July 30, 2025

DIVISION MEMORANDUM
No. 07.225 s, 2025

CONDUCT OF ARAL SCHOOL READINESS AND **RESPONSIVENESS AUDIT (ASSRA)**

To: Assistant Schools Division Superintendent
Chief Education Supervisors, SGOD and CID
Education Program Supervisors
Public Schools District Supervisors / DICs
Elementary and Secondary School Heads
All others Concerned

1. Pursuant to DepEd Memorandum No. 056, s. 2025 titled "**Supplemental Guidelines on the Implementation of the ARAL School Readiness and Responsiveness Audit**" this office informs that the first ASSRA cycle shall be conducted from July 31 – August 15, 2025. However, uploading of data to the CO link shall not be later than August 6, 2025.

2. The ASRRA aims to validate the capacity of schools and CLCs to provide tutorial sessions aligned with learners' needs based on national and school-based diagnostic assessments.

3. The ASRRA focal person at the school level shall be the school head. Each school is expected to form an ASRRA School Audit Team composed of both teaching and non- teaching personnel with the following members:
   a. School Head (Team Lead)
   b. A Master Teacher or grade / subject lead (teaching staff)
   c. ARAL Coordinator(s) (if separate from the School Head)
   d. Non-teaching staff such as the school administrative officer, guidance advocate, or learning support personnel.

4. This team shall be responsible for gathering, validating, and submitting audit responses as well as coordinating school-level preparations and

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4. This team shall be responsible for gathering, validating, and submitting audit responses as well as coordinating school-level preparations and documentations.

5. The five domains of the ASRRA to be assessed are:
   a. Learner Readiness

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b. Teacher / Tutor Readiness
c. School Environment Readiness
d. Parental Engagement Readiness
e. System Support and Governance Readiness

6. The following enclosures are herewith attached to this memorandum:
   a. Enclosure 1 – Schedule of ASSRA First Cycle
   b. Enclosure 2 – Composition of SDO Validation Team
   c. Enclosure 3 – ASSRA Tool

7. During the audit proper the School Audit Team shall utilize the hardcopy of the ASSRA tool then accomplish the SDO-Siargao ASSRA online tool that can be access through this link: https://tinyurl.com/SIARGAOASSRATOOL.

8. Validation and exit conference shall be conducted with PSDSs on August 5, 2025 at their respective districts. Only schools who met less than 90% of all the indicators in the five domains shall be visited for validation and provision of technical assistance to be released on a separate memorandum.

9. Schools who have met 90% and above of all the indicators in the five domains after checking by their respective PSDSs may directly answer the online audit form thru the link https://forms.gle/VTL8QyGvvPwVjPzH9 on or before August 6, 2025.

10. For further details, kindly refer to DepEd Memorandum No. 56, s.2025.

11. For questions or clarifications, please contact Aquino D. Garcia – SEPS, SMM&E at 09982445916.

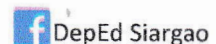12. Immediate and wide dissemination of this Memorandum is desired.

MANUEL O. CABERTE
Assistant Schools Division Superintendent
Officer-In-Charge
Office of the Schools Division Superintendent

Encl: As stated
Reference: As stated
To be indicated in the Perpetual Index under the following subjects
ARAL PROGRAM   **ASSRA**
SGOD/adg 7/30/25

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Enclosure 1 – Schedule of ASRRA First Cycle

SCHEDULE OF ASRRA CYCLE 1

Date	Activity	Persons Involved
July 31, 2025	ASRRA School Planning & Pre-Audit Conference	ASRRA School Audit Team With Cluster PSDS
August 1-4, 2025	Audit Proper: School Self-Assessment	ASRRA School Audit Team
	Answering SDO-Siargao ASSRA online link: https://tinyurl.com/SIARGAOASSRATOOL	
August 5, 2025	Validation and Exit Conference	PSDSs/DICs
	Answering DepEd CO online link https://forms.gle/VTL8QyGvvPwVjPzH9 *(for schools who met at least 90% of indicators in the 5 domains)*	ASRRA School Audit Team
August 6, 2025	Answering DepEd CO online link https://forms.gle/VTL8QyGvvPwVjPzH9	ASRRA School Audit Team
August 11 – 20, 2025	School Visit: Validation and provision of Technical Assistance of SDO Team on selected schools *(schools who met less than 90% of indicators in the 5 domains)*	SDO Validation Team
August 22, 2025	Exit Conference	SDO Validation Team, Cluster PSDSs, School Head / ARAL Focal

