EXTENSION AND SOCIAL DEVELOPMENT SERVICES MANUAL

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ABOUT THE MANUAL

The City College Extension and Social Development Manual is a comprehensive guide that highlights the critical importance of extension programs and community service in establishing and nurturing meaningful connections with the community. The manual serves as a testament to the unwavering commitment of the City College of Cagayan de Oro to the principles of:

- Offering programs, projects and activities that directly address the needs and aspirations of the community,
- Building strategic partnerships that amplify its impact, and,
- A holistic approach dedicated to community engagement.

The manual emphasizes the commitment of the City College to fulfill the directives set forth by the Commission on Higher Education and the Technical Education and Skills Development Authority (TESDA). It is a comprehensive reference for administrators, faculty members, students, and community partners, providing guidelines to ensure clarity, consistency, transparency, accountability, impact, quality, and continuous improvement in facilitating all extension programs and services.

DEFINITION OF TERMS

This provides a concise explanation of specific words or phrases used in the context of this manual and aimed at ensuring clarity and mutual understanding among parties involved.

“Action research” is a research method that seeks transformative change through the simultaneous process of taking action and doing research, which are linked by critical reflection.

“Advocacy” refers to the process of speaking up on behalf of a cause of issue and working to influence public policy or opinion.

“Capacity Building” is the process of strengthening the skills, knowledge, and resources of individuals, organizations, and communities to improve their ability to address social, economic, and environmental challenges.

“Civic Engagement” refers to the active involvement of citizens in the processes of democracy. It involves taking responsibility for the well-being of one’s community and working together to create a brighter future for all.

“Collaboration” is the process of working together with others to achieve a common goal.

“Community” refers to a group of people who share a common location, interest, or identity. It can be defined in different ways depending on context such as geographical area, interest group, values, or cultural identity. It can be both physical and virtual.

“Community Development” is the process of working with communities to improve their social, economic, and environmental well-being.

“Community Empowerment” refers to the process of enabling communities to increase control over their lives.

“Community Engagement” refers to the two-way relationship between the community and an organization or institution. It is a process of working collaboratively with community members, building relationships, sharing knowledge, and working together to create positive change. It can take many forms including community-based research, service learning, and volunteerism.

“Community Extension” are programs that provide non-formal science-based education to enrich the lives and livelihood of a community. This can take many forms including agricultural extension, health and well-being, or building community capacity for climate change, and others.

“Community Outreach” involves connecting with the community to serve and address community needs. It involves providing professional services of a specific expertise to a group of people who many not otherwise have access to.

“Community Partnership” is a mutually beneficial relationship that involves sharing resources, knowledge, and expertise to address community needs. It may be a collaboration of two or more organizations or institutions and the community they serve.

“Community Service” refers to unpaid work that is done by a person or a group of people to benefit the community. It can also provide individuals with valuable skills and experiences that can help them in their personal and professional lives.

“Equity” is the idea of creating a level playing field for all individuals and groups, regardless of their background or circumstances.

“Extension Services” are programs that are designed to extend knowledge and technology from research and education to the community. It can provide information and assistance to individuals, families, and communities to help them improve their lives.

“Grassroots” is a movement or organization that is driven by the people who are directly affected by the issue or problem being addressed.

“Global Goals” are also known as the Sustainable Development Goals (SDGs), are a collection of 17 interlinked objectives designed to serve as a “shared blueprint for peace and prosperity for people and the planet, now and into the future

“Inclusion” refers to the practice of ensuring that all individuals and groups are valued, respected, and included in decision-making processes and activities.

“Inter-departmental processes” refer to the set of steps or actions that an organization performs within itself to achieve its objectives and goals.

"Local communities" are groups of interacting people who live in a common location and share a sense of social cohesion within a shared geographical location, generally in social units larger than a household.

"Program" refers to a collection of related projects and activities that are managed together to achieve a common goal or objective.

"Project" is a temporary endeavor designed to achieve a specific goal or objective.

"Quick Response Community Service" refers to volunteer activities that are designed to respond quickly to pressing community needs such as providing aid and support to families affected by natural disasters or other emergencies.

"Service Learning" is a teaching and learning strategy that integrates community service with academic coursework. It is a way for students to apply what they are learning in the classroom to real-world problems and issues in the community.

"Social Capital" refers to the networks, norms, and trust that exist within a community and that facilitate cooperation and coordination among community members.

"Social Justice" is the concept of creating a society that is fair, equitable, and fair for all individuals and groups.

"Social Synergy" refers to the interaction of two or more people or organizations to produce a combined effect greater than the sum of their separate effects. As a component of community development, it is a process of working together to achieve a common goal.

"Volunteer" is a person who freely offers to take part in community service, service learning, and civic engagement.

"Volunteerism" refers to the act of volunteering time and effort to benefit others without any form of compensation

MESSAGE FROM THE MAYOR

Dear Esteemed Members of the City College,

I am delighted to address each one of you, the dedicated readers and users of this manual, as we embark on a shared journey towards community empowerment and social synergy.

This manual is a compass, designed to guide you through the intricate landscape of community development. Within its pages, you will find a wealth of knowledge, strategies, and insights to help us address the unique needs of our community.

Your commitment to this endeavor is commendable, and it is my firm belief that together, we possess the collective strength to make a tangible difference. The activities outlined in this manual are seeds from which positive change will grow in Cagayan de Oro and its neighboring communities.

Approach this task with creativity, compassion, and an open mind. Your contributions will leave a lasting impact on the lives of our fellow community members, and for that, I am sincerely grateful.

Thank you for your tireless dedication. I look forward to witnessing the progress that will be enjoyed by every Kagay-anon and their families through the collective diligent efforts of our academic institution, partners, and stakeholders. Together, in unity, we are sharing one mission, with valuable insights, and strategies to effectively address the needs of our residents and to end the cycle of injustice and poverty. In our capable hands, we have the power to create lasting impact towards our vision for a thriving and inclusive community in Northern Mindanao. To the Almighty we offer all these as our service to Him and to His people.

In service,

Honorable Rolando “Klarex” A. Uy
Mayor, Cagayan de Oro City
and Chairman of the City College of Cagayan de Oro Governing Board

MESSAGE FROM THE COLLEGE PRESIDENT

Dear Esteemed Students, Faculty, and Staff,

I am honored to address you as we embark on a new academic year filled with promise, growth, and transformative opportunities. At the City College of Cagayan de Oro, we hold steadfast to our commitment to academic excellence and the unwavering belief that education is a potent force for positive change.

Let us reaffirm our dedication to social responsibility. It is not only our privilege, but our duty, to extend a helping hand to our neighbors, and to actively contribute to the well-being of our city.

The City College's heartbeat thrives on more than just the pursuit of knowledge-it thrives on compassion, empathy, and a shared sense of duty. Together, we will continue to nurture an environment where learning is not confined to classrooms, but extends into the very fabric of our community.

Let us make strides to be known for our academic achievements and for our collective efforts in building an institution that is sensitive and cares deeply for its neighbors. Through engagement, collaboration, and genuine concern for one anothers, we shall harness the tools of education, training, and technology as our power to effect profound and lasting progress.

I am inspired by the potential that lies within each of you. We will, in unity, write a narrative of a thriving community, one that uplifts, supports, and fosters growth for all.

Thank you for being part of this journey, and for your unwavering commitment to provide service to our community.

Warm regards,

JESTONI P. BABIA, EdD
President, City College of Cagayan de Oro

PART I. CITY COLLEGE OF CAGAYAN DE ORO GENERAL INFORMATION

I. HISTORY

In 2018, under the administration of then Mayor Oscar S. Moreno, the Cagayan de Oro Technical Vocational Institute (CDO-TVI) was established by virtue of City Ordinance 13473-2018, with Councilor Suzette Magtajas-Daba as the principal author. This Technical-Vocational Institute is proudly owned and operated by the Local Government of Cagayan de Oro, focusing on offering TESDA-accredited programs primarily in the construction and tourism sectors. These qualifications include Carpentry NC II, Plumbing NC I & NC II, Shielded Metal Arc NC I & NC II, Electrical Installation & Maintenance NC II, and Housekeeping NC II. These programs were chosen strategically to cater to Cagayan de Oro's growing metropolization, with a particular emphasis on construction and tourism sectors.

CDO-TVI's mission was to provide free center-based and community-based technical skills training, prioritizing out-of-school youth and low-income families. CDO-TVI's physical location is at Barangay Agusan, District 2, Cagayan de Oro City.

In 2021, CDO-TVI responded to the challenges posed by the COVID-19 pandemic by offering Barangay Health Services NC II, equipping and empowering Barangay Health Workers in partnership with the City Health Office.

With a change in leadership in July 2022, former 1st District Congressman Hon. Rolando "Klarex" Uy assumed the role of Mayor of Cagayan de Oro City. One of his top priorities, as articulated in his RISE CDO Governance Platform, was to provide access to quality education, leading to the vision of establishing a City College.

In 2023, City Ordinance 14564-2023 was passed, paving the way for the creation of the City College of Cagayan de Oro. This ordinance expanded the mandate of CDO-TVI, transforming it into a higher education institution offering not only tech-voc programs but also diploma and bachelor's degree programs, to be monitored by the Technical Education and Skills Development Authority (TESDA) and the Commission on Higher Education (CHED). The establishment of the City College was a result of a comprehensive process, including the formation of Technical Working Groups, extensive consultations, and focus group discussions.

The City College of Cagayan de Oro will operate as a multi-campus institution, with campuses in Barangay Agusan (the existing CDO-TVI Campus), Barangay Kauswagan, Barangay Puerto (El Gaucho), and the main campus in Barangay Dansolihon, which was made possible through a Usufruct Agreement of a 60-hectare land by the Higaonon Indigenous Peoples of Nahilaran. This expansion aims to bring higher education opportunities closer to the youth residing in upland barangays, addressing the geographic gap that previously existed.

In the same year, the newly established City College initiated a partnership with MeldCx, an international Artificial Intelligence company, and piloted a 6-month training program on Practical Artificial Intelligence for sixteen (16) out-of-school youth.

In addition to the existing tech-voc programs, the City College is set to pilot new programs in 2024, including Trainers' Methodology NC II, Emergency Medical Services NC II, Electrical Installation and Maintenance NC III, Bachelor of Arts in Communication, Bachelor of Technology and Livelihood Education, Bachelor of Technical-Vocational Teacher Education, and training programs on Artificial Intelligence and emerging technologies. These programs reflect the institution's commitment to providing a diverse and comprehensive educational experience to meet the needs of its students and the evolving demands of the local and global labor markets.

II. GENERAL MANDATE

The City College of Cagayan de Oro City shall provide quality, accessible, relevant, and future-ready education and training that aligns with the evolving needs of the local job market, contribute to the equitable development of Cagayan de Oro City and enhance its global competitiveness, thereby fostering economic growth and social mobility within the region.

It shall equip students with relevant skills, knowledge and practical experiences to secure meaningful and sustainable employment. It shall produce graduates with high levels of academic, thinking, behavioral, and technical skills/competencies that are aligned with national academic and industry standards and needs and international standards, when applicable.

III. VISION, MISSION, & GOALS

VISION:

"A City College that nurtures and produces global citizens supported by cutting-edge technologies for innovation and excellence by 2033."

MISSION:

"Our mission is to provide transformative and inclusive learning driven by cutting-edge technologies, including artificial intelligence that equip the institution and the community to create innovative, relevant, and data-driven solutions for local and global impact.

We are committed to addressing the needs of the Cagayan de Oro youth and of the indigenous peoples' communities by respecting and incorporating culture and tradition to address societal challenges and drive positive change.

We actively contribute to sustainable development goals by forging strategic partnerships, engaging relevant research and extension, and equipping our graduates with professionally-aligned competencies."

GOALS:

Academic Excellence and Innovation: Establish a culture of academic excellence and innovation by integrating cutting-edge technologies, including artificial intelligence, into the curriculum.

Inclusivity and Cultural Sensitivity: Foster inclusivity and cultural sensitivity to address the needs of both the local youth and indigenous communities.

Community Engagement and Impact: Actively contribute to sustainable development goals and drive positive change within the local community.

Transparency, Openness, and Ethical Conduct: Uphold an environment of transparency, integrity, mutual respect, and ethical conduct in all aspects of the institution's operations.

Environmental Stewardship: Pursue environmental sustainability and responsible development.

Institutional Objectives

1. Incorporate advanced technologies into all academic and administrative processes, including artificial intelligence and other emerging technologies;
2. Equip graduates with professionally aligned knowledge, skills, and competencies pertinent to local, national, and global job markets;
3. Establish an educational setting that is inclusive and transformative, embracing diverse cultural viewpoints and working towards equity;
4. Cultivate a global perspective among students by strengthening and perpetuating the institutional culture of globalization and internationalization;
5. Support sustainable development goals by collaborating strategically, conducting research, and implementing community outreach programs while upholding transparency, ethical conduct, and inclusive practices in all engagements;
6. Provide culturally and socially appropriate student programs to meet the needs of diverse students, including those from Indigenous groups, the handicapped, low-level income groups, international students, and other special groups in the school community;
7. Encourage academic excellence and innovation by fostering quality teaching and learning, research, creative work, and continuous improvement efforts; and
8. Establish collaborations with internal and external stakeholders to provide students with practical experiences and opportunities for employment.
9.

IV. CORE VALUES:

ADAPTIVE. We embrace change and possess the flexibility to navigate evolving landscapes, a changing society, and the diversity of people, for advancing quality learning, preparing students for the 21st century, and uplifting the community.

INNOVATIVE. We push boundaries and explore new ideas that will lead to new and innovative solutions to poverty, social inequality, unemployment, the digital divide, and climate change.

MISSION-DRIVEN. We commit to a shared vision of making a meaningful difference and contributing to the greater good by providing and maintaining a student-centered campus experience where everyone is respected and empowered.

HONEST. We uphold an environment of transparency, integrity, and ethical conduct in all aspects of curriculum, instruction, research, and community engagements.

INCLUSIVE. We celebrate diversity and promote inclusivity in all aspects of our institution. We value unique backgrounds, experiences, and perspectives of our students, faculty, and staff. We strive to create an inclusive and welcoming environment that respects and appreciates the contributions of every individual, ensuring equal opportunities for growth and success.

GOD-FEARING. We deeply acknowledge the profound importance of spirituality and moral grounding in our institution. Guided by principles of faith, compassion, and justice, we strive to cultivate a nurturing environment that fosters personal and collective growth.

HUMANE. We recognize and value the inherent dignity and worth of every individual. We are dedicated to treating everyone with respect, empathy, and understanding. We strive to treat everyone with empathy, kindness, and compassion, both within our organization and in our interaction with the wider community.

EXCELLENCE. We pursue continuous improvement and set high standards for ourselves, pushing beyond mediocrity to achieve exceptional results in environmental stewardship, sustaining life, and responsible development.

RESPECT. We cultivate an environment of mutual respect, where diverse perspectives are valued, and differing opinions are heard. We place a premium on open-dialogue, professionalism, empathy, ethical conduct, and personal growth. We foster a sense of belonging, collaboration, and well-being for all members of our community.

V. AGENDA

Development, mapping, implementation, and evaluation of relevant curricula (Curriculum and Co-Curriculum):

- Continuous development and enhancement of curricula
- Alignment with industry demands, emerging technologies, and global trends
- Mapping learning outcomes
- Designing innovative courses
- Implementing effective teaching strategies
- Regularly evaluating curriculum for relevance and effectiveness

Research and Innovation for Institutional Commitment and Policy (Institutional Commitment & Policy):

- Fostering a culture of research and innovation
- Providing support and resources for faculty and students
- Promoting research collaborations
- Securing grants
- Establishing policies for research excellence
- Integrating emerging technologies and AI into policies and practices

Organizational development and strengthening of sustainable leadership and structure (Leadership and Structure):

- Developing sustainable leadership, organizational structures, and infrastructure
- Providing professional development opportunities
- Fostering a positive and inclusive work environment
- Implementing effective governance and management practices

Network and partnerships (Partnerships):

- Actively seeking and cultivating strategic partnerships
- Involving industry, government agencies, community organizations, and international institutions
- Collaborative initiatives and knowledge exchange

Expand program funding opportunities, financial resources, and alternative revenue streams (Institutional Sustainability):

- Enhancing financial sustainability

Service-Learning and Exchange (Mobility of Faculty, Staff, and Students):

- Prioritizing local and global partnerships and exchange programs
- Internships, industry exposure, and job placement

- Intercultural Competence Development

VI. QUALITY STATEMENT

A City College that aims to foster expertise, competencies, principles, and adaptability among students to thrive in a rapidly changing world by embracing emerging technologies and nurturing human intelligence.

PART II. THE EXTENSION AND SOCIAL DEVELOPMENT SERVICE (ESDS) CLUSTER

The EXTENSION AND SOCIAL DEVELOPMENT SERVICES CLUSTER (ESDS) serves as the prime mover behind the City College's community extension and outreach services. As a unit of an LGU-run academic institution, ESDS's thrust is to build a stronger campus and community environment that thrives on the City College's values of *Mission-driven*, *Inclusive*, and *Excellence*. It aims to provide a platform from which students, teaching and non-teaching employees, partners, and neighboring communities can come together to explore new connections, collaborations, and contributions that achieve higher education and technical-vocational training and education goals with *SERVICE* as its center.

I. THE ESDS VISION-MISSION

A. ESDS MISSION

To foster leadership, inclusivity, and technology-driven programs that empower communities, promote human development, and contribute to national and global competitiveness through responsive extension and social development services.

B. ESDS VISION

By 2033, ESDS will be a recognized leader in creating sustainable and impactful community programs, fostering partnerships that empower individuals and communities, and contributing to City College of Cagayan de Oro's role as a globally competitive institution for social transformation.

II. ESDS LOGO

The logo represents the interconnectedness and synergy of the Education and Social Development Services Cluster. The intertwining green and gold elements symbolize growth, sustainability, and empowerment—core values of the cluster. The green shades signify the nurturing of communities and the fostering of leadership and inclusivity, while the gold represents excellence and innovation in driving positive social change. The circular formation emphasizes unity, collaboration, and the continuous cycle of learning and development. Each dot at the edges signifies the cluster's outreach, partnership, and impact at the local, regional, national, and global levels, reflecting the cluster's commitment to holistic, sustainable development.

