commission may only be used to cover the following expenses for materials, research, transportation and communications. In addition, expenses for Unit Grants may also include costs of teacher training, workshops or mentorship implementation, including food, venue, and honoraria for resource persons.
5. Each grantee must submit a liquidation report, including proof of expenditures, at the end of the conduct of the grant.
6. The award of the grant shall be subject to the availability of funds.

Article IV Grant Principles

The SHS Support Grants seek to strengthen the synergy between basic education and higher education by encouraging, supporting, and incentivizing HEIs to design and implement programs and activities that possess one or more of the following key characteristics:

1. ***Excellent in Content Knowledge.*** As many SHS subjects are based on courses previously taught in higher education, HEI faculty with experience and insight in teaching these topics are highly encouraged to provide directed support to SHS teachers in the form of content-intensive teacher development programs.
2. ***Research-driven.*** Content delivered to SHS teachers must have a strong research base, evidenced by a broad range of references, and an evaluation component, including a pre- and post-test assessment of the participants' learning and achievement. A clear, evidence-based framework should be used to guide the program design.
3. ***Valuable to HEI Instruction.*** Collaborating with and providing support to SHS teachers will also allow HEIs to calibrate and adjust undergraduate and graduate curricula and instruction, particularly in easing the transition between secondary education and higher education and, ensuring proper alignment.



4. **Focused, Local, and Continuous.** Grants are limited to HEI units—a small group of HEI faculty members that represent a discipline or program—and are not to be awarded to entire colleges or universities in order to ensure focused support for SHS teachers. Further, said programs must (1) target nearby and regional schools, public or private, or respond to a unique need of a school or community that matches the strength of the HEI unit, and (2) include mechanisms for follow-up and implementation support, to ensure sustainability and open doors for further collaboration.
5. **Service-oriented.** Programs must be primarily oriented toward developing SHS teachers and responding to areas of high need, while improving the bridge between basic and higher education, and must therefore not be undertaken by HEIs for profit or income, outside of the necessary administrative costs.

Article V

Eligibility and Application Process

A. Eligibility

1. **Unit Grants.** Eligibility for Unit Grants is limited to HEI units: a small group of at least two (2) HEI faculty members that represent a discipline or program related to a SHS subject. These can be faculty that are:
 - teaching or has experience in teaching the same courses related to SHS subjects, such as but not limited to General Education and introductory courses;
 - members of the same academic department or program; or
 - experts of different but related disciplines that are relevant to a subject in SHS.
2. **Solo Grants**
 - HEI faculty who will teach at least one (1) SHS class will be eligible for the grant.
 - Priority will be given to faculty in private institutions, or faculty from state universities and colleges (SUCs) who do not hold plantilla positions, as said faculty anticipate lower income in the K to 12 Transition Period and may therefore have greater need for assistance from the grant.

B. Application Process

1. Interested applicants for the SHS Support Grants must submit their applications in digital form, to the K to 12 Transition Program Management Unit, through ched.shs@gmail.com with the subject line **Application: SHS Support Grant**.
2. Applications must take the form of a proposal (**Refer to Appendix 1: Application Template**) and must be submitted along with the following documents:
 - Work and Financial Plan (**Refer to Appendix 2**)
 - Re-entry Action Plan (**Refer to Appendix 3**)



3. Applications shall be evaluated by a Vetting Panel to be designated by the Commission, and based on how well each application upholds the Grant Principles (Article IV).
V Refer to Appendix 4: Selection Criteria for details.
4. The grant shall be awarded on a rolling basis.

**Article VI
Terms and Conditions**

A. Obligations of the Grantee

Each grantee/grantee unit must:

1. Fully disclose to the Commission all counterpart funding provided by his/her HEI in order to avoid duplication of funds;
2. Ensure that the funding provided under the grant is used solely for the purposes indicated in the Work and Financial Plan approved by the Commission;
3. Submit all necessary documents throughout the conduct of the grant; and
4. Fulfill all the Terms and Conditions of the grant.

B. Required Submissions

Each grantee/grantee unit must submit the following:

<i>For Unit Grants</i>	<i>For Solo Grants</i>
Teacher Development Program Paper outlining the guiding framework, and documenting the implementation of the proposed Teacher Development Program Design	Action Research Paper documenting the grantee's classroom interventions, methodologies to gather evidence, and learnings from the experience of teaching in SHS
Summary Assessment Reports (pre and post-tests) that gather evidence to indicate learning and achievement of the SHS teacher participants, in relation to the research conducted by the unit	
<i>For Both Grants</i>	
Liquidation Report and Proof of Expenditures	
Revised Reentry Action Plan reflecting changes made in the original proposed Reentry Action Plan based on learnings from the conduct of the program	

C. Termination of the Grant

The Commission has the right to terminate the grant under any of the following circumstances:

1. Justifiable grounds which prove the inability of the grantee to complete the grant (e.g. poor health of grantee as certified by a government physician, etc.);
2. Non-availability or exhaustion of funds;



3. Any act of immorality, drunkenness, dishonesty, and any other form of misconduct as spelled out or stated in the Civil Service Code of Conduct and Ethical Standards for Public Officials and Employees;
4. Conviction of any crime by a court or proper administrative body; and
5. Such other acts as may be considered by the Commission as inimical to the interest of the government of the Republic of the Philippines and those that adversely affect the integrity of the K to 12 Transition Program.