Enclosure 2 – Composition of SDO Validation Team

Division ASSRA Focal: Manuel O. Caberte, OIC-SDS

Division ASSRA Co-Focal: Roel T. Diamante, OIC-ASDS

Validators	Name	Designation
Team Lead	Gemna G. Pobe	Chief, Curriculum Implementation Division
	Harem L. Taruc	Chief, School Governance & Operations Division
Burgos	1. Leah G. Mones 2. Elias G. Brina, PhD 3. Aquino D. Garcia	PSDS EPS – MAPEH SEPS
Dapa East	1. Anna Maria Tomasita C. Espejon 2. Relyn D. Raza, PhD 3. Christine Joy C. Dulguime	DIC EPS – Science PDO II
Dapa West	1. Joseph D. Solana 2. Luz Sandra R. Fernandez 3. Glenda R. Dadap	PSDS EPS - Kindergraten PDO II
Gen. Luna	1. Alda G. Minorca 2. Florangel S. Arcadio 3. Catherine B. Landao	DIC
Numancia East	1. Julius P. Tesiorna 2. Ferosana D. Tesiorna 3. Lowela B. Espanto	PSDS SEPS EPS II
Numancia West	1. Marites M. Petallo 2. Aniesol C. Lasala 3. Reggy S. Asupre	PSDS EPS - ALS SEPS
Pilar	1. Kathleen M. Jornales 2. Marites T. Penera	PSDS EPS – English

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	3. Reiner S. Oraliza	SEPS
San Benito	1. Regemie A. Alburo	PSDS
	2. Fernando A. Dones, Jr.	EPS – ARAL. PAN.
San Isidro	1. Emilie C. Pomoy	PSDS
	2. Louwyn E. Gubaton	EPS II
	3. Isagani B. Calidguid	PO III
Sapao	1. Rolando S. Sapuras	PSDS
	2. Neniel E. Dumanjog	EPS – L&R
	3. Joselito T. Tokong	EPS - SGOD
Socorro East	1. Sarachen L. Sangco	PSDS
	2. Marissa L. Cuaresma	EPSA
	3. Raquel T. Gemparo	EPSA
Socorro West	1. Girlie Joi Bamba C. Sanico	PSDS
	2. Randy A. Rudila	EPS
	3. Carlo Borris Oraliza	PDO II

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Enclosure 3 – Sample ASRRA Tool

ANNEX A: ASRRA CHECKLIST

BASIC SCHOOL PROFILE		
Region:	Total no. of learners enrolled in school:	No. of LSEN ARAL learners:
SDO:	No. of learners to be enrolled in ARAL Program:	No. of tutors deployed in school:
Name of School:	No. of ARAL learners returning from furlough:	No. of DepEd teacher-tutors assigned in ARAL:
School ID:	No. of tutors external to DepEd (e.g., para-teachers, pre-service teachers, etc.)	
In GIDCA? • Yes • No	No. of learners who benefits from social protection services (e.g., 4Ps, AKAP):	

BOSY AUDIT: READINESS CHECKLIST

DOMAIN 1: LEARNER READINESS				
Objective: *Assess the academic, physical, and psychosocial readiness of learners for ARAL participation*				
SUB-DOMAIN	**INDICATOR**	**SCORING CRITERIA**	**RATING**	**REMARKS**
1. Literacy and Numeracy Assessment	1.1 Were all learners assessed using CRLA, Phil-IRI, or RMA?	**Met**: ≥95% assessed with correct tool per grade **Partially Met**: 60-94% assessed or tools partially used **Not Met**: <60% assessed or tools not applied	☐ Met ☐ PM ☐ NM	

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DOMAIN 1: LEARNER READINESS				
Objective: *Assess the academic, physical, and psychosocial readiness of learners for ARAL participation*				
SUB-DOMAIN	**INDICATOR**	**SCORING CRITERIA**	**RATING**	**REMARKS**
	1.2 Was the ARAL Learner Roster generated and validated based on assessment results?	**Met**: Roster complete with score-based groupings **Partially Met**: Roster exists but unvalidated or partial **Not Met**: No roster or incomplete list	☐ Met ☐ PM ☐ NM	
2. Health and Nutrition	2.1 Have the targeted learners undergone the mandatory health assessment?	**Met**: ≥90% of target grade level learners have undergone the applicablecomponents of the mandatory health assessment, such as: • masterlisting, • nutrition assessment • vision screening • hearing screening • general health history • head-to-toe examination **Partially Met**: 60–89% of target grade level learners have undergone the applicable components of the mandatory health assessment	☐ Met ☐ PM ☐ NM	