III. ESDS Program Outcomes

A. Relevance of Programs

1. Develop and implement programs that are aligned with the social, cultural, economic, and developmental needs at the local, regional, and national levels, as reflected in the institution's Vision, Mission, and Goals (VMG).
2. Ensure that extension programs are responsive to the current and emerging needs of communities while enhancing the institution's ability to contribute to national development and global competitiveness.
3. Produce graduates who demonstrate the skills, knowledge, and attitudes necessary for successful integration into their chosen professions, contributing to community development and addressing the country's need for global market competitiveness.

B. Networking and Linkages

1. Establish and sustain meaningful partnerships with other higher education institutions (HEIs), professional organizations, government and non-government agencies, and industry, both within the Philippines and internationally, to enhance the delivery and impact of extension services.
2. Create collaborative structures and processes that facilitate the exchange of knowledge, expertise, and resources, thereby strengthening institutional capacity for social development.

C. Extension Programs

1. Deliver extension programs that are community-driven and focused on people empowerment, self-reliance, and sustainable development, addressing the immediate and long-term needs of local communities.
2. Ensure that extension services are integrated with academic programs, promoting experiential learning, and providing students with opportunities to engage in community-based projects that foster holistic development and social responsibility.

These outcomes ensure alignment with the CHED Institutional Sustainability Assessment and reinforce the institution's commitment to driving sustainable development and global competitiveness through quality extension services and robust partnerships.

IV. ESDS 10-POINT AGENDA

1. **Adult Learning and Continuing Education**
   Promoting lifelong learning opportunities through alternative and formal education pathways, ensuring inclusive and equitable access to education for adults.
2. **Community Leadership and Good Governance**
   Developing leadership skills and promoting good governance practices to foster responsible, inclusive, and participatory decision-making within communities.
3. **Disaster Risk Reduction**
   Building resilient communities by integrating disaster preparedness and risk management strategies into educational and community programs.
4. **Entrepreneurship and Livelihood Development**
   Empowering individuals and communities through entrepreneurial education, fostering self-reliance and economic resilience.
5. **Environmental Sustainability**
   Advocating for the protection and sustainable management of natural resources through education and community initiatives that address pressing environmental issues.
6. **Health and Well-being**
   Advocating for physical and mental health programs to enhance the overall well-being of individuals and communities, promoting holistic development.
7. **Human Rights Advocacy**
   Promoting the protection and advancement of human rights through education and advocacy, fostering respect, dignity, and equality for all individuals.
8. **Industrial Competitiveness and Workforce Development**
   Strengthening workforce skills and aligning community programs with the needs of local and global industries to improve economic competitiveness.
9. **Women's Empowerment and Gender Equality**
   Advancing gender equality by supporting women's roles in leadership, economic activities, and community development through targeted programs and initiatives.
10. **Youth Leadership and Empowerment**
    Nurturing the next generation of leaders by providing platforms for youth to develop leadership skills, engage in community service, and become agents of positive social change.

V. ESDS GENERAL OBJECTIVES

1. **To enhance program relevance by addressing adult learning and continuing education needs**:
   a. Ensuring inclusive access to lifelong learning opportunities for adults, aligning with societal and community needs, and continuously adapting to new educational demands.
2. **To develop leadership skills and promote good governance through community-based programs**:
   a. Fostering responsible and inclusive leadership and governance practices in communities to support local development.

   b. Developing leadership skills and promote youth empowerment through community service and leadership initiatives.
3. **To integrate disaster risk reduction strategies into extension programs**:
   a. Building resilient communities by embedding disaster preparedness and risk management in both education and community outreach initiatives.
4. **To empower individuals and communities through entrepreneurship and livelihood programs**:
   a. Strengthening economic resilience by offering entrepreneurship education and fostering self-reliance through sustainable livelihood opportunities.
5. **To advocate for environmental sustainability and resource management through educational programs**:
   a. Promoting environmental protection and the sustainable use of natural resources via community initiatives and learning opportunities.
6. **To promote health and well-being through integrated extension services**:
   a. Enhancing physical and mental health in communities through comprehensive health and wellness programs that address holistic development.
7. **To strengthen human rights advocacy and gender equality through educational outreach**:
   a. Advancing the protection of human rights and promoting gender equality, ensuring that all programs foster respect, dignity, and inclusion for all individuals.
8. **To build strong networks and linkages to enhance the impact of extension programs**:
   a. Establishing robust partnerships with various stakeholders, including higher education institutions, government bodies, industries, and non-governmental organizations to improve the scope and delivery of extension services.
9. **To align extension services with workforce development and industrial competitiveness**:
   a. Enhancing workforce skills and preparing communities to meet the demands of both local and global industries, thereby improving their economic competitiveness.
10. **To ensure global competitiveness by integrating sustainability and innovation in extension programs**:
    a. Ensuring that all extension services align with sustainable development goals and contribute to producing globally competitive graduates and professionals.

VI. ESDS LEGAL BASES

The thrusts of the City College extension services, community outreaches, service-learning, and volunteer engagements, utilize local and international trends, issues, and challenges based on the following:

A. The Global Goals (also known as Sustainable Development Goals) are commonly referred to as the "Global Goals." The 2016-2030 Agenda for Sustainable Development encompasses a comprehensive framework consisting of seventeen (17) Sustainable Development Goals (SDGs). Building on the principle of "leaving no one behind", the Agenda emphasizes a holistic approach to achieving sustainable development for all.

B. ASEAN Economic Community (AEC) Blueprint 2025. The strategic plan that sets out the measures to be taken to achieve a more integrated economic community in the ASEAN region.

C. Philippine Development Plan (PDP) 2023-2028. This is the strategic plan that aims to achieve deep economic and social transformation to reinvigorate job creation and accelerate poverty reduction by steering the economy back on a high-growth path. It is designed to build an environment that provides equal opportunities to all Filipinos and equip them with skills to participate fully in an innovative and globally competitive economy.

D. Philippine Higher Education Roadmap Reform Agenda (PHERRA). This plan aims to achieve excellence in all areas of higher education by providing policy guides, resources, and standards. The conduct of excellent extension programs, therefore, should be one outcome of this reform agenda.

E. RISE Governance Framework. This is the governance framework of the administration of Mayor Rolando "Klarex" A. Uy. It aims to promote participatory governance and inclusive development in Cagayan de Oro. The framework is based on the principles of RISE, which stands for [R] Regional Leadership, Metropolization, Accessibility, and Connectivity; [I] Institutional Development and Participatory Governance; [S] Safety, Security, and Social Development; and [E] Economic Recovery.

F. CHED Memorandum Order No. 52, Series of 2016 establishes the policies and guidelines for the conduct of extension programs by Higher Education Institutions (HEIs) in the Philippines. It highlights the importance of extension services as an essential function of HEIs, alongside instruction and research, to promote social development and contribute to nation-building. The memo also mandates the integration of research-based practices and community engagement into the academic curriculum, fostering a culture of civic responsibility and lifelong learning among students and faculty.

G. Republic Act No. 7722. The Higher Education Act of 1994 established the Commission on Higher Education. The law aims to promote academic freedom and exercise and observance for the continuing intellectual growth, the advancement of learning and research, the development of responsible and effective leadership, the education of high-level and middle-level professionals, and the enrichment of the country's historical and cultural heritage.

H. Republic Act No. 7796. The Technical Education and Skills Development Act of 1994 aims to provide relevant, accessible, high-quality, and efficient technical education and skills development in support of the development of high-quality Filipino middle-level manpower responsible to and in accordance with Philippine development goals and priorities.

I. Republic Act No. 9163. The National Service Training Program (NSTP) Act of 2001 mandates the promotion of civic consciousness and defense preparedness in the youth by developing ethics of service and patriotism while undergoing any of its program components: Reserve Officers' Training Corps (ROTC), Literacy Training Service (LTS), and Civic Welfare Training Service (CWTS), in the tertiary education curriculum.

J. Republic Act No. 8371. The Indigenous Peoples' Rights Act (IPRA) of 1997 recognizes and promotes the rights of indigenous cultural communities and indigenous peoples in th ePhilippines. This was enacted to recognize, protect, and promote the rights of the indigenous cultural communities/indigenous peoples (ICCs/IPs) within the framework of national unity and development.

K. Republic Act No. 10121. The Philippine Disaster Risk Reduction Management Act of 2010 is a law that aims to strengthen the Philippine disaster risk reduction and management system, providing for the National Disaster Risk Reduction and Management Framework and institutionalizing the national disaster risk reduction and management plan that gives emphasis on policy development, capacity enhancement, and improved coordination—that contribute to enhancing the resilience of communities against the effects of calamities and disasters, integrating pro-poor agenda and environmental concerns into development planning and decision-making process.

L. Republic Act No. 9729. The Climate Change Act of 2009 is an act mainstreaming climate change into government policy formulations, establishing the framework strategy and program on climate change, recognizing the vulnerability of the Philippine archipelago and its local communities, particularly the poor, women, and children, to potentially dangerous consequences of climate change such as Tsunami, changing landscapes, increasing frequency and/or severity of droughts, fires, floods and storms, climate-related illnesses and diseases, damage to ecosystems,

biodiversity loss that affect the country's environment, culture, and economy. In this case, the State shall cooperate with the global community in the resolution of climate change issues, including disaster risk reduction.

M. Republic Act No. 9710. The Magna Carta of Women of 2009 is an act that promotes the empowerment of women and pursues equal opportunities for women and men and ensures equal access to resources and to development results and outcomes. To realize this, the State shall endeavor to develop plans, policies, programs, measures, and mechanisms to address discrimination and inequality in the economic, political, social, and cultural life of women and men.

N. Republic Act No. 9003. The Ecological Solid Waste Management Act of 2009 is an act that provides the legal framework for the country's systematic, comprehensive, and ecological solid waste management program that shall ensure the protection of public health and the environment. It emphasizes the need to create the necessary mechanisms and incentives to pursue effective solid waste management at the local government levels.

O. Republic Act No. 11904. The Philippine Creative Industries Development Act of 2022 is a law that aims to promote and support the development of Philippine creative industries by protecting and strengthening the rights and capacities of creative firms, artists, artisans, creators, workers, indigenous cultural communities, content providers, and stakeholders in the creative industries.

P. Republic Act No. 8425. The Social Reform and Poverty Alleviation Act of 1997 is an act of institutionalizing the social reform and poverty alleviation program, creating the purpose of the national anti-poverty commission, defining its powers and functions, and for other purposes.

Q. Republic Act No. 11510. The Alternative Learning System (ALS) Act, institutionalizes the ALS as a parallel learning system in the Philippines that provides non-formal education to out-of-school youth, adult learners, and marginalized groups. It aims to offer accessible, flexible, and learner-centered education opportunities to individuals who have not completed formal education, equipping them with the skills and knowledge necessary for livelihood, employment, and further learning.

R. And all others deemed necessary.

VI. ESDS ORGANIZATIONAL CHART

The ESDS is composed of a cohesive team, collaborating within the City College and its neighboring communities, to effectively implement and drive the unit's mission forward. The

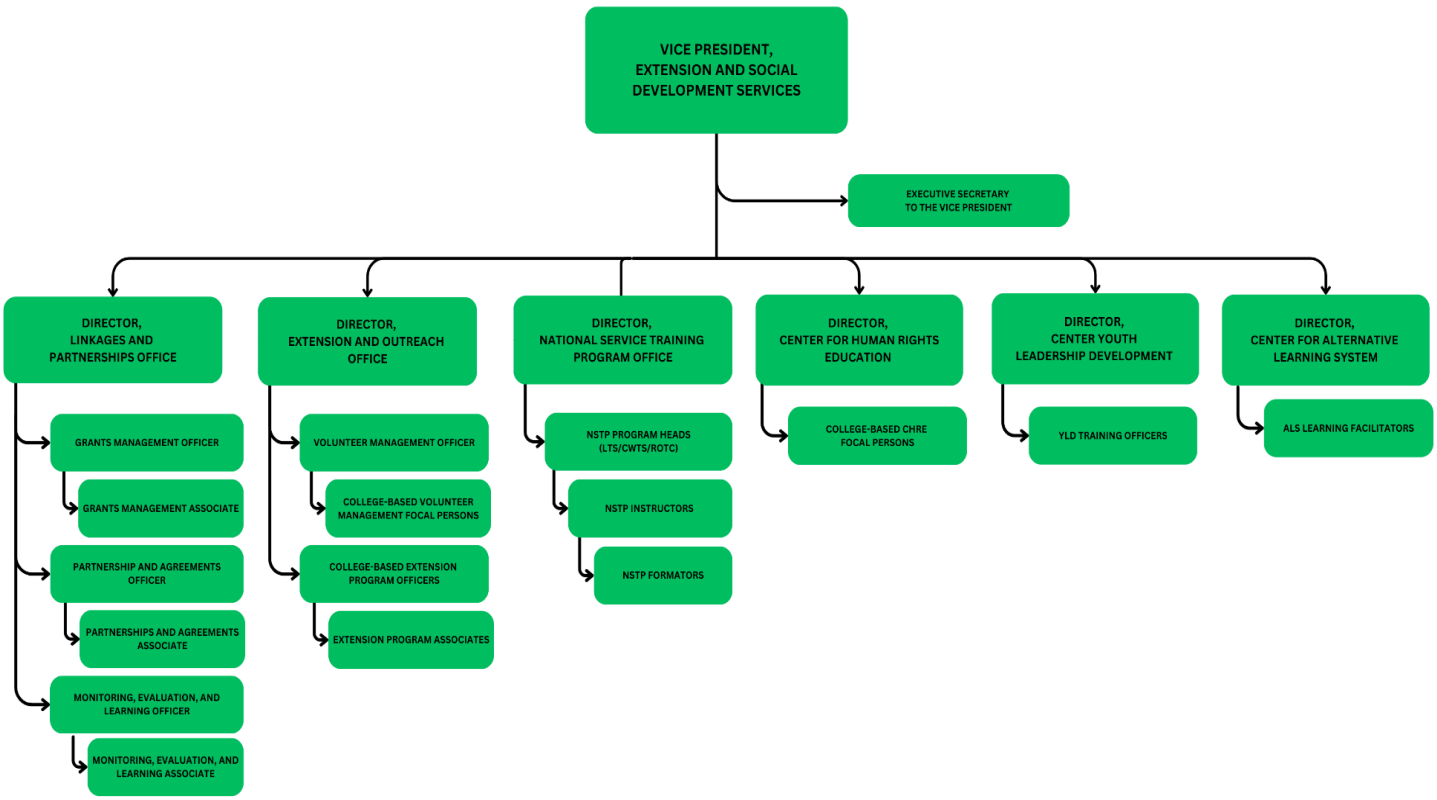


diagram below provides a visual representation of the ESDS'S organization:

6.1 The ESDS Offices

A. Linkages and Partnerships Office (LAPO)

- This office is responsible for establishing and maintaining partnerships with various institutions, including industries, government agencies, non-governmental organizations, and other academic institutions. It strengthens the college's ability to deliver relevant programs by leveraging external resources and expertise. LAPO ensures the development of strategic relationships that enhance program delivery and community impact through collaboration and resource-sharing.

B. Extension and Outreach Office (EOO)

- This office leads the development and implementation of extension and outreach programs that address community needs. Its role includes coordinating activities that promote economic resilience, environmental sustainability, health and well-being, and livelihood development. By delivering responsive and community-centered programs, this office ensures that the college's offerings remain relevant and directly beneficial to the communities served.

C. National Service Training Program (NSTP)

- NSTP provides programs focused on civic consciousness and defense preparedness, primarily for students. It integrates disaster preparedness, risk reduction, and community service as part of its efforts to build resilient communities.Through NSTP, students gain practical experience in serving their communities, aligning their academic learning with the institution's mission of social responsibility and resilience-building.

D. Center for Human Rights Education (CHRE)

- This center advocates for the protection and promotion of human rights, including gender equality. It delivers educational outreach programs that empower communities to uphold human dignity, inclusion, and social justice. CHRE promotes the development of relevant programs that address human rights issues and gender equality, fostering strong collaborations with advocacy groups and human rights organizations.

E. Center for Youth Leadership Development (CYLD)

- Focused on empowering the youth, this center provides platforms for developing leadership skills through training, community service, and youth-led initiatives. It prepares young leaders to become active agents of change within their communities. CYLD ensures that programs develop youth leadership capacity, fostering a commitment to service, governance, and social responsibility.

F. Center for Alternative Learning System (CALS)

- This center coordinates ALS programs, providing alternative education pathways for out-of-school youth and adults. Its focus is on lifelong learning and inclusive education, ensuring equitable access to opportunities. CALS ensures that ALS programs meet the learning needs of marginalized groups, making education relevant to community development and personal growth.

Alignment of the Offices to the Program Outcomes, Agenda, and the General Objectives

Program Outcomes*	ESDS 10-Point Agenda**	Alignment to General Objectives	ESDS Offices
Relevance of Programs Networking and Linkages Extension Programs	Adult Learning and Continuing Education	1,8, 9, 10	CALS, LAPO
	Community Leadership and Good Governance	2, 8, 9, 10	CYLD, EOO, NSTP, LAPO
	Disaster Risk Reduction	3, 8, 9, 10	EOO, NSTP, LAPO
	Entrepreneurship and Livelihood Development	4, 8, 9, 10	EOO, LAPO
	Environmental Sustainability	5, 8, 9, 10	EOO, NSTP, LAPO
	Health and Well-being	6, 8, 9, 10	EOO, NSTP, LAPO
	Human Rights Advocacy	7, 8, 9, 10	CHRE, LAPO
	Industrial Competitiveness and Workforce Development	4, 8, 9, 10	EOO, LAPO
	Women's Empowerment and Gender Equality	7, 8, 9, 10	CHRE, NSTP, LAPO
	Youth Leadership and Empowerment	2, 8, 9, 10	CYLD, LAPO

**CHED Institutional Sustainability Assessment Framework (KRA 5: Relationship with the Community)*
*** CMO No. 52, s. 2016, or the Pathways to Equity, Relevance, and Advancement in Research, Innovation, and Extension in Philippine Higher Education*

6. 2 ROLES AND RESPONSIBILITIES

A. **VICE-PRESIDENT.** The ESDS Vice-President operates under the purview of reporting directly to the President of the City College. S/He bears the responsibility for the comprehensive organization, management, and supervision of operations. This includes formulating, executing, and assessing plans, programs, and projects aimed at fortifying the City College's ties with the Nahilaran IPs and the neighboring communities. This pivotal role encompasses the oversight of volunteer initiatives, the development of socially impactful endeavors to address community, and the encouragement of trainers, faculty, and students, to actively participate in service learning and/or civic engagement. Furthermore, s/he assumes the crucial role in evaluating the outcomes of the City College's extension program endeavors, ensuring they contribute to the broader societal, economic, and educational welfare of the community.