D. Sanctions

1. All financial support extended to the grantee shall be repaid to the Commission in case he/she is proven to have used funds for purposes other than those indicated in the approved Work and Financial Plan.
2. The collection of a grantee's payment obligation shall be the responsibility of the HEI and the Commission. The terms for the payment of obligation shall be evaluated and decided upon by the Commission.
3. Failure to fulfill the Terms and Conditions herein stated shall result in administrative or criminal action, and shall disqualify the grantee from any other grants awarded by the Commission.

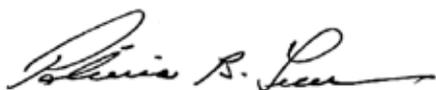
Article VII Separability Clause

If any part or provision of this Memorandum Order shall be held invalid or illegal by competent authority, other provisions thereof, which are not affected thereby, shall continue to be in full force and effect.

Article VIII Effectivity

This policy shall take effect immediately and shall remain in force only until the end of SY 2020-2021, unless otherwise extended or adopted by the Commission.

Issued this 14th of March, 2016 in Quezon City, Philippines.



Patricia B. Licuanan, Ph.D.
Chairperson

Appendices:

1. *Application Template*
2. *Work and Financial Plan Template*
3. *Re-entry Action Plan*
4. *Selection Criteria*



Appendix 1: Application Template

A. Content Requirements of Proposal

<p>Cover Page</p>	<ul style="list-style-type: none"> ● Name and address of HEI unit/department/program ● Type of grant ● Title of proposed project ● Requested total funding support ● Proposed starting date and expected date of project completion ● Name and signature of main proponent, with contact number, email address, and date signed ● Endorsement by the Department Chair/Dean and date signed
<p>Proponent/s</p>	<ul style="list-style-type: none"> ● Full name ● Designation/position ● Highest educational attainment ● Years of teaching experience ● List of courses (with brief course descriptions) taught in the last 2 years ● Project experiences related to high school teacher development ● Role in the project
<p>Teacher Development Program Design <i>(for Unit Grants only)</i></p> <ul style="list-style-type: none"> ● Target SHS subjects ● Target participants (quantity and profile) ● Learning objectives ● Schedule and details of activities ● Expected outputs ● Assessment plan 	<p>Action Research Design <i>(for Solo Grants only)</i></p> <ul style="list-style-type: none"> ● Research problem ● Possible interventions ● Brief review of context and research ● Schedule and details of activities ● Methodologies for evaluation

B. Requirements

1. All applications, including the Work and Financial Plan (*Appendix 2*) and Re-entry Action Plan (*Appendix 3*) must be in PDF format, sent to ched.shs@gmail.com
2. PDF Specifications
 - a. Paper size: A4 paper
 - b. Font typeface: Arial
 - c. Font Size: 11
 - d. Line Spacing: Single
 - e. Paper Margins : 1.25" left and bottom, 1" right and top
3. All applications must include scanned/electronic signatures onto the documents.



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Appendix 2: Work and Financial Plan

Name of HEI and HEI Unit/Department/Program	<i>HEI academic department / college / program</i>
Type of Grant	[] Unit Grant [] Solo Grant
Title of Proposed Project	
Start and End Date	
Name of Proponent/s and Designations	<i>Last name, First name, M.I. and Designation</i>
Total Funding Support	

ITEM <i>Please provide all requested information. Use additional sheet if necessary.</i>	COUNTERPART FUNDING (IN PHP)	COST (IN PHP)
Venue Rentals <i>Specify type.</i> (per day x ## days)		
Accommodations <i>Specify type.</i> (per person x ## days)		
Food (per person x ## days)		
Honoraria		
Transportation (per person x ## days)		
Materials Supplies Printing and reproduction Others <i>Specify.</i>		
Communications		
Research Books Research assistants Others <i>Specify.</i>		
Miscellaneous <i>Specify.</i>		
TOTAL		
TOTAL AMOUNT REQUESTED FROM CHED		

I hereby certify that the above information is true and correct, accurately reflects the expenses projected in the conduct of the grant I am applying for.