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DIVISION OF SIARGAO 1967

DOMAIN 1: LEARNER READINESS

Objective: Assess the academic, physical, and psychosocial readiness of learners for ARAL participation

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
		Not Met: <60% of target grade level learners have undergone the health assessment, or there is no evidence of any assessment activities conducted		
	2.2 Are learners tagged with health/nutrition risk (e.g., poor vision, poor hearing, undernutrition, wasting) referred?	**Met**: 100% of learners tagged with health/nutrition risk were referred **Partially Met**: Some learners tagged with health/nutrition risk were referred **Not Met**: No learner tagged with health/nutrition risk was referred	☐ Met ☐ PM ☐ NM	
3. Attendance and Dropout Risk	3.1 Has the school established mechanisms for following up at-risk learners (e.g., home visit, counseling)?	**Met**: All learners were provided with interventions (e.g., home visit, follow-ups) **Partially Met**: Some learners were provided with interventions (e.g., home visit, follow-ups) **Not Met**: No learners was provided with	☐ Met ☐ PM ☐ NM	

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DOMAIN 1: LEARNER READINESS				
Objective: *Assess the academic, physical, and psychosocial readiness of learners for ARAL participation*				
SUB-DOMAIN	**INDICATOR**	**SCORING CRITERIA**	**RATING**	**REMARKS**
		intervention (e.g., home visit, follow-ups)		
4. Psychosocial Support	4.1 Are counseling services readily available to ARAL Learners?	**Met**: Guidance counselors are readily available to provide counseling services **Partially Met**: There is no guidance counselor in school, but trained guidance designates are available to provide psychosocial support **Not Met**: There is no available guidance counselor or guidance designate capable of providing psychosocial support	☐ Met ☐ PM ☐ NM	
	4.2 Are learners who are emotionally at risk referred to guidance or Mental Health services?	**Met**: All at-risk learners referred and documented **Partially Met**: Informal referrals only **Not Met**: No system or follow-up	☐ Met ☐ PM ☐ NM	

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DOMAIN 2: TUTOR READINESS

Objective: Evaluate whether the school has a trained, supported, and deployable pool of ARAL tutors, aligned with program needs and learner profiles.

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
1. Tutor Identification and Eligibility	1.1 Has the school identified a sufficient number of tutors from eligible sources (teachers, para-teachers, pre-service teachers, volunteers)?	**Met**: ≥95% tutor-learner coverage based on 1:5–1:15 ratio **Partially Met**: 70–94% coverage **Not Met**: <70% coverage or tutor pool undefined	☐ Met ☐ PM ☐ NM	
	1.2 Are tutors selected based on prescribed criteria (e.g., learner load, subject fit, prior training, and experience)?	**Met**: All tutors were selected based on prescribed criteria **Partially Met**: Some tutors were selected based on prescribed criteria **Not Met**: No tutor was selected based on prescribed criteria	☐ Met ☐ PM ☐ NM	
2. Tutor Training and Certification	2.1 Have tutors completed the required ARAL training modules (e.g., tutorial strategies, use of CRLA/Phil-IRI/RMA data)?	**Met**: 100% trained and documented **Partially Met**: 60–99% trained **Not Met**: <60% trained or no proof of training	☐ Met ☐ PM ☐ NM	
3. Tutor Deployment Plan	3.1 Is there a documented deployment plan with assigned learners, session times, and	**Met**: Plan posted, updated, and matches roster **Partially Met**: Plan exists but lacks	☐ Met ☐ PM ☐ NM	

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DOMAIN 2: TUTOR READINESS

Objective: Evaluate whether the school has a trained, supported, and deployable pool of ARAL tutors, aligned with program needs and learner profiles.