B. **DIRECTOR FOR LINKAGES AND PARTNERSHIPS.** The Director for Linkages and Partnerships is responsible for providing leadership, vision, and strategic direction in establishing and managing partnerships that promote enterprise development, student support, and academic or training assistance. This includes overseeing office

operations, implementing a comprehensive Partnership Framework, and fostering relationships with external stakeholders through acquisition, engagement, and retention strategies. The Director reviews and evaluates partnership proposals to ensure alignment with institutional goals, coordinates with Partnership Coordinators across various College Clusters, and develops office operational plans, budgets, and reports. Additionally, the Director represents the office in external collaborations and ensures office efficiency through streamlined procedures and mechanisms.

1. **GRANTS DEVELOPMENT OFFICER.** The Grants Development Officer is responsible for identifying, securing, and managing grant funding opportunities to support the organization's programs and strategic initiatives. This role involves researching potential funding sources, developing and writing compelling grant proposals, and ensuring the timely submission of applications. The officer collaborates closely with internal teams to gather necessary information, aligns grant proposals with organizational goals, and ensures compliance with all grant requirements and regulations. Additionally, the Grants Development Officer maintains relationships with grant-making organizations, monitors grant timelines, prepares required reports for funders, and works to enhance the organization's overall funding strategy.
2. **PARTNERSHIP AND AGREEMENTS OFFICER.** The Partnership and Agreements Officer is responsible for initiating, developing, and managing strategic partnerships and agreements with external organizations to advance the organization's goals and objectives. This role involves identifying potential partners, negotiating terms, drafting and reviewing agreements, and ensuring that all partnerships align with the organization's policies and strategic direction. The officer collaborates with internal teams to assess partnership opportunities, oversees the implementation and compliance of agreements, and maintains strong relationships with existing partners. Additionally, the officer represents the organization in meetings, negotiations, and networking events related to partnerships and agreements, ensuring effective communication and mutual benefit for all parties involved.
3. **MONITORING, EVALUATION, AND LEARNING OFFICER.** The Monitoring, Evaluation, and Learning (MEL) Officer is responsible for developing and implementing robust monitoring and evaluation frameworks to assess the effectiveness and impact of the organization's programs and initiatives. This role involves designing data collection tools, conducting quantitative and qualitative analyses, and ensuring accurate reporting of outcomes to stakeholders and donors. The MEL Officer collaborates closely with program teams to integrate learning and insights into program design and decision-making processes, fostering a culture of continuous improvement. Additionally, the officer ensures compliance with all reporting requirements, contributes to strategic planning, and promotes best practices in monitoring, evaluation, and organizational learning.

C. **DIRECTOR FOR EXTENSION AND OUTREACH.** The Director for Extension and Outreach is responsible for providing strategic leadership in planning, implementing, and overseeing the institution's extension and outreach programs, aligning them with community needs and institutional objectives. This role

includes fostering partnerships with external stakeholders, ensuring program relevance, and promoting sustainable community engagement initiatives. The Director develops and manages the office's operational plan, budget, and accomplishment reports, ensuring alignment with academic and social development goals. Additionally, the Director leads the coordination of extension activities across various departments, ensuring impactful and measurable outcomes that contribute to the institution's role as a social development hub.

1. **EXTENSION PROGRAM OFFICERS.** The College-Based Extension Program Officer is responsible for coordinating and implementing extension programs that align with the institution's goals of community development and social responsibility. This role includes identifying community needs, developing responsive programs, and facilitating collaborations between the college and external partners. The officer manages the execution of extension activities, ensures the engagement of faculty and students, and monitors program outcomes to ensure they meet the desired impact. Additionally, the officer is tasked with preparing reports, managing program budgets, and ensuring compliance with institutional policies and relevant regulations to achieve sustainable and meaningful community engagement.
2. **EXTENSION PROGRAM ASSOCIATES.** The Extension Program Associates are responsible for providing administrative and operational support to the institution's extension programs. They assist in the planning, coordination, and implementation of community-based projects, ensuring alignment with the institution's mission of fostering social development and community empowerment. The associates collaborate with faculty, students, and external partners to facilitate program activities, monitor progress, and evaluate outcomes. They also manage logistics, prepare reports, and ensure that programs adhere to timelines and budgets. Extension Program Associates play a vital role in ensuring the smooth execution and impact of extension services that address local and regional development needs.
3. **VOLUNTEER MANAGEMENT OFFICER.** The Volunteer Management Officer is responsible for overseeing the recruitment, training, and retention of volunteers to support the organization's programs and initiatives. This role involves developing and implementing volunteer management systems, creating volunteer engagement strategies, and ensuring that volunteers are effectively integrated into organizational activities. The officer coordinates volunteer activities, monitors performance, and provides ongoing support and recognition to ensure a positive volunteer experience. Additionally, the Volunteer Management Officer is responsible for maintaining accurate volunteer records, preparing reports on volunteer contributions, and ensuring compliance with all organizational policies and standards related to volunteerism.
4. **VOLUNTEER MANAGEMENT FOCAL PERSONS.** The College-based Volunteer Management Focal Persons are responsible for coordinating and managing volunteer activities within their respective academic units, ensuring alignment with the institution's volunteerism goals. They facilitate the recruitment, orientation, and engagement of student and faculty volunteers, oversee the implementation of volunteer programs, and ensure that initiatives are responsive to community needs. Additionally, they

collaborate with external partners, monitor volunteer performance, assess program outcomes, and report on the impact of volunteer efforts. Focal Persons also play a key role in promoting a culture of service and civic responsibility within the college.

D. NATIONAL SERVICE TRAINING PROGRAM DIRECTOR. The National Service Training Program (NSTP) Director is responsible for providing strategic leadership and oversight of the institution's NSTP implementation, ensuring that it complies with national regulations and contributes to the holistic development of students. This role includes designing and managing NSTP curricula, coordinating community-based training activities, and fostering partnerships with government agencies and local communities to ensure impactful civic engagement. The director also supervises the performance of NSTP faculty and staff, monitors student progress and program outcomes, and ensures that all administrative and financial aspects of the program are efficiently managed. Additionally, the NSTP Director promotes a culture of active citizenship among students and represents the institution in national and regional NSTP-related events and initiatives.

1. **NSTP Program Officer for Literacy Training Service (LTS)** is responsible for overseeing and managing the implementation of the Literacy Training Service component of the National Service Training Program. This includes developing and coordinating community-based literacy programs that aim to enhance students' teaching skills and address literacy gaps in underserved communities. The officer will collaborate with schools, NGOs, and local government units to create relevant educational modules, ensure effective student participation, and monitor the program's impact. Additionally, the Program Officer will provide guidance to student volunteers, ensure program alignment with institutional goals, and submit regular progress reports.
2. **NSTP Program Officer for Civic Welfare Training Service (CWTS)** is responsible for coordinating and managing the Civic Welfare Training Service component of the National Service Training Program. This role involves designing and implementing community service programs that promote civic consciousness, community development, and social responsibility among students. The officer works closely with local government units, NGOs, and community partners to identify and address community needs through student-led initiatives. Additionally, the officer ensures that CWTS activities align with institutional objectives, monitors student participation, evaluates program outcomes, and prepares comprehensive reports for continuous improvement.
3. **NSTP Program Officer for Reserve Officers' Training Corps (ROTC)** is responsible for managing the ROTC component of the National Service Training Program, which aims to develop military training, leadership, discipline, and national defense preparedness among students. The officer coordinates with military institutions to ensure the proper implementation of training programs, supervises cadet activities, and ensures adherence to the ROTC curriculum and

standards. Additionally, the Program Officer monitors student progress, evaluates program effectiveness, and submits reports while ensuring alignment with the institution's mission of fostering leadership, patriotism, and civic responsibility.

4. **NSTP Instructors.** NSTP College Instructors are responsible for delivering the National Service Training Program (NSTP) curriculum to students, ensuring that the program's objectives of civic consciousness, service, and community engagement are met. This role involves preparing lesson plans, facilitating lectures, and conducting hands-on community service activities that align with NSTP guidelines. Instructors are tasked with monitoring student progress, providing mentorship, and evaluating their performance in both academic and community-based components of the program. Additionally, NSTP College Instructors collaborate with community partners, support the documentation and reporting of program activities, and contribute to the continuous improvement of NSTP initiatives within the institution.
5. **NSTP Formators.** NSTP Formators work alongside NSTP College Instructors to provide mentorship and holistic development for students participating in the National Service Training Program (NSTP). They play a critical role in fostering students' values formation, leadership skills, and civic consciousness through experiential learning and reflective activities. Formators assist in designing and facilitating character-building sessions that complement the academic and community service components of the NSTP curriculum. Additionally, they guide students in understanding the social impact of their community work, encourage personal growth, and contribute to shaping a culture of active citizenship within the program. Formators also collaborate with instructors in assessing students' progress and providing feedback to enhance their learning experience.

E. **DIRECTOR FOR HUMAN RIGHTS EDUCATION.** The Center for Human Rights Education is responsible for advancing human rights education and promoting social justice through advocacy, capacity-building, research, and strategic partnerships. Its key functions include creating and implementing a comprehensive plan to guide its vision, mission, and goals; developing educational programs, training, and advocacy initiatives; and monitoring the impact of its activities. The center secures funding through grants and partnerships and engages in policy advocacy at local, national, and international levels. It also fosters collaboration with government officials, policymakers, and organizations, publishes research to contribute to the human rights field, and ensures human rights principles are integrated across academic disciplines while providing staff development opportunities.

1. COLLEGE-BASED HRE FOCAL PERSON. The College-Based Center for Human Rights Education Focal Person is responsible for coordinating and implementing human rights education initiatives at the college level. This role includes developing and facilitating programs, workshops, and

advocacy activities that promote human rights awareness and social justice among students, faculty, and staff. The Focal Person ensures that the center's initiatives align with institutional goals and the broader mission of promoting human rights. They also collaborate with internal and external stakeholders, manage partnerships, support research activities, and serve as the primary point of contact for human rights-related issues within the college. Additionally, the Focal Person monitors the impact of programs and contributes to the continuous improvement of human rights education across various disciplines.

F. DIRECTOR FOR CENTER YOUTH LEADERSHIP AND DEVELOPMENT. The Director for the Youth Leadership and Development Center is responsible for providing strategic direction and leadership in fostering youth development through capacity-building programs, leadership training, and community engagement initiatives. This role involves designing and implementing programs that align with institutional goals and national priorities for youth development, promoting active citizenship, and empowering young leaders. The Director oversees the center's operations, manages staff, and ensures the efficient allocation of resources to support program activities. Additionally, the Director establishes partnerships with government agencies, NGOs, and other stakeholders, monitors the impact of programs, and represents the center in local, national, and international youth development forums.

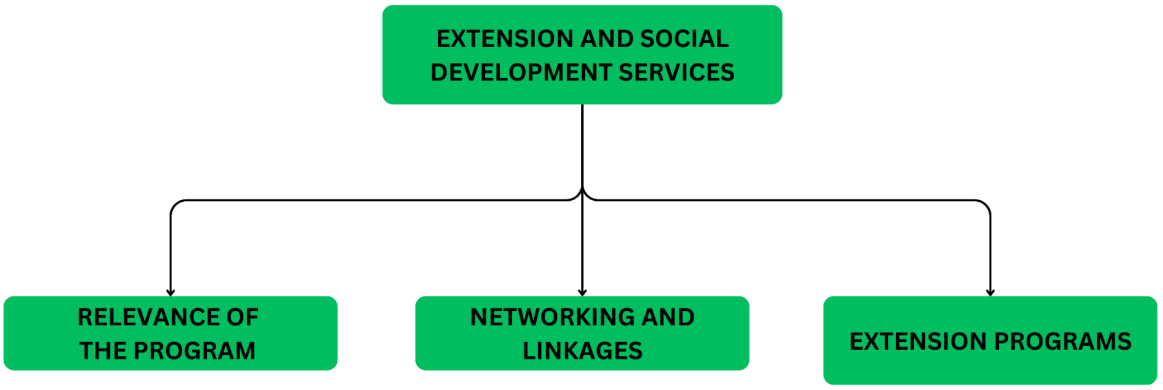
1. **YLD TRAINING OFFICERS.** The Youth Leadership and Development Center (YLDC) Training Officers are responsible for designing, implementing, and facilitating leadership training and capacity-building programs aimed at empowering young leaders. Their role includes developing curriculum content, organizing workshops, seminars, and experiential learning activities, and providing mentorship to youth participants. Training Officers collaborate with external partners and stakeholders to ensure that programs are aligned with national youth development goals and institutional priorities. They also monitor and evaluate the effectiveness of training programs, ensuring that participants are gaining the necessary skills and knowledge to become effective leaders and active citizens. Additionally, they support the documentation and reporting of program outcomes and contribute to the continuous improvement of YLDC initiatives.

G. DIRECTOR FOR ALTERNATIVE LEARNING SYSTEM CENTER. The Director for the Alternative Learning System (ALS) Center is responsible for providing strategic leadership in delivering accessible, flexible, and inclusive educational programs for out-of-school youth and adult learners. This role includes developing and implementing ALS programs that cater to diverse learning needs, aligning with national education policies, and promoting lifelong learning. The Director oversees the center's operations, manages staff, and ensures the effective allocation of resources to support program delivery. Additionally, the Director builds partnerships with government agencies, NGOs, and local communities to enhance program reach and impact, monitors program outcomes, and represents the center in educational forums and policy discussions to advocate for alternative education solutions.

1. **ALS LEARNING FACILITATOR**. ALS (Alternative Learning System) Learning Facilitators are responsible for delivering flexible and inclusive education programs to out-of-school youth and adult learners. They design and

implement customized learning modules that address the unique needs of diverse learners, ensuring alignment with the national ALS curriculum. Facilitators conduct assessments, provide academic support, and guide learners through self-paced study plans while fostering a positive and motivating learning environment. They also collaborate with community partners to identify learners' needs and challenges, track learners' progress, and ensure successful program completion. Additionally, ALS Learning Facilitators engage in continuous professional development to enhance their teaching strategies and contribute to the improvement of the ALS programs.

PART III. THE ESDS KEY RESULT AREA



A. RELEVANCE OF THE PROGRAM

1. The ESDS contributes to the achievement of local/ regional/ national priorities (e.g., poverty alleviation, environmental management, health) through academic and non-academic programs.
2. The ESDS promotes dialogue with professionals, organizations, industry, and other external groups, such as government and non-government organizations, and socio-civic and religious groups.
3. The ESDS responds to changing patterns and requirements of employment as well as to the needs of the community.

B. NETWORKING AND LINKAGES

1. The ESDS's partner institutions and consortium arrangements contribute to the achievement of its mission and the success of its programs.
2. The ESDS participates in academic and non-academic networks at program and institutional levels.
3. The ESDS benefits from its partnerships, e.g., through the acquisition of expertise and funding.
4. The ESDS extends its service through its partnerships, e.g., through training, community development, or community service.

C. EXTENSION PROGRAMS

1. The ESDS contributes to local/ regional/ national development through its extension programs.

2. The ESDS provides support mechanisms for its extension programs.
3. The ESDS aligns its extension program with its instruction and other academic activities.

PART IV. EXTENSION AND OUTREACH OFFICE

1.INTRODUCTION

1.1 Rationale

The City College of Cagayan de Oro Extension and Outreach Office (EOO) serves as a critical bridge between the academic institution and the broader community, aligning the college's educational mission with its responsibility to contribute to social development. The creation and operationalization of the Extension and Outreach Office is driven by the need to address societal challenges by extending the college's resources, knowledge, and expertise beyond its campus walls. It embodies the institution's commitment to fostering community empowerment, promoting social equity, and supporting sustainable development.

In accordance with national mandates, such as CHED Memorandum No. 52, Series of 2016, the EOO plays a pivotal role in fulfilling the university's obligation to engage with communities through relevant and impactful extension programs. These programs respond to the evolving needs of marginalized populations, promote capacity-building, and deliver transformative solutions that improve quality of life. Furthermore, the integration of extension services into the academic fabric of the college ensures that students and faculty members actively contribute to national development goals while gaining practical experience and fostering civic responsibility. As a leader in social development, the EOO aligns with the broader vision of the college to produce graduates who are not only skilled in their fields but also committed to positive social change.

In conclusion, the Extension and Outreach Office plays an indispensable role in the holistic development of both the institution and the communities it serves, creating a platform for continuous learning, growth, and impact. Through its initiatives, the college becomes a true catalyst for transformation, building a stronger, more equitable, and sustainable future for all.