SIGNATURE OF PROPONENT



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Appendix 3: Re-entry Action Plan (for both Unit Grants and Solo Grants)

Name of HEI and HEI Unit/Department/Program	<i>HEI academic department / college / program</i>
Type of Grant	<input type="checkbox"/> Unit Grant <input type="checkbox"/> Solo Grant
Title of Proposed Project	
Start and End Date	
Name of Proponent/s and Designations	<i>Last name, First name, M.I. and Designation</i>

TO BE SUBMITTED WITH THE PROPOSAL, BEFORE THE ENGAGEMENT	
Curricular and Instructional Needs of HEI	<i>What subjects from your HEI unit are affected by the transition? What specific issues does your HEI unit have regarding curriculum and instruction?</i>
Outputs and Outcomes	<i>What projects, innovations, or interventions could arise from this engagement? How would these outputs address your issues and needs as indicated above? What possible methodologies or best practices can you learn from this engagement? What outcomes do you expect to observe within the given timeframe in terms of your contribution to your sending HEI / discipline of study / region / country?</i>
Continuous Partnerships	<i>What partnership opportunities are available for your HEI unit to establish and continue with the Senior High School/s that your proponent/s will work with? How will these partnerships impact your HEI unit's curriculum and instruction?</i>
TO BE SUBMITTED AFTER THE ENGAGEMENT	
Updated Outputs and Outcomes	<i>Are there any additional projects, innovations, or interventions that you plan on implementing in your HEI after the engagement?</i>
Summary of the Engagement	<i>What activities did the proponent/s do? What were the major insights that the proponent/s learned? What was the impact of the engagement on SHS?</i>



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Appendix 4: Selection Criteria

The approval of proposals will be based on the following general criteria:

For Unit Grants

1. *Excellent in Content Knowledge*

- The unit demonstrates expertise in the subject/discipline as indicated in the alignment of the SHS subject's curriculum with the topics taught by the HEI faculty.
- The unit has faculty members with relevant master's and doctoral degrees in the discipline targeted for the project.
- The unit is accredited (Level I to IV) and/or is a Center of Excellence or Center of Development (COE/COD) of the discipline targeted for the training.
- The program design is content-intensive, and focuses on the topics included in the SHS subject curriculum.

2. *Research-driven*

- The content of the Program Design is research-based and well-referenced.
- The Program Design is integrated with a substantial learning assessment plan, with pre- and post-test tools to gather evidence, and to evaluate the impact and success of the program.
- The unit has conducted research on teacher and curriculum development relevant to the discipline being targeted for the training within the last 5 years.

3. *Valuable to HEI instruction*

- The Reentry Action Plan generates new information and knowledge for college curriculum that can help align HEIs with K to 12.
- The Reentry Action Plan enhances the delivery of HEI instruction, potentially impacting classroom practices, teaching strategies, materials development, and assessment tools.
- The unit has laboratory schools and/or teacher education institutions that can greatly benefit this project.

4. *Focused, local, and continuous*

- The Program Design will train or mentor no less than 30 but no more than 100 SHS teachers.
- The Program Design targets nearby and regional schools, public or private, or responds to a unique need of a school or community that matches the strength of the HEI unit.
- The Program Design enables the establishment or strengthening of HEI-SHS partnerships.
- The Program Design will create long-term impact that includes mechanisms for follow-ups and implementation support

5. *Well designed for teacher development*

- The Program Design responds to the training needs of SHS teachers, particularly in content knowledge advancement.
- The Program Design utilizes appropriate and innovative adult learning and professional development strategies.

6. *Feasible and viable*

- The unit has existing partnerships with institutions that operate SHS.
- The unit has relevant experience in developing curriculum materials for the discipline being targeted for the training.
- The budget and schedule is reasonable to achieve the project objectives.
- The budget and schedule ensures transparent, accountable, and responsible use of funds.

7. *Service-oriented*

- The program is not designed for profit and does not charge participants exorbitant rates beyond administrative costs.



For Solo Grants

1. **Research-driven**

- The Action Research Design is based on a clear, researchable, and relevant problem.
- The Action Research Design includes prior research on the context of the problem.
- The Action Research Design uses evaluation methods coming from multiple data sources.

2. **Valuable to HEI instruction**

- The Reentry Action Plan generates new information and knowledge for college curriculum that can help align HEIs with K to 12.
- The Reentry Action Plan enhances the delivery of HEI instruction, potentially impacting classroom practices, teaching strategies, materials development, and assessment tools.
- The unit has laboratory schools and/or teacher education institutions that can greatly benefit this project.

3. **Feasible and viable**

- The budget and work schedule is reasonable to achieve the project objectives.
- The budget and work schedule ensures transparent, accountable, and responsible use of funds.