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
	subject focus per tutor?	completeness or updating **Not Met**: No written plan or assigned schedule		
4. Tutor Workload and Incentives	4.1 Is the tutorial workload integrated into the teacher's or tutor's class/program load without overburdening?	**Met**: Integrated and manageable within 6–8 hours per week **Partially Met**: Some tutors have excessive workload **Not Met**: Tutors have unsustainable workload	☐ Met ☐ PM ☐ NM	
	4.2 Are provisions for incentives (e.g., allowance, recognition, training credits) in place?	**Met**: Incentives distributed or scheduled **Partially Met**: Requested but pending **Not Met**: No provisions or requests made	☐ Met ☐ PM ☐ NM	
5. Class Program and Materials	5.1 Is there a structured class program with time blocks, groupings, and activities per week?	**Met**: Approved and implemented per week **Partially Met**: Draft exists, but inconsistently followed **Not Met**: No plan or schedule	☐ Met ☐ PM ☐ NM	

DOMAIN 2: TUTOR READINESS

Objective: Evaluate whether the school has a trained, supported, and deployable pool of ARAL tutors, aligned with program needs and learner profiles.

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
6. LAC, Peer Support, and Collaborative Expertise	6.1 Are teaching practices, materials, or learner strategies shared among tutors?	**Met**: Peer learning logs or resource bank maintained **Partially Met**: Some informal exchange **Not Met**: No sharing or documentation	☐ Met ☐ PM ☐ NM	

DOMAIN 3: SCHOOL ENVIRONMENT READINESS

Objective: Assess the adequacy of physical facilities, instructional resources, and enabling systems necessary to deliver ARAL effectively and equitably.

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
1. Physical Learning Space (ARAL ROOM)	1.1 Is there a designated ARAL Room or space (ventilated, well-lit, quiet)?	**Met**: Room is fully functional **Partially Met**: Shared/makeshift space **Not Met**: No designated space or poor conditions	☐ Met ☐ PM ☐ NM	
	1.2 Is adequate school furniture available and functional (based on NSBI)?	**Met**: ≥90% learner seating coverage **Partially Met**: 60–89% **Not Met**: <60% or broken/insufficient	☐ Met ☐ PM ☐ NM	

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DOMAIN 3: SCHOOL ENVIRONMENT READINESS

Objective: *Assess the adequacy of physical facilities, instructional resources, and enabling systems necessary to deliver ARAL effectively and equitably.*

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
2. Sanitation and Hygiene Facilities	2.1 Does the school meet the basic requirements and standards for sanitation in line with the WinS Three-Star Approach	**Met:** Awarded with three stars **Partially Met:** Awarded with one or two stars **Not Met:** No star was awarded	☐ Met ☐ PM ☐ NM	
	2.2 Does the school meet the basic requirements and standards for health education in line with the WinS Three-Star Approach	**Met:** Awarded with three stars **Partially Met:** Awarded with one or two stars **Not Met:** No star was awarded	☐ Met ☐ PM ☐ NM	
	2.3 Does the school meet the basic requirements and standards for adequate and safe water in line with the WinS Three-Star Approach	**Met:** Awarded with three stars **Partially Met:** Awarded with one or two stars **Not Met:** No star was awarded	☐ Met ☐ PM ☐ NM	
3. Learning and Teaching Resources	3.1 Are ARAL teaching guides, workbooks, and remedial modules available for learners and tutors?	**Met:** All tutors equipped and using aligned materials **Partially Met:** Some incomplete sets **Not Met:** No materials provided	☐ Met ☐ PM ☐ NM	

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DOMAIN 3: SCHOOL ENVIRONMENT READINESS

Objective: *Assess the adequacy of physical facilities, instructional resources, and enabling systems necessary to deliver ARAL effectively and equitably.*

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
	3.2 Do learners have sufficient access to textbooks, print modules, or digital LMS?	**Met**: All learners have needed learning materials **Partially Met**: Gaps in subject coverage or quantity **Not Met**: No learner materials accessible	☐ Met ☐ PM ☐ NM	
4. Access to Technology and Power	4.1 Are digital devices (laptops/desktops) accessible for tutorials or assessments?	**Met**: There are ≥ 20 functional devices available. **Partially Met**: There are < 20 functional devices available **Not Met**: There is no functional device available.	☐ Met ☐ PM ☐ NM	
	4.2 Is electricity available and stable during ARAL implementation?	**Met**: Stable and consistent power supply **Partially Met**: Minor but manageable disruptions **Not Met**: No reliable access to power	☐ Met ☐ PM ☐ NM	
5. Connectivity	5.1 Does the internet connection meet	**Met:** All three criteria met	☐ Met ☐ PM ☐ NM	

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DOMAIN 3: SCHOOL ENVIRONMENT READINESS

Objective: Assess the adequacy of physical facilities, instructional resources, and enabling systems necessary to deliver ARAL effectively and equitably.