1.2 Vision, Mission, and Goals

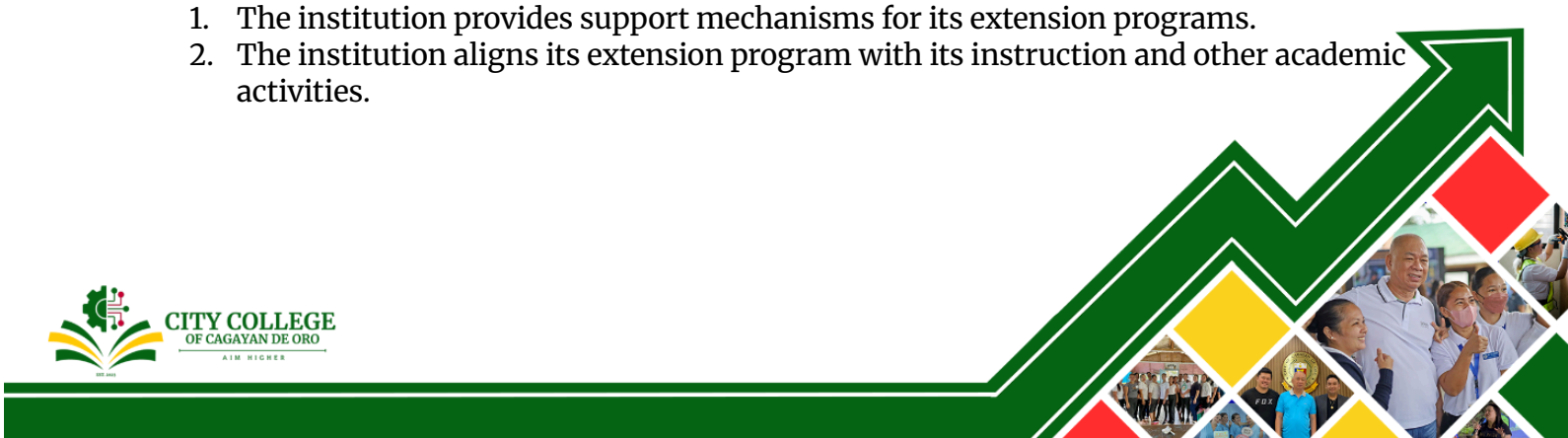
1.2.1 Mission Statement- The City College of Cagayan de Oro Extension and Outreach Office transforms communities by delivering responsive and sustainable extension programs and services for Social Equity and Development.

1.2.1 Vision Statement - By 2030, the City College of Cagayan de Oro Extension and Outreach Office envisions being the leading extension office in the Philippines delivering responsive and sustainable programs and services.

1.2.3 EOO Goals

The institution contributes to local/ regional/ national development through its extension programs.

1. The institution provides support mechanisms for its extension programs.
2. The institution aligns its extension program with its instruction and other academic activities.



1.3 Scope of Operations

The City College of Cagayan de Oro Extension and Outreach Office is dedicated to designing, implementing, and managing extension programs and services that address the diverse needs of communities in terms of social equity and development. This includes conducting community needs assessments, developing strategic partnerships, integrating service learning into academic programs, and delivering training and capacity-building initiatives. The office also focuses on monitoring and evaluating program outcomes to ensure sustainability and impact. Its operations extend to collaborating with local government units, non-government organizations, and other stakeholders to maximize resources and community benefits, thereby fostering a culture of civic engagement and social responsibility.

2. ORGANIZATIONAL STRUCTURE

2.1 Key Personnel and Responsibilities

2.1.1 Director for Extension and Outreach. The Director for Extension and Outreach is responsible for providing strategic leadership in planning, implementing, and overseeing the institution's extension and outreach programs, aligning them with community needs and institutional objectives. This role includes fostering partnerships with external stakeholders, ensuring program relevance, and promoting sustainable community engagement initiatives. The Director develops and manages the office's operational plan, budget, and accomplishment reports, ensuring alignment with academic and social development goals. Additionally, the Director leads the coordination of extension activities across various departments, ensuring impactful and measurable outcomes that contribute to the institution's role as a social development hub.

2.1.2 Extension Program Officer. The College-Based Extension Program Officer is responsible for coordinating and implementing extension programs that align with the institution's goals of community development and social responsibility. This role includes identifying community needs, developing responsive programs, and facilitating collaborations between the college and external partners. The officer manages the execution of extension activities, ensures the engagement of faculty and students, and monitors program outcomes to ensure they meet the desired impact. Additionally, the officer is tasked with preparing reports, managing program budgets, and ensuring compliance with institutional policies and relevant regulations to achieve sustainable and meaningful community engagement.

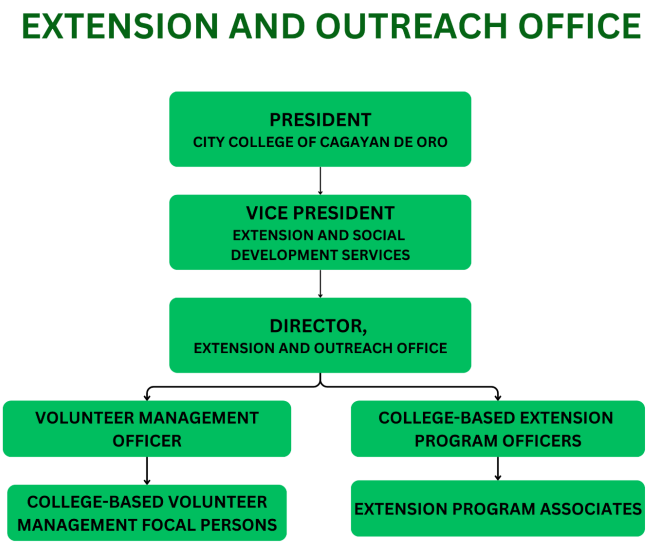
2.1.3 The Extension Program Associates are responsible for providing administrative and operational support to the institution's extension programs. They assist in the planning, coordination, and implementation of community-based projects, ensuring alignment with the institution's mission of fostering social development and community empowerment. The associates collaborate with faculty, students, and external partners to facilitate program

activities, monitor progress, and evaluate outcomes. They also manage logistics, prepare reports, and ensure that programs adhere to timelines and budgets. Extension Program Associates play a vital role in ensuring the smooth execution and impact of extension services that address local and regional development needs.

2.1.4 Volunteer Management Officer. The Volunteer Management Officer is responsible for overseeing the recruitment, training, and retention of volunteers to support the organization's programs and initiatives. This role involves developing and implementing volunteer management systems, creating volunteer engagement strategies, and ensuring that volunteers are effectively integrated into organizational activities. The officer coordinates volunteer activities, monitors performance, and provides ongoing support and recognition to ensure a positive volunteer experience. Additionally, the Volunteer Management Officer is responsible for maintaining accurate volunteer records, preparing reports on volunteer contributions, and ensuring compliance with all organizational policies and standards related to volunteerism.

2.1.5 The College-based Volunteer Management Focal Persons are responsible for coordinating and managing volunteer activities within their respective academic units, ensuring alignment with the institution's volunteerism goals. They facilitate the recruitment, orientation, and engagement of student and faculty volunteers, oversee the implementation of volunteer programs, and ensure that initiatives are responsive to community needs. Additionally, they collaborate with external partners, monitor volunteer performance, assess program outcomes, and report on the impact of volunteer efforts. Focal Persons also play a key role in promoting a culture of service and civic responsibility within the college.

2.2 OFFICE STRUCTURE



2.3 Hiring an Expert. The expert is hired upon the expressed need of the project team duly acknowledged by the Director of Extension Services and approved by the University President. He/she shall be entitled to an honorarium where feasible subject to existing rules and guidelines.

2.4 Workload Incentives. Incentives shall be given to Faculty who are directly involved in the Extension Services system. This is to motivate and encourage faculty members to conduct extension activities with approved board resolutions. The incentives are as follows;

- Service Credits. A faculty member involved in the conduct of an approved extension project shall enjoy service credit subject to existing rules and guidelines of the Civil Service Commission.. Only services rendered after office hours or during days off and holidays shall be entitled aforementioned privileges.

2.5 Incentives for Extension Work. To make extension an equally important function of the College, City College faculty who is engaged in extension works may enjoy any or all of the following incentives:

2.5.1 Insurance - In addition to the GSIS, program/project implementers are entitled to accident and health insurance during their entire involvement in the program/project. Entitlement shall be based on existing policies implemented in the university. Each member of a project team shall be entitled to minimum term insurance coverage of Php500.00 chargeable against the project fund.

2.5.2 Traveling Expenses. This account includes expenses incurred in the movement of persons employed in the government such as transportation.

2.5.3 Travel Expenses Reimbursement – a faculty is entitled to a reimbursement of actual transportation and expenses.

2.5.4Points for Promotion – Points earned for every completed extension project may be considered in NBC evaluation for promotion.

3. QUALITY EXTENSION POLICY

The City College of Cagayan de Oro is committed to integrating Education for Sustainable Development towards attainment of the SDGs, also known as Global Goals, which aims to in its quality extension policy. The college's Extension Services Office follows a set of policies and procedures that are consistent with its vision-mission statement. These guidelines aim to promote academic and professional competence, transparency, and accountability among stakeholders.

The provisions outlined in the manual are essential to achieving the college's goals of instilling honesty, discipline, dedication, and virtues, maintaining order in operations, and attaining excellence in all community services. The college recognizes the importance of these policies in conforming to its mandate and fulfilling its commitment to sustainable development.

4. EXTENSION POLICY STATEMENT

The City College of Cagayan de Oro is dedicated to integrating Education for Sustainable Development (ESD) towards achieving the Sustainable Development Goals (SDGs). As part of its commitment, the college has developed a comprehensive extension program that caters to the specific needs of the community. This program aims to provide relevant and responsive community services that address various interconnected issues such as education, health, environment, livelihood, culture, and peace.

Through the sharing of its expertise, the City College seeks to bring about tangible and measurable changes in the lives of marginalized and underserved communities. The extension program is designed to improve the quality of life in the community by responding to their needs and concerns. By leveraging the institution's resources and expertise, the program empowers the community by equipping them with the necessary knowledge and skills to tackle the challenges they face.

The program's focus on education, culture and the arts, health, environment, livelihood, and peace underscores its commitment to addressing the holistic needs of the community. By incorporating ESD principles, the City College aims to create a positive impact on the lives of the people it serves. Through this program, the college strives to contribute towards achieving the SDGs, ensuring a sustainable and prosperous future for all.

Guiding Principles in the Conduct of Extension Services.

The institution adheres to the guiding principle of AIM HIGHER.

i. A – Accountability
Demonstrating integrity and transparency in decision-making processes.

ii. I – Innovation
Fostering a culture of continuous improvement and adaptability.

iii. M – Motivation
Inspiring individuals to achieve their goals and aspirations.

iv. H – Honesty
Demonstrating ethical behavior and integrity in decision-making.

v. I – Inclusivity
Ensuring equal opportunities for everyone, regardless of background or identity.

vi. G - Growth mindset
Embracing challenges as opportunities for personal and professional growth.

vii. H – Humility
Demonstrating modesty and avoiding arrogance or self-centeredness.

viii. E – Excellence
Striving for the highest standards of quality and performance.

ix. R – Resilience
Developing coping mechanisms to overcome obstacles and achieve success.

5. EXTENSION SERVICES AGENDA, THRUSTS, AND PRIORITIES

Extension is the process of disseminating knowledge and technology to specific sectors and target audiences, distinct from those who are enrolled in formal degree programs and courses. Its purpose is to enable these individuals to enhance production, community, and/or institutions, and improve their quality of life. Additionally, extension activities contribute to the academic and research programs of higher education institutions.

5.1 Extension Thrust. The integration of collaborative learning experiences that actively engage participants in problem-solving activities for both the external and internal environments was taken into account.:

The extension service of the university is consistent with the development agenda of the SDG, PDP, and CVRDP to support the development strategies of the region. The university's coordination and collaboration with other international, national, regional and local governments and NGOs strengthens its extension services thrusts and priorities.

Extension Thrust and Priorities.
The thematic extension agenda of Higher Education Institutions (HEIs) must address major problems in their service areas and sectors. The diversity of HEIs notwithstanding, the extension agenda of HEIs should seriously take into account the following challenges both local and global.

Persistence of poverty. Despite the gains in the economy in the last few years, the persistence of poverty on the national scale is still very obvious. Programs should address poverty in terms of extending services to increase productivity, enhance competencies for employment, increase the profitability of businesses, and rehabilitate the resource base through technology.

Increasing incidence of out-of-school youths and diminished quality of basic education and loss of cultural heritage. Elementary and high schools continue to face problems of teacher competencies, learning facilities inadequacies, and student learning handicaps. Lack of competent teachers, lack of facilities and books, high drop-out rates, in-school malnutrition, and poor scholastic achievement are just some of the problems faced by Philippine basic education.

Increasing incidence of health and poor quality of health services. Threats to health are increasing and the health service delivery system is strained especially in rural areas and the vulnerable sectors after and disasters.

Continuing and accelerated deterioration and increasing threats to the natural resource base and biodiversity. The fishing grounds, agricultural areas, watersheds, and critical habitats have been reduced to the minimum and continued destruction is occurring notwithstanding the many programs initiated by the national government. Climate change-induced threats to agriculture and natural resources. Nowhere has this been demonstrated in the most recent and most devastating typhoon in the

history of mankind. The country is one of the most disaster-prone countries in the world and climate change-induced threats are increasing. These threats have resulted in massive destruction in agriculture, infrastructure, and the general welfare of the population. HEIs should be at the forefront of efforts to achieve awareness and build resilience to climate change in their service areas.

6. CONDUCT OF SERVICE-LEARNING AND/OR COMMUNITY ENGAGEMENT INITIATIVES

Step 1: Accomplish and submit the *Letter of Intent*. A confirmation email will be sent to the proponent/s. The email will contain the list and soft copies of the forms to be accomplished and submitted. (Deadline: 2 months before the semester that the SL will be implemented). Approved proposals will be notified through email.

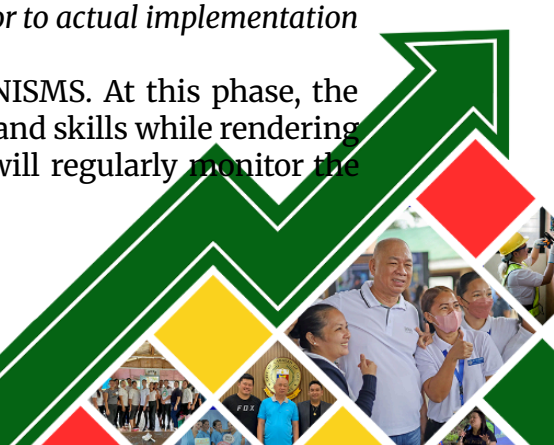
- The forms to be submitted (all available from ESD):
    1) Matrix of Participants (Faculty and Students)
    2) Pre-Activity Survey
    3) Copy of Syllabus with SL approved by the College Dean and VP for Academic Affairs (Check alignment of POs to the proposed SL)
    4) Fundraising Activity Form and Proposal (If applicable)

Step 2: ORIENTATION AND ONBOARDING ACTIVITIES. Prior to the actual implementation of the SL activities in the target communities, the following has to be collected, accomplished, and submitted by the proponent/s. Adherence to the CHED Memo and Guidelines must be referred to from time to time to ensure compliance.

- The following activities and documentation must be complied with:
    1) Conference with Community Focal Person/s and Leaders where the SL/CO activities will be conducted.
    2) Signed Memorandum of Understanding and Terms of Deliverables
    3) Parents' Consent, Travel Waivers, and/or Manifesto
    4) Clearance from the City College Security Officer (Copy of Travel Manifesto)
    5) Data Privacy Waivers
    6) Orientation Exit Clearance for Orientation Attendance and Participation
    7) CHED Approval to conduct the Off-Campus activities
    8) Other documents are necessary and requested by the community. In the case of the engagements with the Nahilaran IPS, a tribal council resolution will be sought approving the SL to be implemented.

        Note: All necessary knowledge and skills necessary for the conduct of SL activities must be covered in the class lectures prior to actual implementation in the communities.

Step 3: PROGRESS (Monitoring and Assessment) MECHANISMS. At this phase, the proponents are expected to apply the technical knowledge and skills while rendering time and service in the community. The program officer will regularly monitor the



progress and will send e-mail reminders for the timeline and expected accomplishments.

- The following activities and documents are expected to be accomplished:
    1) The students' SL Kits contain:
        - Log of Identified activities and Actual Implementation entries
        - Reflection logs
        - Photo documentation
    2) Community Feedback Forms
    3) Exit Clearances for Processing Sessions with the Faculty, students, and stakeholders
    4) Turnover of products (if applicable) to the community
    5) Rubrics for measuring outputs, outcomes, and impacts.

Step 4: EVALUATION. At this phase, the proponents are expected to apply the technical knowledge and skills while rendering time and service in the community. The officer will regularly monitor the progress and will send email reminders for the timeline and expected accomplishments.

- The following activities and documents are expected to be accomplished:
    1) Post-Activity Survey
    2) Financial Reports
    3) Final SL Report and Presentation in an SL Summit (Certificate of Completion)
    4) Final Class Processing
    5) Final Standard Assessment

OTHER RELATED PROCEDURES

1. ESD maintains databases to keep track of all the Service Learning initiatives.
2. Reports are either accomplished using online platforms or hard copies. ESD has prepared standard forms for this purpose. All data are handled in consideration and compliance with Data Privacy laws.
3. Impact assessment and evaluation processes will all be documented for assessment and evaluation purposes.

7. CONDUCT OF COMMUNITY EXTENSION SERVICES

7.1 Types of Extension Services

7.1.1 Institution-initiated Extension Services

The proponents (faculty, non-teaching personnel, or student), under the guidance of ESD will:

Step 1: Conduct a thorough needs assessment to understand the specific needs, challenges, and opportunities within the community. ESD provides workshops for this. Tools for the survey can be provided by the Research Office.

Step 2: Identify potential partners and establish formal partnerships through memoranda of understanding.

Step 3: Explore grants, sponsorships, and fundraising opportunities to support the initiative. Secure the necessary resources, materials, and personnel to implement the services.

Step 4: Mobilize faculty and students who have the expertise, skills, and interest. Provide them with training and orientation to ensure they are well-prepared for their roles and responsibilities.

Step 5: Implement and monitor, in close coordination with the community leaders and partners, the planned activities and strategies for the community services.

Step 6: Collect relevant data using evaluation tools, surveys, and feedback mechanisms to assess the effectiveness of the extension services.

Step 7: Facilitate reflection sessions for all participants-faculty, students, beneficiaries, to discuss their experiences, challenges, and successes.

Step 8: Prepare a comprehensive report on the activities implemented and share the report with the stakeholders and the City College community.

Step 9: Celebrate the achievements of the extension services and acknowledge the contributions and efforts of faculty, students, partners, and community members in a formal recognition event.

7.1.2 Community-Initiated Extension Services

The proponents (community organizations, NGO, POs, special bodies, GO, or LGU), under the guidance of ESD will:

Step 1: Meet and plan the extension service. There must be a dialogue with the community representatives, their needs assessment, and an established feasibility and alignment of the City College's mission, goals, and areas of expertise.
Step 2: Identify potential partners and establish formal partnerships through memoranda of understanding.
Step 3: Explore grants, sponsorships, and fundraising opportunities to support the initiative. Secure the necessary resources, materials, and personnel to implement the services.
Step 4: Mobilize faculty and students who have the expertise, skills, and interest. Provide them with training and orientation to ensure they are well-prepared for their roles and responsibilities.
Step 5: Implement and monitor, in close coordination with the community leaders and partners, the planned activities and strategies for the community services.

Step 6: Collect relevant data using evaluation tools, surveys, and feedback mechanisms to assess the effectiveness of the extension services.
Step 7: Facilitate reflection sessions for all participants-faculty, students, beneficiaries, to discuss their experiences, challenges, and successes.
Step 8: Prepare a comprehensive report on the activities implemented and share the report with the stakeholders and the City College community.
Step 9: Celebrate the achievements of the extension services and acknowledge the contributions and efforts of faculty, students, partners, and community members in a formal recognition event.

7.2 Nature of Extension Projects and Services

The City College of Cagayan de Oro Extension and Outreach Office operates as the driving force behind the institution's commitment to community development, in alignment with CHED Memorandum 52 series of 2016. Extension services are envisioned as a platform for the application of academic knowledge and institutional resources to address pressing societal challenges. These services foster a reciprocal relationship between the college and its community, promoting social equity, economic development, and sustainable growth.

7.2. 1 Educational and Transformative.

At the core of the Extension and Outreach Office's mission is the education of communities through knowledge transfer and capacity-building programs. These initiatives aim to address issues related to poverty alleviation, environmental sustainability, health promotion, and socio-economic empowerment. By bringing expertise and practical solutions from various academic disciplines to the community, extension services empower individuals to improve their quality of life through lifelong learning and problem-solving skills.

7.2.2 Responsive to Community Needs

Following the principles of community-driven development, the extension services are responsive to the needs identified by local stakeholders. Through participatory engagement with local governments, non-government organizations (NGOs), community leaders, and other relevant entities, the Extension and Outreach Office ensures that its programs are contextually relevant and impactful. Extension programs are designed in close collaboration with community members to ensure that they address real-world challenges, creating sustainable outcomes and fostering mutual growth.

7.2.3 Inclusive and Accessible

The services provided by the Extension and Outreach Office are inclusive, designed to benefit marginalized and underserved populations. This aligns with the goals of CHED to promote social equity by extending the benefits of higher

education beyond the academic sphere. Programs are tailored to different sectors of society, including rural communities, women, out-of-school youth, Indigenous Peoples (IPs), and persons with disabilities (PWDs), ensuring accessibility and inclusivity in all extension activities.

7.2.4 Collaborative and Partnership-Oriented

In line with CHED Memorandum 52, the Extension and Outreach Office operates within a partnership framework, fostering collaborations with government agencies, the private sector, non-governmental organizations, and international entities. These partnerships help ensure that extension services are multidisciplinary, holistic, and capable of addressing complex challenges. Collaboration also enables resource-sharing, capacity-building, and scaling of successful initiatives across regions and communities.

7.2.5 Research-Based and Evidence-Driven

Extension services are anchored in research, ensuring that the programs and interventions implemented are evidence-based and grounded in best practices. Faculty members, students, and experts collaborate on research projects that address specific community challenges, turning theoretical knowledge into practical, actionable solutions. This research-driven approach enhances the impact of extension activities and aligns with CHED's mandate of ensuring that higher education institutions (HEIs) contribute to nation-building through research and extension.

7.2.6 Sustainable and Long-Term

Focused The Extension and Outreach Office prioritizes sustainability in all of its programs. The initiatives focus on fostering long-term positive change by equipping communities with the tools, knowledge, and skills to continue improving their conditions even after direct involvement from the college has ended. This includes capacity-building in areas such as sustainable agriculture, renewable energy, and environmental conservation, ensuring that the community can continue to thrive independently.

7.2.7 Integrative and Interdisciplinary

Extension services at City College take an interdisciplinary approach, integrating expertise from various academic fields such as education, agriculture, engineering, social sciences, and health. This ensures that the programs are well-rounded and address multiple dimensions of development, including social, economic, cultural, and environmental factors. It aligns with CHED's thrust to promote extension work as an integral part of higher education institutions'

mandates, incorporating teaching, research, and service-learning.

7.2.8 Adaptive to National Development Goals

The Extension and Outreach Office's programs are aligned with the national development goals outlined by CHED and the Philippine government, including the Sustainable Development Goals (SDGs). The programs address national priorities such as poverty reduction, environmental conservation, disaster resilience, and inclusive economic growth. This alignment ensures that the extension services contribute meaningfully to broader societal goals while maintaining relevance at the local level.

7.2.9 Integrated with Academic Learning

In compliance with CHED Memo 52, the extension services are integrated into the academic curriculum, promoting service learning as a core element of student engagement. This approach ensures that students are directly involved in community service, applying their academic learning in real-world contexts. It fosters civic responsibility, leadership, and ethical values in students while contributing to the overall development of the communities served.

7.2.10 Continuously Monitored and Evaluated

Extension services are subject to continuous monitoring and evaluation to measure their effectiveness, impact, and alignment with the institution's goals. Feedback from community stakeholders, participants, and partners is incorporated to ensure that programs remain responsive and improve over time. This ongoing evaluation ensures accountability, transparency, and the continual refinement of programs to achieve optimal outcomes.

The City College of Cagayan de Oro Extension and Outreach Office exemplifies the nature of extension services through its educational, collaborative, and sustainable approach to addressing community needs. Aligned with CHED Memorandum 52 series of 2016, the office ensures that extension programs are relevant, inclusive, research-based, and deeply integrated with both academic learning and the nation's development agenda.

7.3 Nature of Funded Extension Projects

Opportunities in the conduct of extension projects within the university are classified based on the following:

7.3.1 Institutionally-Funded Projects. This is an extension project run by City College personnel. This is open to all permanent employees at the university.

7.3.2 Externally-funded Projects. This term refers to extension projects that are funded by a third party. This project requires the Extension Office's approval and the university president's approval.

8. GUIDELINES FOR THE EXTENSION PROJECT PLANNING & IMPLEMENTATION

The Guidelines for the Preparation, Review, Approval, Monitoring, and Evaluation of Extension Projects provide a framework for the development and implementation of extension projects. These guidelines outline the necessary steps and procedures for the preparation, review, approval, monitoring, and evaluation of extension projects. The guidelines aim to ensure that extension projects are developed in a systematic and comprehensive manner, with clear objectives, strategies, and expected outcomes. They also provide guidance on the roles and responsibilities of stakeholders involved in the project development process.

8.1 Call for Extension Project Proposals. The call for extension project proposals is a formal invitation to stakeholders to submit proposals for extension projects. The call outlines the criteria and requirements for submission, as well as the timeline for the submission process. The call for proposals is typically advertised through various channels to reach a wide audience of potential proponents. The call for proposals is an important step in the project development process as it provides an opportunity for stakeholders to contribute their ideas and expertise to the development of extension projects.

8.2 Submission of Extension Project. The submission of extension project proposals is the process by which proponents submit their proposals in response to the call for proposals. Proponents are required to follow the guidelines and criteria outlined in the call for proposals when preparing their submissions. The submission process typically involves the submission of a proposal document that outlines the proposed project's objectives, strategies, expected outcomes, budget, and timeline.

8.3 Project Review and Approval of Extension Project Proposals. The project review and approval process involves the evaluation of submitted proposals by a panel of experts or a review committee. The panel or committee assesses the proposals against the criteria and requirements outlined in the call for proposals. The review process aims to ensure that proposals are technically sound, feasible, and aligned with the objectives of the extension program. Once a proposal has been reviewed and approved, it can move forward to the next stage of the project development process.

CRITERIA	WEIGHT	DEFINITION

Relevance/ Impact	30%	The proposed project must address the critical pressing need and demand as reflected in the Comprehensive Barangay Profile to contribute to the development of the community. This aligns with the United Nations' Sustainable Development Goals (SDGs), which aim to end poverty, protect the planet, and ensure that all people have the opportunity to live peaceful, prosperous lives
Viability	20%	Based on the required resources of the project, the intended outcomes and benefits are attained

Community- Based Procurement	20%	Materials and human resources are procured within the community
Multi-sectoral Collaboration	15%	Interplay of academic, industry technical government agencies must be clearly presented
Sustainability	15%	A concrete basis and scheme for the continuity of the proposed project must be well articulated in terms of partnerships and empowerment

8.4Revision of Extension Project Proposals. During the project review process, proposals may be returned to proponents for revision based on feedback from the review panel or committee. Proponents are required to address the feedback provided and resubmit their revised proposal for further review. The revision process aims to ensure that proposals are refined and improved before they are approved for implementation.

8.5 Endorsement of Projects for Budget Approval. The endorsement of projects for budget approval involves the selection of projects that will be included in the budget for implementation. Projects that have been approved through the project review process are prioritized based on their alignment with program objectives, feasibility, expected outcomes, and available resources. The

endorsement process involves consultation with stakeholders and decision-makers to ensure that selected projects are aligned with program priorities.

8.6 Execution of MOA between Proponents and the community. The execution of a Memorandum of Agreement (MOA) between proponents and the community is a formal agreement that outlines the roles and responsibilities of each party in the implementation of extension projects. The MOA typically includes details on project objectives, strategies, expected outcomes, budget, timeline, reporting requirements, and monitoring and evaluation procedures. The MOA aims to ensure that all parties involved in the project have a clear understanding of their roles and responsibilities and are committed to achieving project objectives.

8.7 Conduct of Extension Work. The conduct of extension work involves the implementation of extension projects according to the project plan outlined in the MOA. This stage involves activities such as training, capacity building, awareness-raising, and community engagement. The conduct of extension work aims to achieve project objectives and expected outcomes while ensuring that all activities are carried out in a systematic and efficient manner.

8.8 Terminal Report. The terminal report is a comprehensive report that summarizes the results of extension projects at the end of their implementation period. The report includes details on project objectives, strategies, outcomes achieved, challenges encountered, lessons learned, and recommendations for future projects. The terminal report aims to provide stakeholders with a clear understanding of project achievements and challenges while providing guidance on how future projects can be improved.

8.9 Extended Project. An extended project is an extension project that has been approved for continuation beyond its initial implementation period. Extended projects typically undergo a review process to assess their performance during the initial implementation period and determine their potential for continued impact. Extended projects aim to build on the achievements of initial implementation periods while addressing any challenges encountered during implementation.

9. GUIDELINES IN MONITORING, EVALUATION, AND LEARNING OF EXTENSION PROJECTS

The Guidelines for Monitoring, Evaluation, and Reporting of Extension Projects provide a framework for the monitoring and evaluation of extension projects. These guidelines outline the necessary steps and procedures for the monitoring

and evaluation of extension projects. The guidelines aim to ensure that extension projects are monitored and evaluated in a systematic and comprehensive manner, with clear objectives, indicators, and expected outcomes. They also provide guidance on the roles and responsibilities of stakeholders involved in the monitoring and evaluation process.

9.1 Assessment of the Execution of Approved Extension Project Activity/ies.
The assessment of the execution of approved extension project activities involves the evaluation of the implementation of approved extension projects. The assessment aims to determine whether the project activities were executed according to the approved project plan, budget, and timeline. The assessment also evaluates the quality of the project activities and identifies any issues or challenges encountered during implementation.

9.2 Submission of Project Report. The submission of project reports is a requirement for extension proponents to provide updates on the progress of their projects. Project reports typically include information on project accomplishments, challenges encountered, and plans for the next phase of the project. The submission of project reports is an important part of the monitoring and evaluation process, as it provides a means for stakeholders to track project progress and identify any issues that need to be addressed.

9.3 Re-Planning of Extension Activities of Expanded Projects for Phase 2 Implementation. The re-planning of extension activities of expanded projects for phase 2 implementation involves the revision and refinement of project plans based on feedback from the monitoring and evaluation process. The re-planning process aims to ensure that extension projects are aligned with the changing needs of stakeholders and that they continue to be relevant and impactful.

9.4 Submission of Project Terminal Report. The submission of project terminal reports is a requirement for extension proponents to provide a final report on the outcomes and impacts of their projects. The terminal report summarizes the accomplishments of the project, identifies any challenges encountered, and provides recommendations for future projects. The submission of terminal reports is an important part of the monitoring and evaluation process as it provides a means for stakeholders to assess the overall impact of extension projects.

9.5 In-House Review of Project. The in-house review of projects involves the evaluation of extension projects by internal stakeholders such as program administrators or faculty members. The in-house review aims to provide feedback on project design, implementation, and outcomes. The review also

provides an opportunity for internal stakeholders to identify areas for improvement and make recommendations for future projects.

9.6 Dissemination of Extension Outputs and Outcomes. The dissemination of extension outputs and outcomes involves sharing information on project accomplishments with stakeholders such as program participants, funders, and community partners. The dissemination process aims to increase awareness of project impacts and promote the value of extension programs.

9.7 Submission of Project Outcome/Impact Study. The submission of project outcome/impact studies involves the evaluation of the outcomes and impacts of extension projects using quantitative or qualitative research methods. The submission process aims to provide evidence-based information on project impacts that can be used to inform future program development.

9.8 Paper Presentation and Publication of Impact Study. Presentation and publication of impact studies involve sharing research findings with external audiences such as academic or professional communities. The presentation or publication process aims to disseminate research findings widely and promote best practices in extension program development.

9.8 Composition of the Monitoring and Evaluation Committee. The composition of the monitoring and evaluation committee includes representatives from various stakeholder groups such as program administrators, faculty members, community partners, and program participants. The committee is responsible for overseeing the monitoring and evaluation process and providing feedback on project design, implementation, and outcomes.

9.9 Award and Recognition. Award and recognition programs aim to acknowledge outstanding contributions to extension program development or implementation. Awards may be given to individual proponents or teams who have demonstrated excellence in program design, delivery, or impact.

9.10 Extension Information and Dissemination. Extension information and dissemination involve sharing information about extension programs with stakeholders such as potential program participants, community partners, or funders. The dissemination process aims to increase awareness of extension programs and promote their value as a means for promoting lifelong learning and community engagement.

PART V. NATIONAL SERVICE TRAINING PROGRAM

1. INTRODUCTION

The National Service Training Program (NSTP) is a mandated program under Republic Act No. 9163, aimed at enhancing civic consciousness and defense preparedness in the youth. All incoming freshmen students enrolled in any baccalaureate and technical-vocational courses are required to complete one NSTP component.

2. NSTP Components:

The NSTP of CCCDO is composed of the following components, as defined by R.A. 9163:

1. Reserve Officers' Training Corps (ROTC)

Provides military education and training for students to equip them with skills, knowledge, and values in national defense. Implemented in partnership with the Armed Forces of the Philippines (AFP).

2. Civic Welfare Training Service (CWTS)

Focuses on activities that contribute to the general welfare and betterment of the community through health, education, safety, and environment-related services.

3. Literacy Training Service (LTS)

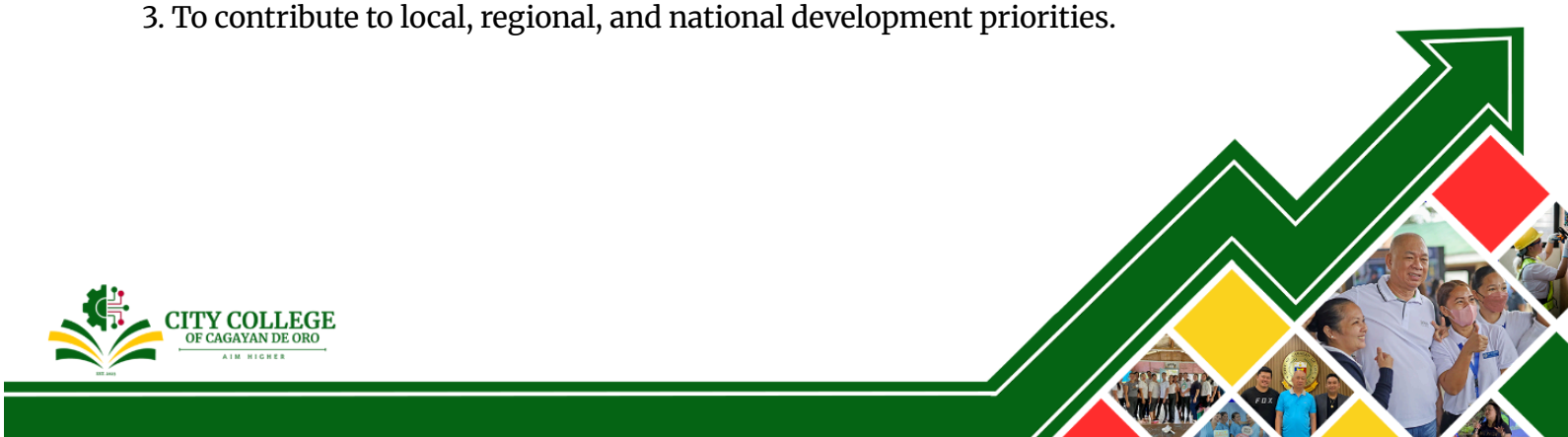
Aims to train students to become teachers of literacy and numeracy skills to schoolchildren, out-of-school youth, and other segments of society in need.

3. VISION, MISSION, AND GOALS

3.1 Vision:
By 2033, the National Service Training Program is the leading community hub that aids the City College of Cagayan de Oro in becoming a globally recognized institution at the forefront of driving positive social change.

3.2 Mission:
To contribute in providing integral human development by fostering leadership, inclusivity, and reflective use of technology for its extension and social development programs and services.