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
and ICT Readiness	the following requirements: a. Download speed: ≥ 100mbps b. Upload speed: ≥ 12 Mbps c. Latency: ≤ 800 ms	**Partially Met:** One or two met **Not Met:** None met		
	5.2 Network Stress Test (50 participants accessing content simultaneously): Were participants able to access smoothly?	**Met:** All participants load content within 5 sec **Partially Met:** Minor lag in some users **Not Met:** Significant lag in >25 users	☐ Met ☐ PM ☐ NM	
	5.3 Does the school have sufficient computers/laptops for ARAL use (1:1 ideal, 1:5 max)?	**Met:** 100% learner coverage **Partially Met:** 76–99% coverage **Not Met:** <75% coverage	☐ Met ☐ PM ☐ NM	
	5.4 Do available computers meet the minimum ARAL tech specs? a. Screen ≥9.5"	**Met:** All devices meet specs **Partially Met:** 76–99% meet specs **Not Met:** <76% meet specs	☐ Met ☐ PM ☐ NM	

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DOMAIN 3: SCHOOL ENVIRONMENT READINESS

Objective: *Assess the adequacy of physical facilities, instructional resources, and enabling systems necessary to deliver ARAL effectively and equitably.*

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
	b. Res:1366 ×768 c. 8GB RAM d. 50GB storage e. Dual-core CPU f. Win 7/macOS 10.12/Linux 5+/Chrome OS 102+			
	5.5 Does the school have computer rooms?	**Met:** The school has a fully functional computer room **Partially Met:** The school has a computer room but needs repairs or lacking furniture (tables and chairs) **Not Met:** The school has no computer room	☐ Met ☐ PM ☐ NM	
6. Equity and Protection Enablers	6.1 Is there an active Child Protection Committee (CPC) organized and functioning in the school?	**Met:** CPC formed, trained, and records available **Partially Met:** Formed but inactive or untrained **Not Met:** Not formed or undocumented	☐ Met ☐ PM ☐ NM	

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DOMAIN 3: SCHOOL ENVIRONMENT READINESS

Objective: *Assess the adequacy of physical facilities, instructional resources, and enabling systems necessary to deliver ARAL effectively and equitably.*

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
	6.2 Is there an established mechanism for reporting and monitoring bullying/abuse cases affecting ARAL learners?	**Met**: There is a functional mechanism for reporting and monitoring cases with proper documentation **Partially Met**: There is a mechanism for reporting cases but monitoring cases needs improvement (e.g., no data consolidation system, not all cases are properly documented) **Not Met**: There is no mechanism for reporting cases	☐ Met ☐ PM ☐ NM	

DOMAIN 4: PARENTAL READINESS

Objective: *Assess the level of parental/guardian engagement, support, and collaboration in the ARAL Program, which is essential for sustained learner participation and progress, especially in foundational skills.*

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
1. Parental Consent and Commitment	1.1 Have all identified ARAL learners submitted signed parent/guardian consent forms?	**Met**: 95–100% of consent forms collected and filed **Partially Met**: 60–94% consent forms	☐ Met ☐ PM ☐ NM	

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DOMAIN 4: PARENTAL READINESS

Objective: *Assess the level of parental/guardian engagement, support, and collaboration in the ARAL Program, which is essential for sustained learner participation and progress, especially in foundational skills.*

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
		collected, with pending or partial submissions **Not Met**: <60% or no formal consent conducted		
	1.2 Are parents/guardians aware and fully-oriented of their child's inclusion in ARAL?	**Met**: Awareness validated via orientation logs **Partially Met**: Oral briefing but no record **Not Met**: No parental engagement yet	☐ Met ☐ PM ☐ NM	
	1.3 Are parents/guardians aware of their role in the ARAL implementation?	**Met**: Awareness validated via orientation logs **Partially Met**: Oral briefing but no record **Not Met**: No parental engagement yet	☐ Met ☐ PM ☐ NM	
2. PTA and Parent Education Programs	2.1 Has the PTA supported the conduct of preparatory activities for the ARAL implementation (e.g., volunteers, facilitators, monitoring)?	**Met**: PTA actively involved, and minutes available **Partially Met**: PTA aware but passive or selective support **Not Met**: No PTA involvement in ARAL	☐ Met ☐ PM ☐ NM	

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DOMAIN 4: PARENTAL READINESS

Objective: Assess the level of parental/guardian engagement, support, and collaboration in the ARAL Program, which is essential for sustained learner participation and progress, especially in foundational skills.