3.3 Goals:
1. To enhance the students' civic consciousness and defense preparedness.
2. To develop the values of leadership, cooperation, and active community service.
3. To contribute to local, regional, and national development priorities.



4. NSTP COMPONENTS AND PROGRAM STRUCTURE

The NSTP is a two-semester program with each component running for a total of 54 to 90 training hours per semester.

Program Structure

NSTP 1: Emphasizes theoretical foundation, leadership training, and project planning.

NSTP 2: Focuses on the implementation of community-based projects and activities.

5. PROGRAM ADMINISTRATION AND COORDINATION

5.1 NSTP Director and Coordinators:

-The NSTP Director oversees the overall administration and implementation of the NSTP.

- Program Coordinators/Heads for each component (ROTC, CWTS, LTS) are responsible for curriculum delivery, field supervision, and program monitoring.

5.2 Faculty and Formators:

-Faculty members and formators must undergo orientation and training on NSTP guidelines, policies, and curriculum design.

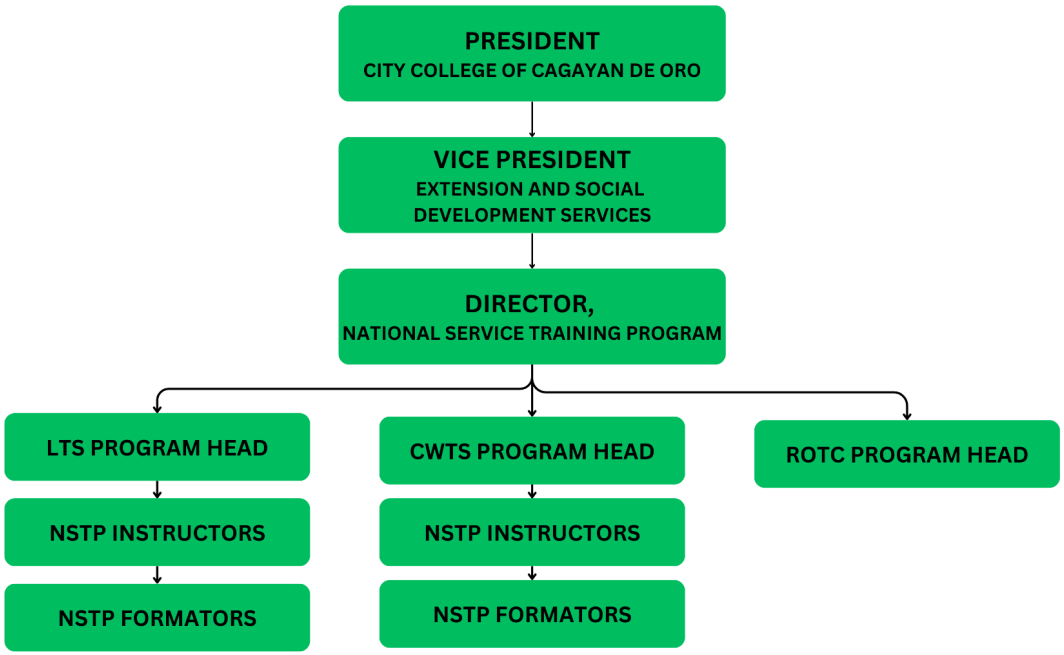
-Instructors are expected to guide and mentor students in their community projects, ensuring alignment with program objectives.

5.3 Program Planning and Assessment:

-Each component must submit an Annual Plan at the start of the academic year, detailing activities, timelines, and expected outputs.

-An evaluation of the program is conducted every semester, focusing on the effectiveness of the implementation and impact on students and the community.

6. OFFICE STRUCTURE



7. POLICIES AND GUIDELINES

7.1 Attendance and Participation

7.1.1 Students must maintain at least 80% attendance per semester.

7.1.2 Participation in all major activities is mandatory.

7.2 Grading and Evaluation

7.2.1 Class Standing (70% of Prelim/Midterm/Final Class Standing):

Attendance and Participation (30%)

- Measures the student's commitment and presence in class sessions and community activities.
- Considers punctuality, active involvement in discussions, and engagement in various NSTP-related events.

Teamwork, Collaboration, Community Engagement and Activities (20%)

- Assesses participation and performance in community outreach programs, fieldwork, and service projects.
- Evaluates the quality and impact of their contributions to community activities.

- Evaluates the student's ability to work effectively within a group, demonstrate leadership, and contribute to collective goals.

7.3 Written Works, Reflection Papers, Quizzes and Output Submission (20%)

- Requires students to submit reflection papers on their experiences, insights, and lessons learned during the course.
- This can also include quizzes, activity reports, case studies, or project proposals related to NSTP themes.

7.4 Final Project/Portfolio (10%)

- A culminating project for the Final Term that showcases their learnings and contributions throughout the semester.
- This can be a written portfolio, a presentation, or a group project demonstrating their understanding of civic duties and community service.

7.5 Exams (30% of Prelim/Midterm/Final):

-The Term Examinations are a significant part of the assessment, ensuring that students grasp theoretical concepts.

7.6 Enrollment and Sectioning

7.6.1. Students will be grouped according to their respective courses.

7.6.2 Special considerations will be made for working students and religious beliefs.

8. ADMISSIONS AND ENROLLMENT POLICIES

8.1 Eligibility:

8.1.1 All first-year college students enrolled in any baccalaureate or at least two-year technical-vocational program are required to take the NSTP.

8.1.2 Students must enroll in NSTP courses (NSTP 1 and NSTP 2) during their first and second semesters.

8.2 Exemptions and Special Provisions:

8.2.1 Foreign students are exempted from the NSTP but may voluntarily participate.

8.2.2 Students who are cross enrolled in other HEIs must coordinate with the NSTP Office for their enrollment and credit transfer.

8.3 Credit Units:

8.3.1 Each NSTP component is a 3-unit course equivalent to 54 to 90 training hours per semester.

8.4 Cross-Enrollment:

8.4.1 Students enrolled in other schools without an NSTP component may cross-enroll at CCCDO, provided they meet all the requirements.

9. IMPLEMENTATION GUIDELINES

9. 1 Classroom and Field Activities:

9.1.1 Classroom Sessions: Include lectures, discussions, and workshops on topics related to civic responsibility, leadership, and community development.

9.1.1 Field Activities: Conducted off-campus, focusing on implementing community-based projects and addressing local issues.

9.2 Uniform and Conduct:

9.2.1 Students must wear the prescribed NSTP uniform during sessions and activities.

9.2.2 Professional conduct and adherence to safety protocols are expected at all times.

9.3 Community Immersion Guidelines:

9.3.1 Activities must be aligned with community needs and should be coordinated with local authorities and partner organizations.

9.3.2 Safety measures, including first-aid kits and emergency contacts, must be in place during all off-campus activities.

10. MONITORING AND EVALUATION

10.1 Performance Evaluation:

10.1.1 Student performance is assessed through rubrics based on participation, project implementation, and adherence to guidelines.

10.1.2 Feedback and reflection sessions are conducted regularly to monitor students' learning progress and experiences.

10.2 Impact Assessment:

10.2.1 An impact assessment of community projects is conducted at the end of each year to measure outcomes and benefits to the community.

Data collected from these assessments are used to improve program design and delivery.

11. CODE OF CONDUCT FOR NSTP STUDENTS AND FORMATORS

- Uphold integrity, honesty, and respect at all times.
- Actively participate in all assigned projects.
- Maintain professionalism and courtesy in dealing with community partners.

12. SAFETY AND RISK MANAGEMENT

12.1 Safety Protocols:

12.1.1 All NSTP activities must adhere to safety protocols, including securing necessary permits, ensuring first-aid availability, and conducting risk assessments.

12.1.2 Emergency preparedness plans must be in place for all field activities.

12.1.3 Emergency contact information must be provided to formators before off-campus projects.

12. 2. Insurance Coverage:

12.2.1 All students participating in off-campus activities must have insurance coverage provided either by the institution or the student

13. COMMUNITY ENGAGEMENT, PARTNERSHIPS, AND EXTENSION PROGRAMS

13.1 Partnership Development:

13.1.1The NSTP Office shall establish and strengthen linkages with government agencies, NGOs, other HEIs, and private organizations to support program implementation.

13.1.1 Partnership agreements (MOAs/MOUs) must be formalized and renewed annually.

13.2 Resource Mobilization:

13.2.1 External funding and resources shall be sought from partner organizations to support the sustainability of community-based projects.

13.2. 2A Resource Mobilization Committee shall be established to oversee fundraising activities and ensure transparency.

13.2. 3 The NSTP works closely with local government units (LGUs), other HEIs, and non-governmental organizations (NGOs) to ensure that projects are sustainable and impactful.

14. ASSESSMENT AND EVALUATION PROCEDURES

All projects will undergo assessment based on relevance, impact, and sustainability. Feedback from community partners will be integral to this process.

15. DISCIPLINARY GUIDELINES

15.1 Violations and Sanctions:

15.1.1 Any violation of NSTP policies (e.g., misconduct, non-compliance with activity guidelines) will be subject to disciplinary action based on CCCDO's Code of Conduct.

15.2 Grievance and Appeals:

15.2.1 Students may file a formal grievance regarding NSTP issues through the NSTP Office. All appeals must be submitted in writing and will be reviewed by the NSTP Director and relevant committees.

16. AMMENDMENTS AND REVISIONS

These policies and guidelines in the manual are subject to periodic review and may be amended as needed to reflect changes in national policies or institutional priorities.

PART VI. LINKAGES AND PARTNERSHIPS OFFICE MANUAL

1. INTRODUCTION

As part of the United Nations Sustainable Development Goals (SDGs), and in alignment with its commitment to these global objectives, the **Linkages and Partnerships Office (LAPO)** of the City College of Cagayan de Oro plays a significant role in contributing to

By fostering strategic collaborations and alliances, LAPO effectively positions the institution at the forefront of global and local efforts to advance sustainable development. Through these partnerships, the office not only facilitates academic and institutional advancements but also encourages community engagement, resource sharing, and joint ventures that address critical societal challenges. This collaborative approach ensures that the City College remains a proactive contributor to global sustainability initiatives while enhancing the educational experience and opportunities for its students and faculty.

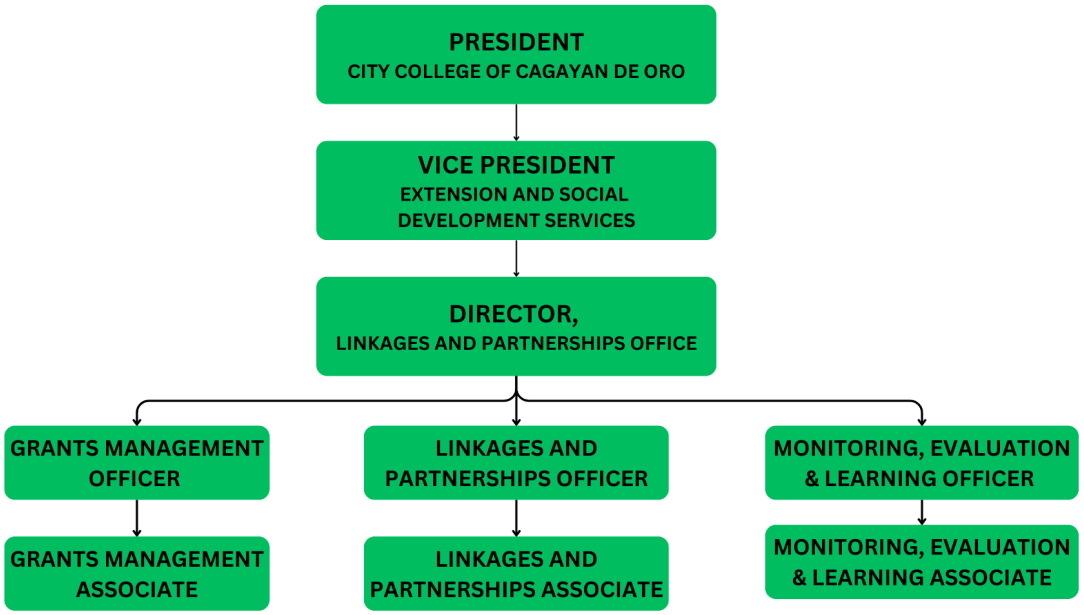
This initiative aligns seamlessly with the guiding principles of the city's objectives and targets, resonating with the governance strategy of the new administration known as *"Kanunay Nag-alagad,"* or the RISE Cagayan de Oro City Agenda.

R – Regional Leadership: Metropolization, Accessibility, and Connectivity
I – Institutional Development and Participatory Governance
S – Safety, Security, and Human Development
E – Economic Recovery

LAPO's functions extend beyond mere partnership facilitation; it embodies the city's commitment to inclusive growth and development. By actively engaging with various stakeholders, including local government units, non-governmental organizations, and the private sector, LAPO ensures that the City College's initiatives are deeply integrated into the broader socio-economic fabric of Cagayan de Oro. This alignment not only strengthens the institution's role in the community but also supports the city's broader goals of resilience, innovation, and sustainability, as envisioned in the RISE agenda.

2. OFFICE STRUCTURE

LINKAGES AND PARTNERSHIPS OFFICE



DIRECTOR FOR LINKAGES AND PARTNERSHIPS. The Director for Linkages and Partnerships is responsible for providing leadership, vision, and strategic direction in establishing and managing partnerships that promote enterprise development, student support, and academic or training assistance. This includes overseeing office operations, implementing a comprehensive Partnership Framework, and fostering relationships with external stakeholders through acquisition, engagement, and retention strategies. The Director reviews and evaluates partnership proposals to ensure alignment with institutional goals, coordinates with Partnership Coordinators across various College Clusters, and develops office operational plans, budgets, and reports. Additionally, the Director represents the office in external collaborations and ensures office efficiency through streamlined procedures and mechanisms.

GRANTS DEVELOPMENT OFFICER. The Grants Development Officer is responsible for identifying, securing, and managing grant funding opportunities to support the organization's programs and strategic initiatives. This role involves researching potential funding sources, developing and writing compelling grant proposals, and ensuring the timely submission of applications. The officer collaborates closely with internal teams to gather necessary information, aligns grant proposals with organizational goals, and ensures compliance with all grant

requirements and regulations. Additionally, the Grants Development Officer maintains relationships with grant-making organizations, monitors grant timelines, prepares required reports for funders, and works to enhance the organization's overall funding strategy.

PARTNERSHIP AND AGREEMENTS OFFICER. The Partnership and Agreements Officer is responsible for initiating, developing, and managing strategic partnerships and agreements with external organizations to advance the organization's goals and objectives. This role involves identifying potential partners, negotiating terms, drafting and reviewing agreements, and ensuring that all partnerships align with the organization's policies and strategic direction. The officer collaborates with internal teams to assess partnership opportunities, oversees the implementation and compliance of agreements, and maintains strong relationships with existing partners. Additionally, the officer represents the organization in meetings, negotiations, and networking events related to partnerships and agreements, ensuring effective communication and mutual benefit for all parties involved.

MONITORING, EVALUATION, AND LEARNING OFFICER. The Monitoring, Evaluation, and Learning (MEL) Officer is responsible for developing and implementing robust monitoring and evaluation frameworks to assess the effectiveness and impact of the organization's programs and initiatives. This role involves designing data collection tools, conducting quantitative and qualitative analyses, and ensuring accurate reporting of outcomes to stakeholders and donors. The MEL Officer collaborates closely with program teams to integrate learning and insights into program design and decision-making processes, fostering a culture of continuous improvement. Additionally, the officer ensures compliance with all reporting requirements, contributes to strategic planning, and promotes best practices in monitoring, evaluation, and organizational learning.

3. **OBJECTIVES:**

1. Provide step-by-step procedures for securing and retaining partners for the City College of Cagayan de Oro;
2. Outline the process for handling MOA/MOU/PA documentation within the Linkages & Partnerships Office; and
3. Establish guidelines for organizing PPAs (Programs, Projects, and Activities) under the Linkages & Partnerships Office.
4. Formulate clear guidelines and procedures in partnering with external organizations

5. Establish a procedure for managing grants from application to completion.
6. Create a comprehensive post-event or project reporting for monitoring and evaluation.

4. SCOPE

This manual defines the steps to be followed by the Linkages and Partnerships Office of the Formation and Social Development Cluster as well as both teaching and non-teaching personnel of the City College who undertakes partnership engagements.

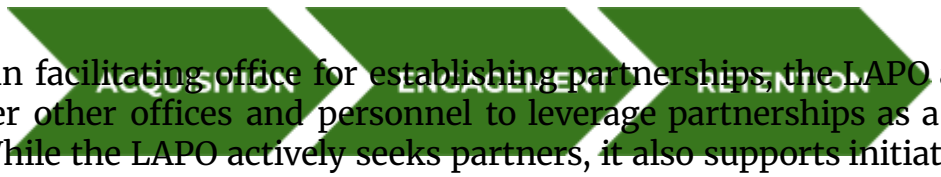
In an ideal scenario, the basic role when facilitating agreements is the Partnerships Officer as the main facilitator of the process. Other offices may also be the main facilitator of a partnership through a **Partnerships Coordinator** per cluster with the Partnerships Office as the assisting body.

5. DEFINITION OF TERMS

1. Partner – a separate entity that collaborates with the City College of CDO to provide assistance and/or collaborate on both parties' projects, programs, and activities.
2. LAPO – Linkages and Partnership Office
3. PFP – Partnership Focal Person
4. MOA – Memorandum of Agreement
5. MOU – Memorandum of Understanding
6. PA - Partnership Agreement
7. Facilitating Personnel - an appointed staff in the concerned cluster who shall facilitate the partnership

6. PARTNERSHIP FRAMEWORK

The LAPO serves as the gatekeeping body for all institutional partnerships, ensuring alignment and strategic collaboration with engagements in various classifications such as *Institutional Partnerships; Scholarships; Industry Partnerships; Media Partnerships; Grants Management, and Government/Public Collaborations*. Additionally, the office is guided by the framework below:



As the main facilitating office for establishing partnerships, the LAPO also aims to empower other offices and personnel to leverage partnerships as a standard practice. While the LAPO actively seeks partners, it also supports initiatives from other offices, personnel, and faculty members within the City College.

The framework below guides the LAPO's role in facilitating and retaining partnerships and its assistance to internally facilitated partnerships. Moreover, it is important to note that all offices/staff/personnel may look for partners, and draft their proposals and agreements while the LAPO will only be providing assistance in facilitating the agreements and the retention of the partner.

7. PARTNERSHIP GUIDELINES

With the empowerment of all City College of CDO personnel and staff to acquire and engage more partners, the same party is encouraged to adhere to the Partnership Guidelines below:With the empowerment of all City College of CDO personnel and staff to acquire and engage more partners, the same party is encouraged to adhere to the Partnership Guidelines below:

A. DOs

1. Define specific goals and outcomes for the partnership and ensure alignment with both parties' missions and strategic plans.
2. Maintain open communication and ensure all communications are accurate and truthful
3. Schedule regular meetings and updates.
4. Draft and sign formal agreements outlining roles, responsibilities, and expectations. Include terms for resource sharing, funding, and confidentiality.
5. Respect each partner's expertise and value the unique strengths and contributions of each partner.
6. Monitor and Evaluate Progress.
7. Adjust activities and strategies based on evaluations and feedback.
8. Ensure Compliance with Legal and Ethical Standards.
9. Respect confidentiality agreements and intellectual property rights.
10. Provide Mutual Support and offer necessary resources and support to partners. Ensure both parties benefit from the partnership.

B. DONT's

1. Avoid providing false or misleading information about your capabilities or intentions.
2. Do Not Overcommit. Avoid taking on more than you can handle and be realistic about your capacity and resources.
3. Do Not Ignore Conflicts of Interest. Identify and disclose any potential conflicts of interest and address conflicts transparently and ethically.
4. Do Not Disregard Feedback. Listen to and act on feedback from your partners and use feedback to improve the partnership and address issues.
5. Do Not Violate Confidentiality. Respect confidentiality agreements and sensitive information and avoid sharing proprietary information without consent.
6. Do Not Engage in any Unethical Behavior. Maintain high standards of integrity and professionalism.
7. Do Not Ignore Legal Constraints. Ensure all activities comply with relevant laws and regulations. Understand and adhere to restrictions on solicitation and other legal limitations.
8. NO SOLICITATIONS. In reference to ***Section 7, Article D of the Republic Act no. 6713***, Public officials and employees shall not solicit or accept, directly or indirectly, any gift, gratuity, favor, entertainment, loan, or anything of monetary value from any person in the course of their official duties or in connection with any operation being regulated by, or any transaction which may be affected by the functions of their office.

8. PARTNERSHIP PROCESS FLOW

A. ACQUISITION

The acquisition phase begins with an extensive scouting process to identify potential partners who share our commitment to sustainable development. Once prospective collaborators are identified, exploratory meetings are conducted to foster mutual understanding and alignment of goals. Following productive discussions, the process moves towards the drafting of a comprehensive Memorandum of Agreement (MOA), a pivotal document that outlines the terms and conditions of the partnership. The final step in this phase involves the official signing of the MOA, solidifying the commitment and partnership between the institution and its collaborators.

Role	Task	Remarks
PFP/Facilitating Office or Personnel	**Research** a. The Partnership Focal Person/Facilitating Personnel shall gather the following data: • Nature of Business • Contact Details • Vision, Mission, Goals, and Objectives • CSR • Projects involving education or TVET	Data Gathering Template Sample Data Gathered/Researched
	Inquisition a. The PFP/Facilitating Personnel shall ask for specific or direct contact details of a representative. The contact details should include: • Name of Representative • Position/Designation • E-mail • Contact Number b. The details of the inquiries must then be updated in the office directory.	
	Writing a. A letter of intent must be signed by the Facilitating Personnel and the Vice President of the personnel's office and shall be sent to the target partner immediately. a1. If the potential partner is a public figure or a government agency, the letter must be signed/noted by the President. b. If in any case, the target partner does not respond or acknowledge the e-mail, the Facilitating Personnel shall follow up either through e-mail or through the contact number provided during research and inquisition. b1. SUGGESTED EMAIL FOLLOW-UP SCRIPTING:	SAMPLE - Letter of Intent

	"Good day, _____. *I hope this email finds you well. I am (Name), the (Designation) of the City College of Cagayan de Oro and I am writing to gently inquire about the letter of intent that I previously sent to your email as we are excited about exploring the opportunity to assist more Kagay-anons and would love to discuss our proposal further.* *We hope to discuss this further with you at your time of convenience and would greatly appreciate receiving your feedback (timeline). If you have any questions and/or concerns, please feel free to let me know. Thank you!"*	
	Presentation/Meeting - If the target partner responds to the letter and sets the date and time for a meeting the Facilitating Personnel shall prepare a presentation that is customized for the target partner's interests and CSR. For sample proposals, please refer to the second column to the right. **NOTE:** Upon confirmation of the schedule of the meeting, the facilitating personnel shall furnish a calendar invite, adding the LAPO Director to the schedule serving as an FYI.	SAMPLE PROPOSAL SAMPLE PRIMER: SULO
	Agreement a. Depending on the agreed terms, both parties can either start with the engagement or wait for the signing of an MOA/MOU. b. The terms that the Facilitating Personnel should ask the other party should include: • Duration of partnership • Scope • Shared responsibilities	Guidelines for Drafting an Agreement TEMPLATES: MOA MOU PA

	• Objectives c. If ever there are instances that call for an immediate engagement without the presence of an MOA/MOU, both parties can sign a partnership agreement stating that they both agree to engage while also acknowledging that the MOA/MOU will follow d. Once the partnership progresses to the facilitation of an agreement, the facilitating personnel shall give updates to the Linkages and Partnerships Office for lobbying and tracking of all institutional partners.	SAMPLE COVER LETTER

B. ENGAGEMENT

During the engagement phase, the institution focuses on the identification and endorsement of beneficiaries who stand to benefit from the collaborative initiatives. A structured training period ensues, equipping beneficiaries with the necessary skills and knowledge.

B1. Types of Engagement

TYPES OF ENGAGEMENTS		
PFP/Facilitating Office or Personnel	**A. INSTITUTIONAL PARTNERS** 1. Internal Engagements 2. Faculty-related Collaboration 3. Student-centered Partnership	
PFP, Registrar's Office, TSTI	**B. SCHOLARSHIPS** 1. Enrollment 2. Training 3. Scholars' Assembly 4. Invitation to Institutional Activities	BULIG CONCEPT PAPER
PFP and SIL Coordinator, JOLINS, TSTI	**C. INDUSTRY PARTNERS** 1. Coordination 2. Deployment 3. Monitoring 4. Post-SIL Evaluation	Link to MOP for SIL Deployment: MOP 2023002 - SIL Deployment

PFP and PRCP	**D. MEDIA PARTNERS** 1. Interviews 2. Event Coverage 3. Radio Promotions	
PFP/Facilitating Office or Personnel	**E. GOVERNMENT/PUBLIC PARTNERS** 1. Scholarships 2. Joint Collaboration on PPAs	
	G. OTHERS 1. Training 2. Research 3. Administrative Collaborations 4. Inter-departmental Collaborations 5. Grants Application to Completion	

B2. Guidelines for Partnering with External Organizations

a. **Alignment with Institutional Mission and Vision**
   - Partnerships must align with the institution's mission, vision, and goals, particularly in promoting education, student development, and local economic growth.

b. **Ethical Standards and Integrity**
   - Partners must adhere to ethical standards and should not have any conflicts of interest or engage in activities that may damage the institution's reputation.

c. **Clear Communication and Expectations**
   - All partnership agreements must clearly outline the roles, responsibilities, and expectations of both parties to ensure transparency and mutual benefit.

d. **Legal and Financial Compliance**
   - Partnerships must comply with all relevant local laws, institutional policies, and financial regulations, including proper documentation of funds and donations.

e. **Monitoring and Evaluation**
   - Regular assessments should be conducted to ensure the partnership is meeting its objectives and making a positive impact on students and the institution.

B2.1 Step-by-Step Procedure for Partnering with External Organizations

STEP NO.	DESCRIPTION	OFFICE/s	PROCESSES	STRATEGIES
1	Identify Potential Partners	Linkages and Partnerships Office (LAPO), Institutional Research Office, and other concerned departments	Research and identify external organizations (corporations, foundations, NGOS, etc.) that have programs aligned with scholarships, grants, or sponsorships.	Use existing contacts, attend networking events, or reach out through formal communications like letters of intent of expression of interest.
2	Initial Contact and Proposal Submission		Make an initial contact with the organization's representative via email, phone, or official meetings to express interest in a potential partnership	Submit a formal proposal outlining the institution's needs, partnership benefits, and areas of collaboration (e.g., scholarships, financial aid, sponsorship for events, etc.).
3	Discuss and Align Objectives	LPO, Academic/Administrative Departments, and the potential partner organization.	Organize a meeting to discuss and align both parties' goals, expectations, and responsibilities. Address areas such as funding terms, eligibility criteria, and timelines.	Conduct the meeting (virtual or face-to-face) and draft a Memorandum of Understanding (MoU) or Agreement (MoA) that reflects agreed terms.
4	Review and Approval	Office of the President, Legal Counsel, Vice President for	Review the partnership agreement to ensure it complies with legal and	Forward the draft MoU/MoA to relevant offices for review and approval, ensuring

		Formation & Social Development Services, and Financial Office.	institutional standards.	all parties understand and consent to the terms.
5	Finalize the Agreement	Director for Linkages & Partnerships and the External Partner.	Sign the finalized MoU/MoA by both parties.	Formal signing ceremony or official documentation exchange to legally bind the partnership. Keep copies of the agreement for record-keeping.
6	Implement the Partnership	LPO, Academic Affairs, Financial Office, Scholarship Committee.	Begin implementing the partnership according to the agreement. This includes promoting scholarship opportunities, setting up grant or sponsorship mechanisms, and managing application processes.	Ensure smooth communication between the institution and the partner.
7	Monitor and Evaluate	LPO, Institutional Research, Scholarship Committee.	Continuously monitor the partnership's progress by tracking student beneficiaries, financial support disbursed, and other key	Organize regular reviews and submit reports to both the partner and institution. Adjust the partnership as necessary based on feedback and

			performance indicators (KPIs).	results.
8	Report and Recognition	LPO, Marketing/Communications Office.	Provide regular updates to the external partner about the outcomes of the scholarships, grants, or sponsorships (e.g., number of beneficiaries, success stories, etc.).	Issue public recognition through social media posts, institutional reports, or events, acknowledging the partner's contribution to the institution's goals.
9	Renewal or Conclusion of Partnership	LPO and External Partner.	Toward the end of the agreed partnership period, evaluate whether to renew, modify, or conclude the agreement based on its success and future plans.	Meet with the external partner to discuss ongoing or future collaborations, and formalize any extension of the agreement or document its closure.

B3. Step-by-Step Procedure for Grants

1. **Include Administrative and Management Costs in Proposals**
   - Ensure that all proposals include a clear and justifiable administrative or management fee to cover operational expenses.

1. **Notify Finance Department of Incoming Funds**
   - Immediately inform the Finance Department of any funds received from external partners or grants.

2. **Issue Official Receipts for Grants and Donations**
   - Upon receiving grants or donations, promptly issue official receipts to external partners, ensuring transparency and compliance with financial regulations.

3. **Monitor Project Timeline and Reporting Requirements**
   - Implement a system to track project timelines, ensuring adherence to deadlines and milestones.

4. **Ensure Comprehensive Reporting, Archiving, and Liquidation**
   - Ensure timely and accurate submission of all required reports, including financial, technical, and project progress reports.

B4. Turnover of Partnerships

As the Linkages and Partnerships Office (LAPO) strives to establish and maintain partnerships for the institution, the responsibility for engagement and coordination often falls under the specific office where the terms of engagement are executed. However, given that LAPO serves as the gatekeeping body for partnerships across the institution and is responsible for documenting almost every partnership, it is essential that the office receiving the partnership also keeps LAPO informed of ongoing engagements and future plans with the partner. This ensures consistent communication and alignment with institutional objectives. This information may be communicated in two forms:

A. Formal Communications
1. Received copy of the letter sent to partner
2. Copy furnished in emails sent to partner

B. Inclusion in Planning and Coordination Meetings
1. Invitation
2. Calendar Invite to the Activities

C1. RETENTION

Effective partnership retention is essential for maintaining long-term collaborations that benefit both parties. By retaining partners, the organization ensures continuity, strengthens mutual trust, and facilitates the deeper integration of shared goals and resources. Sustaining strong partnerships enables the organization to leverage existing relationships, expand opportunities, enhance credibility, and achieve strategic objectives more efficiently. Additionally, retention strategies help mitigate the costs and risks associated with acquiring new partners, providing a stable foundation for ongoing projects and initiatives.

As part of the Linkages and Partnerships Office's commitment to sustaining collaborations with partners from both the public and private sectors, the office

has developed a retention strategy aimed at preserving the meaningful and invaluable partnerships cultivated over the years.

Role	Task	Remarks
PFP/Facilitating Office or Personnel	As a general rule in a partnership setup, the PFP or the Facilitating Office/Personnel are encouraged to undertake the following activities as part of its partnership retention strategy: **1. Maintain Open and Regular Communication** - Schedule Regular Meetings - check-ins (e.g., quarterly meetings) to discuss ongoing projects, new opportunities, and any concerns. - Keep records of all communications to track progress and address issues promptly. **2. Provide Support to Partner's Activities** - Offer access to additional resources or services that can enhance the partner's experience and success - Align the partner's activities with the institution's mandates. - Promote the Partner through institutional activities and social media postings **3. Review Agreement and Coordinate on Renewal** - Involve partners in strategic planning sessions to align future goals and ensure mutual benefit. - Discuss renewal terms well in advance of the contract end date and encourage multi-year agreements or renewals to solidify the long-term nature of the partnership. - Address any concerns or issues. - Acknowledge the partner's additional needs.	

C2. RETENTION STRATEGIES

Additionally, the PFP/Facilitating Office may also undertake the retention strategies outlined below that are tailor-fit for the nature of the partnership.

1. **Awards and Recognition**

- Recognize and celebrate the partner's contributions through awards, public acknowledgments, or special events.
- The City College of Cagayan de Oro has an existing award-giving event called the ***HINABI Stakeholders' Summit***. This is an annual event that the Facilitating Office/Partnerships Office may coordinate with the PR & Communications Office.

2. KAUBAN, WHO?: A Series of Partnership Trivia Posting

The Facilitating Office (PFP) of the City College of Cagayan de Oro may organize a series of social media posts on the college's official Facebook page to showcase the partnership with external partners and introduce their programs and activities.

Each post should use a layout and a caption that introduces the partner, details the nature of the partnership with the City College of Cagayan de Oro, and highlights any notable achievements or features that the partner wishes to emphasize. The posts should follow the format outlined below, combining visual and textual content:

I. **Visual Content:** It is suggested that there be a template intended for the posting that could be a 4-tiled layout with the following format:

II. **Caption:** The caption must also introduce the partner, the nature of the partnership with the City College of Cagayan de Oro, and some notable highlights that the partner would like to be showcased in the post. Utilize the format below:

[1st Par] About the Organization
[2nd Par] Brief Overview of Partnership & Partner's Highlights
[3rd Par] Message of Gratitude
[4th Par] Call to Action

GUIDELINES:

a. Create a communications plan outlining the schedule for each post, including dates, times, and inputs that the partner would like to be shared in the post. This ensures that the post will not overstep any boundary or disclose any information the partner would not want to be shared publicly.
b. Write concise and compelling captions that highlight the partnership and its benefits. Incorporate stories, testimonials, and success stories to personalize the partnership.
c. Include key details such as program names, dates, and how to get involved.
d. Include clear CTAs that encourage engagement, such as "Learn More," "Register Now," or any Call to Action that the partner would like the audience to do. This will also help the partner promote its programs and services and the institution to contribute to the traffic of the partner's website/official page.
e. Follow the college's branding guidelines, including logo usage, color schemes, and fonts. ***(Refer to the branding manual of the PR & Communications Division)***
f. Ensure that partner logos and branding are used consistently and appropriately.
g. Following the production of a layout and caption, the PFP/Facilitating Office shall then secure approval from the supervising personnel of that office *(e.g., Director for Linkages and Partnerships Office)* and forward to the PR & Communications Office once drafts are approved for posting.

C. BULLETIN/ACCOMPLISHMENT REPORT

As part of the partnership's monitoring and evaluation efforts, the PFP/Facilitating Office may also produce and send the partner the following types of bulletin:

a. A quarterly update through e-mail

    - This may just contain one quarter's updates on the partnership in alignment with the partnership objectives, updates on the institution, and moving forward

b. An audio-visual presentation (AVP)
c. An annual printed bulletin

1. Collect data on partnership activities, achievements, and milestones.
2. Obtain testimonials, quotes, or statements from key stakeholders and beneficiaries.
3. Establish a timeline for the creation, review, and distribution of the report.
4. Interview relevant staff, partners, and beneficiaries to gather qualitative data and insights.
5. Create an outline including sections such as Executive Summary, Introduction, Activities and Achievements, Challenges and Solutions, Testimonials, and Future Plans.
6. Incorporate visual elements such as charts, graphs, and images to enhance readability and engagement.
7. Ensure the report is formatted for accessibility, with clear headings, bullet points, and concise paragraphs.
8. Circulate the draft report among internal stakeholders for feedback and suggestions.
9. Make necessary revisions based on the feedback received. If no feedback is given, have the report approved.
10. Set a date for the official release of the report and communicate this to all stakeholders. The report may be submitted to the partner physically, or posted on the City College of CDO's Office website through the institution's official Facebook page.

D. SCHOLARS' ASSEMBLY

A scholars' assembly is an avenue for the scholarship benefactor and beneficiaries to meet, for the institution to report necessary and relevant partnership accomplishments, and to discuss the potential renewal of the partnership.