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
	2.2 Has the school conducted orientation or parenting education sessions to support the ARAL Program at home?	**Met**: Sessions conducted with signed attendance and topics **Partially Met**: One-off or informal sessions only **Not Met**: No orientation conducted	☐ Met ☐ PM ☐ NM	
3. Home–School Collaboration	3.1 Is there a system to track parent–teacher communication on learner progress (e.g., text, chat group, FB community)?	**Met**: Regular updates using agreed upon platforms **Partially Met**: Occasional updates using agreed upon platforms inconsistently **Not Met**: No structured feedback mechanism	☐ Met ☐ PM ☐ NM	

DOMAIN 5: SUPPORT SYSTEM AND GOVERNANCE READINESS

Objective: Assess the availability, functionality, and sustainability of institutional, local government, and community mechanisms that support ARAL delivery at the school level.

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS

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DOMAIN 5: SUPPORT SYSTEM AND GOVERNANCE READINESS

Objective: *Assess the availability, functionality, and sustainability of institutional, local government, and community mechanisms that support ARAL delivery at the school level.*

1. School Governance Support	1.1 Is ARAL included in the School Improvement Plan (SIP) and MOOE budget allocations?	**Met**: Explicitly listed in SIP and current MOOE **Partially Met**: Included in SIP only or MOOE planned **Not Met**: Not reflected in either SIP or MOOE	☐ Met ☐ PM ☐ NM	
	1.2 Is the School Governance Council (SGC) engaged in ARAL implementation?	**Met**: SGC provides oversight/support for ARAL **Partially Met**: SGC informed, but no active role **Not Met**: No SGC involvement	☐ Met ☐ PM ☐ NM	
2. Local Government Unit (LGU) Support	2.1 Has the Local School Board (LSB) allocated Special Education Fund (SEF) or passed resolutions to support ARAL needs?	**Met**: LSB resolution and SEF allocation issued **Partially Met**: LSB endorsed but pending budget **Not Met**: No engagement from LSB	☐ Met ☐ PM ☐ NM	
	2.2 Has the LGU issued local ordinances, executive orders, or inter-agency support mechanisms related to ARAL?	**Met**: At least one policy/EO/ordinance enacted **Partially Met**: In process or informal commitment **Not Met**: No enabling LGU policy yet	☐ Met ☐ PM ☐ NM	

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DOMAIN 5: SUPPORT SYSTEM AND GOVERNANCE READINESS

Objective: Assess the availability, functionality, and sustainability of institutional, local government, and community mechanisms that support ARAL delivery at the school level.

3. Technical Assistance & Monitoring	3.1 Has the Division/Regional Office provided coaching, mentoring, or feedback to the school on ARAL program planning and preparation?	**Met**: Coaching conducted and documented **Partially Met**: One-time or remote support **Not Met**: No technical assistance received	☐ Met ☐ PM ☐ NM	
4. Capacity Building	4.1 Have school heads, non-teaching personnel, and focal persons received formal capacity development from DepEd, Higher Education Institutions (HEIs), or Non-government Organizations (NGOs)?	**Met**: All ARAL implementers trained **Partially Met**: Partial training or only 1–2 groups trained **Not Met**: No capacity building done yet	☐ Met ☐ PM ☐ NM	
5. Multi-Sectoral Partnerships	5.1 Are there active partnerships with private orgs, academe, NGOs, or Civil Society Organizations (CSOs) supporting ARAL?	**Met**: Signed MOAs or ongoing program support exists **Partially Met**: Informal partnerships in progress **Not Met**: No external partnerships	☐ Met ☐ PM ☐ NM	

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Objective: Assess the availability, functionality, and sustainability of institutional, local government, and community mechanisms that support ARAL delivery at the school level.

6. Non-Teaching Personnel Deployment	6.1 Has the SDO/ school designated Administrative Officer/ Project Development Officer (AO/PDO) (deployed by DepEd Human Resource Division) to assist in ARAL coordination?	**Met**: AO/PDO assigned **Partially Met**: Designated but no role clarity **Not Met**: No AO/PDO identified for ARAL	☐ Met ☐ PM ☐ NM	

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