Role	Task	Remarks
	PRE-EVENT	
Project Head	Ideation: a. Create Project Title b. Identify target date c. Identify the number of participants and list of VIPs d. Logistic Needs e. Program Flow f. Budgetary Requirements g. Working Team Members	

Project Head	Create a Program of Work and submit it to the Finance Division	
Project Head	Create a working document for the program in Google Drive indicating the TASKS & FLOW of the program.	Sample Working Doc here: MORESCO Event
Project Head	Propose event plans for the director/immediate head. If approved, proceed with the preparations	
Project Head	Draft a letter of intent to City College Heads requesting other personnel's assistance for the event.	
Project Head	Following the approval of the respective City College heads, request for a memo from the Office of the President for the working committee members specifying the timeline for the event	
Project Head	Create a groupchat for the working committee members.	
Project Head	Conduct an initial meeting with the working committee members.	
Logistics	Identify the target venue and pencil book on any available schedule	
Communications	Coordinate the schedule of the first party (PARTNER) and the dignitaries participating in the signing of the MOA.	
Communications	Following the availability of all parties involved, draft a letter for venue reservation and have it signed by the President. The letter must then be sent to the respective office.	
Communications	Draft invitation letters to guests and letters of intent to other logistical needs (i.e., internet connectivity, LED Van, Logistical Needs, media coverage) and have them signed by the President. After being signed, send a letter to respective recipients. Make sure to secure received copies of all communications sent.	
Creatives	Create: 1. Program Flow Slide Deck 2. Marquee 3. Layout for Tarpaulin 4. Layout for Certificate of Appreciation for Other Guests	

	5. Layout for Plaque of Recognition for Partner 6. Layout for Program Flow	
Project Head	Initiate a second working team meeting	
Technicals	Compile Videos for the Program: 1. Invocation 2. Lupang Hinirang 3. Cagayan de Oro March 4. City College Hymn 5. Fanfare Videos 6. Background audio 7. Marquee 8. Slide decks	
Logistics	Prepare floor plan, stage design	
Communications	Coordinate with communications sent for confirmation (i.e., invitations and letters of intent).	
Logistics	Egress for logistic needs(this only applies to venues that do not have the following): 1. Carpet 2. Par light 3. Cloth 4. Sound system	
Logistics	Reserve the flexi for the egress and ingress	
Project Head	Follow up Creatives, Logistics, and Finance division.	
Project Head	Request for Memo for Working Team during the event and memo inviting all City College Heads to witness the event	
Project Head	Pre-game Meeting	

E. Comprehensive Post-Event/Project Reporting

An effective post-event or project reporting process is key to fostering transparency, accountability, and long-term collaboration with partners. This process not only serves as a record of success and impact but also strengthens trust and retention with partners by demonstrating the institution's commitment to shared goals.

The Monitoring, Evaluation, and Learning (MEL) of the Linkages and Partnerships Office plays a crucial role in this process, ensuring accurate data collection, assessment, and presentation of outcomes. Below is a detailed reporting process, emphasizing the contributions of the MEL Officer and the incorporation of essential partnership retention strategies.

1. Data Gathering and Documentation Process

- Compile attendance records, participation data, and key milestones achieved during the event/project.
- Collect feedback from stakeholders and participants through surveys, interviews, and focus group discussions (FGDs).
- Ensure data integrity and accuracy through triangulation (cross-verifying data from multiple sources).

2. Conduct Satisfaction Survey and Consolidated Results Process

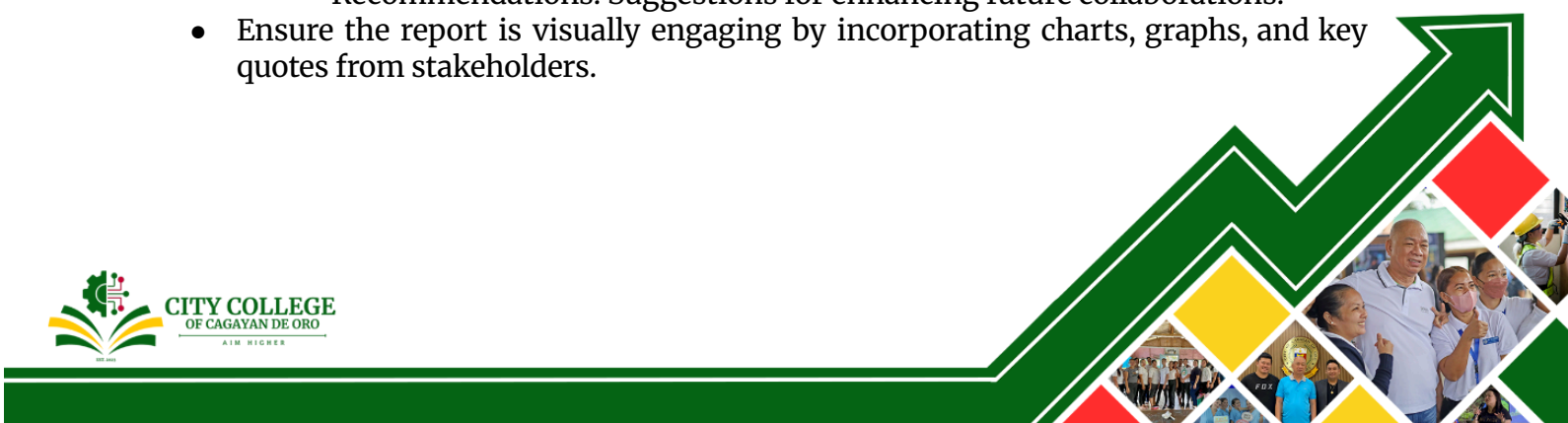
- Distribute satisfaction surveys to partners, participants, and stakeholders immediately after the event/project.
- Collect and analyze survey results, focusing on overall satisfaction, perceived benefits, and areas for improvement.
- Present a summary of findings, including satisfaction ratings, strengths of the event/project, and suggestions for future improvements.

3. Impact Assessment and Performance Evaluation Process:

- Evaluate how well the project met its intended objectives, including changes in knowledge, attitudes, or behaviors of the target audience.
- Measure broader impacts such as increased community engagement, policy changes, or enhanced institutional reputation.
- Prepare an Impact Summary that highlights outcomes and presents them as part of the post-event report.

4. Consolidating Findings into the Post-Event/Project Report Process:

- Organize the post-event/project report into key sections:
  - Executive Summary: Brief overview of event/project purpose, key activities, and main outcomes.
  - Data & Performance Analysis: Quantitative metrics (participation, satisfaction scores) and qualitative feedback.
  - Impact Assessment: Analysis of the event/project's impact on the community institution, and partners.
  - Challenges & Learnings: Areas where the project could improve based on feedback.
  - Recommendations: Suggestions for enhancing future collaborations.
- Ensure the report is visually engaging by incorporating charts, graphs, and key quotes from stakeholders.



5. Feedback and Follow-Up with Partners

- Share the comprehensive post-event/project report with partners, emphasizing how their support contributed to success.
- Schedule follow-up discussions or surveys to gather partner feedback on the overall collaboration experience.
- Use the feedback to inform future partnership strategies and enhance retention efforts.

6. Continuous Learning and Improvement Process:

- Maintain a repository of lessons learned, which can be referenced for future events or projects.
- Regularly review and update reporting processes to reflect new insights or challenges.
- Share best practices and success stories with partners, demonstrating a commitment to continuous improvement.

7. Strengthening Partnership Retention

- By providing detailed and transparent reports, the institution can demonstrate the tangible impact of the partnership, reinforcing its value to partners.
- The MEL Officer ensures that partners remain engaged after the event/project by keeping them informed of ongoing efforts and inviting them to future collaborations.
- Partners should be recognized for their contributions, both in the report and in public forums, strengthening their sense of involvement and commitment to the partnership.

I. AGREEMENTS

A. Types of Agreements

As the partnership focal person, one must first know the difference between a Memorandum of Agreement (MOA), a Memorandum of Understanding (MOU), and a Partnership Agreement (PA):

I. Memorandum of Agreement (MOA) - an agreement that requires the Mayor's signature and that details monetary engagements with a partner.
II. Memorandum of Understanding (MOU) - a document detailing the terms and responsibilities per party and does not involve any monetary discrepancies.
III. Partnership Agreement (PA) - a document that can be signed at the level of the department given that it does not involve monetary clauses and does not interfere with any LGU-related functions.

B. Partnership Benefits

A. Promotions and Collateral Opportunity

a. PARTNER will be officially recognized as a partner in all City College events, encompassing *Quarterly Symposiums, General Assemblies, Semi-annual Leadership Camps, Sportsfest, and Graduation Ceremonies*;
b. PARTNER may promote its subsidiaries, affiliations, and other services to TSTI staff and trainees by participating in the mentioned events;
c. Production of one (1) AVP and one (1) booklet summarizing the accomplishment report for the transportation assistance provided;
d. All City College publications, including Facebook posts and a Quarterly Bulletin, will feature PARTNER as a partner. The institution's official Facebook page has 12K followers and is linked to the City Information Office's Facebook page (the official information page of the LGU with 103K followers); and
e. City College may conduct onsite registrations for its enrollment in far-flung barangays in the city and invite PARTNER to pre-register for its programs as well.

B. Collaboration and Networking

a. PARTNER will be invited to participate in the institution's annual stakeholders' summit, providing an opportunity to connect with potential new partners and clients for their programs and services; and
b. PARTNER will be linked to other LGU-related offices, the City College of CDO Partners, and programs, events, and activities that the PARTNER may find beneficial to its programs.

C. Industry-Relevant Training

a. City College will reserve specific slots for PARTNER-endorsed employees who wish to gain/reskill/upskill through technical skills training;
b. If PARTNER's subsidiaries require additional personnel, City College will recommend Supervised Industry Learning (SIL/OJT) prospective trainees;
c. City College will provide skills training to PARTNER's endorsed trainees from adopted communities or current beneficiaries;
d. PARTNER may source graduates for employment in their affiliated companies for a more seamless transition of workforce; and
e. PARTNER may recommend enhancements in the curriculum of TSTI to tailor-fit the needs of its affiliated companies.

D. Social Impact

a. PARTNER promotes inclusivity to enable individuals from disadvantaged, marginalized, and underprivileged individuals to access quality education

and training. Inclusivity promotes a sense of community and reduces inequalities by providing opportunities for economic empowerment and advancement in society;

b. PARTNER advocates for skilled workers to improve productivity, innovation, and competitiveness, leading to sustainable employment and local business growth; and
c. The City College of CDO welcomes any terms and benefits that PARTNER will be suggesting, provided that it was coursed through City College.

C. Agreement Processing Procedure

Role	Task	Remarks
Partnerships Focal Person/Facilitating Personnel	Coordination Meeting with Partner on Engagements In drafting a MOA/MOU, the Facilitating Personnel shall secure the following details from the partner: 1. Name and Designation of Partner's Representative as the Main signatory 2. Name(s) and Designation(s) of Partner's Witnesses 3. Brief Description of the Partner Organization 4. Office Address 5. Clear Purpose of Activity to Undertake ***(to be inserted in the WHEREAS section)***	
	Drafting of MOA/MOU/PA The facilitating personnel/office may download the template of the agreement based on the partnership they will be engaging in. Once the personnel have successfully drafted the agreement, he/she may send the draft including the draft of a cover letter to the Linkages and Partnerships Office for review and approval. Following the Office's approval, the facilitating personnel shall then forward	SAMPLE AGREEMENTS: MOA MOU PA TEMPLATES: MOA/MOU/PA

	the drafts to the Office of the President for review and signature on the documents. Once signed and approved, the facilitating personnel shall inform the Linkages and Partnerships Office of the progress and updates of the drafted agreement. Should the Office/Personnel, they may do so by putting it into writing.	
	Sending of Draft to Partner a. NO OTHER COMMENTS FROM PARTNER - Submit a copy of the draft to the City Legal Office with a cover letter attached to it. b. WITH COMMENTS FROM PARTNER - Revise and Resend to Partner until Partner has no comment on the draft then submit to the City Legal Office	
	Submit Draft to City Legal Office with Cover letter	SAMPLE COVER LETTER
	Wait for City Legal's response on the draft. The response may come in two types of documents: a. Legal Comments b. Letter of No Objection and Executive Indorsement	
	Should there be legal comments that need to be revised the focal person must: 1. Revise the draft 2. Submit the draft to the partner and secure approval 3. Re-submit the draft to the City Legal Office with a Cover Letter	
	Should the CLO have no other comments with the document, the PFP shall secure the Letter of No Objection and Executive Indorsement from the CLO and forward the documents including the draft to the City Council/Governing Board. For context and with the establishment of the Governing Board of the City College of Cagayan de Oro, the PFP shall consider the following distinctions:	

	a. MOAs and MOUs must be forwarded to the CLO and to the Governing Board for review through the Executive Secretary of the City College. b. PAs that do not involve the Mayor in the signatories must be forwarded to the Governing Board for their review and production of a Board Resolution.	
	Following the above-mentioned processes, and with the draft forwarded to the City Council *(if it involves other LGU offices and the Mayor in the signatory)* and to the Governing Board, the PFP shall closely monitor the updates on the draft. a. CITY COUNCIL - agreements must be forwarded to the City Council Secretariat as soon as the PFP is in a week. It is advised that the PFP forward the draft between the days Monday to Wednesday for the draft to be included in the agenda of the City Council session on Monday of the following week. The inclusion in the agenda must be monitored by the PFP for the draft to be included in the session and be duly approved by the City Councilors. b. GOVERNING BOARD - following the sending of the draft to the GB, the PFP is compelled to await news on the GB members' comments on the agreement. The PFP must note that the GB convenes every quarter, so partnerships must be compiled and duly submitted to the board for them to review all engagements at once.	

	Should the City Council and the GB approve, the PFP must secure the following: a. City Ordinance (routed and signed) b. Board Resolution (routed and signed)	
	Scan the documents and upload them in a dedicated Google Drive folder.	Google Drive
	OPTIONAL: Proceed with a Ceremonial Signing of MOA/MOU/PA (This is dependent on the Partner's request or orders coming from the Office of the President) To ensure the proper processing of an agreement, the following procedural steps must be adhered to: • The facilitating office shall prepare six (6) original copies of the agreement. These shall be distributed as follows: two (2) copies for the City Legal Office, two (2) copies for the City College of Cagayan de Oro (CCCDO), and two (2) copies for the partner organization. • Upon full execution of the agreement, including signatures and notarization, the facilitating office shall allocate one (1) of the two (2) CCCDO copies to the Linkages and Partnerships Office (LAPO) and retain one (1) copy for its own records. • In instances where an additional office requires an original copy of the agreement, the facilitating office shall distribute the original copy to the requesting office and provide a scanned copy to the LAPO.	

	• Subsequently, the facilitating office is required to notify the LAPO of the finalized agreement and its terms and update the corresponding tracker linked to this document (LINK).	
END		

C2. Project Management: Ceremonial Signing of a MOA

Role	Task	Remarks
PRE-EVENT		
Project Head	Ideation: a. Identify target date b. Identify the number of participants and list of VIPs c. Logistic Needs d. Program Flow e. Budgetary Requirements f. Working Team Members	
Project Head	Create a Program of Work and submit it to the Finance Division	
Project Head	Create a working document for the program in Google Drive indicating the TASKS & FLOW of the program.	Sample Working Doc here: MORESCO Event
Project Head	Propose event plans for the director/immediate head. If approved, proceed with the preparations	
Project Head	Draft a letter of intent to City College Heads requesting other personnel's assistance for the event.	
Project Head	Following the approval of the respective City College heads, request for a memo from the Office of the President for the working committee members specifying the timeline for the event	
Project Head	Create a group chat for the working committee members.	
Project Head	Conduct an initial meeting with the working committee members.	

Logistics	Identify the target venue and pencil book on any available schedule	
Communications	Coordinate the schedule of the first party (PARTNER) and the dignitaries participating in the signing of the MOA.	
Communications	Following the availability of all parties involved, draft a letter for venue reservation and have it signed by the President. The letter must then be sent to the respective office.	
Communications	Draft invitation letters to guests and letters of intent to other logistical needs (i.e., internet connectivity, LED Van, Logistical Needs, media coverage) and have them signed by the President. After being signed, send a letter to respective recipients. Make sure to secure received copies of all communications sent.	
Creatives	Create: 1. Program Flow Slide Deck 2. Marquee 3. Layout for Tarpaulin 4. Layout for Certificate of Appreciation for Other Guests 5. Layout for Plaque of Recognition for Partner 6. Layout for Program Flow	
Project Head	Initiate a second working team meeting	
Technicals	Compile Videos for the Program: 1. Invocation 2. Lupang Hinirang 3. Cagayan de Oro March 4. City College Hymn 5. Fanfare Videos 6. Background audio 7. Marquee 8. Slide decks	
Logistics	Prepare floor plan, stage design	
Communications	Coordinate with communications sent for confirmation (i.e., invitations and letters of intent).	

Logistics	Egress for logistic needs(this only applies to venues that do not have the following): 1. Carpet 2. Par light 3. Cloth 4. Sound system	
Logistics	Reserve the flexi for the egress and ingress	
Project Head	Follow up Creatives, Logistics, and Finance division.	
Project Head	Request for Memo for Working Team during the event and memo inviting all City College Heads to witness the event	
Project Head	Pre-game Meeting	
EVENT DAY		
Project Head	Oversee event implementation: a. Host's Spiel b. Venue setup c. VIP Coordination d. Technicals e. Provision of Meals	
Logistics	Setup venue	
Logistics	Follow-up meal and snack procurement	
Project Head	Stand as floor manager	
Creatives	Document the whole event including activities done outside the venue proper. (NOTE: Secure photos of procured items e.g., tarpaulins, meals and snacks, and plaques)	
Communications	Serve as secretariat during the event and secure attendance.	
POST-EVENT		
Project Head	Create narrative and documentation reports and submit them to the finance department	
Project Head	Create post-evaluation form	Suggested Template: What Worked, What Didn't Work, Recommendation Criteria:

		Concept, Communications, Logistics, and Program
Creatives	Post documentations	
Project Head	Update the Event Statistics, Progress Reports, and Directory	
END		